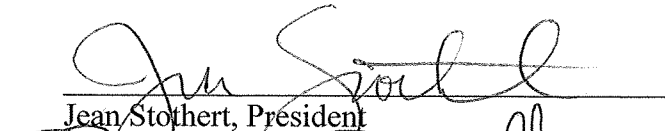


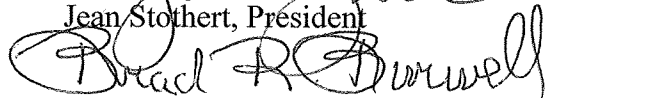
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at _____ 7:00 _____ P.M. on _____ December 15, _____ 2008, at _____ Don Stroh Administrative Center _____ 5606 South 147th Street _____ Omaha, NE 68137 _____

Dated this _____ 15th _____ day of _____ December _____, 2008.



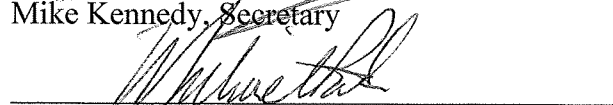
Jean Stothert, President




Brad Burwell, Vice President



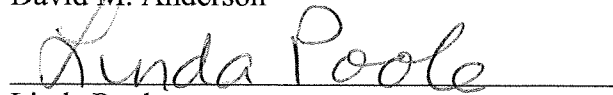
Mike Kennedy, Secretary



Mike Pate, Treasurer




David M. Anderson



Linda Poole



Maurice Green – Millard North High School



Brittney Albin – Millard South High School



Emily Nowell – Millard West High School

**NOTICE OF MEETING
SCHOOL DISTRICT NO. 17**

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, December 15, 2008** at 5606 South 147th Street, Omaha, Nebraska.

An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

MIKE KENNEDY,
Secretary

12-12-08

**THE DAILY RECORD
OF OMAHA**

**RONALD A. HENNINGSEN, Publisher
PROOF OF PUBLICATION**

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha, } ss.

J. BOYD

being duly sworn, deposes and says that she is

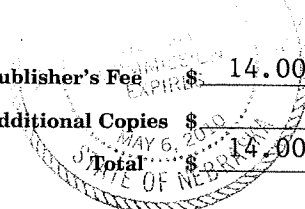
LEGAL EDITOR

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on _____

December 12, 2008

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.

Publisher's Fee \$ 14.00
Additional Copies \$ 0.00
Total \$ 14.00



Subscribed in my presence and sworn to before
me this 12th _____ day of
December 20 08

J. Boyd
Notary Public in and for Douglas County,
State of Nebraska

BOARD OF EDUCATION MEETING

DECEMBER 15, 2008

NAME:

REPRESENTING:

Kent, Karen & Andy Pearce

MSHS Fall Sports (FR)

KIRK PETERSON

MWHS FALL SPORTS

Sam & Trudy Abboud
Jamie Hansa

MWHS & Cody Elem
MWHS

NIKA ZVERTCH

MWHS

Brianna Burns

MWHS

Mike & Kristi Schulte

MWHS

Julie Elvers

Aldrich

Zahra & Heather Pfeifer MW

Kevin & Kathy Potts

MWHS

MARK & Shelly Beck

MWHS

⇒ Potts

MWHS

Jeff, Delesa & Hannah Jensen

MWHS

Brandi & Doug Coffey

MWHS

Kim & Stu Brown

MWHS

Kim & Steve Osterfoss

MWHS

Jeff & Linda Ray

MWHS

Ryan Logacre

MWHS

Kevin Niederklein

MWHS

BOARD OF EDUCATION MEETING

DECEMBER 15, 2008

NAME:

REPRESENTING:

Les & Melanie Robbins	MWHS
Branti & Michaela Landon	MWHS
Carol Enke	MWHS
Alex Bell	MWHS
Janet Vadon	MWHS
Jim & Michele Reaves	MWHS
Justin Deschamp	MWHS
Sarah Wolf	MWHS
Bryan Volkman	MWHS
E. FORTWBERG	MWHS
A. FORTWBERG	MWHS
Janet Henle	MSA - Drew Neville
MARK O'DONWELL	MWHS.
Jodi Rinne	Orizon CPAs
Sara Horn	MWHS
Ashley Slovak	MWHS
Alex Sider	MWHS
Perry + Teri Guido	MWHS
Oliver Bomweu	MWHS.

BOARD OF EDUCATION MEETING

DECEMBER 15, 2008

NAME:

REPRESENTING:

Alan Garza

MWHS

Peg Bay

Subs & Cody

Diane Weier

Sub/Cody

Laurie Brodeur

RMS

Sarah Shackelford

Rachel Brodeur

MWHS

LADREANA EDWARDS - PENN

MWHS

Mike Finkenbinder

MWHS

Aaron Garza

MWHS -XC

Rick Wharton

mur-hc

Brett Killough

MWHS

Nicole Joseph

MWHS

Allie Adams

MWHS

Michelle McCreff

MWHS

Jordan Boston

MWHS

Ryan Anson

MWHS

Albert Arroyo

MWHS

Zach Jones

MCC

Donald Ramirez

Henry A. Koch Co



BOARD OF EDUCATION
MEETING



DECEMBER 15, 2008

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

2

BOARD MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
DECEMBER 15, 2008

AGENDA

A. Call to Order

The Public Meeting Act is posted on the Wall and Available for Public Inspection

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 – November 17, 2008
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File
4. Summary of Committee of Whole Meeting – December 1, 2008

F. Information Items

1. Showcase: Fall Sports, National Board Certified Teachers
2. Employees of the Month
3. Superintendent's Comments
4. Board Comments/Announcements
5. Report from Student Representative

G. Unfinished Business:

H. New Business

1. Receive and Place on File the Audit Report 2007-2008
2. Approval of 2009 Summer School Proposal
3. Approval of Rule 4405.3 – Human Resources – Payroll Deduction – 403(b) Tax Sheltered Annuities and Custodial Accounts
4. Approval of Resolution and Millard Public Schools 403(b) Retirement Plan Policy Regarding Funding Vehicles/Vendor(s) Selection and De-Selection
5. Approval of Reagan Addition
6. Resolution for Retiring Board Member
7. Approval to Change Meeting Dates in January
8. Approval of Personnel Actions: Resignation(s), Voluntary Separation, and Resignation Notification Incentive Program, New Hire(s)

I. Reports

1. Enrollment Report
2. Preliminary Projections for Fall 2009
3. NCA Reports
4. Risk Management Report

J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, January 5, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Committee of the Whole Meeting on Monday, January 12, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. PDK Dinner on Wednesday, January 14, 2009 at 5:30 p.m. at Centennial Hall at the Thompson Alumni Center at UNO
4. Board of Education Meeting on Monday, January 19, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, February 2, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Committee of the Whole Meeting on Monday, February 9, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Board of Education Meeting on Monday, February 16, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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
DECEMBER 15, 2008

ADMINISTRATIVE MEMORANDUM

A. Call to Order

The Public Meeting Act is posted on the Wall and Available for Public Inspection

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 – November 17, 2008. (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve the bills. (See Enclosures.)
- *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 – December 1, 2008
- F.1. Showcase: Fall Sports, National Board Certified Teachers
- F.2. Employees of the Month
- F.3. Superintendent’s Comments
- F.4. Board Comments/Announcements
- F.5. Report from Student Representatives
- H.1. Motion by _____, seconded by _____, to Receive and Place on File the Audit Report 2007-2008. (See enclosure.)
- H.2. Motion by _____, seconded by _____, to approve the 2009 Summer School Proposal. (See enclosure.)
- H.3. Motion by _____, seconded by _____, to approve Rule 4405.3 – Human Resources – Payroll Deduction – 403(b) Tax Sheltered Annuities and Custodian Accounts. (See enclosure.)
- H.4. Motion by _____, seconded by _____, to approve the Resolution and Millard Public Schools 403(b) Retirement Plan Policy Regarding Funding Vehicle(s)/Vendor(s) Selection and De-Selection. (See enclosure.)

- H.5. Motion by _____, seconded by _____, to approve the recommendation that the architects be authorized and directed to proceed with bidding for the proposed construction of additions to Reagan Elementary School. (See enclosure.)
- H.6. Motion by _____, seconded by _____, to approve the Resolution for Retiring Board Member. (See enclosure.)
- H.7. Motion by _____, seconded by _____, to approve the recommendation to have two meetings in January a Committee Meeting on January 12, 2009, and a Board of Education meeting on January 19, 2009. (See enclosure.)
- H.8. Motion by _____, seconded by _____, to approve Personnel Actions: Resignation(s), Voluntary Separation, and Resignation Notification Incentive Program, and New Hire(s). (See enclosure.)

I. Reports:

1. Enrollment Report
2. Preliminary Projections for Fall 2009
3. NCA Reports
4. Risk Management Report

J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, January 5, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Committee of the Whole Meeting on Monday, January 12, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. PDK Dinner on Wednesday, January 14, 2009 at 5:30 p.m. at Centennial Hall at the Thompson Alumni Center at UNO
4. Board of Education Meeting on Monday, January 19, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, February 2, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Committee of the Whole Meeting on Monday, February 9, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Board of Education Meeting on Monday, February 16, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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.

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO 17

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. The meeting was convened in open and public session at 7:00 p.m., Monday, November 17, 2008, at the Don Stroh Administration Center, 5606 South 147th Street.

PRESENT: Jean Stothert, Mike Pate, Dave Anderson, Mike Kennedy, and Linda Poole

ABSENT: Brad Burwell

Notice of this meeting was given in advance thereof by publication in the Daily Record on November 14, 2008; 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 7:00 p.m. Jean Stothert announced the Public meeting Act is posted on the wall and available for public inspection. Mrs. Stothert asked everyone to say the Pledge of Allegiance.

Roll call was taken and members present were: Jean Stothert, Mike Pate, Dave Anderson, Mike Kennedy, and Linda Poole. Absent was Brad Burwell.

Motion by Mike Kennedy, seconded by Dave Anderson, to excuse Brad Burwell from the meeting, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Dave Anderson, to approve the Board of Education minutes November 3, 2008, approve the bills, and receive the treasurer's report and place on file, upon roll call vote, all members voted aye. Motion carried.

Mrs. Stothert recognized Boy Scout Troop 336 who was attending the meeting, because they were working on their Citizenship in the Community badge. Mrs. Stothert welcomed the group to the meeting.

Showcase highlighted the National Merit Semi-Finalists and Commended Students from the three high schools.

Superintendent's Comments:

1. Next week school will be out and the office will be closed on Thursday and Friday due to Thanksgiving break.
2. The December committee meeting will be held on Monday, December 1, 2008 at which time a mandated orientation session will be conducted by the Board of Education for our new board member Julie Kannas. Duncan Young was asked to attend this orientation session.
3. The next regular scheduled board meeting will be held on Monday, December 15, 2008.
4. January 5, 2009 is the first scheduled board meeting in January. Since the district will be seating a new board member and this can be done the first Thursday after the first Tuesday a board meeting could be held on January 12 or wait until January 19 to elect officers and seat the new board member. Board members were asked to give this some thought.

5. Last Monday at the committee meeting we addressed the budget information in regards to the building fund and the various projects. This morning the proposal was reviewed again and it will be sent to the board, because this will be discussed at the board meeting on December 15th.
6. Thursday, November 20, 2008 will be the caucus for the 11 school districts to elect a board member from each of the six areas to sit on the Learning Community Coordinating Council. The Secretary of State mailed what the rules are going to be for that evening, and they are pretty explicit, so there should not be any confusion.

Board Comments:

Dave Anderson said he will be attending the NASB Board of Directors meeting on Tuesday and he will attend the NASB State Education Conference, where on Friday he will be the voting delegate at the delegate assembly.

Linda Poole said she will be attending the NASB Board of Directors meeting as a guest, and also will be at the delegate assembly.

Jean Stothert offered her congratulations to Millard South and Millard West for their win over the weekend, and now will be playing each other for the state championship in football.

Mrs. Stothert also congratulated Mike Pate and Linda Poole for being re-elected to the Board of Education. She said by the margin they won by reflected on the whole board and the Millard administration. She commented that she was happy to see the number of candidates who ran for the board.

Mrs. Stothert reported that she and Dr. Lutz will be attending the Learning Community Discussion being sponsored by Building Bright Futures on Friday, December 5, 2008.

Maurice Green, student representative from Millard North High School, Emily Nowell, student representative from Millard West High School, and Brittney Albin, student representative from Millard South High School reported on various activities that have taken place at their respective buildings in the last couple of weeks.

Motion by Mike Kennedy, seconded by Dave Anderson, to approve the Millard Public Schools High School Curriculum Handbook and Registration Guide for 2009-2010, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Dave Anderson to reaffirm Policy 4000 – Human Resources – General Personnel Policy Statement, Policy 4310 – Human Resources – Publication or Creation of Educational Materials, Policy 4326 – Human Resources – Part-Time Certificated Employees, Rule 4326.1 – Human Resources – Part-Time Certificated Employees: Part-Time Certificated Employees, Policy 4400 – Human Resources - Salary Schedule, to reaffirm Rule 4400.1 – Human Resources -Salary Schedules and Payroll Dates, Rule 4400.2 – Human Resources – Salary Schedules: Salary Schedules: Teacher and Nurse Placement, and Policy 4520 – Human Resources – Vacations, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Mike Pate to approve Personnel Actions: Resignation: Gerard Gauthier, Voluntary Separation: Dr. Kirby Eltiste, and Resignation Notification Incentive Program: Wayne Crumbley, Richard Everts, Michael Farrens, Tamara Grieve, Maria Hicks, Mary Keefner, Deborah Korves-Gunnink, Nancy Maust, Kay Milow, Cynthia Nabity, Linda Nichols, Jennifer Sachau, Julie Sefzik, Kate Weidauer, and Dr. Kirby Eltiste, upon roll call vote, Mike Pate, Linda Poole, Jean Stothert and Dave Anderson voted aye. Mike Kennedy voted nay. Motion carried.

Board of Education Minutes
November 17, 2008
Page 3

Reports included the Aldrich Elementary IB Evaluation, Millard Middle Years IB Evaluation, United Way Campaign, and Foundation Campaign.

Future Agenda Items/Board Calendar: the NASB Education Conference will be held November 19-21, 2008 at the Embassy Suites in LaVista, NE, 12520 Westport Parkway; the Board Member Learning Community Caucus will be held on Thursday, November 20, 2008 at 6:00 p.m. at ESU #3; A Committee of the Whole Meeting will be held on Monday, December 1, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street, A Board of Education Meeting will be held on Monday, December 15, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street, A Board of Education Meeting will be held on Monday, January 5, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street, the Committee of the Whole Meeting will be held on Monday, January 12, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street; the Board of Education Meeting will be held on Monday, January 19, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

Jean Stothert adjourned the meeting.



SECRETARY

Millard Public Schools
December 15, 2008

Millard Public Schools

Check Register

10

Prepared for the Board Meeting of December 15, 2008

Check No	Vend No	Vendor Name	Amount
296610	130469	SUSAN J ANGLEMYER	197.73
296611	133636	BELLEVUE WEST HIGH SCHOOL	48.00
296614	107454	CHRISTOPHER COLLING	150.00
296615	133617	CONOCOPHILLIPS	8,739.80
296616	040470	MARK W FELDHAUSEN	18.00
296617	132001	BETH L FINK	1,008.39
296618	133960	FIREGUARD INC	460.00
296619	041543	AMY J FRIEDMAN	105.40
296620	100966	GREATER OMAHA LEAGUE OF DEBATE	0.00
296621	136336	VICTORIA L HOSKOVEC	268.78
296622	134194	KARCHER FLOOR CARE INC	705.79
296624	060153	KEITH W LUTZ	20.00
296625	130749	MARGARET MCINTEER	128.70
296626	067253	NATIONAL ASSOC OF SECONDARY	295.00
296627	067253	NATIONAL ASSOC OF SECONDARY	265.00
296628	107732	BRIAN L NELSON	306.25
296629	101008	NORFOLK HIGH SCHOOL	255.00
296630	101008	NORFOLK HIGH SCHOOL	182.00
296631	101008	NORFOLK HIGH SCHOOL	47.00
296632	071039	OMAHA WINDUSTRIAL CO.	211.70
296633	071567	PAPILLION/LAVISTA HIGH SCHOOL	455.00
296634	071567	PAPILLION/LAVISTA HIGH SCHOOL	140.00
296635	071567	PAPILLION/LAVISTA HIGH SCHOOL	186.00
296636	108098	ANGELO D PASSARELLI	210.27
296637	130851	SEARCH INSTITUTE	1,000.00
296639	084959	JAMES V SUTFIN	57.06
296641	136995	ANNE M TIPTON	101.63
296642	090242	UNITED PARCEL SERVICE	418.33
296643	107354	STEPHEN W. VENTEICHER	287.50
296644	093008	BARBARA N WALLER	113.00
296658	065425	ANDERSEN MIDDLE SCHOOL	6,991.40
296660	131183	ASSOCIATION FOR CAREER/TECHNICAL	590.00
296661	137177	CHRISTOPHER S BRADSTREET	55.00
296662	107454	CHRISTOPHER COLLING	100.00
296663	133600	CONVENTION MANAGEMENT RESOURCES INC	385.00
296664	133737	SUSAN L DEROY	29.25
296665	137173	FELCOR LODGING & TRUST	515.17
296666	134861	TARA R FABIAN	40.95
296667	137176	MICHAEL C FIALA	55.00
296668	100966	GREATER OMAHA LEAGUE OF DEBATE	90.00
296669	137174	HYATT CORPORATION	414.12
296670	134822	CHRISTINE L INGRAM	29.84
296671	134194	KARCHER FLOOR CARE INC	185.38
296672	134373	DAWN M LANHAM	35.10
296673	100058	LINCOLN EAST HIGH SCHOOL	420.00
296675	133005	NEBRASKA BRASS	350.00

Date: 12/10/08

Millard Public Schools

Check Register

11

Prepared for the Board Meeting of December 15, 2008

Check No	Vend No	Vendor Name	Amount
296676	132292	NEBRASKA STATE THESPIAN SOCIETY	40.00
296677	107732	BRIAN L NELSON	312.50
296678	132956	POPULATION REFERENCE BUREAU	50.00
296679	136727	RESORT INNS OF AMERICA INC	416.64
296681	137175	ANDREW M VALENTI	55.00
296682	107354	STEPHEN W. VENTEICHER	312.50
296683	133663	HD SUPPLY CONSTRUCTION SUPPLY LTD	19.50
296685	106773	FIRST NATIONAL BANK VISA	6,969.73
296686	137127	JOAN MOSER MCSWEENEY/GAIL BOUSHEY	69.00
296687	107252	AA WHEEL & TRUCK SUPPLY INC	89.42
296691	134315	ACE WELDING & REPAIRING, INC.	2,450.00
296692	010003	ACT INC	14,777.90
296693	133402	KAREN S ADAMS	115.12
296694	102832	ADVANCED OFFICE INTERIORS CORP	1,863.14
296695	136621	LAURA L AGUILAR	124.10
296697	108351	AIRGAS NORTH CENTRAL INC	71.16
296698	133620	AKSARBEN PIPE & SEWER CLEANING LLC	1,822.36
296699	107651	AMAZON.COM INC	226.68
296700	011241	AAHPERD	390.00
296701	097090	AMERICAN BOILER COMPANY	2,096.48
296702	135681	AMERICAN LEGACY PUBLISHING CO	19.95
296703	103085	AMERICAN ASSN TEACHERS OF GERMAN	600.00
296704	102430	AMI GROUP INC	1,145.90
296705	069689	AMSAN LLC	20,797.04
296706	010042	AMSCO SCHOOL PUBLICATIONS INC	220.69
296707	131265	JILL M ANDERSON	80.14
296709	130469	SUSAN J ANGLEMYER	146.97
296710	012989	APPLE COMPUTER, INC.	869.00
296711	135051	APPLES & MORE A TEACHERS STORE	46.77
296712	106889	APPLIED INDUSTRIAL TECHNOLOGIES	73.01
296713	107541	APPLIED INFORMATION MGMT INSTITUTE	1,600.00
296714	108092	MERRILL COMPANY	1,269.95
296715	106436	AQUA-CHEM INC	952.64
296716	133770	DIANE ARAUJO	47.99
296719	106167	ASCD (CONFERENCE/REGISTRATIONS)	1,553.00
296720	013496	ASCD	232.70
296721	134235	SARAH A ASCHENBRENNER	106.24
296722	013226	ASI MODULEX	50.00
296723	131183	ASSOCIATION FOR CAREER/TECHNICAL	2,040.00
296724	102237	AUTO STATION	1,597.01
296725	015805	B & R BLEACHERS INC	10,235.00
296726	132453	CAROLE J BACKHUUS	14.04
296727	016295	BADGER BODY & TRUCK EQUIPMENT CO	185.98
296728	109852	BAER SUPPLY	242.77
296729	132405	BAG 'N SAVE	300.30
296730	017600	SANDRA BAGLEY	84.36

Date: 12/10/08

Millard Public Schools

Check Register

12

Prepared for the Board Meeting of December 15, 2008

Check No	Vend No	Vendor Name	Amount
296733	099646	BARNES & NOBLE BOOKSTORE	2,470.77
296734	132608	BARNES DISTRIBUTION	1,197.60
296735	017877	CYNTHIA L BARR-MCNAIR	254.06
296736	017926	ROSEMARY W BARTA	84.94
296737	131142	CHERA A BARTELS	5.73
296738	107979	LORI A BARTELS	304.78
296739	136272	BEAR CONSTRUCTION INC	5,645.00
296740	134359	BEAR GRAPHICS INC	1,476.48
296741	133585	RAMIZA BECIROVIC	27.93
296742	107540	BRIAN F BEGLEY	149.18
296743	134884	JULIE K BERGSTROM	12.46
296745	134945	NOLAN J BEYER	235.87
296746	130683	BEYOND PLAY	42.85
296747	137140	ANNE M BIRKEL	73.70
296748	019111	BISHOP BUSINESS EQUIPMENT	29,847.27
296749	134478	TIFFANY M BOCK SMITH	38.02
296750	130899	KIMBERLY M BOLAN	209.43
296752	101364	BOOKWORM	191.73
296753	137172	ANNE MARIE BOOSE	38.03
296754	019559	BOUND TO STAY BOUND BOOKS INC	12,648.70
296755	019835	BOYS TOWN NATIONAL	1,735.83
296756	132273	WENDY M BRENNAN	0.00
296757	019861	BRIGGS, INC.	922.95
296758	107085	BROADCAST SPORTS	500.00
296759	136205	KIMBERLY A BROWN	213.10
296760	133824	NANCY A BROWN	148.01
296761	020270	NANCY J BRUGGER	35.10
296762	135215	ALEXANDRA BRUGLER	50.00
296763	136552	CHANDA R BRULAND	35.34
296764	107595	STEPHANIE A BURDIC	147.57
296765	020550	BUREAU OF EDUCATION & RESEARCH	709.00
296767	137179	JONATHAN C BUSCHER	137.78
296768	099431	BUSINESS MEDIA INC	3,377.00
296769	136560	CAITLIN CEDFELDT	100.00
296772	137189	ALLISON MARIE CAMPBELL	50.00
296773	100215	CANFIELDS INC	79.80
296774	106806	ELIZABETH J CAREY	63.99
296775	054237	PIONEER LOCK CO INC	7.50
296776	023925	CARLEX INC	48.90
296777	023970	CAROLINA BIOLOGICAL SUPPLY CO	318.06
296778	137138	CARROLL APPLIANCE SERVICE CO	69.39
296779	131158	CURTIS R CASE	249.79
296780	133970	CCS PRESENTATION SYSTEMS	3,907.00
296781	133589	CDW GOVERNMENT, INC.	2,451.20
296782	135648	SUSAN M CHADWICK	20.71
296783	134043	MALCOLM K CHAI	177.84

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Check No	Vend No	Vendor Name	Amount
296784	102753	CHAMPS-ELYSEES, INC.	8.38
296786	132271	ERIK P CHAUSSEE	54.99
296787	024652	CHILDCRAFT EDUCATION CORP	330.20
296788	106851	CHILDREN'S HOME HEALTHCARE	7,426.00
296789	137145	HOLZAPFEL ENTERPRISES INC	300.00
296790	135968	CHOICE LITERACY	435.00
296791	132061	CITY OF OMAHA	35.00
296792	099222	CLASSROOM DIRECT	173.61
296793	025235	DALE CLAUSEN	208.26
296794	131135	PATRICIA A CLIFTON	100.91
296795	136780	LISA L CLINARD	254.37
296796	137013	NANCY S COLE	43.70
296797	107482	COLLEGE BOARD/NYO	440.00
296798	022701	SHARON R COMISAR-LANGDON	231.52
296799	130646	COMMONWEALTH ELECTRIC	11,907.13
296800	106902	COMMUNICATION SERVICES INC.	603.85
296801	025689	COMPUTER CABLE CONNECTION INC	557.15
296802	025940	CONSUMER REPORTS	26.00
296803	026048	CONTINENTAL FIRE SPRINKLER CO.	1,704.24
296804	136574	CONTROL DEPOT INC	526.14
296805	026057	CONTROL MASTERS INC	13,804.40
296806	131676	COURTROOM & CLASSROOM	110.00
296807	131506	CP RECOVERY	1,179.25
296808	100300	CREATIVE TEACHING PRESS INC	596.57
296809	026950	CREIGHTON UNIVERSITY	750.00
296810	130703	CROSS COUNTRY SEMINARS INC.	189.00
296811	134039	CROUCH RECREATIONAL DESIGN INC	1,775.00
296812	109021	PATRICIA A CRUM	185.10
296813	027300	CUMMINS CENTRAL POWER LLC	314.30
296814	027345	CURRICULUM ASSOCIATES INC	48.28
296815	136988	CHERYL A CURTIS	86.13
296817	136742	FRANCES A DABBS	10.76
296818	132671	JEAN T DAIGLE-ROSE	205.62
296819	131003	DAILY RECORD	93.91
296820	032140	DALTILE CORPORATION	981.18
296821	136391	JEROME DARTMANN	27.58
296822	130516	DATA CAL	312.45
296823	135099	HEATHER L DAUBERT	282.62
296824	136517	WILLIAM DAUGHTRIDGE	47.06
296825	032236	INA M DAVIS	38.20
296826	032246	PAMELA M DAVIS	118.75
296827	032497	CHERYL R DECKER	69.61
296829	107469	DEFFENBAUGH INDUSTRIES	13,997.37
296830	032800	DEMCO INC	107.19
296831	032872	DENNIS SUPPLY COMPANY	216.01
296832	136316	EVA DENTON	38.31

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Check No	Vend No	Vendor Name	Amount
296833	133009	ROBERTA E DEREMER	25.38
296834	137024	DEVELOPMENTAL SVCS NEBRASKA INC	2,931.83
296835	133968	DIAMOND MARKETING SOLUTIONS	895.81
296836	099220	DICK BLICK CO	562.20
296837	132750	JOHN D DICKEY	53.93
296838	033473	DIETZE MUSIC HOUSE INC	20.00
296839	099552	DISCOUNT SCHOOL SUPPLY	178.27
296841	134899	DISCOVERY EDUCATION	87.50
296842	134248	DIVISION FOR EARLY CHILDHOOD	505.00
296843	134066	SARAH DOBEL	100.00
296844	135973	MATTHEW L DOMINY	21.76
296845	134086	AMBER J DOOLITTLE	59.96
296846	135650	JAY R DOSTAL	67.64
296847	130648	DOSTALS CONSTRUCTION CO INC	1,450.00
296852	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	733,343.43
296853	132341	DOUGLAS/SARPY EXTENSION SERVICE	120.00
296854	034109	DRUMMOND AMERICAN CORPORATION	727.86
296855	135689	SUSAN M DULANY	106.17
296857	131740	EAGLE SOFTWARE INC,	1,613.00
296858	036520	EASTERN NE HUMAN SERVICES AGENCY	16,614.00
296859	052370	ECHO ELECTRIC SUPPLY CO	259.19
296860	037525	EDUCATIONAL SERVICE UNIT #3	144,083.88
296861	101277	EFFECTIVE COMMUNICATION SKILLS INC	3,125.00
296862	038025	MARY L EHLERS	50.31
296863	107980	EHLI'S DECORATING, INC.	224.00
296865	133823	REBECCA S EHRHORN	523.86
296869	038100	ELECTRICAL ENGINEERING & EQPT CO	5,984.70
296870	038140	ELECTRONIC SOUND INC.	1,871.19
296871	136383	JUDY A ELLEDGE	21.11
296872	038217	WARREN K ELTISTE	164.38
296873	131966	EMBARCADERO TECHNOLOGIES INC.	1,635.00
296874	132066	ENGINEERED CONTROLS INC	5,071.82
296876	133895	ESCHENBACH	156.24
296877	109066	TED H ESSER	206.74
296878	035610	ETA/CUISENAIRE	1,149.54
296879	106735	JOHN T FABRY	279.26
296881	136451	NATALIE FECH	65.00
296882	040450	FEDERAL EXPRESS	631.35
296883	131826	ALICIA C FEIST	163.51
296884	133565	STEVE FELICI	33.35
296885	040537	FERGUSON ENTERPRISES INC	635.07
296886	106956	FERRELLGAS	67.32
296887	136320	JOSHUA P FIELDS	356.99
296888	133919	FILTER SHOP INC	2,544.16
296889	132001	BETH L FINK	265.28
296890	136031	ESTELLA FINN	205.81

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296891	134304	FIRST BANK RICHMOND, NA	1,824.10
296892	040902	FIRST NATIONAL BANK TRUST DEPT	700.00
296893	040919	FISHER SCIENTIFIC	113.03
296894	136494	ABBY FITCH	50.00
296895	041086	FLINN SCIENTIFIC INC	47.50
296897	041098	FOLLETT EDUCATIONAL SERVICES	236.25
296898	041100	FOLLETT LIBRARY RESOURCES	4,649.66
296899	041146	KENNETH J FOSSEN	61.95
296900	136207	PATRICIA D FRANCK	51.08
296901	073721	PARK UNIVERSITY ENTERPRISES INC	278.00
296902	041461	SHARON A FREEMAN	73.59
296903	130082	NONNIE M FRENZER	152.90
296904	041530	SCHOOL SPECIALITY INC	173.60
296905	041543	AMY J FRIEDMAN	136.10
296906	135031	FSH COMMUNICATIONS LLC	368.19
296907	133779	FAMILY TIME COMPUTING	40.90
296908	134402	FUCHS MACHINERY INC	495.00
296909	131565	GARTNER & ASSOCIATES CO, INC.	363.06
296910	043900	GAYLORD BROTHERS INC	294.66
296911	106894	TAMMY GEBHART	139.98
296912	106660	GLASSMASTERS INC	1,309.21
296913	044891	GOPHER/PLAY WITH A PURPOSE	4,634.32
296914	044896	KAREN A GORDON	41.65
296915	134868	JASON C GOSNELL	33.93
296916	133570	KAREN GOUGHNOUR	33.35
296917	132152	GOVCONNECTION INC	500.00
296918	043609	GP DIRECT	1,039.23
296919	044950	GRAINGER INDUSTRIAL SUPPLY	1,130.70
296920	099641	SANDY REIMERS	223.00
296921	044965	KATHERINE A GRAY	149.17
296922	134133	JANET L GRIERSON	15.15
296923	102204	GRIZZLY INDUSTRIAL INC	195.65
296924	134637	DENISE M GROVE	12.27
296925	135016	CANDRA R GUENTHER	81.95
296926	045310	KATHLEEN A GUINANE	36.27
296927	132938	GUSTAVE A LARSON COMPANY	1,265.84
296928	132287	CARI J GUTHRIE	167.95
296930	136821	TIVOLI HOTEL LLC	178.00
296931	101931	HANCOCK FABRICS	247.44
296932	136805	JAMES R HANLON	171.99
296934	047853	HAPPY CAB COMPANY INC	13,060.15
296935	047855	HARCOURT INC	3,185.87
296936	131353	HARLAND TECHNOLOGY SERVICES	1,536.00
296937	137019	ANNE HARLEY	12.75
296938	135821	LESLEY A HARRISON-ROLAND	71.60
296939	136458	JEAN M HASTINGS	42.93

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296940	133663	HD SUPPLY CONSTRUCTION SUPPLY LTD	399.99
296941	135990	MARVCO ENTERPRISES INC	436.86
296942	048475	HEARTLAND FOUNDATION	30,140.00
296943	108273	MARGARET HEBENSTREIT PT	154.44
296944	048517	GREENWOOD PUBLISHING GROUP INC	132.30
296946	108478	DAVID C HEMPHILL	27.14
296947	101881	OMAHA ZOOLOGICAL SOCIETY	396.00
296948	132423	HEWLETT PACKARD CO	11,483.70
296950	048710	HIGHSMITH COMPANY INC	-250.82
296951	134662	DUSTIN HILL	175.00
296952	048840	SUZANNE J HINMAN	436.97
296953	048845	CAMILLE H HINZ	40.65
296954	045329	HMS BROWN BAGGERS	188.75
296955	048940	HOB-LOB LIMITED PARTNERSHIP	31.83
296956	095520	LINDA D HORTON	421.20
296957	049440	HOSIER REFRIGERATION SUPPLY INC	204.72
296958	136336	VICTORIA L HOSKOVEC	67.28
296959	049650	HOUGHTON MIFFLIN COMPANY	3,115.31
296961	135874	MATTHEW D HUBER	120.00
296962	101032	HUSKER MIDWEST PRINTING	1,118.46
296963	130283	KARA L HUTTON	19.07
296964	133397	HY-VEE INC	1,572.01
296965	049850	HY-VEE INC	725.07
296966	051573	IDEAL PURE WATER	131.00
296969	136459	CARMEN L WORWICK	425.00
296972	052150	INTERNATIONAL READING ASSOC	69.00
296973	102958	INTERSTATE ALL BATTERY CENTER	537.56
296974	132627	IPARADIGMS LLC	900.00
296975	101991	J.A. SEXAUER	1,666.44
296976	100928	J.W. PEPPER & SON INC.	203.99
296977	131157	CHRISTINE A JANOVEC-POEHLMAN	112.14
296978	054240	HANNELORE W JASA	49.19
296979	136953	JSDO I LLC	226.74
296980	132015	JELD WEN MILLWORK	1,837.93
296981	133059	DEBBIE A JENKINS	145.43
296983	133037	JENSEN TIRE COMPANY	2,311.03
296984	131457	JIFFY SUPPLY	54.50
296985	130834	JANET L JIZBA	52.86
296986	054448	STEVEN K JOEKEL	388.44
296987	107039	SHARON KIM H JOHANSEN	23.40
296988	135999	DESIREE K JOHN	104.53
296989	130994	JOHNSON CONTROLS INC	1,589.00
296990	054500	JOHNSON HARDWARE COMPANY	263.50
296991	137182	EMILY M JOHNSON	9.65
296992	136317	KELLY L JOHNSON	42.70
296993	107905	MELINDA C JOHNSON	21.23

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296994	059573	NANCY A JOHNSTON	26.73
296995	054630	JOHNSTONE SUPPLY	351.16
296996	020316	ALINE R JONES	27.37
296998	109138	JOSEPHSON INSTITUTE OF ETHICS	138.74
296999	026300	JP COOKE COMPANY	136.28
297000	135815	KYLE A JURGENS	61.42
297001	056215	KAPLAN EARLY LEARNING CO	261.54
297002	134194	KARCHER FLOOR CARE INC	1,067.93
297003	132265	CATHERINE A KEISER	121.68
297004	132272	SUSAN L KELLEY	27.85
297005	056276	KELVIN ELECTRONICS	395.00
297007	132676	DENNIS F KIMBERLIN	350.00
297008	106203	DIANE L KINNEY	105.14
297011	056770	BETTY H KLESITZ	46.80
297012	137144	JANET L KLOSTERMANN	27.96
297013	132264	MICHELLE M KLUG	42.00
297015	056905	DEBORAH S KOLC	215.00
297016	137191	KRISTEN KOSELUK	100.00
297018	133923	KUBAT PHARMACY/HEALTHCARE	224.00
297020	109033	AMANDA J KUNES	695.51
297021	137010	CHRISTINA A LAGRONE	130.45
297022	058755	LIDLAW TRANSIT INC	1,976.22
297023	099217	LAKESHORE LEARNING MATERIALS	1,052.23
297024	135257	LANGUAGE LINE SERVICES	281.97
297026	121124	LORENE M LARSEN	61.77
297027	135688	DENISE A LARSON	74.29
297028	109816	JILL C LAVENE	52.88
297029	136042	KWOHWA HARRY LEE	54.68
297030	108450	JACEN D LEFHOLTZ	113.84
297031	106469	LEGO EDUCATION NORTH AMERICA	2,687.83
297032	059380	LIBRARY VIDEO COMPANY	66.85
297033	059470	LIEN TERMITE & PEST CONTROL INC	750.00
297034	099395	LINCOLN PUBLIC SCHOOLS	200.00
297035	059577	LINGUISYSTEMS, INC.	841.65
297036	059560	LINWELD INC	1,710.48
297037	133758	KRAIG J LOFQUIST	326.52
297038	137181	AMY R LONG	39.78
297039	059866	STACY L LONGACRE	286.80
297040	136858	LOOSE IN THE LAB INC	195.00
297041	131141	JON T LOPEZ	360.31
297042	136404	TRACY M LOUCKS	49.04
297044	060100	LOVELAND LAWNS	25,990.00
297045	060111	LOVELESS MACHINE & GRINDING	34.00
297046	131397	LOWE'S HOME CENTERS INC	373.63
297047	136319	ZACHARY B LOWE	43.87
297048	060121	BRYAN A LUBBERS	79.00

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297049	060125	LUCKS MUSIC LIBRARY INC	116.50
297050	134568	NATASHA E LUDWIG	41.18
297051	060155	LYMAN-RICHEY CORPORATION	868.23
297052	131586	LYMM CONSTRUCTION CO.	6,610.00
297053	133980	MACK PRINTING	112.50
297054	099321	MACKIN BOOK COMPANY	6,670.92
297055	106949	LUCY MADSEN	113.24
297056	132556	MAKEMUSIC INC	159.90
297057	137007	KAREN M MARBLE	157.36
297058	063920	MARCO PRODUCTS INC	107.58
297059	101167	MARKERBOARD PEOPLE	308.88
297060	133505	SUSAN N MARLATT	424.78
297061	133201	DAWN M MARTEN	65.70
297062	099328	MATHEMATICAL OLYMPIADS	89.00
297063	108052	MAX I WALKER	379.00
297065	063349	MCGRAW-HILL COMPANIES	70.24
297066	137014	RYE L MCINTOSH	70.38
297067	063361	ALBERT G MCKAIN	60.54
297068	135153	KRISTEN L MCKENNEY	111.35
297069	136386	ELLEN J MCNEMAR	72.54
297070	109819	RENE J MCQUINN	21.70
297071	064260	MECHANICAL SALES INC.	3,680.50
297072	101274	MEDICAL TECHNOLOGIES INC	104.85
297073	121126	PATRICIA A MEEKER	34.98
297074	134256	SAMANTHA MEISTER	100.00
297075	133998	SUZANNE MELLIGER	57.19
297076	136314	KORRINDA MENDEZ	142.38
297077	064600	METAL DOORS & HARDWARE COMPANY INC	2,934.00
297079	133403	AMERICAN NATIONAL BANK	6,987.37
297080	137183	TERRY MATTHEW MEYER	167.47
297081	132113	MID-PLAINS INSULATION	12,657.00
297082	102870	MIDLAND COMPUTER INC	684.68
297083	064950	MIDWEST METAL WORKS INC	289.25
297084	065233	MIDWEST TURF & IRRIGATION INC	847.89
297085	065326	MIDWEST WOODWORKERS, INC.	399.00
297086	131187	KIM R MIKOS	42.41
297087	135398	JULIE A MILKS	123.43
297088	065300	MILLARD DRYWALL SERVICES, INC.	79.84
297089	065400	MILLARD LUMBER INC	485.82
297090	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	266.75
297091	131328	MILLER ELECTRIC COMPANY	360.00
297092	100316	MINDWARE	124.15
297093	136190	LILIANA J MIRANDA-ROBLES	216.55
297094	136960	MLCS LTD	350.35
297095	065950	MODERN SOUND PICTURES, INC.	9,175.00
297096	066083	KAREN F MONTGOMERY	46.68

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297098	066137	JUNE E MORRISSEY	84.36
297099	137192	KIMBERLY MORSS	100.00
297100	132491	DONITA L MOSEMAN	65.70
297101	133945	MOUNTAIN PLAINS RRC USU	300.00
297102	063150	MSC INDUSTRIAL SUPPLY CO	1,461.04
297103	135332	SUZANNE MUELLER	15.81
297104	133712	MURPHY TRACTOR & EQUIPMENT CO	549.17
297105	137017	TERESA R MURRAY	24.86
297106	100883	MUSIC THEATRE INTERNATIONAL	4,872.50
297107	131395	DARREN D MYERS	159.71
297108	067030	CYNTHIA D NABITY	37.06
297109	067000	NASCO	1,231.97
297111	067253	NATIONAL ASSOC OF SECONDARY	295.00
297112	106499	NATIONAL CENTER FOR YOUTH ISSUES	1,367.86
297113	132854	NATIONAL SAFETY COUNCIL	640.00
297114	067910	NATIONAL SCHOOL BOARDS ASSOC	1,500.00
297115	068020	NATIONAL SCIENCE TEACHERS ASSOC	558.00
297116	130548	NCS PEARSON INC	1,030.75
297117	130548	NCS PEARSON INC	7,170.37
297118	068334	NEBRASKA AIR FILTER INC	3,577.01
297120	068415	NEBRASKA COUNCIL OF SCHOOL	180.00
297121	068400	NEBRASKA COUNCIL ON ECON ED/SMG	12.00
297122	068440	NEBRASKA DEPARTMENT OF EDUCATION	60.00
297123	069678	NEBRASKA EDUCATIONAL MEDIA ASSN	640.00
297124	068445	NEBRASKA FURNITURE MART INC	328.00
297125	099750	NEBRASKA LIBRARY ASSOCIATION	458.50
297126	068463	NEBRASKA MUSIC EDUCATORS ASSOC	600.00
297127	068466	NEBRASKA PRINTING CENTER	1,809.83
297128	134231	NEBRASKA SAFETY CENTER	300.00
297129	068684	NEBRASKA SCIENTIFIC	968.55
297130	068801	NEBRASKA WORKFORCE DEVELOPMENT	200.00
297131	068951	MICHAEL L NEEMANN	67.27
297132	069060	ROBIN K NELSON	23.68
297133	099374	NEWSWEEK INC	20.00
297134	069099	CAROL C NEWTON	38.55
297135	069561	LYNNE NEWVILLE	45.04
297136	109843	NEXTEL PARTNERS INC	17,875.72
297137	067013	NIMCO INC	102.81
297139	069945	NUTS & BOLTS INC	6.38
297140	133368	KELLY R O'TOOLE	47.38
297141	050042	ANNE M OETH	150.93
297145	100013	OFFICE DEPOT 84133510	33,881.71
297146	101147	OFFICE MAX #521	280.54
297147	107192	OH-K FAST PRINT	937.50
297148	070245	OHARCO DISTRIBUTORS	70.72
297150	071024	OMAHA TRACTOR, INCORPORATED	495.79

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297151	071025	OMAHA TRUCK CENTER INC	282.49
297152	071053	OMAHA WORLD HERALD (EDUC)	75.69
297153	133850	ONE SOURCE	1,248.00
297154	137137	RICHARD PIDCOCK	166.00
297155	136520	OREGON STATE UNIVERSITY	33.00
297156	071138	ORIENTAL TRADING COMPANY	305.83
297157	132146	ORIZON CPAS LLC	40,950.00
297158	130092	MARY M OSTERLOH	98.04
297159	107193	OTIS ELEVATOR COMPANY	310.10
297160	071190	OVERHEAD DOOR COMPANY OMAHA	73.00
297162	137015	GEORGE PARKER	140.40
297163	132006	ANDREA L PARSONS	144.49
297164	099244	PASCO SCIENTIFIC	941.00
297165	108098	ANGELO D PASSARELLI	208.26
297166	134918	TRACI L PATZNER	80.00
297167	071850	PAXTON PATTERSON LLC	26.30
297168	071891	PAYFLEX SYSTEMS USA INC	4,665.00
297169	071305	PBS VIDEO	79.84
297170	071947	PAULA A PEAL	11.70
297171	133487	PEARSON/HARCOURT ASSESSMENT INC	775.78
297172	099302	PEGLER-SYSCO FOOD SERVICE CO	176.86
297173	107783	HEIDI T PENKE	31.59
297174	135385	PENN STATE INDUSTRIES	127.40
297175	072140	PEOPLES EDUCATION INC.	143.55
297176	072200	PERFECTION LEARNING CORP.	63.75
297177	136724	PETCO ANIMAL SUPPLIES STORES INC	53.38
297178	137009	ANGELA J PETERSON	33.05
297179	137184	KYLE PETERSON	157.00
297180	134365	VICKY L PETERSON	214.11
297181	136390	STACI M PETTIT	109.69
297182	072400	PHI DELTA KAPPA	30.00
297183	136250	PHONAK LLC	502.48
297184	130721	MARY J PILLE	200.66
297185	072760	PITSCO INC	40.80
297186	108071	PPG ARCHITECTURAL FINISHES INC	51.71
297187	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	29.98
297189	079051	POSITIVE PROMOTIONS INC	139.80
297190	073210	PRAIRIE CONSTRUCTION COMPANY	0.00
297192	107910	MAUREEN R PREBLE	115.24
297193	072349	PREMIER AGENDAS INC	577.94
297194	132269	PRENTKE ROMICH COMPANY	302.19
297195	135569	CYNTHIA L PRESTON	94.47
297196	101663	PRESTWICK HOUSE INC	177.10
297197	102423	PRIMARY CONCEPTS	1,341.95
297198	133745	PRIMEX WIRELESS INC	518.79
297199	073427	PRO-ED INC	1,806.20

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297200	073610	PROGRESS PUBLICATIONS	638.40
297202	132713	PROTEX CENTRAL INC	385.00
297203	073040	PSI GROUP-OMAHA	20,000.00
297204	073840	PSYCHOLOGICAL ASSESSMENT	760.97
297205	077750	QUILL CORP	26.04
297206	090673	QWEST	111.91
297207	135861	RABKIN & ASSOCIATES INC	3,574.20
297208	132533	RACHEL & ASSOCIATES	247.12
297209	099219	RADIOSHACK CORP	221.25
297210	078250	RALSTON PUBLIC SCHOOLS	51,488.50
297211	137118	LISA M RANDS	94.77
297212	135838	RONDA S RANKIN	140.00
297213	137109	KAMELA RANMANZAI	33.35
297214	109810	BETHANY B RAY	215.28
297216	100642	REALLY GOOD STUFF INC	152.80
297217	132808	REBECCA SNYDER SPEECH SERVICES	540.00
297218	078676	RECREATION SUPPLY COMPANY INC	190.00
297219	F03031	RED GATE SOFTWARE LTD	2,398.39
297220	135690	DEIDRE REEH	11.23
297221	137193	MICAH REEVES	50.00
297222	134858	JENNIFER L REID	115.94
297223	135118	RESEARCH IN MOTION CORPORATION	2,841.70
297224	109192	KIMBERLI R RICE	116.53
297225	079162	KAREN RICHTER	26.09
297227	079198	PATRICIA A RITCHIE	84.24
297228	136847	RIVERSIDE TECHNOLOGIES INC	2,871.30
297229	136252	ROBERT HALF MANAGEMENT RESOURCES	10,428.75
297230	079295	DALE H ROBINSON	339.30
297231	079310	ROCKBROOK CAMERA CENTER	627.24
297233	137006	JOAN E ROGERT	44.23
297234	134882	LINDA A ROHMILLER	34.75
297235	134990	BRITTANY A ROM	140.40
297236	134081	EILEEN A RONCI	242.19
297237	134824	ROOFING SOLUTIONS INC	1,900.00
297239	079440	ROSENBAUM ELECTRIC INC	10,062.96
297240	130747	BARBARA L ROTHENBERG	22.34
297241	072286	JEAN M RUCHTI	212.58
297242	136033	MARGARITA RUEB	13.80
297243	133572	RURAL METRO MEDICAL SERVICES	1,428.00
297244	134257	CHRISTIE RUSHENBERG	135.00
297245	137098	REE ENTERPRISES INC	350.16
297246	130477	KATHRYN I RYAN	69.03
297247	103137	RYDIN DECAL	717.37
297248	079685	S & W FENCE COMPANY	225.00
297250	136533	SAFEWAY TRANSPORTATION LLC	18,202.30
297251	081495	LEONARD E SAGENBRECHT	128.52

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297252	081604	JEFFREY A SALBERG	62.01
297253	073300	SAMMONS PRESTON ROLYAN	94.85
297254	081640	JOAN M SANDERS	156.78
297255	081725	KIMBERLEY K SAUM-MILLS	78.86
297256	081800	SAX ARTS & CRAFTS INC	101.28
297257	109806	BRENT J SCHADE	26.33
297258	081880	SCHEMMER ASSOCATES INC	4,339.12
297259	106432	KELLI J SCHINSTOCK	77.22
297260	137012	SHELLEY L SCHMITZ	43.17
297261	082140	SCHOLASTIC MAGAZINES	260.95
297262	135488	SCHOOL NURSE SUPPLY	28.14
297263	082350	SCHOOL SPECIALTY INC	324.24
297265	136098	SCHOOLDUDE.COM INC	6,762.60
297266	099808	SCHOOLMASTERS	138.29
297268	082395	CLAUDIA K SCHULTE	211.18
297269	130851	SEARCH INSTITUTE	75.80
297270	082905	KIMBERLY A SECORA	79.56
297271	098765	SECURITY BENEFIT LIFE INS CO	221,759.63
297272	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
297273	082910	SECURITY EQUIPMENT INC	6,574.51
297274	108161	STAN J SEGAL	41.35
297275	082941	KELLY M SELTING	128.70
297276	133498	SHARED MOBILITY COACH INC	5,303.25
297277	109800	AMY L SHATTUCK	148.99
297279	083188	SHIFFLER EQUIPMENT SALES, INC.	467.13
297281	137008	JULIA A SHIPP	27.02
297282	131887	SIEMENS BUILDING TECHNOLOGIES INC.	1,326.74
297283	103144	SIGNAL MEDIA PUBLISHERS	185.90
297284	083400	SIMPLEXGRINNELL	119.51
297285	083451	SIMPLICITY PATTERN COMPANY	39.90
297286	136137	JULIA C SINIARD	96.70
297287	133949	SKAR ADVERTISING	5,815.09
297288	083542	SKILLPATH SEMINARS	298.00
297289	099592	SMILE MAKERS, INC.	103.72
297291	133211	ELIZABETH K SMITH	64.21
297292	136487	WHITNEY SMITH	50.00
297293	107093	CHARLENE S SNYDER	33.70
297294	083950	SOCIAL STUDIES SCHOOL SERVICE	581.77
297295	101476	SODEXO INC & AFFILIATES	84,920.43
297296	F03032	SOFTCHOICE CORPORATION	404.00
297297	137035	SOLIANT HEALTH	6,017.40
297298	067688	SOLUTION TREE LLC	153.75
297299	130722	LYON FINANCIAL SERVICES	2,902.01
297300	136434	ANNE SORENSEN	42.35
297301	135408	JANICE D SORENSEN	110.72
297302	084064	CAROL A SOUKUP	7.02

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297303	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	853.80
297304	133954	SOUTHSIDE PLUMBING LLC	500.00
297305	084326	SPORTIME	316.60
297306	109836	AMY ST AMOUR	145.08
297307	084415	STANDARD STATIONERY SUPPLY CO	889.80
297308	137005	STANFORD PROGRAM INTERNATIONAL	71.90
297311	084491	TRACY L STAUFFER	75.46
297312	137185	JESIKA R STEIN	137.00
297314	137117	JEANNE STICKNEY	78.55
297315	084630	CYNTHIA F STIGGE	38.25
297316	135211	KENNETH STOBBE	33.35
297318	135744	CLAUDIA P SUCHA	114.51
297319	109822	BRAD D SULLIVAN	43.29
297320	084907	SUNDERLAND BROTHERS COMPANY	563.71
297321	133207	SUNGARD PUBLIC SECTOR PENTAMATION	1,875.00
297322	084930	SUPER DUPER INC	66.95
297323	102869	SUPER SAVER #20	893.95
297324	084959	JAMES V SUTFIN	182.69
297325	137011	CARRIE A SWANEY	204.16
297326	132417	JAMES D SWITZER	28.08
297327	134987	JOHN P SWOBODA	313.55
297328	088654	TARGET	369.03
297329	103050	DRAPHIX, LLC	146.00
297330	132962	CHILDCRAFT EDUCATION CORPORATION	27.99
297331	133969	TENNANT SALES & SERVICE COMPANY	510.36
297332	137186	KELLY M THIELEN	152.28
297333	135066	TERENCE J THIELEN	21.06
297334	136381	ANNETTE J THOMAS	28.67
297335	107959	NANCY C THORNBLAD	131.74
297336	137018	JANE E THORSON	26.33
297337	136300	THREE B'S SAW & TOOL INC	153.08
297338	134962	LAURIE R THROCKMORTON	145.00
297339	135006	STEVE D THRONE	111.73
297340	089318	A GERALD TIEGER	27.02
297341	132493	GREGORY E TIEMANN	99.45
297343	099272	TIME FOR KIDS	102.50
297344	136407	MIRWAIS TOOKHI	56.68
297345	131446	TOSHIBA AMERICA INFO SYS INC	16,219.11
297346	132138	TOYOTA FINANCIAL SERVICES	528.26
297347	106364	AMERICAN STANDARD INC	1,500.00
297348	089765	TRI-V TOOL & MFG. CO.	1,200.00
297349	135247	MARIELA J TRIBULATO	77.49
297350	107719	KIMBERLY P TRISLER	15.79
297351	106493	TRITZ PLUMBING, INC.	1,445.40
297352	136110	DONNA R TROMBLA	28.43
297353	132268	LYNNE A TRUMAN	49.14

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297354	135505	TY'S OUTDOOR POWER & SERVICE INC	364.17
297355	131819	JEAN R UBBELOHDE	928.84
297356	090678	UNISOURCE	7,059.35
297357	109861	UNITED EQUIPMENT SERVICES CO INC	7,162.50
297358	100096	UNIVERSITY OF NE AT LINCOLN	573.09
297359	090900	UNIVERSITY PUB, INC.	660.00
297360	090973	UPSTART	97.26
297361	090625	US POSTAL SERVICE	360.00
297362	132117	VALA'S PUMPKIN PATCH	247.00
297363	091040	VAL LTD	544.71
297364	083340	VERNE SIMMONDS COMPANY	2,231.88
297365	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	322.00
297366	136318	JENNIFER L VEST	109.98
297368	130676	VISITING NURSES HEALTH SERVICES	1,725.00
297369	102529	VOCATIONAL BIOGRAPHIES INC	316.00
297370	092602	VORT CORPORATION	56.95
297371	137187	KAREN WAGONER	224.78
297372	092834	WALKER TIRE INC	1,372.93
297373	099379	WALL STREET JOURNAL	264.00
297374	137194	JOY J WALLAR	60.00
297375	093008	BARBARA N WALLER	75.52
297378	131817	KRISTINE M WARD	85.41
297379	093650	WARD'S NATURAL SCIENCE EST LLC	988.53
297380	136313	DARCY N WARNER	56.74
297381	093765	WATER ENGINEERING, INC.	2,788.29
297382	134979	MARIA T WEAVER	21.70
297383	093976	WEEKLY READER CORPORATION	373.05
297384	093978	BECKY S WEGNER	107.57
297386	134943	JESSICA WELLS	15.91
297388	094174	WEST MUSIC COMPANY	107.60
297389	107563	CAROL M WEST	121.68
297391	094245	WESTLAKE ACE HARDWARE INC	48.14
297392	094650	WESTSIDE COMMUNITY SCHOOLS	128.00
297393	134658	CRAIG WHALEY	331.91
297394	130510	KIM WHEATLEY	68.36
297395	094751	DEBBY A WHITAKER	197.61
297396	136162	CHRISTINA L WILCOXEN	22.00
297399	136322	TAMARA J WILLIAMS	19.07
297400	095157	JOAN C WILSON	897.39
297401	137180	LAURA P WIRTH	18.72
297402	136323	STACIE A WITHERSPOON	238.56
297403	137016	ANGELA L WITTE	151.52
297404	109073	CRAIG J WOLF	49.73
297406	095349	WOODWIND & BRASSWIND OF SO BEND LLC	39.93
297407	095355	WOODWORKERS SUPPLY, INC.	39.44
297408	130716	SUSAN J WOOSTER	71.63

