millard
PUBLIC SCHOOLS

BOARD OF EDUCATION
MEETING

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MARCH 15, 2010

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING   STROH ADMINISTRATION CENTER
6:30 P.M.   5606 SOUTH 147th STREET
                                                                        MARCH 15, 2010
AGENDA

A. Call to Order

<mark>**The Public Meeting Act is posted on the Wall and Available for Public Inspection**</mark>

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items – <u>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.</u>

E. <u>Routine Matters</u>
    1. *Approval of Board of Education Minutes – March 1, 2010
    2. *Approval of Bills
    3. *Receive the Treasurer's Report and Place on File
    4. Summary of Committee of the Whole Meeting – March 8, 2010

F. <u>Information Items</u>
    1. Showcase: All State Middle School Musicians, UNO Middle School Honor Choir, Nebraska State Visual Arts (6-12), Nebraska Young Artists, MSHS Student Council Honor
    2. Superintendent's Comments
    3. Board Comments/Announcements
    4. Report from Student Representatives

G. <u>Unfinished Business:</u>
    1. Approval of Policy 4105 – Human Resources – Mentor and New Staff Induction Program: First-Year and Newly Employed Certificated or Licensed Staff

H. <u>New Business</u>
    1. Approval of Rule 4105.1 – Human Resources – Mentor and New Staff Induction Program: First-Year and Newly Employed Certificated or Licensed Staff
    2. Approval of Rule 4105.2 – Human Resources – New Staff Induction Program: Accountability
    3. Approval of Millard Public Schools Mathematics Standards and Indicators for PK-12
    4. Approval of Revised PK-12 Mathematics Framework
    5. Approval of Meal Price Increases for 2010-2011
    6. Award Cottonwood Carpeting Project
    7. Award Contract for Millard North Middle School Carpeting Project
    8. Award Contract for Millard South High School Roofing Project
    9. Approval to Refund Bonds
    10. Approval of Personnel Actions: Leave(s) of Absence, Resignation(s), and New Hire(s)

I. <u>Reports</u>
    1. Legislative Update
    2. Close-Out Report for 2005 Bond Projects

Agenda
March 15, 2010
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J. <u>Future Agenda Items/Board Calendar</u>
1. Board of Education Meeting on Monday, April 5, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Retired Teacher/Administrator Luncheon on Friday, April 16, 2010 at 12:00 noon at the Don Stroh Administration Center, 5606 South 147th Street
3. Board of Education Meeting on Monday, April 19, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Board of Education Meeting on Monday, May 3, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Millard Public Schools Foundation Hall of Fame Banquet on Friday, May 7, 2010 at 6:30 p.m. at the Qwest Center
6. Committee of the Whole Meeting on Monday, May 10, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Employee Recognition Dinner on Wednesday, May 12, 2010 at 5:30 p.m. at the Georgetowne Club
8. Board of Education Meeting on Monday, May 17, 2010 at 6:30 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 <u>any topic</u>. <u>Please make sure a request form is given to the Board President before the meeting begins</u>.

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

BOARD MEETING   STROH ADMINISTRATION CENTER
6:30 P.M.   5606 SOUTH 147TH STREET
                                                                        MARCH 15, 2010

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 – March 1, 2010. (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 – March 8, 2010

F.1.   Showcase: All State Middle School Musicians, UNO Middle School Honor Choir, Nebraska State Visual Arts (6-12), Nebraska Young Artists, and MSHS Student Council Honor

F.2.   Superintendent's Comments

F.3.   Board Comments/Announcements

F.4.   Report from Student Representatives

G.1.   Motion by _____, seconded by _____, to approve Policy 4105 – Human Resources – Mentor and New Staff Induction Program: First-Year and Newly Employed Certificated or Licensed Staff

H.1.   Motion by _____, seconded by _____, to approve Rule 4105.1 – Human Resources – Mentor and New Staff Induction Program: First-Year and Newly Employed Certificated or Licensed Staff (See enclosure.)

H.2.   Motion by _____, seconded by _____, to approve Rule 4105.2 – Human Resources – New Staff Induction Program: Accountability (See enclosure.)

H.3.   Motion by _____, seconded by _____, to approve Millard Mathematics Standards and Indicators for PK-12 (See enclosure.)

H.4.   Motion by _____, seconded by _____, to approve the Revised PK-12 Mathematics Framework (See enclosure.)

H.5.   Motion by _____, seconded by _____, that student meal prices for school year 2010-11 be established as follows: Elementary School Breakfast ($1.25) and Lunch ($1.95); Middle School Breakfast ($1.50) and Lunch ($2.15); High School Breakfast ($1.75) and Lunch ($2.40 and $3.00) as submitted (See enclosure.)

Administrative Memorandum
March 15, 2010
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H.6   Motion by _____, seconded by _____, that the contract for the summer 2010 Cottonwood Elementary Carpeting Project be awarded to Midwest Floor Covering in the amount of $87,312 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project (See enclosure.)

H.7.   Motion by _____, seconded by _____, that the contract for the summer 2010 NMS Carpeting Project be awarded to Universal Flooring in the amount of $134,700 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project (See enclosure.)

H.8.   Motion by _____, seconded by _____, that the contract for the summer 2010 MSHS Roofing Project be awarded to Boone Brothers Roofing in the amount of $229,000 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. (See enclosure.)

H.9.   Motion by _____, seconded by _____, that the District's administration and financial advisor be authorized and directed to proceed with preparations for the issuance of refunding bonds as determined by the financial advisor and that the board schedule a special meeting for Tuesday, April 20, 2010 at 12:00 noon for the purpose of issuing such bonds (See enclosure.)

H.10.   Motion by _____, seconded by _____, to approve Personnel Actions: Leave(s) of Absence, Resignation(s), and New Hire(s) (See enclosure.)

I. Reports:
1. Legislative Update
2. Close Out Report for 2005 Bond Projects

J. Future Agenda Items/Board Calendar
1. Board of Education Meeting on Monday, April 5, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Retired Teacher/Administrator Luncheon on Friday, April 16, 2010 at 12:00 noon at the Don Stroh Administration Center, 5606 South 147th Street
3. Board of Education Meeting on Monday, April 19, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Board of Education Meeting on Monday, May 3, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Millard Public Schools Foundation Hall of Fame Banquet on Friday, May 7, 2010 at 6:30 p.m. at the Qwest Center
6. Committee of the Whole Meeting on Monday, May 10, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Employee Recognition Dinner on Wednesday, May 12, 2010 at 5:30 p.m. at the Georgetowne Club
8. Board of Education Meeting on Monday, May 17, 2010 at 6:30 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 <u>any topic</u>. <u>Please make sure a request form is given to the Board President before the meeting begins</u>.

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.

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 6:30 p.m., Monday, March 1, 2010, at the Don Stroh Administration Center, 5606 South 147th Street.

Present: Michael Pate, Dave Anderson, Julie Kannas, Brad Burwell, Mike Kennedy, and Linda Poole

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, February 26, 2010; 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 6:30 p.m. Michael Pate announced the public meeting Act is posted on the wall and available for public inspection. Mr. Pate asked everyone to say the Pledge of Allegiance.

Roll call was taken and all members were present.

Motion by Mike Kennedy, seconded by Dave Anderson, to approve Board of Education Minutes for February 15, 2010, approve the bills, and receive the Treasurer's Report and Place on File, upon roll call vote, all members voted aye. Motion carried.

Employees of the Month for March were Judy Nance, speech pathologist at Reeder Elementary, and Raul Perez, day custodian at Wheeler Elementary.

Mike Pate recognized Boy Scout Troop 282, who was in the audience working on the Citizenship in the Community Badge. Mr. Pate welcomed the troop to the meeting.

Superintendent Comments:

1. The topics for the agenda for the Committee of the Whole meeting next week includes revenue projections, legislative update by lobbyist Bill Mueller, and discussion on instruction time options.

2. On Thursday there will be a meeting of the Learning Community Superintendent Advisory Committee at 4 p.m. and then at 6 p.m. a meeting of the Learning Community Coordination Council.

3. Friday, March 5, 2010 will be a Superintendent's business advisory meeting at 7:30 a.m.

4. Tuesday, March 2, 2010 is Staff Appreciation day. The building staff members will be treated with a coupon for a free lunch at their building, and cookies will be provided to staff members at other district locations that do not have students.

5. A candidate forum is being held at Millard North High School this evening. There are two individuals who are running for seats are probably there; however, the other two who are running are here working.

6. Future dates for Board members will be the New Teacher Breakfast on Monday, August 2 at Millard South High School at 7:30 a.m. and Friday, August 6th is the Fall Kick-Off Celebration at Embassy Suites at 8:30 a.m.

Board Comments:

March 2, 2010 is Nebraska Teacher Recognition Day, and all board members expressed their appreciation to all staff members for their hard work, dedication, and everything they do for the students of Millard Schools.

Dave Anderson reported he will be reading at several elementary buildings in the next few days. He announced that he will also be attending Dr. Lutz's Business Advisory meeting this Friday.

Mr. Anderson said he has a NASB Board of Directors meeting in a couple of weeks.

Board of Education Minutes
March 1, 2010
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Linda Poole announced that she will miss the March 15th board meeting, because she will be out of town.

Brad Burwell reported that he will be reading at Black Elk this week. Mr. Burwell also said he will attend the Business Advisory meeting on Friday.

Mr. Burwell said he participated in the speech interviews at Millard South High School. During the discussion with the students, who were freshman and sophomores, Mr. Burwell asked each student about their professional learning plan. He explained that they all knew it was and said the plan helps them to focus on their goals. Mr. Burwell said the comments by the students were positive.

Mr. Burwell said there will be a full Learning Community Coordinating Council meeting on Thursday. He said there will be a fiscal report on the first six months of operation and only 41% of the budget has been spent. The diversity task force is now focusing on focus schools and the procedures of how each school district looks at this task. He commented that this will be a long term project.

Mr. Burwell said the next sub-council meeting will be held at Willowdale Elementary on Thursday, April 1, 2010 where they will begin to talk about focus schools as it relates to the Millard and Elkhorn school districts. Mr. Burwell chose Willowdale, because of the English Language Learner program being housed there. He said it will be good exposure for the program as it relates to the discussion on focus schools.

Mike Pate reported that at the meeting of the Metropolitan Area Boards of Education members were given a tour of the Brookvalley behavior program. Mr. Pate said it was a nice facility with nice staff members. The next MABE meeting is scheduled to be at the Papillion/LaVista School District.

Rachel Saenz, student representative from Millard West and Maurice Green, student representative from Millard North, gave reports on the activities, which have taken place during the last couple of week at their respective high schools.

Motion by Linda Poole, seconded by Brad Burwell, to approve Job Description 2100.12 – Director for Assessment, Research, and Evaluation, upon roll call vote, all members voted aye. Motion carried.

Brad Burwell provided the first reading of Policy 4105 – Human Resources – Mentor and New Staff Induction Program: First-Year and Newly Employed Certificated or Licensed Staff. This policy and accompanying rules will be on the next board agenda for approval.

Motion by Linda Poole, seconded by Brad Burwell, to approve Rule 5100.2 – Pupil Services – Kindergarten Age, Proof of Identity, Physical Exam, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Julie Kannas, to approve Rule 6110.1 – Curriculum, Instruction, and Assessment – Written Curriculum – Content Standards, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Dave Anderson, to adopt the Resolution regarding Enrollment Standards for the Open and Option Enrollment Program for 2010-2011 school year, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Kannas, that the contract for the summer paving project at Cody Elementary School be awarded to U.S. Asphalt Company in the amount of $299,357.60 and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, that the low bidder on the exterior door and windows project be permitted to withdraw its bid due to a clerical error, (2) that the contract for such project be awarded to Prairie Construction in the amount of $55,400 with such amount including the Base Bid and Alternate #2, and (3) that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project (See enclosure.)

Board of Education Minutes
March 1, 2010
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Motion by Brad Burwell, seconded by Julie Kannas, that the low bidder on the KMS lighting and HVAC project be permitted to withdraw its bid due to a clerical error, (2) that the contract for such project be awarded to Prairie Construction in the amount of $594,100 with the base bid and all alternates included, and (3) that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Dave Anderson, to approve Personnel Actions: Leave of Absence: Lisa Nielsen; Resignation: Christopher Phillips; Voluntary Separation Program: Sandra L. Hoffman, Robert T. Downs, Karol Godsey, Linda A. Miller, Rita M. Cain, Florence R. Yee, Lewis A. Wyant, Richard D. Baker, and Melinda J. Turner; and New Hires: Paul E. Putz, Joseph M. Greco, Michael R. Davis, Jillian R. Depue, Justin E. Hayes, Cristen D. Hifferman, Randa L. Hazzard, Laura K. Hendrickson, Jaymie L. Phillips, Ted C. Plugge, and Lydia V. Swanson. (See enclosures.)

Reports included an Enrollment Report, a Legislative Update, and MLC/Horizon High School Trimester Schedule Program Evaluation.

Future Agenda Items/Board Calendar: A Committee of the Whole Meeting will be held on Monday, March 8, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, March 15, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, April 5, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Retired Teacher/Administrator Luncheon will be held on Friday, April 16, 2010 at 12:00 noon at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, April 19, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, May 3, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Millard Public Schools Foundation Hall of Fame Banquet will be on Friday, May 7, 2010 at 6:30 p.m. at the Qwest Center. A Committee of the Whole Meeting will be held on Monday, May 10, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Employee Recognition Dinner will be on Wednesday, May 12, 2010 at 5:30 p.m. at the Georgetowne Club. A Board of Education Meeting will be held on Monday, May 17, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Mike Pate adjourned the meeting.

_____
        SECRETARY

Millard Public Schools

March 15, 2010

Millard Public Schools

Check Register
Prepared for the Board Meeting of March 15, 2010

Check No	Vend No	Vendor Name	Amount
310554	107252	AA WHEEL & TRUCK SUPPLY INC	11.91
310555	131632	AC AWARDS INC	250.25
310556	010298	TEK INDUSTRIES INC	514.20
310557	010300	ACCURATE LOCKSMITHS, INC	145.00
310558	010003	ACT INC	109.95
310559	133402	KAREN S ADAMS	41.70
310560	136621	LAURA L AGUILAR	197.00
310561	108351	AIRGAS NORTH CENTRAL INC	16.12
310562	133620	AKSARBEN PIPE & SEWER CLEANING LLC	1,246.00
310564	136365	ALEGENT HEALTH	12,600.00
310565	107060	ALL FLAGS ETC	32.00
310566	011051	ALL MAKES OFFICE EQUIPMENT	1,688.05
310567	011185	ALLIED OIL & SUPPLY, INC.	923.24
310568	136586	ALPINE TESTING SOLUTIONS INC	6,145.16
310570	107651	AMAZON.COM INC	87.70
310573	103085	AMERICAN ASSN TEACHERS OF GERMAN	260.00
310574	069689	AMSAN LLC	30,046.52
310575	135316	SHARON K ANDERSEN	267.88
310576	131265	JILL M ANDERSON	44.50
310577	101318	ANTHRO CORP	38.04
310578	012989	APPLE COMPUTER, INC.	4,860.00
310579	106436	AQUA-CHEM INC	1,503.23
310580	133770	DIANE ARAUJO	29.90
310581	013105	ARBOR SCIENTIFIC	184.36
310582	106207	ASCD (MEMBERSHIP)	1,707.00
310583	134235	SARAH A ASCHENBRENNER	78.85
310584	013226	ASI MODULEX	243.80
310585	134427	AUTISM ASPERGERS PUBLISHING CO	282.95
310586	102237	AUTO STATION	1,375.65
310588	108092	ARNOLD MOTOR SUPPLY LP	1,939.05
310590	016295	BADGER BODY & TRUCK EQUIPMENT CO	191.93
310591	109852	BAER SUPPLY	2,211.95
310592	135991	BAKER DISTRIBUTING CO LLC	480.41
310593	017900	BARCO MUNICIPAL PRODUCTS, INC.	71.80
310594	136049	BARCODE SOURCE INC	1,625.33
310595	017908	REX J BARKER	32.75
310598	099646	BARNES & NOBLE BOOKSTORE	4,600.82
310599	132608	BARNES DISTRIBUTION	469.78
310600	017877	CYNTHIA L BARR-MCNAIR	107.80
310601	107979	LORI A BARTELS	108.35
310602	133359	TERA BASS	240.00
310603	130337	DEBRA K BEAUDOIN	14.77
310604	134069	COLLEEN K BECKWITH	18.92
310605	107540	BRIAN F BEGLEY	141.00
310607	134884	JULIE K BERGSTROM	27.70
310609	134945	NOLAN J BEYER	102.00

Date: 3/10/10

Millard Public Schools

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Prepared for the Board Meeting of March 15, 2010

Check No	Vend No	Vendor Name	Amount
310610	137140	ANNE M BIRKEL	44.80
310611	019111	BISHOP BUSINESS EQUIPMENT	22,046.81
310612	137222	ALEXANDER LYNN BLACK	50.00
310613	135747	DANA L BLAKELY	34.90
310614	137759	BRIDGET A BOARDMAN	53.70
310615	134478	TIFFANY M BOCK SMITH	54.50
310616	103078	BODY BASICS	12,126.00
310618	130899	KIMBERLY M BOLAN	139.50
310619	135539	SHEILA F BOLMEIER	82.97
310620	101364	BOOKWORM	230.98
310621	136633	WILLIAMS PROPERTIES LLC	176.00
310622	019559	BOUND TO STAY BOUND BOOKS INC	5,955.73
310623	132888	MICHELLE M BOYD	36.50
310624	019835	BOYS TOWN NATIONAL	1,725.00
310625	019852	BRACKERS GOOD EARTH CLAYS INC	927.50
310626	137795	BRAND ASSOCIATES	293.99
310627	130576	PAMELA A BRENNAN	107.00
310628	137843	BRETFORD MANUFACTURING INC	608.64
310630	132612	BUILDING COMPONENTS INC	500.00
310631	107595	STEPHANIE A BURDIC	158.00
310632	020550	BUREAU OF EDUCATION & RESEARCH	649.00
310633	135789	LINDA S BURKE	24.08
310634	134353	MICHAELA BURKE	100.00
310635	099431	BUSINESS MEDIA INC	4,088.50
310636	134237	SCOTT G BUTLER	72.56
310637	134198	MELISSA K BYINGTON	55.00
310638	137274	EILEEN CABRERA	31.31
310639	023831	CALLOWAY HOUSE INC	122.92
310640	137189	ALLISON MARIE CAMPBELL	200.00
310641	137923	GRANT CAMPBELL	50.00
310642	023970	CAROLINA BIOLOGICAL SUPPLY CO	160.54
310643	130285	NANCY J CARVER	495.00
310644	131158	CURTIS R CASE	69.00
310645	133589	CDW GOVERNMENT, INC.	19.00
310646	136560	CAITLIN CEDFELDT	50.00
310647	051572	CENGAGE LEARNING	10,369.53
310648	130490	CERTIFIED TRANSMISSION-MILLARD	1,941.35
310649	135648	SUSAN M CHADWICK	23.70
310650	134043	MALCOLM K CHAI	173.00
310651	018865	CHANNING BETE COMPANY INC	266.40
310652	132271	ERIK P CHAUSSEE	36.00
310653	106836	KEVIN J CHICK	1,065.05
310654	106851	CHILDREN'S HOME HEALTHCARE	5,592.00
310655	137145	HOLZAPFEL ENTERPRISES INC	323.85
310656	025197	CITY OF OMAHA	86,422.17
310657	132581	CLARITUS	775.00

Millard Public Schools

Check Register
Prepared for the Board Meeting of March 15, 2010

Check No	Vend No	Vendor Name	Amount
310658	025235	DALE CLAUSEN	117.00
310659	131135	PATRICIA A CLIFTON	52.20
310661	137013	NANCY S COLE	38.55
310662	134844	COLLAGE VIDEO SPECIALTIES INC	248.51
310664	131518	COLOR INC	3,240.00
310665	022701	SHARON R COMISAR-LANGDON	115.00
310667	136791	COMPUTYPE INC	37.80
310668	099792	CONSOLIDATED ELECTRICAL	246.00
310669	026057	CONTROL MASTERS INC	4,170.00
310670	135992	DAVID J CORK	57.70
310673	108436	COX COMMUNICATIONS INC	3,231.58
310674	137395	CPI QUALIFIED PLAN CONSULTANTS INC	1,742.50
310675	137883	DELTA EDUCATION LLC	1,638.00
310677	027300	CUMMINS CENTRAL POWER LLC	1,507.31
310678	134721	CYC CONSTRUCTION INC	2,700.00
310679	131483	JANET L DAHLGAARD	45.60
310680	132671	JEAN T DAIGLE-ROSE	192.75
310681	131003	DAILY RECORD	65.44
310682	133820	DATA MANAGEMENT INC	519.65
310683	032246	PAMELA M DAVIS	177.05
310684	032497	CHERYL R DECKER	43.00
310685	107469	DEFFENBAUGH INDUSTRIES	11,502.63
310686	032800	DEMCO INC	165.70
310687	135865	SABRINA DENNEY BULL	70.95
310688	032872	DENNIS SUPPLY COMPANY	562.19
310689	136316	EVA DENTON	20.10
310690	137331	BASTIAN DERICHS	23.95
310691	106319	DES MOINES STAMP MANUFACTURING	90.20
310692	137024	DEVELOPMENTAL SERVICES OF NE INC	1,788.48
310693	133968	DIAMOND MARKETING SOLUTIONS	997.66
310695	099220	DICK BLICK CO	9,950.96
310696	033473	DIETZE MUSIC HOUSE INC	3,547.21
310697	132669	DIGITAL DOT SYSTEMS INC	35.00
310698	099552	DISCOUNT SCHOOL SUPPLY	1,279.92
310700	134086	AMBER J DOOLITTLE	34.85
310701	135650	JAY R DOSTAL	104.68
310705	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	446,425.57
310706	134298	DOUGLAS J DRUMMOND	134.25
310707	135689	SUSAN M DULANY	105.70
310709	036520	EASTERN NE HUMAN SERVICES AGENCY	30,222.00
310710	132240	EDUCATION LOGISTICS, INC	20,583.13
310711	137958	SHW COMMUNICATIONS	204.50
310713	037525	EDUCATIONAL SERVICE UNIT #3	80,804.61
310714	101277	EFFECTIVE COMMUNICATION SKILLS INC	1,000.00
310715	137852	REBEKAH EHLY	50.00
310716	133823	REBECCA S EHRHORN	234.80

Millard Public Schools

Check Register
Prepared for the Board Meeting of March 15, 2010

Check No	Vend No	Vendor Name	Amount
310718	038140	ELECTRONIC SOUND INC.	2,481.65
310719	131007	ELMAN & CO INC	949.00
310720	132066	ENGINEERED CONTROLS INC	1,612.50
310721	102791	ERIC ARMIN INC	3,194.91
310722	109066	TED H ESSER	120.05
310724	137950	MICHAEL D ETZELMILLER	26.50
310725	099320	EYE ON EDUCATION	3,079.62
310726	106735	JOHN T FABRY	222.95
310727	137477	FAT BRAIN TOYS LLC	645.06
310728	132699	FATHER FLANAGANS BOYS HOME	2,294.63
310729	136451	NATALIE FECH	50.00
310730	040450	FEDERAL EXPRESS	72.81
310731	131826	ALICIA C FEIST	70.60
310732	133565	STEVE FELICI	19.95
310733	040537	FERGUSON ENTERPRISES INC	133.60
310734	137016	ANGELA L FERGUSON	65.41
310735	106956	FERRELLGAS	16.82
310736	136320	JOSHUA P FIELDS	533.35
310737	133919	FILTER SHOP INC	4,171.58
310738	136031	ESTELLA FINN	217.00
310739	109855	SHANNON M FISCHER	25.98
310740	134951	PAMELA L FLEURY	292.39
310741	041086	FLINN SCIENTIFIC INC	1,062.64
310743	041098	FOLLETT EDUCATIONAL SERVICES	2,498.82
310744	041100	FOLLETT LIBRARY RESOURCES	5,241.51
310745	041146	KENNETH J FOSSEN	149.85
310746	041543	AMY J FRIEDMAN	49.50
310747	135031	FSH COMMUNICATIONS LLC	360.00
310749	134168	ERIC W FULLER	18.50
310750	106894	TAMMY GEBHART	183.89
310751	136003	MELISSA J GILBERT	7.26
310752	133376	LINDA J GJERE	55.20
310753	106660	GLASSMASTERS INC	597.25
310754	134255	MEGAN GLOVER	60.00
310755	044891	GOPHER	5,047.58
310756	044896	KAREN A GORDON	28.60
310757	043609	GP DIRECT	175.06
310758	044950	GRAINGER INDUSTRIAL SUPPLY	3,200.81
310759	044965	KATHERINE A GRAY	76.25
310760	130083	HARRY S GRIMMINGER	264.50
310761	136046	JODI T GROSSE	24.42
310762	135016	CANDRA R GUENTHER	114.50
310763	131686	ANDREW J HAHN	127.60
310764	134436	MICHELLE R HALL	41.00
310766	047853	HAPPY CAB COMPANY INC	28,257.04
310767	056820	HARRY A KOCH COMPANY	35,436.75

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Check No	Vend No	Vendor Name	Amount
310768	136458	JEAN M HASTINGS	39.40
310769	048200	HAUFF SPORTING GOODS COMPANY	271.10
310770	048475	HEARTLAND FOUNDATION	8,618.00
310771	108273	MARGARET HEBENSTREIT PT	105.50
310772	048517	GREENWOOD PUBLISHING GROUP INC	239.34
310773	048517	GREENWOOD PUBLISHING GROUP INC	847.71
310774	137695	MARTHA L HEITMAN	42.50
310775	108478	DAVID C HEMPHILL	219.20
310776	132423	HEWLETT PACKARD CO	5,242.00
310777	137280	JONATHAN THOMAS HICKERSON	50.00
310778	048710	LAB SAFETY SUPPLY INC	333.97
310779	048840	SUZANNE J HINMAN	23.00
310780	048845	CAMILLE H HINZ	20.00
310781	045329	S & W FOODS INC	271.76
310782	137857	JENA M HOEPPNER	50.00
310783	137968	CANDACE HOLMES	65.00
310784	049330	RICK W HOOK	678.29
310785	132592	WILLIAM SPRAGUE, JR.	303.30
310786	137943	STACY M HORSHAM	51.25
310787	095520	LINDA D HORTON	44.20
310788	049600	HOUCHEN BINDERY LTD	119.75
310789	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	968.00
310790	101533	DIANE F HOWARD	23.30
310791	135874	MATTHEW D HUBER	50.00
310792	101032	HUSKER MIDWEST PRINTING	73.68
310793	134807	MONICA A HUTFLES	50.15
310794	133397	HY-VEE INC	858.90
310795	137804	IDEAS UNLIMITED SEMINARS INC	199.00
310796	051575	THERESA A ILIFF	8.25
310798	F03011	INTERNATIONAL BACCALAUREATE ORG.	51.84
310799	052150	INTERNATIONAL READING ASSOC	258.00
310800	135912	IT'S YOURS INC	45.00
310802	101991	J.A. SEXAUER	2,403.43
310803	100928	J.W. PEPPER & SON INC.	2,120.08
310804	136314	KORRINDA K JAMIESON	104.95
310805	131157	CHRISTINE A JANOVEC-POEHLMAN	52.50
310806	054240	HANNELORE W JASA	77.60
310807	136953	JSDO I LLC	934.87
310808	132411	JAY'S MUSIC	193.00
310809	135735	GEORGE W JELKIN	48.50
310810	133059	DEBBIE A JENKINS	79.10
310811	133037	JENSEN TIRE COMPANY	2,901.01
310812	107039	SHARON KIM H JOHANSEN	18.25
310813	135999	DESIREE K JOHN	64.15
310814	054500	JOHNSON HARDWARE CO LLC	25.36
310815	059573	NANCY A JOHNSTON	43.20

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310816	054630	JOHNSTONE SUPPLY	613.44
310817	101224	KAPCO	535.30
310818	134194	KARCHER FLOOR CARE INC	1,817.56
310819	132265	CATHERINE A KEISER	164.32
310820	136111	ALFRED R KELLENBERGER	14.00
310821	132272	SUSAN L KELLEY	12.60
310822	056276	KELVIN ELECTRONICS	252.94
310823	056279	KENDALL/HUNT PUBLICATIONS	121.29
310824	131177	ANDREA L KIDD	23.89
310825	056770	BETTY H KLESITZ	28.50
310826	135946	LARISSA K KNUDSON	53.40
310827	107010	EUNICE A KOKRDA	142.85
310828	134607	KONICA MINOLTA PRINTING SOLUTIONS	1,515.23
310830	133923	KUBAT PHARMACY/HEALTHCARE	652.00
310831	137385	JOSEPH R KUEHL	38.15
310832	137612	ARNIE KULA	1,420.00
310833	137694	MCKAYLA LABORDE	86.90
310834	137953	REESA A LAFRENTZ	42.80
310835	137010	CHRISTINA A LAGRONE	54.50
310837	099217	LAKESHORE LEARNING MATERIALS	840.76
310838	135257	LANGUAGE LINE SERVICES	79.26
310839	121124	LORENE M LARSEN	35.55
310840	135688	DENISE A LARSON	55.50
310841	102491	LARUE DISTRIBUTING INC	1,067.34
310842	135156	LAWSON PRODUCTS INC	0.00
310843	136240	VOYAGER EXPANDED LEARNING	84.95
310844	059100	JEFFREY SCHRANK	311.85
310845	137834	GREGORY J LECLEIR JR	50.00
310846	108450	JACEN D LEFHOLTZ	51.40
310847	137345	BONNIE K LEVINGER	78.25
310848	059380	LIBRARY VIDEO COMPANY	539.73
310849	059470	LIEN TERMITE & PEST CONTROL INC	38.00
310850	133643	JODY C LINDQUIST	184.00
310851	059577	LINGUISYSTEMS, INC.	72.85
310852	059560	LINWELD INC	1,200.62
310853	137960	NATALIE LIPS	65.00
310855	059866	STACY L LONGACRE	55.60
310856	060111	LOVELESS MACHINE & GRINDING	79.50
310857	131397	LOWE'S HOME CENTERS INC	1,039.98
310860	060155	LYMAN-RICHEY CORPORATION	1,749.60
310861	099321	MACKIN BOOK COMPANY	9,243.89
310863	132556	MAKEMUSIC INC	220.00
310864	108303	EARLY OUTDOOR SERVICES INC	1,809.00
310865	137007	KAREN M MARBLE	52.50
310866	135791	MARENEM INC.	99.00
310867	133505	SUSAN N MARLATT	91.00

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310868	133201	DAWN M MARTEN	9.74
310869	108052	MAX I WALKER	415.00
310870	130481	GERALDINE L MCCLENNY	25.13
310871	137226	KELLY MCCULLOUGH	50.00
310872	100944	AMERICAN BUSINESS NETWORK	848.50
310874	063349	MCGRAW-HILL COMPANIES	2,310.74
310875	137014	RYE L MCINTOSH	83.65
310876	063361	ALBERT G MCKAIN	277.73
310877	064260	MECHANICAL SALES INC.	4,264.00
310878	121126	PATRICIA A MEEKER	49.30
310879	137820	KURT A MEHLIN	18.00
310880	134256	SAMANTHA MEISTER	60.00
310881	133998	SUZANNE R MELLIGER	58.50
310882	130499	MENARDS (BELLEVUE)	179.98
310883	064413	MENARDS INC	53.97
310884	064600	METAL DOORS & HARDWARE COMPANY INC	635.00
310886	133403	AMERICAN NATIONAL BANK	7,659.31
310887	132113	MID-PLAINS INSULATION	226.44
310889	102870	MIDLAND COMPUTER INC	3,368.58
310890	064950	MIDWEST METAL WORKS INC	350.00
310891	131899	MIDWEST STORAGE SOLUTIONS	704.00
310892	132456	MIDWEST SYMPOSIUM FOR LEADERSHIP	260.00
310893	065233	MIDWEST TURF & IRRIGATION INC	3,560.58
310894	065400	MILLARD LUMBER INC	4.78
310895	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	50.00
310896	065443	MILLARD WEST HIGH SCHOOL	385.00
310897	136690	SARAH JEAN MILLER	22.00
310899	065810	MIRACLE RECREATION EQUIPMENT	195.00
310900	134583	MODERN LANGUAGES ASSOCIATION	452.26
310901	066010	MONEY HANDLING MACHINES, INC.	388.00
310902	066083	KAREN F MONTGOMERY	24.20
310903	137961	MOUNTAIN MATH/LANGUAGE LLC	227.85
310904	063150	MSC INDUSTRIAL SUPPLY CO	462.64
310905	133712	MURPHY TRACTOR & EQUIPMENT CO	829.54
310906	131395	DARREN D MYERS	42.00
310907	067000	NASCO	912.93
310908	099662	NATIONAL ASSN ELEM SCHOOL PRINC	325.00
310909	103012	NATIONAL BUSINESS EDUCATION ASSOC	0.00
310910	067801	NATIONAL MIDDLE SCHOOL ASSOC	219.00
310911	132854	NATIONAL SAFETY COUNCIL	54.00
310912	131854	NATIONAL SCHOLASTIC PRESS ASSOC.	109.00
310913	067996	JOHN C NOWELL	41.95
310914	130548	SCANTRON CORP	4,815.09
310915	068334	NEBRASKA AIR FILTER INC	5,344.74
310916	068343	NEBRASKA ASSN OF SCHOOL BOARDS	10,596.00
310917	068415	NEBRASKA COUNCIL OF SCHOOL	80.00

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310918	068445	NEBRASKA FURNITURE MART INC	1,627.00
310919	068466	NEBRASKA PRINTING CENTER	282.78
310920	068684	NEBRASKA SCIENTIFIC	210.24
310921	131476	NEBRASKA TURF PRODUCTS	23,400.00
310922	069099	CAROL C NEWTON	33.45
310923	069561	LYNNE NEWVILLE	49.00
310924	109843	NEXTEL PARTNERS INC	16,417.69
310925	069675	NOBBIES INC	49.68
310926	069930	NOVA HEALTH EQUIPMENT COMPANY	206.40
310927	099567	NOVELL INC	57,265.00
310928	133368	KELLY R O'TOOLE	62.48
310932	100013	OFFICE DEPOT 84133510	10,613.28
310933	133933	OFFICENET	256.97
310934	070245	OHARCO DISTRIBUTORS	833.34
310935	134172	MARGARET OHM	30.00
310937	135820	LUKE T OLSON	15.00
310938	099658	OMAHA CHILDRENS MUSEUM	220.50
310940	071024	OMAHA TRACTOR, INCORPORATED	676.66
310941	071053	OMAHA WORLD HERALD (EDUC)	38.50
310942	071050	OMAHA WORLD HERALD CO	1,695.00
310943	133850	ONE SOURCE	1,960.00
310944	071138	ORIENTAL TRADING COMPANY	66.89
310945	107193	OTIS ELEVATOR COMPANY	1,026.67
310946	071190	OVERHEAD DOOR COMPANY OMAHA	112.60
310947	134428	ELIZABETH A PACHTA	81.20
310948	071515	PAINTIN PLACE CERAMICS INC	124.00
310949	135627	JENNIFER PARKER	50.00
310950	137015	GEORGE PARKER	82.05
310951	132006	ANDREA L PARSONS	82.25
310952	108098	ANGELO D PASSARELLI	409.50
310953	135569	CYNTHIA L PAVONE	44.25
310954	071891	PAYFLEX SYSTEMS USA INC	4,880.00
310956	102699	PEARSON EDUCATION	3,115.34
310957	107783	HEIDI T PENKE	311.00
310958	072200	PERFECTION LEARNING CORP.	2,435.23
310959	136724	PETCO ANIMAL SUPPLIES STORES INC	5.15
310960	134365	VICKY L PETERSON	131.00
310961	130721	MARY J PILLE	70.00
310962	072750	PITNEY BOWES CREDIT CORP	315.00
310963	073010	PORTER TRUSTIN CARLSON	95.00
310964	137301	POWERHOUSE DISTRIBUTING LLC	324.00
310966	073231	A DXP COMPANY	16.66
310967	102423	PRIMARY CONCEPTS	216.98
310968	073427	PRO-ED INC	424.60
310969	073610	PROGRESS PUBLICATIONS	174.00
310971	073040	PSI GROUP INC	20,000.00

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310972	073840	PSYCHOLOGICAL ASSESSMENT	280.80
310973	075376	QUALITY PRODUCTS INC	74.20
310975	136035	MICHAEL T QUINT	16.30
310976	137118	LISA M RANDS	109.35
310977	109810	BETHANY B RAY	105.00
310978	100642	REALLY GOOD STUFF INC	195.58
310979	137967	JONNA REBENSDORF	30.00
310980	078674	RECORDED BOOKS LLC	544.70
310981	133828	TERESA M REEDER	7.50
310982	135690	DEIDRE REEH	14.18
310983	134858	JENNIFER L REID	65.55
310984	099940	RENAISSANCE LEARNING INC.	146.51
310985	100813	MATT RESOURCES INC	132.69
310986	109192	KIMBERLI R RICE	59.30
310987	079179	RIEKES EQUIPMENT COMPANY	139.20
310988	136847	RIVERSIDE TECHNOLOGIES INC	977.00
310989	079295	DALE H ROBINSON	80.30
310990	079310	ROCKBROOK CAMERA CENTER	1,511.49
310991	134882	LINDA A ROHMILLER	16.80
310993	134081	EILEEN A RONCI	153.00
310994	079440	ROSENBAUM ELECTRIC INC	14,880.44
310995	072286	JEAN M RUCHTI	100.80
310996	137098	REE ENTERPRISES INC	1,218.54
310997	130477	KATHRYN I RYAN	41.00
310998	136595	THOMAS J RZEMYK	128.00
310999	101101	SAFETY KLEEN SYSTEMS INC	96.00
311000	081491	SAGE PUBLICATIONS, INC.	512.15
311001	081495	LEONARD E SAGENBRECHT	32.10
311003	081695	SARGENT WELCH	132.92
311004	081725	KIMBERLEY K SAUM-MILLS	40.65
311005	131353	HARLAND TECHNOLOGY SERVICES	941.54
311006	109806	BRENT J SCHADE	10.85
311007	081880	SCHEMMER ASSOCATES INC	170.00
311008	137965	SUSAN K SCHILTZ	40.00
311009	106432	KELLI J SCHINSTOCK	46.50
311010	134174	ELIZABETH M SCHMIDT	48.00
311011	137012	SHELLEY L SCHMITZ	36.35
311012	099640	SCHOLASTIC BOOK FAIRS	25.00
311013	082140	SCHOLASTIC MAGAZINES	329.18
311014	082200	SCHOOL HEALTH CORPORATION	90.18
311015	135488	SCHOOL NURSE SUPPLY	47.09
311016	082350	SCHOOL SPECIALTY INC	648.26
311017	136869	LAURA E SCHULTE	3,000.00
311018	098765	SECURITY BENEFIT LIFE INS CO	308,314.82
311019	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
311020	082910	SECURITY EQUIPMENT INC	5,174.85

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311021	108161	STAN J SEGAL	80.49
311022	082941	KELLY M SELTING	83.00
311023	133498	SHARED MOBILITY COACH INC	3,555.75
311024	109800	AMY L SHATTUCK	337.85
311025	137697	LARIA K SHEA	128.25
311027	083188	SHIFFLER EQUIPMENT SALES, INC.	648.37
311028	133686	MARK D SHRIVER	100.00
311029	131887	SIEMENS INDUSTRY INC.	220.00
311031	133575	SIGN SOLUTIONS INC	54.00
311032	132590	SILVERSTONE GROUP INC	12,403.00
311033	083400	SIMPLEXGRINNELL	1,351.58
311034	136137	JULIA C SINIARD	277.27
311035	083542	SKILLPATH SEMINARS	597.00
311036	134247	DAVID SKOGLUND	80.00
311037	134337	MELISSA SMIGELSKY	50.00
311038	132003	SHELLY A SMITH	55.00
311039	137828	BRENT D SNOW	180.20
311040	132808	SNYDER CHARLESON THERAPY SERVICES	2,054.00
311041	107093	CHARLENE S SNYDER	41.97
311042	083950	SOCIAL STUDIES SCHOOL SERVICE	101.05
311043	101476	SODEXO INC & AFFILIATES	85,976.71
311044	109793	LINCOLN OFFICE EQUIPMENT	100.00
311045	130722	LYON FINANCIAL SERVICES	3,495.04
311046	136434	ANNE SORENSEN	24.42
311047	134608	MONA SOROURI	22.25
311048	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	281.60
311049	130255	SOUTHPAW PRODUCTS	110.00
311050	137481	STAPLES INC & SUBSIDIARIES	591.29
311051	137117	JEANNE STICKNEY	48.30
311052	137867	MEGAN K STUMP	113.55
311053	135744	CLAUDIA P SUCHA	42.00
311054	109822	BRAD D SULLIVAN	78.89
311055	131522	SUMMER KITCHEN CAFE	155.68
311056	084907	SUNDERLAND BROTHERS COMPANY	477.14
311057	133207	SUNGARD PUBLIC SECTOR PENTAMATION	1,500.00
311059	102869	SUPER SAVER #20	778.36
311060	136373	SUSPENSION SHOP INC	757.14
311061	137942	STEPHEN A SUTERA	50.00
311062	084959	JAMES V SUTFIN	353.88
311063	130911	SWANDA BUSINESS FORMS	1,216.15
311064	137011	CARRIE A SWANEY	210.55
311065	132417	JAMES D SWITZER	20.50
311066	099302	SYSCO LINCOLN INC	499.98
311067	088654	TARGET	418.29
311068	103050	DRAPHIX, LLC	440.49
311070	088709	AMERICAN EAGLE COMPANY INC	156.58