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297409	095491	GLEN E WRAGGE	409.32
297410	100578	WT COX SUBSCRIPTIONS INC	182.70
297411	101370	XEROX CORPORATION (ORDERS)	23,142.00
297412	095674	XEROX CORPORATION (LEASES)	2,934.00
297414	136452	JESSICA N ZAVADIL	13.45
297415	136043	YUAN S ZHEN	40.53
297417	137020	CHAD R ZIMMERMAN	35.98
297418	136855	PAUL R ZOHLN	32.53
297419	135647	LACHELLE ZUHLKE	53.29
297421	136359	CAMBRIDGE STRATEGIC SERVICES LLC	650.41
297422	065420	CENTRAL MIDDLE SCHOOL	1,884.00
297423	133600	CONVENTION MANAGEMENT RESOURCES INC	235.00
297424	133600	CONVENTION MANAGEMENT RESOURCES INC	235.00
297425	109021	PATRICIA A CRUM	77.42
297427	133261	ANGELA M DIEHM	468.75
297428	107980	EHLI'S DECORATING, INC.	1,973.00
297429	131739	IDG WORLD EXPO	489.00
297430	107557	MIDWEST CLINIC	100.00
297431	107732	BRIAN L NELSON	312.50
297433	069099	CAROL C NEWTON	25.57
297434	137196	ANDREA B OLSON	246.95
297435	137197	BRUCE A PETERSON	208.26
297436	078420	RAWSON & SONS ROOFING, INC.	16,630.00
297438	081630	SAM'S CLUB DIRECT	29.88
297439	136869	LAURA E SCHULTE	1,500.00
297440	136870	SUPPORTING EDUCATIONAL EXCELLENCE	16,650.00
297441	107354	STEPHEN W. VENTEICHER	256.25
297443	095674	XEROX CORPORATION (LEASES)	105,321.90
297455	011651	AMERICAN EXPRESS	3,127.84
297456	069689	AMSAN LLC	384.28
297457	106167	ASCD (CONFERENCE/REGISTRATIONS)	428.00
297458	137129	TOBIN S BECHTEL	259.45
297459	019111	BISHOP BUSINESS EQUIPMENT	5,721.94
297460	106105	BRADLEY UNIVERSITY	480.00
297461	130576	PAMELA A BRENNAN	212.35
297462	132132	STATE OF NEBRASKA	200.00
297463	107454	CHRISTOPHER COLLING	150.00
297464	133600	CONVENTION MANAGEMENT RESOURCES INC	200.00
297465	133600	CONVENTION MANAGEMENT RESOURCES INC	200.00
297466	133600	CONVENTION MANAGEMENT RESOURCES INC	235.00
297468	130731	D & D COMMUNICATIONS	155.60
297469	137213	DAVID GREENBERG INC	442.00
297473	137203	ANNE DORNBERG	59.99
297474	033901	DOUGLAS COUNTY TREASURER	15.00
297475	100951	DYNA-KLEEN SERVICES, INC.	1,660.00
297476	137211	GARY G EHLERS	55.00

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297479	056820	HARRY A KOCH COMPANY	1,482.00
297480	137201	BALTIMORE HOTEL CORPORATION	507.35
297481	137201	BALTIMORE HOTEL CORPORATION	507.35
297484	108325	NEBRASKA STATE BANDMASTERS ASSN	50.00
297485	107732	BRIAN L NELSON	193.75
297486	137212	LOUIS OSBORN	55.00
297487	132072	PERFORMANCE TOYOTA OF LAVISTA	24,280.00
297488	107910	MAUREEN R PREBLE	13.72
297489	137008	JULIA A SHIPP	27.26
297490	131446	TOSHIBA AMERICA INFO SYS INC	91.00
297491	131446	TOSHIBA AMERICA INFO SYS INC	425.00
297492	107354	STEPHEN W. VENTEICHER	156.25
297503	010040	A & D TECHNICAL SUPPLY CO INC	37.14
297505	011241	AAHPERD	135.00
297506	134396	AMERICAN EDUCATIONAL RESEARCH ASSOC	173.33
297507	010083	ATS MOBILE TELEPHONE CO INC	85.02
297508	136956	RAYMOND J SAVARD	2,500.00
297509	132405	BAG 'N SAVE	86.06
297512	136687	STEPHANIE L BECKER-KASTRUP	148.40
297513	133480	BERINGER CIACCIO DENNELL MABREY	11,639.99
297515	106110	BRAD BURWELL	59.99
297516	134237	SCOTT G BUTLER	120.93
297517	136560	CAITLIN CEDFELDT	50.00
297518	137189	ALLISON MARIE CAMPBELL	100.00
297519	137204	PHUONG ANH THI CHAU	174.35
297520	025221	GLEN S CLATTERBUCK	4.97
297522	133818	CONNECTIVITY SOLUTIONS MFG INC	1,348.13
297525	132170	CORMACI CONSTRUCTION INC	2,020.00
297526	133002	MONICA M COX	30.00
297527	109021	PATRICIA A CRUM	40.69
297528	106893	CULLIGAN WATER CONDITIONING	61.51
297529	130339	DEEP ROCK WATER	48.55
297530	136493	ANNE DELUCA	50.00
297531	107232	DLR GROUP INC	2,387.50
297532	134066	SARAH DOBEL	60.00
297533	132341	DOUGLAS/SARPY EXTENSION SERVICE	315.50
297536	136451	NATALIE FECH	50.00
297537	132862	SARAH FECH	50.00
297539	136494	ABBY FITCH	50.00
297540	107025	GALAXY CABLE INC	2,555.58
297541	136097	ANN M GAPINSKI	43.45
297542	134622	LORI S GRAVES	45.00
297543	137205	ANGIE J HAMILTON	45.00
297544	F3030	HARRIS COMPUTER	1,025.00
297546	108478	DAVID C HEMPHILL	128.00
297547	137206	NICOLAS A HERINK	60.00

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297549	133397	HY-VEE INC	266.44
297550	132878	HY-VEE INC	419.69
297551	049851	HY-VEE INC	1,634.54
297552	049851	HY-VEE INC	31.08
297553	049850	HY-VEE INC	1,031.97
297555	059573	NANCY A JOHNSTON	4,479.61
297556	137214	DAVID KAHM	165.50
297557	132676	DENNIS F KIMBERLIN	367.50
297559	137191	KRISTEN KOSELUK	50.00
297561	131397	LOWE'S HOME CENTERS INC	113.26
297564	135875	ANDREW MCGREEVY	50.00
297565	133403	AMERICAN NATIONAL BANK	903.60
297566	064834	MID-AMERICA COUNCIL BOY SCOUTS	40.00
297568	137052	DEVONYE J MULLINS	45.00
297569	066510	DANIEL M MURPHY	86.20
297570	136531	NATIONAL COUNCIL MEASUREMENT-ED	60.00
297571	068343	NEBRASKA ASSN OF SCHOOL BOARDS	1,474.00
297573	068400	NEBRASKA COUNCIL ON ECON ED/SMG	24.00
297575	109843	NEXTEL PARTNERS INC	1,386.30
297577	135792	OMAHA PERFORMING ARTS SOCIETY	176.00
297579	135627	JENNIFER PARKER	75.00
297580	137015	GEORGE PARKER	69.90
297581	071891	PAYFLEX SYSTEMS USA INC	206.00
297582	072382	SHEILA M PHELPS	45.96
297584	137208	NIVEDITHA RAJAGOPALAN	50.00
297585	137118	LISA M RANDS	46.47
297586	131723	EDWARD V ROCKWELL	2.25
297587	135300	LINDSAY R ROGERS	34.00
297588	134257	CHRISTIE RUSHENBERG	100.00
297589	101101	SAFETY KLEEN SYSTEMS INC	400.00
297590	137209	ERIN SALTON	12.11
297591	081880	SCHEMMER ASSOCIATES INC	1,519.52
297593	134247	DAVID SKOGLUND	160.00
297594	134632	MICHELLE E SLAUGHTER	39.99
297595	136487	WHITNEY SMITH	100.00
297596	084959	JAMES V SUTFIN	24.09
297598	135212	KIM M THOMPSON	45.00
297599	090242	UNITED PARCEL SERVICE	222.80
297600	109089	D'NETTE M UPTAGRAFT	44.41
297601	091040	VAL LTD	64.63
297602	131112	LINDA WALTERS	29.91
297603	137210	CRAIG WEATHERS	50.00
297605	094245	WESTLAKE ACE HARDWARE INC	21.97
297606	136323	STACIE A WITHERSPOON	14.50
297607	107538	YELLOW TRANSPORTATION INC	1,288.19
297609	096200	YOUNG & WHITE	14,560.62

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Total for GENERAL FUND			2,329,955.84
21461	135033	ACKERMAN ELEMENTARY	95.94
21462	135034	ALDRICH ELEMENTARY	64.17
21463	135035	BLACK ELK ELEMENTARY	64.60
21464	135037	CATHER ELEMENTARY	30.42
21465	065420	CENTRAL MIDDLE SCHOOL	12.88
21466	135039	DISNEY ELEMENTARY	72.60
21467	135040	HARVEY OAKS ELEMENTARY	47.89
21468	135041	HITCHCOCK ELEMENTARY	70.66
21469	131694	HOLLING HEIGHTS ELEMENTARY	104.70
21470	135050	MILLARD LEARNING CENTER	173.52
21471	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	239.29
21472	135042	MONTCLAIR ELEMENTARY	145.04
21473	133370	MORTON ELEMENTARY	38.86
21474	135044	REEDER ELEMENTARY	82.89
21475	135046	ROHWER ELEMENTARY	86.55
21476	135048	WHEELER ELEMENTARY	95.36
21477	135049	WILLOWDALE ELEMENTARY	71.84
21478	102832	ADVANCED OFFICE INTERIORS CORP	2,140.32
21479	109843	NEXTEL PARTNERS INC	322.83
21480	100013	OFFICE DEPOT 84133510	1,306.47
21481	079310	ROCKBROOK CAMERA CENTER	197.50
21482	102846	ULTIMATE OFFICE INC	87.88
21483	137159	KAYLA M ADAMS	50.63
21484	135972	RYAN G BISHOP	91.13
21485	136303	AMANDA J BODEKER	40.50
21486	135736	AUSTIN BURDEN	27.00
21487	131619	C E SUNDBERG CO	12.64
21488	136998	AMANDA L CASTONGUAY	50.63
21489	136997	SHAWN M CASTONGUAY	91.13
21490	106893	CULLIGAN WATER CONDITIONING	18.49
21491	136999	RAFAEL DIAZ	40.50
21492	010178	LINDA M DOYLE	29.84
21493	137000	MARLEY J FLEMING	70.88
21494	136186	FROGS INC	686.80
21495	130965	CINDY L GAYDOS	2.05
21496	135983	ENCORE ONE LLC	418.59
21497	106660	GLASSMASTERS INC	80.00
21498	134024	GRACE GREENWOOD	20.25
21499	137001	RYAN J GUENETTE	30.38
21500	137161	SEAN M HENDERSON	33.75
21501	136304	ZACKERY A KAPFER	81.00
21502	137162	TAYLOR M KIM	40.50
21503	135668	NICHOLAS T KING	91.13
21504	132029	ANNA KLOSTERMAN	72.56
21505	135813	TROY P KOSTAL	70.88

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Millard Public Schools

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Check No	Vend No	Vendor Name	Amount
21506	102229	ROWAN W LANG	139.68
21507	132032	WILLIAM E LANG	119.81
21508	136570	TAYLOR J MARSHALL	33.75
21509	133180	CHRISTOPHER MCEVOY	70.88
21510	134222	JAKE A MCWAIN-CALLAHAN	27.00
21511	010412	MIDWEST DISTRIBUTING CORP.	599.00
21512	099585	MILLARD MANUFACTURING COMPANY	380.00
21513	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	901.40
21514	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	365.50
21515	136366	HEATH D MOORE	13.50
21516	134025	RONALD A NEWTON JR	119.81
21517	102445	EDRIE K PEARCE	223.80
21518	131348	JUDY P PETERS	1.76
21519	136306	COURTNEY K RIETZ	30.38
21520	130903	DEB RINGER	45.52
21521	137164	ADRIANA D ROBINSON	27.00
21522	131347	LISA SADIL	7.55
21523	131350	JUDITH H SCHULTZ	20.19
21524	137002	TREY A SCHULTZ	50.63
21525	137165	JESSICA L SHANNO	20.25
21526	099824	CORNELIA A SULLIVAN	40.49
21527	132028	ELIZABETH VACANTI	119.81
21528	135674	BRIAN A VICARS	70.88
21529	137003	AUSTIN K WILSON	50.63
Total for FOOD SERVICE			11,182.69
296731	017670	BALCON	598.00
296781	133589	CDW GOVERNMENT, INC.	1,888.89
296869	038100	ELECTRICAL ENGINEERING & EQPT CO	1,057.50
296898	041100	FOLLETT LIBRARY RESOURCES	-10.65
296935	047855	HARCOURT INC	403.44
296950	048710	HIGHSMITH COMPANY INC	105.79
296970	108348	INDEPENDENT SYSTEMS INC	384.00
297082	102870	MIDLAND COMPUTER INC	2,445.69
297124	068445	NEBRASKA FURNITURE MART INC	640.00
297387	094130	WENGER CORPORATION	14,980.00
297437	136676	RONCO CONSTRUCTION CO INC	24,975.00
297472	136245	DONOVAN PROPERTIES LLC	1,549.34
297513	133480	BERINGER CIACCIO DENNELL MABREY	1,397.95
297514	133503	BUILDING COMMISSIONING LLC	2,500.00
297522	133818	CONNECTIVITY SOLUTIONS MFG INC	13,840.47
297558	106314	KIRKHAM MICHAEL & ASSOCIATES INC	1,644.50
297591	081880	SCHEMMER ASSOCATES INC	2,705.00
297597	108099	THIELE GEOTECH INC	3,232.50
297610	010256	GRUNWALD MECHANICAL CONTRACTORS INC	5,979.75
Total for SPECIAL BUILDING			80,317.17

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Check No	Vend No	Vendor Name	Amount
296674	064799	METROPOLITAN UTILITIES DISTRICT	11,850.00
296744	133480	BERINGER CIACCIO DENNELL MABREY	14,546.35
296800	106902	COMMUNICATION SERVICES INC.	844.90
296857	131740	EAGLE SOFTWARE INC,	835.00
296904	041530	SCHOOL SPECIALITY INC	111.04
296948	132423	HEWLETT PACKARD CO	4,287.50
297145	100013	OFFICE DEPOT 84133510	441.00
297367	092323	VIRCO MANUFACTURING CORP	1,149.65
297523	135287	CONSTRUCT INC	379,489.50
297567	131899	MIDWEST STORAGE SOLUTIONS	2,322.07
Total for CONSTRUCTION			415,877.01
296612	137169	BARBARA A BOGH	221.93
296613	020101	LAURIE R BRODEUR	99.00
296640	137168	NATALIE TIEHEN	180.00
296659	137072	ASSISTANCE LEAGUE OF OMAHA NE INC	30.00
296680	090630	US POSTMASTER	231.00
296685	106773	FIRST NATIONAL BANK VISA	314.93
296688	131405	AATSP	75.00
296689	010278	ACADEMIC HALLMARKS INC	61.00
296696	132917	AHA PROCESS INC	590.00
296699	107651	AMAZON.COM INC	346.49
296708	134167	ELIZABETH A ANDREASEN	26.63
296718	133406	BUSCO INC	200.00
296733	099646	BARNES & NOBLE BOOKSTORE	378.27
296751	102043	BOOKS ARE FUN LTD	11.00
296765	020550	BUREAU OF EDUCATION & RESEARCH	1,335.00
296766	135789	LINDA S BURKE	25.92
296768	099431	BUSINESS MEDIA INC	7,548.00
296770	023831	CALLOWAY HOUSE INC	48.90
296771	134015	CAMILLES SIDEWALK CAFE	46.80
296814	027345	CURRICULUM ASSOCIATES INC	108.90
296819	131003	DAILY RECORD	7.40
296840	101561	DISCOVER WRITING COMPANY	350.00
296853	132341	DOUGLAS/SARPY EXTENSION SERVICE	180.00
296856	131153	TONYA S DYKSTRA	5.64
296860	037525	EDUCATIONAL SERVICE UNIT #3	110.00
296864	132892	PAMELA S EHLY	158.90
296866	135425	EINSTRUCTION	6,795.00
296875	137190	ADRIAN T ENZASTIGA	14.04
296929	102563	HAMPTON BROWN CO INC	4,285.32
296939	136458	JEAN M HASTINGS	406.35
296944	048517	GREENWOOD PUBLISHING GROUP INC	516.46
296945	135616	BAILEY HEMPHILL	225.00
296950	048710	HIGHSMITH COMPANY INC	186.51
296960	132531	TERRY P HOULTON	184.50
296964	133397	HY-VEE INC	41.64

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Millard Public Schools

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Check No	Vend No	Vendor Name	Amount
296971	051795	INSTITUTE FOR EDUCATIONAL	1,890.00
297006	131177	ANDREA L KIDD	49.94
297022	058755	LIDLAW TRANSIT INC	1,379.67
297037	133758	KRAIG J LOFQUIST	453.96
297043	099965	LOVE AND LOGIC INSTITUTE INC	730.00
297062	099328	MATHEMATICAL OLYMPIADS	89.00
297090	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	6.60
297098	066137	JUNE E MORRISSEY	168.72
297110	134953	NATIONAL ASSOC FOR GIFTED CHILDREN	660.00
297117	130548	NCS PEARSON INC	1,400.00
297119	068340	NEBRASKA ASSOCIATION FOR GIFTED	75.00
297120	068415	NEBRASKA COUNCIL OF SCHOOL	90.00
297145	100013	OFFICE DEPOT 84133510	39.11
297188	136376	POOLEY'S PUMPKIN PATCH INC	260.00
297201	132907	PROJECT ADVENTURE INC	72.00
297215	102568	READ NATURALLY	59.40
297232	133495	POLLY A RODENBIKER	9.44
297260	137012	SHELLEY L SCHMITZ	26.05
297261	082140	SCHOLASTIC MAGAZINES	64.58
297264	136976	SCHOOL TOOLS LLC	51.29
297269	130851	SEARCH INSTITUTE	69.85
297317	134654	MICHELE L STOGDILL	462.73
297319	109822	BRAD D SULLIVAN	262.40
297328	088654	TARGET	119.88
297355	131819	JEAN R UBBELOHDE	500.00
297362	132117	VALA'S PUMPKIN PATCH	565.50
297363	091040	VAL LTD	126.01
297376	131112	LINDA WALTERS	36.74
297390	131499	WESTERN BOWL LLC	27.00
297398	108481	DEBORAH A WILLIAMS	149.57
297420	135167	AMERICAN ASSOC OF PHYSICS TEACHERS	105.00
297432	135913	SUSAN E NELSON	1,158.72
297478	135930	KATHLEEN M GUINAN	115.21
297482	064618	METROPOLITAN COMMUNITY COLLEGE	96.00
297511	134739	MARGO BASSINGER	43.80
297521	137202	CLEAR SOLUTIONS INC	358.98
297535	135360	PAMELA A ERIXON	104.92
297545	135616	BAILEY HEMPHILL	162.50
297550	132878	HY-VEE INC	88.52
297553	049850	HY-VEE INC	289.32
297562	137207	LEE ANN M MAASS	102.00
297563	133809	MARY M MCCABE	76.13
297572	136431	NEBRASKA COMMUNITY FOUNDATION	14,102.00
297576	135955	VICKI NOLDER	43.80
297578	136739	JAMES W KUPER	603.48
297592	136994	MICHELLE S SIMPSON	20.36

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Check No	Vend No	Vendor Name	Amount
297604	093989	DIANA L WEIS	23.93
Total for GRANT FUND			52,734.64
297467	136587	COVENTRY HEALTH & LIFE INS CO	114,469.40
297483	099045	MUTUAL OF OMAHA COMPANIES	108,039.52
Total for			222,508.92
296739	136272	BEAR CONSTRUCTION INC	600.00
296768	099431	BUSINESS MEDIA INC	10,094.00
296781	133589	CDW GOVERNMENT, INC.	1,497.00
296816	130731	D & D COMMUNICATIONS	735.00
296970	108348	INDEPENDENT SYSTEMS INC	110.25
297124	068445	NEBRASKA FURNITURE MART INC	986.48
297191	131835	PRAIRIE MECHANICAL CORP	36,812.00
297278	083175	SHEPPARD'S BUSINESS INTERIORS	3,499.53
297359	090900	UNIVERSITY PUB, INC.	352.00
Total for DEPRECIATION			54,686.26
296623	137170	LHB INC	1,600.00
296638	137059	SQUARE ONE PRODUCTIONS OF S DAKOTA	500.00
296684	137188	PAUL H GULSVIG	650.00
296690	010298	ACCU CUT SERVICES LLC	588.75
296711	135051	APPLES & MORE A TEACHERS STORE	162.14
296717	133281	NATIONAL ARBOR DAY FOUNDATION	196.00
296785	136132	ABBY CHARVAT	35.00
296816	130731	D & D COMMUNICATIONS	490.00
296847	130648	DOSTALS CONSTRUCTION CO INC	23,340.00
296875	137190	ADRIAN T ENZASTIGA	288.00
296880	136342	KEVIN FALCK	80.00
296896	131555	FLOORS INC	5,520.00
296949	135702	KYLEE HIGGINSON	40.00
296967	135517	KAREN ILLG	35.00
296968	134557	ELLEN R ILLG	48.00
296997	134980	ABIGAIL C JORGENSEN	54.00
297009	135079	CHRISTIAN KLAIBER	35.00
297010	133279	COLLEEN KLAIBER	48.00
297014	136126	JUSTIN A KOFOED	80.00
297017	137045	ALYSON KRIZ	40.00
297019	137046	LAURA KUHN	35.00
297025	058800	LANOHA NURSERIES, INC.	146.20
297064	136364	ELIZABETH MCGINN	35.00
297097	137111	SATURNRINA LEE MORRIS	80.00
297138	137114	NEAL NOGOWSKI	50.00
297145	100013	OFFICE DEPOT 84133510	267.98
297149	134051	OMAHA SYMPHONY	756.00
297161	135518	MEAGAN PAPATYI	54.00
297226	137178	MILES RITCHIE	100.00
297231	079310	ROCKBROOK CAMERA CENTER	410.00

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Millard Public Schools

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Prepared for the Board Meeting of December 15, 2008

Check No	Vend No	Vendor Name	Amount
297238	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	832.50
297267	137083	LISA SCHROEDER	40.00
297280	137113	BAILEY SHILLER	40.00
297290	136131	BRENDON SMITH	30.00
297309	136465	JAKE STAUFFER	45.00
297310	132984	MARIAH STAUFFER	45.00
297313	131099	STENHOUSE PUBLISHERS	63.76
297342	137112	JAMES TILLOTSON	40.00
297362	132117	VALA'S PUMPKIN PATCH	2,039.00
297367	092323	VIRCO MANUFACTURING CORP	931.20
297377	137195	JIANMEI WANG	414.00
297385	135522	AMANDA WEIHL	40.00
297397	136401	OMAHA ZOO FOUNDATION	144.00
297405	135714	ALEXIS WONG	40.00
297413	135390	CANDACE YONG	40.00
297416	136466	CARLY ZIEMER	30.00
297426	032071	JOHN D'ARCY	150.00
297469	137213	DAVID GREENBERG INC	942.00
297470	137213	DAVID GREENBERG INC	999.00
297471	137213	DAVID GREENBERG INC	999.00
297477	133500	FAX GILBERT PRODUCTIONS INC	350.00
297504	136961	ABANTE LLC	234.50
297510	136339	AIMEE BAKER	34.00
297524	135694	JUSTINE COOPER	40.00
297534	135695	AMANDA D DOWNING	32.50
297538	135766	KAITLYN FEDER	40.00
297548	136879	RYAN HOGAN	40.00
297554	107925	KATIE JACOBSEN	51.00
297560	136765	KEVIN KUEHL	37.50
297574	136702	TREVOR NELSON	40.00
297583	135698	CHAEI QUANDT	40.00
297608	137120	ANDREW YORK	10.00
Total for ACTIVITY FUND			44,618.03
296623	137170	LHB INC	-64.00
296638	137059	SQUARE ONE PRODUCTIONS OF S DAKOTA	-20.00
296684	137188	PAUL H GULSVIG	-26.00
297439	136869	LAURA E SCHULTE	-60.00
297469	137213	DAVID GREENBERG INC	-55.36
297470	137213	DAVID GREENBERG INC	-39.96
297471	137213	DAVID GREENBERG INC	-39.96
Total for			-305.28
Report Total			3,211,575.28

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 General	78,700.41	0.00	300.00	0.00	78,400.41
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	7,343.19	310.20	50.00	0.00	7,603.39
180 Interest Earned - Checking	18,777.80	0.00	0.00	0.00	18,777.80
190 Interest on Savings	44,170.66	0.00	0.00	0.00	44,170.66
A General Funds Totals:	148,992.06	310.20	350.00	0.00	148,952.26
B Administrative Custody Accts					
200 Staff Development	0.00	0.00	0.00	0.00	0.00
209 MPS Activities Calendar	9,588.58	0.00	0.00	0.00	9,588.58
210 Activity Express	71,279.35	2,800.00	2,693.90	0.00	71,385.45
211 Logo Sales	-1,584.95	1,941.00	0.00	0.00	356.05
213 Student Showcase	60.00	0.00	0.00	0.00	60.00
215 HAL Field Trips/Preschool	-30.65	0.00	0.00	0.00	-30.65
220 WF Student Donation	4,201.98	0.00	0.00	0.00	4,201.98
230 Hospitality	305.19	0.00	0.00	0.00	305.19
235 Educational Services Hospitality	110.93	0.00	0.00	0.00	110.93
240 No Longer Used	0.00	0.00	0.00	0.00	0.00
245 Paybac	0.00	0.00	0.00	0.00	0.00
B Administrative Custody Accts Totals:	83,930.43	4,741.00	2,693.90	0.00	85,977.53
C School Custody Accts					
300 Instrument Rental	37,001.34	1,800.00	0.00	0.00	38,801.34
310 South Swim Lessons	7,410.00	0.00	0.00	0.00	7,410.00
320 North Swim Lessons	4,430.00	0.00	0.00	0.00	4,430.00
325 West Swim Lessons	8,330.00	0.00	0.00	0.00	8,330.00
330 North Open Swim	0.00	0.00	0.00	0.00	0.00
335 West Open Swim	0.00	0.00	0.00	0.00	0.00
340 South Open Swim	0.00	0.00	0.00	0.00	0.00
350 Maintenance Vending	2,510.74	0.00	0.00	0.00	2,510.74
355 Tech Vending	1,293.01	0.00	0.00	0.00	1,293.01
360 Facility Use Rental Fee	69,409.38	12,675.81	0.00	0.00	82,085.19
365 Facility Use Building Access	179,748.72	8,466.65	0.00	0.00	188,215.37
366 Facility Use Staffing	46,748.20	7,829.50	0.00	0.00	54,577.70
370 No Longer Used	0.00	0.00	0.00	0.00	0.00
400 Check Collection	257.80	5.00	5.00	0.00	257.80
500 District Wide Coca-Cola	0.00	0.00	0.00	0.00	0.00
C School Custody Accts Totals:	357,139.19	30,776.96	5.00	0.00	387,911.15
D Investments					
900 Savings	-157,378.17	0.00	0.00	0.00	-157,378.17
D Investments Totals:	-157,378.17	0.00	0.00	0.00	-157,378.17
Q Extra-Curriculars					
1020 HAL Field Trips	288.00	2,322.85	0.00	0.00	2,610.85
1030 Parent Pay PreSchool	0.00	0.00	0.00	0.00	0.00
Q Extra-Curriculars Totals:	288.00	2,322.85	0.00	0.00	2,610.85
Report Totals:	432,971.51	38,151.01	3,048.90	0.00	468,073.62

ALL Data

Current Cash Balance Report

Arranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,570.52	0.00	0.00	0.00	1,570.52
110 GENERAL FUND	24,908.55	0.00	543.87	0.00	24,364.68
111 INTEREST EARNED CHECKING	1,789.65	22.87	0.00	0.00	1,812.52
A ACTIVITY GENERAL FUND Totals:	28,268.72	22.87	543.87	0.00	27,747.72
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,024.94	2,559.34	1,703.48	0.00	1,880.80
502 ENVIRONMENTAL CLUB	0.00	0.00	0.00	0.00	0.00
503 MUSIC CLUB	0.00	0.00	0.00	0.00	0.00
504 LEADERSHIP PROGRAM	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	1,024.94	2,559.34	1,703.48	0.00	1,880.80
E ADMINISTRATIVE CUSTODIAL ACCT					
601 CROSSING GUARD	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
610 MEDIA	3,453.62	2,600.07	1,718.58	-58.47	4,276.64
615 FIELD TRIPS	1,336.34	0.00	0.00	0.00	1,336.34
619 World Language	102.48	0.00	0.00	0.00	102.48
620 TEACHER PTO	0.00	0.00	0.00	0.00	0.00
625 TEACHER FUND	0.00	0.00	0.00	0.00	0.00
630 R.E.A.D.	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,892.44	2,600.07	1,718.58	-58.47	5,715.46
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:	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities					
1000 Kindergarten 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	0.03	0.00	0.00	0.00	0.03
1050 5th Grade Field Trips	0.00	0.00	263.00	0.00	-263.00
1060 Spanish Class	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities Totals:	0.03	0.00	263.00	0.00	-262.97
R Other Activities					
2000 Leadership Academy	0.00	0.00	0.00	0.00	0.00
2010 Saturday Recreation	0.00	0.00	0.00	0.00	0.00
R Other Activities Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	34,186.13	5,182.28	4,228.93	-58.47	35,081.01

Cynthia Luken
Secretary
Eni Chaussee
Principal

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

Arranged by:

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
110	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	310.35	0.00	0.00	0.00	310.35
110 GENERAL FUND	6,124.86	1,053.57	2,260.30	0.00	4,918.13
115 Interest Earned Checking	573.55	13.49	0.00	0.00	587.04
A ACTIVITY GENERAL FUND Totals:	7,008.76	1,067.06	2,260.30	0.00	5,815.52
D CLUBS AND ORGANIZATIONS					
501 Student Council	521.06	127.96	0.00	0.00	649.02
515 Art Club	111.78	0.00	0.00	0.00	111.78
520 yearbook	0.00	0.00	0.00	0.00	0.00
525 Landscaping	1,227.14	0.00	0.00	0.00	1,227.14
530 Watch D.O.G.S.	0.00	0.00	0.00	0.00	0.00
535 Choir	40.25	0.00	0.00	0.00	40.25
540 Field Day	402.21	0.00	0.00	0.00	402.21
D CLUBS AND ORGANIZATIONS Totals:	2,302.44	127.96	0.00	0.00	2,430.40
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Social	25.47	1,920.00	0.00	0.00	1,945.47
602 Hospitality	0.00	0.00	0.00	0.00	0.00
605 D.A.R.E.	0.00	0.00	0.00	0.00	0.00
610 Library	5,828.88	3,159.00	0.00	0.00	8,987.88
615 Field Trip	-1,264.90	260.00	745.14	0.00	-1,750.04
620 Art K-5	4,422.68	0.00	0.00	0.00	4,422.68
625 Birthday Book Club	263.78	0.00	0.00	0.00	263.78
630 Fundraiser	695.09	0.00	0.00	0.00	695.09
635 Teacher Grant Money	635.68	0.00	0.00	0.00	635.68
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	10,606.68	5,339.00	745.14	0.00	15,200.54
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
Q FEE FUND					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1001 Kdg. Field Trips	0.00	746.05	0.00	0.00	746.05
1010 First Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1030 Third Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trip	0.00	473.00	0.00	0.00	473.00
1050 Fifth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1070 Sped Field Trip	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	0.00	1,219.05	0.00	0.00	1,219.05
Report Totals:	19,917.88	7,753.07	3,005.44	0.00	24,665.51

11/6/08

M. Macken

Neissa Gilbert

ALL Data

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

37
Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	393.05	0.00	115.86	0.00	277.19
110 GENERAL FUND	17,585.54	1,453.00	318.63	0.00	18,719.91
120 INTEREST EARNED CHECKING	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	17,978.59	1,453.00	434.49	0.00	18,997.10
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	8.19	184.10	156.00	0.00	36.29
D CLUBS AND ORGANIZATIONS Totals:	8.19	184.10	156.00	0.00	36.29
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SOCIAL COMMITTEE	316.55	25.00	0.00	0.00	341.55
602 NOT IN USE	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	652.40	21.86	418.20	0.00	256.06
615 FIELD TRIPS	265.45	0.00	188.04	0.00	77.41
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	207.33	0.00	0.00	0.00	207.33
640 PLAYGROUND EQUIPMENT	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,441.73	46.86	606.24	0.00	882.35
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
Q Fee Fund					
1000 Kindergarten field trip	0.00	350.50	0.00	0.00	350.50
1010 1st grade field trips	0.00	255.00	0.00	0.00	255.00
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
Q Fee Fund Totals:	0.00	605.50	0.00	0.00	605.50
Report Totals:	19,428.51	2,289.46	1,196.73	0.00	20,521.24

ALDRICH ELEMENTARY
OCTOBER RECONCILIATION
11/12/08

Lori Lurette
LORI LIRETTE

Susie Melliger
SUSIE MELLIGER

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL	9,632.74	0.00	3,010.83	0.00	6,621.91
110 VENDING	210.12	0.00	0.00	0.00	210.12
125 Interest Earned	415.35	0.00	0.00	0.00	415.35
A ACTIVITY GENERAL FUND Totals:	10,258.21	0.00	3,010.83	0.00	7,247.38
B Mini-Classes					
800 DO NOT USE	0.00	0.00	0.00	0.00	0.00
801 DO NOT USE	0.00	0.00	0.00	0.00	0.00
802 DO NOT USE	0.00	0.00	0.00	0.00	0.00
803 DO NOT USE	0.00	0.00	0.00	0.00	0.00
804 DO NOT USE	0.00	0.00	0.00	0.00	0.00
805 DO NOT USE	0.00	0.00	0.00	0.00	0.00
806 DO NOT USE	0.00	0.00	0.00	0.00	0.00
807 DO NOT USE	0.00	0.00	0.00	0.00	0.00
B Mini-Classes Totals:	0.00	0.00	0.00	0.00	0.00
C SCHOOL CUSTODIAL ACCT.					
101 Reading connections	50.65	0.00	0.00	0.00	50.65
300 ART SUPPLIES	4,400.00	0.00	2,441.22	0.00	1,958.78
400 Technology	338.10	0.00	0.00	0.00	338.10
401 "Read a thon" for Winnebago	0.00	0.00	0.00	0.00	0.00
410 VIP	31,937.48	0.00	5,170.85	0.00	26,766.63
C SCHOOL CUSTODIAL ACCT. Totals:	36,726.23	0.00	7,612.07	0.00	29,114.16
D CLUBS AND ORGANIZATIONS					
113 Fun and Field Day	394.29	0.00	0.00	0.00	394.29
501 STUDENT COUNCIL	1,104.75	232.05	1,469.00	0.00	-132.20
605 Destination Imagination	1,395.21	0.00	0.00	0.00	1,395.21
607 Choir /T shirts	8.70	0.00	0.00	0.00	8.70
D CLUBS AND ORGANIZATIONS Totals:	2,902.95	232.05	1,469.00	0.00	1,666.00
E ADMINISTRATIVE CUSTODIAL					
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
610 MEDIA	2,339.59	0.00	306.70	0.00	2,032.89
611 Birthday Book club	1,924.74	0.00	0.00	0.00	1,924.74
615 FIELD TRIPS	194.53	0.00	1,025.62	0.00	-831.09
725 Fundraising	1,432.77	0.00	0.00	0.00	1,432.77
E ADMINISTRATIVE CUSTODIAL Totals:	5,891.63	0.00	1,332.32	0.00	4,559.31
Q Fee Fund Account					
1001 Kdg. Field Trip	0.00	0.00	0.00	0.00	0.00
1101 First Grade Field Trip	760.25	0.00	0.00	0.00	760.25
1201 Second Grade Field Trp	0.00	261.50	0.00	0.00	261.50
1202 Choir Shirts	104.00	0.00	0.00	0.00	104.00
1301 Third Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1401 Fourth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1501 Fifth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
Q Fee Fund Account Totals:	864.25	261.50	0.00	0.00	1,125.75
U Do Not Use					
200 DO NOT USE	0.00	0.00	0.00	0.00	0.00
606 DO NOT USE	0.00	0.00	0.00	0.00	0.00
700 DO NOT USE	0.00	0.00	0.00	0.00	0.00
720 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1100 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1200 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1300 DO NOT USE	0.00	0.00	0.00	0.00	0.00

ALL Data

Current Cash Balance Report

Arranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1350 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1400 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1500 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1600 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1700 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1800 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1900 DO NOT USE	0.00	0.00	0.00	0.00	0.00
U Do Not Use Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	56,643.27	493.55	13,424.22	0.00	43,712.60

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING/ADULT	403.36	0.00	0.00	0.00	403.36
105 VENDING/STUDENT	411.04	80.25	295.00	0.00	196.29
110 GENERAL FUND	1,388.40	1,870.00	343.16	0.00	2,915.24
115 BUILDING FUNDRAISER	287.00	0.00	0.00	0.00	287.00
200 CHECKING INTEREST	636.80	4.97	0.00	0.00	641.77
A ACTIVITY GENERAL FUND Totals:	3,126.60	1,955.22	638.16	0.00	4,443.66
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	412.66	0.00	30.00	0.00	382.66
550 ART CLUB	8.17	0.00	0.00	0.00	8.17
560 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	420.83	0.00	30.00	0.00	390.83
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 MEDIA CENTER	2,912.17	2,248.95	1,081.72	0.00	4,079.40
615 FIELD TRIPS	-37.41	555.88	881.80	0.00	-363.33
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,874.76	2,804.83	1,963.52	0.00	3,716.07
F DISTRICT CUSTODIAL					
700 NOT IN USE	0.00	0.00	0.00	0.00	0.00
720 NOT IN USE	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITIES					
1000 KINDERGARTEN FIELD TRIPS	0.00	396.50	0.00	0.00	396.50
1010 FIRST GRADE FIELD TRIPS	0.00	357.00	0.00	0.00	357.00
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	294.20	0.00	0.00	294.20
1050 FIFTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITIES Totals:	0.00	1,047.70	0.00	0.00	1,047.70
R CLUBS					
2000 ART CLUB	0.00	0.00	0.00	0.00	0.00
2005 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
R CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	6,422.19	5,807.75	2,631.68	0.00	9,598.26

ALL Data

Current Cash Balance Report

41 arranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,514.40	0.00	166.95	0.00	1,347.45
110 GENERAL	5,042.47	5,100.00	433.68	-21.00	9,687.79
120 Paybac/Local Merchants	2,289.74	0.00	38.90	0.00	2,250.84
130 HOSPITALITY	524.52	100.00	14.54	0.00	609.98
140 INTEREST EARNED CHECKING	1,489.21	14.55	0.00	0.00	1,503.76
150 ART	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	10,860.34	5,214.55	654.07	-21.00	15,399.82
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,473.70	1,042.00	542.49	0.00	2,973.21
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
D CLUBS AND ORGANIZATIONS Totals:	2,550.93	1,042.00	542.49	0.00	3,050.44
E ADMINISTRATIVE CUSTODIAL ACCT					
601 FIELD TRIPS	-730.30	752.06	1,058.06	0.00	-1,036.30
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	6,112.05	91.00	545.83	0.00	5,657.22
615 Do Not Use	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:	5,396.70	843.06	1,603.89	0.00	4,635.87
F DISTRICT CUSTODIAL					
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
Q EXTRA -CURRICULAR ACTIVITIES					
1000 KINDERGARTEN FIELD TRIPS	409.05	216.00	0.00	-9.00	616.05
1010 1ST GRADE FIELD TRIPS	-27.00	1,484.00	0.00	0.00	1,457.00
1020 2ND GRADE FIELD TRIPS	135.60	0.00	0.00	27.00	162.60
1030 3RD GRADE FIELD TRIPS	-3.00	0.00	0.00	0.00	-3.00
1040 4TH GRADE FIELD TRIPS	132.00	0.00	0.00	3.00	135.00
1050 5TH GRADE FIELD TRIPS	0.00	256.85	0.00	0.00	256.85
Q EXTRA -CURRICULAR ACTIVITIES Totals:	646.65	1,956.85	0.00	21.00	2,624.50
R CLUBS					
2000 CLUBS (MISC)	0.00	0.00	0.00	0.00	0.00
2010 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
R CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
Z INACTIVE					
1010 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1010 DO NOT USE	0.00	0.00	0.00	0.00	0.00
Z INACTIVE Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	19,454.62	9,056.46	2,800.45	0.00	25,710.63

Paula Red 11-11-08

C Peterson 11-10-08

Current Cash Balance Report

ALL Data

Arranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	241.97	0.00	0.00	0.00	241.97
110 GENERAL	3,780.93	0.00	114.37	0.00	3,666.56
120 TECHNOLOGY FUND	606.57	0.00	0.00	0.00	606.57
130 COFFEE	49.16	0.00	0.00	0.00	49.16
135 LOUNGE WATER	15.92	0.00	0.00	0.00	15.92
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	7.08	8.12	0.00	0.00	15.20
180 PTA DISCRETIONARY	135.63	0.00	0.00	0.00	135.63
190 ASSIGNMENT NOTEBOOKS	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	4,837.26	8.12	114.37	0.00	4,731.01
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	3,767.84	36.50	0.00	0.00	3,804.34
502 CODY APPAREL	1,218.81	70.00	375.75	0.00	913.06
520 STUDENT CLUBS	320.22	0.00	0.00	0.00	320.22
530 LOVE AND LOGIC	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	5,306.87	106.50	375.75	0.00	5,037.62
E ADMINISTRATIVE CUSTODIAL FUND					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	573.67	10.00	99.34	0.00	484.33
610 MEDIA	389.36	15.00	0.00	0.00	404.36
611 MEDIA - DONATIONS	157.71	0.00	0.00	0.00	157.71
615 FIELD TRIP	-22.52	31.75	168.00	0.00	-158.77
620 Instrument Rental	675.00	0.00	0.00	0.00	675.00
630 STUDENT PARTY MONEY	1.75	0.00	0.00	0.00	1.75
640 SPECIAL PROJECTS FUND	850.74	0.00	0.00	0.00	850.74
E ADMINISTRATIVE CUSTODIAL FUND Totals:	2,625.71	56.75	267.34	0.00	2,415.12
F NOT IN USE					
700 NOT IN USE	0.00	0.00	0.00	0.00	0.00
720 NOT IN USE	0.00	0.00	0.00	0.00	0.00
F NOT IN USE Totals:	0.00	0.00	0.00	0.00	0.00
Q Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1005 Kindergarten Field Trips	0.00	148.00	0.00	0.00	148.00
1010 First Grade Field Trips	0.00	132.25	0.00	0.00	132.25
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
Q Extra-Curricular Activities Totals:	0.00	280.25	0.00	0.00	280.25
R Clubs					
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
R Clubs Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	12,769.84	451.62	757.46	0.00	12,464.00

Secretary 11/12/08

11-12-08

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

 Arranged by:
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-19.54	274.70	212.55	0.00	42.61
110 GENERAL FUND	5,791.30	919.01	105.45	0.00	6,604.86
112 WESTERN BOWL	0.00	0.00	0.00	0.00	0.00
200 CANDY MACHINE VENDING	0.00	0.00	0.00	0.00	0.00
500 MILLARD FOUNDATION REIMB.	8,199.28	0.00	0.00	0.00	8,199.28
600 Interest earned	927.48	11.02	0.00	0.00	938.50
A ACTIVITY GENERAL FUND Totals:	14,898.52	1,204.73	318.00	0.00	15,785.25
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	20.58	29.26	403.12	0.00	-353.28
D CLUBS AND ORGANIZATIONS Totals:	20.58	29.26	403.12	0.00	-353.28
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	-300.88	2,929.29	1,815.95	0.00	812.46
615 FIELD TRIPS	236.73	0.00	0.00	0.00	236.73
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	0.00	0.00	0.00	0.00	0.00
645 ART	70.68	0.00	0.00	0.00	70.68
650 GRANT MONEY	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	197.53	2,929.29	1,815.95	0.00	1,310.87
F DISTRICT CUSTODIAL					
700 REINBURSEMENTS	962.44	0.00	0.00	0.00	962.44
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	962.44	0.00	0.00	0.00	962.44
Q FEE FUNDED ACCTS					
1000 KINDERGARTEN 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
Q FEE FUNDED ACCTS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	16,079.07	4,163.28	2,537.07	0.00	17,705.28

Current Cash Balance Report

ALL Data

Arranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	2,569.88	0.00	321.24	0.00	2,248.64
110 GENERAL FUND	2,348.07	242.75	289.01	0.00	2,301.81
200 INTEREST EARNED CHECKING	1,051.79	5.04	0.00	0.00	1,056.83
A ACTIVITY GENERAL FUND Totals:	5,969.74	247.79	610.25	0.00	5,607.28
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	643.64	222.00	253.90	0.00	611.74
D CLUBS AND ORGANIZATIONS Totals:	643.64	222.00	253.90	0.00	611.74
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	590.71	0.00	0.00	0.00	590.71
610 LIBRARY	487.76	2,671.59	0.00	0.00	3,159.35
615 FIELD TRIPS	-103.02	5.25	235.00	0.00	-332.77
620 FIELD TRIPS/PTO FUND	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	975.45	2,676.84	235.00	0.00	3,417.29
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
Q FIELD TRIP FEES					
1010 Kindergarten Field Trips	0.00	115.00	0.00	0.00	115.00
1011 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1012 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1013 Third Grade Field Trips	0.05	0.00	0.00	0.00	0.05
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	32.25	0.00	0.00	32.25
Q FIELD TRIP FEES Totals:	0.05	147.25	0.00	0.00	147.30
Report Totals:	7,588.88	3,293.88	1,099.15	0.00	9,783.61

Reesa Laprentz 11/12/08
Mark Selby 11/13/08

Current Cash Balance Report

45
Arranged by:

ALL Data

Group ID and Activity Number

Date: 10/01/2008 thru 10/31/2008

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	52.08	0.00	0.00	0.00	52.08
110 GENERAL FUND	2,707.40	1,903.55	2,029.04	261.00	2,842.91
120 Interest on checking	5.62	6.61	0.00	0.00	12.23
A ACTIVITY GENERAL FUND Totals:	2,765.10	1,910.16	2,029.04	261.00	2,907.22
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
510 Art Projects	0.00	0.00	0.00	0.00	0.00
520 T-shirts	2,888.50	46.00	2,481.00	0.00	453.50
550 Pencils	414.66	78.50	0.00	0.00	493.16
590 One Book, One School	0.00	0.00	0.00	0.00	0.00
655 Landscaping	0.00	0.00	0.00	0.00	0.00
690 Marquee Fund	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	3,303.16	124.50	2,481.00	0.00	946.66
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	648.94	327.00	0.00	0.00	975.94
606 MAGAZINES	585.44	3.00	0.00	0.00	588.44
610 LIBRARY	651.25	3,710.22	2,348.36	0.00	2,013.11
615 FIELD TRIPS	0.00	0.00	1,064.54	-261.00	-1,325.54
620 PTO	0.00	0.00	0.00	0.00	0.00
625 MUSIC DEPT	0.00	0.00	0.00	0.00	0.00
630 PICTURES	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,885.63	4,040.22	3,412.90	-261.00	2,251.95
Q					
1000 Kindergarten field trips	0.00	406.25	0.00	0.00	406.25
1010 1st grade field trips	0.00	0.00	0.00	0.00	0.00
1020 2nd grade field trips	144.00	0.00	0.00	0.00	144.00
1030 3rd grade field trip	0.00	0.00	0.00	0.00	0.00
1040 4th grade field trips	0.00	782.65	0.00	0.00	782.65
1050 5th grade field trips	1,031.38	0.00	0.00	0.00	1,031.38
1060 Sped field trips	0.00	0.00	0.00	0.00	0.00
Q Totals:	1,175.38	1,188.90	0.00	0.00	2,364.28
R					
2020 Echoes	0.00	0.00	0.00	0.00	0.00
R Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	9,129.27	7,263.78	7,922.94	0.00	8,470.11

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Prepared by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-348.80	0.00	0.00	0.00	-348.80
110 GENERAL FUND	6,746.25	235.05	1,601.64	0.00	5,379.66
115 Interest Earned Checking	1,046.09	11.30	0.00	0.00	1,057.39
A ACTIVITY GENERAL FUND Totals:	7,443.54	246.35	1,601.64	0.00	6,088.25
D CLUBS AND ORGANIZATIONS					
510 STUDENT COUNCIL	575.84	0.00	0.00	0.00	575.84
1060 Choir/Strings/Band	0.00	0.00	0.00	0.00	0.00
1070 HAL	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	575.84	0.00	0.00	0.00	575.84
E ADMINISTRATIVE CUSTODIAL ACCT					
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	193.90	193.50	121.38	0.00	266.02
615 FIELD TRIPS	-238.00	0.00	479.98	0.00	-717.98
620 HOSPITALITY FUND	-11.34	0.00	0.00	0.00	-11.34
630 FUND RAISER	2,863.18	639.25	0.00	0.00	3,502.43
635 SAFETY PATROL	-52.09	0.00	0.00	0.00	-52.09
640 ART	2,197.61	0.00	0.00	0.00	2,197.61
650 5th Grade Art	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,953.26	832.75	601.38	0.00	5,184.65
F DISTRICT CUSTODIAL					
710 RUSWICK GRANT	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
Q Fee Fund					
1000 Kindergarten Field Trips	118.00	205.00	0.00	0.00	323.00
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
Q Fee Fund Totals:	118.00	205.00	0.00	0.00	323.00
Report Totals:	13,090.64	1,284.10	2,203.00	0.00	12,171.74

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	850.01	0.00	88.10	0.00	761.91
110 General	10,410.74	0.00	272.34	0.00	10,138.40
112 Bank Charges and Interest	559.27	13.23	0.00	0.00	572.50
615 DO NOT USE	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	11,820.02	13.23	360.44	0.00	11,472.81
D CLUBS AND ORGANIZATIONS					
501 Student Council	470.12	0.00	0.00	0.00	470.12
502 DO NOT USE	0.00	0.00	112.70	0.00	-112.70
611 Hitchcock Clothing	60.32	0.00	0.00	0.00	60.32
616 CREATIVE CUBS	254.42	0.00	0.00	0.00	254.42
2001 DO NOT USE	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	784.86	0.00	112.70	0.00	672.16
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Landscaping	37.00	0.00	0.00	0.00	37.00
603 Field Trip	683.10	0.00	0.00	0.00	683.10
604 Classroom Supplies	16.00	0.00	0.00	0.00	16.00
605 READ	590.14	0.00	0.00	0.00	590.14
606 Classroom Magazines	0.00	0.00	0.00	0.00	0.00
607 NOT USED	0.00	0.00	0.00	0.00	0.00
608 Drug Awareness-N/A	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	1,860.04	1,115.23	1,060.42	0.00	1,914.85
612 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
613 Art Fund	4,601.66	2,245.00	0.00	0.00	6,846.66
614 Hitchcock Mini Classes	0.00	0.00	0.00	0.00	0.00
650 Fundraiser	180.00	0.00	0.00	0.00	180.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	7,967.94	3,360.23	1,060.42	0.00	10,267.75
F DISTRICT CUSTODIAL					
620 NOT USED	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities					
1000 Kindergarten 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
1060 SPED Field Trips	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities Totals:	0.00	0.00	0.00	0.00	0.00
R Clubs					
2000 Art Club	0.00	0.00	0.00	0.00	0.00
R Clubs Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	20,572.82	3,373.46	1,533.56	0.00	22,412.72

ALL Data

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

48 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	2,283.57	0.00	312.26	0.00	1,971.31
110 GENERAL FUND	7,909.13	2,365.70	2,545.76	0.00	7,729.07
200 INTEREST EARNED CHECKING	1,132.72	13.09	0.00	0.00	1,145.81
A ACTIVITY GENERAL FUND Totals:	11,325.42	2,378.79	2,858.02	0.00	10,846.19
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,647.69	0.00	281.15	0.00	2,366.54
D CLUBS AND ORGANIZATIONS Totals:	2,647.69	0.00	281.15	0.00	2,366.54
E ADMINISTRATIVE CUSTODIAL ACCT					
601 PTA/TEACHER	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,763.03	94.00	215.36	0.00	3,641.67
615 FIELD TRIPS	1,159.18	0.00	219.48	0.00	939.70
620 PAYBAC	291.18	61.53	0.00	0.00	352.71
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,213.39	155.53	434.84	0.00	4,934.08
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
Q EXTRA-CURRICULAR ACTIVITIES					
1000 KINDERGARTEN	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE	0.00	431.25	0.00	0.00	431.25
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
Q EXTRA-CURRICULAR ACTIVITIES Totals:	0.00	431.25	0.00	0.00	431.25
Report Totals:	19,186.50	2,965.57	3,574.01	0.00	18,578.06

SUBMITTED BY: Mary Bobka

POSITION: Secretary

APPROVED: 

ALL Data

Current Cash Balance Report

49ranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	11.39	0.00	0.00	0.00	11.39
110 GENERAL	6,439.97	2.00	4,831.98	0.00	1,609.99
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	215.04	10.87	0.00	0.00	225.91
A ACTIVITY GENERAL FUND Totals:	6,666.40	12.87	4,831.98	0.00	1,847.29
C CLUBS AND ORGANIZATIONS					
501 ST. COUNCIL	458.22	400.00	300.00	0.00	558.22
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
C CLUBS AND ORGANIZATIONS Totals:	460.06	400.00	300.00	0.00	560.06
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	314.13	0.00	-48.59	0.00	362.72
604 ART	2,762.80	0.00	12.32	0.00	2,750.48
606 MINI CLASSES	649.45	0.00	-9.00	0.00	658.45
607 PE/MUSIC	908.83	100.00	0.00	0.00	1,008.83
610 LIBRARY	2,609.98	2,078.96	2,177.81	0.00	2,511.13
615 FIELD TRIPS	-1,047.59	115.80	2,207.62	0.00	-3,139.41
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	6,197.60	2,294.76	4,340.16	0.00	4,152.20
Q FIELD TRIPS					
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	163.71	0.00	0.00	0.00	163.71
1040 FOURTH GRADE	0.00	0.00	0.00	0.00	0.00
1050 FIFTH GRADE	0.00	512.00	0.00	0.00	512.00
1060 PREPRIMARY MONTESSORI	279.40	1,005.85	0.00	0.00	1,285.25
1070 PRIMARY MONTESSORI	0.00	1,532.60	0.00	0.00	1,532.60
1080 INTERMEDIATE MONTESSORI	0.00	0.00	0.00	0.00	0.00
1090 PRESCHOOL	96.10	420.00	0.00	0.00	516.10
Q FIELD TRIPS Totals:	539.21	3,470.45	0.00	0.00	4,009.66
R CLUBS					
2020 SWING CHOIR	0.00	0.00	0.00	0.00	0.00
R CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
S MINI-CLASSES					
3000 MINI-CLASSES	1,220.00	0.00	0.00	0.00	1,220.00
3010 LEADERSHIP CLASSES	0.00	0.00	0.00	0.00	0.00
S MINI-CLASSES Totals:	1,220.00	0.00	0.00	0.00	1,220.00
Report Totals:	15,083.27	6,178.08	9,472.14	0.00	11,789.21

K Odegard 11-13-08


ALL Data

Current Cash Balance Report

Arranged by:
50
Group ID and Activity Number

Date: 10/01/2008 thru 10/31/2008

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	897.37	0.00	51.51	0.00	845.86
110 GENERAL FUND	6,727.94	0.00	1,156.84	0.00	5,571.10
115 INTEREST EARNED CHECKING	572.61	15.14	0.00	0.00	587.75
A ACTIVITY GENERAL FUND Totals:	8,197.92	15.14	1,208.35	0.00	7,004.71
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,520.79	2,975.00	3,486.53	0.00	2,009.26
510 BOOK CLUB	0.00	0.00	0.00	0.00	0.00
511 CONFLICT MANAGERS	0.00	0.00	0.00	0.00	0.00
615 SAFETY PATROL	0.00	0.00	0.00	0.00	0.00
635 M.A.D.	1.55	170.00	0.00	0.00	171.55
D CLUBS AND ORGANIZATIONS Totals:	2,522.34	3,145.00	3,486.53	0.00	2,180.81
E ADMINISTRATIVE CUSTODIAL ACCT					
600 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
601 SITE BASE	65.26	0.00	24.89	0.00	40.37
602 HOSPITALITY	675.95	0.00	25.00	0.00	650.95
603 FIELD TRIPS	0.00	2,000.00	618.50	0.00	1,381.50
605 READ	195.87	0.00	36.65	0.00	159.22
610 LIBRARY	4,552.68	4,055.73	12.01	0.00	8,596.40
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	2,327.08	539.38	410.00	0.00	2,456.46
640 SPED GRANT	0.00	0.00	0.00	0.00	0.00
650 PLAYGROUND	1,075.00	0.00	0.00	0.00	1,075.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	8,891.84	6,595.11	1,127.05	0.00	14,359.90
Q EXTRA CURRICULAR ACTIVITES					
1005 Kindergarten Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade Field Trips	0.00	134.25	0.00	0.00	134.25
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	156.85	0.00	0.00	156.85
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITES Totals:	0.00	291.10	0.00	0.00	291.10
Report Totals:	19,612.10	10,046.35	5,821.93	0.00	23,836.52

Jayne Snow 11-13-08

Neil R. Burstrom 11-13-08

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 STAFF VENDING	2,368.36	283.25	346.50	-838.00	1,467.11
101 STUDENT VENDING	0.00	0.00	0.00	0.00	0.00
110 GENERAL	13,270.02	2,011.90	31.14	838.00	16,088.78
125 INTEREST EARNED	534.71	14.33	0.00	0.00	549.04
130 MAGNET ART	694.36	5,195.92	0.00	0.00	5,890.28
A ACTIVITY GENERAL FUND Totals:	16,867.45	7,505.40	377.64	0.00	23,995.21
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,546.04	56.10	180.00	0.00	1,422.14
505 CHOIR	0.00	336.50	221.00	0.00	115.50
510 SAFETY PATROL	0.00	0.00	0.00	0.00	0.00
520 ENVIRONMENTAL CLUB	0.00	0.00	0.00	0.00	0.00
521 3-D Club	0.00	0.00	0.00	0.00	0.00
525 Conflict Managers	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	1,546.04	392.60	401.00	0.00	1,537.64
E ADMINISTRATIVE CUSTODIAL ACCT					
602 STAFF HOSPITALITY	0.00	0.00	0.00	0.00	0.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,231.76	1,332.60	934.81	0.00	2,629.55
615 FIELD TRIPS	-199.28	197.00	1,125.18	0.00	-1,127.46
620 SITE IMPROVEMENT	0.00	0.00	0.00	0.00	0.00
625 READING INCENTIVE	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,032.48	1,529.60	2,059.99	0.00	1,502.09
Q FEE FUNDED ACCOUNTS					
1000 Kindergarten Field Trips	0.00	1,011.00	0.00	0.00	1,011.00
1010 First Grade Field Trips	0.00	540.00	0.00	0.00	540.00
1020 Second Grade Field Trips	0.00	249.75	0.00	0.00	249.75
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	556.75	0.00	0.00	556.75
Q FEE FUNDED ACCOUNTS Totals:	0.00	2,357.50	0.00	0.00	2,357.50
Report Totals:	20,445.97	11,785.10	2,838.63	0.00	29,392.44

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	477.01	0.00	167.69	0.00	309.32
105 Staff Vending	-57.57	70.00	20.59	0.00	-8.16
110 General	5,435.77	3,348.96	89.96	0.00	8,694.77
120 Interest Earned Checking	806.03	13.53	0.00	0.00	819.56
A ACTIVITY GENERAL FUND Totals:	6,661.24	3,432.49	278.24	0.00	9,815.49
D CLUBS AND ORGANIZATIONS					
501 Student Council	2,671.44	0.00	0.00	0.00	2,671.44
502 Drug Free Club	111.14	0.00	0.00	0.00	111.14
503 5th Grade Club	506.81	0.00	0.00	0.00	506.81
D CLUBS AND ORGANIZATIONS Totals:	3,289.39	0.00	0.00	0.00	3,289.39
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base Plan Annual Updates	0.00	0.00	0.00	0.00	0.00
602 Staff Hospitality	26.88	0.00	38.52	0.00	-11.64
603 Field Trips	-244.32	118.00	578.76	0.00	-705.08
608 Grants	31.75	0.00	0.00	0.00	31.75
609 Technology	575.35	0.00	0.00	0.00	575.35
610 Media	1,244.63	0.00	0.00	0.00	1,244.63
611 Fine Arts	1,202.65	0.00	0.00	0.00	1,202.65
612 Safety Patrol	0.00	0.00	0.00	0.00	0.00
614 Montessori Projects	963.38	0.00	0.00	0.00	963.38
615 PayBac	1,211.24	0.00	0.00	0.00	1,211.24
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
618 READ	521.24	0.00	0.00	0.00	521.24
619 Home/School Projects	860.35	0.00	0.00	0.00	860.35
620 Norris Special Projects	2,829.00	0.00	0.00	0.00	2,829.00
621 Montessori Snack Account	478.12	0.00	32.97	0.00	445.15
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	9,700.27	118.00	650.25	0.00	9,168.02
G DISTRICT CUST. ACCOUNTS					
800 Reimbursement	0.00	0.00	0.00	0.00	0.00
802 Convention	0.00	0.00	0.00	0.00	0.00
G DISTRICT CUST. ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
Q Fee Fund					
990 PreK Field Trips	0.00	0.00	0.00	0.00	0.00
1000 Kindergarten Field Trips	0.00	423.00	0.00	0.00	423.00
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	0.00	56.50	0.00	0.00	56.50
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
1060 Montessori PreK/K Field Trips	261.00	86.00	0.00	0.00	347.00
1061 Montessori 1st, 2nd, 3rd Grade Field Trips	80.00	198.25	0.00	0.00	278.25
1062 Montessori 4th, 5th Grade Field Trips	36.00	36.00	0.00	0.00	72.00
1070 Special Education Field Trips	0.00	0.00	0.00	0.00	0.00
Q Fee Fund Totals:	377.00	799.75	0.00	0.00	1,176.75
R Clubs					
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir Club	0.00	0.00	0.00	0.00	0.00
2050 Student Council Club	0.00	0.00	0.00	0.00	0.00
R Clubs Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	20,027.90	4,350.24	928.49	0.00	23,449.65

ALL Data

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Sorted by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 GENERAL	20,652.74	7,837.03	4,245.21	0.00	24,244.56
110 VENDING	67.98	0.00	0.00	0.00	67.98
115 INTEREST EARNED CHECKING	144.26	17.14	0.00	0.00	161.40
A ACTIVITY GENERAL Totals:	20,864.98	7,854.17	4,245.21	0.00	24,473.94
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	183.34	0.00	0.00	0.00	183.34
D CLUBS AND ORGANIZATIONS Totals:	183.34	0.00	0.00	0.00	183.34
E ADMINSTRATIVE CUSTODIAL ACCT					
600 HOSPITALITY	1,502.03	0.00	34.06	0.00	1,467.97
601 FIELD TRIPS	-175.16	214.50	3,065.27	0.00	-3,025.93
610 LIBRARY	1,437.89	3,354.02	0.00	0.00	4,791.91
615 PAYBAC	0.00	0.00	0.00	0.00	0.00
650 VIP HOSPITALITY	251.44	0.00	0.00	0.00	251.44
E ADMINSTRATIVE CUSTODIAL ACCT Totals:	3,016.20	3,568.52	3,099.33	0.00	3,485.39
Q FEE FUND					
1000 K FIELD TRIPS	798.00	0.00	0.00	0.00	798.00
1010 FIRST GRADE FIELD TRIPS	0.00	1,127.00	0.00	0.00	1,127.00
1020 SECOND GRADE FIELD TRIPS	0.00	181.80	0.00	0.00	181.80
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
Q FEE FUND Totals:	798.00	1,308.80	0.00	0.00	2,106.80
R CLUBS					
2000 CLUBS (MISC)	0.00	0.00	0.00	0.00	0.00
2010 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
R CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	24,862.52	12,731.49	7,344.54	0.00	30,249.47

ALL Data

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Sorted by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 GENERAL	2,649.12	287.61	0.00	0.00	2,936.73
110 VENDING	43.29	0.00	64.93	0.00	-21.64
115 INTEREST EARNED CHECKING	236.00	7.33	0.00	0.00	243.33
A ACTIVITY GENERAL Totals:	2,928.41	294.94	64.93	0.00	3,158.42
D CLUBS AND ORGANIZATION					
501 STUDENT COUNCIL	448.74	724.00	1,011.80	0.00	160.94
D CLUBS AND ORGANIZATION Totals:	448.74	724.00	1,011.80	0.00	160.94
E ADMINISTRATIVE CUSTODIAL ACCT					
600 SOCIAL	-100.24	1,325.00	161.69	0.00	1,063.07
601 FIELD TRIPS	-3.96	276.50	607.50	0.00	-334.96
602 READ	0.00	0.00	0.00	0.00	0.00
603 LIBRARY	1,075.65	2,608.75	1,998.19	0.00	1,686.21
604 PAYBAC	3,516.98	315.52	0.00	0.00	3,832.50
605 5TH GRADE BLDG. FUNDRAISER	56.91	0.00	0.00	0.00	56.91
606 PLAYGROUND FUND	0.00	0.00	0.00	0.00	0.00
607 GRANTS	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,545.34	4,525.77	2,767.38	0.00	6,303.73
Q FEE FUND					
1005 KINDERGARTEN	132.00	762.30	0.00	0.00	894.30
1010 FIRST GRADE	804.00	220.00	0.00	0.00	1,024.00
1020 SECOND GRADE	0.00	625.45	0.00	0.00	625.45
1030 THIRD GRADE	0.00	706.75	0.00	0.00	706.75
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 MUSIC	0.00	839.60	0.00	0.00	839.60
1070 PE	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	936.00	3,154.10	0.00	0.00	4,090.10
Report Totals:	8,858.49	8,698.81	3,844.11	0.00	13,713.19

Current Cash Balance Report

ALL Data

Arranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	17,411.25	0.00	382.57	0.00	17,028.68
110 VENDING	650.36	0.00	145.42	0.00	504.94
120 INTEREST EARNED CHECKING	948.22	0.00	0.00	0.00	948.22
A ACTIVITY GENERAL FUND Totals:	19,009.83	0.00	527.99	0.00	18,481.84
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	580.22	0.00	0.00	0.00	580.22
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
B CLUBS AND ORGANIZATIONS Totals:	605.22	0.00	0.00	0.00	605.22
C ADMINISTRATIVE CUSTODIAL ACCT					
301 MEDIA	737.74	0.00	0.00	0.00	737.74
306 FIELD TRIPS	185.74	0.00	117.00	0.00	68.74
310 HOSPITALITY	703.68	0.00	26.75	0.00	676.93
320 BIRTHDAY BOOK CLUB	842.49	0.00	0.00	0.00	842.49
325 Battle of the Books	-159.21	0.00	0.00	0.00	-159.21
330 GRANTS	0.00	0.00	0.00	0.00	0.00
340 PTO	1,854.64	0.00	0.00	0.00	1,854.64
350 BEAUTIFICATION	-619.92	0.00	0.00	0.00	-619.92
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,545.16	0.00	143.75	0.00	3,401.41
Q FEE FUND					
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	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	0.00	0.00	0.00	0.00	0.00
R CLUB--FEE FUND					
2000 Student Council Fee Fund	0.00	0.00	0.00	0.00	0.00
2010 Chorus Fee Fund	0.00	0.00	0.00	0.00	0.00
R CLUB--FEE FUND Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	23,160.21	0.00	671.74	0.00	22,488.47

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Fund					
100 Vending	64.99	266.37	24.49	0.00	306.87
110 General Fund	5,039.04	2,131.75	3,053.77	0.00	4,117.02
120 PRINCIPAL'S ADMIN. FUND	0.00	0.00	0.00	0.00	0.00
130 Interest Earned Checking	306.37	6.61	0.00	0.00	312.98
140 WEDNESDAY CLASSES/MI	0.00	0.00	0.00	0.00	0.00
A General Fund Totals:	5,410.40	2,404.73	3,078.26	0.00	4,736.87
B Clubs & Organizations					
501 Student Council	964.40	0.00	66.00	0.00	898.40
B Clubs & Organizations Totals:	964.40	0.00	66.00	0.00	898.40
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	0.00	0.00	0.00	0.00	0.00
610 Library	1,759.04	3,046.36	2,701.21	0.00	2,104.19
611 2nd Classroom Activity	0.00	0.00	0.00	0.00	0.00
615 Field Trips	-147.52	231.00	315.82	-270.00	-502.34
616 3rd Classroom Activity	0.00	0.00	0.00	0.00	0.00
620 Ceiling Tiles	822.92	0.00	0.00	0.00	822.92
625 Multiple Intelligences	0.00	0.00	0.00	0.00	0.00
626 Mini Classes	52.32	0.00	0.00	0.00	52.32
627 Art	258.19	0.00	0.00	0.00	258.19
628 Health Room	269.00	0.00	0.00	0.00	269.00
C Administrative Custodial Totals:	3,013.95	3,277.36	3,017.03	-270.00	3,004.28
D 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
D District Custodial Totals:	0.00	0.00	0.00	0.00	0.00
Q Fee Funded Account					
1000 Kindergarten field trips	0.00	0.00	0.00	0.00	0.00
1010 First grade field trips	0.00	302.25	0.00	0.00	302.25
1020 Second grade field trips	0.00	0.00	0.00	0.00	0.00
1030 Third grade field trips	0.00	274.25	270.00	270.00	274.25
1040 Forth 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
1060 ELL field trips	0.00	0.00	0.00	0.00	0.00
Q Fee Funded Account Totals:	0.00	576.50	270.00	270.00	576.50
Report Totals:	9,388.75	6,258.59	6,431.29	0.00	9,216.05

Heidi Penke 11.6.08
Heidi Penke 11-6-08

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	5,554.02	1,890.00	35.40	0.00	7,408.62
110 VENDING	85.49	0.00	36.37	0.00	49.12
120 INTEREST EARNED CHECKING	392.83	0.00	0.00	0.00	392.83
A ACTIVITY GENERAL FUND Totals:	6,032.34	1,890.00	71.77	0.00	7,850.57
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	442.57	0.00	0.00	0.00	442.57
210 GARDEN CLUB	599.00	0.00	0.00	0.00	599.00
B CLUBS AND ORGANIZATIONS Totals:	1,041.57	0.00	0.00	0.00	1,041.57
C ADMINISTRATIVE CUSTODIAL ACCT					
301 Hospitality	1,439.88	400.00	400.00	0.00	1,439.88
310 MEDIA	747.37	0.00	224.58	0.00	522.79
315 FIELD TRIPS	1,352.94	0.00	1,754.76	0.00	-401.82
320 BIRTHDAY BOOK CLUB	3,163.74	400.00	35.30	0.00	3,528.44
330 DONATIONS	265.06	527.98	75.00	0.00	718.04
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	6,968.99	1,327.98	2,489.64	0.00	5,807.33
Q EXTRA CURRICULAR ACTIVITIES					
1000 KINDGARTEN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1001 FIRST GRADE FIELD TRIPS	0.00	1,201.20	0.00	0.00	1,201.20
1002 SECOND GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1003 THIRD GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1004 FOURTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1005 FIFTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITIES Totals:	0.00	1,201.20	0.00	0.00	1,201.20
Report Totals:	14,042.90	4,419.18	2,561.41	0.00	15,900.67

ALL Data

Current Cash Balance Report

59

Date: 08/01/2008 thru 08/31/2008

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	6,642.36	0.00	756.43	0.00	5,885.93
110 VENDING	202.67	7.78	124.96	0.00	85.49
120 INTEREST EARNED CHECKING	382.12	10.71	0.00	0.00	392.83
A ACTIVITY GENERAL FUND Totals:	<u>7,227.15</u>	<u>18.49</u>	<u>881.39</u>	<u>0.00</u>	<u>6,364.25</u>
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	442.57	0.00	0.00	0.00	442.57
210 GARDEN CLUB	599.00	0.00	0.00	0.00	599.00
B CLUBS AND ORGANIZATIONS Totals:	<u>1,041.57</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,041.57</u>
C ADMINISTRATIVE CUSTODIAL ACCT					
301 Hospitality	232.87	0.00	0.00	0.00	232.87
310 MEDIA	933.33	0.00	0.00	0.00	933.33
315 FIELD TRIPS	-9,186.11	10,539.05	0.00	0.00	1,352.94
320 BIRTHDAY BOOK CLUB	2,921.92	0.00	0.00	0.00	2,921.92
330 DONATIONS	3,156.95	123.72	0.00	0.00	3,280.67
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>-1,941.04</u>	<u>10,662.77</u>	<u>0.00</u>	<u>0.00</u>	<u>8,721.73</u>
Q EXTRA CURRICULAR ACTIVITIES					
1000 KINDGARTEN FIELD TRIPS	1,072.25	-1,072.25	0.00	0.00	0.00
1001 FIRST GRADE FIELD TRIPS	2,651.85	-2,651.85	0.00	0.00	0.00
1002 SECOND GRADE FIELD TRIPS	825.05	-825.05	0.00	0.00	0.00
1003 THIRD GRADE FIELD TRIPS	2,843.90	-2,843.90	0.00	0.00	0.00
1004 FOURTH GRADE FIELD TRIPS	2,316.00	-2,316.00	0.00	0.00	0.00
1005 FIFTH GRADE FIELD TRIPS	830.00	-830.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITIES Totals:	<u>10,539.05</u>	<u>-10,539.05</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>16,866.73</u>	<u>142.21</u>	<u>881.39</u>	<u>0.00</u>	<u>16,127.55</u>

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 STAFF VENDING	3,853.84	0.00	116.69	0.00	3,737.15
101 STUDENT VENDING	-45.05	0.00	0.00	0.00	-45.05
110 GENERAL FUND	1,973.53	1,607.08	708.39	42.06	2,914.28
115 INTEREST EARNED CHECKING	443.71	6.98	0.00	0.00	450.69
815 ENRICHMENT DAY	1,331.03	0.00	0.00	0.00	1,331.03
5000 FIELD IMPROVEMENT	249.00	0.00	0.00	0.00	249.00
A ACTIVITY GENERAL FUND Totals:	7,806.06	1,614.06	825.08	42.06	8,637.10
C FAMILY NIGHTS					
400 KINDERGARTEN HOST FAMILY NIGHTS	-15.75	0.00	0.00	15.75	0.00
401 GR. 1 HOST FAMILY NIGHT	80.13	0.00	0.00	-80.13	0.00
403 GR. 3 HOST FAMILY NIGHT	-0.79	0.00	0.00	0.79	0.00
404 GR. 4 HOST FAMILY NIGHT	-9.67	0.00	0.00	9.67	0.00
405 GR. 5 HOST FAMILY NIGHT	-11.86	0.00	0.00	11.86	0.00
410 CHOIR HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
411 CHESS CLUB HOST FAMILY NIGHT	180.44	0.00	0.00	-180.44	0.00
412 SAFETY PATROL HOST FAMILY NIGHT	50.30	0.00	0.00	0.00	50.30
413 PLAYGROUND COM. HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
C FAMILY NIGHTS Totals:	272.80	0.00	0.00	-222.50	50.30
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	607.66	0.00	55.00	0.00	552.66
901 US WEST VOLUNTEER GRANTS & OTHERS	935.72	0.00	0.00	0.00	935.72
D CLUBS AND ORGANIZATIONS Totals:	1,543.38	0.00	55.00	0.00	1,488.38
E ADMINISTRATIVE CUSTODIAL ACCT					
610 MEDIA	799.02	20.00	0.00	0.00	819.02
615 FIELD TRIPS	-167.94	106.50	669.84	0.00	-731.28
701 TECHNOLOGY	909.38	143.00	0.00	0.00	1,052.38
801 GIFTED/HAL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,540.46	269.50	669.84	0.00	1,140.12
F DISTRICT CUSTODIAL					
700 NOT USED	0.00	0.00	0.00	0.00	0.00
720 NOT USED	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	28.00	0.00	0.00	180.44	208.44
H OUTDOOR LEARNING ENVIRONMENT (OLE) Totals:	28.00	0.00	0.00	180.44	208.44
Q FEE FUND FIELD TRIPS					
1000 KINDERGARTEN FIELD TRIPS	0.00	271.50	133.48	0.00	138.02
1010 1ST GRADE FIELD TRIPS	0.00	1,145.95	302.30	0.00	843.65
1020 2ND GRADE FIELD TRIPS	0.00	536.75	274.16	0.00	262.59
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	336.79	0.00	0.00	336.79
Q FEE FUND FIELD TRIPS Totals:	0.00	2,290.99	709.94	0.00	1,581.05
R FEE FUND CLUBS					
2020 CHORUS CLUB	0.00	0.00	0.00	0.00	0.00
R FEE FUND CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	11,190.70	4,174.55	2,259.86	0.00	13,105.39

Cathy Levesque
Jim Kelley

Current Cash Balance Report

Jeffery
Cindy Barron

61 Arranged by:
Group ID and Activity Number

ALL Data

Date: 10/01/2008 thru 10/31/2008

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 VENDING MACHINES	9,189.89	0.00	353.08	0.00	8,836.81
110 OTHER GENERAL	11,215.07	0.00	454.05	0.00	10,761.02
115 FINES	6,943.78	0.00	0.00	0.00	6,943.78
120 FUND RAISING ACCOUNT	7,370.28	17,257.56	13,381.94	0.00	11,245.90
125 VOLUNTEER	2,288.08	0.00	351.39	0.00	1,936.69
130 INTEREST EARNED - CHECKING	4,106.17	62.23	0.00	0.00	4,168.40
A General Funds Totals:	41,113.27	17,319.79	14,540.46	0.00	43,892.60
B Athletics					
205 ATHLETIC DEPARTMENT	-819.68	-11.00	913.36	0.00	-1,744.04
B Athletics Totals:	-819.68	-11.00	913.36	0.00	-1,744.04
C Academic Clubs					
300 SCIENCE CLUB	376.12	0.00	0.00	0.00	376.12
310 YEARBOOK	13,798.04	65.00	0.00	0.00	13,863.04
320 YOUTH TO YOUTH	-247.17	37.28	2,059.97	0.00	-2,269.86
330 KIDS HELPING KIDS	5,290.99	10.00	125.60	0.00	5,175.39
340 RENAISSANCE PROGRAM	1,908.09	0.00	0.00	0.00	1,908.09
350 HAL	-10.50	0.00	0.00	0.00	-10.50
C Academic Clubs Totals:	21,115.57	112.28	2,185.57	0.00	19,042.28
D Clubs and Organizations					
400 STUDENT COUNCIL	454.67	0.00	200.00	0.00	254.67
410 VOLLEYBALL CLUB	0.00	0.00	0.00	0.00	0.00
420 LEADERSHIP	1,517.39	0.00	0.00	0.00	1,517.39
430 BOOK CLUB	356.16	0.00	32.00	0.00	324.16
440 SCRAPBOOK CLUB	5.50	0.00	0.00	0.00	5.50
442 FCS CLUB	0.77	0.00	0.00	0.00	0.77
450 ARTS & CRAFTS CLUB	39.09	0.00	0.00	0.00	39.09
460 PHOTOGRAPHY CLUB	79.58	0.00	0.00	0.00	79.58
470 BUILDER'S CLUB	955.35	0.00	179.00	0.00	776.35
480 DRAMA CLUB	38.32	0.00	0.00	0.00	38.32
D Clubs and Organizations Totals:	3,446.83	0.00	411.00	0.00	3,035.83
E School Custodial Accounts					
500 MUSIC	1,094.20	0.00	0.00	0.00	1,094.20
501 BAND	1,405.40	0.00	60.00	0.00	1,345.40
505 ART CLASS	0.00	0.00	0.00	0.00	0.00
509 8TH GRADE FAREWELL	1,740.00	0.00	0.00	0.00	1,740.00
510 TRANSPORTATION	981.95	0.00	0.00	0.00	981.95
511 SPECIAL EVENTS	3,578.68	0.00	0.00	0.00	3,578.68
512 HELP FUND	-3,206.25	0.00	2,275.00	0.00	-5,481.25
515 FACULTY VENDING FUND	518.47	0.00	116.25	0.00	402.22
520 TEACHERS HOSPITALITY FUND	72.38	605.00	47.48	0.00	629.90
525 AMS T-SHIRT SALES	2,207.12	0.00	0.00	0.00	2,207.12
528 A.P.E. T-SHIRTS	98.10	0.00	0.00	0.00	98.10
530 OUTDOOR CLASSROOM	1,665.08	0.00	0.00	0.00	1,665.08
535 SCIENCE BREAKAGE	0.99	0.00	0.00	0.00	0.99
540 INDUSTRIAL ARTS	1,759.63	0.00	13.38	0.00	1,746.25
542 FAMILY CONSUMER SCIENCE	875.92	0.00	74.69	0.00	801.23
544 JUMP START	0.00	0.00	0.00	0.00	0.00
545 LIBRARY	2,443.68	0.00	1,094.18	0.00	1,349.50
555 FITNESS ROOM	945.86	0.00	0.00	0.00	945.86
570 FIELD TRIPS-SPECIAL AREA	0.00	0.00	0.00	0.00	0.00
576 FIELD TRIPS-6 GR.	0.00	0.00	640.40	0.00	-640.40

Current Cash Balance Report

ALL Data

62 Arranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
577 FIELD TRIPS-7 GR.	-1,164.70	0.00	0.00	0.00	-1,164.70
578 FIELD TRIPS-8 GR.	136.28	0.00	0.00	0.00	136.28
580 OTHER SCHOOL CUSTODIAL	135.95	292.95	294.00	0.00	134.90
590 TEAM 6A	176.74	0.00	0.00	0.00	176.74
591 TEAM 6B	0.00	0.00	0.00	0.00	0.00
592 TEAM 6C	227.74	0.00	0.00	0.00	227.74
593 TEAM 7A	0.00	0.00	0.00	0.00	0.00
594 TEAM 7B	34.69	0.00	0.00	0.00	34.69
595 TEAM 7C	0.00	0.00	0.00	0.00	0.00
596 TEAM 8A	2.10	0.00	0.00	0.00	2.10
597 TEAM 8B	121.74	0.00	0.00	0.00	121.74
598 TEAM 8C	100.63	0.00	0.00	0.00	100.63
E School Custodial Accounts Totals:	15,952.38	897.95	4,615.38	0.00	12,234.95
G Investments					
700 SAVINGS	-10,376.54	0.00	0.00	0.00	-10,376.54
710 INTEREST ON SAVINGS	5,376.54	0.00	0.00	0.00	5,376.54
G Investments Totals:	-5,000.00	0.00	0.00	0.00	-5,000.00
Q FIELD TRIP FEES					
1350 HAL FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1570 FIELD TRIPS-SPECIAL AREA	0.00	0.00	0.00	0.00	0.00
1576 FIELD TRIPS-6 GR.	0.00	1,469.50	0.00	0.00	1,469.50
1577 FIELD TRIPS-7 GR.	1,996.00	0.00	0.00	0.00	1,996.00
1578 FIELD TRIPS-8 GR.	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	1,996.00	1,469.50	0.00	0.00	3,465.50
R CLUB FEES					
1420 LEADERSHIP	0.00	0.00	0.00	0.00	0.00
2300 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
2320 YOUTH TO YOUTH	0.00	1,470.00	0.00	0.00	1,470.00
2400 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
2410 VOLLEYBALL CLUB	0.00	0.00	0.00	0.00	0.00
2430 BOOK CLUB	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00
2460 PHOTOGRAPHY CLUB	0.00	0.00	0.00	0.00	0.00
2500 MUSIC CLUB	0.00	1,229.30	0.00	0.00	1,229.30
2501 BAND CLUB	0.00	0.00	0.00	0.00	0.00
2544 JUMP START	0.00	0.00	0.00	0.00	0.00
R CLUB FEES Totals:	0.00	2,699.30	0.00	0.00	2,699.30
S ATHLETIC FEES					
3205 ATHLETICS	0.00	3,485.00	0.00	0.00	3,485.00
S ATHLETIC FEES Totals:	0.00	3,485.00	0.00	0.00	3,485.00
Report Totals:	77,804.37	25,972.82	22,665.77	0.00	81,111.42

ALL Data

Current Cash Balance Report

changed by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUND					
100 General Fund	4,215.66	120.00	368.86	0.00	3,966.80
110 Student Vending	2,643.77	0.00	254.59	0.00	2,389.18
115 Staff Vending	156.63	0.00	56.07	0.00	100.56
120 Staff Contests	7.88	0.00	0.00	0.00	7.88
A GENERAL FUND Totals:	7,023.94	120.00	679.52	0.00	6,464.42
D SCHOOL CUSTODIAL ACCOUNTS					
400 Library	499.92	0.00	3.99	0.00	495.93
405 FCS - Family Consumer Science	129.32	0.00	0.00	0.00	129.32
410 Field Trips	69.91	0.00	0.00	0.00	69.91
415 Hospitality	1,280.33	220.00	98.66	0.00	1,401.67
420 IT LAB - Industrial Technology	-501.77	803.50	67.00	0.00	234.73
425 Art	5.00	0.00	0.00	0.00	5.00
430 Spirit Wear	466.08	200.00	0.00	0.00	666.08
435 Book Fines	736.34	0.00	0.00	0.00	736.34
440 School Improvements	3,743.40	662.44	1,136.09	0.00	3,269.75
445 Book Store	-77.65	18.00	0.00	0.00	-59.65
450 PE Shirts	480.71	117.00	0.00	0.00	597.71
455 Jump Start Camp	189.07	0.00	0.00	0.00	189.07
460 Lunch and Learn	31.20	21.00	45.00	0.00	7.20
465 Guidance Activities	177.06	185.15	20.00	0.00	342.21
470 FRPLS	-100.00	0.00	0.00	-25.00	-125.00
D SCHOOL CUSTODIAL ACCOUNTS Totals:	7,128.92	2,227.09	1,370.74	-25.00	7,960.27
E PROGRAMS					
500 B.A.S.E.	-213.89	0.00	105.24	0.00	-319.13
E PROGRAMS Totals:	-213.89	0.00	105.24	0.00	-319.13
F ATHLETICS and ACTIVITIES					
600 Athletics Program	-497.02	200.00	640.14	0.00	-937.16
605 Clubs and Activities	22.20	0.00	0.00	0.00	22.20
610 Student Council	2,338.90	0.00	0.00	0.00	2,338.90
615 Youth to Youth	31.71	0.00	0.00	0.00	31.71
620 Emissary / Peer Mediation / Tutor	0.00	0.00	0.00	0.00	0.00
625 FCS Club	110.34	0.00	67.81	0.00	42.53
630 Swing Choir Club	-325.00	0.00	781.38	0.00	-1,106.38
635 Environmental Club	242.09	0.00	0.00	0.00	242.09
640 Yearbook	14,273.51	161.00	23.00	0.00	14,411.51
645 Art Club	28.43	0.00	0.00	0.00	28.43
650 HAL	31.06	0.00	0.00	0.00	31.06
655 Dance Club	3.71	0.00	0.00	0.00	3.71
660 Jazz Band	6.29	157.50	176.82	0.00	-13.03
665 Drama Club	0.00	0.00	0.00	0.00	0.00
670 Cross Country Club	-9.53	18.00	0.00	0.00	8.47
675 Solo and Ensemble Contest	602.52	0.00	0.00	0.00	602.52
680 Future Educators Club	16.67	0.00	0.00	0.00	16.67
685 Debate Club	-0.10	0.00	0.00	0.00	-0.10
690 Science Club	0.00	0.00	0.00	0.00	0.00
F ATHLETICS and ACTIVITIES Totals:	16,875.78	536.50	1,689.15	0.00	15,723.13
G INVESTMENTS					
700 Savings	0.00	0.00	0.00	0.00	0.00
705 Checking Interest	1,304.68	31.27	0.00	0.00	1,335.95
710 Interest on Savings	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	1,304.68	31.27	0.00	0.00	1,335.95

X John Southworth 12/8/08
X R. H. ... 12/8/08

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

Sorted by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q FIELD TRIP FEES					
1000 Field Trips	0.00	549.55	0.00	0.00	549.55
Q FIELD TRIP FEES Totals:	0.00	549.55	0.00	0.00	549.55
R CLUB FEES					
2455 Jump Start Camp	0.00	0.00	0.00	0.00	0.00
2610 Student Council	0.00	0.00	0.00	0.00	0.00
2615 Youth-to-Youth	0.00	0.00	0.00	0.00	0.00
2625 FCS Club	0.00	0.00	0.00	0.00	0.00
2630 Swing Choir	0.00	1,128.00	0.00	0.00	1,128.00
2635 Environmental Club	93.31	0.00	0.00	0.00	93.31
2645 Art Club	0.00	0.00	0.00	0.00	0.00
2650 HAL	0.00	0.00	0.00	0.00	0.00
2655 Dance Club	0.00	0.00	0.00	0.00	0.00
2665 Drama Club	0.00	0.00	0.00	0.00	0.00
2670 Cross Country Club	0.00	0.00	0.00	0.00	0.00
2690 Science Club Fees	0.00	0.00	0.00	0.00	0.00
R CLUB FEES Totals:	93.31	1,128.00	0.00	0.00	1,221.31
S ATHLETIC FEES					
3000 Athletics	6,011.83	0.00	0.00	25.00	6,036.83
S ATHLETIC FEES Totals:	6,011.83	0.00	0.00	25.00	6,036.83
T PROGRAM FEES					
4500 B.A.S.E. FEES	2,080.00	1,110.00	0.00	0.00	3,190.00
T PROGRAM FEES Totals:	2,080.00	1,110.00	0.00	0.00	3,190.00
Report Totals:	40,304.57	5,702.41	3,844.65	0.00	42,162.33

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING MACHINES	1,500.00	0.00	0.00	0.00	1,500.00
105 STAFF VENDING MACHINES	-427.31	0.00	0.00	0.00	-427.31
110 GENERAL	-36.16	40.00	2,125.81	0.00	-2,121.97
120 PENCIL FUND (SCHOOL IMPROV.)	462.03	69.00	0.00	0.00	531.03
150 INTEREST EARNED CHECKING	1,395.52	0.00	0.00	0.00	1,395.52
170 INTEREST EARNED SAVINGS	13,359.15	0.00	0.00	0.00	13,359.15
180 BUILDING IMPROVEMENTS FUND	0.00	0.00	0.00	0.00	0.00
190 PAYBAC FUND	167.16	25.00	0.00	0.00	192.16
A GENERAL FUNDS Totals:	16,420.39	134.00	2,125.81	0.00	14,428.58
B ATHLETICS					
200 ATHLETICS PROGRAM	1,914.98	0.00	1,105.23	0.00	809.75
B ATHLETICS Totals:	1,914.98	0.00	1,105.23	0.00	809.75
C ACADEMIC CLUBS					
305 ART CLUB	75.64	0.00	0.00	0.00	75.64
310 YEARBOOKS	-1,094.24	0.00	0.00	0.00	-1,094.24
315 BOWLING CLUB	197.06	0.00	0.00	0.00	197.06
320 FAMILY CONSUMER SCIENCE CLUB	0.00	0.00	31.55	0.00	-31.55
330 DRAMA	116.67	0.00	0.00	0.00	116.67
350 SKI CLUB	45.80	0.00	0.00	0.00	45.80
C ACADEMIC CLUBS Totals:	-659.07	0.00	31.55	0.00	-690.62
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	2,996.22	2,879.00	2,172.29	0.00	3,702.93
425 SPARKS	0.00	517.00	250.05	0.00	266.95
D CLUBS AND ORGANIZATIONS Totals:	2,996.22	3,396.00	2,422.34	0.00	3,969.88
E SCHOOL CUSTODIAL ACCOUNTS					
500 BAND	4.94	8.00	0.00	0.00	12.94
502 HOSPITALITY	1,630.78	209.00	69.45	0.00	1,770.33
503 TREE FUND	536.54	0.00	0.00	0.00	536.54
504 ROTARY ACTIVITY FUND	135.77	0.00	0.00	0.00	135.77
505 FINES	3,033.44	9.00	0.00	0.00	3,042.44
506 MONTESSORI (6TH)	28.60	0.00	0.00	0.00	28.60
508 MONTESSORI 7/8	-735.68	0.00	1,045.00	0.00	-1,780.68
510 FIELD TRIPS	341.52	0.00	0.00	0.00	341.52
511 NEW TEACHER FUND	261.46	284.49	0.00	0.00	545.95
512 PALS	46.11	0.00	0.00	0.00	46.11
513 MONTESSORI SUPPORT FUND	2,624.87	0.00	0.00	0.00	2,624.87
514 LACEY LEGACY FUND	91.44	0.00	0.00	0.00	91.44
515 ASSIGNMENT NOTEBOOKS	999.15	20.00	0.00	0.00	1,019.15
516 6A SUPPORT FUND	0.13	0.00	51.35	0.00	-51.22
517 6B SUPPORT FUND	29.08	0.00	67.66	0.00	-38.58
518 7A SUPPORT FUND	72.70	0.00	762.75	0.00	-690.05
519 7B SUPPORT FUND	197.68	0.00	788.12	0.00	-590.44
520 LIBRARY	107.96	2,687.61	2,379.13	0.00	416.44
521 7C SUPPORT FUND	0.00	0.00	0.00	0.00	0.00
522 8A SUPPORT FUND	-30.66	0.00	70.20	0.00	-100.86
523 8B SUPPORT FUND	88.02	0.00	51.37	0.00	36.65
525 M.S. ALTERNATIVE PROGRAM	-273.26	0.00	63.00	0.00	-336.26
528 H.A.L. TRIPS	0.00	0.00	0.00	0.00	0.00
529 MENTORING HOMEROOMS FUND	88.84	0.00	0.00	0.00	88.84
531 "GOOD FRIENDS" FUND	34.44	0.00	0.00	0.00	34.44
532 "APPLE TREE" DONATIONS	224.00	0.00	0.00	0.00	224.00

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
533 BACKPACK PROGRAM	7.57	0.00	0.00	0.00	7.57
534 ASSET SUMMIT	0.00	0.00	0.00	0.00	0.00
535 VOCAL MUSIC	35.13	0.00	0.00	0.00	35.13
536 READING LOUNGE	92.00	0.00	0.00	0.00	92.00
537 ASAP	0.00	0.00	0.00	0.00	0.00
538 TIME TRAVELERS	0.00	0.00	0.00	0.00	0.00
540 FUNDRAISER 98-99, LIBRARY	0.00	0.00	0.00	0.00	0.00
545 ORCHESTRA	50.86	0.00	0.00	0.00	50.86
550 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
555 FUNDRAISER '07-'08	2,685.60	0.00	0.00	0.00	2,685.60
560 PHYSICAL EDUCATION	266.91	0.00	0.00	0.00	266.91
570 CYCLONE PARENT DONATIONS	3,978.61	0.00	0.00	0.00	3,978.61
575 ART FEES	270.61	0.00	0.00	0.00	270.61
580 SEWING (HAAN CRAFT KITS)	89.69	0.00	0.00	0.00	89.69
585 ENVIRONMENTAL EDUCATION	0.00	0.00	0.00	0.00	0.00
586 7TH GR. ENRICHMENT	7.44	0.00	0.00	0.00	7.44
587 CARTRIDGES FOR KIDS	156.10	0.00	0.00	0.00	156.10
588 FUNDRAISER 08-09	199.20	12,430.63	0.00	0.00	12,629.83
590 TECHNOLOGY EDUCATION	1,334.33	64.50	0.00	0.00	1,398.83
595 FUNDRAISER '01-'02 (COMMONS, CAMPUS, SIGN,	0.00	0.00	0.00	0.00	0.00
599 MUSIC SHIRTS	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	18,711.92	15,713.23	5,348.03	0.00	29,077.12
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONFERENCE ACCOUNT	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS					
700 SAVINGS	-30,413.82	0.00	0.00	0.00	-30,413.82
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	-30,413.82	0.00	0.00	0.00	-30,413.82
Q FIELD TRIP FEES					
1005 6A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1010 6B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1020 6TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1030 7A FIELD TRIPS	0.00	0.00	163.09	0.00	-163.09
1035 7B FIELD TRIPS	0.00	820.30	163.08	-829.80	-172.58
1045 7TH GRADE FIELD TRIPS	0.00	1,099.00	0.00	829.80	1,928.80
1050 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1055 8B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1065 8TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1075 FRENCH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1080 GERMAN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1085 SPANISH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1506 MONTESSORI (6) FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1508 MONTESSORI (7,8) FIELD TRIPS	0.00	1,660.00	0.00	0.00	1,660.00
1525 MSAP FIELD TRIPS	0.00	181.00	0.00	0.00	181.00
1528 H.A.L. FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	0.00	3,760.30	326.17	0.00	3,434.13
R CLUB FEES					
2305 ART CLUB	100.00	40.00	0.00	0.00	140.00
2315 BOWLING CLUB	510.00	0.00	0.00	0.00	510.00
2320 FAMILY CONSUMER SCIENCE CLUB	37.00	40.00	0.00	0.00	77.00
2330 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2350 SKI CLUB	0.00	0.00	0.00	0.00	0.00
2400 STUDENT COUNCIL	0.00	36.00	0.00	0.00	36.00
2425 SPARKS	0.00	1,134.00	0.00	0.00	1,134.00
2500 BAND	0.00	0.00	0.00	0.00	0.00
2535 VOCAL MUSIC	0.00	130.50	0.00	0.00	130.50
2545 ORCHESTRA	0.00	0.00	0.00	0.00	0.00
2600 MUSIC SHIRTS	1,901.50	0.00	0.00	0.00	1,901.50
R CLUB FEES Totals:	2,548.50	1,380.50	0.00	0.00	3,929.00
S ATHLETICS FEES					
3200 ATHLETICS	5,995.00	-25.00	0.00	0.00	5,970.00
S ATHLETICS FEES Totals:	5,995.00	-25.00	0.00	0.00	5,970.00
Z DO NOT USE CATEGORY					
340 DO NOT USE	0.00	0.00	0.00	0.00	0.00
501 DO NOT USE	0.00	0.00	0.00	0.00	0.00
509 DO NOT USE	0.00	0.00	0.00	0.00	0.00
524 DO NOT USE	0.00	0.00	0.00	0.00	0.00
526 DO NOT USE	0.00	0.00	0.00	0.00	0.00
527 DO NOT USE	0.00	0.00	0.00	0.00	0.00
530 DO NOT USE	0.00	0.00	0.00	0.00	0.00
565 DO NOT USE	0.00	0.00	0.00	0.00	0.00
2550 DO NOT USE	0.00	0.00	0.00	0.00	0.00
Z DO NOT USE CATEGORY Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	17,514.12	24,359.03	11,359.13	0.00	30,514.02

Submitted by Michelle Kraft bookkeeper
 Approved by [Signature] Date 11-13-08

Current Cash Balance Report

ALL Data

68 Arranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING	25,164.65	887.47	1,106.22	0.00	24,945.90
105 STAFF VENDING	399.15	0.00	17.13	0.00	382.02
110 GENERAL FUND	2,357.65	112.00	25.00	0.00	2,444.65
112 PAYBAC	5,852.31	0.00	0.00	0.00	5,852.31
115 KIEWIT T-SHIRT-SALES/PROJECTS	24,594.40	1,659.58	132.19	0.00	26,121.79
116 CLASS/ACTIVITY T-SHIRTS	102.51	0.00	0.00	0.00	102.51
117 BOOK ORDERS	10.60	0.00	0.00	0.00	10.60
119 SITE IMPROVEMENT	43,304.42	0.00	1,541.21	0.00	41,763.21
120 SCHOOL IMPROVEMENT TEAM	2,216.00	0.00	0.00	0.00	2,216.00
125 FUNDRAISER	14,600.56	0.00	100.00	0.00	14,500.56
130 BUS	1,768.41	0.00	100.00	0.00	1,668.41
140 RETIREMENT	942.25	0.00	0.00	0.00	942.25
150 PARENT/TEACHER RESOURCE LIB	595.53	0.00	0.00	0.00	595.53
155 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
165 ROTARY	621.91	0.00	0.00	0.00	621.91
167 KCC FUNDRAISER	6,663.05	0.00	0.00	0.00	6,663.05
170 SCHOLARSHIP	3,286.06	0.00	0.00	0.00	3,286.06
180 SPECIAL PROJECTS	1,645.78	0.00	206.07	0.00	1,439.71
185 LEARNING CENTER	930.13	0.00	0.00	0.00	930.13
190 STAFF DEVELOPMENT	1,856.54	0.00	69.95	0.00	1,786.59
195 STUDENT ACTIVITIES	1,777.94	82.00	82.00	0.00	1,777.94
196 PARENTS FOR TEACHER APPRECIATION	0.00	0.00	0.00	0.00	0.00
197 VOCAL MUSIC	0.00	0.00	0.00	0.00	0.00
198 KETV GRANT/LAURA THOREEN	61.25	0.00	0.00	0.00	61.25
199 RITONYA-ANNE PAGE	335.18	0.00	0.00	0.00	335.18
A GENERAL FUNDS Totals:	139,086.28	2,741.05	3,379.77	0.00	138,447.56
B ATHLETICS					
200 ATHLETICS	6,171.06	25.00	2,710.16	0.00	3,485.90
205 SUMMER BB CAMP	236.47	0.00	0.00	0.00	236.47
210 MULTI-PURPOSE PROJECT	0.00	0.00	0.00	0.00	0.00
B ATHLETICS Totals:	6,407.53	25.00	2,710.16	0.00	3,722.37
C ACADEMIC CLUBS					
300 INTERNATIONAL CLUB	0.00	0.00	0.00	0.00	0.00
305 VOLUNTEER CLUB	4,443.71	0.00	0.00	0.00	4,443.71
310 YEARBOOK	41,998.04	0.00	0.00	0.00	41,998.04
315 DRAMA CLUB	3,291.64	0.00	346.00	0.00	2,945.64
320 YOUTH-TO-YOUTH	1,665.36	0.00	0.00	0.00	1,665.36
325 STUDENT COUNCIL	549.53	0.00	22.00	0.00	527.53
330 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
335 ART CLUB	46.58	0.00	0.00	0.00	46.58
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:	51,994.86	0.00	368.00	0.00	51,626.86
D CLUBS AND ORGANIZATIONS					
420 SNACK AND STITCH	3.39	0.00	0.00	0.00	3.39
D CLUBS AND ORGANIZATIONS Totals:	3.39	0.00	0.00	0.00	3.39
E SCHOOL CUSTODIAL ACCOUNTS					
520 SOCIAL/HOSPITALITY	2,575.04	170.00	176.09	0.00	2,568.95
530 PE/LOCK	2,573.27	4.00	0.00	0.00	2,577.27
540 HOME ARTS	235.79	10.00	0.00	0.00	245.79
550 INDUSTRIAL ARTS	10,898.48	485.50	24.73	0.00	11,359.25

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
560 ART CLASS	0.00	0.00	0.00	0.00	0.00
580 LIBRARY	1,759.64	4,409.32	3,359.81	0.00	2,809.15
581 6A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
582 6B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
583 6C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
584 7A FIELD TRIP	-982.75	0.00	0.00	0.00	-982.75
585 7B FIELD TRIP	-931.50	0.00	0.00	0.00	-931.50
586 7C FIELD TRIP	-404.50	0.00	0.00	0.00	-404.50
587 8A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
588 8B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
589 8C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
590 FRENCH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
591 GERMAN FIELD TRIP	0.00	0.00	28.03	0.00	-28.03
592 SPANISH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
593 HAL FIELD TRIPS	0.00	0.00	421.80	0.00	-421.80
594 AFTER SCHOOL PROGRAM	-5,752.98	-116.00	3,547.39	0.00	-9,416.37
595 SUMMER SCHOOL PROGRAM	9.78	0.00	0.00	0.00	9.78
596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
597 BAND ACTIVITIES	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	<u>9,980.27</u>	<u>4,962.82</u>	<u>7,557.85</u>	<u>0.00</u>	<u>7,385.24</u>
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL ACCOUNTS Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
G INVESTMENTS					
700 SAVINGS	-82,039.62	0.00	0.00	0.00	-82,039.62
710 INTEREST ON SAVINGS	57,637.62	0.00	0.00	0.00	57,637.62
G INVESTMENTS Totals:	<u>-24,402.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>-24,402.00</u>
Q FIELD TRIP FEES					
1581 6A FIELD TRIP	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	0.00	0.00	0.00	0.00	0.00
1584 7A FIELD TRIPS	982.75	0.00	0.00	0.00	982.75
1585 7B FIELD TRIPS	931.50	0.00	0.00	0.00	931.50
1586 7C FIELD TRIPS	404.50	0.00	0.00	0.00	404.50
1587 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1588 8B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1589 8C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1590 FRENCH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1591 GERMAN FIELD TRIPS	0.00	105.00	0.00	0.00	105.00
1592 SPANISH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1593 HAL FIELD TRIPS	0.00	666.00	0.00	0.00	666.00
1596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	<u>2,318.75</u>	<u>771.00</u>	<u>0.00</u>	<u>0.00</u>	<u>3,089.75</u>
R CLUB FEES					
2320 YOUTH TO YOUTH CLUB	0.00	0.00	0.00	0.00	0.00
2335 ART CLUB	235.00	0.00	0.00	0.00	235.00
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	155.00	0.00	0.00	0.00	155.00
R CLUB FEES Totals:	<u>390.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>390.00</u>

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

Arranged by:
70
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S ATHLETIC FEES					
3200 ATHLETICS	7,494.50	1,524.50	0.00	0.00	9,019.00
3205 SUMMER BB CAMP	0.00	0.00	0.00	0.00	0.00
S ATHLETIC FEES Totals:	7,494.50	1,524.50	0.00	0.00	9,019.00
T AFTER SCHOOL PROGRAM FEES					
6594 AFTER SCHOOL PROGRAM	5,222.00	3,438.00	0.00	0.00	8,660.00
6595 AFTER SCHOOL/SUMMER SCHOOL	180.00	0.00	0.00	0.00	180.00
T AFTER SCHOOL PROGRAM FEES Totals:	5,402.00	3,438.00	0.00	0.00	8,840.00
Report Totals:	198,675.58	13,462.37	14,015.78	0.00	198,122.17

Jesse Schuch 11/13/08

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 Vending (Student)	13,128.97	0.00	0.00	0.00	13,128.97
101 Vending (Pens & Pencils)	239.01	148.50	0.00	0.00	387.51
102 VENDING (CANDY)	0.00	0.00	0.00	0.00	0.00
103 VENDING (ICE CREAM)	0.00	0.00	0.00	0.00	0.00
104 Vending (Staff)	557.54	0.00	0.00	0.00	557.54
110 General	-4,637.10	1,209.55	320.42	0.00	-3,747.97
115 Stalnaker Book Orders	0.00	0.00	0.00	0.00	0.00
120 Charvat Book Orders	0.00	0.00	0.00	0.00	0.00
125 Maust Book Orders	0.45	0.00	0.00	0.00	0.45
126 Brablec Book Orders	0.00	0.00	0.00	0.00	0.00
127 Bunnell Book Orders	0.00	0.00	0.00	0.00	0.00
128 Butler Book Orders	0.00	0.00	0.00	0.00	0.00
130 MEF Scholarship	30.33	0.00	0.00	0.00	30.33
135 Hospitality/Courtesy Fund	260.71	630.00	47.19	0.00	843.52
140 Not Used	0.00	0.00	0.00	0.00	0.00
145 Not Used	0.00	0.00	0.00	0.00	0.00
150 Not Used	0.00	0.00	0.00	0.00	0.00
A GENERAL FUNDS Totals:	9,579.91	1,988.05	367.61	0.00	11,200.35
B ATHLETICS					
200 Athletics	0.00	0.00	0.00	0.00	0.00
210 Football	-961.28	0.00	567.80	0.00	-1,529.08
220 Basketball	2,685.69	0.00	0.00	0.00	2,685.69
230 Volleyball	524.31	30.00	330.24	0.00	224.07
240 Wrestling	-932.10	0.00	0.00	0.00	-932.10
250 CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00
260 Track & Field	-22.75	0.00	0.00	0.00	-22.75
B ATHLETICS Totals:	1,293.87	30.00	898.04	0.00	425.83
C ACADEMIC CLUBS					
300 Annual	914.70	0.00	0.00	0.00	914.70
305 Art Club	410.55	20.00	7.88	0.00	422.67
306 Chess Club	-137.70	0.00	0.00	0.00	-137.70
310 Drama Club	-7,096.20	0.00	107.99	0.00	-7,204.19
313 Walking Club	0.00	0.00	0.00	0.00	0.00
315 Youth to Youth Club	416.46	45.00	333.00	0.00	128.46
317 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
318 MUSTANG MENTORS	-84.99	0.00	0.00	0.00	-84.99
320 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
321 Scrapbook Club	33.98	0.00	0.00	0.00	33.98
325 SKI CLUB	0.00	0.00	0.00	0.00	0.00
330 Cross Country Club	-38.83	0.00	114.00	0.00	-152.83
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 Robotics & Engineering Club	696.19	0.00	0.00	0.00	696.19
350 Forensics	15.00	0.00	0.00	0.00	15.00
C ACADEMIC CLUBS Totals:	-4,796.72	65.00	562.87	0.00	-5,294.59
D CLUBS AND ORGANIZATIONS					
360 Stang Gang Spirit Club	0.00	166.25	343.40	0.00	-177.15
400 Student Council	1,069.69	2,424.05	2,196.57	0.00	1,297.17
450 Mustang Scholar Retreat	-343.68	0.00	732.92	0.00	-1,076.60
D CLUBS AND ORGANIZATIONS Totals:	726.01	2,590.30	3,272.89	0.00	43.42

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E SCHOOL CUSTODIAL ACCOUNTS					
500 Art Projects	321.42	18.00	10.27	0.00	329.15
501 Band Contest/Clinic	0.00	50.00	50.00	0.00	0.00
502 Swing Choir	0.00	330.60	529.74	0.00	-199.14
503 Honor Choir	0.00	0.00	0.00	0.00	0.00
504 Jazz Band	0.00	0.00	0.00	0.00	0.00
505 NOT USED	0.00	0.00	0.00	0.00	0.00
506 6A Field Trips	0.00	0.00	0.00	0.00	0.00
507 6B Field Trips	0.00	0.00	0.00	0.00	0.00
508 7A Field Trips	63.86	0.00	0.00	0.00	63.86
509 7B Field Trips	11.65	0.00	0.00	0.00	11.65
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 Foreign Language Trip	0.00	0.00	0.00	0.00	0.00
513 Orchestra Contest/Clinic	0.00	0.00	0.00	0.00	0.00
515 Fund Raising	32,881.84	8,763.67	19.95	0.00	41,625.56
520 GYM SUITS	29.30	0.00	0.00	0.00	29.30
525 Home Ec Projects	15.81	110.80	359.55	0.00	-232.94
526 Honors Band	0.00	0.00	0.00	0.00	0.00
527 HAL Field Trips	12.00	0.00	0.00	0.00	12.00
530 Industrial Tech Projects	6,876.49	144.75	0.00	0.00	7,021.24
535 Instrument Rental	-65.00	0.00	0.00	0.00	-65.00
545 Library Activities	1,001.14	2,879.89	2,430.96	0.00	1,450.07
550 LOCK	45.00	0.00	0.00	0.00	45.00
552 MATH/SCI SAT SCHOOL	0.00	0.00	0.00	0.00	0.00
555 Outdoor Education	-1,866.05	540.00	5,104.42	0.00	-6,430.47
560 SITE BASE PLAN	0.00	0.00	0.00	0.00	0.00
570 Jump Start	-933.04	0.00	0.00	0.00	-933.04
E SCHOOL CUSTODIAL ACCOUNTS Totals:	38,394.42	12,837.71	8,504.89	0.00	42,727.24
F DISTRICT CUSTODIAL ACCOUNTS					
600 NOT USED	0.00	0.00	0.00	0.00	0.00
620 NOT USED	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS					
700 Investments	-33,419.78	0.00	1,060.13	0.00	-34,479.91
710 Interest from Savings	4,612.52	0.00	-1,060.13	0.00	5,672.65
G INVESTMENTS Totals:	-28,807.26	0.00	0.00	0.00	-28,807.26
Q FIELD TRIP FEES					
1340 RESOURCE	0.00	0.00	0.00	0.00	0.00
1400 Student Council	0.00	0.00	0.00	0.00	0.00
1506 6A Field Trips	0.00	0.00	0.00	0.00	0.00
1507 6B Field Trips	0.00	0.00	0.00	0.00	0.00
1508 7A Field Trips	0.00	0.00	0.00	0.00	0.00
1509 7B Field Trips	0.00	0.00	0.00	0.00	0.00
1510 8A Field Trips	0.00	0.00	0.00	0.00	0.00
1511 8B Field Trips	0.00	0.00	0.00	0.00	0.00
1512 Foreign Language Trip	0.00	0.00	0.00	0.00	0.00
1527 HAL Field Trip	0.00	0.00	0.00	0.00	0.00
1555 Outdoor Education	7,715.00	35.00	0.00	0.00	7,750.00
1570 Jump Start	1,140.00	0.00	0.00	0.00	1,140.00
Q FIELD TRIP FEES Totals:	8,855.00	35.00	0.00	0.00	8,890.00