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311071	136500	TED E BEAR HOLLOW INC	175.00
311072	133969	TENNANT SALES & SERVICE COMPANY	2,095.50
311073	049700	TERRY HUGHES TREE SERVICE	23,940.00
311074	102822	THERAPRO INC	73.95
311075	136381	ANNETTE J THOMAS	9.00
311076	134962	LAURIE R THROCKMORTON	61.00
311077	132493	GREGORY E TIEMANN	72.00
311078	132140	TILT GOLF	180.00
311079	136578	PEGGI S TOMLINSON	9.80
311080	106807	JEAN M TOOHER	47.00
311081	131446	TOSHIBA AMERICA INFO SYS INC	15,591.45
311082	131446	TOSHIBA AMERICA INFO SYS INC	1,339.00
311083	132138	TOYOTA FINANCIAL SERVICES	528.26
311084	089587	TOYS FOR SPECIAL CHILDREN	94.90
311085	108055	TRADE WELL PALLET INC	3,000.00
311086	137829	BRYAN TRAN	41.00
311087	135247	MARIELA J TRIBULATO	315.00
311088	107719	KIMBERLY P TRISLER	48.58
311089	106493	TRITZ PLUMBING, INC.	14,297.76
311090	136110	DONNA R TROMBLA	27.95
311091	132268	LYNNE A TRUMAN	29.50
311092	135505	TY'S OUTDOOR POWER & SERVICE INC	182.38
311093	135716	TYCON ELECTRIC INC	640.00
311094	131819	JEAN R UBBELOHDE	140.00
311095	090678	UNISOURCE WORLDWIDE INC	891.73
311097	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	140.00
311099	090440	SPORT SUPPLY GROUP INC	314.85
311100	090625	US POSTAL SERVICE	585.00
311101	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	523.99
311102	137707	UTILITY TRENCHING INC	3,750.00
311104	135402	DIANNE C VANOURNEY	24.64
311105	136318	JENNIFER L VEST	152.40
311106	092323	VIRCO MANUFACTURING CORP	2,513.70
311107	135678	EMILY MARIE WAGEMAN	221.50
311108	092834	WALKER TIRE INC	236.98
311109	093008	BARBARA N WALLER	120.89
311110	131112	LINDA WALTERS	51.20
311111	093650	WARD'S NATURAL SCIENCE EST LLC	40.95
311113	136313	DARCY N WARNER	56.88
311114	093765	WATER ENGINEERING, INC.	398.44
311115	133438	HEIDI J WEAVER	15.20
311116	093978	BECKY S WEGNER	17.10
311117	137930	EMILY JEAN WELCH	50.00
311118	134943	JESSICA WELLS	13.75
311120	094174	WEST MUSIC COMPANY	5,919.83
311121	107563	CAROL M WEST	120.31

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311122	131499	WESTERN BOWL LLC	670.00
311123	094245	WESTLAKE ACE HARDWARE INC	20.07
311124	094650	WESTSIDE COMMUNITY SCHOOLS	412.50
311125	134658	CRAIG T WHALEY	16.00
311126	130510	KIM WHEATLEY	19.95
311127	094751	DEBBY A WHITAKER	130.70
311128	137878	WHITE WOLF WEB PRINTERS INC	1,175.00
311129	137892	SARA M WIESE-JOHNSON	13.00
311130	137324	SARAH WILLIAMS	50.00
311132	136323	STACIE A WITHERSPOON	115.70
311133	109073	CRAIG J WOLF	45.00
311135	130716	SUSAN J WOOSTER	36.25
311136	095491	GLEN E WRAGGE	229.25
311138	095674	XEROX CORPORATION (LEASES)	7,436.91
311139	095674	XEROX CORPORATION (LEASES)	5,257.47
311140	101717	YOUTHLIGHT INC.	292.55
311141	136043	YUAN S ZHEN	45.00
311142	137020	CHAD R ZIMMERMAN	53.00
311143	136855	PAUL R ZOHLEN	53.45
311144	135647	LACHELLE ZUHLKE	18.00
311145	133620	AKSARBEN PIPE & SEWER CLEANING LLC	173.00
311147	137331	BASTIAN DERICHS	39.99
311148	135373	LINDA K DONOHUE	41.74
311149	136845	ALAMO NATIONAL BUILDING MGMT LP	486.84
311150	137973	HYATT CORPORATION LP	3,940.35
311151	102582	HYATT REGENCY-MINNEAPOLIS	309.62
311152	132167	IABC	50.00
311153	100058	LINCOLN EAST HIGH SCHOOL	130.00
311154	100058	LINCOLN EAST HIGH SCHOOL	52.00
311155	060153	KEITH W LUTZ	158.00
311157	103012	NATIONAL BUSINESS EDUCATION ASSOC	530.00
311158	068415	NEBRASKA COUNCIL OF SCHOOL	3,440.00
311160	100216	NEBRASKA EDUCATIONAL TECH ASSN	690.00
311161	068801	NEBRASKA WORKFORCE DEVELOPMENT	59.81
311162	070810	OMAHA PUBLIC SCHOOLS	130.00
311163	134296	PETTY CASH/ALDRICH	58.90
311164	078420	RAWSON & SONS ROOFING, INC.	16,525.00
311165	131615	RUSSELL MIDDLE SCHOOL	499.00
311167	011651	AMERICAN EXPRESS	2,586.03
311168	134041	MARTHA A ANDERSON	44.80
311169	107541	APPLIED INFORMATION MGMT INSTITUTE	1,575.00
311170	134884	JULIE K BERGSTROM	564.45
311171	133824	NANCY A BROWN	20.10
311172	137739	KAREN J COATES	25.50
311173	107482	COLLEGE BOARD/NYO	290.00
311174	109063	CRISIS PREVENTION INSTITUTE INC	2,320.20

Millard Public Schools

Check Register
Prepared for the Board Meeting of March 15, 2010

Check No	Vend No	Vendor Name	Amount
311175	130900	CHERYL L CUSTARD	145.20
311176	135865	SABRINA DENNEY BULL	12.00
311177	133009	ROBERTA E DEREMER	32.30
311178	099552	DISCOUNT SCHOOL SUPPLY	293.19
311179	033901	DOUGLAS COUNTY TREASURER	75.00
311181	137973	HYATT CORPORATION LP	788.07
311182	134133	JANET L GRIERSON	24.75
311184	134455	ROBERT J HETTINGER	290.85
311186	095520	LINDA D HORTON	211.00
311187	131367	AMANDA J JOHNSON	34.50
311188	133944	SUSAN R KLOPP	102.19
311190	100058	LINCOLN EAST HIGH SCHOOL	128.13
311191	133758	KRAIG J LOFQUIST	94.82
311192	060153	KEITH W LUTZ	298.00
311193	133403	AMERICAN NATIONAL BANK	1,960.30
311194	132491	DONITA L MOSEMAN	9.50
311195	107724	NATIONAL FORENSIC LEAGUE	530.00
311196	107724	NATIONAL FORENSIC LEAGUE	105.00
311197	107724	NATIONAL FORENSIC LEAGUE	380.00
311198	068415	NEBRASKA COUNCIL OF SCHOOL	125.00
311199	137980	FRED ROBERTSON	80.00
311201	131550	NANCY G NELSON	22.90
311202	050042	ANNE M OETH	87.00
311204	137736	RECRUITING REALITIES INC	345.00
311205	133828	TERESA M REEDER	31.24
311206	131615	RUSSELL MIDDLE SCHOOL	618.90
311209	F03038	CLOCKTOWER HOTEL LTD	550.92
311210	084959	JAMES V SUTFIN	485.00
311212	135006	STEVE D THRONE	118.50
311213	099266	USA TODAY	195.00
311214	093765	WATER ENGINEERING, INC.	1,096.00
311215	135890	YOUTH FRONTIERS INC	750.00
311234	130729	ACCOUNTEMPS	324.36
311235	011051	ALL MAKES OFFICE EQUIPMENT	648.92
311237	069689	AMSAN LLC	984.64
311238	010083	ATS MOBILE TELEPHONE CO INC	85.02
311239	136956	RAYMOND J SAVARD	2,500.00
311241	135319	DONNA BARTEK	40.00
311242	018280	JEANINE C BEAUDIN	232.56
311243	133480	BERINGER CIACCIO DENNELL MABREY	7,998.85
311245	137222	ALEXANDER LYNN BLACK	50.00
311246	137981	CASSY BLAKELY	90.00
311247	020101	LAURIE R BRODEUR	197.05
311248	137665	JANICE LENETTE BROWN	309.00
311249	136556	MARILYN DODRILL BRUCKNER	221.50
311250	134353	MICHAELA BURKE	50.00

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Check No	Vend No	Vendor Name	Amount
311252	020800	JANET S BUTLER	63.11
311253	134237	SCOTT G BUTLER	1,763.60
311254	136560	CAITLIN CEDFELDT	50.00
311255	130246	KATHLEEN CLIFFORD	41.73
311256	137949	DE SIX CORPORATION	8,448.00
311258	133818	CONNECTIVITY SOLUTIONS MFG INC	1,348.13
311259	137395	CPI QUALIFIED PLAN CONSULTANTS INC	875.00
311262	106893	CULLIGAN WATER CONDITIONING	48.05
311263	130339	DEEP ROCK WATER	31.30
311264	133760	ELIZABETH A DICKSON	48.00
311266	135650	JAY R DOSTAL	177.00
311268	099556	DRAMATISTS PLAY SERVICE INC	126.25
311269	131002	EDWARD D DUELLO	82.74
311270	037525	EDUCATIONAL SERVICE UNIT #3	55,299.74
311271	132892	PAMELA S EHLY	6.89
311272	134225	KELLY A EKUE	19.40
311274	131416	SHARON G EPSTEIN	152.26
311275	107575	MELISSA D EVERTS	21.76
311276	040450	FEDERAL EXPRESS	124.61
311277	137871	KATIE FENNELLY	65.00
311278	136320	JOSHUA P FIELDS	160.00
311279	132001	BETH L FINK	35.75
311280	130343	DAVID L. GERARD	1,125.00
311281	135808	TRACI J GILMER	90.56
311282	056820	HARRY A KOCH COMPANY	1,500.00
311283	137313	KERI HAWHEE	85.00
311285	132489	CHARLES E HAYES III	113.81
311286	106386	DONNA R HELVERING	773.51
311287	107734	HHS REGULATION & LICENSURE	120.00
311288	137857	JENA M HOEPPNER	50.00
311289	136336	VICTORIA L HOSKOVEC	368.00
311290	133397	HY-VEE INC	2,004.54
311291	132878	HY-VEE INC	323.44
311292	049851	HY-VEE INC	1,130.93
311293	049850	HY-VEE INC	1,423.18
311294	102451	INTERNATIONAL BACCALAUREATE	1,710.00
311295	054223	MICHAEL JANIS	221.50
311296	135291	JONI L JOHNSON	912.50
311297	059573	NANCY A JOHNSTON	150.12
311298	137214	DAVID KAHM	55.16
311299	136237	NICHOLAS R KAISER	21.77
311300	137191	KRISTEN KOSELUK	50.00
311301	134329	JASON M KRSKA	49.92
311303	137983	CAROLYN JEANETTE LA FEVERS	2,325.44
311304	058745	BARBARA B LACEY	88.60
311306	058755	LAIDLAW TRANSIT INC	413,436.94

Date: 3/10/10

Check No	Vend No	Vendor Name	Amount
311308	137834	GREGORY J LECLEIR JR	50.00
311309	137783	COURTNEY N MATULKA	52.87
311310	133403	AMERICAN NATIONAL BANK	903.60
311312	137984	SUSAN M MORRISON	11.00
311315	109843	NEXTEL PARTNERS INC	1,117.87
311316	137985	CASSIE OLSON	60.00
311319	108098	ANGELO D PASSARELLI	409.00
311320	071891	PAYFLEX SYSTEMS USA INC	181.00
311321	107783	HEIDI T PENKE	212.00
311323	090673	QWEST	112.64
311324	134073	CARLA M REAL	53.05
311325	137988	BRIAN S ROBINSON-GALLAGHER	60.00
311326	081630	SAM'S CLUB DIRECT	213.28
311327	081880	SCHEMMER ASSOCATES INC	235.75
311328	106432	KELLI J SCHINSTOCK	61.00
311329	137012	SHELLEY L SCHMITZ	49.33
311330	137990	MACY SCHOTT	50.00
311332	130758	BARBARA E SHEPPARD	17.90
311334	137989	MARLANA STEPHENS	220.64
311337	137011	CARRIE A SWANEY	7.52
311340	109122	CONNIE L VLCEK	9.50
311341	133153	JULIE L WILLIAMS	75.00
311342	137932	TIMOTHY S WILLIAMS	137.90
311343	101525	KATHY M WISCHOW	162.50
311344	096200	YOUNG & WHITE	21,979.07
311346	033901	DOUGLAS COUNTY TREASURER	35.00
		Total for GENERAL FUND	**2,368,397.47**
22292	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	0.00
22293	135668	NICHOLAS T KING	145.13
22294	134892	JOHN CHARLES ADAIR	114.75
22295	010112	ANDERSON ELECTRIC	82.00
22296	137889	SARAH J BANIK	33.75
22297	137623	BARDCO INC	511.75
22298	137731	NICOLE E BROM	13.50
22299	137160	MADELEINE R COLBERT	27.00
22300	106893	CULLIGAN WATER CONDITIONING	16.00
22301	136999	RAFAEL DIAZ	40.50
22302	137000	MARLEY J FLEMING	40.50
22303	137890	JARED A GARDNER	33.75
22304	137001	RYAN J GUENETTE	20.25
22305	010280	SAMUEL A PULLEN INC	207.60
22306	136304	ZACKERY A KAPFER	74.25
22307	137162	TAYLOR M KIM	30.38
22308	135668	NICHOLAS T KING	155.25
22309	135665	EVA E KINYON	8.00
22310	135813	TROY P KOSTAL	40.50

Date: 3/10/10

Check No	Vend No	Vendor Name	Amount
22311	137376	MICHAEL KRMPOTIC	70.88
22312	102229	ROWAN W LANG	134.00
22313	137729	AVERY K LOVGREN	20.25
22314	137251	ANDREW E LUCAS JR	40.50
22315	100082	MCCORMACK DISTRIBUTING COMPANY	1,012.44
22316	137674	RYAN D MCEACHEN	113.06
22317	133180	CHRISTOPHER MCEVOY	70.88
22318	137728	JEAN R MENDENHALL	22.80
22319	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	462.30
22320	134025	RONALD A NEWTON JR	106.31
22321	137786	SOPHIA O NICHOLS	20.25
22322	102445	EDRIE K PEARCE	159.50
22323	136307	LUCAS PELSTER	40.50
22324	136306	COURTNEY K RIETZ	60.75
22325	130903	DEB RINGER	27.90
22326	137164	ADRIANA D ROBINSON	3.38
22327	137671	QUINTON G SCALETTA	81.00
22328	131350	JUDITH H SCHULTZ	23.25
22329	135057	KATHERINE L SIX	37.05
22330	137933	RYAN E SPITZER	40.50
22331	099824	CORNELIA A SULLIVAN	32.49
22332	137934	DAVID SWISHER	50.63
22333	135739	ELIJAH TYNES	113.06
22334	135674	BRIAN A VICARS	20.25
22335	137785	BRET A WATSON	27.00
22336	133653	TAMMY D WEST	12.00
22337	137672	CARLY J WHITE	20.25
22338	131241	MARCIA L WILLIAMS	26.60
22339	137003	AUSTIN K WILSON	40.50
		Total for FOOD SERVICE	**4,485.14**
310553	137546	3 COM CORPORATION	2,777.24
310598	099646	BARNES & NOBLE BOOKSTORE	67.96
310645	133589	CDW GOVERNMENT, INC.	1,043.00
310666	106902	COMMUNICATION SERVICES INC.	855.54
310699	107232	DLR GROUP INC	9,052.90
310776	132423	HEWLETT PACKARD CO	5,956.00
310884	064600	METAL DOORS & HARDWARE COMPANY INC	504.00
310889	102870	MIDLAND COMPUTER INC	41.86
310918	068445	NEBRASKA FURNITURE MART INC	2,110.00
311093	135716	TYCON ELECTRIC INC	640.00
311235	011051	ALL MAKES OFFICE EQUIPMENT	736.96
311237	069689	AMSAN LLC	2,026.86
311243	133480	BERINGER CIACCIO DENNELL MABREY	120.00
311251	099431	BUSINESS MEDIA INC	604.00
311257	130646	COMMONWEALTH ELECTRIC	9,977.00
311258	133818	CONNECTIVITY SOLUTIONS MFG INC	14,250.00

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Check No	Vend No	Vendor Name	Amount
311265	136245	DONOVAN PROPERTIES LLC	1,676.56
311273	102720	EPCO LTD. INC.	547.00
311317	136898	OLSSON ASSOCIATES INC	861.13
311327	081880	SCHEMMER ASSOCATES INC	1,477.35
311339	090900	UNIVERSITY PUB, INC.	5,476.95
		Total for SPECIAL BUILDING	**60,802.31**
310671	132170	CORMACI CONSTRUCTION INC	580.00
310697	132669	DIGITAL DOT SYSTEMS INC	5,460.00
310776	132423	HEWLETT PACKARD CO	925.00
310801	137592	J & R MECHANICAL INC	3,127.80
310889	102870	MIDLAND COMPUTER INC	1,088.22
311026	083175	SHEPPARD'S BUSINESS INTERIORS	5,470.81
311333	131887	SIEMENS INDUSTRY INC.	1,893.00
311339	090900	UNIVERSITY PUB, INC.	1,190.00
		Total for CONSTRUCTION	**19,734.83**
310563	136022	JENNIFER L ALBERTSON	176.00
310570	107651	AMAZON.COM INC	14,631.60
310571	108312	AMERICAN MULTI-CINEMA INC	174.00
310574	069689	AMSAN LLC	55.47
310582	106207	ASCD (MEMBERSHIP)	837.00
310589	133690	DEBRA A BABER	80.60
310596	099646	BARNES & NOBLE BOOKSTORE	215.28
310598	099646	BARNES & NOBLE BOOKSTORE	3,862.89
310606	137963	REBECCA J BEGLEY	166.69
310617	137951	KIMBERLY C BOHAM	10.00
310629	136205	KIMBERLY A BROWN	115.45
310635	099431	BUSINESS MEDIA INC	604.00
310645	133589	CDW GOVERNMENT, INC.	8,746.00
310660	136099	CLOVERDALE MANUFACTURING CO	2,608.00
310663	025455	COLLEGE BOARD	58.00
310665	022701	SHARON R COMISAR-LANGDON	234.00
310676	137952	CREATIVE COTTAGE CRAFTS	1,422.50
310698	099552	DISCOUNT SCHOOL SUPPLY	1,634.96
310708	094249	DURHAM MUSEUM	96.00
310713	037525	EDUCATIONAL SERVICE UNIT #3	745.00
310717	135425	EINSTRUCTION	1,720.00
310721	102791	ERIC ARMIN INC	105.68
310723	035610	ETA/CUISENAIRE	103.54
310731	131826	ALICIA C FEIST	254.00
310748	134402	FUCHS MACHINERY INC	6,394.30
310772	048517	GREENWOOD PUBLISHING GROUP INC	21,592.01
310776	132423	HEWLETT PACKARD CO	15,308.00
310792	101032	HUSKER MIDWEST PRINTING	147.27
310829	136957	STEPHANIE L KOPECKY	246.00
310836	058755	LAIDLAW TRANSIT INC	565.55

Check No	Vend No	Vendor Name	Amount
310837	099217	LAKESHORE LEARNING MATERIALS	1,020.79
310854	133758	KRAIG J LOFQUIST	12.99
310858	057770	LRP PUBLICATIONS INC	234.00
310859	136081	JOANN M LUTZ	285.00
310861	099321	MACKIN BOOK COMPANY	286.88
310862	134342	MICHELLE M MADSEN	246.00
310873	137964	KATIE MCGINNESS	133.55
310888	102466	MID-WEST TECH INC	21,230.00
310898	100316	MINDWARE	95.74
310924	109843	NEXTEL PARTNERS INC	22.19
310932	100013	OFFICE DEPOT 84133510	432.51
310936	136045	KENDA S OLSON	212.42
310939	135792	OMAHA PERFORMING ARTS SOCIETY	740.00
310956	102699	PEARSON EDUCATION	150.42
310965	131327	TAMI J PRATT	280.00
310970	073650	PRUFROCK PRESS INC	39.95
310974	130127	TASA INC	125.28
310990	079310	ROCKBROOK CAMERA CENTER	2,537.96
310992	137849	RON CLARK ACADEMY INC	2,400.00
311000	081491	SAGE PUBLICATIONS, INC.	40.85
311002	081630	SAM'S CLUB DIRECT	191.71
311030	083310	SIGMA ALDRICH INC	94.52
311062	084959	JAMES V SUTFIN	234.00
311069	132962	CHILDCRAFT EDUCATION CORPORATION	1,916.08
311096	068840	UNIVERSITY OF NEBRASKA AT OMAHA	140.00
311097	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	45.00
311101	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	74.09
311103	091040	VAL LTD	255.05
311112	136756	CAROL L WARDIAN	194.26
311122	131499	WESTERN BOWL LLC	54.00
311131	137962	SHANON WILLMOTT	869.06
311134	136229	CATHY L WOLLMAN	185.22
311137	137966	NATHAN G. WRAGGE	196.34
311146	108312	AMERICAN MULTI-CINEMA INC	135.00
311159	068400	NEBRASKA COUNCIL ON ECON ED/SMG	120.00
311160	100216	NEBRASKA EDUCATIONAL TECH ASSN	395.00
311166	108312	AMERICAN MULTI-CINEMA INC	140.00
311178	099552	DISCOUNT SCHOOL SUPPLY	277.86
311185	049320	HONEYMAN RENT ALL	32.70
311200	108180	NEBRASKA HUMANITIES COUNCIL	75.00
311208	137940	SCHOOL OF STARS INC	100.00
311211	137979	PEARSON EDUCATION	5,600.00
311244	133803	NATALIE J BIEBER	162.85
311260	137977	CYNTHIA J CRESS NIPPER	1,000.00
311261	137656	KELLI CRUMP	33.94
311290	133397	HY-VEE INC	64.49

Date: 3/10/10

Check No	Vend No	Vendor Name	Amount
311291	132878	HY-VEE INC	58.18
311293	049850	HY-VEE INC	118.42
311306	058755	LAIDLAW TRANSIT INC	1,537.50
311311	065438	MILLARD NORTH HIGH SCHOOL	197.14
311314	137192	KIMBERLY MORSS	0.00
311318	133964	LYN E PAHLS	105.31
311326	081630	SAM'S CLUB DIRECT	131.46
311331	137294	PAUL M SCHULTE	429.88
311335	134654	MICHELE L STOGDILL	375.12
311336	136735	SARAH STURGEON	44.30
311338	132962	CHILDCRAFT EDUCATION CORPORATION	229.49
311345	137982	KENDRA LYNN KELLY	50.00
		Total for GRANT FUND	129,299.29
310672	136587	COVENTRY HEALTH & LIFE INS CO	129,919.37
311156	099045	MUTUAL OF OMAHA COMPANIES	118,277.72
		Total for	248,197.09
310608	133480	BERINGER CIACCIO DENNELL MABREY	7,933.87
310611	019111	BISHOP BUSINESS EQUIPMENT	442.00
310635	099431	BUSINESS MEDIA INC	1,219.00
310681	131003	DAILY RECORD	47.20
310694	130685	VOGEL WEST INC	222.30
310721	102791	ERIC ARMIN INC	108.95
310918	068445	NEBRASKA FURNITURE MART INC	1,473.50
311007	081880	SCHEMMER ASSOCATES INC	6,375.00
311067	088654	TARGET	119.98
311233	010040	A & D TECHNICAL SUPPLY CO INC	2,761.77
311240	135245	BAHR VERMEER HAECKER ARCHITECTS	17,007.50
311313	134532	MORRISSEY ENGINEERING INC	2,720.00
311317	136898	OLSSON ASSOCIATES INC	17,360.00
		Total for DEPRECIATION FUND	57,791.07
310566	011051	ALL MAKES OFFICE EQUIPMENT	1,768.90
310572	012050	AMERICAN LIBRARY ASSOCIATION	87.80
310598	099646	BARNES & NOBLE BOOKSTORE	88.13
310620	101364	BOOKWORM	2,157.60
310622	019559	BOUND TO STAY BOUND BOOKS INC	3,112.54
310686	032800	DEMCO INC	1,064.31
310695	099220	DICK BLICK CO	474.37
310742	131555	FLOORS INC	684.00
310757	043609	GP DIRECT	988.36
310778	048710	LAB SAFETY SUPPLY INC	1,100.37
310797	101435	INNOVATIVE LABORATORY SYSTEMS INC	2,289.00
310872	100944	AMERICAN BUSINESS NETWORK	1,410.00
310889	102870	MIDLAND COMPUTER INC	217.34
310932	100013	OFFICE DEPOT 84133510	359.99
310939	135792	OMAHA PERFORMING ARTS SOCIETY	268.00

Date: 3/10/10

Millard Public Schools

Check Register
Prepared for the Board Meeting of March 15, 2010
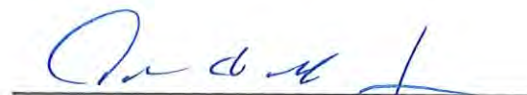
Check No	Vend No	Vendor Name	Amount
310955	102047	PAYLESS OFFICE PRODUCTS INC	89.16
311050	137481	STAPLES INC & SUBSIDIARIES	119.95
311058	134845	SUNTEX INTERNATIONAL INC	155.00
311067	088654	TARGET	245.00
311098	090973	UPSTART	223.03
311099	090440	SPORT SUPPLY GROUP INC	354.78
311120	094174	WEST MUSIC COMPANY	0.00
311180	137371	KELLY ERLANDSON	265.00
311183	137372	TWYLA M HANSEN	265.00
311189	135264	JEFF KOTERBA	600.00
311203	137373	AMY PLETTNER	273.00
311207	108435	DOUG RUZICKA	595.00
311236	137976	HALEY E ALLEN	120.00
311241	135319	DONNA BARTEK	40.00
311267	137267	WADE S DOUGHERTY	65.00
311284	137978	LEVI HAWKINS	156.00
311302	137513	SHELBI KYLER	108.00
311307	133206	MARK LARSON	50.00
311322	137986	CECILIA PETERSSON	97.50
Total for ACTIVITY FUND			19,892.13
311303	137983	CAROLYN JEANETTE LA FEVERS	-40.00
Total for			-40.00
		Report Total	2,908,559.33

Date: 3/10/10

Current Cash Balance Report

ALL Data

Date: 01/01/2010 thru 01/31/2010

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 General	145,198.48	0.00	0.00	0.00	145,198.48
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	7,816.73	361.35	0.00	0.00	8,178.08
180 Interest Earned - Checking	307.61	63.60	0.00	0.00	371.21
190 Interest on Savings	0.00	0.00	0.00	0.00	0.00
A General Funds Totals:	153,322.82	424.95	0.00	0.00	153,747.77
B Administrative Custody Accts					
200 Staff Development	0.00	0.00	0.00	0.00	0.00
209 MPS Activities Calendar	5,020.38	0.00	0.00	0.00	5,020.38
210 Activity Express	81,950.97	5,200.00	3,195.10	0.00	83,955.87
211 Logo Sales	1,038.56	0.00	0.00	0.00	1,038.56
213 Student Showcase	60.00	0.00	0.00	0.00	60.00
215 HAL Field Trips/Preschool	-5,167.08	0.00	1,300.46	0.00	-6,467.54
220 WF Student Donation	4,606.34	236.92	236.92	0.00	4,606.34
230 Hospitality	226.32	0.00	34.49	0.00	191.83
235 Educational Services Hospitality	362.47	0.00	0.00	0.00	362.47
240 NFUSSD	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:	88,097.96	5,436.92	4,766.97	0.00	88,767.91
C School Custody Accts					
300 Instrument Rental	51,327.83	0.00	0.00	0.00	51,327.83
310 South Swim Lessons	7,010.00	0.00	0.00	0.00	7,010.00
320 North Swim Lessons	4,670.00	0.00	0.00	0.00	4,670.00
325 West Swim Lessons	4,230.00	0.00	0.00	0.00	4,230.00
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	1,979.29	0.00	0.00	0.00	1,979.29
355 Tech Vending	1,166.18	0.00	133.18	0.00	1,033.00
360 Facility Use Rental Fee	45,618.07	13,024.57	0.00	0.00	58,642.64
365 Facility Use Building Access	50,022.75	29,411.00	0.00	0.00	79,433.75
366 Facility Use Staffing	30,760.75	5,573.75	0.00	0.00	36,334.50
370 No Longer Used	0.00	0.00	0.00	0.00	0.00
400 Check Collection	207.65	198.00	198.00	0.00	207.65
500 District Wide Coca-Cola	0.00	0.00	0.00	0.00	0.00
C School Custody Accts Totals:	196,992.52	48,207.32	331.18	0.00	244,868.66
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	6,713.65	634.60	0.00	0.00	7,348.25
1030 Parent Pay PreSchool	0.00	0.00	0.00	0.00	0.00
Q Extra-Curriculars Totals:	6,713.65	634.60	0.00	0.00	7,348.25
Report Totals:	287,748.78	54,703.79	5,098.15	0.00	337,354.42

Linda K. Mohlman, DSAC
Executive Secretary

Chris Hughes, DSAC
Accounting Manager

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,357.70	0.00	15.56	0.00	1,342.14
110 GENERAL FUND	28,508.41	0.00	420.74	0.00	28,087.67
111 INTEREST EARNED CHECKING	38.26	8.09	0.00	0.00	46.35
A ACTIVITY GENERAL FUND Totals:	29,904.37	8.09	436.30	0.00	29,476.16
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,258.61	0.00	0.00	0.00	2,258.61
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:	2,258.61	0.00	0.00	0.00	2,258.61
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	4,304.46	0.00	114.25	0.00	4,190.21
615 FIELD TRIPS	-2,083.86	0.00	139.46	0.00	-2,223.32
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:	2,323.08	0.00	253.71	0.00	2,069.37
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	1,035.00	0.00	0.00	0.00	1,035.00
1010 1st Grade Field Trips	914.25	0.00	0.00	0.00	914.25
1020 2nd Grade Field Trips	348.50	0.00	0.00	0.00	348.50
1030 3rd Grade Field Trips	458.00	0.00	0.00	0.00	458.00
1040 4th Grade Field Trips	650.00	0.00	0.00	0.00	650.00
1050 5th Grade Field Trips	304.30	0.00	0.00	0.00	304.30
1060 Spanish Class	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities Totals:	3,710.05	0.00	0.00	0.00	3,710.05
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:	38,196.11	8.09	690.01	0.00	37,514.19

[signature]
Secretary

[signature]
Principal

ALL Data

Date: 01/01/2010 thru 01/31/2010

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	179.83	0.00	0.00	0.00	179.83
110 GENERAL FUND	7,736.64	3,914.50	5,048.49	0.00	6,602.65
115 Interest Earned Checking	27.55	7.08	0.00	0.00	34.63
A ACTIVITY GENERAL FUND Totals:	7,944.02	3,921.58	5,048.49	0.00	6,817.11
D CLUBS AND ORGANIZATIONS					
501 Student Council	582.77	0.00	0.00	0.00	582.77
515 Art Club	0.00	0.00	0.00	0.00	0.00
520 yearbook	410.00	0.00	0.00	0.00	410.00
525 Landscaping	1,227.14	0.00	1,227.14	0.00	0.00
530 Ackerman Readers	280.17	0.00	0.00	0.00	280.17
535 Choir	0.00	0.00	0.00	0.00	0.00
540 Field Day	690.22	0.00	0.00	0.00	690.22
D CLUBS AND ORGANIZATIONS Totals:	3,190.30	0.00	1,227.14	0.00	1,963.16
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Social	2,015.46	0.00	335.95	0.00	1,679.51
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	8,345.57	0.00	0.00	0.00	8,345.57
615 Field Trip	568.72	0.00	245.53	0.00	323.19
620 Art K-5	7,098.77	0.00	315.72	0.00	6,783.05
625 Birthday Book Club	368.18	0.00	0.00	0.00	368.18
630 Fundraiser	695.09	0.00	0.00	0.00	695.09
635 Teacher Grant Money	1,135.68	0.00	0.00	0.00	1,135.68
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	20,227.47	0.00	897.20	0.00	19,330.27
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					
0	0.00	0.00	0.00	0.00	0.00
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1001 Kdg. Field Trips	610.90	0.00	0.00	0.00	610.90
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	906.25	0.00	0.00	0.00	906.25
1040 Fourth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	1,517.15	0.00	0.00	0.00	1,517.15
Report Totals:	32,878.94	3,921.58	7,172.83	0.00	29,627.69
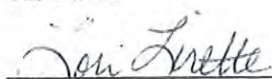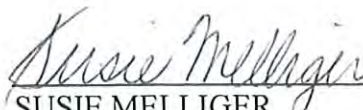
Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	242.21	0.00	0.00	0.00	242.21
110 GENERAL FUND	24,376.78	1,465.90	1,105.98	-43.33	24,693.37
120 INTEREST AND FEES	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	24,618.99	1,465.90	1,105.98	-43.33	24,935.58
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	66.29	0.00	0.00	0.00	66.29
D CLUBS AND ORGANIZATIONS Totals	66.29	0.00	0.00	0.00	66.29
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SOCIAL COMMITTEE	751.68	0.00	0.00	0.00	751.68
602 NOT IN USE	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	102.50	0.00	0.00	0.00	102.50
615 FIELD TRIPS	-854.52	639.88	650.50	0.00	-865.14
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	77.95	0.00	0.00	0.00	77.95
640 PLAYGROUND EQUIPMENT	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	77.61	639.88	650.50	0.00	66.99
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	0.00	0.00	0.00	0.00
1010 1st grade field trips	243.26	0.00	0.00	0.00	243.26
1020 2nd grade field trips	360.75	0.00	0.00	0.00	360.75
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	159.75	0.00	0.00	0.00	159.75
Q Fee Fund Totals:	763.76	0.00	0.00	0.00	763.76
Report Totals:	25,526.65	2,105.78	1,756.48	-43.33	25,832.62

ALDRICH ELEMENTARY
JANUARY RECONCILIATION
02/04/10

Lori Lirette
LORI LIRETTE
SECRETARY

Susie Melliger
SUSIE MELLIGER
PRINCIPAL

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL	7,611.39	1,204.66	406.21	0.00	8,409.84
110 VENDING	17.83	0.00	0.00	0.00	17.83
125 Interest Earned	44.25	11.83	0.00	0.00	56.08
A ACTIVITY GENERAL FUND Totals:	7,673.47	1,216.49	406.21	0.00	8,483.75
B Mini-Classes					
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
805 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	4,855.36	0.00	0.00	0.00	4,855.36
400 Technology	72.10	0.00	0.00	0.00	72.10
401 "Read a thon" for Winnebago	0.00	0.00	0.00	0.00	0.00
410 VIP	28,004.88	1,579.60	0.00	0.00	29,584.48
411 VIP Hospitality	2,108.02	0.00	0.00	0.00	2,108.02
C SCHOOL CUSTODIAL ACCT. Totals:	35,091.01	1,579.60	0.00	0.00	36,670.61
D CLUBS AND ORGANIZATIONS					
113 Fun and Field Day	864.66	0.00	0.00	0.00	864.66
501 STUDENT COUNCIL	1,088.43	0.00	217.26	0.00	871.17
605 School Clubs	1,395.21	0.00	0.00	0.00	1,395.21
607 Choir /T shirts	304.04	0.00	0.00	0.00	304.04
D CLUBS AND ORGANIZATIONS Totals:	3,652.34	0.00	217.26	0.00	3,435.08
E ADMINISTRATIVE CUSTODIAL					
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
610 MEDIA	4,478.20	0.00	0.00	0.00	4,478.20
611 Birthday Book club	2,457.79	0.00	0.00	0.00	2,457.79
615 FIELD TRIPS	-2,313.23	0.00	286.36	0.00	-2,599.59
725 Fundraising	1,432.77	0.00	0.00	0.00	1,432.77
735 FAMILIES IN NEED	507.00	0.00	0.00	0.00	507.00
750 OPERATION SCHOOL BELL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL Totals:	6,562.53	0.00	286.36	0.00	6,276.17
Q Fee Fund Account					
1001 Kdg. Field Trip	786.50	0.00	0.00	0.00	786.50
1101 First Grade Field Trip	225.75	0.00	0.00	0.00	225.75
1201 Second Grade Field Trp	129.00	0.00	0.00	0.00	129.00
1202 Choir Shirts	0.00	52.00	0.00	0.00	52.00
1301 Third Grade Field Trip	164.25	54.00	0.00	0.00	218.25
1401 Fourth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1501 Fifth Grade Field Trip	228.00	0.00	0.00	0.00	228.00
Q Fee Fund Account Totals:	1,533.50	106.00	0.00	0.00	1,639.50
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
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

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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:	54,512.85	2,902.09	909.83	0.00	56,505.11

Linda K. Mohlman, DSAC
Executive Secretary

Josh Fields, Black Elk Elementary
Principal

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING/ADULT	184.21	0.00	0.00	0.00	184.21
105 VENDING/STUDENT	263.74	53.00	0.00	0.00	316.74
110 GENERAL FUND	6,418.77	24.00	438.19	0.00	6,004.58
115 BUILDING FUNDRAISER	287.00	0.00	0.00	0.00	287.00
200 CHECKING INTEREST	10.21	2.40	0.00	0.00	12.61
A ACTIVITY GENERAL FUND Totals:	7,163.93	79.40	438.19	0.00	6,805.14
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	390.45	0.00	0.00	0.00	390.45
550 ART CLUB	10.84	0.00	0.00	0.00	10.84
560 DRAMA CLUB	-11.25	0.00	133.00	0.00	-144.25
D CLUBS AND ORGANIZATIONS Totals:	390.04	0.00	133.00	0.00	257.04
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	4,046.46	0.00	508.39	0.00	3,538.07
615 FIELD TRIPS	-1,261.23	0.00	0.00	0.00	-1,261.23
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,785.23	0.00	508.39	0.00	2,276.84
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	216.80	0.00	0.00	0.00	216.80
1010 FIRST GRADE FIELD TRIPS	579.40	0.00	0.00	0.00	579.40
1020 SECOND GRADE FIELD TRIPS	220.00	0.00	0.00	0.00	220.00
1030 THIRD GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE FIELD TRIPS	-16.80	0.00	0.00	0.00	-16.80
1050 FIFTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITIES Totals:	999.40	0.00	0.00	0.00	999.40
R CLUBS					
2000 ART CLUB	0.00	0.00	0.00	0.00	0.00
2005 DRAMA CLUB	110.00	0.00	0.00	0.00	110.00
R CLUBS Totals:	110.00	0.00	0.00	0.00	110.00
Report Totals:	11,448.60	79.40	1,079.58	0.00	10,448.42