ALL Data

Current Cash Balance Report

73 changed by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
R CLUB FEES					
2305 Art Club	360.00	0.00	0.00	0.00	360.00
2306 Chess Club	0.00	0.00	0.00	0.00	0.00
2310 Drama Club	9,622.00	296.00	0.00	0.00	9,918.00
2313 WALKING CLUB	0.00	0.00	0.00	0.00	0.00
2315 Youth to Youth	0.00	340.00	0.00	0.00	340.00
2321 Scrapbook Club	0.00	0.00	0.00	0.00	0.00
2330 Cross Country Club	54.00	20.25	0.00	0.00	74.25
2345 Robotics & Engineering Club	0.00	0.00	0.00	0.00	0.00
2350 Forensics	0.00	0.00	0.00	0.00	0.00
2360 Stang Gang Spirit Club	0.00	36.00	0.00	0.00	36.00
2504 Jazz Band	0.00	0.00	0.00	0.00	0.00
2513 Orchestra Contest/Clinic	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	775.00	75.00	0.00	0.00	850.00
R CLUB FEES Totals:	10,811.00	767.25	0.00	0.00	11,578.25
S ATHLETIC FEES					
3010 Football	2,205.00	0.00	0.00	0.00	2,205.00
3020 Basketball	0.00	320.00	0.00	0.00	320.00
3030 Volleyball	1,470.00	250.00	0.00	0.00	1,720.00
3040 Wrestling	0.00	0.00	0.00	0.00	0.00
3060 Track & Field	0.00	0.00	0.00	0.00	0.00
S ATHLETIC FEES Totals:	3,675.00	570.00	0.00	0.00	4,245.00
T AFTER SCHOOL PROGRAM FEES					
4500 Mustang Scholar Retreat	15,310.00	6,145.50	0.00	0.00	21,455.50
T AFTER SCHOOL PROGRAM FEES Totals:	15,310.00	6,145.50	0.00	0.00	21,455.50
Report Totals:	55,041.23	25,028.81	13,606.30	0.00	66,463.74

Jean Wilson
Principal
Mary Bartholomew
Bookkeeper

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

Arranged by:
Group ID and Activity Number
74

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending - Student	-10.00	10.00	0.00	0.00	0.00
101 Coffee & Water Machines	478.65	115.00	262.20	0.00	331.45
102 Building Beautification	2,457.22	0.00	0.00	0.00	2,457.22
103 Vending machines-staff	681.23	0.00	0.00	0.00	681.23
110 General	-59.09	271.00	1,166.34	0.00	-954.43
150 Sweatshirt Sales	2,257.05	327.00	416.87	0.00	2,167.18
A ACTIVITY GENERAL FUND Totals:	5,805.06	723.00	1,845.41	0.00	4,682.65
B ATHLETICS/ACTIVITIES					
201 Athletics	-340.05	77.25	1,567.38	0.00	-1,830.18
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
B ATHLETICS/ACTIVITIES Totals:	238.45	77.25	1,567.38	0.00	-1,251.68
C ACADEMIC CLUBS					
301 Yearbook	26,215.20	120.00	0.00	0.00	26,335.20
302 Swing/Girls' Choir	0.00	0.00	0.00	0.00	0.00
303 Jazz Band	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	26,215.20	120.00	0.00	0.00	26,335.20
D CLUBS AND ORGANIZATIONS					
401 Art Club	81.87	0.00	0.00	0.00	81.87
402 Chess Club	0.00	0.00	0.00	0.00	0.00
408 Science Club	0.00	0.00	0.00	0.00	0.00
409 Craft Club	0.00	0.00	0.00	0.00	0.00
410 Student Council	3,837.83	0.00	200.00	0.00	3,637.83
411 Youth to Youth	1,679.56	0.00	0.00	0.00	1,679.56
412 Writing Club	0.00	0.00	0.00	0.00	0.00
413 Wits Clash/Knowledge Masters	-37.98	0.00	0.00	0.00	-37.98
415 Photography Club	0.00	0.00	0.00	0.00	0.00
416 Literary Club	0.00	0.00	0.00	0.00	0.00
417 Summer Opportunities	0.00	0.00	0.00	0.00	0.00
420 Japanese Club	48.22	0.00	0.00	0.00	48.22
430 Sister Cities Club	90.96	0.00	5.00	0.00	85.96
501 TASC	-1,370.53	-35.00	529.27	0.00	-1,934.80
D CLUBS AND ORGANIZATIONS Totals:	4,329.93	-35.00	734.27	0.00	3,560.66
E ADMIN CUSTODIAL ACCOUNTS					
601 Employee Hospitality	-177.91	0.00	172.94	0.00	-350.85
603 Gym Fees	488.37	0.00	0.00	0.00	488.37
604 Art	136.46	0.00	0.00	0.00	136.46
605 Book Fines	10,666.08	22.00	0.00	0.00	10,688.08
606 Library	175.50	1,745.11	1,475.86	0.00	444.75
610 8th Grade Farewell	1,451.34	0.00	0.00	0.00	1,451.34
612 Peer Tutor/Learning Center	0.00	0.00	0.00	0.00	0.00
618 Counseling	313.35	106.25	0.00	0.00	419.60
E ADMIN CUSTODIAL ACCOUNTS Totals:	13,053.19	1,873.36	1,648.80	0.00	13,277.75
F ACADEMIC CUSTODIAL ACCOUNTS					
701 HAL	530.71	0.00	0.00	0.00	530.71
702 Industrial Technology	1,089.15	31.50	250.00	0.00	870.65
703 Home Economics	577.01	0.00	0.00	0.00	577.01
704 TEAM 6A	0.00	0.00	0.00	0.00	0.00
705 TEAM 6B	0.00	0.00	0.00	0.00	0.00
706 TEAM 7A	0.00	0.00	34.86	0.00	-34.86
707 TEAM 7B	-30.16	0.00	0.00	0.00	-30.16
708 TEAM 8A	-36.96	0.00	0.00	0.00	-36.96
709 TEAM 8B	-27.87	0.00	0.00	0.00	-27.87

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
710 TEAM 7C	0.00	0.00	0.00	0.00	0.00
711 TEAM 6C	0.00	0.00	0.00	0.00	0.00
712 TEAM 8C	0.00	0.00	0.00	0.00	0.00
713 Field Trips - balance from prior years	941.69	0.00	0.00	0.00	941.69
714 6th grade field trips/team days	-610.32	0.00	1,829.48	0.00	-2,439.80
715 7th grade field trips/team days	0.00	0.00	0.00	0.00	0.00
716 8th grade field trips/team days	-815.00	-12.00	2,331.03	0.00	-3,158.03
717 Exploratory Teams	16.43	0.00	0.00	0.00	16.43
719 Music	748.87	14.00	904.00	0.00	-141.13
720 Orchestra	17.52	0.00	0.00	0.00	17.52
721 Band	0.00	0.00	0.00	0.00	0.00
722 Music field trips	1.00	0.00	0.00	0.00	1.00
723 Orchestra field trips	0.00	0.00	0.00	0.00	0.00
724 Band field trips	0.00	0.00	0.00	0.00	0.00
725 HAL Field trips	-64.00	0.00	0.00	0.00	-64.00
726 Foreign Language Field Trips	0.00	0.00	0.00	0.00	0.00
727 Youth to Youth Field Trips	0.00	0.00	0.00	0.00	0.00
728 Jump Start Program	-1,280.00	0.00	0.00	0.00	-1,280.00
729 Summer School	0.00	0.00	0.00	0.00	0.00
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	1,058.07	33.50	5,349.37	0.00	-4,257.80
H INVESTMENTS					
905 Interest on checking	2,547.18	65.43	0.00	0.00	2,612.61
H INVESTMENTS Totals:	2,547.18	65.43	0.00	0.00	2,612.61
I FUNDRAISERS					
1000 Parent Donations	880.00	50.00	0.00	0.00	930.00
1002 MAGAZINE SALES	14,721.06	1,009.49	9,741.75	0.00	5,988.80
1003 Entertainment Books	4,687.28	25.00	0.00	0.00	4,712.28
1004 J.C. Penney	0.00	0.00	0.00	0.00	0.00
1005 Target donation	1,172.39	0.00	0.00	0.00	1,172.39
1006 Donations	3,561.41	42.18	0.00	0.00	3,603.59
I FUNDRAISERS Totals:	25,022.14	1,126.67	9,741.75	0.00	16,407.06
Q Student Fees					
1205 6A field trips/team days	1,105.00	0.00	0.00	0.00	1,105.00
1210 6B Field trips/team day	0.00	0.00	0.00	0.00	0.00
1211 6C field trips/team days	1,404.00	0.00	0.00	0.00	1,404.00
1215 7A Field trips/team day	0.00	0.00	0.00	0.00	0.00
1220 7B Field trips/team day	0.00	0.00	0.00	0.00	0.00
1225 7C Field trips/team days	0.00	0.00	0.00	0.00	0.00
1230 8A Field trips/team days	1,560.00	134.00	0.00	0.00	1,694.00
1235 8B Field trip/team days	1,404.00	482.00	0.00	0.00	1,886.00
1240 8C Field trips/team days	0.00	0.00	0.00	0.00	0.00
1245 Foreign Language Field Trips	0.00	0.00	0.00	0.00	0.00
1246 Sister Cities Club Field Trips	0.00	0.00	0.00	0.00	0.00
1250 Vocal Music Field Trips	0.00	0.00	0.00	0.00	0.00
1255 Orchestra Field Trips	0.00	0.00	0.00	0.00	0.00
1260 HAL Field Trips	112.00	0.00	0.00	0.00	112.00
1265 Band Field Trips	0.00	0.00	0.00	0.00	0.00
1270 Journalism Field Trips	0.00	0.00	0.00	0.00	0.00
1275 Student Council Field Trips	0.00	0.00	0.00	0.00	0.00
1280 Jump Start	1,280.00	0.00	0.00	0.00	1,280.00
1281 Youth to Youth Field Trips	0.00	0.00	0.00	0.00	0.00
1285 Summer School	0.00	0.00	0.00	0.00	0.00
Q Student Fees Totals:	6,865.00	616.00	0.00	0.00	7,481.00

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

Arranged by:
Group ID and Activity Number
76

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
R 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
2409 Craft Club Fees	0.00	0.00	0.00	0.00	0.00
2420 Japanese Club	0.00	0.00	0.00	0.00	0.00
R Clubs/Activities Totals:	0.00	0.00	0.00	0.00	0.00
S Athletic Fees					
3201 Athletics	4,462.00	1,440.00	0.00	0.00	5,902.00
S Athletic Fees Totals:	4,462.00	1,440.00	0.00	0.00	5,902.00
T After School Program Fees					
2501 TASC	10,955.00	1,905.00	0.00	0.00	12,860.00
T After School Program Fees Totals:	10,955.00	1,905.00	0.00	0.00	12,860.00
Z UNUSED ACCOUNTS					
104 Freedom Shrine Donations	0.00	0.00	0.00	0.00	0.00
105 Dummy Account	0.00	0.00	0.00	0.00	0.00
149 Discretionary Spending	0.00	0.00	0.00	0.00	0.00
203 Concert Supervision	0.00	0.00	0.00	0.00	0.00
403 Computer Club	0.00	0.00	0.00	0.00	0.00
404 Drama Club	0.00	0.00	0.00	0.00	0.00
405 Environmental Club	0.00	0.00	0.00	0.00	0.00
406 Golf Club	0.00	0.00	0.00	0.00	0.00
407 Student Newspaper	0.00	0.00	0.00	0.00	0.00
414 Ski Club	0.00	0.00	0.00	0.00	0.00
418 Spirit Club	0.00	0.00	0.00	0.00	0.00
419 Engineering Club	0.00	0.00	0.00	0.00	0.00
421 Dulcimer Club	0.00	0.00	0.00	0.00	0.00
607 Parent Pack Organization	0.00	0.00	0.00	0.00	0.00
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
611 Directory Advertisements	0.00	0.00	0.00	0.00	0.00
718 Packtime	0.00	0.00	0.00	0.00	0.00
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
1001 Auction	0.00	0.00	0.00	0.00	0.00
1007 Commercial Federal Donation	0.00	0.00	0.00	0.00	0.00
1008 Bemis Art Project	0.00	0.00	0.00	0.00	0.00
1009 Russell Night at Moe's	0.00	0.00	0.00	0.00	0.00
1100 PACKTime 6th grade	0.00	0.00	0.00	0.00	0.00
1102 PACKTime 7th grade	0.00	0.00	0.00	0.00	0.00
1103 PACKTime 8th grade	0.00	0.00	0.00	0.00	0.00
Z UNUSED ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	100,551.22	7,945.21	20,886.98	0.00	87,609.45

Principal signature _____

Date 11/18/08

Administrative Assistant Signature _____

Sherry Seidl

Current Cash Balance Report

ALL Data

77ranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 PRIOR YEARS VENDING	199,073.23	0.00	6,788.36	0.00	192,284.87
105 MUSTANG MANIA GRANTS	9,515.51	0.00	1,224.21	-450.00	7,841.30
110 GENERAL	5,062.18	2,044.25	2,972.30	0.00	4,134.13
115 MIT	53.88	0.00	0.00	0.00	53.88
120 ACTIVITIES SUPPORT	0.00	0.00	0.00	0.00	0.00
146 COKE/FOOD SERVICE	0.00	0.00	0.00	0.00	0.00
170 INTEREST OF CD'S	95,109.37	0.00	0.00	0.00	95,109.37
180 INTEREST ON CHECKING ACCOUNT	16,376.96	23.58	0.00	0.00	16,400.54
185 INTEREST ON MM FUND	24,862.93	257.01	0.00	0.00	25,119.94
190 MN SITE IMPROVEMENTS	3,573.01	0.00	0.00	0.00	3,573.01
225 MIGHTY MASCOT	281.24	100.00	0.00	0.00	381.24
A ACTIVITY GENERAL Totals:	353,908.31	2,424.84	10,984.87	-450.00	344,898.28
B ATHLETICS/ACTIVITIES					
199 ATHLETIC GATE RECEIPTS	25,509.25	18,927.25	506.26	0.00	43,930.24
200 ACTIVITIES TRANSPORTATION	-3,917.42	0.00	9,305.41	0.00	-13,222.83
201 CONCESSIONS	7,539.35	9,215.84	6,613.18	0.00	10,142.01
202 ATHLETICS	81,396.52	1,390.00	8,004.49	0.00	74,782.03
203 SPORT FEES	-50.00	0.00	15.00	0.00	-65.00
204 ACTIVITY TICKETS	22,353.00	60.00	0.00	0.00	22,413.00
205 ATHLETIC CLOTHING	-7,256.08	155.00	2,537.55	0.00	-9,638.63
206 BASEBALL	0.00	0.00	0.00	0.00	0.00
207 BASKETBALL-BOYS	0.00	0.00	3,431.65	0.00	-3,431.65
208 BASKETBALL - GIRLS	0.00	0.00	753.67	0.00	-753.67
209 CROSS COUNTRY	-591.83	0.00	681.87	0.00	-1,273.70
211 FOOTBALL	-125.96	0.00	14,809.36	0.00	-14,935.32
212 GOLF	-445.97	0.00	1,294.25	0.00	-1,740.22
213 SOCCER - BOYS	0.00	0.00	732.15	0.00	-732.15
214 SOCCER - GIRLS	0.00	0.00	40.00	0.00	-40.00
216 SOFTBALL	-755.00	0.00	753.88	0.00	-1,508.88
217 SWIMMING	0.00	0.00	4,647.45	0.00	-4,647.45
218 TENNIS	0.00	0.00	1,413.26	0.00	-1,413.26
219 TRACK - BOYS	0.00	0.00	1,520.50	0.00	-1,520.50
220 ENTRY FEES	-2,354.65	0.00	200.00	0.00	-2,554.65
221 TRACK - GIRLS	0.00	0.00	2,584.35	0.00	-2,584.35
222 VOLLEYBALL	-154.00	0.00	4,208.44	0.00	-4,362.44
223 WRESTLING	-100.00	0.00	4,506.83	0.00	-4,606.83
224 ATHLETIC TRAINING	-139.00	0.00	4,468.82	0.00	-4,607.82
226 CHEERLEADING	0.00	0.00	0.00	0.00	0.00
227 DANCE TEAM	0.00	0.00	640.00	0.00	-640.00
230 OFFICIALS	-8,865.64	0.00	5,067.27	0.00	-13,932.91
235 DEBATE TRANSPORTATION	0.00	0.00	0.00	0.00	0.00
240 FORENSIC TRANSPORTATION	0.00	0.00	0.00	0.00	0.00
250 BAND/ORCHESTRA TACT	-13,912.34	0.00	4,922.35	0.00	-18,834.69
260 CHORAL TRANSPORTATION	0.00	0.00	58.55	0.00	-58.55
B ATHLETICS/ACTIVITIES Totals:	98,130.23	29,748.09	83,716.54	0.00	44,161.78
C ACADEMIC CLUBS					
301 DECA	-2,009.70	0.00	3,030.00	0.00	-5,039.70
302 FRENCH CLUB	1,239.52	0.00	77.40	0.00	1,162.12
303 LATIN CLUB	155.17	0.00	65.32	0.00	89.85
305 SPANISH CLUB	620.06	0.00	53.54	0.00	566.52
306 PRIOR YRS YEARBOOK	6,000.00	0.00	0.00	0.00	6,000.00

Current Cash Balance Report

ALL Data

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Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
307 GERMAN CLUB	69.90	520.00	564.65	0.00	25.25
308 YEARBOOK/STAMPEDE	17,443.46	1,820.00	0.00	0.00	19,263.46
309 NEWSPAPER/HOOFBEAT	8,530.90	785.00	1,770.00	0.00	7,545.90
311 ASTRONOMY CLUB	199.68	0.00	0.00	0.00	199.68
314 HISTORY CLUB	-528.77	0.00	247.98	0.00	-776.75
315 SPIRIT SHOP	13,514.55	13,760.41	16,649.61	40.00	10,665.35
316 FCCLA	6,282.89	0.00	611.77	-10.00	5,661.12
317 MATH CLUB	38.82	0.00	0.00	0.00	38.82
325 VIA	1,592.44	0.00	0.00	0.00	1,592.44
515 JAPANESE CLUB	0.00	0.00	0.00	0.00	0.00
524 MULTI-CAT	316.63	0.00	0.00	0.00	316.63
614 BROADCAST CLUB	0.00	0.00	0.00	0.00	0.00
615 VICA/SKILLS USA	3,915.26	0.00	73.79	0.00	3,841.47
C ACADEMIC CLUBS Totals:	57,380.81	16,885.41	23,144.06	30.00	51,152.16
D CLUBS AND ORGANIZATIONS					
310 VARSITY/JV CHEER FUNDRAISER	841.13	746.00	1,982.00	0.00	-394.87
402 CHEER/DANCE UNIFORMS	-564.75	40.00	0.00	0.00	-524.75
406 DANCE TEAM FUNDRAISER	302.33	0.00	0.00	0.00	302.33
407 BASEBALL FR	2,347.93	0.00	0.00	0.00	2,347.93
408 INTERNATIONAL THESPIANS	-50.00	0.00	0.00	0.00	-50.00
409 CHESS CLUB	478.83	0.00	0.00	0.00	478.83
410 CROSS COUNTRY FR	168.31	0.00	0.00	0.00	168.31
411 FOOTBALL FR	3,323.68	0.00	291.22	0.00	3,032.46
412 BOYS TRACK FR	240.13	0.00	0.00	0.00	240.13
413 VOLLEYBALL CONCESSIONS	0.00	0.00	0.00	0.00	0.00
414 GIRLS GOLF FR	951.33	0.00	0.00	0.00	951.33
417 BOYS SOCCER FR	122.54	0.00	0.00	0.00	122.54
418 GIRLS SWIM	57.42	0.00	0.00	0.00	57.42
419 SOFTBALL FR	358.29	100.00	277.23	0.00	181.06
420 SWIM FR	368.21	500.00	198.80	0.00	669.41
421 TENNIS FR	-95.00	0.00	0.00	0.00	-95.00
422 GIRLS TRACK FR	3,161.86	0.00	0.00	0.00	3,161.86
423 VOLLEYBALL FUNDRAISER	2,683.53	0.00	1,030.93	0.00	1,652.60
424 BOYS SWIM	72.11	0.00	0.00	0.00	72.11
425 LITERARY MAGAZINE	1,371.37	0.00	0.00	0.00	1,371.37
426 BAND	14,137.98	101.60	4,148.51	0.00	10,091.07
427 FLAGS	1,993.52	0.00	0.00	0.00	1,993.52
429 AMNESTY INTERNATIONAL	810.47	0.00	0.00	0.00	810.47
430 CHORAL	-827.56	240.80	1,201.27	0.00	-1,788.03
431 ORCHESTRA	1,940.92	99.04	3.00	0.00	2,036.96
432 STUDENT COUNCIL	12,565.20	27,143.70	15,729.32	0.00	23,979.58
434 JUNIOR CLASS BOARD	9,594.57	0.00	0.00	0.00	9,594.57
435 SENIOR CLASS BOARD	3,624.70	125.00	0.00	0.00	3,749.70
437 NATIONAL HONOR SOCIETY	3,720.25	0.00	171.36	0.00	3,548.89
439 DEVELOPMENTAL ASSETS	0.00	0.00	0.00	450.00	450.00
440 MUSTANG MENTOR	1,316.74	0.00	0.00	0.00	1,316.74
444 INTRAMURAL SOCCER	-136.00	20.00	0.00	0.00	-116.00
450 INTRAMURALS	-92.55	0.00	0.00	0.00	-92.55
456 BOYS GOLF F/R	821.47	0.00	0.00	0.00	821.47
459 BOYS BASKETBALL CAMP	361.94	0.00	70.00	0.00	291.94
466 WRESTLING FUNDRAISER	212.86	0.00	0.00	0.00	212.86
477 MILLARD BASKETBALL/OC	40.98	0.00	0.00	0.00	40.98

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
480 BAND TRIP	-91,502.56	0.00	91,230.00	0.00	-182,732.56
500 NFL ACCOUNT	181.71	2,899.00	10.00	0.00	3,070.71
520 GIRLS BASKETBALL CAMP	1,995.44	0.00	276.00	0.00	1,719.44
600 GIRLS SOCCER F/R	542.69	0.00	0.00	0.00	542.69
D CLUBS AND ORGANIZATIONS Totals:	-22,557.98	32,015.14	116,619.64	450.00	-106,712.48
E ADMIN CUSTODIAL ACCOUNTS					
601 COURTESY	3,302.84	60.00	147.82	0.00	3,215.02
602 CAREER DEVELOPMENT	882.85	0.00	0.00	0.00	882.85
603 PARKING STICKERS	40,999.66	1,100.00	4,045.10	0.00	38,054.56
605 FIELDTRIPS	1,503.87	81.00	1,416.12	519.52	688.27
606 AFTER PROM	4.31	0.00	0.00	0.00	4.31
607 ART	2,573.96	0.00	593.27	0.00	1,980.69
608 GYM FEES	7,700.95	0.00	139.41	0.00	7,561.54
609 ART/SCHIMENTI	196.40	10.00	0.00	0.00	206.40
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	12,819.62	78.93	0.00	0.00	12,898.55
611 INDUSTRIAL TECH	3,395.41	436.39	24.00	0.00	3,807.80
612 STAFF VENDING	90.50	0.00	69.75	0.00	20.75
613 LIBRARY	442.98	180.00	63.28	-30.00	529.70
616 TRANSCRIPT FEES	4,092.92	30.00	1,099.70	0.00	3,023.22
617 POOL	9,156.76	21.00	1,261.81	0.00	7,915.95
621 PE FIELDTRIPS	0.00	0.00	331.83	0.00	-331.83
625 AP EXAMS	2,181.19	0.00	0.00	0.00	2,181.19
629 IB	0.00	0.00	0.00	0.00	0.00
631 PSAT EXAM	0.00	0.00	2,203.69	0.00	-2,203.69
675 SALBERG FIELDTRIPS	-259.76	0.00	0.00	-129.88	-389.64
680 OTT FIELDTRIPS	0.00	0.00	586.23	-389.64	-975.87
E ADMIN CUSTODIAL ACCOUNTS Totals:	89,084.46	1,997.32	11,982.01	-30.00	79,069.77
F ACADEMIC CUSTODIAL ACCOUNTS					
300 DEBATE	-135.95	451.00	1,889.54	0.00	-1,574.49
321 DRAMA	2,112.24	11,416.81	10,661.71	0.00	2,867.34
622 SPEECH	786.80	0.00	170.00	0.00	616.80
701 MANTARO/GRANT	5.85	0.00	0.00	0.00	5.85
750 FCS	517.51	0.00	38.30	0.00	479.21
751 ALEKS MATH PROGRAM	100.00	0.00	0.00	0.00	100.00
755 SENIOR CLASS ACTIVITIES	24,482.10	0.00	0.00	0.00	24,482.10
770 ADVERTISING	12,882.27	0.00	0.00	0.00	12,882.27
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	40,750.82	11,867.81	12,759.55	0.00	39,859.08
G DISTRICT CUSTODIAL ACCOUNTS					
872 LEADERS SCHOLARSHIP	701.31	0.00	0.00	0.00	701.31
G DISTRICT CUSTODIAL ACCOUNTS Totals:	701.31	0.00	0.00	0.00	701.31
Q EXTRACURRICULAR					
1000 FIELDTRIPS	252.00	579.00	0.00	0.00	831.00
1002 PE FIELDTRIPS	0.00	207.00	0.00	0.00	207.00
1005 BAND TRIP	82,382.00	68,595.00	1,560.00	0.00	149,417.00
1010 DC TRIP	0.00	0.00	0.00	0.00	0.00
1200 SCIENCE FIELDTRIP	0.00	0.00	0.00	0.00	0.00
1300 DEBATE NATIONALS	0.00	0.00	0.00	0.00	0.00
1301 DECA	2,680.00	2,645.00	0.00	0.00	5,325.00
1302 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
1303 LATIN CLUB	0.00	0.00	0.00	0.00	0.00
1305 SPANISH CLUB	0.00	0.00	0.00	0.00	0.00
1307 GERMAN CLUB	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

80ranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1314 HISTORY CLUB TRIP	700.00	600.00	0.00	0.00	1,300.00
1316 FCCLA	1,425.00	0.00	0.00	0.00	1,425.00
1408 THESPIAN/DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
1430 CHORAL TRIP	0.00	0.00	0.00	0.00	0.00
1431 ORCHESTRA TRIP	0.00	0.00	0.00	0.00	0.00
1450 INTRAMURALS	0.00	0.00	0.00	0.00	0.00
1515 JAPANESE CLUB	0.00	0.00	0.00	0.00	0.00
1615 VICA/SKILLS USA	0.00	400.00	0.00	0.00	400.00
1622 FORENSIC NATIONALS	0.00	0.00	0.00	0.00	0.00
1675 SALBERG FIELDTRIPS	688.00	0.00	0.00	0.00	688.00
1680 OTT FIELDTRIPS	336.00	520.00	0.00	0.00	856.00
2000 MUSIC ALLSTATE FEES	1,101.00	0.00	0.00	0.00	1,101.00
2005 CHEER/DANCE CAMP	0.00	0.00	0.00	0.00	0.00
4230 SUBS FOR FIELDTRIPS	0.00	0.00	0.00	0.00	0.00
5000 SPORTS PARTICIPATION FEE	45,391.00	675.00	0.00	0.00	46,066.00
5230 ONE ACT PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
5235 DEBATE PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
5240 FORENSIC PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
5260 CHORAL PARTICIPATION FEE	0.00	0.00	0.00	0.00	0.00
Q EXTRACURRICULAR Totals:	134,955.00	74,221.00	1,560.00	0.00	207,616.00
R POST SECONDARY EDUCATION					
6625 AP EXAM FEES	0.00	0.00	0.00	0.00	0.00
6629 IB EXAM FEES	0.00	20,635.00	0.00	0.00	20,635.00
6631 PSAT EXAM	0.00	5,438.00	0.00	0.00	5,438.00
R POST SECONDARY EDUCATION Totals:	0.00	26,073.00	0.00	0.00	26,073.00
S BANKING					
999 STARTING CASH	-1,500.00	14,100.00	13,700.00	0.00	-1,100.00
S BANKING Totals:	-1,500.00	14,100.00	13,700.00	0.00	-1,100.00
Z INVESTMENTS					
900 CERTIFICATES OF DEPOSITS	-351,959.09	59,801.58	0.00	0.00	-292,157.51
905 MONEY MARKET FUND	-195,019.51	0.00	60,058.59	0.00	-255,078.10
Z INVESTMENTS Totals:	-546,978.60	59,801.58	60,058.59	0.00	-547,235.61
Report Totals:	203,874.36	269,134.19	334,525.26	0.00	138,483.29

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL ACCOUNT EXPENSES					
109 Public Relations	-69.00	0.00	502.03	0.00	-571.03
115 General Account	1,602.70	0.00	6,067.00	84.00	-4,380.30
117 Damage and Loss Property	0.00	0.00	0.00	0.00	0.00
120 Extracurr Transportation	0.00	0.00	9,255.11	183.64	-9,071.47
121 Athletic Transportation	-377.56	0.00	11,649.99	0.00	-12,027.55
140 Technology	0.00	0.00	0.00	0.00	0.00
142 Equipment Replacement / Repair	0.00	0.00	0.00	0.00	0.00
143 Building Maintenance	-110.00	0.00	55.00	0.00	-165.00
144 Pride Time	-305.00	0.00	0.00	0.00	-305.00
146 Academic Awards	0.00	0.00	0.00	0.00	0.00
147 Activity Support/Projects	-735.90	0.00	90.96	0.00	-826.86
148 Teachers Grants/Awards	0.00	0.00	0.00	0.00	0.00
151 Personnel Support	-3,028.28	0.00	1,508.15	0.00	-4,536.43
166 Wellness	1,206.65	150.00	511.57	0.00	845.08
199 Miscellaneous Bank Charges	-376.00	0.00	0.00	0.00	-376.00
A GENERAL ACCOUNT EXPENSES Totals:	-2,192.39	150.00	29,639.81	267.64	-31,414.56
B GENERAL ACCOUNT REVENUE					
100 Vending Machines-Coca-Cola	0.00	0.00	0.00	0.00	0.00
104 Staff Coke Fund	-492.27	0.00	50.00	0.00	-542.27
105 Sanitary Machines	16.50	30.75	0.00	0.00	47.25
152 Other Revenue	-2,369.88	0.00	0.00	0.00	-2,369.88
153 Graduation Revenue	0.00	0.00	0.00	0.00	0.00
155 PAYBAC Partners	502.76	20.00	0.00	0.00	522.76
158 Capital Outlay	43,472.42	0.00	0.00	0.00	43,472.42
190 Misc. Bank Credit Adjustments	0.00	0.00	0.00	0.00	0.00
901 Interest on Bus MM	104.86	0.00	0.00	0.00	104.86
902 Interest on Business Checking	285.21	383.31	0.00	0.00	668.52
B GENERAL ACCOUNT REVENUE Totals:	41,519.60	434.06	50.00	0.00	41,903.66
C ATHLETICS					
201 Concessions	15,587.71	11,559.27	14,971.61	0.00	12,175.37
202 Athletics	-7,527.64	0.00	1,370.20	336.92	-8,560.92
203 Athletic Gate Receipts	24,597.04	15,251.07	3,571.50	0.00	36,276.61
204 Athletic Clothing	0.00	0.00	0.00	0.00	0.00
206 Athletic Tickets	17,375.00	0.00	0.00	0.00	17,375.00
207 Participation Fee	0.00	0.00	0.00	0.00	0.00
208 Sport Facility Use	0.00	0.00	0.00	0.00	0.00
210 Athletic Capital Outlay	244,952.90	0.00	0.00	0.00	244,952.90
211 Activities	0.00	0.00	0.00	0.00	0.00
212 Athletic Fundraisers	0.00	0.00	0.00	0.00	0.00
213 Summer Clinics	0.00	0.00	0.00	0.00	0.00
214 Little Dribblers	3.21	0.00	0.00	0.00	3.21
216 Strength and Conditioning	-2,584.54	0.00	0.00	0.00	-2,584.54
220 Football	-15,936.07	0.00	3,796.60	0.00	-19,732.67
221 Volleyball	-2,332.39	900.00	1,810.00	0.00	-3,242.39
222 Softball	-864.28	260.00	3,531.95	0.00	-4,136.23
223 Tennis (Boys)	-647.25	0.00	408.50	0.00	-1,055.75
224 Tennis (Girls)	0.00	0.00	0.00	0.00	0.00
225 Golf (Boys)	0.00	0.00	1,019.80	0.00	-1,019.80
226 Golf (Girls)	-380.00	46.87	1,147.00	0.00	-1,480.13
227 Wrestling	-2,890.99	0.00	0.00	0.00	-2,890.99
228 Soccer (Boys)	0.00	0.00	1,543.14	0.00	-1,543.14

Current Cash Balance Report

SELECTED Data

82 Arranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
229 Soccer (Girls)	0.00	0.00	1,729.08	0.00	-1,729.08
230 Baseball	0.00	0.00	0.00	0.00	0.00
231 Cross Country (Boys)	21.07	0.00	140.63	0.00	-119.56
232 Basketball (Boys)	-1,709.47	0.00	1,233.35	0.00	-2,942.82
233 Track (Boys)	39.82	0.00	0.00	0.00	39.82
234 Swimming (Boys)	-99.75	0.00	1,006.73	0.00	-1,106.48
235 NSAA Competitions	0.00	0.00	819.00	0.00	-819.00
240 Athletic Training	-50.00	0.00	1,793.36	0.00	-1,843.36
241 Cross Country (Girls)	21.07	0.00	140.62	0.00	-119.55
242 Basketball (Girls)	-1,219.00	0.00	944.85	0.00	-2,163.85
243 Track (Girls)	0.00	0.00	0.00	0.00	0.00
244 Swimming (Girls)	-99.75	0.00	1,006.72	0.00	-1,106.47
915 Interest-Athletic Activity MM	104.85	0.00	0.00	0.00	104.85
2200 Summer Football	3,039.58	0.00	450.04	0.00	2,589.54
2221 Summer Volleyball	1,279.96	0.00	0.00	0.00	1,279.96
2222 Summer Softball	2,583.74	0.00	0.00	-84.00	2,499.74
2228 Summer Boys Soccer	43.87	0.00	0.00	0.00	43.87
2229 Summer Girls Soccer	145.71	0.00	0.00	0.00	145.71
2230 Summer Baseball	2,175.58	0.00	0.00	0.00	2,175.58
2231 Summer Girls Basketball	2,623.41	0.00	0.00	0.00	2,623.41
2232 Summer Boys Basketball	3,192.28	0.00	0.00	0.00	3,192.28
C ATHLETICS Totals:	281,445.67	28,017.21	42,434.68	252.92	267,281.12
D ORGANIZATIONS AND CLUBS					
301 DECA	759.16	14,914.36	23,191.98	0.00	-7,518.46
302 French Club	2,469.15	0.00	0.00	0.00	2,469.15
303 LEO Club	447.76	120.00	0.00	0.00	567.76
305 Spanish Club	112.30	0.00	21.00	0.00	91.30
307 German Club	954.35	369.57	336.47	0.00	987.45
310 National Forensics League	884.10	46.00	449.78	0.00	480.32
311 Environmental Club	270.81	12.00	0.00	0.00	282.81
312 Forensics Club	419.28	806.00	730.35	0.00	494.93
314 Newspaper	9,650.82	0.00	146.89	0.00	9,503.93
315 Debate Club	109.00	0.00	75.00	0.00	34.00
316 Art Club	73.02	0.00	0.00	0.00	73.02
317 Play Production	1,851.15	100.00	737.43	0.00	1,213.72
318 Thespians	65.00	0.00	0.00	0.00	65.00
319 Athletic Trainers	29.15	0.00	34.00	0.00	-4.85
385 Culinary Competition	0.00	0.00	0.00	0.00	0.00
395 Fashion Merchandising	5.08	0.00	0.00	0.00	5.08
399 Auditorium Manager	-1,500.59	0.00	874.02	0.00	-2,374.61
409 Band Dept Trips	-70,000.00	0.00	70,000.00	0.00	-140,000.00
410 Band	4,820.44	3,194.30	507.61	0.00	7,507.13
411 Choir	10,455.47	0.00	70.00	0.00	10,385.47
412 Orchestra	674.73	558.00	380.00	0.00	852.73
413 Entertainment Books	30,281.00	1,625.00	11,455.00	0.00	20,451.00
414 Band Fundraising	9,907.03	343.00	0.00	0.00	10,250.03
415 Choir Fundraising	0.00	0.00	0.00	0.00	0.00
416 Orchestra Fundraising	5,626.20	0.00	0.00	0.00	5,626.20
417 Music Trip	0.00	0.00	0.00	0.00	0.00
481 Senior Class	1,663.12	0.00	0.00	0.00	1,663.12
482 Junior Class	-1,408.18	830.00	0.00	0.00	-578.18
499 VICA-Skills USA	682.23	55.97	0.00	0.00	738.20

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
500 STARS	702.93	0.00	0.00	0.00	702.93
501 Student Council	10,644.58	1,030.00	6,760.64	0.00	4,913.94
502 National Honor Society	6,509.67	0.00	575.80	0.00	5,933.87
503 Drama Club	0.00	0.00	0.00	0.00	0.00
504 Literary Magazine	525.66	0.00	0.00	0.00	525.66
505 GoMadd	336.92	0.00	0.00	-336.92	0.00
506 Chess Club	33.10	0.00	0.00	0.00	33.10
507 40 Assets	299.87	333.00	55.00	0.00	577.87
515 Dance Team	1,058.15	0.00	40.46	0.00	1,017.69
516 Cheerleading-Varsity	4,263.91	1,773.40	7,414.33	0.00	-1,377.02
517 Cheerleading-JV	94.38	0.00	0.00	0.00	94.38
518 Cheerleading-Freshman	23.73	0.00	56.57	0.00	-32.84
519 Cheerleading Uniforms/Summer Camp	3,249.30	54.00	10,000.00	0.00	-6,696.70
525 Prior Yrs Yearbook	8,363.84	0.00	0.00	0.00	8,363.84
527 Yearbook 07-08	5,901.32	19.00	262.37	0.00	5,657.95
528 Yearbook 08-09	3,825.00	90.00	0.00	0.00	3,915.00
555 FCCLA	324.35	0.00	239.61	0.00	84.74
556 Future Educators of America	94.87	0.00	0.00	0.00	94.87
560 Patriot Post	29,159.64	3,946.96	5,144.00	0.00	27,962.60
580 International Leaders Club	0.00	0.00	0.00	0.00	0.00
590 Diversity Club	0.00	0.00	0.00	0.00	0.00
D ORGANIZATIONS AND CLUBS Totals:	84,712.80	30,220.56	139,558.31	-336.92	-24,961.87
E ADMINISTRATIVE CUSTODIAL					
599 Intramurals	126.95	0.00	0.00	0.00	126.95
601 Staff Courtesy Fund	1,566.93	0.00	0.00	0.00	1,566.93
602 Parking	28,298.50	1,140.00	3,259.24	0.00	26,179.26
603 Field Trips	0.00	0.00	493.08	-183.64	-676.72
605 Pool Maintenance	4,120.46	600.00	1,116.82	0.00	3,603.64
607 Book Fines	14,560.01	51.82	127.00	0.00	14,484.83
610 Information Center	60.09	24.95	0.00	0.00	85.04
611 Advanced Placement	3,565.18	0.00	0.00	0.00	3,565.18
613 Counseling Center	0.00	0.00	0.00	0.00	0.00
614 Transcripts	1,522.25	0.00	84.00	0.00	1,438.25
615 PSAT	0.00	0.00	3,340.38	0.00	-3,340.38
616 Clearing Account	0.00	0.00	0.00	0.00	0.00
621 Graphics Tech	5.00	0.00	0.00	0.00	5.00
622 Construction Tech	111.50	423.44	532.00	0.00	2.94
623 Manufacturing Tech	674.43	0.00	0.00	0.00	674.43
624 Foundation Tech	167.57	0.00	0.00	0.00	167.57
628 Athletic Trainers Class	0.25	0.00	0.00	0.00	0.25
630 Social Studies Texts	1,667.98	258.21	0.00	0.00	1,926.19
632 Lock Replacement	1,081.38	0.00	0.00	0.00	1,081.38
635 Library Book Fines	583.05	38.65	14.45	0.00	607.25
636 Freshman Transition Day	0.00	0.00	0.00	0.00	0.00
640 Student ID Card Fee	277.44	0.00	0.00	0.00	277.44
641 School Planners	50.00	0.00	0.00	0.00	50.00
645 Family Consumer Science	21.50	0.00	0.00	0.00	21.50
648 MOBA Playhouse	1,062.92	0.00	0.00	0.00	1,062.92
656 Technology Magnet	7.64	0.00	0.00	0.00	7.64
660 PAEMST-Science National Award	62.95	0.00	0.00	0.00	62.95
679 New Frontier Book Fines	24.70	0.00	0.00	0.00	24.70
680 New Frontier (Grants/Donations)	12.03	0.00	0.00	0.00	12.03

SELECTED Data

Current Cash Balance Report

Arranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
681 New Frontier Chuck Wagon	196.43	75.00	0.00	0.00	271.43
682 New Frontier Activity	56.68	0.00	0.00	0.00	56.68
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
686 Contributions/Gifts	0.00	0.00	0.00	0.00	0.00
687 Next Frontier	0.00	0.00	0.00	0.00	0.00
688 New Addition	0.00	0.00	0.00	0.00	0.00
689 SpEd Activity	188.00	0.00	99.25	0.00	88.75
E ADMINISTRATIVE CUSTODIAL Totals:	60,071.82	2,612.07	9,066.22	-183.64	53,434.03
Q Extracurricular Activities					
1000 Field Trips	288.10	166.50	0.00	0.00	454.60
2301 DECA	7,605.00	10,220.00	130.00	0.00	17,695.00
2302 French Club	0.00	0.00	0.00	0.00	0.00
2303 LEO Club	1,659.00	120.00	0.00	0.00	1,779.00
2305 Spanish Club	0.00	21.00	0.00	0.00	21.00
2307 German Club	0.00	0.00	0.00	0.00	0.00
2310 National Forensics League	0.00	0.00	0.00	0.00	0.00
2312 Forensics	0.00	0.00	0.00	0.00	0.00
2314 Journalism Trip	400.00	350.00	0.00	0.00	750.00
2315 Debate Club	0.00	0.00	0.00	0.00	0.00
2316 Art Club	0.00	40.00	0.00	0.00	40.00
2317 Play Production	0.00	625.00	0.00	0.00	625.00
2318 Thespian Club	0.00	0.00	0.00	0.00	0.00
2319 Athletic Trainers Trip	0.00	0.00	0.00	0.00	0.00
2395 Fashion Merchandising	0.00	0.00	0.00	0.00	0.00
2409 Band Trip	62,768.00	54,300.00	0.00	0.00	117,068.00
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
2501 Student Council	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	0.00	0.00	0.00	0.00	0.00
2507 40 Assets	0.00	0.00	0.00	0.00	0.00
2515 Dance Camp	0.00	0.00	0.00	0.00	0.00
2516 Varsity Cheerleading Camp	3,250.00	0.00	0.00	0.00	3,250.00
2517 JV Cheerleading Camp	0.00	0.00	0.00	0.00	0.00
2518 FR Cheerleading Camp	0.00	0.00	0.00	0.00	0.00
2555 FCCLA	0.00	47.00	0.00	0.00	47.00
2556 FEA	0.00	0.00	0.00	0.00	0.00
2560 Patriot Post Trip	0.00	0.00	0.00	0.00	0.00
2580 International Leaders	0.00	0.00	0.00	0.00	0.00
2599 Intramurals	0.00	0.00	0.00	0.00	0.00
2613 Counseling Center	0.00	0.00	0.00	0.00	0.00
2645 Family Consumer Science	0.00	0.00	0.00	0.00	0.00
2689 SpEd	0.00	0.00	0.00	0.00	0.00
5000 Sport Participating Fee	25,140.00	0.00	50.00	0.00	25,090.00
5001 Sport Facility Use Fee	0.00	0.00	0.00	0.00	0.00
Q Extracurricular Activities Totals:	101,110.10	65,889.50	180.00	0.00	166,819.60
R Post-Secondary Education					
7010 AP Exam Fees	0.00	0.00	0.00	0.00	0.00
7020 PSAT Exam fees	0.00	3,450.00	0.00	0.00	3,450.00
R Post-Secondary Education Totals:	0.00	3,450.00	0.00	0.00	3,450.00

SELECTED Data

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Banking					
999 Starting Cash	-2,150.00	9,240.00	9,240.00	0.00	-2,150.00
S Banking Totals:	-2,150.00	9,240.00	9,240.00	0.00	-2,150.00
Report Totals:	564,517.60	140,013.40	230,169.02	0.00	474,361.98

Current Cash Balance Report

Date: 10/01/2008 thru 10/31/2008

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ADMINISTRATIVE					
100 GENERAL ACTIVITY FUND	8,926.27	1,508.36	1,478.36	0.00	8,956.27
105 PRINCIPALS ADMIN	17,309.80	0.00	6,888.41	-149.75	10,271.64
110 BUILDING MAINTENANCE	41.54	0.00	22.67	0.00	18.87
120 AP EXAMS	14,193.39	0.00	0.00	0.00	14,193.39
130 COURTESY FUND	572.50	0.00	170.86	0.00	401.64
135 DONATIONS - SR CLASS	4,669.62	0.00	0.00	0.00	4,669.62
138 ELECTRONIC MSG BOARD	0.00	0.00	0.00	0.00	0.00
142 GIFTED	1,327.78	0.00	5.19	0.00	1,322.59
145 GUIDANCE	11,313.03	2,055.00	7,324.08	0.00	6,043.95
150 INFORMATION CENTER	145.49	0.00	43.48	0.00	102.01
157 LETTER JACKETS	11.71	0.00	0.00	0.00	11.71
160 PARKING	15,306.05	2,415.00	629.11	0.00	17,091.94
165 STAFF WELLNESS	145.87	0.00	0.00	0.00	145.87
170 STAFF CLOTHING	0.09	0.00	0.00	0.00	0.09
172 STAFF VENDING	83.77	0.00	45.24	0.00	38.53
174 TECHNOLOGY REBATES	382.94	0.00	0.00	0.00	382.94
182 VENDING-FOOD SERVICE	448.92	0.00	0.00	0.00	448.92
A ADMINISTRATIVE Totals:	74,878.77	5,978.36	16,607.40	-149.75	64,099.98
B ATHLETIC ADMIN					
200 ATHLETIC ADMIN	83,349.15	11,394.25	4,532.49	0.00	90,210.91
201 AD'S OFFICE	5,518.40	0.00	600.03	0.00	4,918.37
202 ATHLETIC EVENT ADMISSIONS	4,718.87	0.00	0.00	0.00	4,718.87
203 ATHLETIC PROJECT FUND	57,580.85	9,800.00	37,776.88	0.00	29,603.97
205 ATHLETIC TRAINING	1,770.59	0.00	958.85	0.00	811.74
208 BASEBALL FUNDRAISING	319.87	0.00	0.00	0.00	319.87
210 BOYS BB FUNDRAISING	0.00	25.70	0.00	0.00	25.70
211 BOYS BASKETBALL CAMP	2,766.02	788.00	666.60	0.00	2,887.42
212 BOYS GOLF FUNDRAISING	4,607.56	10.00	2,200.00	0.00	2,417.56
213 BOYS SOCCER CAMP	0.00	0.00	0.00	0.00	0.00
214 BOYS SOCCER FUNDR	0.00	0.00	0.00	0.00	0.00
215 CROSS COUNTRY FUNDRAISING	1,860.29	0.00	227.30	0.00	1,632.99
217 COACHES CLINICS	4,841.00	600.00	600.00	0.00	4,841.00
219 CONCESSIONS	9,107.80	5,381.45	7,295.41	96.75	7,290.59
220 INTRAMURALS	1,245.44	0.00	0.00	0.00	1,245.44
222 FIT CNTR/EQUIPMENT	5,680.05	0.00	0.00	0.00	5,680.05
223 FIT CNTR/MAINTENANCE	1,691.86	0.00	70.00	0.00	1,621.86
225 FOOTBALL CAMPS	3,151.11	0.00	1,854.06	0.00	1,297.05
230 GIRLS BASKETBALL FR	3,087.60	1,073.00	0.00	0.00	4,160.60
233 GIRLS SOCCER FUNDR	1,545.28	0.00	300.00	0.00	1,245.28
235 LADY CAT BB CAMPS	3,610.24	0.00	65.00	0.00	3,545.24
240 SOCCER BLEACHERS	100.00	0.00	0.00	0.00	100.00
245 SOFTBALL FUND RAISING	4,610.63	0.00	2,446.50	0.00	2,164.13
250 ST TRAINERS (HOSA)	1,056.43	555.00	53.99	0.00	1,557.44
255 TRACK FUNDR (GIRLS)	-425.00	425.00	0.00	0.00	0.00
258 TRACK FUNDR (BOYS)	-1,459.73	1,459.00	0.00	0.00	-0.73
260 POOL FUNDRAISING	8,090.08	2,450.00	4,724.57	0.00	5,815.51
265 VB FUNDRAISING	651.24	0.00	0.00	0.00	651.24
270 WRESTLING MAT FUND	7,600.00	0.00	0.00	0.00	7,600.00
271 WRESTLING FNDRSR VAR	3,227.14	250.00	0.00	0.00	3,477.14
275 WRESTLING SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
285 NSAA COMPETITIONS	340.54	0.00	120.00	0.00	220.54

Current Cash Balance Report

ALL Data

ranged by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
290 METRO	120.00	0.00	0.00	0.00	120.00
295 TOURNAMENTS	1,656.18	1,210.00	409.12	0.00	2,457.06
299 CORPORATE ADVERTISING	175.08	0.00	0.00	0.00	175.08
B ATHLETIC ADMIN Totals:	222,194.57	35,421.40	64,900.80	96.75	192,811.92
C ACADEMIC COURSES					
300 AP EUROPEAN TEXT	2,642.00	0.00	0.00	0.00	2,642.00
303 AP ECONOMICS TEXT	656.00	0.00	0.00	0.00	656.00
310 AP AMERICAN TEXTBOOKS	377.69	0.00	0.00	0.00	377.69
312 AP PSYCHOLOGY TEXT	796.44	0.00	0.00	0.00	796.44
320 ART CLASS FEES	1,474.16	10.00	42.00	0.00	1,442.16
330 BUSINESS	10.93	0.00	0.00	0.00	10.93
338 FAMILY CONSUMER SCIENCE	-411.55	0.00	0.00	0.00	-411.55
340 MATH - GENERAL	62.22	0.00	0.00	0.00	62.22
345 MATH - AP	26.00	0.00	0.00	0.00	26.00
355 PHYSICAL EDUCATION	-3,543.86	200.00	0.00	0.00	-3,343.86
360 PHYSICS	175.71	0.00	0.00	0.00	175.71
370 VOC DRAFTING	1,052.95	0.00	0.00	0.00	1,052.95
371 VOC ELECTRICITY BAKER	467.03	0.00	0.00	0.00	467.03
373 VOC FOUNDATIONS	0.00	0.00	0.00	0.00	0.00
374 VOC METALS	460.12	0.00	61.70	0.00	398.42
376 VOC WOODS	-639.40	410.00	0.00	0.00	-229.40
C ACADEMIC COURSES Totals:	3,606.44	620.00	103.70	0.00	4,122.74
D CLUBS/ORGANIZATIONS					
400 ART CLUB	151.27	0.00	0.00	0.00	151.27
401 AMNESTY INTERNATIONAL	27.51	0.00	0.00	0.00	27.51
402 BOOKSTORE (Scratchin Post)	-1,731.33	0.00	1,034.08	0.00	-2,765.41
403 CLASSICS CLUB	10.76	0.00	0.00	0.00	10.76
405 CULINARY COMPETITION	252.51	0.00	0.00	0.00	252.51
407 DEBATE TEAM	6,237.99	0.00	185.00	0.00	6,052.99
410 DECA	1,476.04	5,222.14	10,835.43	80.00	-4,057.25
411 DRAMA - INTL THESPIANS	64.39	0.00	163.32	140.00	41.07
412 DRAMA PRODUCTION	4,738.80	1,747.00	463.02	-140.00	5,882.78
413 FCCLA FAMILY CARREER	5,722.79	817.50	491.00	0.00	6,049.29
414 FORENSICS TEAM	6,178.88	0.00	150.00	0.00	6,028.88
415 FRENCH CLUB	33.88	0.00	0.00	0.00	33.88
418 FUTURE EDUCATORS	3,201.99	0.00	0.00	0.00	3,201.99
419 40 ASSETS	0.00	35.00	0.00	0.00	35.00
420 GERMAN CLUB	909.35	0.00	57.96	0.00	851.39
425 JUNIOR CLASS	9,555.15	0.00	171.02	0.00	9,384.13
430 LITERARY MAGAZINE	549.63	0.00	0.00	0.00	549.63
433 MATH CLUB	0.00	0.00	0.00	0.00	0.00
435 M CLUB - CRAZIES	4,458.83	180.00	495.53	0.00	4,143.30
440 JUSTICE LEAGUE	26.90	0.00	20.64	0.00	6.26
445 NATL HONOR SOCIETY	661.88	0.00	47.11	0.00	614.77
450 NEWSPAPER	0.00	425.00	19.22	0.00	405.78
452 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
455 SENIOR CLASS	588.49	0.00	0.00	0.00	588.49
460 SPANISH CLUB	1,897.88	0.00	9.50	0.00	1,888.38
465 SPED BUTTON FUND	36.78	0.00	0.00	0.00	36.78
470 STUDENT COUNCIL	3,280.37	15,827.00	2,932.64	0.00	16,174.73
471 STUCO WORKSHOPS	494.48	0.00	0.00	0.00	494.48
473 VOC ENGINEERING CLUB	3.28	0.00	0.00	0.00	3.28

ALL Data

Current Cash Balance Report

Sorted by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
475 SKILS USA	0.00	0.00	0.00	0.00	0.00
480 YEARBOOK (PROWLER)	71,057.61	1,213.00	26,645.86	0.00	45,624.75
485 YEARBOOK TRIP	0.00	0.00	0.00	0.00	0.00
490 ENVIRONMENTAL CLUB	5,384.53	0.00	0.00	0.00	5,384.53
495 YOUTH MAKING A DIFF	39.24	17.40	0.00	0.00	56.64
D CLUBS/ORGANIZATIONS Totals:	125,309.88	25,484.04	43,721.33	80.00	107,152.59
E ATHLETIC TEAMS					
500 BASEBALL CONTESTS	0.00	0.00	0.00	0.00	0.00
501 BASEBALL EQUIPMENT	5,720.00	0.00	0.00	0.00	5,720.00
505 BASKETBALL CON BOYS	80.00	0.00	0.00	0.00	80.00
506 BASKETBALL EQUIP - B	5,066.48	0.00	1,206.25	0.00	3,860.23
510 BASKETBALL CON GIRLS	40.00	0.00	0.00	0.00	40.00
511 BASKETBALL EQUIP G	3,867.25	0.00	191.91	0.00	3,675.34
515 CROSS COUNTRY CON	-776.09	0.00	1,057.99	-27.00	-1,861.08
516 CROSS COUNTRY EQUIP	2,291.60	0.00	11.88	0.00	2,279.72
520 FOOTBALL CONTESTS	-422.37	0.00	3,613.50	0.00	-4,035.87
521 FOOTBALL EQUIPMENT	2,158.76	0.00	0.00	0.00	2,158.76
525 GOLF CONTESTS - BOYS	0.00	0.00	0.00	0.00	0.00
526 GOLF EQUIPMENT - BOYS	7,316.00	0.00	0.00	0.00	7,316.00
530 GOLF CONTESTS - GIRLS	-2,135.00	0.00	450.00	0.00	-2,585.00
531 GOLF EQUIPMENT - GIRLS	1,811.02	0.00	653.47	0.00	1,157.55
550 SOCCER CONTEST BOYS	0.00	0.00	0.00	0.00	0.00
551 SOCCER EQUIP BOYS	4,097.11	0.00	0.00	0.00	4,097.11
555 SOCCER CONTEST GIRLS	0.00	0.00	0.00	0.00	0.00
556 SOCCER EQUIP GIRLS	4,938.97	0.00	0.00	0.00	4,938.97
560 SOFTBALL CONTESTS	-682.41	0.00	1,351.18	0.00	-2,033.59
561 SOFTBALL EQUIPMENT	3,653.32	0.00	0.00	0.00	3,653.32
565 SWIM TEAM CONTESTS	255.21	0.00	0.00	0.00	255.21
566 SWIM TEAM EQUIPMENT	4,846.56	0.00	1,450.00	0.00	3,396.56
570 TENNIS CONTESTS - BOYS	-95.69	0.00	45.00	0.00	-140.69
571 TENNIS EQUIPMENT BOYS	6,207.28	0.00	1,974.87	0.00	4,232.41
573 TENNIS CONTESTS - GIRLS	0.00	0.00	0.00	0.00	0.00
574 TENNIS EQUIP GIRLS	7,387.26	0.00	554.50	0.00	6,832.76
575 TRACK CONTESTS - BOYS	680.88	0.00	0.00	0.00	680.88
576 TRACK EQUIPMENT - BOYS	9,725.09	0.00	930.50	0.00	8,794.59
580 TRACK CONTESTS - GIRLS	0.38	0.00	0.00	0.00	0.38
581 TRACK EQUIP - GIRLS	7,345.00	0.00	930.50	0.00	6,414.50
585 VOLLEYBALL CONTESTS	-2,429.85	0.00	1,760.16	0.00	-4,190.01
586 VOLLEYBALL EQUIPMENT	6,036.36	0.00	333.33	0.00	5,703.03
590 WRESTLING CONTESTS	0.00	0.00	0.00	0.00	0.00
591 WRESTLING EQUIPMENT	6,178.30	0.00	80.85	0.00	6,097.45
E ATHLETIC TEAMS Totals:	83,161.42	0.00	16,595.89	-27.00	66,538.53
F CHEERLEADERS					
612 DANCE TEAM	78.31	0.00	0.00	0.00	78.31
620 FRESHMAN CHEER	70.80	0.00	0.00	0.00	70.80
625 JV CHEERLEADERS	-827.71	0.00	0.00	0.00	-827.71
630 VARSITY CHEERLEADERS	945.09	550.00	728.40	0.00	766.69
F CHEERLEADERS Totals:	266.49	550.00	728.40	0.00	88.09
G MUSIC					
700 BAND	14,109.38	1,261.00	8,230.98	0.00	7,139.40
701 BAND UNIFORMS	170.55	98.00	456.43	0.00	-187.88
710 CHORAL MUSIC	13,422.53	0.00	495.99	0.00	12,926.54

ALL Data

Current Cash Balance Report

Sorted by:

Date: 10/01/2008 thru 10/31/2008

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
715 COLORGUARD	0.00	0.00	0.00	0.00	0.00
720 MUSICAL	1,354.39	0.00	0.00	0.00	1,354.39
725 MUSIC TECH/AUDITORIUM	2,945.61	0.00	0.00	0.00	2,945.61
730 ORCHESTRA	610.80	1,107.00	361.57	0.00	1,356.23
733 ORCHESTRA TRIP	0.00	0.00	0.00	0.00	0.00
750 SHOW CHOIR	24,110.14	6,346.68	12,295.17	0.00	18,161.65
760 BAND TRIP	233.08	0.00	0.00	0.00	233.08
770 CHOIR TRIP	6,792.11	0.00	0.00	0.00	6,792.11
775 TRI M MUSIC HONOR SOCIETY	741.91	0.00	0.00	0.00	741.91
790 MUSIC DONATIONS	1,659.15	0.00	0.00	0.00	1,659.15
G MUSIC Totals:	66,149.65	8,812.68	21,840.14	0.00	53,122.19
H TRANSPORTATION					
800 TRANSPORTATION MISC	0.00	0.00	0.00	0.00	0.00
810 TRANS FALL SPORTS	-3,117.69	1,121.00	12,410.39	0.00	-14,407.08
820 TRANS SPRING SPORTS	0.00	0.00	0.00	0.00	0.00
830 TRANS WINTER SPORTS	0.00	0.00	0.00	0.00	0.00
840 TRANS FIELD TRIPS	-1,053.28	-3.75	2,443.36	0.00	-3,500.39
845 TRANSPORTATION BAND	-5,740.00	0.00	0.00	0.00	-5,740.00
848 TRANSPORTATION SHOW CHOIR	4,168.99	0.00	600.00	0.00	3,568.99
849 TRANSPORTATION MUSIC MISC	0.00	0.00	0.00	0.00	0.00
850 TR DEBATE	5,000.00	0.00	64.90	0.00	4,935.10
851 TR DRAMA	-932.78	0.00	0.00	0.00	-932.78
852 TR FORENSICS	5,000.00	0.00	0.00	0.00	5,000.00
H TRANSPORTATION Totals:	3,325.24	1,117.25	15,518.65	0.00	-11,076.16
I ACADEMIC COURSE FINES					
900 UNIDENTIFIED	693.93	0.00	0.00	0.00	693.93
901 FOREIGN LANG FINES	803.68	0.00	0.00	0.00	803.68
902 ENGLISH FINES	1,261.86	0.00	0.00	0.00	1,261.86
903 MATH FINES	3,075.72	0.00	0.00	0.00	3,075.72
904 SCIENCE FINES	284.84	0.00	684.06	0.00	-399.22
906 SOCIAL STUDIES FINES	1,929.52	0.00	0.00	0.00	1,929.52
907 BUSINESS FINES	-2.64	0.00	0.00	0.00	-2.64
I ACADEMIC COURSE FINES Totals:	8,046.91	0.00	684.06	0.00	7,362.85
M BANKING (MONEY)					
910 STARTING CASH	-1,700.00	6,391.50	10,250.00	0.00	-5,558.50
915 UNASSIGNED DEPOSITS	0.00	0.00	0.00	0.00	0.00
920 CHECKING ACCCOUNT	5,429.07	0.00	0.00	0.00	5,429.07
930 MONEY MKT INTEREST	8,613.04	569.17	0.00	0.00	9,182.21
940 CD INTEREST	79.14	0.00	0.00	0.00	79.14
M BANKING (MONEY) Totals:	12,421.25	6,960.67	10,250.00	0.00	9,131.92
Q FEE FUND - EXTRA CURRICULAR					
1000 FIELD TRIPS FEE FUND	2,541.25	1,802.90	0.00	0.00	4,344.15
2220 INTRAMURAL FEE FUND	1,497.25	40.00	0.00	0.00	1,537.25
2410 DECA FEE FUND	7,435.00	0.00	0.00	0.00	7,435.00
2411 DRAMA 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
2612 DANCE CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2620 FR CHEER CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2625 JV CHEER CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2630 VARSITY CHEER CAMP FEE FUND	0.00	0.00	0.00	0.00	0.00
2700 BAND FEE FUND	504.00	0.00	0.00	0.00	504.00
2710 CHOIR FEE FUND	952.00	0.00	0.00	0.00	952.00

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2730 ORCHESTRA FEE FUND	247.00	0.00	0.00	0.00	247.00
2733 ORCHESTRA TRIP FEE FUND	0.00	850.00	0.00	0.00	850.00
2760 BAND TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
2770 CHOIR TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
5010 PARTICIPATION FEES	37,433.00	1,140.00	0.00	0.00	38,573.00
Q FEE FUND - EXTRA CURRICULAR Totals:	50,609.50	3,832.90	0.00	0.00	54,442.40
R FEE FUND - POST SECONDARY ED					
7120 AP TESTS	0.00	5,261.00	0.00	0.00	5,261.00
R FEE FUND - POST SECONDARY ED Totals:	0.00	5,261.00	0.00	0.00	5,261.00
U NOT IN USE					
122	0.00	0.00	0.00	0.00	0.00
125	0.00	0.00	0.00	0.00	0.00
152	0.00	0.00	0.00	0.00	0.00
180	0.00	0.00	0.00	0.00	0.00
181	0.00	0.00	0.00	0.00	0.00
183	0.00	0.00	0.00	0.00	0.00
184	0.00	0.00	0.00	0.00	0.00
189	0.00	0.00	0.00	0.00	0.00
226	0.00	0.00	0.00	0.00	0.00
272	0.00	0.00	0.00	0.00	0.00
273	0.00	0.00	0.00	0.00	0.00
332	0.00	0.00	0.00	0.00	0.00
372	0.00	0.00	0.00	0.00	0.00
416	0.00	0.00	0.00	0.00	0.00
536	0.00	0.00	0.00	0.00	0.00
600	0.00	0.00	0.00	0.00	0.00
610	0.00	0.00	0.00	0.00	0.00
635	0.00	0.00	0.00	0.00	0.00
735	0.00	0.00	0.00	0.00	0.00
960	0.00	0.00	0.00	0.00	0.00
U NOT IN USE Totals:	0.00	0.00	0.00	0.00	0.00
Z INVESTMENTS					
950 OSB-MONEY MKT PLUS	-419,271.61	0.00	569.17	0.00	-419,840.78
Z INVESTMENTS Totals:	-419,271.61	0.00	569.17	0.00	-419,840.78
Report Totals:	230,698.51	94,038.30	191,519.54	0.00	133,217.27

Cynthia H. Hensel 12/2/08
[Signature] 12/3/08

Current Cash Balance Report

ALL Data

Date: 10/01/2008 thru 10/31/2008

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A SUMMER SCHOOL ACCOUNTS					
100 Elementary Summer School	0.00	0.00	100.00	0.00	-100.00
120 Middle School Summer School	0.00	0.00	300.00	0.00	-300.00
130 Senior High Summer School	0.00	0.00	700.00	0.00	-700.00
140 Special Education	0.00	0.00	0.00	0.00	0.00
145 Special Education Preschool	0.00	0.00	0.00	0.00	0.00
150 Interest	2,273.43	0.00	0.00	0.00	2,273.43
160 Food Service Refunds	156.45	0.00	0.00	0.00	156.45
170 MNHS AP	100.00	0.00	0.00	0.00	100.00
175 MNHS IB	0.00	0.00	0.00	0.00	0.00
180 MSHS AP	0.00	0.00	0.00	0.00	0.00
185 MWHS AP	0.00	0.00	0.00	0.00	0.00
A SUMMER SCHOOL ACCOUNTS Totals:	2,529.88	0.00	1,100.00	0.00	1,429.88
Report Totals:	2,529.88	0.00	1,100.00	0.00	1,429.88

The members of the Board of Education met as a committee of the Whole on Monday, December 1, 2008 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The board conducted an orientation session for Julie Kannas.

Present: Brad Burwell, Jean Stothert, Mike Pate, Mike Kennedy, Dave Anderson, and Linda Poole. Also in attendance was Julie Kannas, and Duncan Young, attorney for the Millard Public Schools.

Jean Stothert reviewed and explained how the board and committee meetings are conducted, and who meets with the Superintendent to develop the agendas. She also covered the appointments that are made by the board president, special committees that may be formed, job descriptions of the board officers, and the process used for election of board officers. She also stated that through Strategic Planning, Policy 10000 and Rule 10000.1, they help govern the way the district moves forward.

Mr. Burwell reviewed the Superintendent's job description, several of the Internal Board Policies, the Conflict of Interest and Code of Ethics of the Board policies, and other board obligations within the school district. Mr. Burwell touched on the Policy on Line of Responsibility: School Board and Superintendent, Line and Staff Relationships, and the process when there is a community complaint against school personnel.

Mike Kennedy opened by saying the primary responsibility of the board is to set policy. He went through policies and rules in regards to the various types of meetings. He also went over the process used when a board members is to be reimbursed for monies spent in line of their responsibilities as a board member.


Dave Anderson talked about the opportunities for staff development in participating in the Nebraska Association of School Boards and the National School Boards Association seminars, conference and conventions. Mr. Anderson stated that each board member can attend at least one conference/convention, and any additional requests would need to have the approval of the other board members. He also commented about the wealth of knowledge that each of the current board members have, and to be sure to ask questions of those members.

Mike Pate provided the information as to how the budget is developed and the board's opportunity to provide input on the budget, also. He explained about the lids that are imposed on the district by state and federal rules and regulations. Mr. Pate stated, too, that there will be an even bigger challenge once the Learning Community takes affect.

Linda Poole provided information in regards to the President as the spokesperson for the board, and as individuals board members no one has any more authority than another member.

The attorney cautioned board members about taking in too much information from community, or staff members when discussing their issues, due to the chance the situation could require a hearing. The board would be the decision-makers in a hearing.

Duncan Young explained the attorney/client relationship, the importance of confidentiality, and the issues that can be discussed during an Executive Session. Mr. Young stated that even using email can be a violation of the open meeting law if not used properly, so everyone needs to pay special attention when using their computers. Computers and email are subject to the open meeting law.


Chairman

December 10, 2008

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for December are Julie Sparks, fourth grade teacher at Cody Elementary School, and Tony Nauden, night custodian at the Don Stroh Administration Center.

AF:sp

AGENDA SUMMARY SHEET

AGENDA ITEM: Audit Report for FYE08

MEETING DATE: December 15, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Audit Report for FYE08 – To receive and file the FYE08 audit report as submitted by the district’s independent auditing firm Orizon CPAs LLC.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Public schools are required to employ independent auditors to review their financial accounts each year. The auditing firm employed for our district for the FYE08 fiscal year audit was Orizon CPAs LLC.

A copy of the audit is attached. (Paper copies will also be given to board members at the meeting.) A representative from Orizon Group (i.e., probably Jodi Renni) will be present at the meeting to address the board and answer questions.

Also attached is the Letter to Management and the response to it. These are required to be filed with the state department as well.

OPTIONS AND ALTERNATIVES: n/a

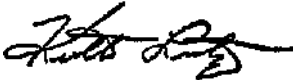
RECOMMENDATION: It is recommended that the board receive and file the FYE08 audit report as submitted by the Orizon CPAs LLC.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Ken Fossen (Assoc. Supt. Gen. Admin.) and Chris Hughes (Accounting Manager)

SUPERINTENDENT’S APPROVAL: 

17270



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Company OG

Client Millard Public Schools

Client ID 969

Class Engagements

Subclass Audit

Title 2008-Engagements-Audit Report YE 8-31-08, ISSUED.pdf

Document Name Audit Report YE 8-31-08, ISSUED

Permanent No

Expiration Date 11/5/2015

Year 2008

Created Tfal01 - 11/5/2008 12:04:08 PM

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**SCHOOL DISTRICT #17
MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**ANNUAL FINANCIAL STATEMENTS AND
ACCOMPANYING INDEPENDENT AUDITOR'S REPORTS**

AUGUST 31, 2008

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**ANNUAL FINANCIAL STATEMENTS AND
ACCOMPANYING INDEPENDENT AUDITOR'S REPORTS
FOR THE YEAR ENDED AUGUST 31, 2008**

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**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**ANNUAL FINANCIAL STATEMENTS AND
ACCOMPANYING INDEPENDENT AUDITOR'S REPORTS
FOR THE YEAR ENDED AUGUST 31, 2008**

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ORIZON CPAs LLC
CERTIFIED PUBLIC ACCOUNTANTS
16924 FRANCES STREET, SUITE 210
OMAHA, NEBRASKA 68130



402	330 / 7008 / PHONE
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	www.orizongroup.com

November 3, 2008

INDEPENDENT AUDITOR'S REPORT

Board of Education
School District #17 - Millard Public Schools
 Douglas County, Nebraska

We have audited the accompanying financial statements of the governmental activities, each fund and the discretely presented component unit of School District #17 – Millard Public Schools, Douglas County, Nebraska (the "District"), as of August 31, 2008 and for the year then ended, which collectively comprise the District's basic financial statements as listed in the accompanying table of contents. These financial statements are the responsibility of the management of the District. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

As described in Note 1, the financial statements were prepared on a cash basis of accounting, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

In our opinion, the financial statements referred to above present fairly, in all material respects, the cash and investment balances of the governmental activities, each fund and the discretely presented component unit of the District as of August 31, 2008 and the respective receipts and disbursements arising from cash transactions for the year then ended on the cash basis of accounting described in Note 1, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 3, 2008 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The required supplementary information, as listed in the accompanying table of contents, including Management's Discussion and Analysis and the Budgetary Comparison Schedules and Note, is not a required part of the basic financial statements, but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and do not express an opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-profit Organizations*, and is not a required part of the basic financial statements. This schedule has been subjected to the audit procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Orizon CPAs LLC
ORIZON CPAs LLC

MANAGEMENT'S DISCUSSION & ANALYSIS

I. USING THIS ANNUAL REPORT

This annual report is presented in a format consistent with the presentation requirements of GASB Statement No. 34 – *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*.

A. Report Components

This annual report consists of five parts as follows:

1. Government-Wide Financial Statements

The Statement of Net Assets–Cash Basis and the Statement of Activities–Cash Basis provide information about the activities of the District government-wide (or "as a whole").

2. Fund Financial Statements

Fund financial statements focus on the individual parts of the District's government. Fund financial statements also report the District's operations in more detail than the government-wide statements by providing information about the District's most significant ("major") funds. For governmental activities, these statements tell how these services were financed in the short term as well as what remains for future spending.

3. Notes to the Financial Statements

The notes to the financial statements are an integral part of the government-wide and fund financial statements and provide expanded explanation and detail regarding the information reported in the statements.

4. Required Supplementary Information

This Management Discussion and Analysis (MD&A) and the Fund Budgetary Comparison Schedules represent financial information required to be presented by the GASB. Such information provides users of this report with additional data that supplements the government-wide statements, fund financial statements, and notes to the financial statements (referred to as "the basic financial statements").

5. Supplementary Information

This part of the annual report includes the schedule of federal expenditures. This supplemental financial information is provided to

address certain specific needs of various users of the District's annual report.

B. Basis of Accounting

The District has elected to present the government-wide and the fund financial statements using the cash basis of accounting. This basis is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. Basis of accounting is a reference to when financial events are recorded, such as the timing for recognizing revenues and expenses. Under the District's cash basis of accounting, revenues are recognized when cash is received by the District and expenditures are recognized when cash is disbursed by the District. Only cash and investment balances are reported as assets; liabilities are not recorded. Therefore, when reviewing the financial information and discussion within this annual report, the reader should keep in mind the limitations resulting from the use of the cash basis of accounting.

C. Reporting the District as a Whole

1. The District's Reporting Entity Presentation

The District's financial statements are presented as the primary government and include all significant schools, departments, activities and organizations for which the District is financially accountable. The District has determined there is only one component unit that meets the criteria as set forth by GASB for inclusion in the financial statements.

2. The Government-Wide Statements

The government-wide financial statements are presented on pages 11 and 12. One of the most important questions asked about the District's finances is, "Is the District as a whole better off or worse off as a result of the year's activities?" The Statement of Net Assets – Cash Basis and the Statement of Activities – Cash Basis report information about the District as a whole and about its activities in a way that helps answer this question. These statements include all of the District's activities resulting from the use of the cash basis of accounting; except for activities related to the Activities Fund and Student Fee Fund which are reported in separate statements on page 14.

These two government-wide statements report the District's net assets and changes in them. Over time, increases or decreases in the District's cash and investments are one indicator of whether its financial health is improving or deteriorating. The reader also needs to consider the other assets and liabilities which are not presented in these financial statements and other non-financial factors, such as changes in the District's property tax base and the condition of the District's capital assets (mainly buildings) to assess the overall health of the District.

3. The Fund Financial Statement

The analysis of the District's major funds begins on page 13. The fund financial statements begin on page 25 and provide detailed information about the District's funds – not the District as a whole.

Some funds are required to be established by State law, however the District is allowed to establish certain other funds to help it control and manage money for particular purposes.

The District's two kinds of funds (i.e., governmental funds and fiduciary funds) use different accounting approaches.

a. Governmental Funds – Most of the District's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the cash and investment balances left at year-end that are available for spending. Governmental fund information helps you determine (through a review of changes to fund balances) whether there is more or less available cash and investments that can be spent to finance the District's programs. The District considers all of its funds to be significant or major governmental funds.

b. Fiduciary Funds – These funds are used to account for assets that are held in a trustee or fiduciary capacity such as the school's activities and student fee funds.

The District currently has no proprietary funds. Proprietary funds are used to account for funds in which the District would charge a fee to customers to help it cover all or most of the cost of certain services it provides.

I. OVERVIEW OF DISTRICT

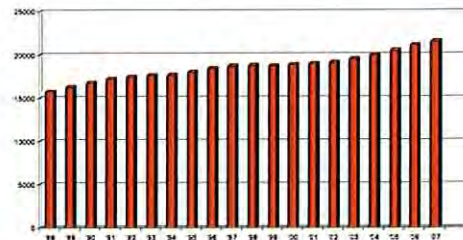
A. Schools

The Millard Public Schools is a K-12 school system located in the southwestern part of the Omaha, Nebraska metropolitan area. The District is composed of 3 high schools (grades 9-12), 6 middle schools (grades 6-8), and 24 elementary schools (grades K-5). With the exception of one Elementary School, all buildings are located in Douglas County. Approximately 90% of the taxable property value of the District is located in Douglas County. The other 10% is in Sarpy County.

B. Students

Over the past few decades, there has been substantial growth in student enrollment in the District. In the fall of 1977, student enrollment K-12 was 9,267. The official student enrollment as of the last Friday in September 2007 was 21,498 (see, Chart 1).

**CHART 1
STUDENT ENROLLMENT**
[Source: Fall Enrollment Report – Last Friday in September]



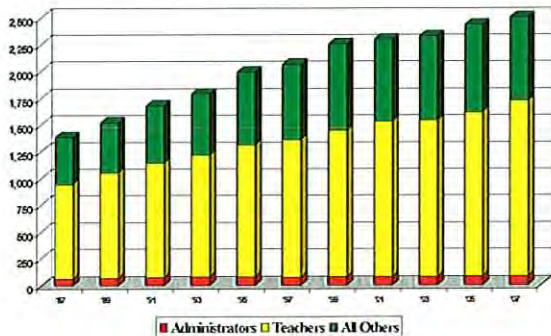
C. Personnel

The growth in student enrollment has been accompanied by a similar growth in the number of employees working for the District (see, Chart 2).

The growth in the number of employees, of course, has impacted the budget for personnel costs. In addition to the growth in the number of employees, the personnel budget has been impacted by the District's increases in salary and benefits for all employees (in order to remain competitive with other employers). The increase in salary and benefits for employees in FY08 was about 4.1%.

**CHART 2
PERSONNEL**

[Source: Fall (October) Personnel Report]



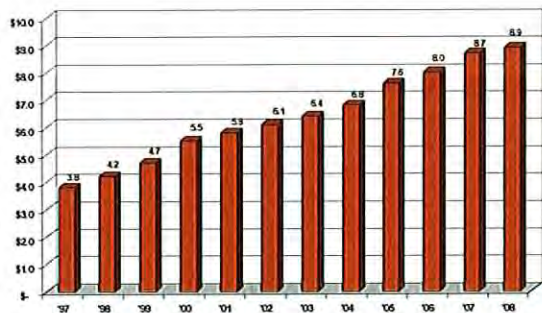
D. Valuation

The assessed value of property within the District has been increasing due to the revaluing of property and the growth in both new residential and new commercial developments in the area (see, Chart 3).

The rate of growth in property values in the District has fluctuated from year to year, but it has always increased. In 2000, the valuation increase was 16.5%. In 2002, the increase was only 3.8%. The increase in 2007 was 8.5%. However, the growth slowed in 2008 to only 2.7%.

**CHART 3
ASSESSED VALUE**

[Source: August 10th County Assessor's Certification - \$ Billion]



E. Tax Levy

Three of the District's funds receive monies through the property tax levy. These three are the general fund, the special building fund, and the bond fund. These funds are discussed in more detail herein below.

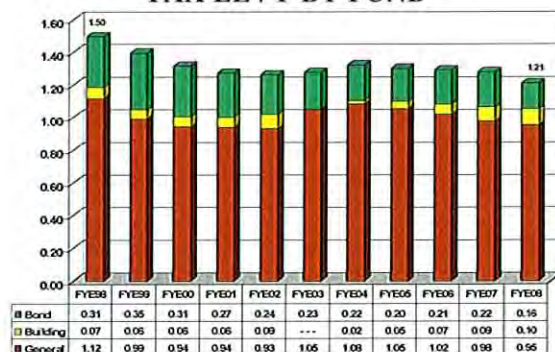
Despite the fact that the District passed an \$89 million bond issue in 1997 and another \$78 million in 2005, the total property tax levy in the District has trended downward (see, Chart 4).

In FYE98 the total levy was \$1.50. In FYE08 it was \$1.21.

This decline in the tax levy can be attributed in large part to the significant increase in taxable value in the District combined with the refunding of outstanding bonds (to take advantage of lower interest rates).

Since the District has been budgeting at or near the maximum levy permitted by the levy lid (see, "Statutory Lids" herein below), it is likely that the total levy will remain at about the same level in future years.

**CHART 4
TAX LEVY BY FUND**



F. Statutory Lids

The Nebraska legislature has enacted statutes which provide two "lids" on the school district's budgets. One is a spending lid. The other is a tax levy lid.

In FYE08 the spending lid provided for a basic limit of 2.5% on the growth of the District's expenditures from one year to the next.

The spending lid law, however, has special provisions for "low spending" districts and districts experiencing student enrollment growth.

The spending lid also provides an optional 1% spending increase that may be adopted by the local board of education. In FYE08 (and previous years), the board took advantage of this option.

Finally, the spending lid provides for exclusions for certain categories of expenses in the budget. The exclusion categories that impacted MPS in FYE08 were: (1) special education, (2) grants, (3) early retirement, and (4) interlocal agreements.

In addition to the spending lid, the Nebraska legislature provided for a lid on the tax levies of school districts (and other political subdivisions).

In FYE01, the tax levy lid was \$1.10 on the combined levy for the general fund and the building fund. In FYE02, the lid was reduced to \$1.00 (plus the costs associated with the District's early retirement program and the lost state aid resulting from LB898 (2002) – a total of about \$0.05 additional levy authority).

In FYE03, due to limited resources at the state level, state aid was reduced. However, at the same time, the property tax lid was increased to \$1.05 to offset the loss in state aid. The previous exemptions (i.e., equal to about \$0.05) from the levy lid were continued, so the effective property tax lid for the District in FYE03 was a little over \$1.10 for the general fund and building fund combined. With the growth of the cost of the exclusions, the effective lid for FYE08 was about \$1.11.

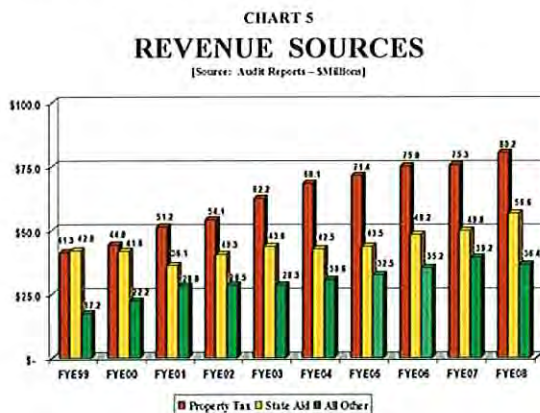
In FYE08, the District's budget was below the maximum permitted under the tax levy lid. The District's budget of expenditures was also below the spending lid. As a result, it had "unused budget authority" of \$14.8 million as of April, 2008. This amount may be budgeted in future years if the property values in the District permit a levy sufficient to fund this unused authority.

IV. FUNDS

A. General Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03A provides in relevant part as follows:

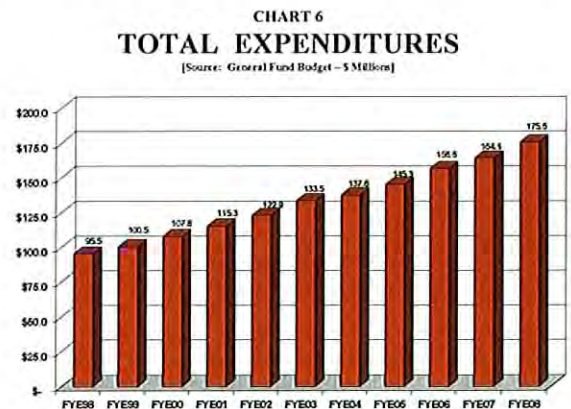
The General Fund may finance all facets of services rendered by the school district, inclusive of operation and maintenance.



The general fund is funded by three major categories of revenue – property taxes, state

aid, and other sources (i.e., grants, fines, vehicle licenses, state apportionment, etc.).

During the past few years, the proportion of the funding from each of these sources has shifted somewhat and the District has become more reliant upon property taxes than any other source (see, Chart 5). [Note: "All Other" includes changes, if any, in cash reserve.]



The total increase in the FYE08 budget of expenditures was about 7.0% over the preceding year (see, Chart 6).

In FYE08, the budget was directed primarily towards the continuation of existing programs and services.

The FYE08 budget provided for a 4.1% increase in salaries and benefits for teachers (i.e., the largest group of employees). The salary and benefits packages for other employees were similar to that granted to the teachers.

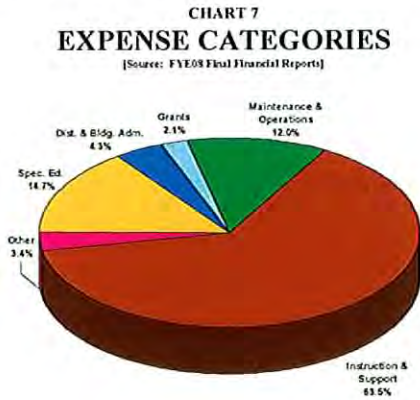
Since education is a service industry, a majority of its costs are tied up in employee costs. Approximately 80% of the District's general fund expenditures are related to employee salaries and benefits.

Of the services provided by the District, the largest portion of the budget was related to classroom instruction and support. Special Education (including transportation for special education students) was second (see, Chart 7).

Since the District's cash reserve was somewhat higher than needed, the FYE08 budget was constructed to reduce it. At the end of FYE08, the cash reserve was down \$0.7 million from the preceding year (see, Chart 8).

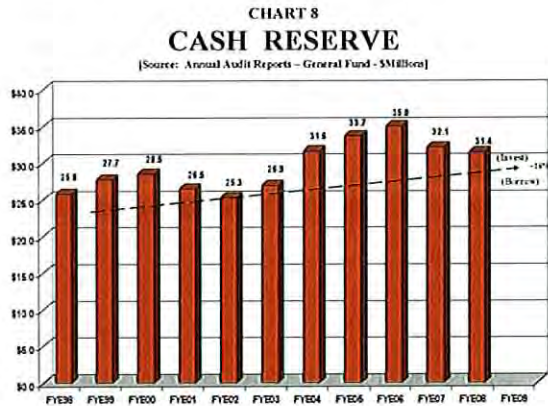
The District plans to budget for a cash reserve equal to 15%-20% of its budget of expenditures for the fiscal year. The cash reserve available at

the end of FYE08 represented about 18% of the budget of expenditures.



The cash reserve provides the District with monies to pay its obligations (e.g., payroll) during the year when it has not yet received sufficient property taxes or state aid to cover those obligations.

With a sufficient cash reserve, the District has funds to invest when they are not needed to meet obligations. If the reserve is not sufficient (i.e., about 16%) the District has to temporarily borrow money to meet its obligations.



When borrowing is required, the District borrows first from its other funds, namely the special building fund. The second line of funding is from commercial banks.

In April of 2003, the District had to temporarily borrow about \$2 million from the special building fund due to the delayed payments made by the state. In subsequent years, the state aid payments were received on schedule and no borrowing was required.

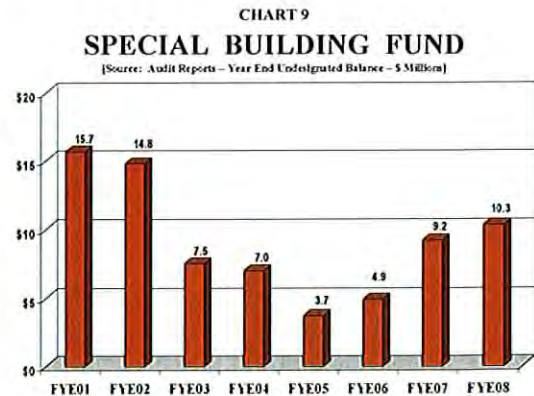
B. Special Building Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03H provides in relevant part as follows:

A Special Building Fund shall be established when a school district decides to acquire or improve sites and/or to erect, alter, or improve buildings.

In FYE08, the District designated 10.0¢ of its property tax levy for the special building fund. This fund is used to address major capital issues (e.g., replacing roofs, parking lots, HVAC equipment, etc.).

The special building fund is also the repository for the proceeds from bond issuances. The proceeds are designated for the projects for which the bonds were issued.



During FYE05, the District's residents voted in favor of a \$78 million dollar bond issue to construct new buildings and to renovate existing ones. The first \$30 million of approved bonds were issued during FYE05. The remaining \$48 million of bonds were issued in FYE06.

The FYE08 ending balance in the Special Building Fund was \$35.4 million. This amount included the proceeds from the recently issued bonds.

Of this \$35.4 million ending balance, only \$10.3 million was not designated to existing obligations for capital projects, bond issue projects, and existing leases (see, Chart 9).

The "existing leases" noted above included: (1) lease payments to Connectivity Solutions Manufacturing, Inc. for office and warehouse space and (2) lease payments to Suburban

Schools Building Corporation (SSBC) for the lease-purchase of Reeder Elementary School. These future commitments total about \$1.2 million per year.

Final payment on the Reeder Elementary School lease-purchase is scheduled for FYE11. However, there was a required reserve fund of about \$1.0 million established pursuant to the lease-purchase agreement. The reserve fund will cover most, if not all, of the FYE11 payment. When the final lease-purchase payment is made, title to the building will be transferred from SSBC to the District.

Chart 9 does NOT reflect the 7-year lease purchase of the Excel building. This lease purchase will require \$5.2 million principal and interest payments in the future.

C. School Lunch Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03F provides in relevant part as follows:

The School Lunch Fund is required to accommodate the financial activities of all Child Nutrition Programs. These include the School Lunch, School Breakfast, Special Milk, Child and Adult Care Food, and the Summer Food Service Programs.

The District maintains a food service program in each of its schools. In the past, the District's food service program has been self-supporting (i.e., the revenue has been sufficient to cover all direct expenses but not indirect expenses). Although the food service programs in some of the smaller elementary schools operate at a deficit, this deficit has generally been offset by the additional revenues generated at the larger and more efficient secondary schools.

In FYE04, the District elected to outsource the management of its food service program with Aramark (which continued to manage the program in FYE08).

At the end of FYE08, the fund balance in the food service fund was down \$666,531 over the previous year.

As noted above, expenses (i.e., indirect costs) associate with insurance, payroll services, utilities, use of facilities, etc. are not included in the food service fund accounting. These indirect costs are paid through the general fund.

D. Employee Benefit Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03C provides in relevant part as follows:

An Employee Benefit Fund may be established in order to specifically reserve General Fund money for the benefit of school district employees (unemployment compensation, early retirement, health insurance deductibles, etc.).

The District uses the employee benefit fund for expenses related to its dental insurance and its self-funded health insurance program (which is administered by a third party administrator).

In order to fund its health insurance plan for employees, the District budgets for health insurance premium payments in its general fund. These "payments" for health insurance premiums are transferred monthly into the Employee Benefit Fund. As medical claims are filed, the third party administrator processes the claims and sends statements to the District. The District then pays the claims from the Employee Benefit Fund.

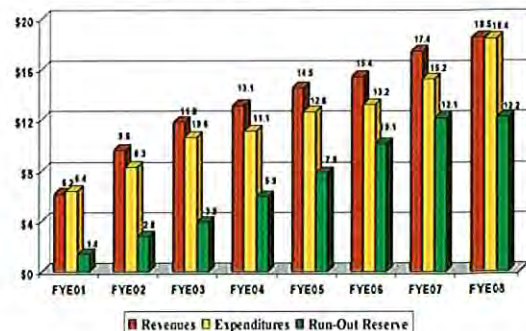
The District retains a "run-out reserve" in the Employee Benefit Fund to provide funds to pay claims that have been incurred during the year but have not yet been submitted for payment.

The goal is to have a reserve of at least 25%-30% of premiums in Employee Benefit Fund at the end of the fiscal year. The actual amount at the end of FYE08 was 67% (see Chart 10).

Due to the large reserve, the District "froze" its "premium rate" being paid to the Employee Benefit Fund in FYE08 and will do the same in FYE09.

**CHART 10
EMPLOYEE BENEFIT FUND**

[Source: Annual Audit Report - 5 Millions]



E. Depreciation Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03B provides in relevant part as follows:

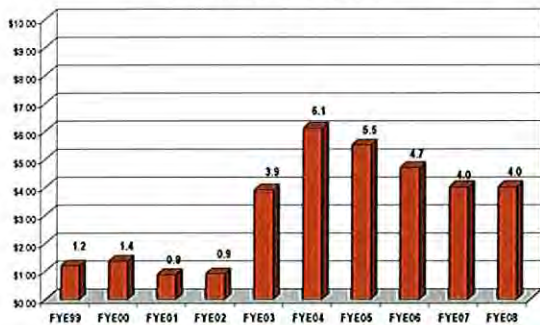
A Depreciation Fund may be established by a school district in order to facilitate the eventual purchase of a costly capital outlay by reserving such monies from the General Fund.

The monies in the depreciation fund are used to replace depreciable items. These items include copy machines, pianos, computers, printers, security cameras, band uniforms, etc. If sufficient funds are available, the monies may also be used for such things as the replacement of roofs, resurfacing of parking lots, replacing HVAC units, etc.

There are separate sub-accounts in the depreciation fund for each building in the District. There is also a district-wide account.

At the end of FYE08, the balance in the depreciation fund was \$4.0 million (see, Chart 11).

**CHART 11
DEPRECIATION FUND BALANCE**
[Source: Annual Audit Report - 5 Millions]



F. Cooperative Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03J provides in relevant part as follows:

The Cooperative Fund may be used by the school district acting as the fiscal agent for any cooperative activity between such district and one or more public agencies as defined in Section 13-803(2) R.R.S.

During FYE08, the District had no funds that needed to be accounted for in the Cooperative Fund.

G. Bond Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03G provides in relevant part as follows:

The Bond Fund shall be used to record tax receipts and the payment of bond principal and interest.

During FYE05, the District issued the first \$30 million of bonds (pursuant to the passage of the \$78 million bond issue referendum in 2005).

Due to a favorable interest rate environment, the District decided to issue the remaining \$48 million of bonds during FYE06.

At the end of the fiscal year, the District had \$162.1 million in outstanding bonds carrying interest rates from 2.00 to 4.75%. The last bonds mature in 2025.

The District maintains bond ratings of Aa2 for Moody's and improved to AA for Standard & Poor's (previous rating was AA-).

H. Activities Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03E provides in relevant part as follows:

The Activities Fund is required to account for the financial operations of quasi-independent student organizations, interschool athletics, and other self-supporting or partially self-supporting school activities, not part of another fund.

The central office and each of the 34 schools in the District maintains its own activities fund. These funds include such things as monies received from sporting events, funds raised by student organizations, receipts from vending machines, etc. The activities funds do not receive any revenue from the general fund or any other tax-supported funds.

I. Student Fees Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03K provides in relevant part as follows:

The student fee fund means a separate school district fund not funded by tax revenue, into which all money collected from students pursuant the Public Elementary and Secondary Student Fee Authorization (Section 79-1,125 to 79-

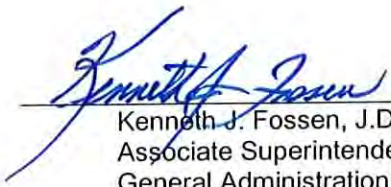
2,135 R.R.S.) for participation in extracurricular activities, post-secondary education and summer and night school is deposited. Expenditures from this fund must be for the purposes for which it was collected.

Monies that are collected in student fees are deposited into the Student Fees Fund. The

expenditures associated with the student programs (for which the fees were collected) are generally reflected in the Activities Fund.

Periodically throughout the fiscal year, monies from the Student Fees Fund are transferred to the Activities Fund to offset the appropriate expenditures.

This Management's Discussion and Analysis (MD&A) is respectfully submitted this 3rd day of November, 2008.



Kenneth J. Fossen, J.D.
Associate Superintendent
General Administration

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

STATEMENT OF NET ASSETS - CASH BASIS

AUGUST 31, 2008

ASSETS		<u>Governmental Activities</u>	<u>Component Unit</u>
Cash and cash equivalents		\$ 8,748,512	\$ 1,078,885
Investments		<u>89,941,918</u>	<u> </u>
TOTAL ASSETS		<u>\$ 98,690,430</u>	<u>\$ 1,078,885</u>
NET ASSETS			
Restricted:			
Special building		\$ 35,517,986	
School lunch		221,864	
Debt service		13,594,822	\$ 1,065,383
Unrestricted:			
Board designated:			
Employee benefit		12,193,230	
Depreciation		4,017,733	
Undesignated		<u>33,144,795</u>	<u>13,502</u>
TOTAL NET ASSETS		<u>\$ 98,690,430</u>	<u>\$ 1,078,885</u>

See Notes to the Basic Financial Statements.

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

STATEMENT OF ACTIVITIES - CASH BASIS

FOR THE YEAR ENDED AUGUST 31, 2008

	Cash Disbursements	Program Cash Receipts		Net (Disbursements) Receipts and Changes in Net Assets	
		Charges for Services	Operating Grants and Contributions	School District	Component Unit
Governmental activities:					
Instructional services	\$ (98,480,212)	\$ 12,153	\$ 15,711,886	\$ (82,756,173)	
Support services	(53,497,979)		1,360,284	(52,137,695)	
Food services	(8,907,430)	7,046,986	1,605,367	(255,077)	
Building maintenance and improvements	(45,355,812)			(45,355,812)	
Debt service and lease payments	(14,436,498)			(14,436,498)	
Other	(573,272)			(573,272)	
	<u>(221,251,203)</u>	<u>7,059,139</u>	<u>18,677,537</u>	<u>(195,514,527)</u>	
Component unit activities:					
Suburban School Buildings Corporation	<u>(1,053,108)</u>	<u>1,002,346</u>			<u>\$ (50,762)</u>
Net program (disbursements) receipts	<u>\$ (222,304,311)</u>	<u>\$ 8,061,485</u>	<u>\$ 18,677,537</u>	<u>(195,514,527)</u>	<u>(50,762)</u>
General receipts:					
Taxes collected				117,736,963	
County receipts				1,184,123	
State receipts				60,726,057	
Federal receipts				1,785,884	
Investment earnings				2,822,074	39,385
Other				<u>5,936,371</u>	
Total general receipts				<u>190,191,472</u>	<u>39,385</u>
Increase (decrease) in net assets				(5,323,055)	(11,377)
Net assets - beginning of year				<u>104,013,485</u>	<u>1,090,262</u>
Net assets - end of year				<u>\$ 98,690,430</u>	<u>\$ 1,078,885</u>

See Notes to the Basic Financial Statements.

SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA

STATEMENT OF FUND BALANCES AND CHANGES IN FUND BALANCES - CASH BASIS - GOVERNMENTAL FUNDS

AS OF AND FOR THE YEAR ENDED AUGUST 31, 2008

	Special Revenue Funds					Debt Service Fund Bond	Total Governmental Funds
	General Fund	Special Building	School Lunch	Employee Benefit	Depreciation		
RECEIPTS							
Local receipts	\$ 95,146,677	\$ 8,793,121	\$ 607			\$ 14,639,866	\$ 118,580,271
County receipts	1,184,123						1,184,123
State receipts	72,114,550	111,881	40,666			187,066	72,454,163
Federal receipts	7,170,614		1,564,701				8,735,315
Sales of lunches			7,046,379				7,046,379
Interest	527,816	1,519,978	15,807	\$ 347,095	\$ 117,628	293,750	2,822,074
Non-revenue receipts	44,436	1,153,060					1,197,496
TOTAL RECEIPTS	176,188,216	11,578,040	8,668,160	347,095	117,628	15,120,682	212,019,821
DISBURSEMENTS							
Instructional services	93,230,754						93,230,754
Support services	62,164,143						62,164,143
Other salaries and benefits			3,664,711				3,664,711
Supplies and materials			48,841				48,841
Purchased services		2,682,518	5,063,334	18,444,495			26,190,347
Food			(6,203)				(6,203)
Capital outlay		3,438,321	1,573		1,577,201		5,017,095
Lease payments		1,053,108					1,053,108
Building and site acquisition and improvement		15,551,930			266,570		15,818,500
Other		551,343	135,174				686,517
Redemption of principal						6,860,000	6,860,000
Debt service interest						6,523,390	6,523,390
TOTAL DISBURSEMENTS	155,394,897	23,277,220	8,907,430	18,444,495	1,843,771	13,383,390	221,251,203
EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS	20,793,319	(11,699,180)	(239,270)	(18,097,400)	(1,726,143)	1,737,292	(9,231,382)
OTHER FINANCING SOURCES (USES)							
Proceeds from issuing certificates of participation		4,255,500					4,255,500
Transfers in	80,088			18,181,902	1,718,761		19,980,751
Transfers out	(19,900,663)		(427,261)				(20,327,924)
TOTAL OTHER FINANCING SOURCES (USES)	(19,820,575)	4,255,500	(427,261)	18,181,902	1,718,761		3,908,327
EXCESS (DEFICIENCY) OF RECEIPTS AND OTHER FINANCING SOURCES OVER DISBURSEMENTS AND OTHER FINANCING USES	972,744	(7,443,680)	(666,531)	84,502	(7,382)	1,737,292	(5,323,055)
FUND BALANCE - beginning of year	32,172,051	42,961,666	888,395	12,108,728	4,025,115	11,857,530	104,013,485
FUND BALANCE - end of year	\$ 33,144,795	\$ 35,517,986	\$ 221,864	\$ 12,193,230	\$ 4,017,733	\$ 13,594,822	\$ 98,690,430
FUND BALANCE - CASH BASIS:							
Cash and cash equivalents	\$ 6,782,182		\$ 221,864	\$ 1,338,741		\$ 405,725	\$ 8,748,512
Investments	26,362,613	\$ 35,517,986		10,854,489	\$ 4,017,733	13,189,097	89,941,918
TOTAL FUND BALANCE - CASH BASIS - AUGUST 31, 2008	\$ 33,144,795	\$ 35,517,986	\$ 221,864	\$ 12,193,230	\$ 4,017,733	\$ 13,594,822	\$ 98,690,430

See Notes to the Basic Financial Statements.

SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA

STATEMENT OF NET ASSETS AND CHANGES IN NET ASSETS - CASH BASIS - FIDUCIARY FUNDS

AS OF AND FOR THE YEAR ENDED AUGUST 31, 2008

<u>Activities Fund</u>	<u>Beginning Net Assets</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Transfers</u>	<u>Ending Net Assets</u>
ADMINISTRATIVE OFFICE	\$ 370,451	\$ 393,718	\$ 220,142	\$ 1,630	\$ 545,657
HIGH SCHOOLS:					
North	802,853	837,262	918,244	74,828	796,699
South	580,380	700,037	912,464	111,671	479,624
West	560,551	903,606	992,615	112,201	583,743
MIDDLE SCHOOLS:					
Andersen	85,173	92,291	95,531	13,226	95,159
Beadle	22,184	46,877	56,005	7,240	20,296
Central	47,238	94,188	99,041	12,750	55,135
Kiewit	253,198	113,481	88,214	10,021	288,486
North	44,868	71,299	58,340	9,321	67,148
Russell	57,550	114,081	122,869	9,372	58,134
ELEMENTARY SCHOOLS:					
Abbott	34,838	22,496	22,988	47	34,393
Ackerman	18,247	47,356	48,062	474	18,015
Aldrich	16,101	18,404	7,562	(1,610)	25,333
Black Elk	20,921	58,466	29,170	(1,921)	48,296
Bryan	7,556	19,345	21,266	237	5,872
Cather	19,898	30,561	30,925	117	19,651
Cody	16,825	18,357	19,385	(4,892)	10,905
Coltonwood	16,805	17,538	18,488	136	15,991
Disney	12,630	13,198	17,832	484	8,480
Ezra Millard	6,008	17,590	16,070	(678)	6,850
Harvey Oaks	17,041	14,139	11,183	(3,126)	16,871
Hitchcock	16,745	11,894	8,406	248	20,481
Holling Heights	18,282	11,664	10,960	427	19,413
Montclair	11,092	40,829	36,506	(1,461)	13,954
Morton	14,396	26,399	24,302	231	16,724
Neihardt	18,428	22,365	19,432	131	21,492
Norris	21,324	13,979	15,672	222	19,853
Reagan		41,668	23,830		17,838
Reeder	9,405	12,814	13,008	289	9,500
Rockwell	31,229	24,522	24,598	60	31,213
Rohwer	18,404	35,947	27,579	(4,708)	22,064
Sandoz	9,515	14,833	15,662	132	8,818
Wheeler	14,481	24,655	35,668	(1,082)	2,386
Willowdale	28,223	9,868	11,318	458	27,231
SUMMER SCHOOL	2,020	508			2,528
MILLARD LEARNING CENTER	2,371	2,047	4,992	698	124
MSHS BUTTON FACTORY	267	25	193		99
ECHO HILLS SALES	1,297	947	1,152		1,092
MNHS LIFE SKILLS	268		35		233
Total Activities Fund	\$ 3,229,063	\$ 3,939,254	\$ 4,079,709	\$ 347,173	\$ 3,435,781
<u>Student Fee Fund</u>					
ALL SCHOOLS	<u>\$ 77,200</u>	<u>\$ 1,210,873</u>	<u>\$ 1,138,375</u>		<u>\$ 149,698</u>
NET ASSETS					
Cash and cash equivalents					\$ 2,725,112
Investments					<u>860,367</u>
TOTAL NET ASSETS - CASH BASIS HELD IN TRUST					\$ 3,585,479

See Notes to the Basic Financial Statements.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

School District #17 – Millard Public Schools, Douglas County, Nebraska's (the "District") is a tax-exempt political subdivision and a Class 3 school district of the State of Nebraska.

Reporting Entity

The District's financial statements are presented as the primary government and include all significant schools, departments, activities and organizations for which the District is financially accountable.

The District has one component unit that has been presented discretely on the financial statements, the Suburban Schools Building Corporation ("SSBC"). SSBC is an entity originally established to construct Elementary School #23 (now known as Reeder Elementary School). Subsequent to the establishment of the SSBC, the District entered into a 7-year lease-purchase agreement with SSBC to lease Elementary School #23.

The SSBC issued bonds to fund the construction project. The lease payments made by the District to the SSBC were established in an amount sufficient to pay the principal and interest on the bonds when they came due. First National Bank of Omaha serves as the fiscal agent for the receipt of the lease payments and for the payment of principal and interest on the bonds when they come due. It also serves as the escrow agent for the documents related to the agreement between SSBC and the District. Pursuant to the lease-purchase agreement between the SSBC and the District, title to Reeder Elementary Schools will be transferred to the District when all of the principal and interest on the bonds have been paid.

Basis of Presentation

Government-Wide Financial Statements – The Statement of Net Assets – Cash Basis and Statement of Activities – Cash Basis display information about the reporting government as a whole. They include all funds of the reporting entity except for fiduciary funds. The statements present the District's financial statements as governmental activities. Governmental activities generally are financed through taxes, intergovernmental revenues and other non-exchange revenues. Alternatively, business-type activities are financed in whole or in part by fees charged to external parties for goods or services. The District does not operate any significant business-type activities.

Fund Financial Statements – Fund financial statements of the reporting entity are organized into funds, each of which is considered to be a separate accounting entity. Each fund is accounted for by providing a separate set of self-balancing accounts that constitute its assets, liabilities, fund equity, receipts and disbursements. Funds are organized into two major categories: governmental and fiduciary. The District currently has no proprietary funds. An emphasis is placed on major funds within the governmental and fiduciary categories. A fund is considered major if it is the primary operating fund of the District, meets specific mathematical criteria set forth by GASB or is identified as a major fund by the District's management. In addition to the District's funds meeting the required criteria, the District's management has designated all remaining funds to be presented as major funds for financial reporting purposes.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

The funds of the financial reporting entity are described below:

GOVERNMENTAL FUND ACTIVITIES

General Fund – This fund is the primary operating fund of the District and is always classified as a major fund. It is used to account for all financing resources except those required to be accounted for in other funds.

Special Revenue Fund – These funds are used to account for the proceeds of the specific revenue sources that are either legally restricted to expenditures for specified purposes or designated to finance particular functions or activities of the District. The reporting entity includes the following special revenue funds:

Special Building Fund – This fund accounts for taxes levied and other revenues specifically maintained to acquire or improve sites and/or to erect, alter or improve buildings.

School Lunch Fund – This fund accounts for the operations of the District's child nutrition programs.

Employee Benefit Fund – This fund accounts for the reserve of money for the benefit of School District employees for fringe benefits through the transfer of monies from other funds.

Depreciation Fund – This fund accounts for resources designated and maintained for the eventual purchase of capital assets through transfer of monies from the General Fund.

Debt Service Fund – This fund is used to account for the accumulation of resources for, and the payment of, general long-term obligations principal, interest and related costs.

Bond Fund – This fund accounts for taxes levied and other revenues specifically earmarked for the retirement of bonded indebtedness.

FIDUCIARY FUND ACTIVITIES

Activities Fund – This fund is used to account for assets held by the District in a trustee capacity for various school organizations and activities.

Student Fees Fund – This fund is used to account for money collected from students that shall be expended for the purpose for which it was collected from the students.

Measurement Focus and Basis of Accounting

Measurement focus is a term used to describe “which” transactions are recorded within the various financial statements. Basis of accounting refers to “when” transactions are recorded, regardless of the measurement focus applied.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Measurement Focus

In both the government-wide financial statements and the fund financial statements, the governmental activities are presented using a cash basis measurement focus. Their reported net assets/fund balance is considered a measure of "available cash and investments." The operating statements focus on cash received and cash disbursed.

Basis of Accounting

In the government-wide and the fund financial statements, the District prepares its financial statements using the cash basis of accounting. Accordingly, revenues are recognized when cash is received by the District and expenditures are recognized when cash is disbursed. This basis is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

This basis of accounting is applied to all transactions, including the disbursements for capital assets, receipt of proceeds from issuance of debt and the retirement of debt.

Cash and Cash Equivalents

For the purpose of financial reporting, "cash and cash equivalents" includes all cash on hand, demand and savings accounts and certificate of deposit or short-term investments with an original maturity of three months or less from the date of acquisition.

Investments

Investments are carried at cost, which approximates fair value. Additional cash and investment disclosures are presented in Note 3.

Equity Classification

Government-Wide Statements

Equity is classified as net assets and displayed in two components:

- a. Restricted net assets – Consists of net assets with constraints placed on the use either by 1) external groups, such as creditors, grantors, contributors or laws and regulations of other governments; or 2) law through constitutional provisions or enabling legislation.
- b. Unrestricted net assets – All other net assets that do not meet the definition of "restricted." However, if the funds have been designated by the Board of Education, these funds have been shown separately to distinguish their designation.

It is the District's policy to use restricted net assets, first, prior to the use of unrestricted net assets, when a disbursement is made for purposes in which both restricted and unrestricted net assets are available.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Fund Financial Statements

Governmental fund equity is reported as fund balance within each respective fund.

Internal and Interfund Balances and Activities

In the process of aggregating the financial information for the government-wide financial statements, some amounts reported as interfund activity and balances in the fund financial statements have been eliminated or reclassified.

Interfund transfers, the flow of assets from one fund to another where repayment is not expected, are reported as cash receipts and disbursements.

2. BUDGET PROCESS AND PROPERTY TAXES

The District is required by state law to adopt annual budgets for the General Fund, Special Building Fund, School Lunch Fund, Employee Benefit Fund, Depreciation Fund and Bond Fund. Each budget is presented on the cash basis of accounting, which is consistent with the requirements of the state budget act.

State Statutes of the Nebraska Budget Act provide the prescribed budget practices and procedures that governing bodies are required to follow. The amounts that may be budgeted for certain specific funds are subject to various expenditures and/or tax levy limitations.