Linda K. Mohlman, DSAC
Executive Secretary

Brad Sullivan, Bryan
Principal

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	330.25	0.00	42.19	0.00	288.06
110 GENERAL	7,054.04	6,367.79	2,886.00	0.00	10,535.83
120 Paybac/Local Merchants	2,765.18	231.37	0.00	0.00	2,996.55
130 HOSPITALITY	395.91	0.00	41.72	0.00	354.19
140 INTEREST EARNED CHECKING	1,664.53	4.28	0.00	0.00	1,668.81
150 ART	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	12,209.91	6,603.44	2,969.91	0.00	15,843.44
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	936.59	0.00	15.25	0.00	921.34
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
D CLUBS AND ORGANIZATIONS Totals:	1,013.82	0.00	15.25	0.00	998.57
E ADMINISTRATIVE CUSTODIAL ACCT					
601 FIELD TRIPS	-1,992.30	219.92	219.92	0.00	-1,992.30
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	5,382.06	98.00	107.00	0.00	5,373.06
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:	3,404.71	317.92	326.92	0.00	3,395.71
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	0.00	0.00	0.00	0.00	0.00
1010 1ST GRADE FIELD TRIPS	713.25	0.00	0.00	0.00	713.25
1020 2ND GRADE FIELD TRIPS	340.00	0.00	0.00	0.00	340.00
1030 3RD GRADE FIELD TRIPS	360.00	0.00	0.00	0.00	360.00
1040 4TH GRADE FIELD TRIPS	138.00	0.00	0.00	0.00	138.00
1050 5TH GRADE FIELD TRIPS	455.00	205.00	0.00	0.00	660.00
Q EXTRA -CURRICULAR ACTIVITIES Totals:	2,006.25	205.00	0.00	0.00	2,211.25
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:	18,634.69	7,126.36	3,312.08	0.00	22,448.97

Current Cash Balance Report

ALL Data

Arranged by

Date: 01/01/2010 thru 01/31/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	120.95	0.00	0.00	0.00	120.95
110 GENERAL	4,673.24	0.00	0.00	0.00	4,673.24
120 TECHNOLOGY FUND	606.57	0.00	0.00	0.00	606.57
130 COFFEE	32.07	5.00	0.00	0.00	37.07
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	11.17	2.89	0.00	0.00	14.06
180 PTA DISCRETIONARY	1,516.58	0.00	721.89	0.00	794.69
190 ASSIGNMENT NOTEBOOKS	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	6,976.50	7.89	721.89	0.00	6,262.50
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,203.52	404.00	0.00	0.00	2,607.52
502 CODY APPAREL	552.31	0.00	20.25	0.00	532.06
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:	3,076.05	404.00	20.25	0.00	3,459.80
E ADMINISTRATIVE CUSTODIAL FUND					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	484.82	562.00	532.00	0.00	514.82
610 MEDIA	1,972.21	20.00	0.00	0.00	1,992.21
611 MEDIA - DONATIONS	157.71	0.00	0.00	0.00	157.71
615 FIELD TRIP	-203.89	0.00	0.00	0.00	-203.89
620 Instrument Rental	573.65	0.00	0.00	0.00	573.65
630 STUDENT PARTY MONEY	1.75	0.00	0.00	0.00	1.75
640 SPECIAL PROJECTS FUND	28.60	0.00	0.00	0.00	28.60
E ADMINISTRATIVE CUSTODIAL FUND Totals:	3,014.85	582.00	532.00	0.00	3,064.85
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	172.00	0.00	0.00	0.00	172.00
1010 First Grade Field Trips	93.25	0.00	0.00	0.00	93.25
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:	265.25	0.00	0.00	0.00	265.25
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:	13,332.65	993.89	1,274.14	0.00	13,052.40

, Secretary 2/5/10

_2.5.10_

Cody Elementary School

02/05/2010 02:33:04 PM

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-281.54	0.00	413.16	0.00	-694.70
110 GENERAL FUND	10,865.25	200.00	2,481.74	0.00	8,583.51
112 WESTERN BOWL	0.00	0.00	0.00	0.00	0.00
200 CANDY MACHINE VENDING	60.75	0.00	0.00	0.00	60.75
500 MILLARD FOUNDATION REIMB.	8,199.28	0.00	0.00	0.00	8,199.28
600 Interest earned	18.27	4.80	0.00	0.00	23.07
A ACTIVITY GENERAL FUND Totals:	18,862.01	204.80	2,894.90	0.00	16,171.91
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,271.24	0.00	75.00	0.00	1,196.24
D CLUBS AND ORGANIZATIONS Totals:	1,271.24	0.00	75.00	0.00	1,196.24
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	1,072.46	0.00	169.00	0.00	903.46
615 FIELD TRIPS	-682.91	0.00	0.00	0.00	-682.91
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	-16.95	0.00	0.00	0.00	-16.95
650 GRANT MONEY	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	563.60	0.00	169.00	0.00	394.60
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	599.00	0.00	0.00	0.00	599.00
1010 1ST GRADE FIELD TRIPS	637.75	0.00	0.00	0.00	637.75
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:	1,236.75	0.00	0.00	0.00	1,236.75
Report Totals:	22,896.04	204.80	3,138.90	0.00	19,961.94

Cottonwood Elementary School

2.4.10

Current Cash Balance Report

ALL Data

Date: 01/01/2010 thru 01/31/2010

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,253.06	0.00	0.00	0.00	1,253.06
110 GENERAL FUND	4,607.55	597.00	208.46	0.00	4,996.09
200 INTEREST EARNED CHECKING	1,120.27	2.01	0.00	0.00	1,122.28
A ACTIVITY GENERAL FUND Totals:	6,980.88	599.01	208.46	0.00	7,371.43
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	539.93	0.00	0.00	0.00	539.93
D CLUBS AND ORGANIZATIONS Totals:	539.93	0.00	0.00	0.00	539.93
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	1,105.14	0.00	126.18	0.00	978.96
610 LIBRARY	1,022.92	0.00	0.00	0.00	1,022.92
615 FIELD TRIPS	-432.00	0.00	0.00	0.00	-432.00
620 FIELD TRIPS/PTO FUND	-288.64	0.00	0.00	0.00	-288.64
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,407.42	0.00	126.18	0.00	1,281.24
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	430.00	0.00	0.00	0.00	430.00
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	0.00	0.00	0.00	0.00	0.00
1014 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1015 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1016 K-5 SPED Field Trips	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	430.00	0.00	0.00	0.00	430.00
Report Totals:	9,358.23	599.01	334.64	0.00	9,622.60

Bry case   2/10/10

Reese Lafrenz   2/10/10

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-114.50	0.00	0.00	0.00	-114.50
110 GENERAL FUND	5,398.94	996.58	1,127.04	0.00	5,268.48
120 Interest on checking	11.57	2.19	0.00	0.00	13.76
A ACTIVITY GENERAL FUND Totals:	5,296.01	998.77	1,127.04	0.00	5,167.74
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	579.89	0.00	0.00	0.00	579.89
510 Art Projects	0.00	0.00	0.00	0.00	0.00
520 T-shirts	761.00	0.00	0.00	0.00	761.00
550 Pencils	206.33	28.75	0.00	0.00	235.08
590 One Book, One School	-1,468.25	492.00	0.00	0.00	-976.25
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:	78.97	520.75	0.00	0.00	599.72
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	629.94	0.00	0.00	0.00	629.94
606 Assignment Notebooks	-73.68	1.00	0.00	0.00	-72.68
610 LIBRARY	3,491.69	10.00	0.00	0.00	3,501.69
615 FIELD TRIPS	-2,022.40	0.00	155.69	0.00	-2,178.09
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	862.00	0.00	0.00	862.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,025.55	873.00	155.69	0.00	2,742.86
Q					
1000 Kindergarten field trips	815.75	126.00	0.00	0.00	941.75
1010 1st grade field trips	0.00	364.50	0.00	0.00	364.50
1020 2nd grade field trips	322.25	0.00	0.00	0.00	322.25
1030 3rd grade field trip	0.00	0.00	0.00	0.00	0.00
1040 4th grade field trips	755.85	0.00	0.00	0.00	755.85
1050 5th grade field trips	310.80	0.00	0.00	0.00	310.80
1060 Sped field trips	0.00	0.00	0.00	0.00	0.00
Q Totals:	2,204.65	490.50	0.00	0.00	2,695.15
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:	9,605.18	2,883.02	1,282.73	0.00	11,205.47

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-178.58	0.00	0.00	0.00	-178.58
110 GENERAL FUND	7,755.97	0.00	173.82	0.00	7,582.15
115 Interest Earned Checking	9.85	2.60	0.00	0.00	12.45
A ACTIVITY GENERAL FUND Totals:	7,587.24	2.60	173.82	0.00	7,416.02
D CLUBS AND ORGANIZATIONS					
510 STUDENT COUNCIL	649.33	0.00	0.00	0.00	649.33
1060 Choir/Strings/Band	330.00	0.00	0.00	0.00	330.00
1070 HAL	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	979.33	0.00	0.00	0.00	979.33
E ADMINISTRATIVE CUSTODIAL ACCT					
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	72.24	0.00	124.34	0.00	-52.10
615 FIELD TRIPS	-450.29	0.00	591.92	0.00	-1,042.21
620 HOSPITALITY FUND	0.00	0.00	0.00	0.00	0.00
630 FUND RAISER	1,985.04	1,246.05	299.30	0.00	2,931.79
635 SAFETY PATROL	0.00	0.00	0.00	0.00	0.00
640 ART	1,913.60	0.00	2,052.46	0.00	-138.86
650 5th Grade Art	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,520.59	1,246.05	3,068.02	0.00	1,698.62
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	263.50	0.00	0.00	0.00	263.50
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	202.50	0.00	0.00	0.00	202.50
1030 Third Grade Field Trips	121.75	0.00	0.00	0.00	121.75
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:	587.75	0.00	0.00	0.00	587.75
Report Totals:	12,674.91	1,248.65	3,241.84	0.00	10,681.72

Cheryl Terace 2-11-10

Roberta Werema 2-11-10

BB 2/11/10

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	775.86	24.00	564.54	0.00	235.32
110 General	15,154.46	902.50	579.00	0.00	15,477.96
112 Bank Charges and Interest	19.69	5.00	0.00	0.00	24.69
615 DO NOT USE	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	15,950.01	931.50	1,143.54	0.00	15,737.97
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	0.00	0.00	0.00
611 Hitchcock Clothing	60.32	0.00	0.00	0.00	60.32
616 CREATIVE CUBS	135.88	0.00	0.00	0.00	135.88
2001 DO NOT USE	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	666.32	0.00	0.00	0.00	666.32
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	0.00	0.00	110.46	0.00	-110.46
604 Classroom Supplies	16.00	0.00	0.00	0.00	16.00
605 READ	996.55	18.50	0.00	0.00	1,015.05
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	1,407.86	0.00	0.00	0.00	1,407.86
612 HOSPITALITY	32.50	0.00	0.00	0.00	32.50
613 Art Fund	4,521.28	0.00	0.00	0.00	4,521.28
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:	7,191.19	18.50	110.46	0.00	7,099.23
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	206.40	0.00	0.00	0.00	206.40
1060 SPED Field Trips	0.00	0.00	0.00	0.00	0.00
1070 Physical Education	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities Totals:	206.40	0.00	0.00	0.00	206.40
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:	24,013.92	950.00	1,254.00	0.00	23,709.92

Linda K. Mohlman, DSAC
Executive Secretary

Mandy Johnson, Hitchcock
Principal

Current Cash Balance Report
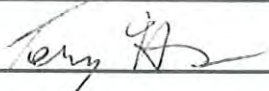
Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,670.26	0.00	0.00	0.00	1,670.26
110 GENERAL FUND	11,796.73	712.50	412.38	0.00	12,096.85
200 INTEREST EARNED CHECKING	1,283.22	4.78	0.00	0.00	1,288.00
A ACTIVITY GENERAL FUND Totals:	14,750.21	717.28	412.38	0.00	15,055.11
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,488.94	0.00	0.00	0.00	2,488.94
D CLUBS AND ORGANIZATIONS Totals:	2,488.94	0.00	0.00	0.00	2,488.94
E ADMINISTRATIVE CUSTODIAL ACCT					
601 PTA/TEACHER	-0.00	0.00	0.00	0.00	0.00
610 LIBRARY	4,033.69	157.35	2,250.00	0.00	1,941.04
615 FIELD TRIPS	99.55	0.00	0.00	0.00	99.55
620 PAYBAC	391.78	6.67	0.00	0.00	398.45
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,525.02	164.02	2,250.00	0.00	2,439.04
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	0.00	0.00	0.00	0.00
1020 SECOND GRADE	0.00	0.00	0.00	0.00	0.00
1030 THIRD GRADE	174.00	0.00	0.00	0.00	174.00
1040 FOURTH GRADE	242.00	0.00	0.00	0.00	242.00
1050 FIFTH GRADE	213.50	0.00	0.00	0.00	213.50
Q EXTRA-CURRICULAR ACTIVITIES Totals:	629.50	0.00	0.00	0.00	629.50
Report Totals:	22,393.67	881.30	2,662.38	0.00	20,612.59

SUBMITTED BY: _____ **Mary Bobka** _____

POSITION: _____ **Secretary** _____

APPROVED: _____ _Terry H_ _____

ALL Data
Date: 01/01/2010 thru 01/31/2010

Arranged by
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	45.53	0.00	0.00	0.00	45.53
110 GENERAL	6,780.57	9,251.60	3,394.29	0.00	12,637.88
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	315.11	4.26	0.00	0.00	319.37
A ACTIVITY GENERAL FUND Totals:	7,141.21	9,255.86	3,394.29	0.00	13,002.78
C CLUBS AND ORGANIZATIONS					
501 ST. COUNCIL	837.24	0.00	0.00	0.00	837.24
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
C CLUBS AND ORGANIZATIONS Totals:	839.08	0.00	0.00	0.00	839.08
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	665.17	0.00	0.00	0.00	665.17
604 ART	4,213.13	0.00	128.17	0.00	4,084.96
606 MINI CLASSES	-1,013.12	0.00	0.00	0.00	-1,013.12
607 PE/MUSIC	154.75	0.00	0.00	0.00	154.75
610 LIBRARY	1,744.28	0.00	0.00	0.00	1,744.28
615 FIELD TRIPS	-3,928.91	150.00	342.54	0.00	-4,121.45
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
625 ALL-SCHOOL PLAY	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,835.30	150.00	470.71	0.00	1,514.59
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	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE	61.70	0.00	0.00	0.00	61.70
1050 FIFTH GRADE	495.00	0.00	0.00	0.00	495.00
1060 PREPRIMARY MONTESSORI	2,295.10	476.40	0.00	0.00	2,771.50
1070 PRIMARY MONTESSORI	959.50	0.00	0.00	0.00	959.50
1080 INTERMEDIATE MONTESSORI	762.20	0.00	0.00	0.00	762.20
1090 PRESCHOOL	198.00	0.00	0.00	0.00	198.00
Q FIELD TRIPS Totals:	4,771.50	476.40	0.00	0.00	5,247.90
R CLUBS					
2020 SWING CHOIR	-17.75	0.00	0.00	0.00	-17.75
R CLUBS Totals:	-17.75	0.00	0.00	0.00	-17.75
S MINI-CLASSES					
3000 MINI-CLASSES	2,175.00	0.00	0.00	0.00	2,175.00
3010 LEADERSHIP CLASSES	0.00	0.00	0.00	0.00	0.00
3020 ALL-SCHOOL PLAY	0.00	0.00	0.00	0.00	0.00
S MINI-CLASSES Totals:	2,175.00	0.00	0.00	0.00	2,175.00
Report Totals:	16,744.34	9,882.26	3,865.00	0.00	22,761.60

KOdegard 2-9-10
Matt K 2-9-10

Current Cash Balance Report

ALL Data

Arranged by
Group ID and Activity Number

Date 01/01/2010 thru 01/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	84.87	0.00	0.00	0.00	84.87
110 GENERAL FUND	7,828.04	2.00	86.90	0.00	7,743.14
115 INTEREST EARNED CHECKING	18.94	4.29	0.00	0.00	23.23
A ACTIVITY GENERAL FUND Totals:	7,931.85	6.29	86.90	0.00	7,851.24
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,944.06	65.00	765.78	0.00	2,243.28
510 BOOK CLUB	0.00	0.00	0.00	0.00	0.00
511 CONFLICT MANAGERS	12.00	0.00	0.00	0.00	12.00
615 SAFETY PATROL	0.00	0.00	0.00	0.00	0.00
635 M.A.D.	1.55	0.00	0.00	0.00	1.55
D CLUBS AND ORGANIZATIONS Totals:	2,957.61	65.00	765.78	0.00	2,256.83
E ADMINISTRATIVE CUSTODIAL ACCT					
600 REIMBUSEMENT	0.00	0.00	0.00	0.00	0.00
601 SITE BASE	40.37	0.00	0.00	0.00	40.37
602 HOSPITALITY	663.59	0.00	34.24	0.00	629.35
603 FIELD TRIPS	-1,319.92	0.00	370.02	0.00	-1,689.94
605 READ	255.46	0.00	150.00	0.00	105.46
610 LIBRARY	5,449.66	10.00	75.00	0.00	5,384.66
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	3,147.21	34.62	0.00	0.00	3,181.83
640 SPED GRANT	0.00	0.00	0.00	0.00	0.00
650 PLAYGROUND	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	8,236.37	44.62	629.26	0.00	7,651.73
Q EXTRA CURRICULAR ACTIVITES					
1005 Kindergarten Field Trips	456.00	0.00	0.00	0.00	456.00
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	269.90	0.00	0.00	0.00	269.90
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	340.00	0.00	0.00	0.00	340.00
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITES Totals:	1,065.90	0.00	0.00	0.00	1,065.90
Report Totals:	20,191.73	115.91	1,481.94	0.00	18,825.70

Joyce Snow 2/4/10

Julie K. Fergstrom 2-4-10

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 STAFF VENDING	1,539.66	0.00	212.63	0.00	1,327.03
101 STUDENT VENDING	-3.25	71.50	0.00	0.00	68.25
110 GENERAL	22,666.99	208.00	237.26	0.00	22,637.73
125 INTEREST EARNED	23.84	6.32	0.00	0.00	30.16
130 MAGNET ART	3,088.81	0.00	0.00	0.00	3,088.81
A ACTIVITY GENERAL FUND Totals:	27,316.05	285.82	449.89	0.00	27,151.98
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	608.36	51.00	0.00	0.00	659.36
505 CHOIR	247.67	0.00	0.00	0.00	247.67
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:	856.03	51.00	0.00	0.00	907.03
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	2,052.91	16.00	76.45	0.00	1,992.46
615 FIELD TRIPS	-2,765.50	0.00	241.38	0.00	-3,006.88
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:	-712.59	16.00	317.83	0.00	-1,014.42
Q FEE FUNDED ACCOUNTS					
1000 Kindergarten Field Trips	1,055.50	0.00	0.00	0.00	1,055.50
1010 First Grade Field Trips	464.75	0.00	0.00	0.00	464.75
1020 Second Grade Field Trips	253.05	453.75	0.00	0.00	706.80
1030 Third Grade Field Trips	209.55	57.30	0.00	0.00	266.85
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	465.85	0.00	0.00	0.00	465.85
Q FEE FUNDED ACCOUNTS Totals:	2,448.70	511.05	0.00	0.00	2,959.75
Report Totals:	29,908.19	863.87	767.72	0.00	30,004.34

Linda K. Mohlman, DSAC
Executive Secretary

Colleen Beckwith, Neihardt
Principal

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	-44.08	5.00	173.37	0.00	-212.45
105 Staff Vending	0.00	0.00	0.00	0.00	0.00
110 General	9,510.13	10.00	217.04	0.00	9,303.09
120 Interest Earned Checking	19.88	4.97	0.00	0.00	24.85
A ACTIVITY GENERAL FUND Totals:	9,485.93	19.97	390.41	0.00	9,115.49
D CLUBS AND ORGANIZATIONS					
501 Student Council	2,850.12	0.00	0.00	0.00	2,850.12
502 Asset Building	151.89	0.00	0.00	0.00	151.89
503 5th Grade Club	506.81	0.00	0.00	0.00	506.81
D CLUBS AND ORGANIZATIONS Totals:	3,508.82	0.00	0.00	0.00	3,508.82
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base Plan Annual Updates	0.00	0.00	0.00	0.00	0.00
602 Staff Hospitality	0.00	0.00	0.00	0.00	0.00
603 Field Trips	-2,971.53	4.50	422.10	0.00	-3,389.13
608 Grants	31.75	0.00	0.00	0.00	31.75
609 Technology	0.00	0.00	0.00	0.00	0.00
610 Media	2,290.15	0.00	156.41	0.00	2,133.74
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	1,035.70	0.00	0.00	0.00	1,035.70
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	70.29	0.00	0.00	0.00	70.29
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	6,832.98	4.50	578.51	0.00	6,258.97
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	556.50	0.00	0.00	0.00	556.50
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	84.00	0.00	0.00	0.00	84.00
1030 Third Grade Field Trips	412.25	138.50	0.00	0.00	550.75
1040 Fourth Grade Field Trips	0.00	283.25	0.00	0.00	283.25
1050 Fifth Grade Field Trips	200.50	0.00	0.00	0.00	200.50
1060 Montessori PreK/K Field Trips	733.50	337.50	0.00	0.00	1,071.00
1061 Montessori 1st, 2nd, 3rd Grade Field Trips	954.80	271.00	0.00	0.00	1,225.80
1062 Montessori 4th, 5th Grade Field Trips	457.00	174.00	0.00	0.00	631.00
1070 Special Education Field Trips	0.00	0.00	0.00	0.00	0.00
Q Fee Fund Totals:	3,398.55	1,204.25	0.00	0.00	4,602.80
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:	23,226.28	1,228.72	968.92	0.00	23,486.08

Current Cash Balance Report

ALL Data

Arranged by:
Group ID and Activity Number

Date: 01/01/2010 thru 01/31/2010

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 GENERAL	34,870.91	669.21	27.26	0.00	35,512.86
110 VENDING	264.30	0.00	0.00	0.00	264.30
115 INTEREST EARNED CHECKING	44.29	11.45	0.00	0.00	55.74
A ACTIVITY GENERAL Totals:	35,179.50	680.66	27.26	0.00	35,832.90
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	351.77	0.00	0.00	0.00	351.77
D CLUBS AND ORGANIZATIONS Totals:	351.77	0.00	0.00	0.00	351.77
E ADMINSTRATIVE CUSTODIAL ACCT					
600 HOSPITALITY	1,305.46	0.00	43.75	0.00	1,261.71
601 FIELD TRIPS	-4,466.92	0.00	956.16	0.00	-5,423.08
610 LIBRARY	4,647.76	82.08	0.00	0.00	4,729.84
615 PAYBAC	0.00	0.00	0.00	0.00	0.00
620 PLAYGROUND FUNDRAISER	11,776.86	0.00	0.00	0.00	11,776.86
650 VIP HOSPITALITY	502.58	0.00	0.00	0.00	502.58
E ADMINSTRATIVE CUSTODIAL ACCT Totals:	13,765.74	82.08	999.91	0.00	12,847.91
Q FEE FUND					
1000 K FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE FIELD TRIPS	1,368.50	0.00	0.00	0.00	1,368.50
1020 SECOND GRADE FIELD TRIPS	2,106.90	0.00	0.00	0.00	2,106.90
1030 THIRD GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE FIELD TRIPS	280.00	288.00	0.00	0.00	568.00
1050 FIFTH GRADE FIELD TRIPS	482.25	0.00	0.00	0.00	482.25
Q FEE FUND Totals:	4,237.65	288.00	0.00	0.00	4,525.65
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:	53,534.66	1,050.74	1,027.17	0.00	53,558.23

Linda K. Mohlman, DSAC
Executive Secretary

Nila Nielsen, Reagan
Principal

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 GENERAL	7,772.24	0.00	32.10	0.00	7,740.14
110 VENDING	80.36	0.00	0.00	0.00	80.36
115 INTEREST EARNED CHECKING	13.46	3.48	0.00	0.00	16.94
A ACTIVITY GENERAL Totals:	7,866.06	3.48	32.10	0.00	7,837.44
D CLUBS AND ORGANIZATION					
501 STUDENT COUNCIL	-292.12	0.00	0.00	0.00	-292.12
D CLUBS AND ORGANIZATION Totals:	-292.12	0.00	0.00	0.00	-292.12
E ADMINISTRATIVE CUSTODIAL ACCT					
600 SOCIAL	0.00	0.00	0.00	0.00	0.00
601 FIELD TRIPS	-2,553.45	0.00	144.11	0.00	-2,697.56
602 READ	0.00	0.00	0.00	0.00	0.00
603 LIBRARY	2,204.29	70.00	0.00	0.00	2,274.29
604 PAYBAC	5,166.05	194.44	0.00	0.00	5,360.49
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
608 MUSIC	320.15	0.00	327.83	0.00	-7.68
609 PE	1,240.64	0.00	0.00	0.00	1,240.64
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	6,434.59	264.44	471.94	0.00	6,227.09
Q FEE FUND					
1005 KINDERGARTEN	995.45	0.00	0.00	0.00	995.45
1010 FIRST GRADE	613.50	0.00	0.00	0.00	613.50
1020 SECOND GRADE	636.35	0.00	0.00	0.00	636.35
1030 THIRD GRADE	144.25	0.00	0.00	0.00	144.25
1040 FOURTH GRADE	248.00	231.30	0.00	0.00	479.30
1050 FIFTH GRADE	0.00	227.80	0.00	0.00	227.80
1060 DO NOT USE - MUSIC	0.00	0.00	0.00	0.00	0.00
1070 DO NOT USE - PE	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	2,637.55	459.10	0.00	0.00	3,096.65
Report Totals:	16,646.08	727.02	504.04	0.00	16,869.06

Linda K. Mohlman, DSAC
Executive Secretary

Suzanne Hinman, Reeder
Principal

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
610 unused library account	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 VENDING	411.60	0.00	0.00	0.00	411.60
110 GENERAL FUND	10,280.63	826.00	749.66	0.00	10,356.97
125 interest earned checking	29.16	6.90	0.00	0.00	36.06
A ACTIVITY GENERAL FUND Totals:	10,721.39	832.90	749.66	0.00	10,804.63
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,552.41	83.38	0.00	0.00	1,635.79
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	67.03	0.00	0.00	0.00	67.03
515 K-KIDS CLUB	481.43	0.00	0.00	0.00	481.43
520 ENVIRONMENTAL CLUB	49.50	0.00	0.00	0.00	49.50
D CLUBS AND ORGANIZATIONS Totals:	2,150.37	83.38	0.00	0.00	2,233.75
E ADMINISTRATIVE CUSTODIAL					
602 HOSPITALITY	29.33	0.00	0.00	0.00	29.33
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	5,891.47	15.00	0.00	0.00	5,906.47
615 FIELD TRIPS	434.10	0.00	0.00	0.00	434.10
620 PAYBACK PARTNER	1,480.09	0.00	0.00	0.00	1,480.09
625 CORPORATE DONATIONS	6,130.57	553.30	0.00	0.00	6,683.87
630 SPELL-A-THON	899.27	0.00	195.12	0.00	704.15
635 HOST	0.00	0.00	0.00	0.00	0.00
640 OTHER STUDENT ACTIVITIES	411.26	0.00	0.00	0.00	411.26
645 TOOLS FOR SCHOOLS	1,000.00	0.00	0.00	0.00	1,000.00
650 ARTWORKS	1,275.60	0.00	11.16	0.00	1,264.44
E ADMINISTRATIVE CUSTODIAL Totals:	17,551.69	568.30	206.28	0.00	17,913.71
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 EXTRA CURRICULAR ACTIVITIES					
1005 KG FIELD TRIPS	485.50	0.00	0.00	0.00	485.50
1010 1ST GR. FIELD TRIPS	289.75	0.00	0.00	0.00	289.75
1020 2ND GR. FIELD TRIPS	140.75	242.00	0.00	0.00	382.75
1030 3RD GR. FIELD TRIPS	327.35	0.00	0.00	0.00	327.35
1040 4TH GR. FIELD TRIPS	611.05	0.00	0.00	0.00	611.05
1050 5TH GR. FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q EXTRA CURRICULAR ACTIVITIES Totals:	1,854.40	242.00	0.00	0.00	2,096.40
Report Totals:	32,277.85	1,726.58	955.94	0.00	33,048.49

Principal _Jeni Wesley 3-4-10_

Secretary _Mary Van Roy · 3·4·10_

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	20,455.00	1,170.00	297.60	0.00	21,327.40
110 VENDING	-19.39	0.00	0.00	0.00	-19.39
120 INTEREST EARNED CHECKING	31.84	6.26	0.00	0.00	38.10
A ACTIVITY GENERAL FUND Totals:	20,467.45	1,176.26	297.60	0.00	21,346.11
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	309.22	0.00	0.00	0.00	309.22
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
B CLUBS AND ORGANIZATIONS Totals:	334.22	0.00	0.00	0.00	334.22
C ADMINISTRATIVE CUSTODIAL ACCT					
301 MEDIA	1,016.96	0.00	0.00	0.00	1,016.96
305 FIELD TRIPS	-2,588.77	0.00	0.00	0.00	-2,588.77
310 HOSPITALITY	1,140.64	784.00	0.00	0.00	1,924.64
320 BIRTHDAY BOOK CLUB	1,232.49	0.00	0.00	0.00	1,232.49
325 Battle of the Books	0.00	0.00	0.00	0.00	0.00
330 GRANTS	0.00	0.00	0.00	0.00	0.00
340 PTO	4,288.35	0.00	0.00	0.00	4,288.35
350 BEAUTIFICATION	0.00	0.00	0.00	0.00	0.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,089.67	784.00	0.00	0.00	5,873.67
Q FEE FUND					
1000 Kindergarten	862.00	0.00	0.00	0.00	862.00
1001 1st Grade	488.25	0.00	0.00	0.00	488.25
1002 2nd Grade	253.25	0.00	0.00	0.00	253.25
1003 3rd Grade	131.25	0.00	0.00	0.00	131.25
1004 4th Grade	0.00	0.00	0.00	0.00	0.00
1005 5th Grade	1,202.50	0.00	0.00	0.00	1,202.50
1010 Self-Contained	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	2,937.25	0.00	0.00	0.00	2,937.25
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:	28,828.59	1,960.26	297.60	0.00	30,491.25

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Fund					
100 VENDING	53.44	0.00	0.00	0.00	53.44
110 GENERAL FUND	5,399.63	1,016.54	0.00	0.00	6,416.17
130 INTEREST EARNED	388.77	2.07	0.00	0.00	390.84
140 Do Not Use	0.00	0.00	0.00	0.00	0.00
A General Fund Totals:	5,841.84	1,018.61	0.00	0.00	6,860.45
B Clubs & Organizations					
501 STUDENT COUNCIL	668.82	0.00	0.00	0.00	668.82
B Clubs & Organizations Totals:	668.82	0.00	0.00	0.00	668.82
C Administrative Custodial					
600 Do Not Use	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,594.21	0.00	0.00	0.00	2,594.21
615 FIELD TRIPS	-1,796.69	0.00	0.00	0.00	-1,796.69
620 Do Not Use	0.00	0.00	0.00	0.00	0.00
626 Do Not Use	0.00	0.00	0.00	0.00	0.00
627 Do Not Use	0.00	0.00	0.00	0.00	0.00
628 Do Not Use	0.00	0.00	0.00	0.00	0.00
C Administrative Custodial Totals:	797.52	0.00	0.00	0.00	797.52
Q Fee Funded Account					
1000 KG FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1010 FIRST GR. FIELD TRIP	389.25	0.00	0.00	0.00	389.25
1020 SECOND GR. FIELD TRIP	307.15	0.00	0.00	0.00	307.15
1030 THIRD GR. FIELD TRIP	378.00	0.00	0.00	0.00	378.00
1040 FOURTH GR. FIELD TRIP	187.96	0.00	0.00	0.00	187.96
1050 FIFTH GR. FIELD TRIP	359.69	0.00	0.00	0.00	359.69
1060 ELL FIELD TRIP	0.00	0.00	0.00	0.00	0.00
Q Fee Funded Account Totals:	1,622.05	0.00	0.00	0.00	1,622.05
Report Totals:	8,930.23	1,018.61	0.00	0.00	9,948.84

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Current Cash Balance Report

ALL Data

Date: 12/31/2009 thru 01/31/2010

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Fund					
100 General Fund	635.21	0.00	26.41	0.00	608.80
110 Vending	83.73	0.00	14.23	0.00	69.50
120 Interest Earned Checking	4.58	1.58	0.00	0.00	6.16
A General Fund Totals:	723.52	1.58	40.64	0.00	684.46
B Clubs & Organizations					
200 Student Council	4,941.11	22.00	2,763.09	0.00	2,200.02
B Clubs & Organizations Totals:	4,941.11	22.00	2,763.09	0.00	2,200.02
C Administrative Custodial					
300 Lirbary	2,600.12	134.00	30.00	0.00	2,704.12
615 Field Trips	-1,665.49	0.00	110.89	0.00	-1,776.38
C Administrative Custodial Totals:	934.63	134.00	140.89	0.00	927.74
Q Free Funded Accounts					
1000 Kindergarted Field Trips	879.00	0.00	0.00	0.00	879.00
1010 First Grade Field Trips	403.00	0.00	0.00	0.00	403.00
1020 Second Grade Field Trips	136.00	0.00	0.00	0.00	136.00
1030 Third Grade Field Trips	188.00	196.50	0.00	0.00	384.50
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 Free Funded Accounts Totals:	1,606.00	196.50	0.00	0.00	1,802.50
Report Totals:	8,205.26	354.08	2,944.62	0.00	5,614.72

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	5,783.03	0.00	703.48	0.00	5,079.55
110 VENDING	51.42	0.00	0.00	0.00	51.42
120 INTEREST EARNED CHECKING	17.15	3.53	0.00	0.00	20.68
A ACTIVITY GENERAL FUND Totals:	5,851.60	3.53	703.48	0.00	5,151.65
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	518.67	0.00	0.00	0.00	518.67
210 GARDEN CLUB	450.39	0.00	0.00	0.00	450.39
B CLUBS AND ORGANIZATIONS Totals:	969.06	0.00	0.00	0.00	969.06
C ADMINISTRATIVE CUSTODIAL ACCT					
0	0.00	0.00	0.00	0.00	0.00
301 Hospitality	1,718.32	0.00	175.72	0.00	1,542.60
310 MEDIA	1,849.97	0.00	33.05	0.00	1,816.92
315 FIELD TRIPS	-1,688.20	0.00	0.00	0.00	-1,688.20
320 BIRTHDAY BOOK CLUB	1,015.67	0.00	56.00	0.00	959.67
330 DONATIONS	1,819.04	0.00	0.00	0.00	1,819.04
340 Grants	212.00	0.00	211.19	0.00	0.81
350 Music Dept. Fund	90.00	0.00	0.00	0.00	90.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,016.80	0.00	475.96	0.00	4,540.84
Q EXTRA CURRICULAR ACTIVITIES					
1000 KINDGARTEN FIELD TRIPS	582.00	0.00	0.00	0.00	582.00
1001 FIRST GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1002 SECOND GRADE FIELD TRIPS	244.00	0.00	0.00	0.00	244.00
1003 THIRD GRADE FIELD TRIPS	637.00	0.00	0.00	0.00	637.00
1004 FOURTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1005 FIFTH GRADE FIELD TRIPS	743.65	0.00	0.00	0.00	743.65
Q EXTRA CURRICULAR ACTIVITIES Totals:	2,206.65	0.00	0.00	0.00	2,206.65
Report Totals:	14,044.11	3.53	1,179.44	0.00	12,868.20

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Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 STAFF VENDING	3,779.14	0.00	0.00	0.00	3,779.14
101 STUDENT VENDING	-45.05	0.00	0.00	0.00	-45.05
110 GENERAL FUND	6,476.05	1,046.97	614.89	0.00	6,908.13
115 INTEREST EARNED CHECKING	525.94	3.03	0.00	0.00	528.97
815 ENRICHMENT DAY	656.03	0.00	0.00	0.00	656.03
5000 FIELD IMPROVEMENT	249.00	0.00	0.00	0.00	249.00
A ACTIVITY GENERAL FUND Totals:	11,641.11	1,050.00	614.89	0.00	12,076.22
C FAMILY NIGHTS					
400 KINDERGARTEN HOST FAMILY NIGHTS	0.00	0.00	0.00	0.00	0.00
401 GR. 1 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
403 GR. 3 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
404 GR. 4 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
405 GR. 5 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
410 CHOIR HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
411 CHESS CLUB HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	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:	50.30	0.00	0.00	0.00	50.30
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	817.50	1,214.50	1,708.98	0.00	323.02
901 US WEST VOLUNTEER GRANTS & OTHERS	965.72	0.00	0.00	0.00	965.72
2030 ENVIRONMENTAL CLUB	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	1,783.22	1,214.50	1,708.98	0.00	1,288.74
E ADMINISTRATIVE CUSTODIAL ACCT					
610 MEDIA	829.83	0.00	0.00	0.00	829.83
615 FIELD TRIPS	-1,945.04	0.00	0.00	0.00	-1,945.04
701 TECHNOLOGY	642.54	73.00	0.00	0.00	715.54
801 GIFTED/HAL	-25.64	0.00	0.00	0.00	-25.64
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-498.31	73.00	0.00	0.00	-425.31
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	258.44	0.00	0.00	0.00	258.44
H OUTDOOR LEARNING ENVIRONMENT (OLE) Totals:	258.44	0.00	0.00	0.00	258.44
Q FEE FUND FIELD TRIPS					
1000 KINDERGARTEN FIELD TRIPS	310.25	0.00	0.00	0.00	310.25
1010 1ST GRADE FIELD TRIPS	408.50	0.00	0.00	0.00	408.50
1020 2ND GRADE FIELD TRIPS	134.00	0.00	0.00	0.00	134.00
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	363.00	0.00	0.00	0.00	363.00
Q FEE FUND FIELD TRIPS Totals:	1,215.75	0.00	0.00	0.00	1,215.75
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:	14,450.51	2,337.50	2,323.87	0.00	14,464.14

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 VENDING MACHINES	12,572.42	2,860.89	365.38	0.00	15,067.93
110 OTHER GENERAL	18,788.18	0.00	0.00	0.00	18,788.18
115 FINES	7,408.98	26.95	0.00	0.00	7,435.93
120 FUND RAISING ACCOUNT	15,228.85	1,037.82	0.00	0.00	16,266.67
125 VOLUNTEER	1,982.67	0.00	411.77	0.00	1,570.90
130 INTEREST EARNED - CHECKING	4,320.66	22.29	0.00	0.00	4,342.95
A General Funds Totals:	60,301.76	3,947.95	777.15	0.00	63,472.56
B Athletics					
205 ATHLETIC DEPARTMENT	-4,980.06	135.00	642.86	0.00	-5,487.92
B Athletics Totals:	-4,980.06	135.00	642.86	0.00	-5,487.92
C Academic Clubs					
300 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
310 YEARBOOK	12,663.72	250.00	4,313.62	0.00	8,600.10
320 YOUTH TO YOUTH	-3,141.82	58.00	390.44	0.00	-3,474.26
330 KIDS HELPING KIDS	4,125.45	15.00	242.73	0.00	3,897.72
340 RENAISSANCE PROGRAM	1,908.09	0.00	0.00	0.00	1,908.09
350 HAL	0.00	0.00	80.00	0.00	-80.00
C Academic Clubs Totals:	15,555.44	323.00	5,026.79	0.00	10,851.65
D Clubs and Organizations					
400 STUDENT COUNCIL	2,620.63	597.00	88.49	0.00	3,129.14
410 VOLLEYBALL CLUB	0.00	0.00	0.00	0.00	0.00
420 LEADERSHIP	1,224.01	0.00	0.00	0.00	1,224.01
430 BOOK CLUB	324.16	0.00	0.00	0.00	324.16
440 SCRAPBOOK CLUB	0.00	0.00	0.00	0.00	0.00
442 FCS CLUB	0.00	0.00	0.00	0.00	0.00
450 ARTS & CRAFTS CLUB	0.00	0.00	0.00	0.00	0.00
460 PHOTOGRAPHY CLUB	79.58	0.00	0.00	0.00	79.58
470 BUILDER'S CLUB	310.85	0.00	0.00	0.00	310.85
480 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
D Clubs and Organizations Totals:	4,559.23	597.00	88.49	0.00	5,067.74
E School Custodial Accounts					
500 MUSIC	66.49	0.00	0.00	0.00	66.49
501 BAND	474.87	0.00	0.00	0.00	474.87
502 SOLO AND ENSEMBLE CONTEST	991.98	0.00	0.00	0.00	991.98
505 ART CLASS	0.00	0.00	0.00	0.00	0.00
509 8TH GRADE FAREWELL	1,185.81	0.00	0.00	0.00	1,185.81
510 TRANSPORTATION	1,296.15	0.00	199.62	0.00	1,096.53
511 SPECIAL EVENTS	4,196.47	232.50	0.00	0.00	4,428.97
512 HELP FUND	-3,501.25	2,725.00	0.00	0.00	-776.25
515 FACULTY VENDING FUND	332.08	1,188.00	208.01	0.00	1,312.07
520 TEACHERS HOSPITALITY FUND	944.71	61.00	100.63	0.00	905.08
525 AMS T-SHIRT SALES	3,428.17	0.00	568.00	0.00	2,860.17
528 A.P.E. T-SHIRTS	81.00	0.00	0.00	0.00	81.00
530 OUTDOOR CLASSROOM	1,195.60	0.00	0.00	0.00	1,195.60
535 SCIENCE BREAKAGE	0.99	0.00	0.00	0.00	0.99
540 INDUSTRIAL ARTS	3,354.94	233.50	17.98	0.00	3,570.46
542 FAMILY CONSUMER SCIENCE	1,199.05	0.00	0.00	0.00	1,199.05
544 JUMP START	-11.87	0.00	0.00	0.00	-11.87
545 LIBRARY	1,270.29	0.00	0.00	0.00	1,270.29
555 FITNESS ROOM	735.42	0.00	0.00	0.00	735.42
570 FIELD TRIPS-SPECIAL AREA	0.00	0.00	0.00	0.00	0.00

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
576 FIELD TRIPS-6 GR	-1,621.65	0.00	0.00	0.00	-1,621.65
577 FIELD TRIPS-7 GR	-2,103.58	63.00	0.00	0.00	-2,040.58
578 FIELD TRIPS-8 GR	363.30	0.00	0.00	0.00	363.30
580 OTHER SCHOOL CUSTODIAL	849.29	0.00	1,108.27	0.00	-258.98
590 TEAM 6A	0.00	0.00	0.00	0.00	0.00
591 TEAM 6B	0.00	0.00	0.00	0.00	0.00
592 TEAM 6C	0.00	0.00	0.00	0.00	0.00
593 TEAM 7A	0.00	0.00	0.00	0.00	0.00
594 TEAM 7B	0.00	0.00	0.00	0.00	0.00
595 TEAM 7C	0.00	0.00	0.00	0.00	0.00
596 TEAM 8A	0.00	0.00	0.00	0.00	0.00
597 TEAM 8B	0.00	0.00	0.00	0.00	0.00
598 TEAM 8C	0.00	0.00	0.00	0.00	0.00
E School Custodial Accounts Totals:	14,728.26	4,503.00	2,202.51	0.00	17,028.75
G Investments					
700 SAVINGS	-10,470.03	0.00	0.00	0.00	-10,470.03
710 INTEREST ON SAVINGS	5,470.03	0.00	0.00	0.00	5,470.03
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	75.00	0.00	0.00	75.00
1570 FIELD TRIPS-SPECIAL AREA	0.00	0.00	0.00	0.00	0.00
1576 FIELD TRIPS-6 GR.	1,561.00	0.00	0.00	0.00	1,561.00
1577 FIELD TRIPS-7 GR.	1,824.00	0.00	0.00	0.00	1,824.00
1578 FIELD TRIPS-8 GR.	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	3,385.00	75.00	0.00	0.00	3,460.00
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	3,460.00	894.00	0.00	0.00	4,354.00
2400 STUDENT COUNCIL	385.00	0.00	0.00	0.00	385.00
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	996.99	0.00	0.00	0.00	996.99
2501 BAND CLUB	2,733.45	0.00	0.00	0.00	2,733.45
2544 JUMP START	0.00	0.00	0.00	0.00	0.00
R CLUB FEES Totals:	7,575.44	894.00	0.00	0.00	8,469.44
S ATHLETIC FEES					
3205 ATHLETICS	4,767.00	0.00	0.00	0.00	4,767.00
S ATHLETIC FEES Totals:	4,767.00	0.00	0.00	0.00	4,767.00
Report Totals:	100,892.07	10,474.95	8,737.80	0.00	102,629.22

Current Cash Balance Report

ALL Data

Date: 01/01/2010 thru 01/31/2010

Arranged by
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUND					
100 General Fund	1,561.88	453.00	178.00	0.00	1,836.88
110 Student Vending	5,736.06	4,742.78	260.03	0.00	10,218.81
115 Staff Vending	-118.39	0.00	125.03	0.00	-243.42
120 Staff Contests	-17.18	0.00	0.00	0.00	-17.18
A GENERAL FUND Totals:	7,162.37	5,195.78	563.06	0.00	11,795.09
D SCHOOL CUSTODIAL ACCOUNTS					
400 Library	520.77	0.00	0.00	0.00	520.77
405 FCS - Family Consumer Science	122.97	0.00	0.00	0.00	122.97
410 Field Trips	-2,289.41	0.00	688.62	0.00	-2,978.03
415 Hospitality	1,302.56	0.00	0.00	0.00	1,302.56
420 IT LAB - Industrial Technology	651.49	1,173.00	0.00	0.00	1,824.49
425 Art	5.00	0.00	0.00	0.00	5.00
430 Spirit Wear	2,755.80	417.00	1,199.50	0.00	1,973.30
435 Book Fines	10.00	0.00	0.00	0.00	10.00
440 School Improvements	10,805.12	0.00	0.00	0.00	10,805.12
445 Book Store	49.22	40.00	0.00	0.00	89.22
450 PE Shirts	637.71	6.50	0.00	0.00	644.21
455 Jump Start Camp	21.62	0.00	0.00	0.00	21.62
460 Lunch and Learn	-65.41	0.00	0.00	0.00	-65.41
465 Guidance Activities	444.12	82.00	0.00	0.00	526.12
470 FRPLS	0.00	300.00	300.00	0.00	0.00
475 Musical	1,493.55	0.00	0.00	0.00	1,493.55
D SCHOOL CUSTODIAL ACCOUNTS Totals:	16,465.11	2,018.50	2,188.12	0.00	16,295.49
E PROGRAMS					
500 B.A.S.E.	-162.09	0.00	187.83	0.00	-349.92
E PROGRAMS Totals:	-162.09	0.00	187.83	0.00	-349.92
F ATHLETICS and ACTIVITIES					
600 Athletics Program	-2,691.15	5.00	810.07	285.00	-3,211.22
605 Clubs and Activities	22.20	0.00	0.00	0.00	22.20
610 Student Council	1,512.51	0.00	0.00	0.00	1,512.51
615 Youth to Youth	-309.48	0.00	0.00	0.00	-309.48
620 Emissary / Peer Mediation / Tutor	0.00	0.00	0.00	0.00	0.00
625 FCS Club	89.97	0.00	0.00	0.00	89.97
630 Swing Choir Club	-2,716.02	0.00	119.89	0.00	-2,835.91
635 Environmental Club	335.40	0.00	0.00	0.00	335.40
640 Yearbook	15,929.35	704.00	6,498.67	0.00	10,134.68
645 Art Club	28.43	0.00	0.00	0.00	28.43
650 HAL	-80.94	0.00	72.53	0.00	-153.47
655 Dance Club	3.71	0.00	0.00	0.00	3.71
660 Jazz Band	294.97	0.00	243.00	0.00	51.97
665 Drama Club	0.00	0.00	0.00	0.00	0.00
670 Cross Country Club	8.47	0.00	0.00	0.00	8.47
675 Solo and Ensemble Contest	0.00	0.00	0.00	0.00	0.00
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	-0.52	0.00	0.00	0.00	-0.52
F ATHLETICS and ACTIVITIES Totals:	12,443.47	709.00	7,744.16	285.00	5,693.31
G INVESTMENTS					
700 Savings	0.00	0.00	0.00	0.00	0.00
705 Checking Interest	1,654.15	13.35	0.00	0.00	1,667.50
710 Interest on Savings	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	1,654.15	13.35	0.00	0.00	1,667.50

X _John Sattler_　　　　_Rhonda Hildebrand_ 2/8/10

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q FIELD TRIP FEES					
1000 Field Trips	3,119.00	7.25	0.00	0.00	3,126.25
Q FIELD TRIP FEES Totals:	3,119.00	7.25	0.00	0.00	3,126.25
R CLUB FEES					
2455 Jump Start Camp	10.00	0.00	0.00	0.00	10.00
2610 Student Council	0.00	0.00	0.00	0.00	0.00
2615 Youth-to-Youth	360.00	63.00	0.00	0.00	423.00
2625 FCS Club	150.00	0.00	0.00	0.00	150.00
2630 Swing Choir	2,820.00	16.00	0.00	0.00	2,836.00
2635 Environmental Club	0.00	0.00	0.00	0.00	0.00
2645 Art Club	0.00	0.00	0.00	0.00	0.00
2650 HAL	172.00	0.00	0.00	0.00	172.00
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	0.00	0.00	0.00	0.00	0.00
R CLUB FEES Totals:	3,512.00	79.00	0.00	0.00	3,591.00
S ATHLETIC FEES					
3000 Athletics	9,735.46	1,935.00	0.00	-285.00	11,385.46
S ATHLETIC FEES Totals:	9,735.46	1,935.00	0.00	-285.00	11,385.46
T PROGRAM FEES					
4500 B.A.S.E. FEES	4,740.00	1,800.00	0.00	0.00	6,540.00
T PROGRAM FEES Totals:	4,740.00	1,800.00	0.00	0.00	6,540.00
Report Totals:	58,669.47	11,757.88	10,683.17	0.00	59,744.18

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING MACHINES	1,783.00	3,759.56	0.00	-3,772.00	1,770.56
105 STAFF VENDING MACHINES	-830.84	0.00	169.28	1,272.00	271.88
110 GENERAL	-332.38	0.75	1,750.87	416.26	-1,666.24
120 PENCIL FUND (SCHOOL IMPROV.)	474.77	0.00	0.00	0.00	474.77
150 INTEREST EARNED CHECKING	911.84	0.00	0.00	0.00	911.84
170 INTEREST EARNED SAVINGS	13,633.15	0.00	0.00	0.00	13,633.15
190 PAYBAC FUND	192.16	0.00	0.00	0.00	192.16
A GENERAL FUNDS Totals:	15,831.70	3,760.31	1,920.15	-2,083.74	15,588.12
B ATHLETICS					
200 ATHLETICS PROGRAM	3,674.24	225.00	2,202.44	0.00	1,696.80
B ATHLETICS Totals:	3,674.24	225.00	2,202.44	0.00	1,696.80
C ACADEMIC CLUBS					
305 ART CLUB	3.30	0.00	0.00	0.00	3.30
310 YEARBOOKS	5,096.67	20.00	3,534.75	0.00	1,581.92
315 BOWLING CLUB	2.97	0.00	420.00	0.00	-417.03
320 FAMILY CONSUMER SCIENCE CLUB	-11.39	0.00	0.00	-16.60	-27.99
330 DRAMA	426.35	0.00	0.00	0.00	426.35
335 FITNESS CLUB	-12.88	0.00	0.00	0.00	-12.88
C ACADEMIC CLUBS Totals:	5,505.02	20.00	3,954.75	-16.60	1,553.67
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	980.51	0.00	214.15	0.00	766.36
425 SPARKS	-599.30	0.00	0.00	0.00	-599.30
D CLUBS AND ORGANIZATIONS Totals:	381.21	0.00	214.15	0.00	167.06
E SCHOOL CUSTODIAL ACCOUNTS					
500 BAND	73.94	0.00	0.00	0.00	73.94
502 HOSPITALITY	1,541.52	0.00	92.85	0.00	1,448.67
503 TREE FUND	42.06	433.00	0.00	0.00	475.06
505 FINES	2,307.21	0.00	0.00	0.00	2,307.21
506 MONTESSORI (6TH)	0.00	0.00	0.00	0.00	0.00
508 MONTESSORI 7/8	-5,841.03	0.00	0.00	0.00	-5,841.03
510 FIELD TRIPS	-58.37	0.00	0.00	0.00	-58.37
511 NEW TEACHER FUND	842.78	0.00	0.00	0.00	842.78
512 PALS	46.11	0.00	0.00	0.00	46.11
513 MONTESSORI SUPPORT FUND	8.00	0.00	0.00	0.00	8.00
514 LACEY LEGACY FUND	51.91	0.00	0.00	0.00	51.91
515 ASSIGNMENT NOTEBOOKS	67.40	0.00	0.00	0.00	67.40
520 LIBRARY	1,076.17	6.39	0.00	0.00	1,082.56
525 M.S. ALTERNATIVE PROGRAM	-152.11	119.11	0.00	0.00	-33.00
528 H.A.L. TRIPS	0.00	0.00	0.00	0.00	0.00
529 MENTORING HOMEROOMS FUND	206.77	0.00	0.00	0.00	206.77
531 "GOOD FRIENDS" FUND	1.43	0.00	7.10	0.00	-5.67
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	-101.87	0.00	0.00	0.00	-101.87
537 ASAP	-384.59	0.00	149.93	400.00	-134.52
538 TIME TRAVELERS	-1,833.74	0.00	0.00	1,683.74	-150.00
539 CYCLONE SEQUEL	0.00	0.00	0.00	0.00	0.00
541 MAGAZINE FUNDRAISER 09-10	448.72	857.22	0.00	0.00	1,305.94
545 ORCHESTRA	0.00	0.00	0.00	0.00	0.00
550 TEAM FUNDS	824.06	0.00	0.00	0.00	824.06
551 6 A/B SUPPORT FUND	-74.18	0.00	0.00	0.00	-74.18
552 7 A/B SUPPORT FUND	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
553 8 A/B SUPPORT FUND	-71.71	0.00	0.00	0.00	-71.71
560 PHYSICAL EDUCATION	266.91	0.00	0.00	0.00	266.91
570 CYCLONE PARENT DONATIONS	5,513.99	186.00	363.28	0.00	5,336.71
575 ART FEES	280.61	0.00	0.00	0.00	280.61
580 SEWING (HAAN CRAFT KITS)	139.69	0.00	0.00	0.00	139.69
586 7TH GR. ENRICHMENT	45.67	0.00	0.00	0.00	45.67
587 CARTRIDGES FOR KIDS	180.20	0.00	0.00	0.00	180.20
590 TECHNOLOGY EDUCATION	1,478.83	0.00	0.00	0.00	1,478.83
598 THE ZONE	-0.95	0.00	0.00	0.00	-0.95
599 MUSIC SHIRTS	-1,990.50	0.00	0.00	0.00	-1,990.50
E SCHOOL CUSTODIAL ACCOUNTS Totals:	4,942.50	1,601.72	613.16	2,083.74	8,014.80
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	-30,687.82	0.00	0.00	0.00	-30,687.82
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	-30,687.82	0.00	0.00	0.00	-30,687.82
Q FIELD TRIP FEES					
1020 6TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1045 7TH GRADE FIELD TRIPS	292.50	0.00	0.00	0.00	292.50
1065 8TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1080 WORLD LANGUAGE	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	4,145.00	0.00	0.00	0.00	4,145.00
1525 MSAP FIELD TRIPS	110.00	0.00	0.00	0.00	110.00
1528 H.A.L. FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1538 TIME TRAVELERS FIELD TRIPS	150.00	0.00	0.00	0.00	150.00
Q FIELD TRIP FEES Totals:	4,697.50	0.00	0.00	0.00	4,697.50
R CLUB FEES					
2305 ART CLUB	180.00	0.00	0.00	0.00	180.00
2315 BOWLING CLUB	640.00	0.00	0.00	0.00	640.00
2320 FAMILY CONSUMER SCIENCE CLUB	133.40	0.00	0.00	16.60	150.00
2330 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
2335 FITNESS CLUB	12.00	0.00	0.00	0.00	12.00
2400 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
2425 SPARKS	924.00	0.00	0.00	0.00	924.00
2500 BAND	0.00	0.00	0.00	0.00	0.00
2535 VOCAL MUSIC	278.75	0.00	0.00	0.00	278.75
2545 ORCHESTRA	0.00	0.00	0.00	0.00	0.00
2600 MUSIC SHIRTS	1,994.45	0.00	0.00	0.00	1,994.45
R CLUB FEES Totals:	4,162.60	0.00	0.00	16.60	4,179.20
S ATHLETICS FEES					
3200 ATHLETICS	7,240.00	0.00	0.00	0.00	7,240.00
S ATHLETICS FEES Totals:	7,240.00	0.00	0.00	0.00	7,240.00
Z DO NOT USE CATEGORY					
180 DO NOT USE	0.00	0.00	0.00	0.00	0.00
340 DO NOT USE	0.00	0.00	0.00	0.00	0.00
350 SKI CLUB	0.00	0.00	0.00	0.00	0.00
501 DO NOT USE	0.00	0.00	0.00	0.00	0.00
504 ROTARY ACTIVITY FUND	0.00	0.00	0.00	0.00	0.00
509 DO NOT USE	0.00	0.00	0.00	0.00	0.00
516 DO NOT USE	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
517 DO NOT USE	0.00	0.00	0.00	0.00	0.00
518 DO NOT USE	0.00	0.00	0.00	0.00	0.00
519 DO NOT USE	0.00	0.00	0.00	0.00	0.00
521 DO NOT USE	0.00	0.00	0.00	0.00	0.00
522 DO NOT USE	0.00	0.00	0.00	0.00	0.00
523 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
532 "APPLE TREE" DONATIONS	0.00	0.00	0.00	0.00	0.00
536 READING LOUNGE	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
555 FUNDRAISER '07-'08	0.00	0.00	0.00	0.00	0.00
565 DO NOT USE	0.00	0.00	0.00	0.00	0.00
585 DO NOT USE	0.00	0.00	0.00	0.00	0.00
588 FUNDRAISER 08-09	0.00	0.00	0.00	0.00	0.00
595 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1005 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
1030 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1035 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1050 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1055 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1075 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1085 DO NOT USE	0.00	0.00	0.00	0.00	0.00
2350 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:	15,746.95	5,607.03	8,904.65	0.00	12,449.33

Submitted by _Michelle Kraft bookkeeper_

Approved by _Patty Time_ Date _2-8-10_

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING	26,590.39	3,681.56	248.11	0.00	30,023.84
105 STAFF VENDING	987.66	1,000.00	22.28	0.00	1,965.38
110 GENERAL FUND	3,253.50	16.00	10.00	0.00	3,259.50
112 PAYBAC	7,364.92	130.00	0.00	0.00	7,494.92
115 KIEWIT T-SHIRT-SALES/PROJECTS	28,710.91	25.00	0.00	0.00	28,735.91
116 CLASS/ACTIVITY T-SHIRTS	1,966.06	0.00	1,366.00	0.00	600.06
117 BOOK ORDERS	10.60	0.00	0.00	0.00	10.60
119 SITE IMPROVEMENT	45,448.59	0.00	824.55	0.00	44,624.04
120 SCHOOL IMPROVEMENT TEAM	2,051.00	0.00	0.00	0.00	2,051.00
125 FUNDRAISER	22,387.27	123.20	0.00	0.00	22,510.47
130 BUS	-1,006.50	975.00	225.00	0.00	-256.50
140 RETIREMENT	496.74	0.00	0.00	0.00	496.74
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	6,139.12	0.00	0.00	0.00	6,139.12
170 SCHOLARSHIP	2,936.06	0.00	0.00	0.00	2,936.06
180 SPECIAL PROJECTS	700.25	0.00	0.00	0.00	700.25
185 LEARNING CENTER	930.13	0.00	0.00	0.00	930.13
190 STAFF DEVELOPMENT	1,110.68	0.00	0.00	0.00	1,110.68
195 STUDENT ACTIVITIES	460.44	0.00	0.00	0.00	460.44
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	540.24	0.00	0.00	0.00	540.24
A GENERAL FUNDS Totals:	152,356.75	5,950.76	2,695.94	0.00	155,611.57
B ATHLETICS					
200 ATHLETICS	-987.54	346.00	1,435.96	0.00	-2,077.50
205 SUMMER BB CAMP	477.35	0.00	0.00	0.00	477.35
210 MULTI-PURPOSE PROJECT	0.00	0.00	0.00	0.00	0.00
B ATHLETICS Totals:	-510.19	346.00	1,435.96	0.00	-1,600.15
C ACADEMIC CLUBS					
300 INTERNATIONAL CLUB	240.22	0.00	30.46	0.00	209.76
305 VOLUNTEER CLUB	4,985.17	426.83	0.00	0.00	5,412.00
310 YEARBOOK	47,029.35	0.00	5,765.35	0.00	41,264.00
315 DRAMA CLUB	1,994.28	0.00	0.00	0.00	1,994.28
320 YOUTH-TO-YOUTH	1,665.36	0.00	0.00	0.00	1,665.36
325 STUDENT COUNCIL	1,171.02	0.00	0.00	0.00	1,171.02
330 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
335 ART CLUB	-49.07	0.00	50.37	0.00	-99.44
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:	57,036.33	426.83	5,846.18	0.00	51,616.98
D CLUBS AND ORGANIZATIONS					
420 SNACK AND STITCH	-75.18	0.00	0.00	0.00	-75.18
D CLUBS AND ORGANIZATIONS Totals:	-75.18	0.00	0.00	0.00	-75.18
E SCHOOL CUSTODIAL ACCOUNTS					
520 SOCIAL/HOSPITALITY	2,104.95	0.00	25.00	0.00	2,079.95
530 PE/LOCK	1,118.91	0.00	0.00	0.00	1,118.91
540 HOME ARTS	280.94	20.50	0.00	0.00	301.44
550 INDUSTRIAL ARTS	12,035.25	363.00	0.00	0.00	12,398.25

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	1,696.20	168.71	0.00	0.00	1,864.91
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	-980.00	0.00	0.00	0.00	-980.00
585 7B FIELD TRIP	-942.25	0.00	0.00	0.00	-942.25
586 7C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
587 8A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
588 8B FIELD TRIP	-1,582.00	0.00	0.00	0.00	-1,582.00
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	0.00	0.00	0.00
592 SPANISH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
593 HAL FIELD TRIPS	-976.07	0.00	40.90	0.00	-1,016.97
594 AFTER SCHOOL PROGRAM	-3,884.22	0.00	1,196.14	0.00	-5,080.36
595 SUMMER SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0.00
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:	8,871.71	552.21	1,262.04	0.00	8,161.88
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONVENTION	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	-82,778.72	0.00	0.00	0.00	-82,778.72
710 INTEREST ON SAVINGS	58,376.72	0.00	0.00	0.00	58,376.72
G INVESTMENTS Totals:	-24,402.00	0.00	0.00	0.00	-24,402.00
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	980.00	8.75	0.00	0.00	988.75
1585 7B FIELD TRIPS	942.25	8.75	0.00	0.00	951.00
1586 7C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1587 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1588 8B FIELD TRIPS	1,582.00	0.00	0.00	0.00	1,582.00
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	0.00	0.00	0.00	0.00
1592 SPANISH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1593 HAL FIELD TRIPS	1,022.94	0.00	0.00	0.00	1,022.94
1596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	4,527.19	17.50	0.00	0.00	4,544.69
R CLUB FEES					
2320 YOUTH TO YOUTH CLUB	0.00	0.00	0.00	0.00	0.00
2335 ART CLUB	225.00	0.00	0.00	0.00	225.00
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	112.00	0.00	0.00	0.00	112.00
R CLUB FEES Totals:	337.00	0.00	0.00	0.00	337.00

Current Cash Balance Report

ALL Data

Date: 01/01/2010 thru 01/31/2010

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S ATHLETIC FEES					
3200 ATHLETICS	8,747.00	1,998.00	0.00	0.00	10,745.00
3205 SUMMER BB CAMP	0.00	0.00	0.00	0.00	0.00
S ATHLETIC FEES Totals:	8,747.00	1,998.00	0.00	0.00	10,745.00
T AFTER SCHOOL PROGRAM FEES					
6594 AFTER SCHOOL PROGRAM	14,250.00	4,090.00	0.00	0.00	18,340.00
6595 AFTER SCHOOL/SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
T AFTER SCHOOL PROGRAM FEES Totals:	14,250.00	4,090.00	0.00	0.00	18,340.00
Report Totals:	221,138.61	13,381.30	11,240.12	0.00	223,279.79

Teresa Schuck 2/17/10

L. Jax 2-17-10

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 Vending (Student)	17,654.97	4,157.78	0.00	0.00	21,812.75
101 Vending (Pens & Pencils)	643.81	45.25	0.00	0.00	689.06
102 Not Used	0.00	0.00	0.00	0.00	0.00
103 Not Used	0.00	0.00	0.00	0.00	0.00
104 Vending (Staff)	-567.10	0.00	0.00	0.00	-567.10
105 Parent Donations	64.90	0.00	0.00	0.00	64.90
110 General	6,117.74	969.65	250.00	0.00	6,837.39
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	0.00	0.00	0.00	0.00	0.00
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	1,120.05	0.00	270.08	0.00	849.97
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:	25,064.70	5,172.68	520.08	0.00	29,717.30
B ATHLETICS					
200 Athletics	0.00	0.00	0.00	0.00	0.00
210 Football	-1,221.57	0.00	1,585.74	0.00	-2,807.31
220 Basketball	3,092.64	145.00	100.00	0.00	3,137.64
230 Volleyball	489.81	0.00	0.00	0.00	489.81
240 Wrestling	-1,585.43	0.00	113.42	0.00	-1,698.85
250 Not Used	0.00	0.00	0.00	0.00	0.00
260 Track & Field	-93.77	0.00	0.00	0.00	-93.77
B ATHLETICS Totals:	681.68	145.00	1,799.16	0.00	-972.48
C ACADEMIC CLUBS					
300 Annual	313.80	0.00	3,375.42	0.00	-3,061.62
305 Art Club	454.17	0.00	24.05	-40.00	390.12
306 Chess Club	-254.53	0.00	0.00	0.00	-254.53
309 International Club	-172.13	0.00	0.00	0.00	-172.13
310 Drama Club	3,464.26	10.00	876.45	0.00	2,597.81
313 Walking Club	0.00	0.00	0.00	0.00	0.00
315 Youth to Youth Club	24.37	0.00	0.00	0.00	24.37
317 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
318 MUSTANG MENTORS	-176.99	0.00	0.00	0.00	-176.99
320 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
321 Scrapbook Club	0.00	0.00	0.00	0.00	0.00
325 SKI CLUB	0.00	0.00	0.00	0.00	0.00
330 Cross Country Club	-488.58	0.00	0.00	0.00	-488.58
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	0.00	0.00	0.00	0.00	0.00
350 Forensics	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	3,238.49	10.00	4,275.92	-40.00	-1,067.43
D CLUBS AND ORGANIZATIONS					
360 Stang Gang Spirit Club	92.85	0.00	0.00	0.00	92.85
400 Student Council	515.32	2,235.49	1,198.72	0.00	1,552.09
450 Mustang Scholar Retreat	-22,514.64	0.00	7,234.89	0.00	-29,749.53
D CLUBS AND ORGANIZATIONS Totals:	-21,906.47	2,235.49	8,433.61	0.00	-28,104.59

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E SCHOOL CUSTODIAL ACCOUNTS					
500 Art Projects	404.79	0.00	0.00	0.00	404.79
501 Band Contest/Clinic	0.00	0.00	0.00	0.00	0.00
502 Swing Choir	-510.32	15.00	0.00	0.00	-495.32
503 Honor Choir	0.00	0.00	0.00	0.00	0.00
504 Jazz Band	-63.73	0.00	0.00	0.00	-63.73
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	0.00	0.00	0.00	0.00	0.00
509 7B Field Trips	0.00	0.00	0.00	0.00	0.00
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	34,308.89	1,043.87	835.10	0.00	34,517.66
520 GYM SUITS	0.00	0.00	0.00	0.00	0.00
525 Home Ec Projects	60.40	69.80	0.00	0.00	130.20
526 Honors Band	0.00	0.00	0.00	0.00	0.00
527 HAL Field Trips	-50.00	0.00	0.00	0.00	-50.00
530 Industrial Tech Projects	7,670.61	0.00	0.00	0.00	7,670.61
535 Instrument Rental	-875.00	0.00	0.00	0.00	-875.00
545 Library Activities	1,722.63	0.00	0.00	0.00	1,722.63
550 LOCK	0.00	0.00	0.00	0.00	0.00
552 MATH/SCI SAT SCHOOL	0.00	0.00	0.00	0.00	0.00
555 Outdoor Education	-10,415.25	0.00	46.72	0.00	-10,461.97
560 SITE BASE PLAN	0.00	0.00	0.00	0.00	0.00
570 Jump Start	-1,530.12	0.00	0.00	0.00	-1,530.12
E SCHOOL CUSTODIAL ACCOUNTS Totals:	30,722.90	1,128.67	881.82	0.00	30,969.75
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	-33,720.86	0.00	0.00	0.00	-33,720.86
710 Interest from Savings	4,913.60	0.00	0.00	0.00	4,913.60
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	6.00	0.00	0.00	0.00	6.00
1555 Outdoor Education	11,160.00	0.00	0.00	0.00	11,160.00
1570 Jump Start	1,450.00	0.00	0.00	0.00	1,450.00
Q FIELD TRIP FEES Totals:	12,616.00	0.00	0.00	0.00	12,616.00

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
R CLUB FEES					
2305 Art Club	740.00	40.00	0.00	40.00	820.00
2306 Chess Club	163.00	2.00	0.00	0.00	165.00
2310 Drama Club	155.00	530.00	0.00	0.00	685.00
2313 WALKING CLUB	0.00	0.00	0.00	0.00	0.00
2315 Youth to Youth	147.00	0.00	0.00	0.00	147.00
2321 Scrapbook Club	0.00	0.00	0.00	0.00	0.00
2330 Cross Country Club	180.00	0.00	0.00	0.00	180.00
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	0.00	0.00	0.00	0.00
2504 Jazz Band	66.00	0.00	0.00	0.00	66.00
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	910.00	0.00	0.00	0.00	910.00
R CLUB FEES Totals:	2,361.00	572.00	0.00	40.00	2,973.00
S ATHLETIC FEES					
3010 Football	2,345.00	0.00	0.00	0.00	2,345.00
3020 Basketball	2,800.00	810.00	0.00	0.00	3,610.00
3030 Volleyball	1,935.00	0.00	0.00	0.00	1,935.00
3040 Wrestling	30.00	510.00	0.00	0.00	540.00
3060 Track & Field	0.00	0.00	0.00	0.00	0.00
S ATHLETIC FEES Totals:	7,110.00	1,320.00	0.00	0.00	8,430.00
T AFTER SCHOOL PROGRAM FEES					
4500 Mustang Scholar Retreat	37,295.00	9,590.00	0.00	0.00	46,885.00
T AFTER SCHOOL PROGRAM FEES Totals:	37,295.00	9,590.00	0.00	0.00	46,885.00
Report Totals:	68,376.04	20,173.84	15,910.59	0.00	72,639.29

Current Cash Balance Report

ALL Data
Date: 01/01/2010 thru 01/31/2010

Group: Grant Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 PRIOR YEARS VENDING	128,833.04	0.00	92.64	0.00	128,740.40
105 MUSTANG MANIA GRANTS	9,877.54	0.00	1,615.24	0.00	8,261.30
110 GENERAL	16,665.00	1,266.87	976.79	0.00	16,955.08
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	52,311.11	0.00	0.00	0.00	52,311.11
170 INTEREST OF CD'S	114,957.20	0.00	0.00	0.00	114,957.20
180 INTEREST ON CHECKING ACCOUNT	1,794.58	8.37	25.82	0.00	1,777.13
185 INTEREST ON MM FUND	27,152.33	66.73	0.00	0.00	27,219.06
190 MN SITE IMPROVEMENTS	419.53	0.00	350.00	0.00	69.53
225 MIGHTY MASCOT	241.35	0.00	0.00	0.00	241.35
A ACTIVITY GENERAL Totals:	352,305.56	1,341.97	3,061.49	0.00	350,586.04
B ATHLETICS/ACTIVITIES					
199 ATHLETIC GATE RECEIPTS	58,692.64	8,431.83	0.00	0.00	67,124.47
200 ACTIVITIES TRANSPORTATION	-19,081.60	425.00	7,392.86	0.00	-26,049.46
201 CONCESSIONS	-734.08	4,259.56	2,327.28	-256.50	941.70
202 ATHLETICS	55,659.72	10.00	593.51	0.00	55,076.21
203 SPORT FEES	-180.00	0.00	0.00	0.00	-180.00
204 ACTIVITY TICKETS	19,025.00	45.00	0.00	0.00	19,070.00
205 ATHLETIC CLOTHING	-4,688.04	125.00	0.00	0.00	-4,563.04
206 BASEBALL	-9,083.73	0.00	0.00	0.00	-9,083.73
207 BASKETBALL-BOYS	-2,471.10	0.00	0.00	0.00	-2,471.10
208 BASKETBALL - GIRLS	-5,095.50	0.00	0.00	0.00	-5,095.50
209 CROSS COUNTRY	-3,687.36	0.00	0.00	0.00	-3,687.36
211 FOOTBALL	-21,845.52	0.00	5,223.16	0.00	-27,068.68
212 GOLF	-1,854.74	0.00	0.00	0.00	-1,854.74
213 SOCCER - BOYS	-760.00	0.00	2,496.90	0.00	-3,256.90
214 SOCCER - GIRLS	-3,226.96	0.00	65.00	0.00	-3,291.96
216 SOFTBALL	-2,496.20	0.00	1,050.00	0.00	-3,546.20
217 SWIMMING	-9,165.45	0.00	250.00	0.00	-9,415.45
218 TENNIS	-1,037.74	0.00	0.00	0.00	-1,037.74
219 TRACK - BOYS	-527.92	0.00	4,803.00	0.00	-5,330.92
220 ENTRY FEES	3,755.17	1,385.00	0.00	0.00	5,140.17
221 TRACK - GIRLS	-1,121.32	0.00	2,232.80	0.00	-3,354.12
222 VOLLEYBALL	-7,445.82	0.00	0.00	0.00	-7,445.82
223 WRESTLING	-4,560.79	0.00	205.00	0.00	-4,765.79
224 ATHLETIC TRAINING	-3,684.92	0.00	0.00	0.00	-3,684.92
226 CHEERLEADING	-994.10	0.00	2,570.51	0.00	-3,564.61
227 DANCE TEAM	-3,482.00	0.00	0.00	0.00	-3,482.00
228 FUTURE IMPROVEMENTS	6,458.33	0.00	0.00	0.00	6,458.33
230 OFFICIALS	-19,496.95	0.00	5,258.44	0.00	-24,755.39
235 DEBATE TRANSPORTATION	-1,442.57	0.00	0.00	0.00	-1,442.57
240 FORENSIC TRANSPORTATION	-6,080.03	0.00	875.36	0.00	-6,955.39
250 BAND/ORCHESTRA TRANSPORTATION	-10,525.79	0.00	0.00	0.00	-10,525.79
260 CHORAL TRANSPORTATION	-199.54	0.00	0.00	0.00	-199.54
B ATHLETICS/ACTIVITIES Totals:	-1,378.91	14,681.39	35,343.82	-256.50	-22,297.84
C ACADEMIC CLUBS					
301 DECA	-19,311.00	0.00	300.00	0.00	-19,611.00
302 FRENCH CLUB	810.92	0.00	53.49	0.00	757.43
303 LATIN CLUB	1,749.67	0.00	1,071.00	0.00	678.67
305 SPANISH CLUB	173.07	10.00	31.30	0.00	151.77

Current Cash Balance Report

All Data
Date: 01/01/2010 thru 01/31/2010

Arranged by
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
306 PRIOR YRS YEARBOOK	2,322.00	0.00	0.00	0.00	2,322.00
307 GERMAN CLUB	1,629.85	0.00	1,519.27	0.00	110.58
308 YEARBOOK STAMPEDE	23,233.11	0.00	350.00	0.00	22,883.11
309 NEWSPAPER HOOFBEAT	4,388.25	445.00	0.00	0.00	4,833.25
311 ASTRONOMY CLUB	99.65	0.00	0.00	0.00	99.65
314 HISTORY CLUB	2,885.30	140.00	0.00	0.00	3,025.30
315 SPIRIT SHOP	18,154.16	2,084.50	834.59	40.00	19,444.07
316 FCCLA	6,178.22	1,360.00	308.25	0.00	7,229.97
317 MATH CLUB	-1.18	0.00	0.00	0.00	-1.18
318 CHEMISTRY CLUB	68.50	0.00	0.00	0.00	68.50
325 VIA	1,472.64	0.00	0.00	0.00	1,472.64
515 JAPANESE CLUB	0.00	0.00	0.00	0.00	0.00
524 MULTI-CAT	436.65	0.00	0.00	0.00	436.65
614 BROADCAST CLUB	0.00	0.00	0.00	0.00	0.00
615 SKILLS USA	5,940.83	150.00	2,782.31	0.00	3,308.52
C ACADEMIC CLUBS Totals:	50,230.64	4,189.50	7,250.21	40.00	47,209.93
D CLUBS AND ORGANIZATIONS					
310 VARSITY/JV CHEER FUNDRAISER	223.25	180.50	0.00	256.50	660.25
402 CHEER/DANCE UNIFORMS	-742.61	0.00	0.00	0.00	-742.61
406 DANCE TEAM FUNDRAISER	336.97	400.00	0.00	0.00	736.97
407 BASEBALL FR	2,827.98	0.00	1,430.00	0.00	1,397.98
408 INTERNATIONAL THESPIANS	-705.00	0.00	90.00	0.00	-795.00
409 CHESS CLUB	998.83	0.00	0.00	0.00	998.83
410 CROSS COUNTRY FR	-255.57	0.00	0.00	0.00	-255.57
411 FOOTBALL FR	1,272.90	0.00	0.00	0.00	1,272.90
412 BOYS TRACK FR	95.23	0.00	0.00	0.00	95.23
414 GIRLS GOLF FR	951.33	0.00	0.00	0.00	951.33
417 BOYS SOCCER FR	93.82	0.00	0.00	0.00	93.82
418 GIRLS SWIM	57.42	0.00	0.00	0.00	57.42
419 SOFTBALL FR	830.69	0.00	0.00	0.00	830.69
420 SWIM FR	1,874.49	0.00	25.14	0.00	1,849.35
421 TENNIS FR	0.00	0.00	0.00	0.00	0.00
422 GIRLS TRACK FR	3,157.21	0.00	0.00	0.00	3,157.21
423 VOLLEYBALL FUNDRAISER	3,903.87	1,000.00	0.00	0.00	4,903.87
424 BOYS SWIM	206.74	0.00	0.00	0.00	206.74
425 LITERARY MAGAZINE	1,896.18	0.00	0.00	0.00	1,896.18
426 BAND	8,631.35	0.00	2,087.17	0.00	6,544.18
427 FLAGS	1,193.89	0.00	0.00	0.00	1,193.89
429 AMNESTY INTERNATIONAL	597.94	0.00	0.00	0.00	597.94
430 SHOW CHOIR	1,502.39	108.00	77.50	0.00	1,532.89
431 ORCHESTRA	2,835.48	498.40	1,876.53	0.00	1,457.35
432 STUDENT COUNCIL	26,817.73	0.00	603.72	0.00	26,214.01
434 JUNIOR CLASS BOARD	16,930.87	0.00	637.79	0.00	16,293.08
435 SENIOR CLASS BOARD	4,008.29	0.00	0.00	0.00	4,008.29
437 NATIONAL HONOR SOCIETY	8,982.11	0.00	183.73	0.00	8,798.38
439 DEVELOPMENTAL ASSETS	339.14	0.00	0.00	0.00	339.14
440 MUSTANG MENTOR	1,480.89	0.00	92.63	0.00	1,388.26
441 DIVERSITY CLUB/STEP UP	327.00	0.00	0.00	0.00	327.00
444 INTRAMURAL SOCCER	-59.75	0.00	0.00	0.00	-59.75
450 INTRAMURALS BASKETBALL	430.25	232.00	0.00	-87.00	575.25
451 INTRAMURAL VOLLEYBALL	3.00	0.00	0.00	0.00	3.00
456 BOYS GOLF F/R	821.47	0.00	0.00	0.00	821.47