The District follows these procedures in establishing the budgetary data reflected in the accompanying financial statements:

- The Superintendent submits to the Board of Education a proposed operating budget for the fiscal year commencing September 1. The operating budget includes proposed expenditures and the means of financing them.
- Public hearings are conducted at a public meeting to obtain taxpayer comments.
- On or before September 20, the budget is legally adopted by the Board of Education through passage of a resolution and is filed with the appropriate agencies on or before September 20.
- Total fund expenditures may not legally exceed total appropriations at the fund level or for "regular education" in the general fund without holding a public budget hearing and obtaining approval from the Board of Education. Appropriations lapse at fiscal year end and any revisions require Board approval.

The property tax requirement resulting from the budget process is utilized to establish the tax levy in accordance with State statutes, which tax levy attaches as an enforceable lien on property within the District as of December 31. Taxes are due as of that date. One-half of the real estate taxes become delinquent after the following April 1, with the second one-half becoming delinquent after August 1. The combined tax rate of the District for the year ended August 31, 2008 was \$1.209990 per \$100 of assessed valuation.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

3. DEPOSITS AND INVESTMENTS

Nebraska Statutes §79-408, §79-1042 and §79-1043 provide that the District may, by and with the consent of the Board of Education of the District, invest the funds of the District in securities, including repurchase agreements, the nature of which individuals of prudence, discretion, and intelligence acquire or retain in dealing with the property of another.

Deposits

At August 31, 2008, the carrying amount of the District's deposits was \$11,600,493 and the bank balance was \$13,209,603.

Investments

Investments of \$77,015,268 consist of the Nebraska School District Liquid Asset Fund Plus and are carried at cost, which approximates fair value. The Nebraska School District Liquid Asset Fund Plus is similar in nature to an open-end mutual fund designed specifically for Nebraska school entities, investing only in those securities allowable for such entities under Nebraska Law.

Investments of \$12,827,434 consist principally of money market funds and debt securities of U.S. Government Agencies. Included in this investment amount are cash equivalents totaling \$405,725.

At August 31, 2008, the District's activities fund also had \$546,739 of certificates of deposit, which have been included with bank deposits above.

Risks

The District attempts to mitigate the following types of deposit and investment risks through compliance with the State Statutes referred to above. The three types of deposit and investment risks are the following:

- Custodial Credit Risk – for deposits and investments, custodial credit risk is the risk that in the event of the failure of a bank or other counterparty, the School District will not be able to recover the value of its deposits or investments or collateral securities in the possession of a third party.
- Credit Risk – for deposits and investments, credit risk is the risk that a bank or other counterparty defaults on its principal and/or interest payments owed to the School District.
- Interest Rate Risk – for deposits and investments, interest rate risk is the risk that the value of deposits and investments will decrease as a result of a rise in interest rates.

The bank balances of the District's deposits are insured through FDIC coverage or collateral held by the District's agent in the District's name. However, two accounts exceeded the normal FDIC coverage and/or collateral. The accounts at First National Bank exceeded their coverage by \$2,587,797. The accounts at Omaha State Bank exceeded their coverage by \$208,187.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

4. FUNDS HELD BY COUNTY TREASURER

The following balances were held by the Sarpy and Douglas County Treasurers for the District as of August 31, 2008. The monies were transferred to the District subsequent to August 31 and are not included as receipts or cash balances in the financial statements:

	<u>Sarpy County</u>	<u>Douglas County</u>
General Fund	\$781,949	\$974,785
Debt Service Fund	\$105,137	\$835,645
Special Building Fund	\$ 65,657	\$521,459

5. NEBRASKA SCHOOL EMPLOYEES RETIREMENT SYSTEM

Plan Description – The District contributes to the Nebraska School Employees Retirement System (NSERS), a cost-sharing multiple-employer defined benefit pension plan administered by the Nebraska Public Employees Retirement System (NPERS). NPERS provides retirement and disability benefits to plan members and beneficiaries. The School Employees Retirement Act establishes benefit provisions. NPERS issues a publicly available financial report that includes financial statements and required supplementary information for NPERS. That report may be obtained by writing the NPERS, 1221 N Street, Suite 325, P.O. Box 94816, Lincoln, Nebraska 68509-4816 or by calling 1-800-245-5712.

The total payroll for the School District employees covered by NSERS for the year ended August 31, 2008 was \$107,855,353. The total payroll for all School District employees for the year ended August 31, 2008 was \$113,803,780.

All School District employees who work 15 hours or more per week by August 15 preceding the school year participate in NSERS. Normal retirement is after completion of five years of service and age 65 or under the rule of 85 (when age plus years of service equals 85 and age must be at least 60). A monthly benefit is provided through either a savings and service annuity or a formula benefit annuity, whichever is greater. Early retirement is available on a reduced benefits basis. There are also vesting provisions for termination prior to retirement, as well as death and disability benefits established by Nebraska Statutes.

Funding Policy - In accordance with Nebraska Statutes §79-1531 and §79-1540, employee contributions are made in accordance with statute and the recommendation of an actuary (study as of June 30, 1996) and employer contributions are based upon 101% of employee contributions. Employee contribution requirements for the year ended August 31, 2008 were 7.28% of covered payroll. Actual employer and employee contributions made for the year ended August 31, 2008 were \$7,930,388 (7.35% of covered payroll) and \$7,851,870 (7.28% of covered payroll), respectively.

Actual employer and employee contributions made for the year ended August 31, 2007 were \$7,911,087 (7.91% of covered payroll) and \$7,832,759 (7.83% of covered payroll), respectively. Actual employer and employee contributions made for the year ended August 31, 2006 were \$7,513,235 (8.06% of covered payroll) and \$7,438,846 (7.98% of covered payroll), respectively.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

6. COMMITMENTS AND CONTINGENCIES

The commitments of the District mainly consist of bonds payable, lease commitments, construction contracts, and self-insurance.

Bonds Payable

The following is a summary of general obligation transactions of the District for the year ended August 31, 2008:

Balance, August 31, 2007	\$ 164,645,000
Additions:	
New obligations	4,265,000
Deductions:	
Payment of principal	<u>(6,860,000)</u>
Balance, August 31, 2008	<u>\$ 162,050,000</u>

The following is the bonded indebtedness of the District as of August 31, 2008:

<u>Issue Date</u>	<u>Interest Rate</u>	<u>Amount</u>	<u>Final Maturity Year</u>
July 1, 1999	4.70% to 4.75%	\$ 3,960,000	2017
November 14, 2002	3.63% to 4.50%	26,995,000	2017
April 23, 2003	2.00% to 4.25%	22,755,000	2019
March 1, 2004	2.00% to 3.50%	26,075,000	2016
May 15, 2005	4.00% to 4.50%	30,000,000	2025
June 15, 2006	4.50% to 4.63%	48,000,000	2025
July 2, 2008	4.00%	<u>4,265,000</u>	2015
TOTAL		<u>\$162,050,000</u>	

Aggregate principal and interest payments applicable to the District's bonds subsequent to August 31, 2008 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2009	\$ 7,665,000	\$ 6,478,345	\$ 14,143,345
2010	7,460,000	6,279,271	13,739,271
2011	7,690,000	6,034,799	13,724,799
2012	8,965,000	5,764,655	14,729,655
2013	9,260,000	5,444,880	14,704,880
2014-2018	46,410,000	21,915,225	68,325,225
2019-2023	50,860,000	12,340,862	63,200,862
2024-2025	<u>23,740,000</u>	<u>1,642,787</u>	<u>25,382,787</u>
TOTAL	<u>\$162,050,000</u>	<u>\$65,900,824</u>	<u>\$227,950,824</u>

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

6. COMMITMENTS AND CONTINGENCIES, CONTINUED

Special Building Fund Commitments

The District has approximately \$8,563,962 of commitments for the construction of new buildings, building additions, improvements and related building and site costs as of August 31, 2008 that will be paid from the proceeds of the June 15, 2006 bond issue.

Lease Commitment

The District has non-cancelable operating lease agreements for the following:

- Thirty vans used for transportation of students in special education programs expiring on various dates through July 2012.
- Vehicles used by the administration and maintenance. These leases expire on various dates through June 2011.
- Office and warehouse space to be utilized by the District's Technology Department with Connectivity Solutions Manufacturing expiring in 2009.
- Classroom space with Donovan Properties for classroom space. This lease expires in 2012.
- Several copiers used throughout the District expiring on various dates through September 2011.
- Elementary school with Suburban Schools Building Corporation ("SSBC"); see also Note 1. SSBC acquired the land and then issued certificates of participation to fund the construction of the elementary school. Lease payments related to this agreement began November 2004, and the lease expires May, 2011. The District has the option to purchase the building at the end of the lease.

Future minimum lease payments for all leases are as follows:

	<u>Amount</u>
Fiscal Year End:	
2009	\$1,468,693
2010	1,417,827
2011	1,146,523
2012	50,799

The total paid for lease commitments for the year ended August 31, 2008 was \$1,489,664 of which \$1,053,108 of the total lease commitments was paid out of the Special Building Fund and the remainder of the lease commitments was paid out of the General Fund.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

6. COMMITMENTS AND CONTINGENCIES, CONTINUED

Grant Program Involvement

The District participates in a number of state and federally assisted programs. These programs are subject to financial and compliance audits of various agencies and departments, many of which have not yet been performed. The District's management believes that the amount of expenditures, if any, which may be disallowed by the granting agencies would not be significant.

Compensated Absences

As a result of the District's use of the cash basis of accounting, accrued liabilities related to compensated absences (sick leave only; vacation does not vest) and any employer-related costs earned and unpaid, are not reflected in the government-wide or fund financial statements. Under the District plan, faculty, administrators and some support staff are paid \$50 to \$100 per day for any sick leave accumulated over 80 days. Employees receive 12 days of sick leave per year and cannot accumulate over 80 days. Faculty and administrators' accumulated sick leave over 80 days is paid at the end of the fiscal year.

Voluntary Early Separation Plan

The District has established a Voluntary Early Separation Plan that allows certain employees to receive benefits from the District during the period beginning when they take early retirement until their benefits from the NPERS system begin. As of August 31, 2008, the District estimates their liability under this plan at \$14,344,197 with the final obligations payable in fiscal year 2016.

Legislation

In June, 2005, the Board of Education of the Omaha Public Schools ("OPS") adopted a resolution commonly referred to as "One City, One School District." The purpose of the resolution was to seek a "takeover" of the suburban school district surrounding OPS.

In response to the "One City, One School District Resolution," the Nebraska Legislature enacted (and the Governor signed into law) LB1024 (2006) which protected the boundaries of all of the suburban school districts, but brought all of the eleven schools in the two county area around Omaha into an "umbrella" organization referred to as a "learning community." The legislation also provided for a division of OPS into 3 separate school districts.

Subsequent to the enactment of LB1024 (2006), litigation was commenced challenging its constitutionality. The litigation, however, was rendered moot after the legislature enacted LB 641 (2007). Under this new law, OPS will not be divided. The learning community concept, however, remained in place. The effective date for the creation of the new learning community will be January, 2009. Under LB641 (2007) and LB 988 (2008), the eleven school districts in the two county area will begin (in FY 2010) to operate under a common property tax levy for their general funds (not to exceed 95 cents per hundred dollars of valuation) and their building fund (not to exceed 2 cents). Each of the eleven districts may elect to levy an additional amount (not exceeding the statutory limit) for funding either its general fund or its building fund or both.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

6. COMMITMENTS AND CONTINGENCIES, CONTINUED

Litigation

In addition, the District is involved in various legal actions whereby certain parties are making claims for damages. Management believes the outcome of these proceedings will not have any material financial impact on the District.

Arbitrage

Investment earnings from bond proceeds during the current fiscal year could be subject to arbitrage rebate and other tax matters. The District's management has estimated that their liability at year-end is approximately \$103,000.

Risk Management

The District is exposed to various risks of loss related to torts, theft of, damage to, or destruction of assets; errors and omissions; injuries to employees; employees' health and life; and natural disasters.

The District manages these various risks of loss as follows:

<u>Type of Loss</u>	<u>Method Managed</u>	<u>Risk of Loss Retained</u>
a. Torts, errors and omissions	Purchased commercial insurance	Deductible
b. Health	Self-funded and purchased insurance	Stop-loss
c. Workers Compensation - employee injuries	Purchased commercial insurance	None
d. Physical property loss and natural disasters	Purchased commercial insurance	Deductible

Management believes such coverage is sufficient to preclude any significant uninsured losses to the District. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

7. EXCESS OF DISBURSEMENTS OVER APPROPRIATIONS IN INDIVIDUAL FUNDS

During the year ended August 31, 2008, the Employee Benefit Fund had disbursements in excess of appropriations totaling \$444,495.

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
GENERAL FUND**

FOR THE YEAR ENDED AUGUST 31, 2008

	Original & Final Budget	Actual	Variance with Budget Favorable (Unfavorable)
Budgetary fund balance, September 1, 2007		\$ 32,172,051	
Receipts:			
Local receipts:			
Local property taxes	\$ 82,700,000	83,227,274	\$ 527,274
Motor vehicle taxes	9,500,000	9,637,767	137,767
Carline tax	7,000	8,761	1,761
Public power district sales tax	1,400,000	1,840,902	440,902
Tuition received from individuals - general education		12,153	12,153
Interest	60,000	527,816	467,816
Local fines and license fees	495,000	427,883	(67,117)
Gifts/donations		(10,056)	(10,056)
Community services activities		1,993	1,993
Other local receipts	345,000		(345,000)
	<u>94,507,000</u>	<u>95,674,493</u>	<u>1,167,493</u>
County receipts:			
County fines and license fees	1,003,681	1,184,123	180,442
State receipts:			
State aid	56,649,727	56,649,727	
Special education programs	10,500,000	10,313,609	(186,391)
Special education transportation	1,400,000	1,360,284	(39,716)
Pro rata motor vehicle		179,887	179,887
Homestead exemption		899,583	899,583
High ability leaders		153,607	153,607
State apportionment	1,600,000	2,453,487	853,487
Textbook loan		13,547	13,547
Other state receipts	820,000	90,819	(729,181)
	<u>70,969,727</u>	<u>72,114,550</u>	<u>1,144,823</u>
Federal receipts:			
Title I	500,000	442,629	(57,371)
Special education - grants to states	1,375,000	1,350,551	(24,449)
Special education - additional funds	2,500,000	2,762,070	262,070
MEDICAID in public schools	300,000	226,782	(73,218)
Goals 2002		99,935	99,935
Federal vocational and applied technology education	150,000	121,802	(28,198)
No child left behind	600,000	607,743	7,743
Other categorical	300,000	316,374	16,374
Other federal receipts	1,850,000	1,242,728	(607,272)
	<u>7,575,000</u>	<u>7,170,614</u>	<u>(404,386)</u>

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
GENERAL FUND, CONTINUED**

FOR THE YEAR ENDED AUGUST 31, 2008

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Receipts (continued):			
Non-revenue receipts:			
Sale of property		\$ 25,988	\$ 25,988
Other		<u>98,536</u>	<u>98,536</u>
Total receipts	<u>\$ 174,055,408</u>	<u>176,268,304</u>	<u>2,212,896</u>
Disbursements:			
Non-special education	90,530,689	88,533,326	1,997,363
Special education programs	19,116,452	18,637,918	478,534
Support services - pupils	10,992,581	10,813,255	179,326
Support services - staff	7,232,103	6,511,554	720,550
Board of education	2,069,250	1,845,293	223,957
Executive administration services	2,668,521	2,887,257	(218,736)
Office of the principal	10,114,366	10,016,713	97,653
General administration - business services	4,690,158	4,633,650	56,509
Vehicle acquisition and maintenance	469,374	288,761	180,613
Support services - maintenance and operation of building and site	17,112,580	20,999,168	(3,886,588)
Support services - regular pupil transportation	1,412,559	1,357,800	54,759
Support services - school age special education transportation	2,985,002	2,948,136	36,866
Community services	10,722	11,883	(1,161)
State categorical programs		21,143	(21,143)
Federal programs and other categorical aid	5,317,314	4,971,874	345,440
Summer school	52,844	256,441	(203,597)
Other	<u>780,894</u>	<u>561,389</u>	<u>219,505</u>
Total disbursements	<u>175,555,409</u>	<u>175,295,560</u>	<u>259,849</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (1,500,001)</u>	<u>972,744</u>	<u>\$ 2,472,745</u>
Budgetary fund balance, August 31, 2008		<u>\$ 33,144,795</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
SPECIAL BUILDING FUND**

FOR THE YEAR ENDED AUGUST 31, 2008

	Original Budget	Actual	Variance with Budget Favorable (Unfavorable)
Budgetary fund balance, September 1, 2007		\$ 42,961,666	
Receipts:			
Local receipts:			
Local property taxes	\$ 10,450,000	8,187,906	\$ (2,262,094)
Carline taxes		771	771
Public Power District sales tax		193,716	193,716
Interest		1,519,978	1,519,978
Other local receipts		410,728	410,728
State reimbursement:			
Homestead exemptions		94,155	94,155
		17,726	17,726
Non-revenue receipts		5,408,560	5,408,560
Total receipts	10,450,000	15,833,540	5,383,540
Disbursements:			
Purchased services		2,682,518	(2,682,518)
Capital outlays		3,438,321	(3,438,321)
Lease payments		1,053,108	(1,053,108)
Building, acquisition and improvement	40,090,122	15,551,930	24,538,192
Other		551,343	(551,343)
Total disbursements	40,090,122	23,277,220	16,812,902
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	\$ (29,640,122)	(7,443,680)	\$ 22,196,442
Budgetary fund balance, August 31, 2008		\$ 35,517,986	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
SCHOOL LUNCH FUND**

FOR THE YEAR ENDED AUGUST 31, 2008

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2007		\$ 888,395	
Receipts:			
Local receipts:			
Sale of lunches/milk	\$ 9,500,000	7,046,379	\$ (2,453,621)
Interest	20,000	15,807	(4,193)
Other	654,512	607	(653,905)
State reimbursement	100,000	40,666	(59,334)
Federal reimbursement	<u>1,500,000</u>	<u>1,564,701</u>	<u>64,701</u>
Total receipts	<u>11,774,512</u>	<u>8,668,160</u>	<u>(3,106,352)</u>
Disbursements:			
Food		(6,203)	6,203
Salaries and benefits	5,300,000	3,664,711	1,635,289
Supplies and materials	1,000,000	48,841	951,159
Other		135,174	(135,174)
Contracted services	5,500,000	5,063,334	436,666
Capital outlays	200,000	1,573	198,427
Operational disbursements to the Activities fund		<u>427,261</u>	<u>(427,261)</u>
Total disbursements	<u>12,000,000</u>	<u>9,334,691</u>	<u>2,665,309</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (225,488)</u>	<u>(666,531)</u>	<u>\$ (441,043)</u>
Budgetary fund balance, August 31, 2008		<u>\$ 221,864</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
EMPLOYEE BENEFIT FUND**

FOR THE YEAR ENDED AUGUST 31, 2008

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2007		\$ <u>12,108,728</u>	
Receipts:			
Local receipts:			
Interest income	\$ 200,000	347,095	\$ 147,095
Operational transfers from the General fund	<u>5,682,348</u>	<u>18,181,902</u>	<u>12,499,554</u>
Total receipts	<u>5,882,348</u>	<u>18,528,997</u>	<u>12,646,649</u>
Disbursements:			
Purchased services	<u>18,000,000</u>	<u>18,444,495</u>	<u>(444,495)</u>
Total disbursements	<u>18,000,000</u>	<u>18,444,495</u>	<u>(444,495)</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (12,117,652)</u>	<u>84,502</u>	<u>\$ 12,202,154</u>
Budgetary fund balance, August 31, 2008		<u>\$ 12,193,230</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
DEPRECIATION FUND**

FOR THE YEAR ENDED AUGUST 31, 2008

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2007		\$ 4,025,115	
Receipts:			
Local receipts:			
Interest income		117,628	117,628
Receipts:			
Operational transfers from the General fund		<u>1,718,761</u>	<u>1,718,761</u>
Total receipts		<u>1,836,389</u>	<u>1,836,389</u>
Disbursements:			
Capital outlays:			
Furniture and equipment	\$ 3,410,410	1,577,201	1,833,209
Site acquisition and improvement		<u>266,570</u>	<u>(266,570)</u>
Total disbursements	<u>3,410,410</u>	<u>1,843,771</u>	<u>1,566,639</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (3,410,410)</u>	<u>(7,382)</u>	<u>\$ 3,403,028</u>
Budgetary fund balance, August 31, 2008		<u>\$ 4,017,733</u>	

**SCHOOL DISTRICT #77, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
BOND FUND**

FOR THE YEAR ENDED AUGUST 31, 2008

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2007		\$ 11,857,530	
Receipts:			
Local receipts:			
Local property taxes	\$ 13,930,000	14,328,226	\$ 398,226
Carline taxes		1,549	1,549
Public Power District	450,000	310,091	(139,909)
Interest	350,000	293,750	(56,250)
State reimbursement:			
Homestead exemptions		151,978	151,978
Pro rata motor vehicle		35,088	35,088
Total receipts	<u>14,730,000</u>	<u>15,120,682</u>	<u>390,682</u>
Disbursements:			
Redemption of principal	6,860,000	6,860,000	
Debt service interest	<u>6,523,390</u>	<u>6,523,390</u>	
Total disbursements	<u>13,383,390</u>	<u>13,383,390</u>	
Excess (deficiency) of receipts over disbursements	<u>\$ 1,346,610</u>	<u>1,737,292</u>	<u>\$ 390,682</u>
Budgetary fund balance, August 31, 2008		<u>\$ 13,594,822</u>	

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**NOTE TO REQUIRED SUPPLEMENTARY INFORMATION -
BUDGETARY COMPARISON SCHEDULES
FOR THE YEAR ENDED AUGUST 31, 2008**

1. BUDGETARY ACCOUNTING

The District prepares its budget for the Governmental Funds on the cash basis of accounting. This basis is consistent with the basis of accounting used in presenting the basic financial statements. Under this method of accounting, all unexpended appropriations lapse at the end of the budget year.

The term "Budgetary Fund Balance" used in these supplementary schedules is synonymous with the terms "Fund Balance – Cash Basis" used in the basic financial statements.

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2008

<u>Federal Grantor/Pass Through Entity/ Program Title</u>	<u>Federal CFDA Number</u>	<u>Expenditures</u>
U.S. DEPARTMENT OF AGRICULTURE:		
Passed through Nebraska Department of Education National School Lunch Program	10.555	\$ 1,564,701
Passed through the Nebraska Department of Social Services Food Distribution Program	10.550	<u>374,516</u>
Total U.S. Department of Agriculture		<u>1,939,217</u>
U.S. DEPARTMENT OF EDUCATION:		
Teaching American History	84.215X	86,531
Passed through Nebraska Department of Education Title I of the Elementary and Secondary Education Act	84.010	909,504
Title II, Part A - No Child Left Behind	84.367	412,801
NCLB - Title II, D	84.318	12,172
Title III - No Child Left Behind	84.365	80,773
Title IV - No Child Left Behind	84.168	125,843
Title V - No Child Left Behind	84.298	47,695
Individuals with Disabilities Education Act	84.027	3,315,895
Innovation Education Program Strategies Interagency Planning Grant	84.181	18,655
Goals 2000 - State and Local Education Systemic Improvement Grants	84.369	108,649
ARMS	84.XXX	33,941
NELL	84.XXX	7,294
Side by Side Stories	84.XXX	3,064
Individuals with Disabilities Education Act Special Project	84.027	<u>42,106</u>
Total U.S. Department of Education		<u>5,204,924</u>
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES:		
Passed through Nebraska Department of Health and Human Services System MEDICAID in Public Schools	93.778	90,767
Medicaid Administrative Claim	93.778	<u>136,015</u>
TOTAL		<u>\$ 7,370,923</u>

See Note to the Schedule of Expenditures of Federal Awards.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**NOTE TO SCHEDULE OF
EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2008**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation – The accompanying Supplementary Schedule of Expenditures of Federal Awards has been prepared on a cash basis of accounting with the exception of commodities received under the food distribution of \$374,516. Under this method, expenditures are recognized when disbursements are made. Some programs are funded jointly by District appropriations and Federal funds.

Expenditure Presentation – Expenditures of Federal funds for the National School Lunch Program, Medicaid in Public Schools and Food Distribution are not separately identifiable in the accounting records of the District. These programs are jointly funded with District monies and expenditures and are not required to be accumulated in the accounting records by funding source. For report purposes, the amount of Federal expenditures is shown equal to the amount of Federal funds received.

Program Activity – Various reimbursement procedures are used for Federal awards received by the District. Additionally, most Federal grant periods ended June 30, while the District's year-end is August 31. Consequently, timing differences between expenditures and program reimbursement can exist at the beginning and end of the year. These timing differences will be resolved over the term of the grants.

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November 3, 2008

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL
 OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
 MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
 PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Education
School District #17 - Millard Public Schools
 Douglas County, Nebraska

We have audited the financial statements of the governmental activities, each fund and the discretely presented component unit of School District #17, Millard Public Schools, Douglas County, Nebraska (the "District") as of and for the year ended August 31, 2008 which collectively comprise the District's basic financial statements and have issued our report thereon dated November 3, 2008. Our report disclosed that, as described in Note 1 to the financial statements, the District prepares its financial statements on the cash basis of accounting, which is a comprehensive basis of accounting other than generally accepted accounting principles in the United States of America. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, record, process, or report financial data reliably in accordance with the cash basis of accounting such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in the internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*. However, the District did exceed its authorized expenditures in the Employee Benefit Fund.

This report is intended solely for the information and use of the Board of Education, management, officials of the Nebraska Department of Education, the Nebraska Auditor of Public Accounts, federal awarding agencies and pass-through entities and is not intended to be, and should not be, used by anyone other than these specified parties.

Orizon CPAs LLC

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November 3, 2008

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
 APPLICABLE TO EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
 COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Education
School District #17 - Millard Public Schools
 Douglas County, Nebraska

Compliance

We have audited the compliance of School District #17 – Millard Public Schools, Douglas County, Nebraska (the "District") with the types of compliance requirements described in the U.S. Office of Management and Budget ("OMB") *Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended August 31, 2008. The District's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audit of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In our opinion, the District complied, in all material respects, with the requirements referred to above that are applicable to its major federal programs for the year ended August 31, 2008.

Internal Control Over Compliance

The management of the District is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly we do not express an opinion on the effectiveness of the District's internal control over compliance.

A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Education, management, the Nebraska Department of Education, the Nebraska Auditor of Public Accounts, federal awarding agencies and pass-through entities and is not intended to be, and should not be, used by anyone other than these specified parties.

Orizon CPAs LLC
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**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED AUGUST 31, 2008**

A. SUMMARY OF AUDITOR'S RESULTS

1. The independent auditor's report on the basic financial statements expressed an unqualified opinion.
2. No material weaknesses in internal control over financial reporting were reported.
3. No instance of noncompliance considered material to the financial statements was disclosed by the audit.
4. No material weaknesses in internal control over compliance with requirements applicable to major federal award programs were reported.
5. The independent auditor's report on compliance with requirements applicable to major federal award programs expressed an unqualified opinion.
6. The audit disclosed no findings required to be reported by OMB Circular A-133.
7. The major programs for the District for the year ended August 31, 2008 are as follows:
 - School Lunch – CFDA # 10.555
 - Food Distribution – CFDA # 10.550
8. A threshold of \$300,000 was used to distinguish between Type A and Type B programs as those terms are defined in OMB Circular A-133.
9. The District did qualify as a low-risk auditee as that term is defined in OMB Circular A-133.

B. FINANCIAL STATEMENT FINDINGS

None

C. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None

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December 15, 2008

To the Board of Education
School District #17 – Millard Public Schools
Omaha, Nebraska

We have audited the basic financial statements of School District #17 – Millard Public Schools (the "District") as of and for the year ended August 31, 2008, and have issued our report thereon dated November 3, 2008. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility under Generally Accepted Auditing Standards

As communicated in our engagement letter, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America (and when applicable, *Government Auditing Standards*). Our audit of the financial statements does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

School District #17 – Millard Public Schools

December 15, 2008

Page 2

Qualitative Aspects of the Entity's Significant Accounting Practices*Significant Accounting Policies*

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the District is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the year ended August 31, 2008. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions³ and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. There are no significant estimates required under the basis of accounting described in Note 1 to the financial statements.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the District's financial statements relate to: risks associated with deposits and investments and commitments and contingencies of the District.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Management has corrected all identified misstatements. The attached Schedule 1 details the material misstatement that we identified as a result of our audit procedures and was brought to the attention of, and corrected by, management.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the District's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management. A copy of this letter is maintained by us.

School District #17 – Millard Public Schools

December 15, 2008

Page 3

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Findings or Issues

In the normal course of our professional association with the District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the District, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the entity's auditors.

Other Matters

We also noted other matters that we believe warrant the attention of the Organization. These items are detailed in Schedule 2, attached.

This letter is intended solely for the information and use of the Board of Education and management of School District #17 – Millard Public Schools and is not intended to be and should not be used by anyone other than these specified parties.

**ORIZON CPAs LLC**

**SCHEDULE 1
ADJUSTING JOURNAL ENTRIES**

Adjusting Journal Entry – Special Building Fund

Record Certificates of Participation

1-00120	INVESTMENTS	142,475.00	
6-05100	SITE ACQUISITION	4,113,025.00	
4-14100	INVESTMENT INTEREST		
4-60000	Other financing sources		4,255,500.00
Total		<u>4,255,500.00</u>	<u>4,255,500.00</u>

SCHEDULE 2 RECOMMENDATIONS

Suburban School Building Corporation

Since the District is required to report the Suburban Schools Building Corporation as a component unit in their financial statements, we recommend that the District develop a practice, either internally or externally, to ensure that a formal trial balance is maintained to reflect the activity of the corporation throughout the year and then at year-end reviewed by District management for inclusion in the financial statements.

Activity Funds

Through our activity testing, we continue to note that the central office at each building could have better segregation of duties; for example, segregation of posting receipts and disbursements and cutting the checks. We understand that this could be difficult since there is only one secretary that works at the office at each site besides the principal, but one suggestion would be to use one of the teacher's aides to help out with general office duties. Or, at a minimum, cross-train the bookkeeper duties to another building employee to ensure that the bookkeeper function is performed during the bookkeeper's absence. *(This comment is a repeat from prior years.)*

Follow-up on Prior Year Comments Not Repeated

In prior years' we submitted certain suggestions for your consideration. The status of those comments, if not previously addressed above, is as follows:

1. Interest income – The District has developed a practice to record the interest income on investment and savings account more regular throughout the school year instead of recording all at once at the end of the year.
2. Interfund balances – The District has developed a practice that monitors the interfund balances throughout the year and pays down the balances regularly throughout the school year when cash balances are adequate.
3. Bank reconciliations – The District has developed a practice to ensure that bank reconciliations at the food service department are performed timely.

MEMORANDUM

To: Everyone
Re: Response to Audit Management Letter
From: K. Fossen, Assoc. Supt.
Date: December 10, 2008

This memorandum constitutes management's response to the Letter to Management which accompanied the FYE08 Audit Report.

Management's responses to the two "recommendations" of the auditors are as follows:

A. Response to Recommendation #1 (Suburban Schools Building Corporation):

Management will prepare the formal trial balance for the Suburban Schools Building Corporation.

B. Response to Recommendation #2 (Activity Funds):

The issue of segregation of duties (especially at elementary schools where there is only one secretary) is a repeat recommendation from multiple prior years. As noted in prior years, in order to satisfactorily address this issue, the District would need to commit more personnel time and expense to the accounting function of the schools. Although the issue has been discussed, management is of the opinion that the additional resources required would be better utilized in providing educational services rather than accounting services. (This response is a repeat from multiple prior years.)

AGENDA SUMMARY SHEET

Agenda Item: 2009 Summer School Proposal

Meeting Date: December 15, 2008

Department: Educational Services

Title and Brief Description: Summer Sessions 2009 for elementary, middle school and high school students

- A brief overview of proposed location and changes for each level
- A brochure for each level

Action Desired: Approval

Background: We propose to continue the summer school format as described in Nebraska Statute 79-1003.01. Classes will be three hours long, in blocks of 12 (elementary and middle school) or 24 (high school) sessions.

Summer school tuition will also remain the same, as stated in policy 6750.1; \$100 for Millard residents and \$150 for non-residents. Special education fee is \$95.

Recommendations: Approve proposal

Timeline: 2009 Summer School

Responsible Person(s): Dr. Mark Feldhausen, Kara Hutton, Dr. Carol Newton, and Nancy Johnston

Superintendent's Approval:

2009 Summer Session Proposal

We propose to continue the summer school format as described in Nebraska Statute 79-1003.01. Classes will be three hours long, in blocks of 12 (elementary and middle school) or 24 (high school) sessions.

With the funds dedicated from the Educational Services budget, Summer School 2008 ended with a positive balance. Based on similar expectations for cost and enrollment, tuition will also remain the same for 2009; \$100 for Millard residents and \$150 for non-residents. Provided enrollment is sufficient, specialized cluster site programs for some elementary and secondary students with disabilities will be offered, the fee for these courses is \$95. This fee structure is in alignment with policy 6750.1.

Elementary

June 9- 26, 2009 (no school on Mondays) 8:30-11:50 A.M. Black Elk Elementary

Each student will be able to participate in only one class. Classes developed last year will continue, with only a few exceptions:

- Creative Arts and Crafts will be added for 1st grade
- Animal Habitats (combined with literature) will rotate with Books and Bugs
- Mask making will be added to Music, Movement and Drama
- Construct It! will rotate with Primarily Physics

Middle School

June 9- 26, 2009 (no school on Mondays) 8:00-11:15 A.M., 11:50-3:00 P.M. Kiewit Middle School

For middle school, we propose the same calendar as the elementary, but these students will be able to take two classes. The academic course will remain the same as last year, although the names may have been changed.

- Reading and Writing will be Read-Write
- Math Skills Review will be Master Your Math
- 6th Grade Study Skills will be Be Cool in Middle School
- 7th Grade Study Skills and Reading For Pleasure will be Sweet Reads
- 8th Grade Study Skills, Decision Making and Community Service will be Study Strong

Additional courses to be offered:

- Read for All, which will be team taught with a SIOP trained teacher to meet the needs of English Language Learners as well as other struggling readers.

New enrichment courses have been added to create more interest. Curriculum will be developed and organized.

- Digital Art (Photoshop)
- Adventures in Problem-Solving (developed to meet the needs of HAL students)
- Forensics-Science

High School

June 10-July 14, 2009 (no school July 3) 7:45-10:50 A.M., 11:25-2:30 P.M. Millard North High School

To be in compliance with Nebraska guidelines and maximize reimbursement, one day will be added to the high school calendar. All courses (with the exception of ACT Prep) will be 3 hours long for 24 days. Courses offered will primarily remain the same. We propose adding the following:

- Cross Training I
- A counselor and a media/technology/Safari Montage position if enrollment supports the cost
- With sufficient enrollment, the ELO Social Studies course to be co-taught with a SIOP trained teacher



REGISTRATION FORM
Registration Begins March 12th

Student Last Name First MI Millard ID

Address City State Zip

Home Phone email address

Mother's name Work phone cell phone

Father's name Work phone cell phone

Emergency Contact Name Phone numbers

Health Concerns

Ethnicity (Optional) -

Birth Date : _____

 K 1 2 3 4 5

Grade in August 2009 (circle)

 Male Female

Gender: (circle)

School attending next fall (09)

- 01 American Indian or Alaskan Native
- 02 Asian or Pacific Islander
- 03 Hispanic
- 04 Black/African American, not Hispanic
- 05 White, not Hispanic

Select Course (please choose a 2nd choice in case first choice is full)

First choice _____

Second choice _____

Tuition: Millard Resident \$100.00 Non-Resident \$150.00

check# _____ **Total Enclosed:** : _____

Please make checks payable to Millard Public Schools. Please return payment and registration form to: Millard Public Schools, Don Stroh Admin Center
5606 S 147th St. Omaha, NE 68137 Questions- 715-8314 or 715-8708

____ **My student has qualified for free or reduced priced lunches. I authorize access to my child's Free or Reduced Price Lunch Application information to document eligibility for the waiver of summer school tuition. (No summer school tuition will be charged for students who qualify for free or reduced price meals.)**

____ **My student may qualify for free or reduced priced lunches. (A Free or Reduced Price Application will be mailed. Return the Application as soon as possible. Your check for tuition will be returned if the Application is approved.)**



2009 Elementary Summer Session



Dates:

Tuesdays through
Fridays
(no school on Mondays)
June 9 - June 26, 2009

General Information

- For students entering Kindergarten -Grade 5
- Three weeks
- Open to all K-5 students
- Fun classes in reading, writing, and math
- Enrichment classes in music, science, art, social studies and computers
- Register soon!
- Summer Session information:
Kara Hutton @ 715-8708,
khutton@mpsomaha.org or
Ann King @ 715-8314
amking@mpsomaha.org

Course Hours:

8:30 AM - 11:50 AM

Location:

Black Elk Elementary
6708 S. 161st Ave.
Omaha, NE 68135





- Register soon—class size is limited!
- Confirmation of enrollment sent the first week in June.

Course Selection

Select a class based on interest or on areas of weakness. Students will gain experience in academic areas in preparation for the coming school year. Kindergartners will gain experience in school routine, following directions, working with others, taking turns, etc. in activities that do not require academic skills. Courses may be combined if there is insufficient enrollment.

Summer Attendance

- Parents provide transportation
- Parents are asked to call the school office if their child will be absent or tardy: 715-6200

Tuition Assistance

A full tuition waiver is available to students who qualify for the Federal free or reduced price lunch program during the regular school year. (See registration form) Families not currently participating in the Federal lunch program who need information about qualifying should call 715-1433. There is no other tuition assistance available.

Registration

- Register for the grade level your student will attend next school year. Next years' 6th grade see middle school information.
- Millard resident (public & private) tuition for each elementary course is \$100. (Non-resident \$150.)
- Please complete the registration form, enclose the tuition payment, and mail to: Kara Hutton, Don Stroh Administration Center, 5606 So. 147th Street, Omaha, NE 68137. **DO NOT SEND REGISTRATION WITH YOUR CHILD TO SCHOOL.**
- A \$10 processing charge will be assessed for each course registration canceled. Partial refund requests must be received by 4:00 PM, Friday, June 5th.

Course Offerings

147



Kindergarten

- Kindergarten Readiness and Movement ABC's (This **all morning** class will give students experience in working independently, sharing, taking turns, using fine and gross motor skills, identifying colors, using numbers, cutting, pre-reading, etc.)

Grade 1



- Reading and Math Skills
- Fizzing Liquids and Measurement (Explore scientific reactions & gain measuring skills)
- Simple Spanish

Grades 2-3

- Reading and Math Skills
- Lego Technics and Math Applications
- Animal Habitats - (Explore animal homes through literature)
- Computers and the Internet
- Music, Movement and Drama
- Spanish



Grades 4-5



- Reading and Math Skills
- Creative Writing
- Math Quest (with Fermi math problem solving)
- Music Explosion!! (vocal and instrumental, plus software, and art)
- Construct It! (Explore motion, force, and energy)
- Spanish

Current 5th graders need to register for middle level Summer Session classes. Registration forms available at all elementary and middle schools.

June 9-12

Babysitting Basics

Forensics-hands on activities for science and lab techniques.

June 16-19

Babysitting Basics

Adventures in Problem Solving-challenging course for those who like math

June 23-26

Fishing

Drama

Grades 6, 7 & 8

AM Session— 8:00-11:15 A.M.

Unplugged—beginning and intermediate guitar

Qué Pasa?—intro to Spanish and cultural exploration

Read For All—a fun way to become a strong reader

P.M. Session—11:50-3:00 P.M.

Digital Art—Photoshop

Computer and Multi-media Graphics

Additional fees due during classes for projects, field trips, CPR training, etc.

6th Grade

Read-Write

Master your Math

Be Cool in Middle School—study and organizational skills for success in MS

Prep for Pre-Algebra— must be registered for Pre-Algebra in 6th grade

7th Grade

Read-Write

Master Your Math

Sweet Reads—learn/practice study skills with books of your choice

8th Grade

Read-Write

Master your Math

Study Strong—encompassing study skills, organization & individual learning styles with service learning

Select a grade level class based on the grade you will be entering in August of 2009. Students entering 9th grade should register for high school classes. Registration forms and information are available at all middle and high schools.

REGISTRATION FORM

Millard Student ID# _____

Grade student will be in August 2009

(circle one) 6 7 8

Ethnicity (Optional –Please check a box)

01 American Indian or Alaskan Native

02 Asian or Pacific Islander

03 Hispanic

04 Black/African American, not Hispanic

05 White, not Hispanic

Please return registration form & payment to:

Millard Public Schools
Don Stroh Administration Center
5606 S 147th St
Omaha, NE 68137
715-8253 or 715-8708
Adina Babko or Kara Hutton

Tuition:

3 week courses: Millard Residents \$100.00

Non-Residents \$150.00

Mini Courses: Millard Residents \$35.00

Non-Residents \$50.00

Morning Course _____

Afternoon Course _____

_____ **Male** **Female**
Student Last Name First Name Middle Gender (Circle)

_____ **City** **State** **Zip Code**
Street Address

_____ **Birth Date** **Previous School**
Home Phone #

_____ **Work Phone** **Cell Phone**
Mother's Name

_____ **Work Phone** **Cell Phone**
Father's Name

_____ **Phone #**
Emergency Contact Person's Name

_____ **Health Concerns**

Tuition Fees Paid \$ _____ **Cash and checks only, no credit cards**

____ My student has qualified for free or reduced priced lunches. I authorize access to my child's Free or Reduced Price Lunch Application information to document eligibility for the waiver of summer school tuition. (No summer school tuition will be charged for students who qualify for free or reduced price meals.)

____ My student may qualify for free or reduced priced lunches. (A Free or Reduced Price Application will be mailed. Return the Application as soon as possible. Your check for tuition will be returned if the Application is approved.)
Feel free to call 715-8253 if you have any questions.

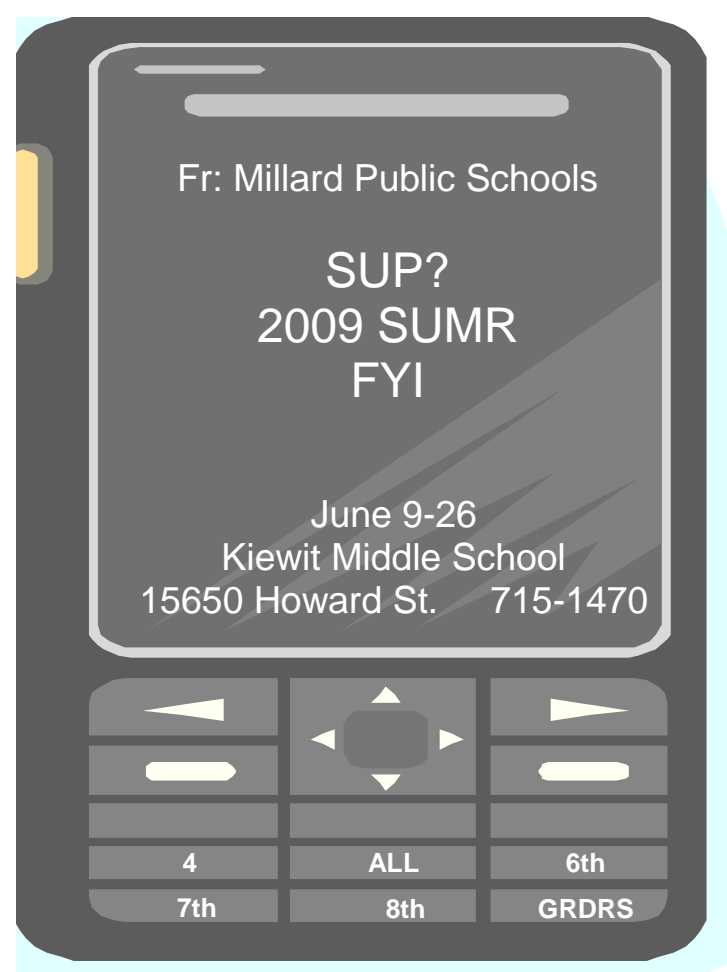
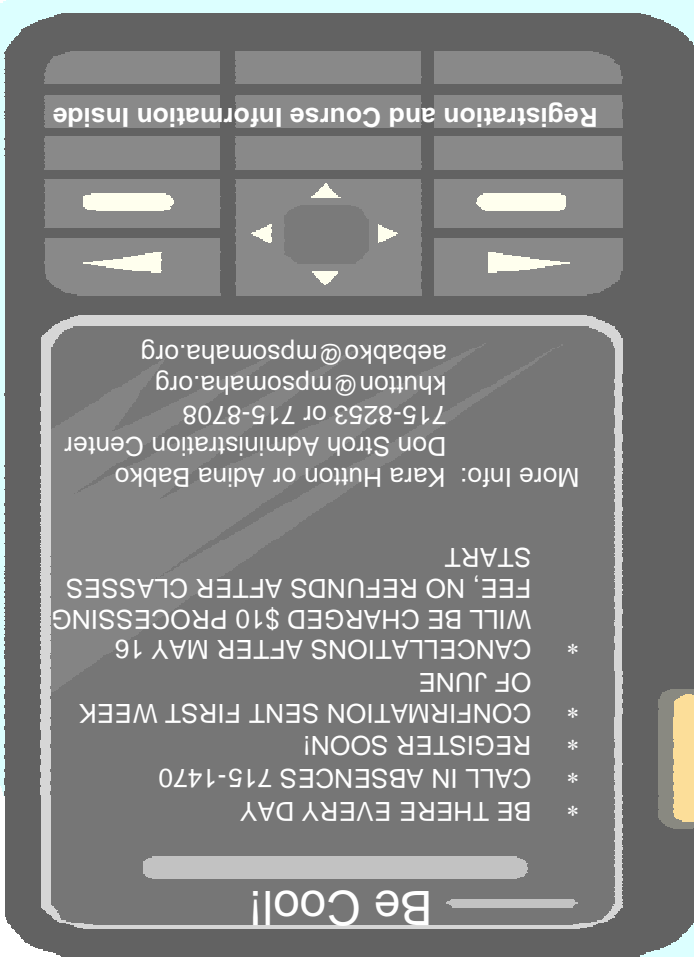
Adina Babko 715-8253051
 Kara Hutton 715-8708
 khutton@mpsomaha.org aebabko@mpsomaha.org

Registrations forms and payments to:
 Millard Public Schools
 Don Stroh Administration Center
 5606 S. 147th Street
 Omaha, NE 68137

Tuition assistance is available for students who qualify for the federal free or reduced price lunch program.

Where: Kiewit Middle School
 15650 Howard Street
 June 9 through June 26
 Tuesday through Friday
 Times: 8:00-11:15 & 11:50-3:00.

Millard Public Schools will offer academic and enrichment courses this summer for students entering 6th, 7th & 8th grades.



AGENDA SUMMARY SHEET

Agenda Item: Board Rule: Human Resources 4405.3

Meeting Date: December 15, 2008

Department: Human Resources

Title and Brief Description: Board Rule: Human Resources 4405.3 – Payroll Deductions - 403 (b) Tax Sheltered Annuities and Custodial Accounts.

Action Desired: Approval

Background: This Rule has been revised to delete redundant provisions now found in the District’s 403 (b) Plan document and to add a provision requiring approval of a Plan document and an Investment Policy.

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Chad Meisgeier

Superintendent’s Signature: _____ KEITH LUTZ

Human Resources

Payroll Deductions: Payroll Deductions - 403 (b) Tax Sheltered Annuities and Custodial Accounts

4405.3

- I. Employees desiring to participate in a tax-sheltered annuity or custodial account 403(b) program shall have:
 - A. Selected a sponsoring company from the list of companies approved by the District;
 - B. Completed the sponsoring company's required forms;
 - C. Completed the District's salary reduction agreement available through the payroll office, at least 15 days prior to the scheduled payroll start date; and
 - D. Have the sponsoring company file a Hold Harmless Agreement with the District (unless an executed Hold Harmless Agreement is already on file with the District).

- II. The District ~~Payroll Office~~ shall have available a list of companies through which employees currently have tax-sheltered annuities or custodial accounts. ~~New companies may only be added if there are at least five (5) District employees desiring to utilize the company for their tax-sheltered annuity or custodial account. A company will not be added to the list unless it has executed and filed a Hold Harmless Agreement in the form required by the District. Payroll deductions will only be made to companies whose names appear on the list. A company will be removed from the sponsoring company list if it does not maintain at least five (5) District employees with active payroll deductions. Ninety (90) days prior to removal from the list, written notice will be provided to the sponsoring company and each District employee with an active payroll deduction to that company.~~ The District will not select nor recommend nor provide any advice to employees with respect to an annuity contract or custodial account in which the employees' contributions are invested.

- III. An employee who desires to contribute more than the maximum elective deferral (~~\$14,000 for the calendar year 2005~~), shall provide the District such information as is needed to ensure that the amounts

contributed over ~~\$14,000~~ the maximum will qualify under the Internal Revenue Service rules.

- IV. The employee and the service provider are responsible for determining that the salary reduction amount does not exceed the limits as set forth in applicable law. The employee must agree to indemnify and hold the District harmless against any and all actions, claims and demands whatsoever that may arise from the purchase of annuities or custodial accounts for employees in amounts in excess of contribution limits as defined under applicable law.
- V. The employee must agree that the District shall have no liability whatsoever for any and all losses suffered by the employee with regard to his or her selection of the annuity and/or custodial account; its terms; the financial condition, operation of, administration of, or benefits provided by the company providing the annuity and/or custodial account.

~~VI. Insurance and/or investment agents may not solicit business on school property.~~

~~VII. Any employee or provider who does not strictly comply with the requirements of this rule shall not participate in the program.~~

VI. The District shall adopt: (a) a Plan Document to satisfy the requirements of section 403(b) of the Internal Revenue Code of 1986, as amended, as a defined contribution tax-deferred annuity plan of a governmental entity; and (b) an Investment Policy regarding the selection and deselection of funding vehicles and investment providers (vendors).

Date of Adoption: August 21, 1978

Date of Revision: February 3, 1992; June 15, 1998; March 7, 2005; December 15, 2008

Legal Reference: Neb. Rev. § 36-213; 48-1401; 79-8,100

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in its employment, programs, and activities.

Questions can be directed to: Superintendent, 5606 S. 147 St., Omaha, NE 68137, 402-715-8200.

Privacy Statement

AGENDA SUMMARY SHEET

Agenda Item: Approval of Resolution and Millard Public Schools 403(b) Retirement Plan Policy Regarding Funding Vehicle(s) / Vendor(s) Selection and Deselection

Meeting Date: December 15, 2008

Department: Human Resources

Title & Brief Description: Due to recent changes to federal regulations regarding 403(b) retirement plans offered by employers, the Human Resources division has been working with the District's consultant, Gatekeeper, to ensure that we are in compliance prior to the deadline of January 1, 2009. This resolution would approve the resolution and retirement plan policy regarding funding vehicle(s) / vendor(s) selection and deselection. This "policy" is an investment policy as recommended by Gatekeeper and is not intended as a Board Policy.

Action Desired: Approval of Resolution and Millard Public Schools 403(b) Retirement Plan Policy Regarding Funding Vehicle(s) / Vendor(s) Selection and Deselection.

Responsible Person: Chad Meisgeier

Approval: _____
KEITH LUTZ

**Millard Public Schools Board of Education
Certificate of Adoption**

The undersigned hereby certifies that he/she is Secretary of the Board of Education of the Millard Public Schools (the "District"), a governmental entity organized and existing under the laws of the State/Commonwealth of Nebraska, and that the following resolution was duly adopted by the Board of Education of School District #17 of Douglas Co., NE (the "Board") and was enacted pursuant to the authority granted to the Board and recorded in its minutes at a meeting of said Board at which a quorum was present on the 15th day of December, 2008, and that the same has not been amended or rescinded and is in full force and effect:

**Resolution Adopting Millard Public Schools 403(b) Retirement Plan Policy
Regarding Funding Vehicle(s) / Vendor(s) Selection and Deselection**

WHEREAS, the District currently offers the Millard Public Schools 403(b) Retirement Plan (the "Plan") to give its employees the opportunity to save additional funds for retirement; and

WHEREAS, the District desires to adopt a policy statement regarding the manner in which annuity contract(s) and/or custodial account(s) (referred to hereafter as "Funding Vehicles") and/or investment providers offering annuity contract(s) and/or custodial account(s) (referred to hereafter as "Vendors") made available under the Plan will be selected and deselected; and

WHEREAS, there has been presented to the meeting a copy of the proposed Policy Regarding Funding Vehicle(s) / Vendor(s) Selection and Deselection under the Plan (the "Policy Statement"); and

WHEREAS, after full discussion, the adoption of the Policy Statement appears to be in the best interest of the District and its employees;

NOW, THEREFORE, it is hereby:

RESOLVED, that the Policy Statement substantially in the form presented to the meeting be and is hereby adopted and approved by the Board, effective as of the date of this meeting as set forth above; and

RESOLVED FURTHER, that a copy of the Policy Statement be attached to and made a part of the minutes of this meeting as Exhibit A thereto; and

FINALLY RESOLVED, that the Retirement Committee (the "Committee") (or its designee) is authorized and directed to take such actions as may be necessary or advisable in connection with the implementation of the Policy Statement including, without limitation, selecting one or more types of annuity contracts and/or custodial accounts to be offered as investment fund options under the Plan in accordance with the provisions of the Policy Statement regarding the selection and/or deselection of Funding Vehicle(s)

and/or Vendor(s) under the Plan and entering into agreements with Vendor(s) to offer one or more types of annuity contracts and/or custodial accounts as investment fund options under the Plan pursuant to provisions of the Policy Statement, all without the further approval of the Board, except as to any matter that will have a substantial and material impact on the cost of funding or administering the Plan.

IN WITNESS WHEREOF, the undersigned has hereunto set his/her hand and the seal of the Board this 15th day of DECEMBER, 2008.



Signature of Secretary

Board of Education of School District #17 of

Douglas Co., NE



Michael S. Kennedy

Print Name of Secretary

Millard Public Schools 403(b) Retirement Plan

Policy Regarding Funding Vehicle(s) / Vendor(s) Selection and Deselection

Purpose:

Millard Public Schools (the “District”) offers the Millard Public Schools 403(b) Retirement Plan (the “Plan”) to give its employees the opportunity to save additional funds for retirement. The investment options made available under the Plan include annuity contract(s) and/or custodial accounts(s) (referred to as “Funding Vehicles”) and/or investment providers or any other entities authorized by investment providers that offer annuity contract(s) and/or custodial account(s) (referred to as “Vendors”), provided such Funding Vehicles and/or Vendors are specifically approved by the District for use under the Plan.

This Policy Regarding Funding Vehicle(s) / Vendor(s) Selection and Deselection (the “Policy”) sets forth the policy of the Board of Education of the Millard Public Schools (the “Board”) regarding the manner in which Funding Vehicles and/or Vendors will be selected and deselected by the District for use under the Plan.

Selection of Funding Vehicle(s) and/or Vendor(s):

Funding Vehicle(s) and/or Vendor(s) offered as an investment option under the Plan will be listed on one or more of four (4) appendices to the Plan document, subject to the terms of the Plan. These appendices to the Plan are as follows: Appendix A (Funding Vehicle(s) / Vendor(s) Authorized to Receive Plan Contributions), Appendix B (Funding Vehicle(s) / Vendor(s) Authorized to Receive Only Contract Exchanges and Plan Transfers), Appendix C (Funding Vehicle(s) / Vendor(s) Authorized to Receive Only Plan Contributions from Grandfathered Participants) and Appendix D (Funding Vehicle(s) / Vendor(s) Selected for Deposit of Automatic Enrollment Contributions). Appendices B, C and D may be used only if such designations and transactions are permitted under the terms of the Plan.

Subject to the terms of the Plan, a Funding Vehicle and/or Vendor will be listed in Appendices A, B, C and/or D (as applicable) and offered as an investment option under the Plan only if all of the following conditions are satisfied:

- (1) The Funding Vehicle and/or Vendor must be designated as the investment selection for Plan contributions by at least 5 employees who are eligible to participate in the Plan.

In order for a Funding Vehicle and/or Vendor to be considered for selection as an investment option offered under the Plan, a letter of request to include the Funding Vehicle and/or Vendor as an investment option offered under the

Plan must be submitted to the compliance administrator for the Plan, and such letter of request must include an enclosure of copies of account applications with such Funding Vehicle and/or Vendor signed by the minimum number of eligible employees designated above.