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
459 BOYS BASKETBALL CAMP	144.13	0.00	0.00	0.00	144.13
466 WRESTLING FUNDRAISER	951.73	442.00	192.00	0.00	1,201.78
480 BAND TRIP	0.00	0.00	0.00	0.00	0.00
500 NFL ACCOUNT	5,885.06	0.00	2,573.49	0.00	3,311.57
520 GIRLS BASKETBALL CAMP	1,604.30	0.00	0.00	0.00	1,604.30
600 GIRLS SOCCER F/R	536.64	0.00	0.00	0.00	536.64
D CLUBS AND ORGANIZATIONS Totals	100,987.69	2,860.90	9,869.70	169.50	94,148.39
E ADMIN CUSTODIAL ACCOUNTS					
601 COURTESY	3,339.12	20.00	134.94	0.00	3,224.18
602 CAREER DEVELOPMENT	155.99	0.00	0.00	0.00	155.99
603 PARKING STICKERS	12,782.70	405.00	3,656.37	0.00	9,531.33
605 FIELDTRIPS	-9,242.00	0.00	0.00	0.00	-9,242.00
606 AFTER PROM	4.31	0.00	0.00	0.00	4.31
607 ART	1,756.97	29.36	87.00	0.00	1,699.33
608 GYM FEES	6,602.62	407.00	0.00	0.00	7,009.62
609 ART/SCHIMENTI	173.96	0.00	0.00	0.00	173.96
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	13,510.65	145.00	0.00	0.00	13,655.65
611 INDUSTRIAL TECH	927.14	182.00	0.00	0.00	1,109.14
612 STAFF VENDING	221.80	0.00	119.88	0.00	101.92
613 LIBRARY	646.13	42.30	0.00	0.00	688.43
616 TRANSCRIPT FEES	3,061.83	75.00	739.12	0.00	2,397.71
617 POOL	3,157.72	315.00	0.00	0.00	3,472.72
621 PE FIELDTRIPS	-706.57	0.00	308.48	0.00	-1,015.05
625 AP EXAMS	15,551.01	0.00	10.67	0.00	15,540.34
629 IB	-25,953.59	0.00	0.00	0.00	-25,953.59
630 IB FUND-RAISING	1,135.06	0.00	0.00	0.00	1,135.06
631 PSAT EXAM	-2,542.05	0.00	0.00	0.00	-2,542.05
675 SALBERG FIELDTRIPS	-1,248.73	0.00	0.00	0.00	-1,248.73
680 OTT FIELDTRIPS	-554.10	0.00	0.00	0.00	-554.10
E ADMIN CUSTODIAL ACCOUNTS Totals:	22,779.97	1,620.66	5,056.46	0.00	19,344.17
F ACADEMIC CUSTODIAL ACCOUNTS					
300 DEBATE	169.17	1,874.30	1,420.93	0.00	622.54
321 DRAMA	-508.28	210.00	448.12	0.00	-746.40
622 SPEECH	-1,592.64	0.00	613.20	0.00	-2,205.84
701 MANTARO/GRANT	0.00	0.00	0.00	0.00	0.00
750 FCS	301.64	0.00	0.00	0.00	301.64
751 ALEKS MATH PROGRAM	66.83	0.00	0.00	0.00	66.83
755 SENIOR CLASS ACTIVITIES	24,945.25	0.00	0.00	0.00	24,945.25
770 ADVERTISING	2,369.08	0.00	175.00	0.00	2,194.08
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	25,751.05	2,084.30	2,657.25	0.00	25,178.10
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	1,771.00	476.00	0.00	0.00	2,247.00
1002 PE FIELDTRIPS	606.00	0.00	0.00	47.00	653.00
1005 BAND TRIP	0.00	0.00	0.00	0.00	0.00
1010 DC TRIP	6,699.00	0.00	0.00	0.00	6,699.00
1200 SCIENCE FIELDTRIP	0.00	0.00	0.00	0.00	0.00
1300 DEBATE TRIPS	0.00	0.00	0.00	0.00	0.00
1301 DECA TRIPS	16,129.80	1,738.00	0.00	0.00	17,867.80
1302 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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
1314 HISTORY CLUB TRIP	2,900.00	2,200.00	0.00	0.00	5,100.00
1316 FCCLA CLUB	400.00	0.00	0.00	0.00	400.00
1408 THESPIAN/DRAMA CLUB	959.00	0.00	0.00	0.00	959.00
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 SKILLS USA	805.00	1,840.00	0.00	0.00	2,645.00
1622 FORENSIC TRIP	1,092.50	892.00	0.00	0.00	1,984.50
1675 SALBERG FIELDTRIPS	963.00	0.00	0.00	0.00	963.00
1680 OTT FIELDTRIPS	600.25	0.00	0.00	0.00	600.25
2000 MUSIC ALLSTATE FEES	1,590.00	0.00	0.00	0.00	1,590.00
5000 SPORTS PARTICIPATION FEE	49,760.00	50.00	0.00	0.00	49,810.00
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:	84,275.55	7,196.00	0.00	47.00	91,518.55
R POST SECONDARY EDUCATION					
6625 AP EXAM FEES	0.00	0.00	0.00	0.00	0.00
6629 IB EXAM FEES	26,873.00	227.00	0.00	0.00	27,100.00
6631 PSAT EXAM	3,500.00	0.00	0.00	0.00	3,500.00
R POST SECONDARY EDUCATION Totals:	30,373.00	227.00	0.00	0.00	30,600.00
S BANKING					
999 STARTING CASH	-1,800.00	200.00	850.00	0.00	-2,450.00
S BANKING Totals:	-1,800.00	200.00	850.00	0.00	-2,450.00
Z INVESTMENTS					
900 CERTIFICATES OF DEPOSITS	-312,005.34	0.00	0.00	0.00	-312,005.34
905 MONEY MARKET FUND	-157,110.49	0.00	66.73	0.00	-157,177.22
Z INVESTMENTS Totals:	-469,115.83	0.00	66.73	0.00	-469,182.56
Report Totals:	195,110.03	34,401.72	64,155.66	0.00	165,356.09

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL ACCOUNT EXPENSES					
109 Public Relations	-628.91	0.00	0.00	0.00	-628.91
115 General Account	-4,275.52	0.00	0.00	0.00	-4,275.52
117 Damage and Loss Property	-15.90	0.00	0.00	0.00	-15.90
120 Extracurr Transportation	-14,629.20	0.00	1,126.35	0.00	-15,755.55
121 Athletic Transportation	-23,273.56	0.00	4,732.82	0.00	-28,006.38
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	-275.00	0.00	55.00	0.00	-330.00
144 Pride Time	0.00	0.00	0.00	0.00	0.00
146 Academic Awards	0.00	0.00	0.00	0.00	0.00
147 Activity Support/Projects	-5,736.80	0.00	1,146.59	0.00	-6,883.39
148 Teachers Grants/Awards	1,000.00	0.00	0.00	0.00	1,000.00
151 Personnel Support	-5,169.92	0.00	57.14	0.00	-5,227.06
166 Wellness	518.95	50.00	0.00	0.00	568.95
199 Miscellanous Bank Charges	-1,826.58	0.00	244.04	0.00	-2,070.62
A GENERAL ACCOUNT EXPENSES Totals:	-54,312.44	50.00	7,361.94	0.00	-61,624.38
B GENERAL ACCOUNT REVENUE					
100 Vending Machines-Coca-Cola	39,439.11	0.00	0.00	0.00	39,439.11
104 Staff Coke Fund	2,236.91	0.00	0.00	0.00	2,236.91
105 Sanitary Machines	248.75	19.50	0.00	0.00	268.25
152 Other Revenue	27,158.69	7.87	209.45	0.00	26,957.11
153 Graduation Revenue	0.00	0.00	0.00	0.00	0.00
155 PAYBAC Partners	862.76	0.00	0.00	0.00	862.76
158 Capital Outlay	55,992.12	0.00	0.00	0.00	55,992.12
190 Misc. Bank Credit Adjustments	0.00	0.00	0.00	0.00	0.00
901 Interest on Bus MM	0.00	0.00	0.00	0.00	0.00
902 Interest on Business Checking	0.00	0.00	0.00	0.00	0.00
B GENERAL ACCOUNT REVENUE Totals:	125,938.34	27.37	209.45	0.00	125,756.26
C ATHLETICS					
201 Concessions	12,259.09	5,324.10	1,791.93	-1,000.00	14,791.26
202 Athletics	-9,275.37	0.00	191.69	0.00	-9,467.06
203 Athletic Gate Receipts	48,622.80	7,442.56	0.00	0.00	56,065.36
204 Athletic Clothing	0.00	0.00	0.00	0.00	0.00
206 Athletic Tickets	14,455.00	0.00	0.00	0.00	14,455.00
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	265,414.94	0.00	0.00	0.00	265,414.94
211 Activities	-360.00	0.00	0.00	0.00	-360.00
212 Athletic Fundraisers	0.00	0.00	0.00	0.00	0.00
213 Summer Clinics	20.00	0.00	0.00	0.00	20.00
214 Little Dribblers	3.21	0.00	0.00	0.00	3.21
216 Strength and Conditioning	-1,146.20	0.00	0.00	0.00	-1,146.20
220 Football	-9,206.36	0.00	1,474.83	0.00	-10,681.19
221 Volleyball	-4,686.62	0.00	0.00	0.00	-4,686.62
222 Softball	-2,823.42	0.00	3,170.00	0.00	-5,993.42
223 Tennis (Boys)	-1,276.14	0.00	0.00	0.00	-1,276.14
224 Tennis (Girls)	-658.13	0.00	0.00	0.00	-658.13
225 Golf (Boys)	-1,365.15	0.00	0.00	0.00	-1,365.15
226 Golf (Girls)	-995.18	0.00	49.78	0.00	-1,044.96
227 Wrestling	-3,807.97	100.00	1,598.21	0.00	-5,306.18
228 Soccer (Boys)	-4,375.81	0.00	1,038.84	0.00	-5,414.65

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
229 Soccer (Girls)	-4,447.93	0.00	0.00	0.00	-4,447.93
230 Baseball	268.54	0.00	0.00	0.00	268.54
231 Cross Country (Boys)	-186.59	0.00	0.00	0.00	-186.59
232 Basketball (Boys)	-1,159.62	0.00	3,046.00	0.00	-4,205.62
233 Track (Boys)	-3,501.66	0.00	3,786.00	0.00	-7,287.66
234 Swimming (Boys)	-1,989.48	436.29	985.82	0.00	-2,539.01
235 NSAA Competitions	9,094.54	2,215.30	0.00	0.00	11,309.84
240 Athletic Training	-2,895.37	0.00	668.41	0.00	-3,563.78
241 Cross Country (Girls)	-166.58	0.00	0.00	0.00	-166.58
242 Basketball (Girls)	-4,332.18	0.00	2,591.96	0.00	-6,924.14
243 Track (Girls)	-2,771.26	0.00	3,861.00	0.00	-6,632.26
244 Swimming (Girls)	-2,171.47	436.28	1,051.84	0.00	-2,787.03
915 Interest-Athletic Activity MM	0.00	0.00	0.00	0.00	0.00
2200 Summer Football	784.39	0.00	146.00	0.00	638.39
2221 Summer Volleyball	932.66	0.00	0.00	0.00	932.66
2222 Summer Softball	2,159.94	0.00	236.00	0.00	1,923.94
2228 Summer Boys Soccer	43.87	0.00	0.00	0.00	43.87
2229 Summer Girls Soccer	128.71	0.00	0.00	0.00	128.71
2230 Summer Baseball	323.94	0.00	0.00	0.00	323.94
2231 Summer Girls Basketball	863.84	0.00	0.00	0.00	863.84
2232 Summer Boys Basketball	2,687.68	0.00	1,409.25	0.00	1,278.43
C ATHLETICS Totals:	294,464.66	15,954.53	27,097.56	-1,000.00	282,321.63
D ORGANIZATIONS AND CLUBS					
301 DECA	-17,779.36	300.00	651.03	0.00	-18,130.39
302 French Club	1,986.77	0.00	228.25	0.00	1,758.52
303 LEO Club	-1,256.63	10.39	0.00	0.00	-1,246.24
305 Spanish Club	112.30	0.00	0.00	0.00	112.30
307 German Club	1,113.26	32.48	0.00	0.00	1,145.74
310 Squashfest	3,166.65	0.00	0.00	0.00	3,166.65
311 Environmental Club	2,566.60	0.00	0.00	0.00	2,566.60
312 Forensics	1,105.36	1,225.21	682.50	0.00	1,648.07
314 Newspaper	11,859.96	486.00	0.00	0.00	12,345.96
315 Debate	1,984.61	83.20	0.00	0.00	2,067.81
316 Art Club	32.26	0.00	0.00	0.00	32.26
317 Play Production	-681.04	166.58	400.00	0.00	-914.46
318 Thespians	0.00	0.00	0.00	0.00	0.00
319 Athletic Trainers	-68.95	0.00	0.00	0.00	-68.95
385 Culinary Competition	143.00	0.00	0.00	0.00	143.00
395 Fashion Merchandising	5.08	0.00	0.00	0.00	5.08
399 Auditorium Manager	-4,404.67	0.00	330.64	0.00	-4,735.31
409 Band Dept Trips	6,432.00	0.00	0.00	0.00	6,432.00
410 Band	16,587.32	173.00	275.11	0.00	16,485.21
411 Choir	5,708.59	0.00	8,939.70	0.00	-3,231.11
412 Orchestra	4,535.33	0.00	5,479.27	0.00	-943.94
413 Entertainment Books	6,272.50	0.00	0.00	0.00	6,272.50
414 Band Fundraising	-5,492.07	0.00	0.00	0.00	-5,492.07
415 Choir Fundraising	1,088.00	0.00	0.00	0.00	1,088.00
416 Orchestra Fundraising	914.01	0.00	0.00	0.00	914.01
481 Senior Class	1,839.45	0.00	0.00	0.00	1,839.45
482 Junior Class	-1,995.31	1,827.50	688.75	0.00	-856.56
499 VICA-Skills USA	-89.02	0.00	0.00	0.00	-89.02
500 STARS	738.72	0.00	159.50	0.00	579.22

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
501 Student Council	2,692.91	866.07	638.32	0.00	2,920.66
502 National Honor Society	4,301.90	0.00	2,079.16	0.00	2,222.74
503 Drama Club	0.00	0.00	0.00	0.00	0.00
504 Literary Magazine	177.54	0.00	0.00	0.00	177.54
506 Chess Club	39.10	0.00	0.00	0.00	39.10
507 40 Assets	836.60	0.00	156.41	0.00	680.19
515 Dance Team	-1,406.83	0.00	0.00	0.00	-1,406.83
516 Cheerleading-Varsity	-9,527.29	320.00	0.00	700.00	-8,507.29
517 Cheerleading-JV	30.36	0.00	0.00	150.00	180.36
518 Cheerleading-Freshman	67.94	0.00	0.00	150.00	217.94
519 Cheerleading Uniforms	-2,150.80	0.00	0.00	0.00	-2,150.80
525 Prior Yrs Yearbook	1,379.09	0.00	0.00	0.00	1,379.09
527 Yearbook 09-10	29,789.99	0.00	0.00	0.00	29,789.99
528 Yearbook 08-09	7,360.39	0.00	0.00	0.00	7,360.39
555 FCCLA	111.93	0.00	161.78	0.00	-49.85
556 Future Educators of America	-2.57	0.00	0.00	0.00	-2.57
560 Patriot Post	21,345.89	1,980.25	1,303.98	0.00	22,022.16
580 International Leaders Club	66.67	0.00	0.00	0.00	66.67
590 Diversity Club	0.00	0.00	0.00	0.00	0.00
595 HOSA	0.00	346.60	959.10	0.00	-612.50
D ORGANIZATIONS AND CLUBS Totals:	91,537.54	7,817.28	23,133.50	1,000.00	77,221.32
E ADMINISTRATIVE CUSTODIAL					
599 Intramurals	93.06	10.00	0.00	0.00	103.06
601 Staff Courtesy Fund	1,406.08	0.00	0.00	0.00	1,406.08
602 Parking	19,005.20	320.00	3,101.67	0.00	16,223.53
603 Field Trips	-2,648.93	0.00	121.87	0.00	-2,770.80
605 Pool Maintenance	1,231.67	0.00	587.60	0.00	644.07
607 Book Fines	14,974.80	33.00	0.00	0.00	15,007.80
610 Information Center	-30.16	0.00	0.00	38.22	8.06
611 Advanced Placement	22,998.96	0.00	0.00	0.00	22,998.96
613 Counseling Center	-425.75	150.00	150.00	0.00	-425.75
614 Transcripts	1,789.51	0.00	77.60	0.00	1,711.91
615 PSAT	-3,372.39	0.00	0.00	0.00	-3,372.39
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	-574.37	0.00	0.00	0.00	-574.37
623 Manufacturing Tech	347.20	0.00	0.00	0.00	347.20
624 Foundation Tech	152.41	0.00	0.00	0.00	152.41
628 Athletic Trainers Class	0.25	0.00	0.00	0.00	0.25
630 Social Studies Texts	1,668.39	0.00	0.00	0.00	1,668.39
632 Lock Replacement	1,351.38	0.00	0.00	0.00	1,351.38
635 Library Book Fines	764.39	7.99	318.98	-38.22	415.18
636 Freshman Transition Day	0.00	0.00	0.00	0.00	0.00
640 Student ID Card Fee	120.00	0.00	0.00	0.00	120.00
641 School Planners	50.00	0.00	0.00	0.00	50.00
645 Family Consumer Science	16.50	0.00	0.00	0.00	16.50
648 MOBA Playhouse	482.66	0.00	0.00	0.00	482.66
656 Technology Magnet	7.64	0.00	0.00	0.00	7.64
660 PAEMST-Science National Award	37.95	0.00	0.00	0.00	37.95
679 New Frontier Book Fines	32.70	0.00	0.00	0.00	32.70
680 New Frontier (Grants/Donations)	12.03	0.00	0.00	0.00	12.03
681 New Frontier Chuck Wagon	88.23	0.00	0.00	0.00	88.23

Current Cash Balance Report

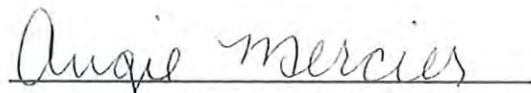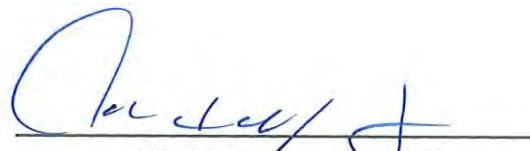| Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
382 New Frontier Activity	75.11	0.00	0.00	0.00	75.11
383 Graduation Expense	0.00	0.00	0.00	0.00	0.00
384 Post-Prom	0.00	0.00	0.00	0.00	0.00
386 Contributions/Gifts	0.00	0.00	0.00	0.00	0.00
387 Next Frontier	0.00	0.00	0.00	0.00	0.00
388 New Addition	0.00	0.00	0.00	0.00	0.00
389 SpEd Activity	64.25	0.00	0.00	0.00	64.25
E ADMINISTRATIVE CUSTODIAL Totals	59,723.77	520.99	4,357.72	0.00	55,887.04
Q Extracurricular Activities					
1000 Field Trips	1,989.30	276.00	0.00	0.00	2,265.30
2301 DECA	28,558.60	1,235.00	0.00	0.00	29,793.60
2302 French Club	0.00	0.00	0.00	0.00	0.00
2303 LEO Club	2,400.00	0.00	0.00	0.00	2,400.00
2305 Spanish Club	0.00	0.00	0.00	0.00	0.00
2307 German Club	0.00	0.00	0.00	0.00	0.00
2310 Squash Fest	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	0.00	0.00	0.00	0.00	0.00
2315 Debate	0.00	0.00	0.00	0.00	0.00
2316 Art Club	0.00	0.00	0.00	0.00	0.00
2317 Play Production	1,025.00	0.00	0.00	0.00	1,025.00
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	0.00	0.00	0.00	0.00	0.00
2410 Band	0.00	1,350.00	0.00	0.00	1,350.00
2411 Choir Trip	4,998.00	0.00	0.00	0.00	4,998.00
2412 Orchestra Trip	6,705.25	2,073.00	0.00	0.00	8,778.25
2499 VICA Trip	0.00	0.00	0.00	0.00	0.00
2500 STARS	150.00	0.00	0.00	0.00	150.00
2501 Student Council	2,198.00	153.50	0.00	0.00	2,351.50
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
2506 Chess Club	0.00	0.00	0.00	0.00	0.00
2507 40 Assets	195.00	0.00	0.00	0.00	195.00
2515 Dance Team	1,972.90	0.00	0.00	0.00	1,972.90
2516 Varsity Cheerleading Camp	9,972.50	258.00	0.00	0.00	10,230.50
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	59.00	0.00	0.00	0.00	59.00
2556 FEA	0.00	0.00	0.00	0.00	0.00
2560 Patriot Post Trip	802.00	0.00	0.00	0.00	802.00
2580 International Leaders	0.00	0.00	0.00	0.00	0.00
2595 HOSA	532.00	179.00	0.00	0.00	711.00
2599 Intramurals	0.00	390.00	0.00	0.00	390.00
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	71.50	0.00	0.00	0.00	71.50
5000 Sport Participating Fee	27,795.00	885.00	0.00	0.00	28,680.00
5001 Sport Facility Use Fee	0.00	0.00	0.00	0.00	0.00
Q Extracurricular Activities Totals:	89,424.05	6,799.50	0.00	0.00	96,223.55

SELECTED Data
Date 01/04/2010 thru 01/31/2010

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
R Post-Secondary Education					
7010 AP Exam Fees	0.00	0.00	0.00	0.00	0.00
7020 PSAT Exam fees	3,480.00	0.00	0.00	0.00	3,480.00
R Post-Secondary Education Totals	3,480.00	0.00	0.00	0.00	3,480.00
S Banking					
999 Starting Cash	-2,150.00	0.00	1,800.00	0.00	-3,950.00
S Banking Totals	-2,150.00	0.00	1,800.00	0.00	-3,950.00
Report Totals:	608,105.92	31,169.67	63,960.17	0.00	575,315.42

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ADMINISTRATIVE					
100 GENERAL ACTIVITY FUND	3,058.98	0.00	0.00	0.00	3,058.98
105 PRINCIPALS ADMIN	10,080.96	112.76	174.00	-2,000.00	8,019.72
110 BUILDING MAINTENANCE	1,359.43	1,376.54	406.96	0.00	2,329.01
120 AP EXAMS	37,577.72	0.00	0.00	0.00	37,577.72
122 ACT PREP	156.67	0.00	0.00	0.00	156.67
125 SPECIAL PROJECTS	-106.72	612.00	0.00	0.00	505.28
130 COURTESY FUND	353.38	0.00	0.00	0.00	353.38
135 DONATIONS - SR CLASS	0.00	0.00	0.00	0.00	0.00
142 GIFTED	873.83	0.00	0.00	0.00	873.83
145 GUIDANCE	2,313.22	0.00	0.00	0.00	2,313.22
150 INFORMATION CENTER	112.37	13.46	0.00	0.00	125.83
152 GUIDANCE - PL GRANT	17.80	0.00	0.00	0.00	17.80
160 PARKING	16,820.69	355.00	11,360.82	0.00	5,814.87
170 STAFF CLOTHING	-933.88	1,040.00	0.00	1,285.00	1,391.12
172 STAFF VENDING	1,307.89	0.00	1,001.25	2,964.00	3,270.64
174 TECHNOLOGY REBATES	26.51	0.00	0.00	0.00	26.51
180 SPECIAL PROJ - COMMONS	633.06	0.00	0.00	0.00	633.06
182 VENDING-FOOD SERVICE	72.01	45,628.89	0.00	-2,964.00	42,736.90
A ADMINISTRATIVE Totals:	73,723.92	49,138.65	12,943.03	-715.00	109,204.54
B ATHLETIC ADMIN					
200 ATH ADMIN (GATE)	115,405.22	9,573.25	1,017.56	0.00	123,960.91
201 AD'S OFFICE	3,541.48	0.00	158.56	-1,149.00	2,233.92
202 ATHLETIC EVENT ADMISSIONS	4,096.87	0.00	0.00	0.00	4,096.87
203 ATHLETIC PROJECT FUND	28,606.62	0.00	3,430.75	3,430.75	28,606.62
204 ATHLETIC CRAFT FAIR	0.00	0.00	0.00	0.00	0.00
205 ATHLETIC TRAINING	-3,874.99	0.00	0.00	0.00	-3,874.99
208 BASEBALL FUNDRAISING	2,932.67	595.00	800.16	0.00	2,727.51
210 BOYS BB FR/CAMP	2,505.05	235.10	201.82	0.00	2,538.33
212 BOYS GOLF FUNDRAISING	3,464.28	0.00	0.00	-80.00	3,384.28
213 BOYS SOCCER FR/CAMP	460.34	0.00	0.00	0.00	460.34
215 XC FR/CAMP	1,223.64	0.00	117.66	-80.00	1,025.98
217 COACHES CLINICS	2,153.44	0.00	1,206.80	0.00	946.64
219 CONCESSIONS	15,863.07	4,052.96	1,872.21	0.00	18,043.82
220 INTRAMURALS	291.48	0.00	0.00	0.00	291.48
222 FIT CNTR EQUIP/MAIN	1,351.78	0.00	0.00	-95.00	1,256.78
225 FOOTBALL FR/CAMPS	16,323.08	0.00	2,919.70	0.00	13,403.38
233 GIRLS SOCCER FUNDR	1,333.59	0.00	0.00	0.00	1,333.59
235 GIRLS BB FR/CAMP	2,794.01	650.00	1,184.95	0.00	2,259.06
240 SOCCER STADIUM	100.00	0.00	0.00	0.00	100.00
245 SOFTBALL FR/CAMP	713.69	0.00	0.00	0.00	713.69
250 ST TRAINERS (HOSA)	610.40	112.50	0.00	0.00	722.90
255 GIRLS TRACK FR/CAMP	-164.37	0.00	0.00	0.00	-164.37
258 BOYS TRACK FR/CAMP	792.40	0.00	0.00	0.00	792.40
260 POOL FR	3,326.88	10,874.75	0.00	-3,430.75	10,770.88
265 VOLLEYBALL FR/CAMP	3,299.10	0.00	0.00	0.00	3,299.10
270 WRESTLING MAT FUND	3,990.78	0.00	0.00	0.00	3,990.78
271 WRESTLING FR/CAMP	865.55	0.00	509.70	0.00	355.85
275 WRESTLING SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
290 METRO	0.00	0.00	0.00	0.00	0.00
295 STATE/DIST/MW TOURNEY	16,234.83	6,364.26	2,540.00	0.00	20,059.09
299 CORPORATE ADVERTISING	0.00	0.00	0.00	0.00	0.00

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
B ATHLETIC ADMIN Totals.	228,240.89	32,457.82	15,959.87	-1,404.00	243,334.84
C ACADEMIC COURSES					
300 AP SOC STD TEXTS	4,472.13	0.00	0.00	0.00	4,472.13
320 ART CLASS FR	1,540.02	30.00	0.00	0.00	1,570.02
338 FAMILY CONSUMER SCIENCE	-383.85	0.00	0.00	0.00	-383.85
345 LIFETIME FIT	0.00	400.00	0.00	0.00	400.00
355 PHYSICAL EDUCATION	-3,633.86	0.00	0.00	0.00	-3,633.86
370 VOC IT COURSES	196.38	35.00	0.00	0.00	231.38
376 VOC WOODS	1,996.93	0.00	0.00	0.00	1,996.93
C ACADEMIC COURSES Totals:	4,187.75	465.00	0.00	0.00	4,652.75
D CLUBS/ORGANIZATIONS					
400 ART CLUB	153.28	0.00	0.00	0.00	153.28
401 AMNESTY INTERNATIONAL	27.51	0.00	0.00	0.00	27.51
402 BOOKSTORE (Scratchin Post)	-548.62	0.00	0.00	154.00	-394.62
405 CULINARY COMPETITION	243.51	0.00	0.00	0.00	243.51
407 DEBATE TEAM	8,049.16	2,032.99	1,974.03	-625.00	7,483.12
410 DECA	-10,762.43	60.00	1,469.20	0.00	-12,171.63
411 DRAMA - INTL THESPIANS	1,048.90	220.00	1,124.00	0.00	144.90
412 DRAMA PRODUCTION	1,672.61	386.00	273.99	0.00	1,786.62
413 FCCLA FAMILY CARREER	8,449.83	45.00	106.95	0.00	8,387.88
414 FORENSICS TEAM	8,204.85	1,771.20	2,215.62	0.00	7,760.43
415 FRENCH CLUB	33.88	0.00	0.00	0.00	33.88
416 KEY CLUB	459.56	0.00	0.00	0.00	459.56
418 FUTURE EDUCATORS	3,371.77	1,816.06	1,225.00	0.00	3,962.83
419 40 ASSETS	13.91	0.00	0.00	0.00	13.91
420 GERMAN CLUB	637.67	0.00	0.00	0.00	637.67
425 JUNIOR CLASS	6,451.51	0.00	1,000.00	0.00	5,451.51
430 LITERARY MAGAZINE	351.63	0.00	0.00	0.00	351.63
435 M CLUB - CRAZIES	1,106.94	10.00	0.00	0.00	1,116.94
440 JUSTICE LEAGUE	8.88	0.00	0.00	0.00	8.88
445 NATL HONOR SOCIETY	721.08	0.00	0.00	0.00	721.08
450 NEWSPAPER	280.00	0.00	91.13	0.00	188.87
452 SCIENCE/OLYMPIAD	1.21	0.00	0.00	0.00	1.21
455 SENIOR CLASS	1,126.43	0.00	0.00	0.00	1,126.43
460 SPANISH CLUB	1,557.85	0.00	0.00	0.00	1,557.85
470 STUDENT COUNCIL	20,376.47	0.00	0.00	0.00	20,376.47
471 STUCO WORKSHOPS	157.93	0.00	0.00	0.00	157.93
473 VOC ENGINEERING CLUB	3.28	0.00	0.00	0.00	3.28
475 SKILS USA	0.00	0.00	0.00	0.00	0.00
480 YEARBOOK (PROWLER)	62,152.92	240.00	36,000.00	-10.00	26,382.92
490 ENVIRONMENTAL CLUB	165.06	0.00	0.00	0.00	165.06
495 YOUTH MAKING A DIFF	158.86	142.35	0.00	0.00	301.21
D CLUBS/ORGANIZATIONS Totals:	115,675.44	6,725.60	45,479.92	-481.00	76,440.12
E ATHLETIC TEAMS					
500 CAPITAL OUTLAY	14,317.36	0.00	0.00	0.00	14,317.36
501 BASEBALL EQ/COST	1,477.27	0.00	310.70	0.00	1,166.57
505 BASKETBALL BOYS EQ/COST	-1,720.23	0.00	1,959.10	0.00	-3,679.33
510 BASKETBALL G EQ/COST	2,797.83	0.00	1,217.50	0.00	1,580.33
515 XC EQ/COST	-2,603.87	0.00	553.86	0.00	-3,157.73
520 FOOTBALL EQ/COST	-11,186.85	160.00	0.00	0.00	-11,026.85
525 GOLF B EQ/COST	3,504.01	0.00	88.09	0.00	3,415.92
530 GOLF G EQ/COST	-2,933.43	0.00	0.00	0.00	-2,933.43

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
550 SOCCER B EQ/COST	226.87	100.00	0.00	0.00	326.87
555 SOCCER G EQ/COST	364.63	0.00	0.00	0.00	364.63
560 SOFTBALL EQ/COST	-1,581.58	0.00	0.00	0.00	-1,581.58
565 SWIM EQ/COST	-1,022.44	167.10	658.58	0.00	-1,513.92
570 TENNIS B EQ/COST	0.02	0.00	318.02	0.00	-318.00
573 TENNIS G EQ/CONT	750.58	0.00	0.00	0.00	750.58
575 TRACK B EQ/COST	323.83	0.00	0.00	0.00	323.83
580 TRACK G EQ/COST	538.69	0.00	10.00	0.00	528.69
585 VOLLEYBALL EQ/COST	-1,100.85	0.00	0.00	0.00	-1,100.85
590 WRESTLING EQ/COST	-1,115.17	0.00	1,299.38	0.00	-2,414.55
E ATHLETIC TEAMS Totals:	1,036.67	427.10	6,415.23	0.00	-4,951.46
F CHEERLEADERS					
612 DANCE TEAM	78.31	0.00	0.00	0.00	78.31
620 FRESHMAN CHEER	-28.07	0.00	0.00	0.00	-28.07
625 JV CHEERLEADERS	-93.22	0.00	0.00	0.00	-93.22
630 VARSITY CHEERLEADERS	1,007.50	0.00	235.00	0.00	772.50
F CHEERLEADERS Totals:	964.52	0.00	235.00	0.00	729.52
G MUSIC					
700 BAND	4,001.71	1,440.00	2,817.56	10.00	2,634.15
701 BAND UNIFORMS	3,177.02	32.00	0.00	0.00	3,209.02
720 MUSICAL	-1,332.99	0.00	600.00	0.00	-1,932.99
725 MUSIC TECH/AUDITORIUM	3,726.93	0.00	124.38	0.00	3,602.55
730 ORCHESTRA	987.31	0.00	603.46	0.00	383.85
733 ORCHESTRA TRIP	280.49	0.00	0.00	0.00	280.49
745 CHORAL MUSIC FR	2,119.42	0.00	850.42	-40.00	1,229.00
750 SHOW CHOIR	42,333.92	50.00	3,344.13	0.00	39,039.79
755 SINGSATION	3,235.00	34,284.30	712.80	-130.00	36,676.50
760 BAND TRIP	-246,137.74	1,864.00	11,865.17	2,000.00	-254,138.91
770 CHOIR TRIP	0.00	0.00	0.00	0.00	0.00
775 TRI M MUSIC HONOR SOCIETY	1,249.33	0.00	0.00	0.00	1,249.33
790 MUSIC DONATIONS	1,261.71	0.00	0.00	0.00	1,261.71
G MUSIC Totals:	-185,097.89	37,670.30	20,917.92	1,840.00	-166,505.51
H TRANSPORTATION					
800 TRANSPORTATION MISC	-316.56	0.00	350.39	0.00	-666.95
810 TRANS ATHLETICS	-21,202.82	0.00	8,558.86	625.00	-29,136.68
840 TRANS FIELD TRIPS	-7,595.05	0.00	292.36	0.00	-7,887.41
849 TRANSPORTATION MUSIC MISC	-111.56	0.00	0.00	0.00	-111.56
851 TR DRAMA	0.00	0.00	364.58	0.00	-364.58
H TRANSPORTATION Totals:	-29,225.99	0.00	9,566.19	625.00	-38,167.18
I ACADEMIC COURSE FINES					
901 FOREIGN LANG FINES	824.47	0.00	0.00	0.00	824.47
902 ENGLISH FINES	1,179.57	0.00	0.00	0.00	1,179.57
903 MATH FINES	3,978.42	58.74	0.00	0.00	4,037.16
904 SCIENCE FINES	-533.40	0.00	0.00	0.00	-533.40
906 SOCIAL STUDIES FINES	1,417.50	0.00	0.00	0.00	1,417.50
907 BUSINESS FINES	44.86	7.00	0.00	0.00	51.86
I ACADEMIC COURSE FINES Totals:	6,911.42	65.74	0.00	0.00	6,977.16
M BANKING (MONEY)					
910 STARTING CASH	-2,739.00	5,500.00	6,500.00	0.00	-3,739.00
920 CHECKING ACCCOUNT	3,797.74	50.00	37.12	0.00	3,810.62
930 MONEY MKT INTEREST	14,097.85	360.76	0.00	0.00	14,458.61
M BANKING (MONEY) Totals:	15,156.59	5,910.76	6,537.12	0.00	14,530.23

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Q FEE FUND - EXTRA CURRICULAR					
1000 FIELD TRIPS FEE FUND	9,919.05	1,400.00	0.00	0.00	11,319.05
2220 INTRAMURAL FEE FUND	3,980.00	0.00	0.00	0.00	3,980.00
2338 FCS - FEE FUND	31.00	0.00	0.00	0.00	31.00
2410 DECA FEE FUND	17,872.50	4,232.00	0.00	0.00	22,104.50
2411 DRAMA FEE FUND	0.00	0.00	0.00	0.00	0.00
2700 BAND FEE FUND	1,297.43	0.00	0.00	0.00	1,297.43
2710 CHOIR FEE FUND	1,097.00	0.00	0.00	0.00	1,097.00
2730 ORCHESTRA FEE FUND	676.88	0.00	0.00	0.00	676.88
2733 ORCHESTRA TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
2760 BAND TRIP FEE FUND	253,654.34	411.45	0.00	0.00	254,065.79
2770 CHOIR TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
5010 PARTICIPATION FEES	41,970.00	865.00	0.00	0.00	42,835.00
Q FEE FUND - EXTRA CURRICULAR Totals:	330,498.20	6,908.45	0.00	0.00	337,406.65
R FEE FUND - POST SECONDARY ED					
7120 AP TESTS	0.00	0.00	0.00	0.00	0.00
R FEE FUND - POST SECONDARY ED Totals:	0.00	0.00	0.00	0.00	0.00
U NOT IN USE					
138	0.00	0.00	0.00	0.00	0.00
157	0.00	0.00	0.00	0.00	0.00
165	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
211	0.00	0.00	0.00	0.00	0.00
214	0.00	0.00	0.00	0.00	0.00
223	0.00	0.00	95.00	95.00	0.00
226	0.00	0.00	0.00	0.00	0.00
230	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
285	0.00	0.00	0.00	0.00	0.00
303	0.00	0.00	0.00	0.00	0.00
310	0.00	0.00	0.00	0.00	0.00
312	0.00	0.00	0.00	0.00	0.00
330	0.00	0.00	0.00	0.00	0.00
340	0.00	0.00	0.00	0.00	0.00
360	0.00	0.00	0.00	0.00	0.00
371	0.00	0.00	0.00	0.00	0.00
373	0.00	0.00	0.00	0.00	0.00
374	0.00	0.00	0.00	0.00	0.00
403	0.00	0.00	0.00	0.00	0.00
433	0.00	0.00	0.00	0.00	0.00
465	0.00	0.00	0.00	0.00	0.00
485	0.00	0.00	0.00	0.00	0.00
506	0.00	0.00	0.00	0.00	0.00
511	0.00	0.00	0.00	0.00	0.00
516	0.00	0.00	0.00	0.00	0.00
521	0.00	0.00	0.00	0.00	0.00
526	0.00	0.00	0.00	0.00	0.00
531	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
551	0.00	0.00	0.00	0.00	0.00
556	0.00	0.00	0.00	0.00	0.00
561	0.00	0.00	0.00	0.00	0.00
566	0.00	0.00	0.00	0.00	0.00
571	0.00	0.00	0.00	0.00	0.00
574	0.00	0.00	0.00	0.00	0.00
576	0.00	0.00	0.00	0.00	0.00
581	0.00	0.00	0.00	0.00	0.00
586	0.00	0.00	0.00	0.00	0.00
591	0.00	0.00	0.00	0.00	0.00
600	0.00	0.00	0.00	0.00	0.00
710	-40.00	0.00	0.00	40.00	0.00
715	0.00	0.00	0.00	0.00	0.00
735	0.00	0.00	0.00	0.00	0.00
820	0.00	0.00	0.00	0.00	0.00
830	0.00	0.00	0.00	0.00	0.00
845	0.00	0.00	0.00	0.00	0.00
848	0.00	0.00	0.00	0.00	0.00
850	0.00	0.00	0.00	0.00	0.00
852	0.00	0.00	0.00	0.00	0.00
900	0.00	0.00	0.00	0.00	0.00
940	0.00	0.00	0.00	0.00	0.00
2620	0.00	0.00	0.00	0.00	0.00
2625	0.00	0.00	0.00	0.00	0.00
2630	0.00	0.00	0.00	0.00	0.00
U NOT IN USE Totals:	-40.00	0.00	95.00	135.00	0.00
Z INVESTMENTS					
950 OSB-MONEY MKT PLUS	-424,756.42	0.00	360.76	0.00	-425,117.18
Z INVESTMENTS Totals:	-424,756.42	0.00	360.76	0.00	-425,117.18
Report Totals:	137,275.10	139,769.42	118,510.04	0.00	158,534.48

Cynthia M Smith 3/8/10
BookKeeper

Treg T. 4/8/10

Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 General Account	3,193.17	0.00	118.98	0.00	3,074.19
120 Staff Vending	0.00	1,745.33	0.00	0.00	1,745.33
A General Funds Totals:	3,193.17	1,745.33	118.98	0.00	4,819.52
Report Totals:	3,193.17	1,745.33	118.98	0.00	4,819.52

Linda K. Mohlman, DSAC
Executive Secretary

Angie Mercier, Principal
Millard Horizon High School

Current Cash Balance Report

85

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	5.00	0.00	0.00	0.00	5.00
120 Middle School Summer School	0.00	0.00	0.00	0.00	0.00
130 Senior High Summer School	100.00	0.00	0.00	0.00	100.00
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	2,524.30	0.70	0.00	0.00	2,525.00
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:	2,885.75	0.70	0.00	0.00	2,886.45
Report Totals:	2,885.75	0.70	0.00	0.00	2,886.45

Linda K. Mohlman, DSAC
Executive Secretary

Chris Hughes, DSAC
Accounting Manager

Minutes
Committee Meeting
March 8, 2010

The members of the Board of Education met as a committee of the Whole on Monday, March 8, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The topics included revenue projections, legislation, and instructional time options.

Present: Mike Pate, Dave Anderson, Brad Burwell, Linda Poole, Julie Kannas and Mike Kennedy

Administrators present included Keith Lutz, Ken Fossen, Mark Feldhausen, Angelo Passarelli, and other administrators. Bill Mueller, the district's lobbyist, was in attendance at the meeting.

Ken Fossen gave an explanation of calculations for state aid. The needs were first calculated on a district-by-district basis. Then, calculations were made to determine what percentage of the total needs in the Learning Community was attributable to each district. The total state aid certified to the Learning Community was then distributed among the eleven districts based upon those percentages.

Mr. Fossen said the statutory provisions require that net option funding and retirement aid be paid directly to the school districts. So these two factors were added to each district's total after the percentage distribution was calculated.

Since the Learning Community receives equalization aid, ARRA-SFSF funds were attributed to each member district based upon the percentages. The amount of the ARRA –SFSF funds are included in the District's total.

Ken Fossen provided information, which compared certified state aid for 2010/2011 with the district as the local system, and with the Learning Community as the local system. The calculation difference was a little less than a million dollars.

The board still has a concern when the federal dollars are not available in a couple of years. There was discussion about the use of Build American Bonds for the wide variety of construction projects in the district and also future technology needs. However, some board members were more skeptical than others about the use of these bonds.

State aid is up from 75 million to 82 million, but property tax revenue through the Learning Community is down from 87 million to 81 million. The net impact is that revenue will be up by just over one million over last year from both of these sources.

Bill Mueller, lobbyist for the Millard Schools, reported he reviewed the economic forecast board report with the Board of Education. He explained all legislative hearings are completed and the legislature is debating full days. He talked about several of the legislative bills, and did note that there were no bills changing the State Aid formula. He did say there was a strong chance that the appropriations committee will cut an additional thirty million dollars from state agencies.

Mark Feldhausen reviewed the Instructional Time Comparative Matrix. It was created to understand the variability of the total instruction time amongst the eleven school districts of the Learning Community. The matrix, which was provided to the Board of Education on February 15, 2010, allows Millard Public Schools to compare itself at the three levels of instructional time (elementary, middle, and high) to individual districts and a Learning Community average. Millard's elementary instructional hours of 1080 are below the Learning Community average for elementary of 1126.

Elementary principals met with Dr. Feldhausen and Dr. Newton and came up with six options on how to include more instructional time. After visiting with Ken Fossen and the transportation department, some of those options were eliminated due to the transportation schedule. The three options from the elementary principal are to keep the current schedule, add 15 minutes to the end of the day and keeping early out on Wednesday, or eliminate the Wednesday early release. The elementary principals favored adding the 15 minutes to the end of the day and keeping the Wednesday early out day. Additional minutes in the elementary would be used in the core subject areas.

One major factor in trying to change the school day at the elementary level is transportation since many of the buses make double routes to provide transportation for middle school students. This parameter limits options.

Dr. Feldhausen also said he was approached by the middle school principals requesting to add 15 minutes to the middle school day. He reported that the use of the extra time during the day would probably be used for re-teaching, counseling curriculum, planning process, and PLPs extension.

Board members expressed different opinions on how to increase the time for elementary students, but if changes are made at the elementary and middle school level, they should be done at the same time.

Dave Anderson adjourned the meeting.

_____
             Chairman

AGENDA SUMMARY SHEET

Agenda Item: Human Resources Policy 4105 Mentor and New Staff Induction

Meeting Date: March 1, 2010; March 15, 2010

Department Human Resources

Title and Brief
Description: We are updating the New Staff Induction program.
- Policy 4105 Mentor and New Staff Induction

Action Desired: Approval

Background: We are completing the updating of the New Staff Induction program policies and rules. Approval of this policy and rule keeps policies up-to-date.

Options/Alternatives
Considered: N/A

Recommendations: Approve Policy 4105, Rule 4105.1, and 4105.2

Strategic Plan
Reference: N/A

Implications of
Adoption/Rejection: N/A

Timeline:

Responsible
Persons: Dr. Jim Sutfin, Executive Director of Human Resources
Sharon Comisar-Langdon, New Staff Induction Facilitator

Superintendent's Signature: _____ _____

~~Curriculum, Instruction, and Assessment~~ **Human Resources**

Mentor and New Staff Induction Program: ~~**6440**~~ **4105**
First-Year and Newly Employed Certificated or Licensed Staff

The Superintendent shall create and maintain a District Mentor and New Staff Induction Program for all first-year and newly employed certificated or licensed staff members

Legal Reference: Neb. Rev. Stat. § 79-761
~~Neb. Rev. Stat. § 79-758 (3)(c)~~
Title 92, Nebraska Administrative Code, Chapter 26
.
Related Rules: ~~6440R1, 6440R2~~ 4105.1, 4105.2

Policy Approved: February 5, 2001   Millard Public Schools
Revised: October 7, 2002; March 15, 2010   Omaha NE

AGENDA SUMMARY SHEET

Agenda Item:	Human Resources Policy 4105 Mentor and New Staff Induction
Meeting Date:	March 1, 2010; March 15, 2010
Department	Human Resources
Title and Brief Description:	We are updating the New Staff Induction program. • Policy 4105 Mentor and New Staff Induction
Action Desired:	Approval
Background:	We are completing the updating of the New Staff Induction program policies and rules. Approval of this policy and rule keeps policies up-to-date.
Options/Alternatives Considered:	N/A
Recommendations:	Approve Policy 4105, Rule 4105.1, and 4105.2
Strategic Plan Reference:	N/A
Implications of Adoption/Rejection:	N/A
Timeline:	
Responsible Persons:	Dr. Jim Sutfin, Executive Director of Human Resources Sharon Comisar-Langdon, New Staff Induction Facilitator

Superintendent's Signature: _____

~~Curriculum, Instruction, and Assessment~~ **Human Resources**

Mentor and New Staff Induction Program: ~~6440.1~~ **4105.1**
First-Year and Newly Employed Certificated or Licensed Staff

I.   All first-year and newly employed certificated or licensed staff members will participate in the District's Mentor and New Staff Induction Program.

II.   Definitions:

    A.   A first-year staff member shall be defined as any certificated or licensed staff member who is regularly employed for the instruction of pupils and who is entering the PreK-12 teaching profession in his/her first year of contracted service in any school, public or private, in this or any other state. Individuals who have only taught as substitute teachers shall not be considered to have had a previous year of contracted service. Individuals whose previous contracted teaching experience is less than one (1) full academic year shall also not be considered to have had a previous year of contracted service.

    B.   A newly employed staff member will be defined as a certificated or licensed staff member who is entering or re-entering employment with the District, and who has one (1) or more previous full academic years of contracted teaching service in any school, public or private, in this or any other state.

    C.   A mentor will be defined as a certificated or licensed staff member who has been employed by the District for a minimum of three (3) years, who is not the first-year or newly employed staff member's supervisor, or an administrator in the District, who is regularly employed by the District for the instruction of pupils, who has received mentor training, who has demonstrated the competencies necessary for successful teaching, and who ~~initially~~ assists a first-year or newly employed staff member toward mastery of teaching competencies. A mentor is assigned a mentee by his/her building principal, supervisor, ~~or Director of Staff Development~~, or Human Resources designee and is paid a stipend for providing mentoring services to a first-year or newly employed staff member~~. Participation is voluntary for the mentor.~~

    D.   A buddy will be defined as a certificated or licensed staff member who has not completed the mentor training, but has been identified by his/her building principal or supervisor as demonstrating the competencies necessary for successful teaching and is deemed appropriate to assist a first-year or newly employed staff member toward ~~mastery of teaching competencies and~~ successful assimilation into the District and building culture. A buddy is assigned a newly employed staff member by his/her building principal, supervisor, ~~or Director of Staff Development~~ or Human Resources designee. A buddy is not eligible for a stipend.

    E.   A mentee will be defined as a first-year or newly employed certificated staff member who has been assigned a mentor ~~or buddy~~.

    F.   A Curriculum Contact will be defined as a certificated or licensed staff member who has been identified as demonstrating the competencies necessary for successful teaching and is deemed appropriate to assist a first-year or newly employed staff member toward mastery of teaching competencies. A Curriculum Contact is assigned a PreK-12 first-year or newly employed staff member specialist only when that first-year or newly employed staff member specialist is the only specialist in his/her position in the building. A Curriculum Contact is assigned by the Human Resources designee. A Curriculum contact is paid a stipend when they are a trained District mentor.

F.G.   A ~~peer coaching~~ Peer Coaching partner will be defined as a certificated or licensed staff member who has been identified by his/her building principal or supervisor as demonstrating the competencies necessary for successful teaching and is deemed appropriate to ~~provide peer coaching to~~ participate in Peer Coaching as a partner to a certificated or licensed staff member who is in his/her second year of employment with the District.

III.   The Mentor and New Staff Induction Program will include but not be limited to the following.

    A.   Compliance with the requirements of Title 92, Nebraska Administrative Code, Chapter 26 for mentor teacher programs including but not limited to the following:

        1.   Assignment of a mentor for each first-year or newly employed staff member. This assignment, along with supervision from the building principal, is intended to ensure support for each first-year or newly employed staff member, assistance toward the mastery of teaching competencies, and successful assimilation into the District and building culture.

        2.   A first-year or newly employed staff member and a mentor will be matched whenever possible on both endorsement field and grade level preparation within the same building ~~or within the District~~.

        3.   Mentoring will include but not be limited to the following:

            a.   Structured or planned contacts between the mentor and first-year or newly employed staff member.

            b.   A written plan for mentoring developed by the mentor and first-year or newly employed staff member that includes activities, a time line, and provisions for mentor preparation and support.

            c.   Time for the mentor and first-year or newly employed staff member to meet, observe one another's classroom teaching as well as the classroom teaching of other teachers, and to analyze and discuss the teaching of students.

            d.   A needs assessment component for determining the needs of the first-year or newly employed staff member.

            e.   An evaluation component to measure the effectiveness of the mentoring.

    B.   Assignment of a buddy for each first-year or newly employed certificated or licensed staff member, will be made when appropriate mentor assignments are not available. This assignment, along with supervision from the building principal, is intended to ensure that the first-year or newly employed staff member experiences successful assimilation into the District and building culture.

    C.   Assignment of a Curriculum Contact will be made for each PreK-12 first-year or newly employed staff member specialist who is the only specialist in his/her field in his/her building. This assignment, along with supervision from the building principal, is intended to ensure support for each first-year or newly employed staff member specialist, assistance toward the mastery of teaching competencies, and successful assimilation into the District and building culture.

    C.D.   Provision will be made for a mentor-in-training and mentee to access two (2) days of release time and for an experienced mentor or buddy and mentee to access one (1) day of release time. ~~utilizing substitute teachers if necessary, to support mentoring and induction activity.~~ Substitute teachers will be secured on an as needed basis.

D.E. Assignment of a ~~peer coaching~~ Peer Coaching partner will be made for each certificated or licensed staff member in his/her second year of employment with the District. This assignment, along with supervision from the building principal, is intended to ensure that this certificated or licensed staff member gains increased understanding of the Practices That Promote Successful Student Learning.

E.F. Provision for New Staff Induction ~~opportunities~~ experiences will include but are not limited to the following:

1. Voluntary Practical Tips for New Staff Workshop prior to Fall Workshop. ~~during fall pre-opening activities~~.

2. Recruitment, selection and training for District mentors.

3. New Staff Breakfast including specified orientation time with building principal or supervisor and mentor or buddy.

4. New Staff Orientation: Overview of Millard Education Program, Strategic Planning Process, District Initiatives, Human Resources Division, Special Education, Pupil Services, Technology, and other departments of the District.

5. Staff Development pertinent to classroom assignments.

6. ~~New Staff Forum during fall and spring semesters~~.

~~6.~~6. Peer Coaching for certificated or licensed staff in their second year of employment with the District and a ~~peer coaching~~ Peer Coaching partner.

~~7.~~7. ~~Productive Approaches for Teaching and Learning graduate course~~ Extended Professional Experiences for certificated or licensed staff in their third year of employment with the District.

Related Policies and Rules: 4105, 4105.2

Legal Reference: Neb. Rev. Stat. § 79-761
                          Title 92, Nebraska Administrative Code, Chapter 26

Rule Approved: February 5, 2001   Millard Public Schools
Revised: October 7, 2002; March 19, 2007; March 15, 2010   Omaha NE

~~Curriculum, Instruction, and Assessment~~ **Human Resources**

~~Mentor and~~ **New Staff Induction Program: Accountability** ~~6440.2~~ **4105.2**

I. District Responsibility - The District will provide an appropriate and effective Mentor and New Staff Induction Program which will include, but not be limited to, the following:

  A. Orientation to District culture.

  B. Preparation and support for the mastery of the competencies necessary for successful teaching and employment.

  C. Mentor and ~~p~~Peer ~~c~~Coaching partner preparation and support.

  D. Support materials.

  E. Payment for each day of orientation. ~~two (2) days of orientation.~~

  F. Assessment of the needs of mentors, buddies, Curriculum Contacts, ~~p~~Peer ~~c~~Coaching partners, first-year teachers, and newly employed certificated or licensed staff members.

  G. Preparation, coordination, and support of ~~p~~Peer ~~c~~Coaching experiences and materials in partnership with ESU #3.

  H. Preparation, coordination, training, and support of ~~Productive Approaches for Teaching and Learning course materials and instructors~~ Extended Professional Experiences for certificated or licensed staff in their third year of employment with the District.

  I. Evaluation of mentor and induction activity effectiveness.

II. Building Principal or Supervisor Responsibility - Principal/supervisor support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:

  A. Make appropriate mentor, buddy matches for first-year and newly employed certificated or licensed staff.

  B. ~~Make appropriate peer coaching partner matches for second-year certificated or licensed staff.~~ Oversee building orientations for first-year and newly employed certificated or licensed staff.

  C. Communicate expectations.

  D. Monitor and support mentor and/or buddy ~~and peer coaching activity~~ relationships.

  E. Support Peer Coaching processes and activities for second year certificated or licensed staff and Peer Coaching partners.

  F. Support Extended Professional Experiences processes and activities for third year certificated or licensed staff.

III. Mentor Responsibility - Mentor support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:

  A. Attend training and new staff orientation activities as required.

B. Meet and welcome first-year or newly employed staff member to the District and the building.

C. Acquaint first-year or newly employed staff member with District and building culture.

D. Provide assistance with District/building expectations, routines, and policy throughout the school year.

E. Assist first-year or newly employed staff member with curriculum and instruction.

F. Encourage, support, and challenge first-year or newly employed staff member without evaluation.

G. Maintain and continually improve mentoring skills.

IV. Buddy Responsibility - Buddy support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:

A. Meet and welcome first-year or newly employed staff member to the District and the building.

B. Acquaint first-year or newly employed staff member with District and building culture.

C. Provide assistance with District/building expectations, routines, and policy throughout the school year.

D. Encourage and support first-year or newly employed staff member without evaluation.

V. Curriculum Contact Responsibility – Curriculum Contact support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:

A. Provide support and assistance to PreK-12 first-year and newly employed staff member specialists, in addition to the support provided by the building mentor.

B. Assist with curriculum and job responsibilities throughout the school year.

~~V~~VI. Peer Coaching Partner Responsibility – Peer ~~c~~Coaching partner support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:

A. ~~Attend peer coaching rally and subsequent training during Fall Workshop~~ Support the Peer Coaching partnership.

B. Participate in the ~~p~~Peer ~~c~~Coaching process and complete requirements as outlined and delineated in training.

~~VI.~~VII. First-Year and Newly Employed Staff Member Responsibility - First-year and newly employed staff members' support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:

A. In the first year of employment with the District, attend mentor and/or induction activities ~~and~~, accept mentor/induction support, and complete activity requirements.

B. In the second year of employment with the District, participate in ~~p~~Peer ~~c~~Coaching with a ~~p~~Peer ~~c~~Coaching partner and complete activity requirements.

C. In the third year of employment with the District, ~~attend Productive Approaches for Teaching and Learning course~~ participate in Extended Professional Experiences and complete activity requirements.

D.   Communicate needs.

Related Policies & Rules: 6440P 4105, 4105.1

Legal Reference: Neb. Rev. Stat. § 79-761
                           Neb. Rev. Stat. § 79-758 (3)(c)
                           Title 92, Nebraska Administrative Code, Chapter 26.

Rule Approved: February 5, 2001   Millard Public Schools
Revised: October 7, 2002; March 15, 2010   Omaha NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Millard Public Schools Mathematics Standards and Indicators for PK-12

MEETING DATE: March 15, 2010

DEPARTMENT: Educational Services

TITLE AND
BRIEF DESCRIPTION: Approve Millard Public Schools Mathematics Standards and Indicators for PK-12

ACTION DESIRED: __X__ Approval

BACKGROUND: The State Board of Education has approved new Mathematics Standards and Indicators for inclusion in Rule 10 and to support the new state-wide mathematics assessment. Using the Nebraska K-8, 12 Mathematics Standards and Indicators as a foundation, the Millard Public Schools Mathematics curriculum development team has taken the following action:

1. Backloaded (moved to a lower grade level than originally found) the Standards and Indicators to Early Childhood indicated by grade level P4.
2. Backloaded and extended (added to a later grade level for greater emphasis) the grade level locations for specific standards and indicators.
3. Added specific indicators not accounted for by the state.
4. Added a complete listing of Standards and Indicators for grades 9, 10, and 11. (NDE does not include grades 9, 10, or 11).

The attached list of Standards and Indicators are coded so that all standards and indicators shown in red can be easily identified as additions, backloads, and extensions. An alphanumeric code has also been added to denote:

1. Content Area: M equals Mathematics
2. Source: S for State; M for MPS
3. Grade Level: P4 equals Early Childhood, 00-12 equals kindergarten -12th grade
4. Content Standard #
5. Grade Level Standard #
6. Grade Level Standard Indicator letter

This coding system was mutually agreed upon by Educational Services, Planning & Evaluation, and Technology to be used with the District's Data Warehouse for tracking and alignment of curriculum and assessments.

Once approved by the Board of Education, the District will be in compliance with expected Rule 10 changes and state statute 79-760.03. In addition, by providing a PK-12 set of standards and indicators Educational Services is addressing a Curriculum Management Audit criticism regarding a perceived lack of an instructional scope and sequence. The comprehensive set of indicators serves as a set of instructional expectations at every grade level. This is then reflected in the curriculum framework and in course guides.

RECOMMENDATIONS: Approve Millard Mathematics Standards and Indicators

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S):   Mark Feldhausen, Carol Newton, Nancy Johnston

SUPERINTENDENT'S APPROVAL:

BOARD ACTION:

Millard Standards
PreK Mathematics

Number Sense

MA M P4.1 **Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) **MA M P4.1.1** **Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.**

(I) *MA M P4.1.1.a* *Count and read numbers 0 – 10*
(I) *MA M P4.1.1.b* *Count objects using one-to-one correspondence 0 - 10*
(I) *MA M P4.1.1.c* *Begin to sequence objects using ordinal numbers (1st through 5th)*
(I) *MA M P4.1.1.d* *Match numerals to the quantities they represent 0-10, using a variety of models and representations*

(S) **MA M P4.1.2** **Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers using objects and/or pictorial representations.**

(I) *MA M P4.1.2.a* *Use objects and/or words to demonstrate understanding as a joining action (e.g., Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)*

(I) *MA M P4.1.2.b* *Use objects and/or words to demonstrate the understanding of the meaning of addition as parts of a whole (e.g., Three boys and two girls are going to the zoo. How many children are going to the zoo?)*

(I) *MA M P4.1.2.c* *Use objects and/or words to demonstrate the understanding of the meaning of subtraction as a separation action (e.g., Five girls are sitting at a table. Two girls leave. How many girls are left sitting at the table?)*

(S) **MA M P4.1.3** **Computation: Mastery not expected at this level.**

(S) **MA M P4.1.4** **Estimation: Mastery not expected at this level.**

Geometric/Measurement

MA M P4.2 **Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) **MA M P4.2.1** **Characteristics: Students will identify two-dimensional geometric shapes.**

(I) *MA M P4.2.1.a* *Sort and name two- dimensional shapes (e.g., square, circle, rectangle, triangle)*

(S) **MA M P4.2.2** **Coordinate Geometry: Mastery not expected at this level.**

(S) **MA M P4.2.3** **Transformations: Mastery not expected at this level.**

⑤ MA M P4.2.4   *Spatial Modeling: Students will communicate relative positions in space*

①   *MA M P4.2.4.a   Demonstrate positional words (e.g., above/below, near/far, over/ under, in/out, down/up, around/through)*

⑤ MA M P4.2.5   *Measurement: Students will begin to measure using nonstandard units and time*

①   *MA M P4.2.5.a   Identify the name of a penny*
①   *MA M P4.2.5.b   Demonstrates awareness of time concepts/sequence*
①   *MA M P4.2.5.c   Demonstrates understanding and uses measurement words and some standard/nonstandard measurement tools*
①   *MA M P4.2.5.d   Compare objects according to length*

Algebraic

MA M P4.3 *Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) **MA M P4.3.1** *Relationships: Students will sort, classify, and order objects by relationships.*

(I) *MA M P4.3.1.a* *Sort by color, shape or size*
(I) *MA M P4.3.1.b* *Create own rule for sorting other than color, shape, and size*

(S) **MA M P4.3.2** *Modeling in Context: Students will use objects as models to represent mathematical situations.*

(I) *MA M P4.3.2.a* *Model situations that involve the addition and subtraction of whole numbers 0 -10 using objects*

(S) **MA M P4.3.3** *Procedures: Students will use concrete and verbal representations to solve number stories.*

(I) *MA M P4.3.3.a* *Use objects to solve addition and subtraction of whole numbers*

Data Analysis/Probability

MA M P4.4 *Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) **MA M P4.4.1** *Display and Analysis: Students will sort, classify, describe, and compare sets of objects.*

(I) *MA M P4.4.1.a* *Sort, and classify objects according to an attribute (e.g., size, color, shape)*
(I) *MA M P4.4.1.b* *Identify the attributes of sorted data*
(I) *MA M P4.4.1.c* *Compare the attributes of the data (e.g., most, least, same)*

(S) **MA M P4.4.2** *Predictions and Inferences: Mastery not expected at this level.*

(S) **MA M P4.4.3** *Probability: Mastery not expected at this level.*

Millard Standards
Kindergarten Mathematics

Number Sense

MA S 00.1 *Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) MA S 00.1.1 *Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.*

(I)	MA S 00.1.1.a	*Count, read and write numbers 0 – 20*
(I)	MA M 00.1.1.a	*Count, read and write numbers 0 – 115*
(I)	MA S 00.1.1.b	*Count objects using one-to-one correspondence 0 - 20*
(I)	MA S 00.1.1.c	*Sequence objects using ordinal numbers (1st through 5th)*
(I)	MA M 00.1.1.c	*Use words 1st through 10th to identify ordinal positions*
(I)	MA S 00.1.1.d	*Match numerals to the quantities they represent 0-20, using a variety of models and representations*
(I)	MA S 00.1.1.e	*Demonstrate and identify multiple equivalent representations for numbers 1 – 10 (e.g., 10 is 1 and 9; 10 is 6 and 4)*
(I)	MA S 00.1.1.f	*Demonstrate relative position of whole numbers 0 – 10 (e.g., 5 is between 2 and 10; 7 is greater than 3)*

(S) MA S 00.1.2 *Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.*

(I)	MA S 00.1.2.a	*Use objects and words to explain the meaning of addition as a joining action (e.g., Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)*
(I)	MA S 00.1.2.b	*Use objects and words to explain the meaning of addition as parts of a whole (e.g., Three boys and two girls are going to the zoo. How many children are going to the zoo?)*
(I)	MA S 00.1.2.c	*Use objects and words to explain the meaning of subtraction as a separation action (e.g., Five girls are sitting at a table. Two girls leave. How many girls are left sitting at the table?)*
(I)	MA S 00.1.2.d	*Use objects and words to explain the meaning of subtraction as finding part of a whole (e.g., Jacob has 5 pencils. Three are blue and the rest are red. How many red pencils does Jacob have?)*

(S) MA S 00.1.3 *Computation: Mastery not expected at this level.*

(S) MA S 00.1.4 *Estimation: Mastery not expected at this level.*

Geometric/Measurement

MA S 00.2 **Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

Ⓢ **MA S 00.2.1** **Characteristics: Students will identify two-dimensional geometric shapes.**

Ⓘ *MA S 00.2.1.a* *Sort and name two- dimensional shapes (e.g., square, circle, rectangle, triangle)*

Ⓢ **MA S 00.2.2** **Coordinate Geometry: Mastery not expected at this level.**

Ⓢ **MA S 00.2.3** **Transformations: Mastery not expected at this level.**

Ⓢ **MA S 00.2.4** **Spatial Modeling: Students will communicate relative positions in space.**

Ⓘ *MA S 00.2.4.a* *Demonstrate positional words (e.g., above/below, near/far, over/ under, in/out, down/up, around/through)*

Ⓢ **MA S 00.2.5** **Measurement: Students will measure using nonstandard units and time.**

Ⓘ *MA S 00.2.5.a* *Identify the name and amount of a penny, nickel, dime and quarter*
Ⓘ *MA S 00.2.5.b* *Identify time to the hour*
Ⓘ *MA S 00.2.5.c* *Measure using nonstandard units*
Ⓘ *MA S 00.2.5.d* *Compare objects according to length*

Algebraic

MA S 00.3 **Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) MA S 00.3.1 **Relationships: Students will sort, classify, and order objects by relationships.**

(I) *MA S 00.3.1.a* *Sort by color, shape or size*

(I) *MA S 00.3.1.b* *Create own rule for sorting other than color, shape, and size*

(S) MA S 00.3.2 **Modeling in Context: Students will use objects as models to represent mathematical situations.**

(I) *MA S 00.3.2.a* *Model situations that involve the addition and subtraction of whole numbers 0 -10 using objects*

(S) MA S 00.3.3 **Procedures: Students will use concrete and verbal representations to solve number stories.**

(I) *MA S 00.3.3.a* *Use objects to solve addition and subtraction of whole numbers 0-10*

Data Analysis/Probability

MA S 00.4	***Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.***

(S) **MA S 00.4.1**   ***Display and Analysis: Students will sort, classify, represent, describe, and compare sets of objects.***

(I)   *MA S 00.4.1.a*   *Sort, and classify objects according to an attribute (e.g., size, color, shape)*

(I)   *MA S 00.4.1.b*   *Identify the attributes of sorted data*

(I)   *MA S 00.4.1.c*   *Compare the attributes of the data (e.g., most, least, same)*

(I)   *MA M 00.4.1.c*   *Read and interpret simple picture and bar graphs.*

(S) **MA S 00.4.2**   ***Predictions and Inferences: Mastery not expected at this level.***

(S) **MA S 00.4.3**   ***Probability: Mastery not expected at this level.***

Millard Standards
Grade 1 Mathematics

Number Sense

MA S 01.1 *Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) MA S 01.1.1 *Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.*

MA S 01.1.1.a	*Count, read and write numbers 0 – 100*
MA M 01.1.1.a	*Count, read and write numbers 0 – 999*
MA S 01.1.1.b	*Count by multiples of 2 up to 50*
MA S 01.1.1.c	*Count by multiples of 5 up to 100*
MA S 01.1.1.d	*Count by multiples of 10 up to 100*
MA S 01.1.1.e	*Sequence objects using ordinal numbers (1st through 10th)*
MA S 01.1.1.f	*Count backwards from 10 - 0*
MA S 01.1.1.g	*Connect number words to the quantities they represent 0 - 20*
MA S 01.1.1.h	*Demonstrate and identify multiple equivalent representations for numbers 1 – 100 (e.g., 23 is 2 tens and 3 ones; 23 is 1 ten and 13 ones; 23 is 23 ones)*
MA M 01.1.1.h	*Identify place value relationships for hundreds, tens, and ones*
MA S 01.1.1.i	*Compare and order whole numbers 0 – 100*
MA S 01.1.1.j	*Demonstrate relative position of whole numbers 0 – 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)*
MA M 01.1.1.k	*Identify even/odd numbers to 60*

(S) MA S 01.1.2 *Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.*

MA S 01.1.2.a	*Use objects, drawings, words, and symbols to explain addition as a joining action*
MA S 01.1.2.b	*Use objects, drawings, words, and symbols to explain addition as parts of a whole*
MA M 01.1.2.b	*Use models to add with regrouping*
MA S 01.1.2.c	*Use objects, drawings, words, and symbols to explain subtraction as a separation action*
MA S 01.1.2.d	*Use drawings, words, and symbols to explain subtraction as finding part of a whole*
MA S 01.1.2.e	*Use objects, drawings, words, and symbols to explain subtraction as a comparison. (e.g., Nancy has 8 hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)*

(S) MA S 01.1.3 *Computation: Students will compute fluently and accurately using appropriate strategies and tools.*

MA S 01.1.3.a	*Fluently add whole number sums up to 10*
MA S 01.1.3.b	*Fluently subtract whole number differences from 10*

MA S 01.1.3.c   *Add and subtract two-digit numbers without regrouping*

MA S 01.1.3.d   *Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)*

MA S 01.1.4   **Estimation: Mastery not expected at this level.**

Geometric/Measurement

MA S 01.2   *Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) **MA S 01.2.1**   *Characteristics: Students will identify two-dimensional geometric shapes.*

   (I)   *MA S 01.2.1.a*   *Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)*

   (I)   *MA S 01.2.1.b*   *Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)*

(S) **MA S 01.2.2**   *Coordinate Geometry: Students will identify locations on a number line.*

   (I)   *MA S 01.2.2.a*   *Identify the position of a whole number on a horizontal number line*

(S) **MA S 01.2.3**   *Transformations: Students will identify a line of symmetry.*

   (I)   *MA S 01.2.3.a*   *Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle)*

(S) **MA S 01.2.4**   *Spatial Modeling: Students will communicate relative positions in space and create two-dimensional shapes.*

   (I)   *MA S 01.2.4.a*   *Demonstrate positional words (e.g., left/right)*

   (I)   *MA S 01.2.4.b*   *Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)*

(S) **MA S 01.2.5**   *Measurement: Students will measure using standard units, time and money.*

   (I)   *MA S 01.2.5.a*   *Count like coins to $1.00*

   (I)   *MA S 01.2.5.b*   *Identify time to the half hour*

   (I)   *MA S 01.2.5.c*   *Identify past, present and future as orientation in time*

   (I)   *MA S 01.2.5.d*   *Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)*

   (I)   *MA S 01.2.5.e*   *Measure length using inches*

   (I)   *MA S 01.2.5.f*   *Compare and order objects according to length*

Algebraic

MA S 01.3 ***Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.***

(S) *MA S 01.3.1* **Relationships: Students will identify and describe relationships.**

(I) *MA S 01.3.1.a* *Sort or order objects by their attributes (e.g., color, shape, size, number) then identify the classifying attribute*

(I) *MA S 01.3.1.b* *Create multiple rules for sorting beyond color, shape, and size*

(I) *MA S 01.3.1.c* *Identify, describe and extend patterns (e.g., patterns with a repeating core)*

(I) *MA S 01.3.1.d* *Use <, =, > to compare quantities*

(S) *MA S 01.3.2* **Modeling in Context: Students will use objects as models to represent**

(I) *MA S 01.3.2.a* *Model situations that involve the addition and subtraction of whole numbers 0-20, using objects, and pictures*

(I) *MA S 01.3.2.b* *Describe and model qualitative change (e.g., a student growing taller)*

(S) *MA S 01.3.3* **Procedures: Students will use concrete, verbal, and visual representations to solve number sentences.**

(I) *MA S 01.3.3.a* *Write number sentences to represent fact families*

(I) *MA S 01.3.3.b* *Use concrete, pictorial, and verbal representations of the commutative property of addition*

Data Analysis/Probability

MA S 01.4	*Students will communicate data analysis/probability concepts using multiple*

(S) MA S 01.4.1   *Display and Analysis: Students will sort, classify, organize, describe, and compare data.*

     (I)   *MA S 01.4.1.a*   *Sort and classify objects by more than one attribute*
     (I)   *MA S 01.4.1.b*   *Organize data by using concrete objects*
     (I)   *MA S 01.4.1.c*   *Represent data by using tally marks*
     (I)   *MA S 01.4.1.d*   *Compare and interpret information from displayed data (e.g., more, less, fewer)*

(S) MA S 01.4.2   *Predictions and Inferences: Mastery not expected at this level.*

(S) MA S 01.4.3   *Probability: Mastery not expected at this level.*

Millard Standards
Grade 2 Mathematics

Number Sense

MA S 02.1 ***Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.***

(S) **MA S 02.1.1** *Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.*

(I) MA S 02.1.1.a *Read and write numbers 0 – 1,000 (e.g., count numbers from 400 – 500; write numbers from 400 – 500)*

(I) MA S 02.1.1.b *Count by multiples of 2 up to 100*

(I) MA S 02.1.1.c *Count backwards from 20 - 0*

(I) MA S 02.1.1.d *Connect number words to the quantities they represent 0 -100*

(I) MA S 02.1.1.e *Demonstrate multiple equivalent representations for numbers 1 – 1000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3 ones)*

(I) MA S 02.1.1.f *Compare and order whole numbers 0 – 1000*

(I) MA S 02.1.1.g *Demonstrate relative position of whole numbers 0 – 1000 (e.g., 624 is between 600 and 700; 593 is greater than 539)*

(I) MA S 02.1.1.h *Use visual models to represent fractions of one-half as a part of a whole*

(I) *MA M 02.1.1.h* *Identify, write, and construct fractions of a set or region-halves, thirds, fourths, fifths, sixths and eighths*

(S) **MA S 02.1.2** *Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.*

(I) MA S 02.1.2.a *Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if 2 + 3 = 5 then 5 – 3 = 2)*

(I) MA S 02.1.2.b *Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if 3 + __ = 7, then 7- 3 = __.)*

(S) **MA S 02.1.3** *Computation: Students will compute fluently and accurately using appropriate strategies and tools.*

(I) MA S 02.1.3.a *Fluently add whole number facts with sums to 20*

(I) MA S 02.1.3.b *Fluently subtract whole number facts with differences from 20*

(I) MA S 02.1.3.c *Add and subtract three-digit whole numbers with regrouping*

(I) MA S 02.1.3.d *Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper–pencil)*

(S) **MA S 02.1.4** *Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.*

(I) MA S 02.1.4.a *Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results*

(I) *MA M 02.1.4.a* *Estimate sums and differences of 2- and 3-digit numbers*

(I)   *MA S 02.1.4.b*   *Estimate the number of objects in a group*

Geometric/Measurement

MA S 02.2   **Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) ***MA S 02.2.1***   ***Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.***

(I)   *MA S 02.2.1.a*   *Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)*

(I)   *MA S 02.2.1.b*   *Determine if two shapes are congruent*

(I)   *MA S 02.2.1.c*   *Compare two-dimensional shapes (e.g., trapezoid, parallelogram)*

(I)   *MA S 02.2.1.d*   *Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)*

(S) ***MA S 02.2.2***   ***Geometry: Students will describe direction on a positive number line.***

(I)   *MA S 02.2.2.a*   *Identify numbers using location on a vertical number line*

(I)   *MA S 02.2.2.b*   *Compare whole numbers using location on a horizontal number line*

(I)   *MA S 02.2.2.c*   *Identify the direction moved for adding and subtracting using a horizontal number line*

(S) ***MA S 02.2.3***   ***Transformations: Students will identify lines of symmetry.***

(I)   *MA S 02.2.3.a*   *Identify lines of symmetry in two-dimensional shapes*

(I)   *MA S 02.2.3.b*   *Draw a line of symmetry in two-dimensional shapes*

(S) ***MA S 02.2.4***   ***Spatial Modeling: Students will create two-dimensional shapes.***

(I)   *MA S 02.2.4.a*   *Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)*

(S) ***MA S 02.2.5***   ***Measurement: Students will measure using standard units, time and money.***

(I)   *MA S 02.2.5.a*   *Count mixed coins to $1.00*

(I)   *MA S 02.2.5.b*   *Identify time to 5 minute intervals*

(I)   *MA S 02.2.5.c*   *Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)*

(I)   *MA S 02.2.5.d*   *Measure length using feet and yards*

(I)   *MA M 02.2.5.d*   *Estimate and measure length using inches, feet, yard, cm, and meters*

(I)   *MA S 02.2.5.e*   *Compare and order objects using inches, feet and yards*

Algebraic

MA S 02.3 ***Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.***

Ⓢ *MA S 02.3.1* **Relationships: Students will identify, describe, and extend relationships.**

Ⓘ *MA S 02.3.1.a* *Create and describe patterns using concrete and pictorial representations*

Ⓢ *MA S 02.3.2* **Modeling in Context: Students will use objects, pictures, and symbols as models to represent mathematical situations.**

Ⓘ *MA S 02.3.2.a* *Model situations that involve the addition and subtraction of whole numbers 0-100, using objects and number lines*

Ⓘ *MA S 02.3.2.b* *Describe and model quantitative change involving addition (e.g., a student grew 2 inches)*

Ⓢ *MA S 02.3.3* **Procedures: Students will use concrete, verbal, visual, and symbolic representations to solve number sentences.**

Ⓘ *MA S 02.3.3.a* *Use symbolic representations of the commutative property of addition (e.g., 2 + 3 = Δ + 2)*

Data Analysis/Probability

MA S 02.4 *Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) *MA S 02.4.1* *Display and Analysis: Students will organize, display, compare, and interpret data.*

(I) *MA S 02.4.1.a* *Represent data using pictographs*

(I) *MA S 02.4.1.b* *Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)*

(S) *MA S 02.4.2* *Predictions and Inferences: Mastery not expected at this level.*

(S) *MA S 02.4.3* *Probability: Mastery not expected at this level.*

Millard Standards
Grade 3 Mathematics

Number Sense

MA S 03.1 *Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) MA S 03.1.1 *Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.*

(I) MA S 03.1.1.a *Read and write numbers to one-hundred thousand (e.g., 4,623 is the same as four thousand six hundred twenty three)*

(I) MA S 03.1.1.b *Count by multiples of 5 to 200*

(I) MA S 03.1.1.c *Count by multiples of 10 to 400*

(I) MA S 03.1.1.d *Count by multiples of 100 to 1000*

(I) MA S 03.1.1.e *Demonstrate multiple equivalent representations for numbers up to 10,000 (e.g., 10 tens is 1 hundred; 10 ten thousands is 1 hundred thousand; 2,350 is 235 tens; 2,350 is 2,000 + 300 + 50; 2,350 is 23 hundreds and 5 tens)*

(I) MA S 03.1.1.f *Demonstrate multiple equivalent representations for decimal numbers through the tenths place (e.g., 3 and 6 tenths is 3.6; 7.4 is 7 + .4)*

(I) MA S 03.1.1.g *Compare and order whole numbers through the thousands*

(I) MA S 03.1.1.h *Find parts of whole and parts of a set for ½, ⅓, or ¼*

(I) MA S 03.1.1.i *Round a given number to tens, hundreds, or thousands*

(S) MA S 03.1.2 *Operations: Students demonstrate the meaning of multiplication with whole numbers.*

(I) MA S 03.1.2.a *Represent multiplication as repeated addition using objects, drawings, words and symbols (e.g., 3 x 4 = 4 + 4 + 4)*

(I) MA S 03.1.2.b *Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4.)*

(I) MA S 03.1.2.c *Use drawings, words and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in 3 x 4 = 12, 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of 4 equals 12 total.)*

(I) MA S 03.1.2.d *Use drawings, words and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence 3 x 4 = 12)*

(S) MA S 03.1.3 *Computation: Students will compute fluently and accurately using appropriate strategies and tools.*

(I) MA S 03.1.3.a *Compute whole number multiplication facts 0-10 fluently*

(I) MA S 03.1.3.b *Add and subtract through four-digit whole numbers with regrouping*

I MA S 03.1.3.c Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)

S **MA S 03.1.4** **Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.**

I MA S 03.1.4.a Estimate the two-digit product of whole number multiplication and check the reasonableness

Geometric/Measurement

MA S 03.2   *Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) MA S 03.2.1   *Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.*

- (I)   *MA S 03.2.1.a*   *Identify the number of sides, angles and vertices of two-dimensional shapes*
- (I)   *MA S 03.2.1.b*   *Identify congruent two-dimensional figures given multiple two-dimensional shapes*
- (I)   *MA S 03.2.1.c*   *Identify lines, line segments, rays, and angles*
- (I)   *MA S 03.2.1.d*   *Describe attributes of solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)*

(S) MA S 03.2.2   *Coordinate Geometry: Students will identify distances on a number line.*

- (I)   *MA S 03.2.2.a*   *Draw a number line and plot points*
- (I)   *MA S 03.2.2.b*   *Determine the distance between two whole number points on a number line*

(S) MA S 03.2.3   *Transformations: Students will draw all lines of symmetry.*

- (I)   *MA S 03.2.3.a*   *Draw all possible lines of symmetry in two-dimensional shapes*
- (I)   *MA M 03.2.3.a*   *Identify and create symmetrical shapes*

(S) MA S 03.2.4   *Spatial Modeling: Students will create two-dimensional shapes and three-dimensional objects.*

- (I)   *MA S 03.2.4.a*   *Sketch and label lines, rays, line segments and angles*
- (I)   *MA S 03.2.4.b*   *Build three-dimensional objects (e.g., using clay for rectangular prisms, cone, cylinder)*