- (2) The provider of the Funding Vehicle and/or Vendor must enter into and comply with the terms of a 403(b) Retirement Plan Group Investment Provider Agreement (Investment Provider Agreement) with the compliance administrator for the Plan.
- (3) The representative(s) of the Funding Vehicle and/or Vendor must follow the solicitation policy of the District in accordance with the provisions of the Investment Provider Agreement or any other written compliance agreement referenced in Section (2) above. Pursuant to this solicitation policy, the representative(s) of the Funding Vehicle and/or Vendor are only allowed to meet with and otherwise solicit employees on campus at such dates, times and in such locations as is determined at the discretion of the District and indicated by written approval of the Superintendent or the Superintendent's designee.
- (4) The Funding Vehicle and/or Vendor is not required to but may agree to reimburse Plan recordkeeping fees as an operating expense paid by the provider of the Funding Vehicle or Vendor from its general assets ("Reimbursement Credits") and/or to reimburse Plan recordkeeping fees as an individual account expense deducted directly from each Plan participant's custodial account or annuity contract, subject to agreement by the Plan participant in the Salary Reduction Agreement and the terms of any applicable collective bargaining agreement ("Reimbursement Debits").

In the event a Funding Vehicle and/or Vendor submits a letter of request to be included as an investment option offered under the Plan and it is determined that one or more of the above conditions are not satisfied, the compliance administrator for the Plan will issue a written notice that advises the District, the Funding Vehicle and/or Vendor and the eligible employees who have designated such Funding Vehicle and/or Vendor of the conditions that are not satisfied. If such unsatisfied conditions may be subsequently satisfied by the Funding Vehicle and/or Vendor, a letter of request may be re-submitted to the compliance administrator for the Plan with evidence of such subsequently satisfied conditions.

Deselection of Funding Vehicle(s) and/or Vendor(s):


In the event a Funding Vehicle and/or Vendor that is offered as an investment option under the Plan and listed on one or more of the four (4) appendices to the Plan document fails to satisfy any one of the conditions listed above to be included as a selected Funding

Vehicle and/or Vendor under the Plan, such Funding Vehicle and/or Vendor will be deselected as an investment option offered under the Plan and removed from the applicable listing(s) on the Plan appendices.

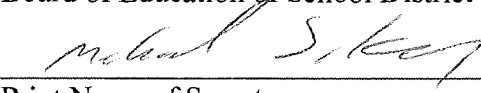
At the time that the compliance administrator for the Plan and/or the District determine that a Funding Vehicle and/or Vendor has failed to satisfy any one of the conditions listed above, the compliance administrator for the Plan will issue a written notice to the Funding Vehicle and/or Vendor advising it of the condition(s) that are not satisfied and that the Funding Vehicle and/or Vendor will be deselected as an investment option offered under the Plan if such condition(s) are not subsequently satisfied. The Funding Vehicle and/or Vendor will be given an opportunity to subsequently satisfy such conditions, pursuant to the terms of the Investment Provider Agreement or other written compliance agreement between the provider of the Funding Vehicle and/or Vendor, the compliance administrator for the Plan and/or the District. If the Funding Vehicle and/or Vendor does not satisfy all of the conditions listed above within the time period and pursuant to the terms provided under the Investment Provider Agreement or other written compliance agreement, the Funding Vehicle and/or Vendor will be deselected as an investment option offered under the Plan at such time.

If the only condition that is not satisfied is that the minimum number of eligible employees are no longer contributing to the Funding Vehicle and/or Vendor, the Funding Vehicle and/or Vendor will be given an opportunity to submit to the compliance administrator for the Plan a letter of request to remain as a selected Funding Vehicle and/or Vendor with an enclosure of copies of account applications with such Funding Vehicle and/or Vendor signed by the minimum number of eligible employees designated above. If the Funding Vehicle and/or Vendor cannot provide copies of account applications signed by the minimum number of eligible employees within the time period provided under the Investment Provider Agreement or other written compliance agreement and the Funding Vehicle and/or Vendor has entered into the 403(b) Retirement Plan Group Investment Provider Agreement with the compliance administrator for the Plan, the Plan participants contributing to such Funding Vehicle and/or Vendor at such time may continue to contribute to the Funding Vehicle and/or Vendor, but no other Plan participants or eligible employees may contribute to the Funding Vehicle and/or Vendor. In such case, the Funding Vehicle and/or Vendor will be listed on Appendix C (Funding Vehicle(s) / Vendor(s) Authorized to Receive Only Plan Contributions from Grandfathered Participants) as authorized to receive only Plan contributions from such grandfathered participants. If the Funding Vehicle and/or Vendor cannot provide copies of account applications signed by the minimum number of eligible employees within the time period provided under the Investment Provider Agreement or other written compliance agreement and the Funding Vehicle and/or Vendor has not entered into the 403(b) Retirement Plan Group Investment Provider Agreement with the compliance administrator for the Plan, the Funding Vehicle and/or Vendor will be deselected as an investment option offered under the Plan at such time and no Plan participant may contribute to such Funding Vehicle and/or Vendor.

IN WITNESS WHEREOF, the undersigned hereby certifies that he/she is Secretary of the Board of Education of the Millard Public Schools and that this Investment Policy was duly adopted by the Board and that the same has not been amended or rescinded and is in full force and effect.



Signature of Secretary
Board of Education of School District #17 of Douglas Co., NE

 **Michael S. Kennedy**

Print Name of Secretary

3-26-09

Date

AGENDA SUMMARY SHEET

AGENDA ITEM: Reagan Elementary Addition

MEETING DATE: December 15, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Reagan Elementary Addition – The construction of a six-room addition and a multipurpose room addition onto Reagan Elementary School.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This issue was discussed at the last committee meeting. See the information attached. The architect (Bill Cramer) will be present at the meeting if there are additional questions.

OPTIONS AND ALTERNATIVES: Option 1: Use portable classrooms in place of constructing an addition.
Option 2: Don't do either construction or portables.

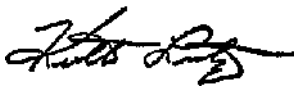
RECOMMENDATION: It is recommended that the architects be authorized and directed to proceed with bidding for the proposed construction of additions to Reagan Elementary School.

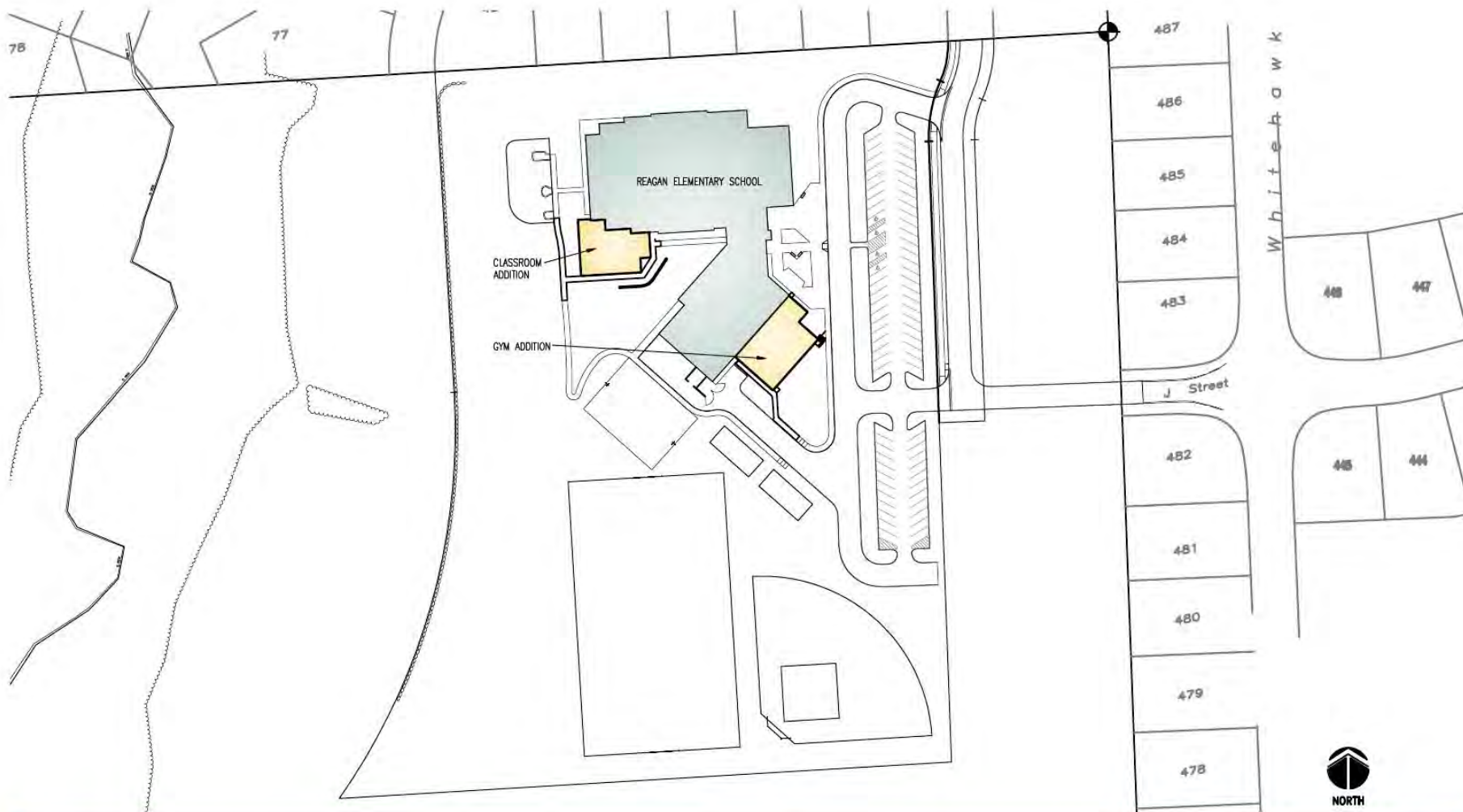
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

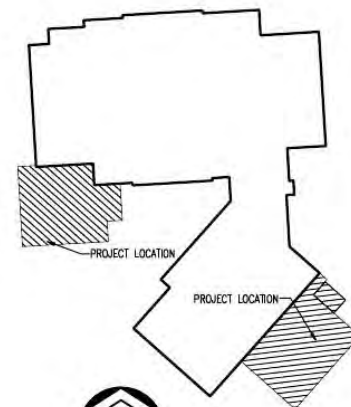
RESPONSIBLE PERSON: Bill Cramer (The Schemmer Associates) and Ken Fossen, Associate Superintendent (General Administration)

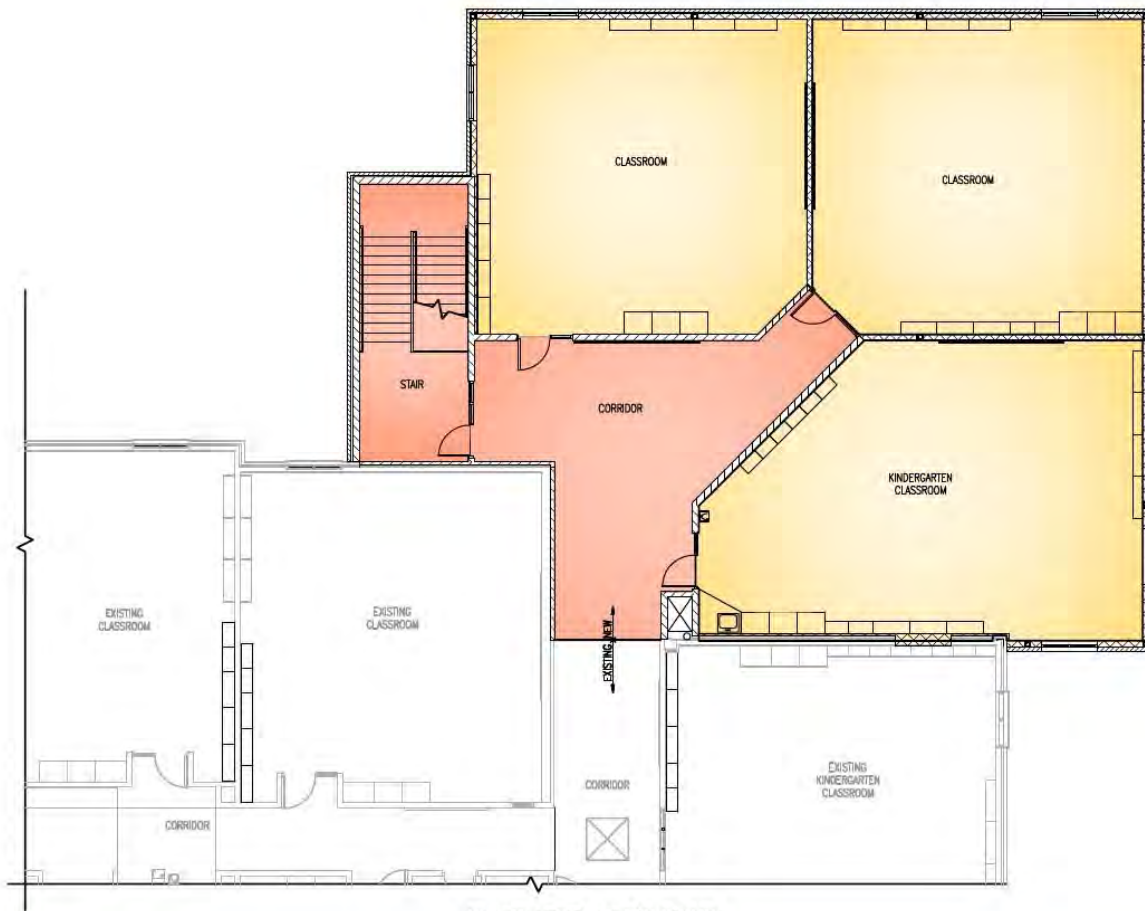
SUPERINTENDENT'S APPROVAL: 



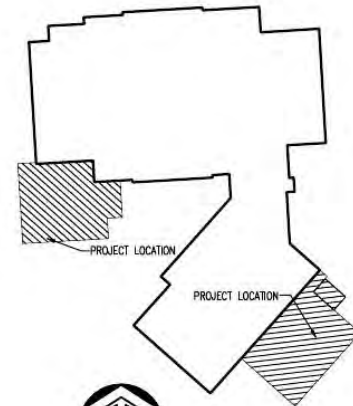


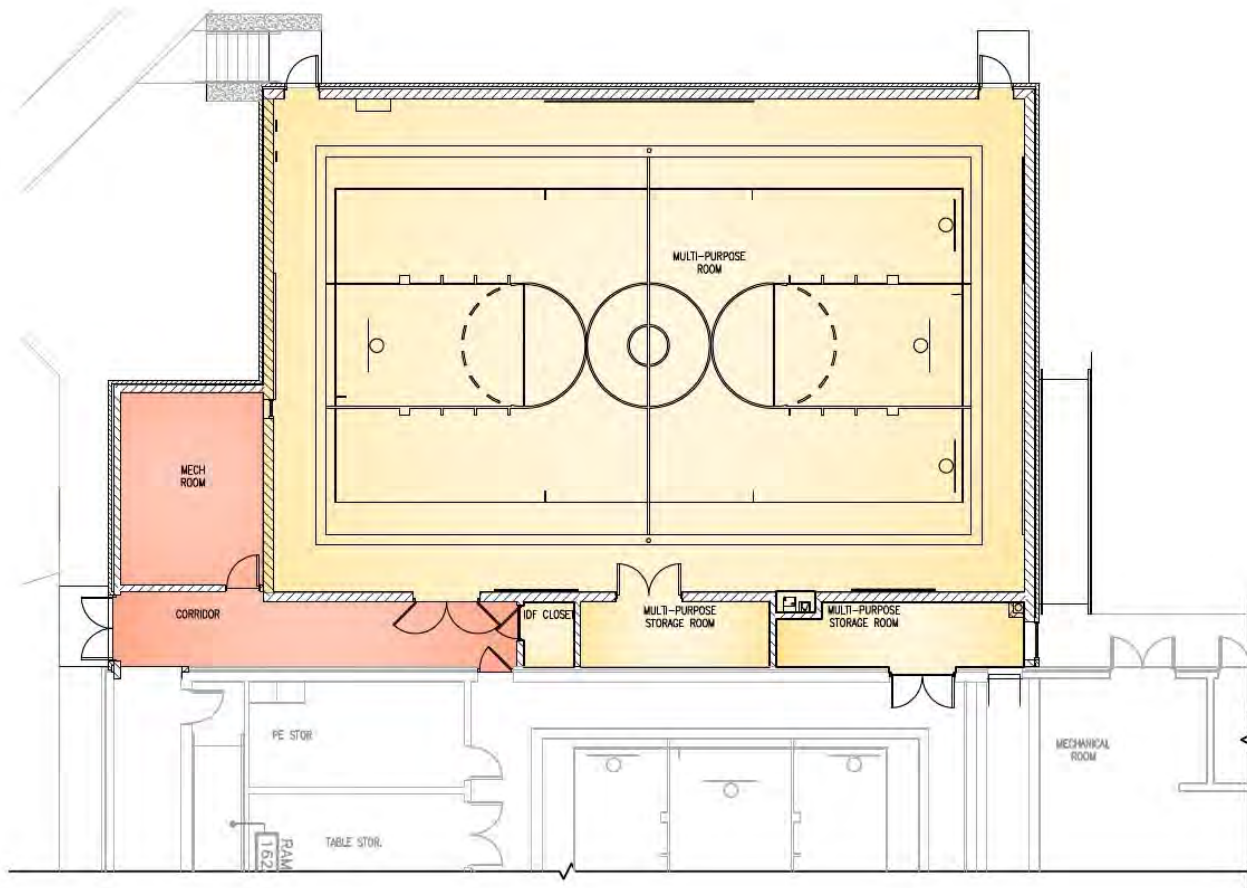
LOWER LEVEL CLASSROOMS / STORAGE



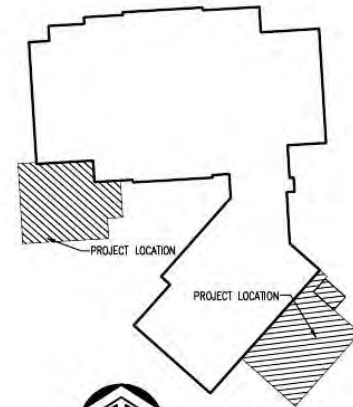


UPPER LEVEL CLASSROOMS





MULTI-PURPOSE ROOM



MILLARD PUBLIC SCHOOL

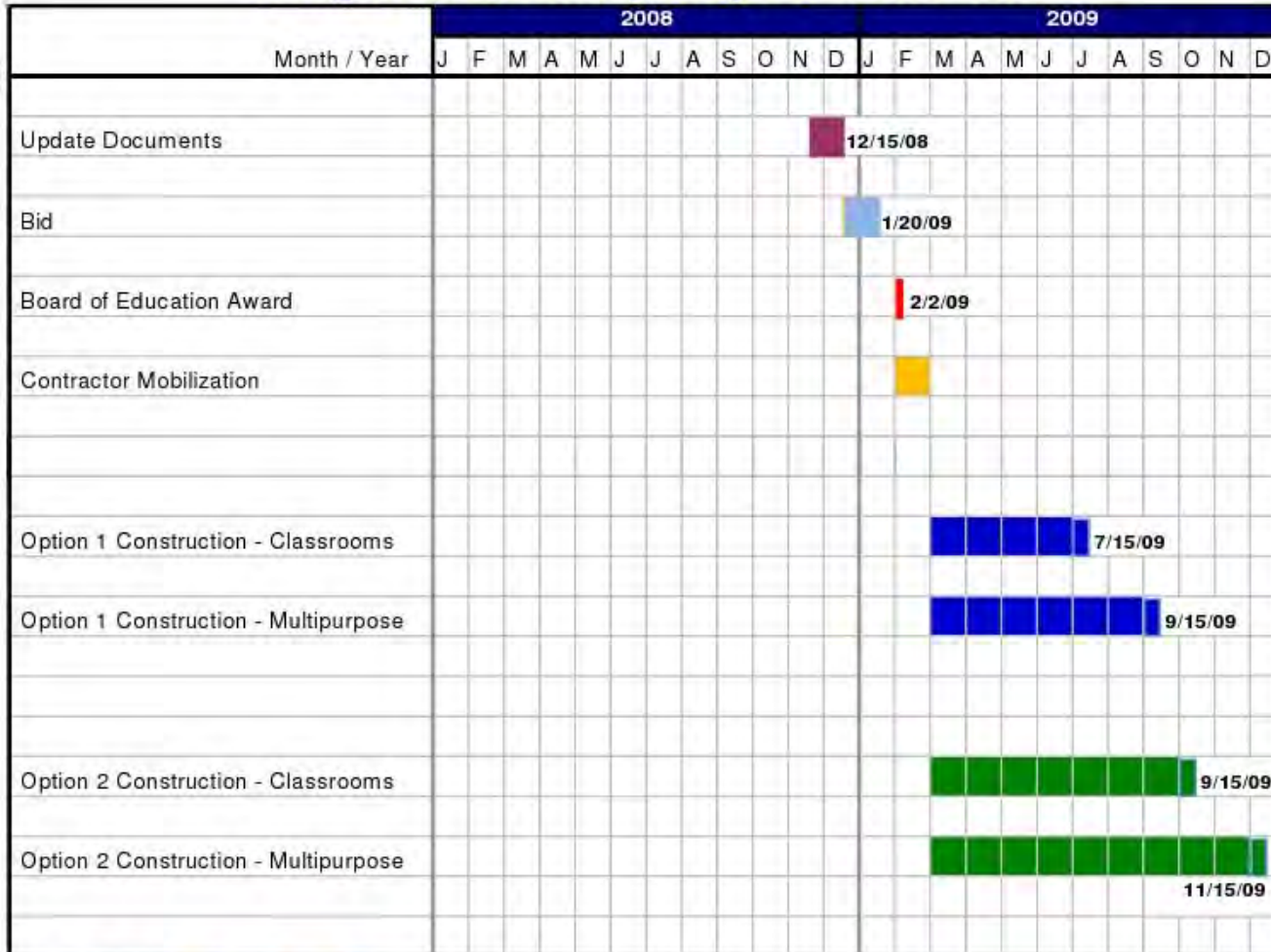
Estimate of probable construction cost Addition to Reagan Elementary

Reagan Elementary

\$1,750,000

**Estimate are in 2009 construction dollars and
include a 5% contingency.**

MILLARD PUBLIC SCHOOLS Reagan Elementary Proposed Timeline



WHEREAS, Jean Stothert has served ten years as a member of the Millard Board of Education, and has maintained an unwavering focus on making decisions based on what is best for all Millard students.

WHEREAS, Jean Stothert has provided leadership including three terms as President.

WHEREAS, Jean Stothert has provided expertise in many areas including health and nutrition.

THEREFORE, be it resolved that Jean Stothert is officially commended by the Millard Board of Education for exemplary service.

December 15, 2008

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval to Change Board Meeting Dates in January

MEETING DATE: December 15, 2008

DEPARTMENT: Board of Education

TITLE AND BRIEF DESCRIPTION:

ACTION DESIRED: Approval

BACKGROUND: Occasionally the board meeting dates in January need to be changed.

OPTIONS/ALTERNATIVE CONSIDERATIONS: n/a

RECOMMENDATIONS: To approve the recommendation to have two meetings in January a Committee Meeting on January 12, 2009, and a Board of Education meeting on January 19, 2009.

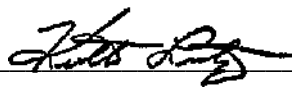
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION OR REJECTION: n/a

TIME LINE: n/a

PERSONS RESPONSIBLE: Board of Education

SUPERINTENDENT'S APPROVAL: _____



AGENDA SUMMARY SHEET

MEETING DATE: December 15, 2008

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) Hires; (2) Resignation; (3) RNI; and (4) VSP

OPTIONS & ALTERNATIVES: NA

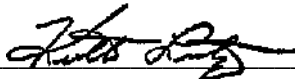
RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL:  _____

December 15, 2008

RESIGNATIONS

Recommend: the following resignations be accepted:

1. Lisa Montemarano – Social Studies teacher at North High School. She is resigning at the end of the first semester due to family responsibilities.
2. Joy Post -- Special Ed Resource teacher at Neihardt Elementary School. She is resigning at the end of the first semester due to personal reasons.

December 15, 2008

Voluntary Separation

Recommend: The following qualified candidates be approved to participate in the District's Voluntary Separation Program:

- 1) Nancy Anderson – 5th grade teacher @ Neihardt Elementary School – 11 years of service.
- 2) Rosemary Barta – MEP Facilitator – 29 years of service.
- 3) Wayne Crumbley – 6th grade teacher @ North Middle School – 24 years of service.
- 4) Nick Danze – Social Studies teacher @ West High School – 28 years of service.
- 5) Ina Davis – Special Ed MLC teacher @ MLS – 19 years of service.
- 6) Linda Fauss – 2nd grade teacher @ Willowdale Elementary School – 30 years of service.
- 7) Linda Frey – PE teacher @ Cather Elementary School – 33 years of service.
- 8) Margaret Garagiola – 6th grade teacher @ Central Middle School – 34 years of service.
- 9) Charles Gould – Language Arts teacher @ South High School – 26 years of service.
- 10) Aline Jones – Special Ed Resource teacher @ YAP – 29 years of service.
- 11) Janet Katz – Reading teacher @ Kiewit Middle School – 17 years of service.
- 12) Deborah Korves-Gunnink – 2nd Grade teacher @ Neihardt Elementary School – 34 years of service.
- 13) Mary Morgan – 3rd grade teacher @ Abbott Elementary School – 22 years of service.
- 14) Cynthia Nabity – Vocal Music teacher @ North High School – 34 years of service.

- 15) Pamela Norlen – Social Studies teacher @ South High School – 27 years of service.
- 16) Beth Reitz – Read/ELI teacher at Abbott Elementary School – 30 years of service.
- 17) Jeff Ritz – Social Studies teacher @ North High School – 27 years of service.
- 18) Claudia Schulte – Special Ed Coordinator @ YAP – 29 years of service.
- 19) Mark Schultze – Principal @ Disney Elementary School – 33 years of service.
- 20) George Sefzik – Industrial Tech teacher @ North Middle School – 21 years of service.
- 21) Julie Sefzik – Special Ed Resource teacher @ South High School – 20 years of service.
- 22) Paul Stuart – Social Studies teacher @ South High School – 24 years of service.
- 23) Gerald Tieger – Psychologist – 22 years of service.
- 24) Rebecca Torrens – Special Ed Resource teacher @ West High School – 28 years of service.
- 25) Katherine Weidauer – Computer teacher @ Beadle Middle School – 17 years of service.
- 26) Deborah Williams – Instructional Facilitator @ Abbott Elementary School – 24 years of service.

December 15, 2008

Resignation Notification Incentive

Recommend: The following resignations be approved to participate in the District's Resignation Notification Incentive program:

- 1) Nancy Anderson – 5th grade teacher at Neihardt Elementary School. She is retiring at the end of the 2008/09 school year.
- 2) Nancy Armitage – Music teacher at Kiewit Middle School. She is retiring at the end of the 2008/09 school year.
- 3) Rosemary Barta – MEP Facilitator at CSMI. She is retiring at the end of the 2008/09 school year.
- 4) Ellen Batenhorst – Language Arts teacher at North High School. She is retiring at the end of the 2008/09 school year.
- 5) Cecelia Birckhead – Art teacher at Kiewit Middle School. She is retiring at the end of the 2008/09 school year.
- 6) Richard Brown – Language Arts/Social Studies teacher at South High School. He is retiring at the end of the 2008/09 school year.
- 7) Niki Byroad – Special Ed Multi Cat teacher at Cody Elementary School. She is resigning at the end of the 2008/09 school year due to relocation.
- 8) Thomas Clark – Social Studies teacher at South High School. He is retiring at the end of the 2008/09 school year.
- 9) Jackie Clarke – Instructional Facilitator at Ackerman Elementary School. She is retiring at the end of the 2008/09 school year.
- 10) Nick Danze – Social Studies teacher at West High School. He is retiring at the end of the 2008/09 school year.
- 11) Ina Davis – Special Ed teacher at Millard Learning Center. She is retiring at the end of the 2008/09 school year.
- 12) Linda Fauss – 2nd grade teacher at Willowdale Elementary School. She is retiring at the end of the 2008/09 school year.
- 13) Thea Finley – Science teacher at Russell Middle School. She is resigning at the end of the 2008/09 school year for family reasons.

- 14) Linda Frey – PE teacher at Cather Elementary School. She is retiring at the end of the 2008/09 school year.
- 15) Robert Gabriel – Special Ed teacher at Millard Learning Center. He is retiring at the end of the 2008/09 school year.
- 16) Margaret Garagiola – 6th grade teacher at Central Middle School. She is retiring at the end of the 2008/09 school year.
- 17) Charles Gould – Language Arts teacher at South High School. He is retiring at the end of the 2008/09 school year.
- 18) Gary Griffin – Math teacher at South High School. He is retiring at the end of the 2008/09 school year.
- 19) Kathy Hardenbergh – World Language teacher at South High School. She is retiring at the end of the 2008/09 school year.
- 20) Sandra Hansen – Early Literacy Intervention teacher at Morton Elementary School. She is retiring at the end of the 2008/09 school year.
- 21) Diane Hansler – Family Consumer Science teacher at West High School. She is retiring at the end of the 2008/09 school year.
- 22) Tahnee Horn – Counselor at Ezra Elementary and Cottonwood Elementary Schools. She is resigning at the end of the 2008/09 school year for personal reasons.
- 23) Aline Jones – Special Ed Resource teacher at the Young Adult Program. She is retiring at the end of the 2008/09 school year.
- 24) Kari Jorth – 2nd grade teacher .5 FTE job share (currently on a LOA) at Disney Elementary School. She is resigning at the end of the 2008/09 school year for family reasons.
- 25) Janet Katz – Reading teacher at Kiewit Middle School. She is retiring at the end of the 2008/09 school year.
- 26) Katherine Keber – 1st grade teacher (currently on a LOA) at Wheeler Elementary School. She is resigning at the end of the 2008/09 school year for family reasons.
- 27) Julie Konrad – Speech Language Pathologist at Hitchcock Elementary School. She is resigning at the end of the 2008/09 school year due to relocation.
- 28) Jerilyn List – Science teacher at Central Middle School. She is resigning at the end of the 2008/09 school year due to family reasons.

- 29) Barbara McKenna – Language Arts teacher at Russell Middle School. She is retiring at the end of the 2008/09 school year.
- 30) Julie Miller – 2nd grade teacher at Rockwell Elementary School. She is resigning at the end of the 2008/09 school year due to relocation.
- 31) Mary Jane Morgan – 3rd grade teacher at Abbott Elementary School. She is retiring at the end of the 2008/09 school year.
- 32) Sarah Morgan – Language Arts teacher (currently on a LOA) at North High School. She is resigning at the end of the 2008/09 school year for family reasons.
- 33) Mary Morley – 5th grade teacher at Bryan Elementary School. She is retiring at the end of the 2008/09 school year.
- 34) Danna Mosser – Family Consumer Science teacher at Russell Middle School. She is retiring at the end of the 2008/09 school year.
- 35) Michael Neemann – Math teacher at North High School. He is retiring at the end of the 2008/09 school year.
- 36) Pamela Norlen – Social Studies teacher at South High School. She is retiring at the end of the 2008/09 school year.
- 37) Kaye Nyffeler – French teacher at South High School. She is retiring at the end of the 2008/09 school year.
- 38) Diane Oakes – Special Ed Multi-Cat teacher at West High School. She is retiring at the end of the 2008/09 school year.
- 39) Elizabeth Olson – MEP Facilitator at CSMI. She is retiring at the end of the 2008/09 school year.
- 40) Kelly Ostronic – Science teacher (currently on LOA) at Russell Middle School. She is resigning at the end of the 2008/09 school year due to family reasons.
- 41) David Pettit – Science teacher at Kiewit Middle School. He is resigning at the end of the 2008/09 school year due to relocation.
- 42) Lori Pick – Special Ed Resource teacher .5 FTE (currently on LOA) at Wheeler Elementary School. She is resigning at the end of the 2008/09 school year due to family reasons.
- 43) Stephanie Pithart – 2nd grade teacher at Ezra Elementary School. She is resigning at the end of the 2008/09 school year due to relocation

- 44) Jessica Reade – 2nd grade teacher (currently on LOA) at Black Elk Elementary School. She is resigning at the end of the 2008/09 school year due to family reasons.
- 45) Beth Reitz – Read and ELI teacher at Abbott Elementary School. She is retiring at the end of the 2008/09 school year.
- 46) Jeffrey Ritz – Social Studies teacher at North High School. He is retiring at the end of the 2008/09 school year.
- 47) Claudia Schulte – Special Ed Coordinator at the Young Adult Program. She is retiring at the end of the 2008/09 school year.
- 48) Mark Schultze – Principal at Disney Elementary School. He is retiring at the end of the 2008/09 school year.
- 49) George Sefzik – Industrial Tech teacher at North Middle School. He is retiring at the end of the 2008/09 school year.
- 50) Vashawn Smith – MLC teacher at the Millard Learning Center. He is resigning at the end of the 2008/09 school year due to personal reasons.
- 51) Suzanne Steckelberg – 4th grade teacher at Cottonwood Elementary School. She is retiring at the end of the 2008/09 school year.
- 52) Mary Strasil – Special Ed Resource teacher at North High School. She is retiring at the end of the 2008/09 school year.
- 53) Paul Stuart – Social Studies teacher at South High School. He is retiring at the end of the 2008/09 school year.
- 54) Shannon Swaney – Special Ed Multi-Cat teacher (currently on LOA) at Cody Elementary School. She is resigning at the end of the 2008/09 school year for family reasons.
- 55) Gerald Tieger – Psychologist at CSMI. He is retiring at the end of the 2008/09 school year.
- 56) Benna Tomasello – Spanish teacher at North High School. She is resigning at the end of the 2008/09 school year for personal reasons.
- 57) Rebecca Torrens – Special Ed Resource teacher at West High School. She is retiring at the end of the 2008/09 school year.
- 58) Kristen Treat – Counselor .5 FTE at Holling Heights Elementary School. She is resigning at the end of the 2008/09 school year for family reasons.

- 59) Deborah Van Fleet – Special Ed Resource teacher at Russell Middle School. She is resigning at the end of the 2008/09 school year for personal reasons.
- 60) Denise Waller – Business teacher at South High School. She is retiring at the end of the 2008/09 school year.
- 61) Kellie Webb – Special Ed Resource teacher (currently on a LOA) at Rohwer Elementary School. She is resigning at the end of the 2008/09 school year for family reasons.
- 62) Deborah Williams – Instructional Facilitator at Abbott Elementary School. She is retiring at the end of the 2008/09 school year.

December 15, 2008

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired:

1. Danette Baker – BA – Minnesota. Montessori teacher (short-term) at Norris Elementary School beginning January 5, 2009. Previous Exp: Montessori Educational Centers, Omaha, NE (2007/2008); Garden Homes Montessori, Milwaukee, WI (2006/2007); Milwaukee Public Schools (1994/2005).
2. Patricia O'Connor – BA – College of St. Mary. Language Arts teacher at North Middle School for the 2009/2010 school year.
3. Teri Dolejs – MA – College of St. Mary. Business teacher at North High School beginning January 5, 2009.
4. Jennifer Neuberger – BA – University of Nebraska at Lincoln. Language Arts teacher (short-term) at Beadle Middle School beginning November 21, 2008.

The following individual was hired on a short-term contract for the 2008/2009 school year and has now been offered a regular contract for the 2009/2010 school year.

1. Susan Mahoney – Math teacher at Russell Middle School.

**November 20, 2008
Millard Public Schools
Total Enrollment**

Elementary	K	1	2	3	4	5	SpEd		Current Change	YTD Change	Official 9/08 Enrollment
							Cluster Prgm	Total			
Abbott (3 unit)	82	66	68	68	61	68		413	1	2	411
Ackerman (4 unit)	101	97	81	85	96	94		554	3	4	550
Aldrich (3 unit)	56	50	97	70	84	68		425	-3	-4	429
Black Elk (3 unit)	82	88	97	84	99	92		542	1	5	537
Bryan (3 unit)	67	72	60	59	58	63		379	-3	-2	381
Cather (3 unit)	76	78	75	72	65	66		432	4	2	430
Cody (2 unit)	31	36	38	30	30	26	19	210	-2	0	210
Cottonwood (3 unit)	56	58	56	57	67	50		344	-1	-2	346
Disney (3 unit)	47	44	45	33	53	31	13	266	1	2	264
Ezra Millard (3 unit)	58	62	63	64	61	82	9	399	2	8	391
Harvey Oaks (2 unit)	47	45	51	50	47	46		286	0	-2	288
Hitchcock (2 unit)	21	25	29	24	24	35	16	174	0	-1	175
Holling Heights (3 unit)	64	66	65	70	66	56	4	391	3	3	388
Montclair (4 unit)	87	87	93	93	67	101		528	-1	-2	530
Morton (3 unit)	44	55	58	66	55	72	13	363	4	6	357
Neihardt (4 unit)	81	104	106	104	74	86		555	2	6	549
Norris (3 unit)	62	51	57	59	54	55		338	-2	-2	340
Reagan (3 unit)	116	99	104	82	85	58		544	5	1	543
Reeder (3 unit)	60	89	71	76	63	60	14	433	1	-2	435
Rockwell (3 unit)	51	49	52	44	45	33	21	295	1	0	295
Rohwer (3 unit)	71	79	78	79	81	63	16	467	-2	-4	471
Sandoz (3 unit)	52	53	51	54	46	53		309	1	-3	312
Upchurch (3 unit)	77	59	47	43	35	26		287	0	0	287
Wheeler (3 unit)	96	96	100	98	79	88	23	580	-2	-1	581
Willowdale (3 unit)	53	70	70	85	68	76		422	1	5	417
Totals	1638	1678	1712	1649	1563	1548	148	9936	14	19	9917

	6	7	8	SpEd		Current Change	YTD Change	Official 9/08 Enrollment
				Cluster Prgm	Total			
Andersen MS	250	269	242	11	761	-8	5	756
Beadle MS	301	303	242	31	846	4	7	839
Central MS	251	220	259	27	730	-4	-5	735
Kiewit MS	302	290	331	3	923	-2	-6	929
North MS	246	243	241	13	730	2	-2	732
Russell MS	282	289	283	7	854	3	3	851
MS Alternative	0	10	13		23	4	5	18
Totals	1632	1624	1611	92	4867	-1	7	4860

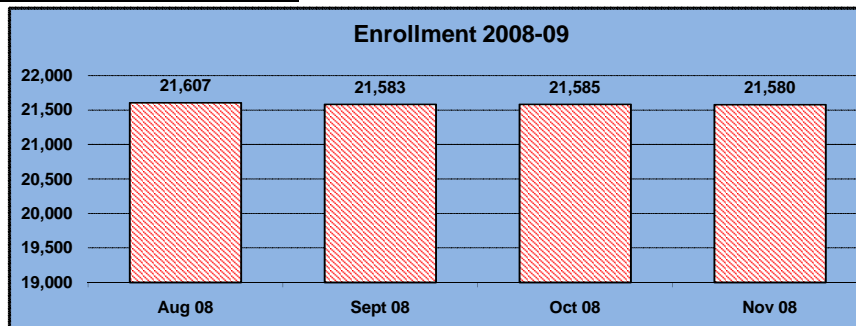
	9	10	11	12	SpEd		Current Change	YTD Change	Official 9/08 Enrollment
					Cluster Prgm	Total			
North HS	586	579	627	616	32	2408	-17	-28	2436
South HS	518	527	486	530	21	2061	-12	-14	2075
West HS	520	535	557	498	24	2110	-4	0	2110
Millard Learning Center	0	0	25	74		99	16	16	83
Totals	1624	1641	1695	1718	77	6678	-17	-26	6704

*Millard West enrollment figure reflects 2 first semester graduates.

Preschool	Preschool SPED
Cody Early Start	60
Norris	24
Sandoz ELL	23
Montessori - Montclair	30
Montessori - Norris	33
Bryan	17
Disney	5
Holling Heights	78
Neidhardt	36
Rockwell	36
Total	270
Total	295

Contracted SPED	44	-1	-1	45
Young Adult Program	55	0	-2	57
Total District K-12	21580	-5	-3	21583
Total District PreK-12	22145	2	16	22129

11/20/2008	
Elementary	9936
Middle Sch	4867
High Sch	6678
Contracted	44
Young Adult	55
Total	21580
10/20/2008	
Elementary	9922
Middle Sch	4868
High Sch	6695
Contracted	45
Young Adult	55
Total	21585
Current Chg	-5
YTD Change	-3



Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 09/08 Enrollment	Class Size W/out SPED
	K	1	2	3	4	5					
Abbott	20	22	23	23	20	23					
	20	21	23	23	20	22					
	21	23	22	22	21	23					
	21										
Total Students	82	66	68	68	61	68	413	1	2	411	413
Total Teachers	4.0	3	3	3	3	3	19.0				19.0
Classroom Avg	21	22.0	22.7	22.7	20.3	22.7	22				22

	Classroom Enrollment						Total	Current Change	YTD Change	Official 09/08 Enrollment	Class Size W/out SPED
	K	1	2	3	4	5					
Ackerman	21	18	20	20	24	24					
	19	19	20	21	25	24					
	21	19	20	22	24	23					
	20	21	21	22	23	23					
	20	20									
Total Students	101	97	81	85	96	94	554	3	4	550	554
Total Teachers	5	5	4	4	4	4	26.0				26.0
Classroom Avg	20.2	19.4	20.3	21.3	24.0	23.5	21				21

	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED
	K	1	2	3	4	5					
Aldrich	20	17	23	23	21	23					
	16	17	25	24	21	22					
	20	16	25	23	20	23					
			24			22					
Total Students	56	50	97	70	84	68	425	-3	-4	429	425
Total Teachers	3	3	4	3	4	3	20.00				20
Classroom Avg	18.7	16.7	24.3	23.3	21.0	22.7	21				21

	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED
	K	1	2	3	4	5					
Black Elk	21	21	23	21	20	23					
	20	23	25	21	20	23					
	20	22	24	21	20	23					
	21	22	25	21	19	23					
					20						
Total Students	82	88	97	84	99	92	542	1	5	537	542
Total Teachers	4	4	4	4	5	4	25				25
Classroom Avg	20.5	22.0	24.3	21.0	19.8	23.0	22				22

	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED
	K	1	2	3	4	5					
Bryan	16	24	19	19	19	21					
	17	24	21	21	19	20					
	17	24	20	19	20	22					
	17										
Total Students	67	72	60	59	58	63	379	-3	-2	381	379
Total Teachers	4	3	3	3	3	3	19				19
Classroom Avg	16.8	24.0	20.0	19.7	19.3	21.0	20				20

	Classroom Enrollment						SpEd Cluster Prgm					Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED	
	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4						C-5
Cather	14	15	15	23	19	23	24	23	23	24	23	23					
	14	16	14				24	24	23	25	23	20					
Total Students	28	31	29	23	19	23	48	47	46	49	46	43	432	4	2	430	432
Total Teachers	2	2	2	1	1	1	2	2	2	2	2	2	21				21
Classroom Avg	14.0	15.5	14.5	23.0	19.0	23.0	24.0	23.5	23.0	24.5	23.0	21.5	21				21

	Classroom Enrollment						SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED
	K	1	2	3	4	5	6					
Cody	14	19	19	15	15	13	6					
	17	17	19	15	15	13	6					
							7					
Total Students	31	36	38	30	30	26	19	210	-2	0	210	191
Total Teachers	2	2	2	2	2	2	3	15				12
Classroom Avg	15.5	18.0	19.0	15.0	15.0	13.0	6.3	14				16

	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED
	K	1	2	3	4	5					
Cottonwood	19	18	18	19	23	25					
	17	21	18	18	21	25					
	20	19	20	20	23						
Total Students	56	58	56	57	67	50	344	-1	-2	346	344
Total Teachers	3	3	3	3	3	2	17				17
Classroom Avg	18.7	19.3	18.7	19.0	22.3	25.0	20				20

	Classroom Enrollment						SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED
	K	1	2	3	4	5	6					
Disney	23	21	15	17	17	17	7					
	24	23	14	16	17	14	6					
			16		19							
Total Students	47	44	45	33	53	31	13	266	1	2	264	253
Total Teachers	2	2	3	2	3	2	2	16				14
Classroom Avg	24	22	15	17	18	16	7	17				18

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED
							Cluster Prgm					
Ezra Millard	19	20	21	22	21	22	2	7			184	
	19	21	21	20	20	19	7					
	20	21	21	22	20	20	21					
Total Students	58	62	63	64	61	82	9	399	2	8	391	390
Total Teachers	3	3	3	3	3	4	2	21				19
Classroom Avg	19.3	20.7	21.0	21.3	20.3	20.5	5	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	16	23	25	25	23	23					
	15										
Total Students	47	45	51	50	47	46	286	0	-2		
Total Teachers	3	2	2	2	2	2	13.0				13
Classroom Avg	15.7	22.5	25.5	25.0	23.5	23.0	22				22

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Hitchcock	21	12	13	24	24	20	8	8			175	158
		13	16			15	8					
Total Students	21	25	29	24	24	35	16	174	0	-1	175	158
Total Teachers	1	2	2	1	1	2	2	11.0				9
Classroom Avg	21.0	12.5	14.5	24.0	24.0	17.5	8.0	16				18

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Holling Heights	21	23	22	23	22	20	2	2			388	387
	21	22	21	23	23	19	2					
	22	21	22	24	21	17						
Total Students	64	66	65	70	66	56	4	391	3	3	388	387
Total Teachers	3	3	3	3	3	3	2	20.0				18
Classroom Avg	21.3	22.0	21.7	23.3	22.0	18.7	2.0	20				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	19	21	19	16	17	21	25	23	21					
				18		13		23	19					
								24	20					
								24						
								24						
Total Students	38	43	37	51	34	54	49	142	80	528	-1	-2	530	528
Total Teachers	2	2	2	3	2	3	2	6	4	26				26
Classroom Avg	19.0	21.5	18.5	17.0	17.0	18.0	24.5	23.7	20.0	20				20

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Morton	22	21	16	19	18	23	7	6			357	350
	22	20	20	23	19	24	6					
		14	22	24	18	25						
Total Students	44	55	58	66	55	72	13	363	4	6	357	350
Total Teachers	2	3	3	3	3	3	2.0	19				17.0
Classroom Avg	22.0	18.3	19.3	22.0	18.3	24.0	6.5	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	16	21	20	20	26	21					
	17	21	23	20	25	22					
	17	20	20	21		22					
	17	21	21	22							
Total Students	81	104	106	104	74	86	555	2	6	549	555
Total Teachers	5	5	5	5	3	4	27.0				27.0
Classroom Avg	16.2	20.8	21.2	20.8	24.7	21.5	21				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	21	15	19	20	17	21	13	18	18					
								21						
Total Students	41	29	38	40	34	41	21	60	34	338	-2	-2	340	338
Total Teachers	2	2	2	2	2	2	2	3	2	19.0				19.0
Classroom Avg	20.5	14.5	19.0	20.0	17.0	20.5	10.5	20.0	17.0	18				18

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	19	21	24	21	22	22					
	19	13	16	20	23	21					
	20	22	24	21	17						
	20	21	24								
	19										
Total Students	116	99	104	82	85	58	544	5	1	543	544
Total Teachers	6	5	5	4	4	3	27.0				27.0
Classroom Avg	19.0	19.5	20.0	20.5	21.3	19.3	20				20

							SpEd	Total	Current	YTD	Official 9/08					
K	1	2	3	4	5	Program	Cluster	Change	Change	Enrollment						
Reeder	20	22	24	26	21	23	7									
	20	22	24	25	21	22	7									
	20	23	23	25	21	15					185					
	22															
Total Students	60	89	71	76	63	60	14	433	1	-2	435					
Total Teachers	3	4	3	3	3	3	2.0	21.0			19.0					
Classroom Avg	20.0	22.3	23.7	25.3	21.0	20.0	7.0	21			22					
							SpEd	Total	Current	YTD	Official 9/08					
							Cluster	Change	Change	Enrollment						
							Program									
Rockwell	17	16	17	14	14	15	4									
	17	17	17	15	15	18	6									
	17	16	18	15	16		11									
Total Students	51	49	52	44	45	33	21	295	1	0	295					
Total Teachers	3.0	3	3	3	3	2	3	20.0			17.0					
Classroom Avg	17.0	16.3	17.3	14.7	15.0	16.5	7.0	15			16					
							SpEd	Total	Current	YTD	Official 9/08					
							Cluster	Change	Change	Enrollment						
							Program									
Rohwer	24	20	20	22	20	21	8									
	24	20	20	22	20	21	8									
	23	20	17	19	21	21										
		19	21	16	20											
Total Students	71	79	78	79	81	63	16	467	-2	-4	471					
Total Teachers	3	4	4	4	4	3	2	24.0			22					
Classroom Avg	23.7	19.8	19.5	19.8	20.3	21.0	8.0	19			21					
							SpEd	Total	Current	YTD	Official 9/08					
							Cluster	Change	Change	Enrollment						
							Program									
Sandoz	17	19	16	18	22	18										
	17	17	16	18	24	17										
	18	17	19	18	18											
Total Students	52	53	51	54	46	53		309	1	-3	312					
Total Teachers	3	3	3	3	2	3		17			17					
Classroom Avg	17.3	17.7	17.0	18.0	23.0	17.7		18			18					
							SpEd	Total	Current	YTD	Official 9/08					
							Cluster	Change	Change	Enrollment						
							Program									
Upchurch	20	19	24	21	18	26										
	21	20	23	22	17											
	20	20														
	16															
Total Students	77	59	47	43	35	26		287	0	287	287					
Total Teachers	4	3	2	2	2	1		14			14					
Classroom Avg	19.3	19.7	23.5	21.5	17.5	26.0		21			21					
							SpEd	Total	Current	YTD	Official 9/08					
							Cluster	Change	Change	Enrollment						
							Prgm									
Wheeler	21	20	20	19	20	22	12									
	16	19	19	20	20	20	4									
	21	15	22	21	22	23	7									
	21	21	19	18	17	23										
	17	21	20	20												
Total Students	96	96	100	98	79	88	23	580	-2	-1	581					
Total Teachers	5	5	5	5	4	4	3	31			28					
Classroom Avg	19.2	19.2	20.0	19.6	19.8	22.0	7.7	19			20					
							SpEd	Total	Current	YTD	Official 9/08					
							Cluster	Change	Change	Enrollment						
							Prgm									
Willowdale	17	23	23	21	22	25										
	18	23	24	22	23	26										
	18	24	23	21	23	25										
				21												
Total Students	53	70	70	85	68	76		422	1	5	417					
Total Teachers	3	3	3	4	3	3		19.0			19					
Classroom Avg	17.7	23.3	23.3	21.3	22.7	25.3		22			22					
							SpEd	Total	Current	YTD	Official 9/08					
							Cluster	Change	Change	Enrollment						
							Prgm									
Elementary Totals																
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5	Program	Total	Current	YTD	Official 9/08
Students	1638	1678	1712	1649	1563	1548	66	75	61	53	61	148	9936	14	19	9917
Teachers	86.0	81.0	80.0	77.0	74.0	71.0	9			6.0		23.0	507			484.0
Classroom Avg	19.0	20.7	21.4	21.4	21.1	21.8						6.4	19.60			20.223
							SpEd	Total	Current	YTD	Official 9/08					
							Cluster	Change	Change	Enrollment						
							Program									
Andersen MS	250	269	242									11	761	-8	5	756
Beadle MS	301	303	242									31	846	4	7	839
Central MS	251	220	259									27	730	-4	-5	735
Kiewit MS	302	290	331									3	923	-2	-6	929
North MS	246	243	241									13	730	2	-2	732
Russell MS	282	289	283									7	854	3	3	851
MS Alternative	0	10	13										23	4	5	18
Totals	1632	1624	1611									92	4867	-1	7	4860
							SpEd	Total	Current	YTD	Official 9/08					
							Cluster	Change	Change	Enrollment						
							Program									
North HS				9	10	11	12					32	2408	-17	-28	2436
South HS				586	579	627	616					21	2061	-12	-14	2075
West HS				518	527	486	530					24	2110	-4	0	2110
Millard Learning Center				520	535	557	498						99	16	16	83
Totals				0	0	25	74					77	6678	-17	-26	6704
							SpEd	Total	Current	YTD	Official 9/08					
							Cluster	Change	Change	Enrollment						
							Program									
Contracted SPED													44	-1	-1	45
Young Adult Program													55	0	-2	57
Total District Enrollment													21580	-3	-3	21583

Preliminary Projections for 2009-10											
	Proj K 2009	Proj 1st 2009	Proj 2nd 2009	Proj 3rd 2009	Proj 4th 2009	Proj 5th 2009	self cont	Projected Total	Official End-of-Sept. 2008	Difference	
Abbott	75	79	64	70	69	56		413	411	2	
Ackerman	100	98	92	76	86	94		546	550	-4	
Aldrich	52	57	52	103	75	88		427	429	-2	
Black Elk	80	84	87	99	80	96		526	537	-11	
Bryan	65	64	69	61	62	63		384	381	3	
Cather	74	79	81	75	69	65		443	430	13	
Cody	35	30	40	35	29	29	19	198	210	-12	
Cottonwood	55	53	57	57	60	67		349	346	3	
Disney	45	47	42	44	33	47	13	258	264	-6	
Ezra Millard	58	60	62	61	67	48	11	356	391	-35	
Harvey Oaks	49	47	49	55	53	24		277	288	-11	
Hitchcock	17	17	24	27	25	24	18	134	175	-41	
Holling Heights	55	58	58	63	71	59	11	364	388	-24	
Montclair	90	83	83	91	93	71		511	530	-19	
Morton	62	42	57	62	66	57	12	346	357	-11	
Neihardt	95	82	102	100	103	75		557	549	8	
Norris	55	62	49	55	55	58		334	340	-6	
Reagan	118	120	111	112	73	94		628	543	85	
Reeder	70	71	100	83	95	75	15	494	435	59	
Rockwell	55	46	44	48	42	40	20	275	295	-20	
Rohwer	67	74	85	81	82	78	16	467	471	-4	
Sandoz	60	51	55	52	53	49		320	312	8	
Upchurch	80	97	59	61	48	34		379	287	92	
Wheeler	100	93	100	98	100	80	20	571	581	-10	
Willowdale	55	54	75	68	89	72		413	417	-4	
	1667	1648	1697	1737	1678	1543	155	9970	9917	53	
		Proj 6th 2009	Proj 7th 2009	Proj 8th 2009	Proj Total				of-Sept. 2008	Difference	
AMS		254	255	275	784				756	28	
BMS		305	315	301	921				839	82	
CMS		237	256	231	724				735	-11	
KMS		294	313	290	897				929	-32	
NMS		354	249	253	856				732	124	
RMS		261	292	293	846				851	-5	
MS Alter			6	13	19				18	1	
		1705	1686	1656	5047				4860	187	
		Proj 9th 2009	Proj 10th 2009	Proj 11th 2009	Proj 12th 2009	Proj Total			of-Sept. 2008	Difference	
North HS		621	592	579	627	2419			2436	-17	
South HS		451	533	514	487	1985			2075	-90	
West HS		533	524	535	552	2144			2110	34	
MLC				16	73	89			83	6	
		1605	1649	1644	1739	6637			6704	-67	
Contracted SPED		44							45	-1	
Young Adult Program		56							57	-1	3-Dec-08
District Projected Total	21754								21583	171	

AGENDA ITEM: North Central Association (NCA) / AdvancED Report

MEETING DATE: December 15, 2008

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Report of the Quality Assurance Review for School Accreditation

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

BACKGROUND:

For many years the Millard Public Schools middle and high schools were nationally accredited through the North Central Association (NCA). A merger in 2006 combines the North Central Association with the Southern Association of Colleges and Schools under the name AdvancEd. 2001 we also sought accreditation for all of the elementary schools. Currently all of our schools are nationally accredited by the North Central Association of AdvancEd, although we are just beginning the process to bring in Reagan and Upchurch. We are bound to the standards of the AdvancEd. Every 5 years an external team visits our district and provides each school with feedback on their school improvement process and how they meet the 7 standards. We had 20 people from Nebraska school districts and 6 from our Bench Marking Consortium school districts included on the team. Freida Lange from the Nebraska Department of Education served as the chair for this committee. An excerpt of the report for each school is included with this report. A complete report for each school is available on the website. The initial exit report and subsequent final reports are very positive about our work on each of the 7 standards. The commendations and recommendations include district issues as well as specific building issues relating to each standard.