(S) MA S 03.2.5   *Measurement: Students will apply appropriate procedures and tools to determine measurements using customary and metric units.*

- (I)   *MA S 03.2.5.a*   *Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)*
- (I)   *MA S 03.2.5.b*   *Count mixed coins and bills greater than $1.00*
- (I)   *MA S 03.2.5.c*   *Identify time of day (e.g., am, pm, noon, midnight)*
- (I)   *MA S 03.2.5.d*   *State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)*
- (I)   *MA S 03.2.5.e*   *Identify the appropriate customary unit for measuring length, weight and capacity/ volume*
- (I)   *MA S 03.2.5.f*   *Measure length to the nearest ½ inch and centimeter (e.g., requires rounding)*
- (I)   *MA S 03.2.5.g*   *Compare and order objects according to length using centimeters and meters*

Algebraic

MA S 03.3 **Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) MA S 03.3.1 **Relationships: Students will represent relationships.**

(I) MA S 03.3.1.a *Identify, describe and extend numeric and non-numeric patterns*

(I) MA S 03.3.1.b *Identify patterns using words, tables, and graphs*

(S) MA S 03.3.2 **Modeling in Context: Students will create and use models to represent mathematical situations.**

(I) MA S 03.3.2.a *Model situations that involve the addition and subtraction of whole numbers using objects, number lines and symbols*

(I) MA S 03.3.2.b *Describe and model quantitative change involving subtraction (e.g., temperature dropped two degrees)*

(S) MA S 03.3.3 **Procedures: Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.**

(I) MA S 03.3.3.a *Use symbolic representation of the identity property of addition (e.g., 3 = 0 + 3)*

(I) MA S 03.3.3.b *Solve simple one-step whole number equations involving addition and subtraction (e.g., $\Delta + 2 = 3$)*

(I) MA S 03.3.3.c *Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction*

Data Analysis/Probability

MA S 03.4	***Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.***

(S) **MA S 03.4.1** **Display and Analysis: Students will organize, display, compare, and interpret data.**

(I) *MA S 03.4.1.a* *Represent data using horizontal and vertical bar graphs*

(I) *MA S 03.4.1.b* *Use comparative language to describe the data (e.g., increasing, decreasing)*

(I) *MA S 03.4.1.c* *Interpret data using horizontal and vertical bar graphs*

(I) *MA M 03.4.1.c* *Construct, read, and interpret bar graphs, line graphs, and picture graphs*

(S) **MA S 03.4.2** **Predictions and Inferences: Mastery not expected at this level.**

(S) **MA S 03.4.3** **Probability: Students will find and describe experimental probability**

(I) *MA S 03.4.3.a* *Perform simple experiments (e.g., flip a coin, toss a number cube, spin a spinner) and describe outcomes as possible, impossible, or certain*

Millard Standards
Grade 4 Mathematics

Number Sense

MA S 04.1 *Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) MA S 04.1.1 *Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.*

(I) MA S 04.1.1.a *Read and write numbers through the millions (e.g., 2,347,589 is the same as 2 million three hundred forty seven thousand five hundred eighty nine)*

(I) MA S 04.1.1.b *Demonstrate multiple equivalent representations for decimal numbers through the hundredths place (e.g., 2 and 5 hundredths is 2.05; 6.23 is 6 + .2 +.03)*

(I) MA S 04.1.1.c *Compare and order whole numbers and decimals through the hundredths place (e.g., money)*

(I) MA S 04.1.1.d *Classify a number as even or odd*

(I) MA S 04.1.1.e *Represent a fraction as parts of a whole, and /or parts of a set*

(I) MA S 04.1.1.f *Use visual models to find equivalent fractions (e.g., 2/4 = 1/2, 2/8 = 1/4, 1 = 2/2 = 5/ 5 , 3/3)*

(I) MA S 04.1.1.g *Determine the size of a fraction relative to one half using equivalent forms (e.g., Is 3/8 more or less than one half?)*

(I) MA S 04.1.1.h *Locate fractions on a number line*

(I) MA S 04.1.1.i *Round a whole number to millions*

(S) MA S 04.1.2 *Operations: Students will demonstrate the meaning of division with whole numbers.*

(I) MA S 04.1.2.a *Use drawings, words and symbols to explain the meaning of division ((e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e.g., as equal sharing: Paul has 24 candies. He wants to share them equally among his 6 friends. How many candies will each friend receive?))*

(S) MA S 04.1.3 *Computation: Students will compute fluently and accurately using appropriate strategies and tools.*

(I) MA S 04.1.3.a *Compute whole number division facts 0-10 fluently*

(I) MA S 04.1.3.b *Add and subtract decimals to the hundredths place (e.g., money)*

(I) MA S 04.1.3.c *Multiply two-digit whole numbers*

(I) MA M 04.1.3.c *Multiply up to 3-digit x 2-digit numbers*

(I) MA S 04.1.3.d *Divide a three-digit number with one digit divisor with and without a remainder*

(I) MA S 04.1.3.e *Mentally compute multiplication and division involving powers of 10*

(I) MA S 04.1.3.f *Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation paper-pencil)*

(S) MA S 04.1.4   ***Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.***

(I)   *MA S 04.1.4.a*   *Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness*

Geometric/Measurement

MA S 04.2 **Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) *MA S 04.2.1* **Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.**

(I) *MA S 04.2.1.a* *Identify two- and three-dimensional shapes according to their sides and angle properties*

(I) *MA S 04.2.1.b* *Classify an angle as acute, obtuse, and right*

(I) *MA S 04.2.1.c* *Identify parallel, perpendicular and intersecting lines*

(I) *MA S 04.2.1.d* *Identify the property of congruency when dealing with plane geometric shapes*

(S) *MA S 04.2.2* **Coordinate Geometry: Students will describe locations using coordinate geometry.**

(I) *MA S 04.2.2.a* *Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)*

(S) *MA S 04.2.3* **Transformations: Students will identify simple transformations.**

(I) *MA S 04.2.3.a* *Given two congruent geometric shapes, identify the transformation (e.g., translation, rotation, reflection) applied to an original shape to create a transformed shape*

(S) *MA S 04.2.4* **Spatial Modeling: Student will use geometric models to solve problems.**

(I) *MA S 04.2.4.a* *Given a geometric model, use it to solve a problem (e.g., what shapes make a cylinder; streets run parallel and perpendicular)*

(S) *MA S 04.2.5* **Measurement: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.**

(I) *MA S 04.2.5.a* *Select and use appropriate tools to measure perimeter of polygons*

(I) *MA S 04.2.5.b* *Identify time to the minute on an analog clock*

(I) *MA S 04.2.5.c* *Solve problems involving elapsed time*

(I) *MA S 04.2.5.d* *Identify the appropriate metric unit for measuring length, weight, and capacity/volume (e.g., cm, m, Km; g, Kg; mL, L)*

(I) *MA S 04.2.5.e* *Estimate and measure length using customary (nearest ½ inch) and metric (nearest centimeter) units*

(I) *MA S 04.2.5.f* *Measure weight and temperature using customary units*

(I) *MA S 04.2.5.g* *Compute simple unit conversions for length within a system of measurement*

Algebraic

MA S 04.3 *Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

Ⓢ **MA S 04.3.1** **Relationships: Students will represent and analyze relationships.**

Ⓘ MA S 04.3.1.a Describe, extend, and apply rules about numeric patterns
Ⓘ MA S 04.3.1.b Represent and analyze a variety of patterns using words, tables and graphs
Ⓘ MA S 04.3.1.c Use ≥, ≤ symbols to compare quantities
Ⓘ MA S 04.3.1.d Select appropriate operational and relational symbols to make a number sentence true

Ⓢ **MA S 04.3.2** **Modeling in Context: Students will create and use models to represent mathematical situations.**

Ⓘ MA S 04.3.2.a Model situations that involve the multiplication of whole numbers using number lines and symbols
Ⓘ MA S 04.3.2.b Describe and model quantitative change involving multiplication (e.g., money doubling)

Ⓢ **MA S 04.3.3** **Procedures: Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.**

Ⓘ MA S 04.3.3.a Represent the idea of a variable as an unknown quantity using a letter or a symbol (e.g., $n + 3$, $b - 2$)
Ⓘ MA S 04.3.3.b Use symbolic representation of the identity property of multiplication (e.g., $5 * 1 = 5$)
Ⓘ MA S 04.3.3.c Use symbolic representations of the commutative property of multiplication (e.g., $2 * 3 = \Delta * 2$)
Ⓘ MA S 04.3.3.d Solve simple one-step whole number equations (e.g., $x + 2 = 3$, $3 * y = 6$)

Ⓘ MA S 04.3.3.e Explain the procedure(s) used in solving simple one-step whole number equations

Data Analysis/Probability

MA S 04.4 **Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

Ⓢ **MA S 04.4.1** **Display and Analysis: Students will organize, display, compare, and interpret data.**

Ⓘ *MA S 04.4.1.a* *Represent data using dot/line plots*
Ⓘ *MA S 04.4.1.b* *Compare different representations of the same data*
Ⓘ *MA S 04.4.1.c* *Interpret data and draw conclusions using dot/line plots*
Ⓘ *MA S 04.4.1.d* *Find the mode and range for a set of whole numbers*
Ⓘ *MA S 04.4.1.e* *Find the whole number mean for a set of whole numbers*

Ⓢ **MA S 04.4.2** **Predictions and Inferences: Students will construct predictions based on data.**

Ⓘ *MA S 04.4.2.a* *Make predictions based on data to answer questions from tables and bar graphs*

Ⓢ **MA S 04.4.3** **Probability: Students will find, describe and compare experimental**

Ⓘ *MA S 04.4.3.a* *Perform simple experiments and compare the degree of likelihood (e.g., more likely, equally likely, or less likely)*

Millard Standards
Grade 5 Mathematics

<table>
<tr>
<td rowspan="30" style="writing-mode: vertical-rl;">**Number Sense**</td>
</tr>
<tr>
<td colspan="3">**MA S 05.1** **Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**</td>
</tr>
</table>

Number Sense

MA S 05.1 **Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) MA S 05.1.1 **Number System: Students will represent and show relationships among positive rational numbers.**

(I) *MA S 05.1.1.a* *Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place (e.g., 3.125 is 3 + .1 + .02 + .005)*

(I) *MA S 05.1.1.b* *Compare and order whole numbers, fractions, and decimals through the thousandths place*

(I) *MA S 05.1.1.c* *Identify and name fractions in their simplest form and find common denominators for fractions*

(I) *MA S 05.1.1.d* *Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., 1/3, 1/4, 1/2, 2/3, 3/4)*

(I) *MA S 05.1.1.e* *Classify a number as prime or composite*

(I) *MA S 05.1.1.f* *Identify factors and multiples of any whole number*

(I) *MA S 05.1.1.g* *Round whole numbers and decimals to any given place*

(S) MA S 05.1.2 **Operations: Students will demonstrate the meaning of arithmetic operations with whole numbers.**

(I) *MA S 05.1.2.a* *Use words and symbols to explain the meaning of the identity properties for addition and multiplication*

(I) *MA S 05.1.2.b* *Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication*

(I) *MA S 05.1.2.c* *Use words and symbols to explain the distributive property of multiplication over addition (e.g., 5 (y + 2) = 5y + 5 x 2)*

(S) MA S 05.1.3 **Computation: Students will compute fluently and accurately using appropriate strategies and tools.**

(I) *MA S 05.1.3.a* *Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)*

(I) *MA S 05.1.3.b* *Select, apply and explain the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology)*

(I) *MA S 05.1.3.c* *Multiply decimals*

(I) *MA S 05.1.3.d* *Divide a decimal by a whole number*

(S) MA S 05.1.4 **Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.**

(I) *MA S 05.1.4.a* *Estimate the sums and differences of positive rational numbers to check the reasonableness of such results*

Geometric/Measurement

MA S 05.2 **Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) MA S 05.2.1 **Characteristics: Students will describe relationships among two–dimensional shapes and three-dimensional objects.**

- **(I)** MA S 05.2.1.a *Identify the number of edges, faces and vertices of triangular and rectangular prisms*
- **(I)** MA S 05.2.1.b *Justify congruence of two-dimensional shapes*
- **(I)** MA S 05.2.1.c *Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)*
- **(I)** MA S 05.2.1.d *Identify degrees on a circle (e.g., 45, 90, 180, 270, 360)*

(S) MA S 05.2.2 **Coordinate Geometry: Students will identify locations using coordinate geometry.**

- **(I)** MA S 05.2.2.a *Plot the location of an ordered pair in the first quadrant*

(S) MA S 05.2.3 **Transformations: Students will identify and use simple transformations.**

- **(I)** MA S 05.2.3.a *Perform one-step transformations on two dimensional shapes (e.g., translation, rotation, reflection, of 90, 180, and 270)*

(S) MA S 05.2.4 **Spatial Modeling: Students will create and use geometric models to solve problems**

- **(I)** MA S 05.2.4.a *Build or sketch a geometric model to solve a problem*
- **(I)** MA S 05.2.4.b *Sketch congruent shapes*
- **(I)** MA S 05.2.4.c *Build rectangular prisms using cubes*

(S) MA S 05.2.5 **Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.**

- **(I)** MA S 05.2.5.a *Select and use appropriate tools to measure perimeter and angles*
- **(I)** MA S 05.2.5.b *Identify correct unit (customary or metric) to the measurement situation (e.g., distance from home to school; measure length of a room)*
- **(I)** MA S 05.2.5.c *Estimate and measure length with customary units to the nearest ¼ inch*
- **(I)** MA S 05.2.5.d *Measure capacity/volume with customary units*
- **(I)** MA S 05.2.5.e *Measure weight (mass) and temperature using metric units*
- **(I)** MA S 05.2.5.f *Determine the area of rectangles and squares*

Algebraic

MA S 05.3 **Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) **MA S 05.3.1** **Relationships: Students will represent, analyze and generalize relationships.**

(I) MA S 05.3.1.a Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns

(I) MA S 05.3.1.b Create and analyze numeric patterns using words, tables, and graphs

(I) MA S 05.3.1.c Communicate relationships using expressions and equations

(S) **MA S 05.3.2** **Modeling in Context: Students will create, use, and compare models representing mathematical situations.**

(I) MA S 05.3.2.a Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables

(I) MA S 05.3.2.b Represent a variety of quantitative relationships using tables and graphs

(I) MA S 05.3.2.c Compare different models to represent mathematical situations

(S) **MA S 05.3.3** **Procedures: Students will apply properties of simple positive rational numbers to solve one-step equations.**

(I) MA S 05.3.3.a Explain the addition property of equality (e.g., if a=b, then a+c = b+c)

(I) MA S 05.3.3.b Use symbolic representations of the associative property (e.g., (2 + 3) + 4 = 2 + (3 +n), (2 * 3) * 4 = 2 * (3 *n))

(I) MA S 05.3.3.c Evaluate numerical expressions by using parentheses with respect to order of operations (e.g., 6 + (3*5))

(I) MA S 05.3.3.d Evaluate simple algebraic expressions involving addition and subtraction

(I) MA S 05.3.3.e Solve one-step addition and subtraction equations involving common positive rational numbers

(I) MA S 05.3.3.f Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers

Data Analysis/Probability

MA S 05.4   *Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

Ⓢ MA S 05.4.1   *Display and Analysis: Students will organize, display, compare, and interpret data.*

   Ⓘ   *MA S 05.4.1.a*   *Represent data using line graphs*
   Ⓘ   *MA S 05.4.1.b*   *Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line graphs)*
   Ⓘ   *MA S 05.4.1.c*   *Draw conclusions based on a set of data*
   Ⓘ   *MA S 05.4.1.d*   *Find the mean median, mode, and range for a set of whole numbers*

   Ⓘ   *MA S 05.4.1.e*   *Generate questions and answers from data sets and their graphical representations*

Ⓢ MA S 05.4.2   *Predictions and Inferences: Students will construct predictions based on data.*

   Ⓘ   *MA S 05.4.2.a*   *Make predictions based on data to answer questions from tables, bar graphs, and line graphs*

Ⓢ MA S 05.4.3   *Probability: Students will determine theoretical probabilities.*

   Ⓘ   *MA S 05.4.3.a*   *Perform and record results of probability experiments*
   Ⓘ   *MA S 05.4.3.b*   *Generate a list of possible outcomes for a simple event*
   Ⓘ   *MA S 05.4.3.c*   *Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)*

Millard Standards
Grade 6 Mathematics

Number Sense

MA S 06.1 ***Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.***

(S) MA S 06.1.1 **Number System: Students will represent and show relationships among positive rational numbers and integers.**

(I) *MA S 06.1.1.a* *Show equivalence among common fractions and non-repeating decimals and percents*

(I) *MA S 06.1.1.b* *Compare and order positive and negative integers*

(I) *MA S 06.1.1.c* *Identify integers less than 0 on a number line*

(I) *MA S 06.1.1.d* *Represent large numbers using exponential notation (e.g., 1000 = 10$_3$)*

(I) *MA S 06.1.1.e* *Identify the prime factorization of numbers (e.g., 12 = 2 x 2 x 3 or 2$_2$ x 3)*

(I) *MA S 06.1.1.f* *Classify numbers as natural, whole, or integer*

(I) *MA M 06.1.1.g* *Use greatest common factor and least common multiple to solve problems*

(S) MA S 06.1.2 **Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.**

(I) *MA S 06.1.2.a* *Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions*

(I) *MA S 06.1.2.b* *Use drawings, words, and symbols to explain the meaning of addition and subtraction of decimals*

(S) MA S 06.1.3 **Computation: Students will compute fluently and accurately using appropriate strategies and tools.**

(I) *MA S 06.1.3.a* *Multiply and divide positive rational numbers*

(I) *MA S 06.1.3.b* *Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology, divisibility rules)*

(I) *MA M 06.1.3.c* *Use simple reasoning about multiplication and division to solve ratio and rate problems*

(S) MA S 06.1.4 **Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.**

(I) *MA S 06.1.4.a* *Use appropriate estimation methods to check the reasonableness of solutions for problems involving positive rational numbers*

Geometric/Measurement

MA S 06.2	**Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) **MA S 06.2.1**   **Characteristics: Students will compare and contrast properties among two-dimensional shapes and among three-dimensional objects.**

(I)   MA S 06.2.1.a   *Justify the classification of three dimensional objects*

(I)   *MA M 06.2.1.b*   *Understand and use geometric vocabulary including point, line, ray, angle, plane and polygon*

(S) **MA S 06.2.2**   **Coordinate Geometry: Students will label points using coordinate geometry.**

(I)   MA S 06.2.2.a   *Identify the ordered pair of a plotted point in the coordinate plane*

(S) **MA S 06.2.3**   **Transformations: Students will use and describe results of transformations on geometric shapes.**

(I)   MA S 06.2.3.a   *Perform and describe positions and orientation of shapes under single transformations (translation, rotation, reflection) not on a coordinate plane*

(S) **MA S 06.2.4**   **Spatial Modeling: Students will use visualization of geometric models to solve problems.**

(I)   MA S 06.2.4.a   *Identify two-dimensional drawings of three-dimensional objects*

(S) **MA S 06.2.5**   **Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements.**

(I)   MA S 06.2.5.a   *Estimate and measure length with customary and metric units to the nearest 1/16 inch and mm*

(I)   MA S 06.2.5.b   *Measure volume/capacity using the metric system*

(I)   MA S 06.2.5.c   *Convert length, weight (mass), and liquid capacity from one unit to another within the same system*

(I)   MA S 06.2.5.d   *Determine the perimeter of polygons*

(I)   MA S 06.2.5.e   *Determine the area of parallelograms and triangles*

(I)   MA S 06.2.5.f   *Determine the volume of rectangular prisms*

Algebraic

MA S 06.3   **Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) MA S 06.3.1   **Relationships: Students will represent, analyze, and use relationships to make generalizations.**

(I)   MA S 06.3.1.a   *Describe and create simple algebraic expressions (e.g., one operation, one variable) from words and tables*

(I)   MA S 06.3.1.b   *Use a variable to describe a situation with an equation (e.g., one-step, one variable)*

(I)   MA S 06.3.1.c   *Identify relationships as increasing, decreasing, or constant*

(S) MA S 06.3.2   **Modeling in Context: Students will create, use, and interpret models of quantitative relationships.**

(I)   MA S 06.3.2.a   *Model contextualized problems using various representations (e.g., graphs, tables)*

(I)   MA M 06.3.2.a   *Model contextualized problems using various representations (e.g., graphs, tables, bar and line)*

(I)   MA S 06.3.2.b   *Represent a variety of quantitative relationships using symbols and words*

(S) MA S 06.3.3   **Procedures: Students will apply properties to solve equations.**

(I)   MA S 06.3.3.a   *Explain the multiplication property of equality (e.g., if a=b, then ac=bc)*

(I)   MA S 06.3.3.b   *Evaluate numerical expressions containing multiple operations with respect to order of operations (e.g., 2 + 4 x 5)*

(I)   MA S 06.3.3.c   *Evaluate simple algebraic expressions involving multiplication and division*

(I)   MA S 06.3.3.d   *Solve one-step equations involving positive rational numbers*

(I)   MA S 06.3.3.e   *Identify and explain the properties of equality used in solving one-step equations (e.g., addition, subtraction, division)*

Data Analysis/Probability

MA S 06.4 — **Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) **MA S 06.4.1** — **Display and Analysis: Students will organize, display, compare, and interpret data.**

(I)   *MA S 06.4.1.a*   *Represent data using stem and leaf plots, histograms, and frequency*

(I)   *MA S 06.4.1.b*   *Compare and interpret data sets and their graphical representations*

(I)   *MA m 06.4.1.b*   *Compare and interpret data sets and their graphical representations (circle, bar and line graphs)*

(I)   *MA S 06.4.1.c*   *Find the mean, median, mode, and range for a set of data*

(I)   *MA S 06.4.1.d*   *Compare the mean, median, mode and range from two sets of data*

(S) **MA S 06.4.2** — **Predictions and Inferences: Students will construct predictions based on data.**

(I)   *MA S 06.4.2.a*   *Make predictions based on data and create questions to further investigate the quality of the predictions*

(S) **MA S 06.4.3** — **Probability: Students will apply basic concepts of probability.**

(I)   *MA S 06.4.3.a*   *Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio*

(I)   *MA S 06.4.3.b*   *Compute theoretical probabilities for independent events*

(I)   *MA S 06.4.3.c*   *Find experimental probability for independent events*

Millard Standards
Grade 7 Mathematics

Number Sense

MA S 07.1 *Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) **MA S 07.1.1** *Number System: Students will represent and show relationships among rational numbers.*

(I) MA S 07.1.1.a *Show equivalence among fractions, decimals, and percents*
(I) MA S 07.1.1.b *Compare and order rational numbers (e.g., fractions, decimals, percents)*

(I) MA S 07.1.1.c *Represent large numbers using scientific notation*
(I) MA M 07.1.1.c *Convert between scientific notation and standard form for large numbers*

(I) MA S 07.1.1.d *Classify numbers as natural, whole, integer, or rational*
(I) MA S 07.1.1.e *Find least common multiple and greatest common divisor given two numbers*

(S) **MA S 07.1.2** *Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions, decimals, and integers.*

(I) MA S 07.1.2.a *Use drawings, words, and symbols to explain the meaning of multiplication and division of fractions (e.g., 2/3 x 6 as two-thirds of six, or 6 x 2/3 as 6 groups of two-thirds, or 6 ÷ 2/3 as how many two-thirds there are in six.)*
(I) MA S 07.1.2.b *Use drawings, words, and symbols to explain the meaning of multiplication and division of decimals*
(I) MA S 07.1.2.c *Use drawings, words, and symbols to explain the addition and subtraction of integers*
(I) MA M 07.1.2.d *Use powers and exponents (e.g., 2 X 2 X 2 X 2 = 2^4 = 16)*

(S) **MA S 07.1.3** *Computation: Students will compute fluently and accurately using appropriate strategies and tools.*

(I) MA S 07.1.3.a *Compute accurately with integers*
(I) MA S 07.1.3.b *Select, apply and explain the method of computation when problem solving using integers and positive rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)*

(I) MA S 07.1.3.c *Solve problems involving percent of numbers (e.g., percent of, % increase, % decrease)*

(I)

(S) **MA S 07.1.4** *Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.*

(I) MA S 07.1.4.a *Use estimation methods to check the reasonableness of solutions for problems involving integers and positive rational numbers*

Geometric/Measurement

| **MA S 07.2** | **Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.** |

(S) MA S 07.2.1   **Characteristics: Students will describe, compare and contrast characteristics, properties and relationships of geometric shapes and objects.**

(I)   MA S 07.2.1.a   *Identify and describe similarity of two-dimensional shapes using side and angle measurements*

(I)   MA S 07.2.1.b   *Name line, line segment, ray, and angle (e.g., AB, PR < LMN)*

(S) MA S 07.2.2   **Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.**

(I)   MA S 07.2.2.a   *Plot the location of an ordered pair in the coordinate plane*

(I)   MA S 07.2.2.b   *Identify the quadrant of a given point in the coordinate plane*

(I)   MA S 07.2.2.c   *Find the distance between points along horizontal and vertical lines of a coordinate plane (e.g., what is the distance between (0, 3) and (0, 9))*

(S) MA S 07.2.3   **Transformations: Students will use transformations and symmetry to analyze geometric shapes.**

(I)   MA S 07.2.3.a   *Identify lines of symmetry for a reflection*

(I)   MA S 07.2.3.b   *Perform and describe positions and orientation of shapes under a single transformation (e.g., translation, rotation, reflection) on a coordinate plane*

(S) MA S 07.2.4   **Spatial Modeling: Students will use visualization to create geometric models in solving problems.**

(I)   MA S 07.2.4.a   *Identify the shapes that make up the three-dimensional object*

(I)   MA S 07.2.4.b   *Create two-dimensional representations of three-dimensional objects to visualize and solve problems (e.g., perspective drawing of surface area)*

(I)   MA S 07.2.4.c   *Draw angles to given degree*

(S) MA S 07.2.5   **Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements.**

(I)   MA S 07.2.5.a   *Measure angles to the nearest degree*

(I)   MA S 07.2.5.b   *Determine the area of trapezoids and circles, and the circumference of circles*

(I)   MA S 07.2.5.c   *Recognize the inverse relationship between the size of a unit and the number of units used when measuring*

(I)   MA M 07.2.5.d   *Use problem-solving strategies to find the area of complex figures*

Algebraic

MA S 07.3	**Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**	

Ⓢ **MA S 07.3.1** — **Relationships: Students will represent and analyze relationships using algebraic symbols.**

Ⓘ   *MA S 07.3.1.a*   *Describe and create algebraic expressions from words, tables, and graphs*

Ⓘ   *MA S 07.3.1.b*   *Use a variable to describe a situation with an inequality (e.g., one-step, one variable)*

Ⓘ   *MA S 07.3.1.c*   *Recognize and generate equivalent forms of simple algebraic expressions*

Ⓢ **MA S 07.3.2** — **Modeling in Context: Students will create, use, and interpret models of quantitative relationships.**

Ⓘ   *MA S 07.3.2.a*   *Model contextualized problems using various representations (e.g., one-step/variable expressions, one-step/variable equations)*

Ⓘ   *MA S 07.3.2.b*   *Represent a variety of quantitative relationships using algebraic expressions and one-step*

Ⓢ **MA S 07.3.3** — **Procedures: Students will apply properties to solve equations and inequalities.**

Ⓘ   *MA S 07.3.3.a*   *Explain additive inverse of addition (e.g., 7 + -7 = 0)*

Ⓘ   *MA S 07.3.3.b*   *Use symbolic representation of the distributive property (e.g., 2(x + 3) = 2x + 6)*

Ⓘ   *MA S 07.3.3.c*   *Given the value of the variable(s), evaluate algebraic expressions with respect to order of operations*

Ⓘ   *MA M 07.3.3.c*   *Given the value of the variable(s), evaluate algebraic expressions with respect to order of operations including powers*

Ⓘ   *MA S 07.3.3.d*   *Solve two-step equations involving integers and positive rational*

Ⓘ   *MA S 07.3.3.e*   *Solve one-step inequalities involving positive rational numbers*

Ⓘ   *MA S 07.3.3.f*   *Identify and explain the properties used in solving two-step equations (e.g., addition, subtraction, multiplication and division)*

Ⓘ   *MA M 07.3.3.g*   *Recognize and apply associative and commutative properties.*

Data Analysis/Probability

| MA S 07.4 | **Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.** |

(S) MA S 07.4.1 **Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.**

(I) MA S 07.4.1.a *Analyze data sets and interpret their graphical representations*

(I) MA M 07.4.1.a *Analyze data sets and interpret their graphical representations (eg. Frequency tables, double bar graphs, double line graphs, stem-and-leaf plots, circle graphs and histograms)*

(I) MA S 07.4.1.b *Find and interpret mean, median, mode and range for sets of data*

(I) MA S 07.4.1.c *Explain the difference between a population and a sample*

(I) MA S 07.4.1.d *List biases that may be created by various data collection processes*

(I) MA S 07.4.1.e *Formulate a question about a characteristic within one population that can be answered by simulation or a survey*

(I) MA M 07.4.1.f *Select an appropriate measure of central tendency based on data with and without outliers*

(S) MA S 07.4.2 **Predictions and Inferences: Students will evaluate predictions and make inferences based on data.**

(I) MA S 07.4.2.a *Determine if data collected from a sample can be used to make predictions about a population*

(S) MA S 07.4.3 **Probability: Students will apply and interpret basic concepts of probability.**

(I) MA S 07.4.3.a *Find the probability of independent compound events (e.g., tree diagram, organized list)*

(I) MA S 07.4.3.b *Compare and contrast theoretical and experimental probabilities*

Millard Standards
Grade 8 Mathematics

Number Sense

MA S 08.1 *Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) MA S 08.1.1 *Number System: Students will represent and show relationships among real numbers.*

(I)	*MA S 08.1.1.a*	*Compare and order real numbers*
(I)	*MA S 08.1.1.b*	*Demonstrate relative position of real numbers on the number line (e.g., square root of 2 is left of 1.5)*
(I)	*MA S 08.1.1.c*	*Represent small numbers using scientific notation*
(I)	*MA M 08.1.1.c*	*Convert between scientific notation and standard form including the use of negative exponents*
(I)	*MA S 08.1.1.d*	*Classify numbers as natural, whole, integer, rational, irrational, or real*

(S) MA S 08.1.2 *Operations: Students will demonstrate the meaning of arithmetic operations with integers.*

(I)	*MA S 08.1.2.a*	*Use drawings, words, and symbols to explain the meaning of addition, subtraction, multiplication, and division of integers.*
(I)	*MA S 08.1.2.b*	*Use words and symbols to explain the zero property of multiplication (e.g., if ab = 0 then a or b or both must be zero)*
(I)	*MA S 08.1.2.c*	*Use words and symbols to explain why division by zero is undefined*

(S) MA S 08.1.3 *Computation: Students will compute fluently and accurately using appropriate strategies and tools.*

(I)	*MA S 08.1.3.a*	*Compute accurately with rational numbers*
(I)	*MA S 08.1.3.b*	*Evaluate expressions involving absolute value of integers*
(I)	*MA S 08.1.3.c*	*Calculate squares of integers, the square roots of perfect squares, and the square roots of whole numbers using technology*
(I)	*MA S 08.1.3.d*	*Select, apply and explain the method of computation when problem solving using rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)*
(I)	*MA S 08.1.3.e*	*Solve problems involving ratios and proportions (e.g., x/5 = 10/17)*

(S) MA S 08.1.4 *Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.*

(I)	*MA S 08.1.4.a*	*Use estimation methods to check the reasonableness of solutions for problems involving rational numbers*

Geometric/Measurement

MA S 08.2	***Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.***

(S) MA S 08.2.1   **Characteristics: Students will describe, compare and contrast characteristics, properties and relationships of geometric shapes and objects.**

(I)   MA S 08.2.1.a   *Identify and describe similarity of three-dimensional objects*

(I)   MA S 08.2.1.b   *Compare and contrast relationships between similar and congruent objects*

(I)   MA S 08.2.1.c   *Identify geometric properties of parallel lines cut by a transversal and related angles (e.g., perpendicular and parallel lines with transversals) and angles (e.g., corresponding, alternate interior, alternate exterior)*

(I)   MA S 08.2.1.d   *Identify pairs of angles (e.g., adjacent, complementary, supplementary, vertical)*

(I)   MA S 08.2.1.e   *Examine the relationships of the interior angles of a triangle (e.g., the sum of the angles is 180 degrees)*

(S) MA S 08.2.2   **Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.**

(I)   MA S 08.2.2.a   *Use coordinate geometry to represent and examine the properties of*

(S) MA S 08.2.3   **Transformations: Students will perform transformations and use them to analyze the orientation and size of geometric shapes.**

(I)   MA S 08.2.3.a   *Identify the similarity of dilated shapes*

(I)   MA S 08.2.3.b   *Perform and describe positions and sizes of shapes under dilations (e.g., scale factor, ratios)*

(S) MA S 08.2.4   **Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.**

(I)   MA S 08.2.4.a   *Draw geometric objects with specified properties (e.g., parallel sides, number of sides, angle measures, number of faces)*

(S) MA S 08.2.5   **Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.**

(I)   MA S 08.2.5.a   *Use strategies to find the perimeter and area of complex shapes*

(I)   MA S 08.2.5.b   *Determine surface area and volume of three-dimensional objects (e.g., rectangular prisms, cylinders)*

(I)   MA S 08.2.5.c   *Apply the Pythagorean theorem to find missing lengths in right triangles and to solve problems*

(I)   MA S 08.2.5.d   *Use scale factors to find missing lengths in similar shapes*

(I)   MA S 08.2.5.e   *Convert between metric and standard units of measurement, given conversion factors (e.g., meters to yards)*

Algebraic

MA S 08.3 ***Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.***

(S) MA S 08.3.1 **Relationships: Students will represent and analyze relationships using algebraic symbols.**

(I) *MA S 08.3.1.a* *Represent and analyze a variety of patterns with tables, graphs, words, and algebraic equations*

(I) *MA S 08.3.1.b* *Describe relationships using algebraic expressions, equations and inequalities (e.g., two-step, one variable)*

(I) *MA S 08.3.1.c* *Identify constant slope from tables and graphs*

(I) *MA M 08.3.1.d* *Determine the rate of change from the slope of a line*

(I) *MA M 08.3.1.e* *Simplify algebraic expressions using the properties of exponents*

(S) MA S 08.3.2 **Modeling in Context: Students will create, use, and interpret models of quantitative relationships.**

(I) *MA S 08.3.2.a* *Model contextualized problems using various representations (e.g., two-step/one variable equations)*

(I) *MA S 08.3.2.b* *Represent a variety of quantitative relationships using algebraic expressions and two-step/one variable equations*

(I) *MA M 08.3.2.c* *Graph two variable equations using a table of ordered pairs and slope-intercept form*

(I) *MA M 08.3.2.d* *Graph linear inequalities*

(I) *MA M 08.3.2.e* *Graphically solve linear systems of equations and inequalities*

(S) MA S 08.3.3 **Procedures: Students will apply properties to solve equations and inequalities.**

(I) *MA S 08.3.3.a* *Explain the multiplicative inverse (e.g., 4 * ¼= 1)*

(I) *MA S 08.3.3.b* *Evaluate numerical expressions containing whole number exponents (e.g., if x = 4, then $(x + 3)^2 + 5x = ?$)*

(I) *MA S 08.3.3.c* *Solve multi-step equations involving rational numbers*

(I) *MA S 08.3.3.d* *Solve two-step inequalities involving rational numbers*

(I) *MA S 08.3.3.e* *Identify and explain the properties used in solving two-step inequalities and multi-step equations*

(I) *MA M 08.3.3.f* *Graph solutions to equations and inequalities on a number line*

Data Analysis/Probability

MA S 08.4 **Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) MA S 08.4.1 **Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.**

(I) *MA S 08.4.1.a* *Represent data using circle graphs and box plots with and without the use of technology*

(I) *MA S 08.4.1.b* *Compare characteristics between sets of data or within a given set of data*

(I) *MA S 08.4.1.c* *Find, interpret, and compare measures of central tendency (mean, median, mode), and the quartiles for sets of data*

(I) *MA S 08.4.1.d* *Select the most appropriate unit of central tendency for sets of data*

(I) *MA S 08.4.1.e* *Identify misrepresentation and misinterpretation of data represented in circle graphs and box plots*

(S) MA S 08.4.2 **Predictions and Inferences: Students will evaluate predictions and make inferences based on data.**

(I) *MA S 08.4.2.a* *Evaluate predictions to formulate new questions and plan new studies*

(I) *MA S 08.4.2.b* *Compare and contrast two sets of data to make inferences*

(S) MA S 08.4.3 **Probability: Students will apply and interpret basic concepts of probability.**

(I) *MA S 08.4.3.a* *Identify complementary events and calculate their probabilities*

(I) *MA S 08.4.3.b* *Compute probabilities for independent compound events*

(I) *MA M 08.4.3.c* *Compute probabilities for dependent events*

(I) *MA M 08.4.3.d* *Determine the odds of an event*

(I) *MA M 08.4.3.e* *Compare and contrast combinations and permutations*

Millard Standards
Grade 9 Mathematics

Number Sense

MA M 09.1 **Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) MA M 09.1.1 **Number System: Students will represent and show relationships among real numbers.**

(I) MA M 09.1.1.a *Demonstrate equivalent forms of irrational numbers (e.g., √8 = 2√2)*
(I) MA M 09.1.1.b *Compare, contrast and apply the properties of numbers and the real number system, including rational and irrational numbers*

(S) MA M 09.1.2 **Operations: Students will demonstrate the meaning and effects of arithmetic operations with real numbers.**

(I) MA M 09.1.2.a *Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., √1/4 = 1/2))*
(I) MA M 09.1.2.b *Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference*

(S) MA M 09.1.3 **Computation: Students will compute fluently and accurately using appropriate strategies and tools.**

(I) MA M 09.1.3.a *Compute accurately with real numbers*
(I) MA M 09.1.3.b *Simplify exponential expressions (e.g., powers of -1, 0, ½, $3^2 * 3^2 = 3^4$)*

(I) MA M 09.1.3.c *Multiply and divide numbers using scientific notation*
(I) MA M 09.1.3.d *Select, apply and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)*

(S) MA M 09.1.4 **Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.**

(I) MA M 09.1.4.a *Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation or an exact number (e.g., 10 π (pi) is approximately 31.4, square roots)*

(I) MA M 09.1.4.b *Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates*

Geometric/Measurement

| **MA M 09.2** | **Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.** |

(S) MA M 09.2.2   **Coordinate Geometry: Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.**

(I)   *MA M 09.2.2.a   Apply slopes to write and graph parallel and perpendicular lines.*

(S) MA M 09.2.5   **Measurement: Students will apply the units, systems and formulas to solve problems.**

(I)   *MA M 09.2.5.a   Convert equivalent rates (e.g., feet/second to miles/hour)*

Algebraic

| **MA M 09.3** | ***Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*** |

(S) MA M 09.3.1   *Relationships: Students will generalize, represent and analyze relationships using algebraic symbols. (linear, quadratic, and exponential)*

(I)   *MA M 09.3.1.a*   *Represent, interpret and analyze functions with graphs, tables and algebraic notation, and convert among these representations (e.g., linear, quadratic and exponential)*

(I)   *MA M 09.3.1.b*   *Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, quadratic and exponential)*

(I)   *MA M 09.3.1.c*   *Identify the slope and intercepts of a linear relationship from an equation or graph*

(I)   *MA M 09.3.1.d*   *Identify characteristics of linear, quadratic and exponential functions*

(I)   *MA M 09.3.1.e*   *Graph linear, quadratic and exponential functions*

(I)   *MA M 09.3.1.f*   *Compare and analyze the rate of change by using ordered pairs, tables, graphs, and equations*

(I)   *MA M 09.3.1.g*   *Graph and interpret linear inequalities*

(I)   *MA M 09.3.1.h*   *Determine if a relation is a function (e.g., linear and quadratic)*

(S) MA M 09.3.2   *Modeling in Context: Students will model and analyze quantitative relationships.*

(I)   *MA M 09.3.2.a*   *Model contextualized problems using various representations (e.g., graphs, tables, one variable equalities, one variable inequalities, linear equations in slope intercept form, inequalities in slope intercept form, system of linear equations with two variables)*

(I)   *MA M 09.3.2.b*   *Represent a variety of quantitative relationships using linear equations, and one variable inequalities*

(I)   *MA M 09.3.2.c*   *Analyze situations to determine the type of algebraic relationship (e.g., linear, exponential and quadratic)*

(I)   *MA M 09.3.2.d*   *Model contextualized problems using various representations for non-linear functions (e.g., quadratic and exponential)*

(S) MA M 09.3.3   *Procedures: Students will represent and solve equations and inequalities.*

(I)   *MA M 09.3.3.a*   *Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$)*

(I)   *MA M 09.3.3.b*   *Add and subtract polynomials*

(I)   *MA M 09.3.3.c*   *Multiply polynomials and divide a polynomial by a monomial (e.g., divide $x^4 - 5x^3 - 2x$ by x^2)*

(I)   *MA M 09.3.3.d*   *Factor polynomials (e.g., GCF, binomials, trinomials, and by grouping)*

(I)   *MA M 09.3.3.e*   *Identify and generate equivalent forms of linear equations (e.g., standard, point-slope and slope-intercept form.)*

(I)   *MA M 09.3.3.f*   *Solve linear equations and inequalities including absolute value*

(I)   *MA M 09.3.3.g*   *Identify and explain the properties used in solving equations and inequalities*

MA M 09.3.3.h — Solve quadratic equations by graphing, factoring, extracting the root & quadratic formula. Introduce completing the square.