NCA Accreditation Standards

1. The school establishes and communicates a shared purpose and direction for improving performance of students and the effectiveness of the school.
2. The school provides governance and leadership that promote student performance and school effectiveness.
3. The school provides research-based curriculum and instructional methods that facilitate achievement for all students.
4. The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and student effectiveness.
5. The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.
6. The school fosters effective communications and relationships with and among its stakeholders.
7. The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

District Commendations:

1. Every building in the district expressed and demonstrated a clear and powerful focus on student learning.
2. The use of multiple communications methods has built a sense of community among stakeholders in the Millard Public Schools.
3. MPS has developed strong building and district level leadership
4. Schools provide a safe, warm, and welcoming environment that recognizes each student as an individual.

District Recommendation:

1. Revise the student assessment system to maximize teachers' ability to use the data.

We intend to use the report for improvement as follows:

1. Each school will share this report with their school improvement team and will act on recommendations and commendations.
2. The recommendations will also be considered when the school revisits the school site plan.
3. Current district action plans include strategies to make data more readily available for staff and also include pertinent staff development to enable staff to access the data.

Future Issues

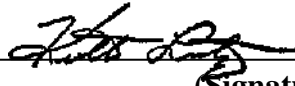
Based on recommendations and feedback from our Quality Assurance Review Team, we will be moving to a District Accreditation model as opposed to the building accreditation model we are currently operating under.

OPTIONS AND ALTERNATIVES CONSIDERED:

RECOMMENDATION:

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____



(Signature)

BOARD ACTION:

Report of the Quality Assurance Review Team for Grace Abbott Elementary School

Erik Chaussee, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Grace Abbott Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 8 students, 4 parents, and 7 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

- **Professional Learning Communities (PLCs), as part of the school and district staff development, improve teaching and learning at Grace Abbott Elementary School.**

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Ackerman Elementary School

Melissa Gilbert, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Ackerman Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 2 members of the administrative team, 8 students, 6 parents, and 10 teachers. In addition, 2 Support Staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Ackerman Elementary School staff expresses and demonstrates a clear and powerful focus on student learning.**

Interviews with parents, students, and administration confirm the commitment to student learning. Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Resources such as the Millard Educational Foundation and PayBac Partners are abundant and effectively used.

When a building has student learning as the primary purpose of its existence, it is better able to allocate resources to crucial areas needing attention. The focus of energy, research, and resources at Ackerman Elementary School contributes to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Staff at Ackerman Elementary School provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from building levels from middle school to high school or elementary to middle school are carefully structured and focus on student needs. Each building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise (as a district-wide collaborative effort) the student assessment system to maximize teachers’ ability to use the data.**

Through a review of the district’s assessment system and teacher and principal interviews, it was noted that an

abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Aldrich Elementary School

Angelo Passarelli, Director

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Aldrich Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Director, 1 member of the administrative team, 8 students, 8 parents, and 8 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The effective instructional leadership at Aldrich Elementary is clearly evident and appreciated by stakeholders. The district's mission of a "world-class educational system characterized by innovative and diverse opportunities designed to challenge each student" is communicated in multiple ways throughout this building.**

After four years of hard work, commitment, and dedication to continuous improvement, Aldrich Elementary is the only elementary school in Nebraska to receive the International Baccalaureate Primary Years Program World School prestigious accreditation. All stakeholders are very proud of this honor and it truly reflects the hard work that the entire community has done over the past several years to develop the PYP. The implementation and incorporation of the International Baccalaureate Attitudes and Profiles within the entire school culture was observed by the Quality Assurance Review (QAR) team, and confirmed as a school-wide effort in guaranteeing academic excellence and the development of principled young people who become active, inquiring, and compassionate life-long learners. Innovative opportunities and challenging programs of

intercultural understanding through guided inquiry were also shared by all stakeholders.

Stakeholders at all levels cited their pride in their school and their community as a major reason for the high level of parent and community support of school programs and the respectful student body. A safe, challenging, and nurturing learning environment empowers students and allows them to develop to their full potential.

- **Every building in the district expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART (Specific, Measurable, Attainable, Realistic, Timely) goals. Resources such as Millard Educational Foundation, and PayBac Partners are abundant and available, and they are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement) were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that have resulted in support of bond issues, volunteerism, and better understanding of youth, which have led to improved learning and achievement.

- **Aldrich staff provide a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans between building levels were carefully structured and focused on student needs. Each building was clearly designed with the needs of students paramount.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “benchmarking consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Share information through frequent verbal, written, and digital communication.**

Communicating and sharing results will encourage others to follow. Also, please share the school's excellent Olympic Day activity on the Peer Practices website.

Improved communication will help to sustain the school's initiatives.

- **Revise the student assessment system to maximize teachers' ability to use the data (this would be done as a district-wide effort).**

Through a review of the district's assessment system and from teacher and principal interviews, concern was expressed that an abundance of data is available, but some is not relevant, nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent and when charts or graphs are provided, little analysis is provided. The need for consistent use of data retreats within every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to

ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.

6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Black Elk Elementary School

Joshua Lewis, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Black Elk Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 13 students, 7 parents, and 16 teachers. In addition, Support Staff - 5 were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “benchmarking consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

- **Black Elk Elementary staff provide a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools (meaning other districts), and I’ve never been to a school that cares so much.” Transition plans from building levels middle school to high school and elementary to middle school are carefully structured and focused on student needs. Each building is clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of our youth, which have all led to improved learning and achievement.

- **Every building in the district expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals (specific, measurable, attainable, results-oriented, and time-bound). Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers’ ability to use the data (this would be a district-wide collaborative effort).**

Through a review of the district’s assessment system and teacher/principal interviews, concern was expressed

that an abundance of data is available, but some is not relevant, nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent and when charts or graphs are provided, little analysis is provided. The need for consistent use of data retreats in every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Bryan Elementary School

Pat Rhodes, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Bryan Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 6 students, 5 parents, and 7 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Bryan Elementary maintains a clear focus on student achievement.**

Statements from Bryan Elementary teacher, parent, and student interviews are evidence that all stakeholders understand that the school works together to improve achievement of each student, no matter what his/her proficiency level may be. Using Professional Learning Communities, teachers consistently monitor progress and make instructional decisions to improve the achievement level of each student.

The commitment to increasing student achievement has resulted in increased student performance at Bryan Elementary.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (i.e. math nights), and invitations to serve on committees (e.g., strategic planning, school improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of our youth – all of which have led to improved learning and achievement.

- **Staff at Bryan Elementary provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools (meaning other districts), and I’ve never been to a school that cares so much.” Transition plans from middle school to high school or elementary to middle school were carefully structured and focused on student needs. Each building was clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “benchmarking consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Refine and implement plans to actively involve all Bryan Elementary staff in the site planning/school improvement process.**

Interviews with the Bryan Elementary administrator and staff showed a need and desire to ensure increased opportunities for all staff to be involved in the school improvement process.

This recommendation for Bryan is consistent with expectations of the dedicated and caring staff at Bryan Elementary. Ensuring involvement of all staff in continuous improvement and decision making will strengthen understanding, commitment, and ownership of the school improvement process, therefore moving the school closer to achieving its mission.

- **Revise the student assessment system to maximize teachers' ability to use the data.**

Through a review of the district's assessment system and teacher/principal interviews, concern was expressed that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly forms. The turn-around time for testing results is not consistent and when charts or graphs are provided, little analysis is provided. The need for consistent use of data retreats in every building was expressed.

By improving district-wide methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Cather Elementary School

Paula A. Peal, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Cather Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 8 students, 7 parents, and 8 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Cather Elementary School is unique in its offerings to students. A core curriculum that is rigorous and enriched is available, and at the same time, the traditional curriculum is an option for the students. The administration works efficiently to meet the needs of students in these two academically diverse programs: core and traditional.**

All interviewed stakeholders, including parents, students, and teachers, provided positive feedback on both programs, individually and as an aggregate. Whether speaking of the core or traditional program, feelings of satisfaction were expressed.

Effective leadership and a stable faculty ensure the opportunities of these two divergent programs are understood by parents. Students are provided a wonderful array of academic services.

- **Every school in the district expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Abundant resources, such as Millard Educational Foundation and PayBac Partners, are used effectively.

A focus of energy, research, and resources contributes to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools and Cather Elementary School.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Staff provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from building levels (i.e., middle school to high school, elementary to middle school) are carefully structured and focus on student needs. Each building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making

progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Monitor and evaluate the blending and effectiveness of the core and traditional programs as they relate to and overlap each other.**

All stakeholders voiced an awareness of the need for the two programs to work cooperatively.

To ensure the academic success and social adjustment of students, administrators, teachers, and parents must hold both programs in equal esteem.

- **Revise (as a district-wide collaborative effort) the student assessment system to maximize teachers' ability to use the data.**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available

any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Cody Elementary School

Nicholas Meysenburg, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Cody Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 2 members of the administrative team, 25 students, 6 parents, and 15 teachers. In addition, 1 Support Staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Administrators and teachers clearly demonstrate leadership and commitment to the establishment of a climate of high expectations.**

The Quality Assurance Review (QAR) team heard repeatedly from interviews with students, staff, and parents that high expectations are the norm in this school. The team saw evidence of quality instruction and a dedicated and capable staff. The parents who were interviewed were extremely complimentary and proud of the commitment of the staff, administration, and district leadership. Cody Elementary School has many parents who choose to “opt in” to this school. A high percentage of parents are involved in school activities. The team saw pride and ownership of the learning opportunities for young people in this school. One teacher reported that she could not be one of the after-school tutors because there were too many volunteers ahead of her.

A climate of high expectations results in commitment and dedication to continuous improvement by staff,

students, and parents and has a positive impact on learning and achievement.

- **Cody Elementary School expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students helps to establish target goals/SMART goals. Abundant resources, such as the Millard Educational Foundation and PayBac Partners, are used effectively.

A focus of energy, research, and resources contributes to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the district.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Building staff provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from middle school to high school or elementary to middle school are carefully structured and focus on student needs. Each building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teacher ability to use the data.**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

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Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Cottonwood Elementary School

Nancy Nelson, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Cottonwood Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 8 students, 6 parents, and 8 teachers. In addition, Support Staff -1 were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Every building in the district, including Cottonwood Elementary, has expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLC) by staff and Personal Learning Plans (PLP) by students help to establish target goals/SMART (specific, measurable, attainable, results-oriented and time-bound) goals. There is an abundant availability of resources (e.g., Millard Educational Foundation, PayBac Partners) that are effectively used.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (i.e. Math Nights), invitations to serve on committees (e.g., Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. 65% of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that have resulted in support of bond issues, volunteerism, and better understanding of the school's youth – all which have led to improved learning and achievement.

- **Cottonwood Elementary provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from building levels, (i.e. middle school to high school, elementary to middle school) were carefully structured and focused on student needs. Each building was clearly designed with the needs of students paramount.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. 60% of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers’ ability to use the data (this should be a district-wide, collaborative effort).**

Through a review of the district's assessment system and from teacher and principal interviews, concern was expressed that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly forms. The turn-around time for testing results is not consistent and when charts/graphs are provided, little analysis is provided. The need for consistent use of data retreats within every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resource-network, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Disney Elementary School

Mark Schultze, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Disney Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 9 students, 4 parents, and 5 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The Quality Assurance Review (QAR) Team commends the Walt Disney Elementary School for using the continuous improvement process to design and implement instructional strategies to improve research-based instructional interventions to meet individual student needs, e.g., Early Literacy Interventions (ELI), Reading Enrichment and Development (READ), Support One Student (SOS), High Ability Program, and re-teaching rooms.**

The administration and teachers shared with the QAR Team that they had used collaborative decision-making processes to review and analyze student data and allocate resources to affect student achievement. Parents shared enthusiasm for, and an understanding of, the strategies being implemented. Students also shared their appreciation for their teachers and the responsiveness they get when they need help. As evidenced by statements from stakeholder interviews and through classroom observations, all stakeholders could articulate what strategies are being implemented to address gaps in performance. This focus has contributed to the

school's increase in student performance. A tremendous amount of pride was exhibited in the school on the part of the staff, parents, and students.

It is by analyzing the data, determining the individual needs of each student, and establishing appropriate programs that a school becomes great. In this environment, learning is improved for every student.

- **Every building in the district expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLC) by staff and Personal Learning Plans (PLP) by students help to establish target goals/SMART (specific, measurable, attainable, results-oriented and time-bound) goals. There is an abundance of resources, such as Millard Educational Foundation and PayBac Partners, that are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, "Friday Folders" (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (i.e. math nights), and invitations to serve on committees (Strategic Planning, School Improvement) were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. "We see the value of our tax dollars being used wisely," one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being "A" or "B" quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of our youth – all of which have led to improved learning and achievement.

- **Building staff provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, "I have been in six different schools [meaning other districts], and I've never been to a school that cares so much." Transition plans from middle school to high school or elementary to middle school were carefully structured and focused on student needs. Each building was clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to "grow" strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the "benchmarking consortium" has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system and analyze factors that influence test scores to maximize teachers' ability to use the data.**

Through a review of the district's assessment system and teacher/principal interviews, concern was expressed that an abundance of data is available, but some is not relevant, nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent and when charts or graphs are provided, little analysis is provided. The need for consistent use of data retreats in every building was expressed.

By improving the methods in which student performance data is shared with teachers, the school can make better use of the assessment data to provide increased support toward staff development and improve instruction and student learning.

- **Employ the relationship with business partners to sponsor field trips that would be an extension of the classroom.**

The school has already established relationships with the community with programs that occur in the school; this would help move some learning opportunities outside of the school setting.

These activities would provide incentives to students and parents, expand parental opportunities to celebrate students' accomplishments, and provide learning opportunities outside of the classroom.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made

toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.

6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Ezra Millard Elementary School

Carrie L. Novotny-Buss, Administrator

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Ezra Millard Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Administrator, 1 member of the administrative team, 11 students, 5 parents, and 6 teachers. In addition, Support Staff - 4 were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Ezra Elementary administration and staff expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans by students help to establish target goals/SMART goals (specific, measurable, attainable, results-oriented, and time-bound). Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools as well as Ezra Elementary School.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of the school's youth, which have all led to improved learning and achievement.

- **Ezra Elementary School staff provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools (meaning other districts), and I’ve never been to a school that cares so much.” Transition plans from building levels middle school to high school and elementary to middle school are carefully structured and focused on student needs. Each building was clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers’ ability to use the data (this would be done as a district-wide, collaborative effort).**

Through a review of the district's assessment system and teacher/principal interviews, concern was expressed that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent, and when charts or graphs are provided, little analysis is provided. The need for consistent use of data retreats in every building was expressed.

By improving the methods in which student performance data is shared with teachers, the school can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourceNetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Harvey Oaks Elementary School

Roberta Deremer, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Harvey Oaks Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 8 students, 6 parents, and 8 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Every building in the district expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLC) by staff and Personal Learning Plans (PLP) by students help to establish target goals/SMART (specific, measurable, attainable, realistic, and timely) goals. Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported. The Harvey Oaks Elementary administrative leader effectively communicates with teachers and parents and knows how to capitalize on teacher strengths to benefit the students’ learning.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of the school's youth – which have led to improved learning and achievement. This kind of leadership at Harvey Oaks is at the heart of school improvement.

- **Building staff at Harvey Oaks provide a safe, warm and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools (meaning other districts), and I’ve never been to a school that cares so much.” Transition plans from building levels, middle school to high school and elementary to middle school, are carefully structured and focused on student needs. Each building was clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “benchmarking consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers’ ability to use the data.**

Through a review of the district’s assessment system and teacher/principal interviews, concern was expressed

that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent and when charts or graphs are displayed, little analysis is provided. The need for consistent use of data retreats within every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Hitchcock Elementary School

Mandy Johnson, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Hitchcock Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 2 members of the administrative team, 7 students, 7 parents, and 5 teachers. In addition, Support Staff - 2 were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Hitchcock Elementary expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals (specific, measurable, attainable, results-oriented, and time-bound). Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in all**

Millard Public Schools, including Hitchcock Elementary School.

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of the school's youth, which have all led to improved learning and achievement.

- **Hitchcock Elementary School staff provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from building levels middle school to high school and elementary to middle school are carefully structured and focused on student needs. Each building was clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers’ ability to use the data (this would be done as a district-wide, collaborative effort).**

Through a review of the district’s assessment system and teacher/principal interviews, concern was expressed

that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent, and when charts or graphs are provided, little analysis is provided. The need for consistent use of data retreats in every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Holling Heights Elementary School

Terry Houlton, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Holling Heights Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 6 students, 7 parents, and 11 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Holling Heights Elementary has clearly defined expectations for student learning that are aligned with the school's vision and are fully supported by school personnel and stakeholders. Data are used to drive decision-making for curriculum direction, student support, and professional development for the staff.**

The administration provides data charts and analysis documents for use in planning. This enables staff to dissect the data and become confident with its implications.

Because of the data analysis process, the school has a clear direction to formulate a plan to improve instruction.

- **The staff expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best

practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Abundant resources, such as Millard Educational Foundation and PayBac Partners, are used effectively.

A focus of energy, research, and resources contributes to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Staff members provide a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from middle school to high school and elementary to middle school are carefully structured and focus on student needs. Each building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Generate longitudinal data to review continued growth. As data are collected, organized, and analyzed, teachers will expand upon their interpretation skills and the identification of instructional strategies that are most appropriate for increased student learning.**

The administrator provides data for the teachers to analyze. His goal is for teachers to develop the skills necessary to interpret data results accurately, with specific ideas for implementing strategies that support the deficiencies highlighted in the data.

When teachers are able to interpret data accurately, ownership into the process of improving education for all learners is provided.

- **Revise (as a district-wide, collaborative effort) the student assessment system to maximize teachers' ability to use the data.**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer

practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Morton Elementary School

Julie K. Warnemunde, Administrator

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Morton Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Administrator, 1 member of the administrative team, 9 students, 6 parents, and 10 teachers. In addition, Support Staff - 1 were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **At Morton Elementary, a highly developed sense of community and collaboration among all stakeholders is evident.**

As evidenced by statements from stakeholder interviews and review team observations, the Parent Teacher Organization is a partner not only in fund raising efforts, but also in the school improvement planning process at Morton Elementary. The sense of community articulated by the administration, teachers, and parents was evident in student behaviors--notably Maverick Moments.

When there is a safe environment, student achievement can be maximized. This strong sense of community at Morton Elementary creates a safe environment that is supportive of increased student performance.

- **Every building in the district expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLC) by staff and Personal Learning Plans (PLP) by students help to establish target goals/SMART goals (specific, measurable, attainable, results-oriented and time-bound). Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of the school's youth – which have all led to improved learning and achievement.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Communicate to parents the rationale for district decisions that affect Morton Elementary School's community.**

Interviews with parent representatives indicated a lack of understanding of how Morton interacts with the overall district system. An example was the sense of confusion related to how Morton Elementary serves as a

feeder school for three different middle schools.

Morton Elementary's greatest strength is a sense of community among its stakeholders. Misunderstandings can serve to break down that sense of community.

- **Revise the student assessment system to maximize teachers' ability to use the data (this would be done as a district-wide, collaborative effort).**

Through a review of the district's assessment system and teacher/principal interviews, concern was expressed that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent and when charts or graphs are provided, little analysis is provided. The need for consistent use of data retreats within every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resource-network, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Neihardt Elementary School

Colleen Beckwith, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Neihardt Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 7 students, 6 parents, and 8 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

- **Staff members at Neihardt provide a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools (meaning other districts), and I’ve never been to a school that cares so much.” Transition plans from building levels middle school to high school and elementary to middle school are carefully structured and focused on student needs. Each building is clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of our youth, which have all led to improved learning and achievement.

- **Every building in the district expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLP) by students help to establish target goals/SMART (specific, measurable, attainable, results-oriented, and time-bound) goals. Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **Neihardt Elementary School provides many opportunities to encourage leadership from within the staff.**

Many teachers were volunteering to be a part of the leadership. Because of this unique circumstance, teachers were put on a rotation for participation on the leadership team.

The school has developed leaders who are advocates for the district’s vision and continuous school improvement efforts. As a result, there is a strong sense of community within the building.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact

on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers' ability to use the data (this would be a collaborative, district-wide project).**

Through a review of the district's assessment system and teacher/principal interviews, concern was expressed that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent and when chart or graphs are provided, little analysis is provided. The need for consistent use of data retreats within every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

- **Develop strategies for recruiting parents in the decision-making and implementation processes at Neihardt Elementary School.**

Administrators, teachers, and parents all agreed that more involvement by parents is needed.

Parental involvement would provide additional resources and support for implementing initiatives at both the district and building level.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer

practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Norris Elementary School

Peggy Brendel, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Norris Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 10 students, 4 parents, and 8 teachers. In addition, Support Staff - 2 and Community Members - 4 were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The Millard Public School District has developed strong building and district-level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “benchmarking consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

- **Building staff at Norris Elementary provide a safe, warm, and welcoming environment that recognizes each**

student as an individual.

Interviews repeatedly reflected the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from building levels middle school to high school and elementary to middle school are carefully structured and focused on student needs. Each building is clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of the school's youth, which have all led to improved learning and achievement.

- **Every building in the district expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLC) by staff and Personal Learning Plans (PLP) by students help to establish target goals/SMART goals. Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **Norris Elementary School’s diversity in programming permeates all levels of the organization.**

The Montessori program, Title I pre-school, and regular classrooms are able to co-exist successfully to address a wide variety of student needs and interests.

This diversity of programming makes Norris Elementary a school of choice for many parents.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making

progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers' ability to use the data (this would be a collaborative, district-wide activity).**

Through a review of the district's assessment system and from teacher and principal interviews, concern was expressed that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent and when chart or graphs are provided, little analysis is provided. The need for consistent use of data retreats in every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

- **Increase opportunities for parent involvement in the school improvement process.**

The team found through the interview process with parents that relevant data about the building's school improvement process is not reaching all parents.

Greater involvement of parents in the school improvement process will enhance the already well-established sense of community.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer

practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Reeder Elementary

Suzanne Hinman, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Reeder Elementary in Gretna, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 8 students, 8 parents, and 8 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Reeder Elementary School staff expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals (specific, measurable, attainable, results-oriented, and time-bound). Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in each of**

the Millard Public Schools, including Reeder Elementary School.

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of the school's youth, which have all led to improved learning and achievement.

- **Reeder Elementary School staff provided a safe, warm, and welcoming environment that recognized each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from building levels middle school to high school and elementary to middle school are carefully structured and focused on student needs. Each building was clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers’ ability to use the data (this activity would be a district-wide, collaborative effort).**

Through a review of the district’s assessment system and teacher/principal interviews, concern was expressed

that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent, and when charts or graphs are provided, little analysis is provided. The need for consistent use of data retreats in every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Norman Rockwell Elementary School

Jerri Wesley, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Norman Rockwell Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 8 students, 3 parents, and 8 teachers. In addition, Support Staff -3 were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Norman Rockwell Elementary School is routinely analyzing student achievement data and has placed a high emphasis on early intervention.**

Rockwell has a number of programs that address early intervention, including the Title I kindergarten program, re-teaching programs for reading, writing, and math, and a method for identifying barely proficient students in hopes of moving them to beyond proficient.

To provide students with a world-class education, as the Millard vision aspires to achieve, students must be proficient in basic core academic skills before leaving the elementary level at Rockwell.

- **Every building in the district expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLC) by staff and Personal Learning Plans (PLP) by students help to establish target goals/SMART (specific, measurable, attainable, results-oriented and time-bound) goals. Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of the school's youth – which have all led to improved learning and achievement.

- **Staff members at Rockwell Elementary provide a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools (meaning other districts), and I’ve never been to a school that cares so much.” Transition plans from building levels middle school to high school and elementary to middle school are carefully structured and focused on student needs. Each building was clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers' ability to use the data (this would be done as a district-wide, collaborative effort).**

Through a review of the district's assessment system and from teacher and principal interviews, concern was expressed that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent and when charts/graphs are provided, little analysis is provided. The need for consistent use of data retreats within every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Rohwer Elementary School

Brad Sullivan, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Rohwer Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 9 students, 14 parents, and 14 teachers. In addition, Support Staff - 1 were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

- **Rohwer Elementary staff provide a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools (meaning other districts), and I’ve never been to a school that cares so much.” Transition plans from building levels middle school to high school and elementary to middle school are carefully structured and focused on student needs. Each building is clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools and at Rohwer Elementary.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of our youth, which have all led to improved learning and achievement.

- **Rohwer Elementary staff expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans by students help to establish target goals/SMART goals (specific, measurable, attainable, results-oriented, and time-bound). Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively. There is evidence of strong parent involvement and participation.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Determine the level of implementation at which each Professional Learning Community (PLC) team at Rohwer Elementary is operating, so best practices for PLCs can become more consistent throughout the building.**

As stated by teachers and administration, PLCs currently function at different levels of proficiency as teams

work through the PLC process: common planning, common assessments, interpretation of the data, and developing interventions. Examples of highly effective PLCs, using quality practice and use of data to design instruction and implementation, exist in the school.

As Rohwer looks to move from being a good school to a great school, PLCs provide the medium for working with assessments to develop highly effective practices, to respond to student needs, and to develop and implement school goals. Collaboration within PLCs to improve consistent practice will continue to push Rohwer to the next level.

- **Revise the student assessment system to maximize teachers' ability to use the data (this would be done as a district-wide, collaborative effort).**

Through a review of the district's assessment system and teacher/principal interviews, concern was expressed that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent and when charts or graphs are provided, little analysis is provided. The need for consistent use of data retreats in every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with

continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Sandoz Elementary School

Susan Anglemyer, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Sandoz Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 7 students, 4 parents, and 6 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

- **Sandoz Elementary School is characterized by a highly involved and caring staff that appreciates the diverse student body and provides timely feedback to parents and students.**

The mission of the school is well articulated and understood by all stakeholders. The staff expressed concern regarding changing demographics and meeting basic needs of students. The school works with outside agencies to support the basic needs of students and families. The school is an attractive, clean physical plant enhanced by multiple pieces of student artwork throughout. The building principal, while new, is enthusiastic and willing to embrace change. Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.”

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior. This building staff clearly understands the concept of the “total student” that includes addressing a child’s academic, social, emotional, and physical growth.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools and at Sandoz Elementary School.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Every building in the district expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Abundant resources, such as Millard Educational Foundation and PayBac Partners, are used effectively.

A focus of energy, research, and resources contributes to the improvement and support of student learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Explore methods to extend outreach to all parents and stakeholders, especially the non-English speaking parents and families.**

A language line has been implemented to communicate with non-English speaking parents.

The changing demographic of the neighborhood and student population will challenge this staff. The staff indicates a willingness to embrace this diversity and sees it as a building strength.

- **Revise (as a district-wide collaborative effort) the student assessment system to maximize teachers' ability to use the data.**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning..

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for

state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Wheeler Elementary School

Andrew DeFreece, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Wheeler Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 2 members of the administrative team, 8 students, 5 parents, and 7 teachers. In addition, Support Staff - 1 were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Wheeler Elementary School expressed and demonstrated a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLC) by staff and Personal Learning Plans (PLP) by students help to establish target goals/SMART (specific, measurable, attainable, results-oriented and time-bound) goals. Resources such as Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

This focus of energy, research, and resources has contributed to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the**

Millard Public Schools, as well as in Wheeler Elementary School.

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (Strategic Planning, School Improvement), were cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships have been built that resulted in support of bond issues, volunteerism, and better understanding of our youth, which have all led to improved learning and achievement.

- **Wheeler Elementary staff provide a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflected the statement of one student, “I have been in six different schools (meaning other districts), and I’ve never been to a school that cares so much.” Transition plans from building levels middle school to high school and elementary to middle school are carefully structured and focused on student needs. Each building is clearly designed with the needs of students in mind.

This environment of sincere caring and concern has contributed to an overall sense of belonging that has resulted in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” has provided opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers’ ability to use the data (this would be a district-wide, collaborative effort).**

Through a review of the district’s assessment system and teacher/principal interviews, concern was expressed

that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent and when chart or graphs are provided, little analysis is provided. The need for consistent use of data retreats in every building was expressed.

By improving the methods in which student performance data is shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Willowdale Elementary School

Susan Kelley, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Willowdale Elementary School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 7 students, 6 parents, and 4 teachers. In addition, Community Members - 1 were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The Millard Public School District has developed strong building and district-level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

- **The staff provides a safe learning environment that is focused on student success, both academically and socially.**

Interviews reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from building levels (middle school to high school and elementary to middle school) are carefully structured and focus on the needs of students. The school is clearly designed with the needs of students in mind. The team observed various teaching styles and instructional methods that clearly enhance the achievement of students.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior. Students come to school ready and willing to learn.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Every building in the district, including Willowdale Elementary, expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Abundant resources, such as Millard Educational Foundation and PayBac Partners, are used effectively.

A focus of energy, research, and resources contributes to the improvement and support of student learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise (as a district-wide collaborative effort) the student assessment system to maximize teachers’ ability to use the data.**

Through a review of the district’s assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The

turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Harry Andersen Middle School

Jeff S. Alfrey, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Harry Andersen Middle School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 2 members of the administrative team, 8 students, 6 parents, and 5 teachers. In addition, 3 Support Staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Each building in the district expresses and demonstrates a clear and powerful focus on student learning. Harry Andersen Middle School provides multiple programs to support students both academically and socially.**

A variety of programs, including re-teaching programs, the Adventure program, high ability learning (HAL), and the Ninth Hour (which allows students to do make-up work) is in place. Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Resources such as the Millard Educational Foundation and PayBac Partners are abundant and are used effectively.

A focus on energy, research, and resources contributes to the improvement and support of student learning. Programs that allow students extra time and support are essential in ensuring that all students are successful in

meeting the learning expectations of the school district.

- **Andersen Middle School recognizes that establishing relationships among and between adults and students at the middle level is critical to long-term success. The use of multiple communication methods has built a sense of community among the stakeholders.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Staff members provide a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from middle school to high school or elementary to middle school are carefully structured and focused on student needs. Each building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **The Millard Public Schools has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers’ ability to use the data.**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resource-network, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Beadle Middle School

John Southworth, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Beadle Middle School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 2 members of the administrative team, 8 students, 5 parents, and 9 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The 40 Developmental Assets are a high priority across the district and within Beadle Middle School where student leadership is at the forefront.**

Students provide leadership for the implementation of the 40 Developmental Assets. Student leadership makes it successful.

With the development of student leaders, there is a deep sense of pride and ownership in the district and building.

- **Beadle Middle School and all schools in the district express and demonstrate a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Abundant resources, such as Millard Educational Foundation and PayBac Partners, are used effectively.

A focus of energy, research, and resources contributes to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Staff provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from middle school to high school and elementary to middle school are carefully structured and focused on student needs. Each building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to

submit a progress report on these recommendations.

- **Develop a plan for AimsWeb data analysis throughout the building to provide a seamless approach to assist all students in being successful.**

AimsWeb is currently used with seventh and eighth grade, and it is showing success. Teachers and students both commented on the success of the process.

Further implementation and refinement of this process will support increased student achievement for all learners. It will aid in locating specific areas needing remediation and extensions.

- **Revise the student assessment system to maximize teachers' ability to use the data.**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The

AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the Quality Assurance Review Team for Central Middle School

Beth Fink, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Central Middle School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 3 members of the administrative team, 6 students, 6 parents, and 7 teachers. In addition, 6 Community Members were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Central Middle School has a strong administrative team that listens to its student, faculty, and other stakeholders for ideas and subsequent instructional strategies that will positively affect student learning. The result has been the implementation of after-school programs that aid students who are academically at risk.**

Each group, whether it is the homework club or Time Traveling, shows hard data that demonstrate student academic and social growth.

The impact, in addition to improved student learning, is that the students experience a greater feeling of connectedness to the school experience.

- **Central Middle School, as well as every building in the district, expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Abundant resources, such as Millard Educational Foundation and PayBac Partners, are used effectively.

A focus of energy, research, and resources contributes to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders at Central Middle School.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Staff provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from middle school to high school or elementary to middle school are carefully structured and focused on student needs. Each building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership that is clearly demonstrated at Central Middle School.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact

on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Explore alternative funding sources for the after school programs so that whenever the “soft” money or grants are no longer available the existing programs can be sustained.**

The after school programs, such as Time Traveling, homework club, and After School Assistive Program (ASAP), help at risk students improve their academic performance.

If the funding is reduced or cannot be accessed after the life of a grant, the academic growth and enrichment of students may be affected negatively.

- **Revise the student assessment system to maximize teachers’ ability to use the data.**

Through a review of the district’s assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

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practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Kiewit Middle School

Lori Jasa, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Kiewit Middle School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 7 students, 6 parents, and 4 teachers. In addition, 4 Support Staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Kiewit Middle School maintains a clear focus on successful student performance that is evident at all levels of the organization.**

This is evident through the exceptional programs, active student involvement in education, and the number of communication tools available. Interviews reveal a strong emphasis on student success, academically and in life skills, that all stakeholders support.

This focus has led to success in student performance.

- **A clear and powerful focus on student learning is expressed and demonstrated at the school.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best

practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students helps to establish target goals/SMART goals. Resources such as the Millard Educational Foundation and PayBac Partners are abundant and used effectively.

A focus of energy, research, and resources contributes to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Staff provide a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from middle school to high school or elementary to middle school are carefully structured and focused on student needs. The building was clearly designed with the needs of students in mind.

This environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers' ability to use the data.**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

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Celebrating Accreditation

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communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
North Middle School

Joan Wilson, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the North Middle School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 2 members of the administrative team, 6 students, 6 parents, and 4 teachers. In addition, 1 Support Staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **North Middle School is a high performing school when evaluated using the seven AdvancED standards.**

A commitment to continuous improvement, the allocation of resources, and a focus on students and their achievement is evident. Information from interviews consistently confirmed this.

Multiple processes and structures are in place to help and support all students. A highly dedicated staff, leadership, and the support of all stakeholders ensure the processes and structures have a positive impact on students.

- **North Middle School expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best

practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Abundant resources, such as Millard Educational Foundation and PayBac Partners, are used effectively.

A focus of energy, research, and resources contributes to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders at North Middle School.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **Staff members provide a safe, warm, and welcoming environment that recognizes each student as an individual.**

Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from middle school to high school or elementary to middle school are carefully structured and focus on student needs. Each building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Devise plans to deepen the connections between the site planning/building improvement process and the work that takes place in each classroom.**

Many wonderful activities at North Middle School have an extremely positive impact on kids and their learning. However, community and stakeholders may not have an overall understanding of how all of the activities are connected.

Communication and planning that ensures a concentrated and seamless connection between all facets of school improvement and the classroom will strengthen the educational process.

- **Revise the student assessment system to maximize teachers' ability to use the data.**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The

AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Russell Middle School

Mitch Mollring, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Russell Middle School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 3 members of the administrative team, 8 students, 7 parents, and 8 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Charles Russell Middle School maintains a clear and powerful focus on student performance.**

Administrators, teachers, parents, and students identify a focus on student performance at the school. Evidence to support the claim was also obtained through classroom observations. Stakeholders are well aware of the school's student performance objectives and current performance levels. Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Abundant resources such as Millard Educational Foundation and PayBac Partners are used effectively.

A focus of energy, research, and resources contributes to the improvement and support of student learning and to the school's high scores on student performance measures (TerraNova and Essential Learning Outcome

[ELO] tests).

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools and Russell Middle School.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **The school climate is highly supportive of students and staff and provides a safe, warm, and welcoming environment that recognizes each student as an individual.**

Results of student interviews indicate that teachers know each student and provide support in academics and co-curricular activities. Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from middle school to high school or elementary to middle school are carefully structured and focused on student needs. Each building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior. A school climate that is supportive of students removes barriers to learning.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmark Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to

submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers' ability to use the data.**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-

[ed.org/communicationskit](https://www.azed.gov/communicationskit) for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Millard North High School

Brian Begley, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Millard North High School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 2 members of the administrative team, 5 students, 6 parents, and 6 teachers. In addition, 2 Support Staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Millard North High School (as well as every building in the district) expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students helps to establish target goals/SMART goals. Abundant resources such as Millard Educational Foundation and PayBac Partners are used effectively.

This focus of energy, research, and resources contributes to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built, and all have led to improved learning and achievement.

- **A safe, warm, and welcoming environment recognizes each student as an individual.**

Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans (from middle school to high school or elementary to middle school) are carefully structured and focus on student needs. The building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **An educational program dedicated to improving student performance at all levels and meeting the needs of all students is successfully implemented.**

As evidenced by small class sizes, high achievement scores on nationally normed assessments such as ACT, SAT, Advanced Placement (AP), and International Baccalaureate and on state and local benchmarks, the entire school community of staff, students, and parents is focused on academics. Millard North offers a wide variety of extra-curricular activities and athletics, courses that challenge students at all achievement levels in many content areas, and support systems for those who struggle. Students and parents express pride in their school and understand what is expected of them.

Educational programs that establish a culture of achievement help all students to understand their responsibility for learning and to be successful in the future.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures provide stability within the organization while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Revise the student assessment system to maximize teachers' ability to use the data.**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts and graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the school can make better use of assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Millard South High School

Curtis R. Case, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Millard South High School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 8 students, 8 parents, and 9 teachers. In addition, 1 Support Staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Millard South High School focuses on the growth of all students by providing challenging experiences in the classroom and activities to meet the needs of a diverse student body.**

Student success is celebrated in many ways. Walls of fame, display cases, and a posting of a variety of student success stories are evident throughout the building.

By celebrating success from a variety of different perspectives, stakeholders appreciate the importance of growing the whole person and recognize that success takes many forms.

- **Millard South High School, as well as every building in the district, expresses and demonstrates a clear and powerful focus on student learning.**

Curriculum is clearly articulated throughout all levels of the organization. Interventions are based on best practice. The use of Professional Learning Communities (PLCs) by staff and Personal Learning Plans (PLPs) by students help to establish target goals/SMART goals. Abundant resources, such as Millard Educational Foundation and PayBac Partners, are used effectively.

This focus of energy, research, and resources contributes to the improvement and support of student learning.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (e.g., Math Nights), and invitations to serve on committees (e.g., strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **A safe, warm, and welcoming environment recognizes each student as an individual.**

Interviews repeatedly reflect the statement of one student, “I have been in six different schools [meaning other districts], and I’ve never been to a school that cares so much.” Transition plans from middle school to high school or elementary to middle school are carefully structured and focus on student needs. The building is clearly designed with the needs of students in mind.

An environment of sincere caring and concern contributes to an overall sense of belonging that results in excellent student performance and behavior.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the “Benchmarking Consortium” provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to

submit a progress report on these recommendations.

- **Evaluate technology needs and develop a plan to enable all students to have greater access to needed technology (computers, SMART Boards).**

Interviews with students and teachers indicate a lack of appropriate access to technology. Specifically, students indicate a desire to have one-to-one computing capacity and greater use of SMART Boards.

Today's students come to school more technologically advanced, and their needs must be met. Society expects students to be able to perform in an information-based economy, and a world-class school must meet this expectation.

- **Revise the student assessment system to maximize teachers' ability to use the data (this would be a district-wide collaborative effort).**

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the school can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer

practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Report of the
Quality Assurance Review Team
for
Millard West High School

Richard Kolowski, Principal

Review Dates: 09/23/2008 - 09/25/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Millard West High School in Omaha, Nebraska on 09/23/2008 - 09/25/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 1 member of the administrative team, 6 students, 5 parents, and 10 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Millard West High School is clearly focused on its mission of guaranteeing that all learners achieve a world-class education.**

A world-class education is achieved by pushing students to higher achievement through honors and Advanced Placement (AP) options but also through the development of a comprehensive Pyramid of Interventions to help all students achieve. AP offerings, students participating in AP, and successful scores on AP tests have increased. The concept of a Pyramid of Intervention has been embraced through opportunities for re-teaching/re-learning (learning center, guided study hall), courses designed to remediate (Essential Learning Outcomes [ELO] focused courses), and systems to track student performance.

Millard West High School has positioned itself as a leading academic institution not only in the district but also in the state and the nation. The commitment to guaranteeing a world-class education helps teachers, parents,

and students to focus on continued improvement for all students.

- **The use of multiple communication methods has built a sense of community among the stakeholders in the Millard Public Schools.**

Open houses, advisement conferences, Infinite Campus (online grade book software program), building websites and newsletters, “Friday Folders” (individual student notebooks that travel from home to school), extensive use of phone calls and email, community outreach (Math Nights), and invitations to serve on committees (strategic planning, school improvement) are cited repeatedly as being critically important in helping parents and community know what is happening in the schools. “We see the value of our tax dollars being used wisely,” one patron stated. This sentiment is reflected in a parent survey where 90% of the parents rated the schools as being “A” or “B” quality. Sixty-five percent of the citizens in the district do not have children in the schools, yet bond issues have been continually supported.

Through effective methods of communication, relationships that result in support of bond issues, volunteerism, and better understanding of young people have been built and have led to improved learning and achievement.

- **The Millard Public School District has developed strong building and district level leadership.**

A deliberate plan to “grow” strong leaders is in place. Sixty percent of the district principals are nurtured and hired from within the district, while 40% are hired from outside of the district. Any individual who is new to a position is provided support through mentorship. The development of the "Benchmarking Consortium" provides opportunities for Millard leaders to observe and learn from school leaders in other states.

These structures have provided stability within the organization, while allowing building and district leaders to gain the benefit of new ideas and perspectives that support the total culture of learning.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Align the Millard West High School site plan with the vision and use of professional learning community (PLC) teams.**

The current building site plan does not provide specific goals, actions, or timelines to support the vision or the existing practice of using PLCs. Through the implementation of PLCs, Millard West has developed systems throughout the school that assist all students to achieve and improve; still, the PLCs function at different levels of proficiency and focus.

If the site plan deliberately reflects the vision of the district, it can enhance collaboration and sharing among PLCs. This can strengthen all PLCs so they can better support and focus the work of instruction and intervention to improve learning for all students.

- **Revise the student assessment system to maximize teachers’ ability to use the data (this would be a district-wide**

collaborative effort).

Through a review of the district's assessment system and teacher and principal interviews, it was noted that an abundance of data is available, but some is not relevant nor is it always presented in user-friendly formats. The turn-around time for testing results is not consistent; and when charts or graphs are generated, little analysis is provided. There is a need for consistent use of data retreats in every building.

By improving the methods by which student performance data are shared with teachers, the schools can make better use of the assessment data to improve instruction and student learning.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the

website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

AGENDA SUMMARY SHEET

AGENDA ITEM: Risk Management Report

MEETING DATE: December 15, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Risk Management Report – A report on the insurance coverage maintained by the District.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Don Kamins and Bill Johnson of the Harry A. Koch Company are the District's insurance consultants. They will be present to answer any questions board members may have.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: n/a

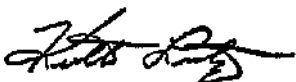
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: HAKCO and Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL:





The Harry A. Koch Co.
Insurance & Financial Benefits
① First Insurance Group

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*“Putting Clients First
Since 1916”*

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**An
Insurance
Summary
For**

**School Dist #17 of
Douglas County**

November 26, 2008

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The Harry A. Koch Co.

Property Policy

Insurance Company: Travelers Property Casualty Co
Policy Number: Y630115R6046TIL08
Policy Term: 6/1/2008 to 6/1/2009

Blanket Schedule

Blanket #	Subject of Insurance	Limit	Co-Ins %	Ded	Valuation	Cause of Loss	Agreed Amount
1	Building	\$417,280,295		\$25,000	R	SPC	Y
2	Personal Property	\$52,605,805		\$25,000	R	SPC	Y
3	Property of Others	\$200,000		\$25,000	R	SPC	Y

Additional Coverages and/or Exclusions include, but are not limited to:

Description:	Limit:	Deductible:
Fungus, Wet Rot, Dry Rot, Bacteria & Other Causes of Loss Changes-Direct Damage-Increased Limit	\$250,000	\$25,000
Electronic Vandalism Limitation Endorsement	\$10,000	\$25,000
Fine Arts included in Deluxe Property	\$100,000	\$25,000
Ordinance or Law Coverage -Covers undamaged portion of ea Bldg & \$1,000,000 limit for Coverages B & C		
Personal Effects	\$50,000	\$25,000
Covered Property-All Buildings, Structures & Equip. related to school activities on School Premises		
Covered Property-Lighting Equipment & Poles		
Personal Property at any one Exhibition	\$150,000	\$25,000
Personal Property at any other not Owned, leased or regularly operated premises	\$150,000	\$25,000
Property in Transit-Common or Contract Carrier, Railroad, Air Carrier, Insured's vehicles	\$200,000	\$25,000
Earthquake - Blanket	\$25,000,000	\$100,000
Flood - Blanket	\$25,000,000	\$100,000
Ordinary Payroll Included in Business Income		
Property in Open (parking lot signs; normal architectural lighting not incl sports lighting)		
Property in Open (All signs, all fences, free standing retaining walls & landscape enhancements)		
Property in Open (Playground equipment, all nonscheduled outdoor sports equip or structures)		
Property in Open (All irrigation pumps, equipment & support structures, rubberized tracks)		
Valuable Papers - On Premises	\$500,000	\$25,000
Valuable Papers In Transit or at Undescribed Location	\$10,000	\$25,000
Vacancy/Unoccupied Permit for 13731-37 Industrial Rd		

Named Insureds:

School District #17 of Douglas County AKA Millard Public School District
Millard Education Foundation, Inc. DBA Millard Public Schools Foundation

The Harry A. Koch Co.

Blanket Installation Floater

Insurance Company: Hartford Fire Insurance Co
 Policy Number: 91MSII9928
 Policy Term: 3/1/2008 to 3/1/2009

<u>Limits:</u>	<u>Coverage Description:</u>
\$3,000,000	Single Location
\$3,000,000	Per Disaster
\$500,000	Temporary Location
\$500,000	Transit
\$3,000,000	Earthquake
\$3,000,000	Flood
\$2,500	Deductible - Special
\$50,000	Deductible - Earthquake
\$50,000	Deductible - Flood

Blanket Builders Risk Policy

Insurance Company: Hartford Fire Insurance Co
 Policy Number: 91MSZQ5703
 Policy Term: 9/1/2008 to 9/1/2009

<u>Limits:</u>	<u>Coverage Description:</u>
\$7,850,000	Single Location
\$42,000,000	Per Disaster
\$500,000	Temporary Location
\$500,000	Transit
\$5,000,000	Earthquake
\$5,000,000	Flood
\$5,000	Deductible - Special
\$50,000	Deductible - Earthquake
\$50,000	Deductible - Flood

Additional Coverages and/or Exclusions include, but are not limited to:

<u>Description:</u>	<u>Limit:</u>	<u>Deductible:</u>
Additional Insured-All General Contractors & All Tiers of Subcontractors		
Equipment Breakdown Coverage Including Testing	\$7,850,000	\$5,000
Soft Costs and Rental Income Coverage	\$641,000	\$5,000
Multiple projects for school district		

The Harry A. Koch Co.

Equipment Floater Policy

Insurance Company: Travelers Property Casualty Co
Policy Number: Y630115R6046TIL08
Policy Term: 6/1/2008 to 6/1/2009

Limits:

\$362,750 Blanket Equipment – total scheduled items
\$50,000 Leased & Rented Equipment

Coverage Description:
Deductibles:

\$1,000 Any one Occurrence

General Liability Policy

Insurance Company: Travelers Property Casualty Co
Policy Number: Y630115R6046TIL08
Policy Term: 6/1/2008 to 6/1/2009

Coverage Written On: [X] Occurrence Form
[] Claims-Made Form; Retro Date:

Limits:

\$2,000,000
\$2,000,000
\$1,000,000
\$1,000,000
\$300,000
\$10,000

Coverage Description:

General Aggregate
Products and Completed Operations Aggregate
Personal and Advertising Injury
Each Occurrence – Bodily Injury and Property Damage
Fire Damage
Medical Expenses

Additional Coverages and/or Exclusions include, but are not limited to:

<u>Description:</u>	<u>Limit #1</u>	<u>Limit #2</u>	<u>Remarks</u>
Sexual Abuse Coverage(Claims Made) Retro: 6/1/98	\$1,000,000	\$1,000,000	\$1,000,000 Each Claim/\$1,000,000 Aggregate
Employee Benefits Liability Coverage- Claims Made-	\$1,000,000	\$2,000,000	Retro Date 06/01/97 Employees - 3,200
Corporal Punishment			

The Harry A. Koch Co.
Business Automobile Policy

Insurance Company: Travelers Property Casualty Co
Policy Number: Y810115R6046TIL08
Policy Term: 6/1/2008 to 6/1/2009

<u>Limits:</u>	<u>Symbols:</u>	<u>Coverage Description:</u>
\$1,000,000	1	Combined Single Limit – Bodily Injury/Property Damage
\$1,000,000	2	Uninsured Motorist
\$1,000,000	2	Underinsured Motorist
\$5,000	2	Medical Payments – Each Person
See Vehicle Schedule	8 10	Comprehensive
See Vehicle Schedule	8 11	Collision

Hired / Borrowed Auto

State	Cost of Hire	If Any	Physical Damage Limit	Unl	Comp Deductible	Collision Deductible
NE		Y	\$50,000		\$1,000	\$1,000

Non-Owned Auto

State	Number of employees
NE	

Additional Coverages and/or Exclusions include, but are not limited to:

<u>Description:</u>	<u>Limit #1</u>	<u>Ded #1</u>
Comp. & Collision Applies to All Owned Autos Except 1997 & Older		

Workers' Compensation Policy

Insurance Company: United Wisconsin Insurance Company
Policy Number: 0400078926
Policy Term: 6/1/2008 to 6/1/2009

Limits:

\$500,000
\$500,000
\$500,000

Coverage Description:

Employer's Liability – Each Accident
Employer's Liability – Disease – Policy Limit
Employer's Liability – Disease – Each Employee

Experience Modification Rating: 0.9300

Umbrella Policy

Insurance Company: Travelers Property Casualty Co
Policy Number: CUP115R6046TIL08
Policy Term: 6/1/2008 to 6/1/2009

Limits:

\$4,000,000
\$4,000,000
\$10,000

Coverage Description:

Each Occurrence
Annual Aggregate
Retained Limit

Nurses Professional Liability

Insurance Company: Landmark American Insurance Company
 Policy Number: LHM719087
 Policy Term: 9/13/2008 to 9/13/2009

<u>Coverage Description</u>	<u>Limit 1</u>	<u>Ded 1</u>	<u>Limit 2</u>
Medical Professional Liability Coverage - Claims Made Basis - School Nurses	\$2,000,000	\$2,500	\$2,000,000
Policy Retro Date 09-13-2004			

Security & Privacy Liability

Insurance Company: American International Specialty Lines
 Policy Number: 0766465
 Policy Term: 2/9/2008 to 2/9/2009

<u>Coverage Description</u>	<u>Limit 1</u>	<u>Ded 1</u>
Security & Privacy Liability	\$1,000,000	\$25,000
Retro Date 11/7/06 (Failure of Security); 2/9/07 (Privacy Peril)		
Crisis Management - Limit per event, 10% Coinsurance Applies	\$100,000	\$25,000
Privacy Regulatory Action Limit of Liability	\$250,000	
Policy Aggregate - Aggregate for all coverages combined including claims expenses	\$1,000,000	

The Harry A. Koch Co.

Fiduciary Liability

Insurance Company: Travelers Casualty & Surety Co of Ameri
 Policy Number: 104896938
 Policy Term: 6/1/2008 to 6/1/2009

Coverage Description	Limit 1	Ded 1
Aggregate limit	\$2,000,000	\$5,000
Claims Made Policy		

Crime Coverages

Insurance Company: Travelers Casualty & Surety Co of Ameri
 Policy Number: 104103595
 Policy Term: 6/1/2008 to 6/1/2009

Coverage Description	Limit 1	Ded 1
Public Employee Dishonesty Coverage - Per Loss	\$1,000,000	\$5,000
Form B - Forgery & Alteration	\$500,000	\$2,500
Form C - Theft, disappearance & destruction-Inside	\$30,000	\$500
Form C - Theft, disappearance & destruction-Outside	\$30,000	\$500
Form F - Computer fraud	\$500,000	\$2,500

The Harry A. Koch Co.

Computer Coverages

Insurance Company: Travelers Property Casualty Co
Policy Number: Y630115R6046TIL08
Policy Term: 6/1/2008 to 6/1/2009

<u>Coverage Description</u>	<u>Limit 1</u>	<u>Ded 1</u>
Blanket hardware	\$3,500,000	\$25,000
Blanket software	\$270,000	\$25,000
Blanket Extra Expense and Business Income	\$1,000,000	
Earthquake - Blanket		\$25,000
Flood - Blanket		\$25,000
EDP Property Any Other Location (for temp storage for summer 2007 EDP installations)	\$500,000	

Boiler & Machinery

Insurance Company: Travelers Property Casualty Co
Policy Number: BM21318X929ATIL08
Policy Term: 6/1/2008 to 6/1/2009

<u>Coverage Description</u>	<u>Limit 1</u>	<u>Ded 1</u>	<u>Ded 2</u>	<u>Remarks</u>
Total Limit Per Breakdown	\$41,000,000			
B&M Property Damage	\$40,000,000	\$5,000		
Business Income/Extra Expense	\$1,000,000	\$24		
Spoilage Damage	\$100,000	\$10	\$2,500	10% of Loss/\$2,500 Minimum Deductible
Utility Interruption if at least 8 hours	\$1,000,000	\$24		Coverage applies only if interruption lasts at least: 8 hours
Data or media	\$5,000	\$5,000		
Error in description	\$1,000,000	\$5,000		
Expediting Expense	\$100,000	\$5,000		
Newly acquired location - Number of Days of coverage 90 Days	\$1,000,000	\$5,000		
Ordinance or law, Demolition, Increased Cost of Construction	\$1,000,000	\$5,000		
Ammonia Contamination - Limit included in Property Damage Limit - Deductible included with Property Damage Deductible	\$100,000			
Hazardous Substance - Included in Property Damage Limit	\$100,000	\$5,000		
Water Damage - Included in Property Damage Limit	\$100,000	\$5,000		

School Leaders Errors & Omissions

Insurance Company: Illinois National Insurance Co.
 Policy Number: 011438356
 Policy Term: 8/18/2008 to 8/18/2009

Coverage Description	Limit 1	Ded 1	Remarks
School Leaders E&O	\$1,000,000	\$25,000	Claims Made Coverage Form
IEP Hearing Limit of Liability	\$100,000		
Desegregation Limit of Liability	\$100,000		
Breach of Contract Limit of Liability	\$100,000		
Breach of Fiduciary Duty Limit of Liability	\$25,000		
Each Employment Practices Violation Deductible		\$50,000	
Each IEP Hearing Deductible		\$10,000	
Employment Practices Violation Endorsement (Including Separate Deductible -each Employment Practices Violation)		\$50,000	
Policy First Inception Date 08-18-2002			
Expanded Coverage First Inception Date 08-18-2008			
Expanded Coverage Retroactive Date 08-18-2008			
Coverage Territory Endorsement (OFAC)			
Corporal Punishment Endorsement			
Knowledge of Wrongful Act Exclusion Amendatory Endorsement			

Named Insureds:

School District #17 of Douglas County aka Millard Public School District

The Harry A. Koch Co.

Premium Summary

Coverage	Carrier	A.M. Best Rating	2007 Expiring Premium	2008 Current Premium
Property	Travelers	A+, XV	293,125	256,023
Inland Marine	Travelers	A+, XV	3,958	3,765
General Liability	Travelers	A+, XV	218,567	211,958
Boiler & Machinery	Travelers	A+, XV	24,672	24,672
Crime	Travelers	A+, XIII	8,414	8,414
Auto	Travelers	A+, XV	127,493	137,076
Umbrella	Travelers	A+, XV	115,636	115,689
Workers' Comp	United Heartland	A, X	716,238	507,045
School Leaders E&O	AIG/Illinois Nat'l Ins Co (Admitted)	A, XV	20,841	22,019
Nurses Professional Liability	Landmark American Ins Co (Non-Admitted)	A, XII	17,819	17,808
Fiduciary Liability	Travelers	A+, XIII	5,230	6,883
Blanket Builders Risk	Hartford	A+, XV	10,212	7,490
Blanket Installation Floater	Hartford	A+, XV	5,469	3,955
Network Security & Privacy	AIG/American Internat'l Specialty Lines Ins Co (Non-Admitted)	A, XV	19,062	18,122
Totals			1,586,736	1,340,919