MA M 09.3.3.i — Multiply, divide and simplify rational expressions

MA M 09.3.3.j — Evaluate polynomials and expressions containing radicals and absolute values at specified values of their variables

MA M 09.3.3.k — Solve an equation involving several variables for one variable in terms of the others

MA M 09.3.3.l — Analyze and solve systems of two linear equations in two variables algebraically and graphically

MA M 09.3.3.m — Use a graphing calculator to solve a system.

MA M 09.3.3.n — Simplify radical expressions and solve radical equations.

Data Analysis/Probability

MA M 09.4 — *Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

MA M 09.4.1 — *Display and Analysis: Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.*

MA M 09.4.1.a — Interpret data represented by the normal distribution and formulate conclusions

MA M 09.4.1.b — Compute, identify and interpret measures of central tendency (mean, median, mode) when provided a graph or data set

MA M 09.4.1.c — Explain how sample size and transformations of data affect measures of central tendency

MA M 09.4.1.d — Describe the shape and determine spread (variance, standard deviation) and outliers of a data set

MA M 09.4.1.e — Explain how statistics are used or misused in the world

MA M 09.4.1.f — Create scatter plots, analyze patterns and describe relationships in paired data

MA M 09.4.1.g — Explain the impact of sampling methods, bias and the phrasing of questions asked during data collection and the conclusions that can rightfully be made

MA M 09.4.1.h — Explain the differences between randomized experiment and observational studies

MA M 09.4.2 — *Predictions and Inferences: Students will develop and evaluate inferences to make predictions.*

MA M 09.4.2.a — Compare data sets and evaluate conclusions using graphs and summary statistics

MA M 09.4.2.b — Support inferences with valid arguments

MA M 09.4.2.c — Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient

MA M 09.4.2.d — Recognize when arguments based on data confuse correlation with causation

⑤ MA M 09.4.3   **Probability: Students will apply concepts of probability.**

Millard Standards
Grade 10 Mathematics

Number Sense

MA M 10.1	**Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) **MA M 10.1.4** **Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.**

(I) MA M 10.1.4.a Use estimation methods to check the reasonableness of real number computations (eg: positive measures- negatives don't apply) and decide if the problem calls for an approximation or an exact number (e.g., 10 π (pi) is approximately 31.4, square roots.

(I) MA M 10.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates

Geometric/Measurement

MA M 10.2	**Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) **MA M 10.2.1** **Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.**

(I) MA M 10.2.1.a Identify and explain the necessity of and give examples of definitions and theorems

(I) MA M 10.2.1.b Analyze properties and relationships among classes of two and three dimensional geometric objects using inductive reasoning and counterexamples to look for patterns to draw valid conclusions (e.g., conjectures)

(I) MA M 10.2.1.c State and prove geometric theorems using deductive reasoning (e.g., parallel lines with transversals, congruent triangles, similar triangles)

(I) MA M 10.2.1.d Apply geometric properties to solve problems (e.g., parallel lines, line transversals, similar triangles, congruent triangles, proportions)

(I) MA M 10.2.1.e Identify and apply right triangle relationships (e.g., sine, cosine, tangent, special right triangles, converse of Pythagorean Theorem)

(I) MA M 10.2.1.f Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true

(I) MA M 10.2.1.g Understand properties of a circle and be able to calculate relationships between arcs and angles (e.g., angle and segment relationships in circles)

(I)

MA M 10.2.2 **Coordinate Geometry: Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.**

MA M 10.2.2.a *Use the hierarchy of quadrilaterals and understand properties of the quadrilaterals and be able to apply them to solve problems.*

MA M 10.2.2.b *Apply the midpoint formula*

MA M 10.2.2.c *Apply the distance formula*

MA M 10.2.2.d *Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square)*

MA M 10.2.3 **Transformations: Students will apply and analyze transformations.**

MA M 10.2.3.a *Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes*

MA M 10.2.3.b *Perform and describe multiple transformations*

MA M 10.2.4 **Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.**

MA M 10.2.4.a *Sketch and draw appropriate representations of geometric objects using ruler, protractor, compass, straight edge, and assessable technology.*

MA M 10.2.4.b *Use geometric models to visualize, describe, and solve problems (e.g., find the height of a tree; find the amount of paint needed for a room; scale model)*

MA M 10.2.5 **Measurement: Students will apply the units, systems and formulas to solve problems.**

MA M 10.2.5.a *Use measurement and attributes of geometric shapes to calculate area and perimeter (eg. regular polygons)*

MA M 10.2.5.b *Apply appropriate units and scales to solve problems involving measurement*

MA M 10.2.5.c *Convert between various units of area and volume, such as square feet to square yards*

MA M 10.2.5.d *Find arc length and area of sectors of a circle*

MA M 10.2.5.e *Determine surface area and volume of three-dimensional objects (e.g., spheres, cones, pyramids)*

MA M 10.2.5.f *Know that the effect of a scale factor k on length, area and volume is to multiply each by k, k^2 and k^3, respectively*

Algebraic

MA M 10.3 **Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) **MA M 10.3.3** **Procedures:**

(I) *MA M 10.3.3.a* *Explain/apply the reflexive, symmetric, and transitive properties of equality*

Millard Standards
Grade 11 Mathematics

Number Sense

| MA M 11.1 | **Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.** |

(S) MA M 11.1.1   *Number System: Students will represent and show relationships among real numbers.*

(I)   *MA M 11.1.1.a*   *Demonstrate multiple equivalent forms of irrational numbers (e.g., √8 = 8 $^{1/2}$ = 2√2)*

(I)   *MA M 11.1.1.b*   *Perform operations and solve equations with complex numbers.*

(S) MA M 11.1.2   *Operations: Students will demonstrate the meaning and effects of arithmetic operations with real numbers.*

(I)   *MA M 11.1.2.a*   *Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., √1/4 = 1/2))*

(I)   *MA M 11.1.2.b*   *Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference*

(S) MA M 11.1.3   *Computation: Students will compute fluently and accurately using appropriate strategies and tools.*

(I)   *MA M 11.1.3.a*   *Compute accurately with real numbers*
(I)   *MA M 11.1.3.b*   *Simplify exponential expressions (e.g., powers of -1, 0, ½, 32 * 32 = 34)*

(I)   *MA M 11.1.3.c*   *Multiply and divide numbers using scientific notation*
(I)   *MA M 11.1.3.d*   *Select, apply and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)*

(S) MA M 11.1.4   *Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.*

(I)   *MA M 11.1.4.a*   *Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation or an exact number (e.g., 10 π (pi) is approximately 31.4, square and cube roots)*

(I)   *MA M 11.1.4.b*   *Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates*

Geometric/Measur

MA M 11.2 **Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) **MA M 11.2.3** **Transformations: Students will apply and analyze transformations.**

Algebraic

MA M 11.3 *Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.*

(S) MA M 11.3.1 *Relationships: Students will generalize, represent and analyze relationships using algebraic symbols.*
Non Linear Functions Include: Quadratic, Absolute Value, Square Root, Exponential

(I) MA M P4.3.1.a *Represent, interpret and analyze functions with graphs, tables and algebraic notation, and convert among these representations (e.g., linear, non-linear)*

(I) MA M P4.3.1.b *Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, non-linear)*

(I) MA M P4.3.1.c *Identify characteristics of linear and non-linear functions*

(I) MA M P4.3.1.d *Graph linear and non-linear functions; evaluate and graph piecewise and step functions.*

(I) MA M P4.3.1.e *Represent, interpret and analyze functions and their inverses*

(I) MA M P4.3.1.f *Determine if a relation is a function (eg. Linear and non-linear)*

(I) MA M P4.3.1.g *Find roots of polynomial functions algebraically and on graphing calculator.*

(S) MA M 11.3.2 *Modeling in Context: Students will model and analyze quantitative relationships.*
Contextualized Problem: A Mathematical Situation Placed In A Particular Context (e.g., Using Words, Diagrams, Tables, Drawing, etc.)

(I) MA M 11.3.2.a *Model contextualized problems using various representations (e.g., system of linear equations and inequalities with two variables)*

(I) MA M 11.3.2.b *Write and solve equations using direct, inverse and joint variation.*

(I) MA M 11.3.2.c *Analyze situations to determine the type of algebraic relationship (e.g., linear, nonlinear)*
Non Linear Functions Include: Quadratic, Absolute Value, Square Root, Exponential

(I) MA M 11.3.2.d *Model contextualized problems using various representations for non-linear functions (e.g., quadratic, exponential, square root and absolute value)*

(S) MA M 11.3.3 *Procedures: Students will represent and solve equations and inequalities.*

(I) MA M 11.3.3.a *Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$).*

(I) MA M 11.3.3.b *Divide polynomials using synthetic division and long division (e.g., divide $x^3 - 8$ by $x - 2$, divide $x^4 - 5x^3 - 2x$ by x^2)*

(I) MA M 11.3.3.c *Factor polynomials including cubics (x^3 -8)*

(I) MA M 11.3.3.d *Solve quadratic equations (eg. graphing, factoring, completing the square, quadratic formula.)*

Ⓘ   *MA M 11.3.3.e*   *Add, subtract, and simplify rational expressions; simplify rational expressions and solve rational equations.*

Ⓘ   *MA M 11.3.3.f*   *Multiply, divide and simplify rational expressions to solve equations*

Ⓘ   *MA M 11.3.3.g*   *Evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables*

Ⓘ   *MA M 11.3.3.h*   *Derive and use the formulas for the general term and summation of finite arithmetic and geometric series*

Ⓘ   *MA M 11.3.3.i*   *Combine functions by composition, as well as by addition, subtraction, multiplication and division*

Ⓘ   *MA M 11.3.3.j*   *Solve systems of equations algebraically, graphically and with matrices*

Ⓘ   *MA M 11.3.3.k*   *Solve logarithmic and exponential equations. Use properties of common and natural logarithms to solve equations*

Ⓘ   *MA M 11.3.3.l*   *Solve systems of inequalities using linear programming*

Ⓘ   *MA M 11.3.3.m*   *Solve and graph radical equations*

Ⓘ   *MA M 11.3.3.n*   *Solve rational equations*

Ⓘ   *MA M 11.3.3.o*   *Solve systems of equations in three variables*

Data Analysis/Probability

MA M 11.4   **Students will communicate data analysis/probability concepts using multiple**

Ⓢ **MA M 11.4.1**   **Display and Analysis: Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.**

Ⓘ   *MA M 11.4.1.a*   *Interpret data represented by the normal distribution and formulate conclusions*

Ⓘ   *MA M 11.4.1.b*   *Compute, identify and interpret measures of central tendency (mean, median, mode) when provided a graph or data set*

Ⓘ   *MA M 11.4.1.c*   *Explain how sample size and transformations of data affect measures of central tendency*

Ⓘ   *MA M 11.4.1.d*   *Describe the shape and determine spread (variance, standard deviation) and outliers of a data set*

Ⓘ   *MA M 11.4.1.e*   *Explain how statistics are used or misused in the world*

Ⓘ   *MA M 11.4.1.f*   *Create scatter plots, analyze patterns and describe relationships in paired data*

Ⓘ   *MA M 11.4.1.g*   *Explain the impact of sampling methods, bias and the phrasing of questions asked during data collection and the conclusions that can rightfully be made*

Ⓘ   *MA M 11.4.1.h*   *Explain the differences between randomized experiment and observational studies*

Ⓢ **MA M 11.4.2**   **Predictions and Inferences: Students will develop and evaluate inferences to make predictions.**

MA M 11.4.2.a   *Compare data sets and evaluate conclusions using graphs and summary statistics*

MA M 11.4.2.b   *Support inferences with valid arguments*

MA M 11.4.2.c   *Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient*

MA M 11.4.2.d   *Recognize when arguments based on data confuse correlation with causation*

MA M 11.4.3   **Probability: Students will apply and analyze concepts of probability.**

MA M 11.4.3.a   *Construct a sample space and a probability distribution*

MA M 11.4.3.b   *Identify dependent and independent events and calculate their probabilities*

MA M 11.4.3.c   *Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)*

MA M 11.4.3.d   *Analyze events to determine if they are mutually exclusive*

MA M 11.4.3.e   *Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome*

Millard Standards
Grade 12 Mathematics

Number Sense

MA S 12.1 **Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) MA S 12.1.1 **Number System: Students will represent and show relationships among real numbers.**

(I) MA S 12.1.1.a Demonstrate multiple equivalent forms of irrational numbers (e.g., $\sqrt{8} = 8^{1/2} = 2\sqrt{2}$)

(I) MA S 12.1.1.b Compare, contrast and apply the properties of numbers and the real number system, including rational, irrational, imaginary and complex numbers

(S) MA S 12.1.2 **Operations: Students will demonstrate the meaning and effects of arithmetic operations with real numbers.**

(I) MA S 12.1.2.a Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., $\sqrt{1/4} = 1/2$))

(I) MA S 12.1.2.b Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference

(S) MA S 12.1.3 **Computation: Students will compute fluently and accurately using appropriate strategies and tools.**

(I) MA S 12.1.3.a Compute accurately with real numbers
(I) MA S 12.1.3.b Simplify exponential expressions (e.g., powers of -1, 0, ½, $3^2 * 3^2 = 3^4$)

(I) MA S 12.1.3.c Multiply and divide numbers using scientific notation
(I) MA S 12.1.3.d Select, apply and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)

(S) MA S 12.1.4 **Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.**

(I) MA S 12.1.4.a Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation or an exact number (e.g., 10π (pi) is approximately 31.4, square and cube roots)

(I) MA S 12.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates

Geometric/Measurement

MA S 12.2 **Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) MA S 12.2.1 **Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.**

(I) MA S 12.2.1.a *Identify and explain the necessity of and give examples of definitions and theorems*

(I) MA S 12.2.1.b *Analyze properties and relationships among classes of two and three dimensional geometric objects using inductive reasoning and counterexamples*

(I) MA S 12.2.1.c *State and prove geometric theorems using deductive reasoning (e.g., parallel lines with transversals, congruent triangles, similar triangles)*

(I) MA S 12.2.1.d *Apply geometric properties to solve problems (e.g., parallel lines, line transversals, similar triangles, congruent triangles, proportions)*

(I) MA S 12.2.1.e *Identify and apply right triangle relationships (e.g., sine, cosine, tangent, special right triangles, converse of Pythagorean Theorem)*

(I) MA S 12.2.1.f *Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true*

(I) MA S 12.2.1.g *Know the definitions and basic properties of a circle and use them to prove basic theorems and solve problems*

(S) MA S 12.2.2 **Coordinate Geometry: Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.**

(I) MA S 12.2.2.a *Use coordinate geometry to analyze geometric situations (e.g., parallel lines, perpendicular lines, circle equations)*

(I) MA S 12.2.2.b *Apply the midpoint formula*

(I) MA S 12.2.2.c *Apply the distance formula*

(I) MA S 12.2.2.d *Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square)*

(S) MA S 12.2.3 **Transformations: Students will apply and analyze transformations.**

(I) MA S 12.2.3.a *Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes*

(I) MA S 12.2.3.b *Perform and describe multiple transformations*

(S) MA S 12.2.4 **Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.**

(I) MA S 12.2.4.a *Sketch and draw appropriate representations of geometric objects using ruler, protractor or technology*

(I) MA S 12.2.4.b *Use geometric models to visualize, describe, and solve problems (e.g., find the height of a tree; find the amount of paint needed for a room; scale model)*

⑤ *MA S 12.2.5*   ***Measurement: Students will apply the units, systems and formulas to solve problems.***

ⓘ	*MA S 12.2.5.a*	*Use strategies to find surface area and volume of complex objects*
ⓘ	*MA S 12.2.5.b*	*Apply appropriate units and scales to solve problems involving measurement*
ⓘ	*MA S 12.2.5.c*	*Convert between various units of area and volume, such as square feet to square yards*
ⓘ	*MA S 12.2.5.d*	*Convert equivalent rates (e.g., feet/second to miles/hour)*
ⓘ	*MA S 12.2.5.e*	*Find arc length and area of sectors of a circle*
ⓘ	*MA S 12.2.5.f*	*Determine surface area and volume of three-dimensional objects (e.g., spheres, cones, pyramids)*
ⓘ	*MA S 12.2.5.g*	*Know that the effect of a scale factor k on length, area and volume is to multiply each by k, k² and k³, respectively*

Algebraic

MA S 12.3	**Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) **MA S 12.3.1** **Relationships: Students will generalize, represent and analyze relationships using algebraic symbols.**
Non Linear Functions Include: Quadratic, Absolute Value, Square Root, Exponential

(I) MA S 12.3.1.a *Represent, interpret and analyze functions with graphs, tables and algebraic notation, and convert among these representations (e.g., linear, non-linear)*

(I) MA S 12.3.1.b *Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, non-linear)*

(I) MA S 12.3.1.c *Identify the slope and intercepts of a linear relationship from an equation or graph*

(I) MA S 12.3.1.d *Identify characteristics of linear and non-linear functions*

(I) MA S 12.3.1.e *Graph linear and non-linear functions*

(I) MA M 12.3.1.e *Graph linear and non-linear functions; evaluate and graph piecewise and step functions*

(I) MA S 12.3.1.f *Compare and analyze the rate of change by using ordered pairs, tables, graphs, and equations*

(I) MA S 12.3.1.g *Graph and interpret linear inequalities*

(I) MA S 12.3.1.h *Represent, interpret and analyze functions and their inverses*

(I) MA S 12.3.1.i *Determine if a relation is a function*

(S) **MA S 12.3.2** **Modeling in Context: Students will model and analyze quantitative relationships.**
Contextualized Problem – A Mathematical Situation Placed In A Particular Context (e.g., Using Words, Diagrams, Tables, Drawing, etc.)

(I) MA S 12.3.2.a *Model contextualized problems using various representations (e.g., graphs, tables, one variable equalities, one variable inequalities, linear equations in slope intercept form, inequalities in slope intercept form, system of linear equations with two variables)*

(I) MA S 12.3.2.b *Represent a variety of quantitative relationships using linear equations, and one variable inequalities*

(I) MA S 12.3.2.c *Analyze situations to determine the type of algebraic relationship (e.g., linear, nonlinear)*

(I) MA S 12.3.2.d *Model contextualized problems using various representations for non-linear functions (e.g., quadratic, exponential, square root and absolute value)*

(S) **MA S 12.3.3** **Procedures: Students will represent and solve equations and inequalities.**

(I) MA S 12.3.3.a *Explain/apply the reflexive, symmetric, and transitive properties of equality*

(I) MA S 12.3.3.b *Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$)*

(I) MA S 12.3.3.c *Add and subtract polynomials*

	MA S 12.3.3.d	*Multiply and divide polynomials (e.g., divide $x^3 - 8$ by $x - 2$, divide $x^4 - 5x^3 - 2x$ by x^2)*
	MA S 12.3.3.e	*Factor polynomials*
	MA S 12.3.3.f	*Identify and generate equivalent forms of linear equations*
	MA S 12.3.3.g	*Solve linear equations and inequalities including absolute value*
	MA S 12.3.3.h	*Identify and explain the properties used in solving equations and inequalities*
	MA S 12.3.3.i	*Solve quadratic equations (e.g., factoring, graphing, quadratic formula)*
	MA S 12.3.3.j	*Add, subtract, and simplify rational expressions*
	MA S 12.3.3.k	*Multiply, divide and simplify rational expressions*
	MA S 12.3.3.l	*Evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables*
	MA S 12.3.3.m	*Derive and use the formulas for the general term and summation of finite arithmetic and geometric series*
	MA S 12.3.3.n	*Combine functions by composition, as well as by addition, subtraction, multiplication and division*
	MA S 12.3.3.o	*Solve an equation involving several variables for one variable in terms of the others*
	MA S 12.3.3.p	*Analyze and solve systems of two linear equations in two variables algebraically and graphically*

Data Analysis/Probability

MA S 12.4 **Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

(S) MA S 12.4.1 **Display and Analysis: Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.**

MA S 12.4.1.a Interpret data represented by the normal distribution and formulate conclusions

MA S 12.4.1.b Compute, identify and interpret measures of central tendency (mean, median, mode) when provided a graph or data set

MA S 12.4.1.c Explain how sample size and transformations of data affect measures of central tendency

MA S 12.4.1.d Describe the shape and determine spread (variance, standard deviation) and outliers of a data set

MA S 12.4.1.e Explain how statistics are used or misused in the world

MA S 12.4.1.f Create scatter plots, analyze patterns and describe relationships in paired data

MA S 12.4.1.g Explain the impact of sampling methods, bias and the phrasing of questions asked during data collection and the conclusions that can rightfully be made

MA S 12.4.1.h Explain the differences between randomized experiment and observational studies

(S) MA S 12.4.2 **Predictions and Inferences: Students will develop and evaluate inferences to make predictions.**

MA S 12.4.2.a Compare data sets and evaluate conclusions using graphs and summary statistics

MA S 12.4.2.b Support inferences with valid arguments

MA S 12.4.2.c Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient

MA S 12.4.2.d Recognize when arguments based on data confuse correlation with causation

(S) MA S 12.4.3 **Probability: Students will apply and analyze concepts of probability.**

MA S 12.4.3.a Construct a sample space and a probability distribution

MA S 12.4.3.b Identify dependent and independent events and calculate their probabilities

MA S 12.4.3.c Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)

MA S 12.4.3.d Analyze events to determine if they are mutually exclusive

MA S 12.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome

AGENDA SUMMARY SHEET

AGENDA ITEM: Revised PK-12 Mathematics Framework

MEETING DATE: March 15, 2010

DEPARTMENT: Educational Services

TITLE: Revised PK-12 Mathematics Framework

BRIEF DESCRIPTION: The Nebraska State Board of Education approved the K-8 and 12 Standards on October 8, 2009, to ensure that school districts develop standards, indicators, and assessments that will reflect what students should know and be able to do.

ACTION DESIRED: Approval   X

BACKGROUND: The Millard PreK-12 Mathematics Framework was revised to include the new Mathematics Standards and Indicators with the addition of PreK and grades 9-11 Standards and Indicators. Indicators that were beyond the required state indicators were also noted. During November 2009 through February 2010, Millard mathematics teachers, under the direction of the Math MEP Facilitators, revised the Millard Public Schools Standards and Indicators to align to the Nebraska Mathematics Standards.

RECOMMENDATIONS: Recommend approval of Revised PK-12 Mathematics Framework

STRATEGIC PLAN N/A

REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Carol Newton, Nancy Johnston, Heather Daubert and Tammy Gebhart

SUPERINTENDENT'S APPROVAL:

_____

PreK – 12
Mathematics Framework

Spring, 2007
Revised March 2010

Millard
PUBLIC SCHOOLS

Table of Contents

PreK - 12 Philosophical Foundations

Philosophy Statement

To be successful in a global society, all students need an understanding and appreciation of mathematical concepts, including reasoning and problem solving. Students must have the opportunity to develop their mathematical confidence and abilities.

Beliefs

- All students, both in groups and individually, will expand their knowledge through the study and application of mathematics that is relevant to their present and future lives.

- All students need to develop mathematical confidence.

- All students need to be proficient in computation, algebra skills, logical reasoning, and problem solving.

- Success in mathematics occurs when all students are in an environment in which a variety of learning methods and approaches of solving problems are valued.

- In order to demonstrate mathematical skill and knowledge, all students should be assessed using a variety of methods.

- All students should have the opportunity to work at a level that allows them to be challenged and successful.

National Council of Teachers of Mathematics

The National Council of Teachers of Mathematics (NCTM) *Principles and Standards for School Mathematics* (2000) outlines a common foundation of mathematics to be learned by all students. This comprehensive document defines a set of principals and standards, which guided the development of the curriculum frameworks, assessments, instructional materials and practices.

The Six Principles (pg. 11)

- **Equity**. Excellence in mathematics education requires equity—high expectations and strong support for all students.
- **Curriculum**. A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well articulated across the grades.
- **Teaching**. Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.
- **Learning**. Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.
- **Assessment**. Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.
- **Technology**. Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

The Standards for School Mathematics (pg. 11)

The Standards specify the knowledge and skills that students should acquire from prekindergarten through grade 12. The Content Standards describe the content students should learn.
- Number and Operations
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability

The Process Standards outline ways students should apply the content knowledge.
- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

The National Council of Teachers of Mathematics *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* (2006) provides recommendations of the most significant mathematical concepts and skills that should be taught at each grade level. In conjunction with the focal points for each grade level, connections are also made to mathematical strands where teachers will have the opportunity to bring together related topics to reinforce or extend previously taught skills. This comprehensive document offers both immediate and long-term opportunities for improving the teaching and learning of mathematics. (pg. 1)

Millard Public Schools will use this document to guide discussions as we review, refine and revise the PreK-12 mathematics curricula.

Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics

PreKindergarten
- Number and Operations: Developing an understanding of whole numbers, including concepts of correspondence, counting, cardinality, and comparison
- Geometry: Identifying shapes and describing spatial relationships
- Measurement: Identifying measurable attributes and comparing objects by using these attributes

Kindergarten
- Number and Operations: Representing, comparing, and ordering whole numbers and joining and separating sets
- Geometry: Describing shapes and space
- Measurement: Ordering objects by measurable attributes

Grade One
- Number and Operations and Algebra: Developing understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts relationships, including grouping in tens and ones
- Geometry: Composing and decomposing geometric shapes

Grade Two
- Number and Operations: Developing an understanding of the base-ten numeration system and place-value concepts
- Number and Operations and Algebra: Developing quick recall of addition facts and related subtraction facts and fluency with multidigit addition and subtraction
- Measurement: Developing an understanding of linear measurement and facility in measuring lengths

Grade Three
- Number and Operations and Algebra: Developing understandings of multiplication and division and strategies for basic multiplication facts and related division facts
- Number and Operations: Developing an understanding of fractions and fraction equivalence
- Geometry: Describing and analyzing properties of two-dimensional shapes

Grade Four
- Number and Operations and Algebra: Developing quick recall of multiplication facts and related division facts and fluency with whole number multiplication
- Number and Operations: Developing an understanding of decimals, including the connections between fractions and decimals
- Measurement: Developing an understanding of area and determining the areas of two dimensional shapes

Grade Five
- Number and Operations and Algebra: Developing an understanding of and fluency with division of whole numbers
- Number and Operations: Developing an understanding of and fluency with addition and subtraction of fractions and decimals
- Geometry and Measurement and Algebra: Describing three-dimensional shapes and analyzing their properties, including volume and surface area

Grade Six
- Number and Operations: Developing an understanding of and fluency with multiplication and division of fractions and decimals
- Number and Operations: Connecting ratio and rate to multiplication and division
- Algebra: Writing, interpreting, and using mathematical expressions and equations

Grade Seven
- Number and Operations and Algebra and Geometry: Developing an understanding of and applying proportionality, including similarity.
- Measurement and Geometry and Algebra: Developing an understanding of and using formulas to determine surface areas and volumes of three-dimensional shapes.
- Number and Operations and Algebra: Developing an understanding of operations on all rational numbers and solving linear equations

Grade Eight
- Algebra: Analyzing and representing linear functions and solving linear equations and systems of linear equations
- Geometry and Measurement: Analyzing two- and three-dimensional space and figures by using distance and angle
- Data Analysis and Number and Operations and Algebra: Analyzing and summarizing data sets

Nebraska Mathematics Standards

The Nebraska State Board of Education approved the K-8 and 12 Standards on October 8, 2009, to ensure that school districts develop standards, indicators, and assessments that will reflect what students should know and be able to do.

See http://www.nde.state.ne.us/math/STANDARDS/Math%20StandardsAdopted10-8-09Horizontal.pdf for complete standard descriptors and grade level expectations.

During November 2009 through February 2010, Millard mathematics teachers, under the direction of the Math MEP Facilitators, revised the Millard Public Schools Standards and Indicators to align to the Nebraska Mathematics Standards. The Millard PreK-12 Mathematics Framework was revised to include the new Mathematics Standards and Indicators with the addition of PreK and grades 9-11 Standards and Indicators. Indicators that were beyond the required state indicators were also noted.

MILLARD ESSENTIAL LEARNER OUTCOMES

• CITIZENSHIP • FINANCIAL LITERACY • FINE AND PERFORMING ARTS • HUMAN RELATIONS • LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING • SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS

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ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards on District-wide assessments. This proficiency, along with the successful completion of 225 credits (230 credits for class of 2013 and beyond) and a Personal Learning Plan (PLP), is used for diploma granting or denial.

LANGUAGE ARTS
- Students will learn and apply reading skills and strategies to comprehend text.
- Students will apply writing skills and strategies to communicate.

MATHEMATICS
- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE
9. Use scientific processes to understand the unifying concepts of the natural world.
10. Demonstrate understanding of life, physical, earth and space sciences.

SOCIAL STUDIES
11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.
12. Demonstrate practical knowledge of history, economics and geography.
13. Understand global interdependence.

- -

Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught), competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used by district-wide assessments for diploma-granting or denial.

LANGUAGE ARTS
- Students will learn and apply speaking and listening skills and strategies to communicate.
- Students will identify, locate, and evaluate information.

FINANCIAL LITERACY
- Demonstrate skills to manage financial resources.
- Make sound financial choices by using appropriate resources.

HUMAN RELATIONS
- Understand ethnic and cultural differences.
- Understand human differences.

TECHNOLOGY
- Obtain information electronically and organizes it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS
- Experience and evaluate a variety of music, art, or drama.

WELLNESS
- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.

LIFE SKILLS AND PERFORMANCES

Within the school setting, students in the Millard Schools will:

READINESS FOR WORK
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.

READINESS FOR LIFE-LONG LEARNING
- Demonstrate ability to set and pursue short term and long term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
   - integrity,
   - self-discipline,
   - positive attitude,
   - perseverance.

CITIZENSHIP
- Participate in community and/or school organization.
- Respect diversity.
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.

Revised: Strategic Planning, December 5, 1996
T-Chart Approved: Millard Board of Education,
                              January 13, 1997

Rule Adopted: May 3, 1999
Revised: June 18, 2001; July 21, 2003;
                     December 4, 2006; March 2, 2009
                     March 1, 2010

Millard Public Schools
Omaha, NE

Millard
PUBLIC SCHOOLS

Nebraska State Mathematics Test Table of Specifications

Grades 3-8 and High School

Nebraska State Mathematics Test Table of Specifications

Grade 3

NUMBER SENSE

Gr3 Number System	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.1.1 Students will represent and show relationships among positive rational numbers within the base-ten number system.					
MA 3.1.1.a Read and write numbers to one-hundred thousand.	Assessed at the local level				
MA 3.1.1.b Count by multiples of 5 to 200	Assessed at the local level				
MA 3.1.1.c Count by multiples of 10 to 400	Assessed at the local level				
MA 3.1.1.d Count by multiples of 100 to 1000	Assessed at the local level				
MA 3.1.1.e Demonstrate multiple equivalent representations for numbers up to 10,000	1	3-4	0-1	0	3-5
MA 3.1.1.f Demonstrate multiple equivalent representations for decimals numbers through the tenths place.	Assessed at the local level				
MA 3.1.1.g Compare and order whole numbers through the thousands	1	3-4	1-2	0	4-6
MA 3.1.1.h Find parts of whole and parts of a set for 1/2, 1/3, or 1/4	2	0-1	3-4	0-1	3-6
MA 3.1.1.i Round a given number to tens, hundreds, or thousands	1	1-2	0-1	0	1-3
Gr3 Operations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.1.2 Students demonstrate the meaning of multiplication with whole numbers.					
MA 3.1.2.a Represent multiplication as repeated addition using objects, drawings, words, and symbols	2	0	1-2	0-1	1-3
MA 3.1.2.b Use objects, drawings, words, and symbols to explain the relationship between multiplication and division	Assessed at the local level				
MA.3.1.2.c Use drawings, words and symbols to explain the meaning of the factors and product in a multiplication sentence	Assessed at the local level				
MA.3.1.2.d Use drawings, words, and symbols to explain the meaning of multiplication using an array	2	0	1-2	0-1	1-3

Gr3 Computation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.1.3 Students will compute fluently and accurately using appropriate strategies and tools.					
MA 3.1.3.b Add and subtract through four-digit whole numbers with regrouping	Assessed at the local level				
MA 3.1.3.c Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands	Assessed at the local level				
Gr3 Estimation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.					
MA 3.1.4.a Estimate the two-digit product of whole number multiplication and check the reasonableness	Assessed at the local level				

GEOMETRIC/MEASUREMENT CONCEPTS

Gr3 Characteristics	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.2.1 Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.					
MA 3.2.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes	1	2-3	0-1	0	2-4
MA 3.2.1.b Identify congruent two-dimensional figures given multiple two-dimensional shapes	Assessed at the local level				
MA 3.2.1.c Identify lines, line segments, rays, and angles	Assessed at the local level				
MA 3.2.1.d Describe attributes of solid shapes	Assessed at the local level				
Gr3 Coordinate Geometry	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.2.2 Students will identify distances on a number line.					
MA 3.2.2.a Draw a number line and plot points	Assessed at the local level				
MA 3.2.2.b Determine the distance between two whole number points on a number line	1	1-2	0-1	0	1-3

Gr3 Transformations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.2.3 Students will draw all lines of symmetry.					
MA 3.2.3.a Draw all possible lines of symmetry in ^{two-} dimensional shapes	Assessed at the local level				
Gr3 Spatial Modeling	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.2.4 Students will create two-dimensional shapes and three-dimensional objects.					
MA 3.2.4.a Sketch and label lines, rays, line segments, and angles	Assessed at the local level				
MA 3.2.4.b Build three-dimensional objects	Assessed at the local level				
Gr3 Measurement	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.2.5 Students will apply appropriate procedures and tools to determine measurements using customary and metric units.					
3.2.5.a Select and use appropriate tools to measure perimeter of simple two-dimensional shapes	Assessed at the local level				
MA 3.2.5.b Count mixed coins and bills greater than $1.00	Assessed at the local level				
MA 3.2.5.c Identify time of day	Assessed at the local level				
MA 3.2.5.d State multiple ways for the same time using 15 minute intervals	Assessed at the local level				
MA 3.2.5.e Identify the appropriate customary unit for measuring length, weight, and capacity/volume	1	2-3	0-1	0	2-4
MA 3.2.5.f Measure length to the nearest 1/2 inch and centimeter	Assessed at the local level				
MA 3.2.5.g Compare and order objects according to length using centimeters and meters	1	1-2	0-1	0	1-3

ALGEBRAIC CONCEPTS

Gr3 Relationships	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.3.1 Students will represent relationships.					
MA 3.3.1.a Identify, describe, and extend numeric and non-numeric patterns	1	1-2	0-1	0	1-3
MA 3.3.1.b Identify patterns using words, tables, and graphs	Assessed at the local level				

Gr3 Modeling in Context	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.3.2 Students will create and use models to represent mathematical situations.					
MA 3.3.2.a Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols	2, 3	0	1-2	1-2	2-4
MA 3.3.2.b Describe and model quantitative change involving subtraction	Assessed at the local level				
Gr3 Procedures	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.3.3 Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.					
MA 3.3.3.a Use symbolic representation of the identity property of addition	Assessed at the local level				
MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction	1	2-3	0-1	0	2-4
MA 3.3.3.c Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction	Assessed at the local level				

DATA ANALYSIS/PROBABILITY CONCEPTS					
Gr3 Display and Analysis	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.4.1 Students will organize, display, compare, and interpret data.					
MA 3.4.1.a Represent data using horizontal and vertical bar graphs	1, 2	0-1	1-2	0	1-3
MA 3.4.1.b Use comparative language to describe the data	Assessed at the local level				
MA 3.4.1.c Interpret data using horizontal and vertical bar graphs	2	0	1-2	0-1	1-3
Gr3 Predictions and Inferences	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.4.2 Mastery not expected at this level					
Gr3 Probability	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 3.4.3 Students will find and describe experimental probability.					
MA 3.4.3.a Perform simple experiments and describe outcomes as possible, impossible, or certain	Assessed at the local level				

Nebraska State Mathematics Test Table of Specifications

Grade 4

NUMBER SENSE

Gr4 Number System	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.1.1 Students will represent and show relationships among positive rational numbers within the base-ten number system.					
MA 4.1.1.a Read and write numbers through the millions	Assessed at the local level				
MA 4.1.1.b Demonstrate multiple equivalent representations for decimal numbers through the hundredths place	2	0	2-3	0-1	2-4
MA 4.1.1.c Compare and order whole numbers and decimals through the hundredths place	1	2-3	0-1	0	2-4
MA 4.1.1.d Classify a number as even or odd	Assessed at the local level				
MA 4.1.1.e Represent a fraction as parts of a whole, and/or parts of a set	2	0	1-2	0-1	1-3
MA 4.1.1.f Use visual models to find equivalent fractions	1	1-2	0-1	0	1-3
MA 4.1.1.g Determine the size of a fraction relative to one half using equivalent forms	Assessed at the local level				
MA 4.1.1.h Locate fractions on a number line	1	1-2	0-1	0	1-3
MA 4.1.1.i Round a whole number to millions	Assessed at the local level				
Gr4 Operations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.1.2 Students will demonstrate the meaning of division with whole numbers.					
MA 4.1.2.a Use drawings, words, and symbols to explain the meaning of division	2	0	1-2	0-1	1-3
Gr4 Computation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
4.1.3 Students will compute fluently and accurately using appropriate strategies and tools.					
MA 4.1.3.a Compute whole number division facts 0-10 fluently	Assessed at the local level				
MA 4.1.3.b Add and subtract decimals to the hundredth place	1	1-2	0	0	1-2
MA 4.1.3.c Multiply two-digit whole numbers	1	1-2	0-1	0	1-3
MA 4.1.3.d Divide a three-digit number by a one digit divisor with and without a remainder	Assessed at the local level				
MA 4.1.3.e Mentally compute multiplication and division involving powers of 10	1	1-3	0	0	1-3
MA 4.1.3.f Select and apply the appropriate method of computation when problem solving	2	0	3-4	0-1	3-5

Gr4 Estimation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
4.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.					
MA 4.1.4.a Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness	Assessed at the local level				

GEOMETRIC/MEASUREMENT CONCEPTS					

Gr4 Characteristics	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.2.1 Students will classify two-dimensional shapes and three-dimensional objects.					
MA 4.2.1.a Identify two- and three- dimensional shapes according to their sides and angle properties	2	0	2-3	0-1	2-4
MA 4.2.1.b Classify an angle as acute, obtuse, and right	1, 2	1	1-2	0	1-3
MA 4.2.1.c Identify parallel, perpendicular, and intersecting lines	1	1-2	0	0	1-2
MA 4.2.1.d Identify the property of congruency when dealing with plane geometric shapes	Assessed at the local level				

Gr4 Coordinate Geometry	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.2.2 Students will describe locations using coordinate geometry.					
MA 4.2.2.a Identify the ordered pair of a plotted point in first quadrant by its location	1	1-2	0	0	1-2

Gr4 Transformations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.2.3 Students will identify simple transformations.					
MA 4.2.3.a Given two congruent geometric shapes, identify the transformation applied to an original shape to create a transformed shape	Assessed at the local level				

Gr4 Spatial Modeling	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.2.4 Students will use geometric models to solve problems.					
MA 4.2.4.a Given a geometric model, use it to solve a problem	Assessed at the local level				

Gr4 Measurement	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.2.5 Students will apply appropriate procedures and tools to estimate and determine measurement using customary units and metric units.					
MA 4.2.5.a Select and use appropriate tools to measure perimeter of polygons	Assessed at the local level				
MA 4.2.5.b Identify time to the minute on an analog clock	2	0	1-2	0-1	1-3
MA 4.2.5.c Solve problems involving elapsed time	2	0	1-2	0-1	1-3
MA 4.2.5.d Identify the appropriate metric unit for measuring length, weight, and capacity/volume	1	2-3	0-1	0	2-4
MA 4.2.5.e Estimate and measure length using customary and metric units	Assessed at the local level				
MA 4.2.5.f Measure weight and temperature using customary units	Assessed at the local level				
MA 4.2.5.g Compute simple unit conversions for length within a system of measurement	2, 3	0	1-2	0-1	1-3
ALGEBRAIC CONCEPTS					
Gr4 Relationships	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.3.1 Students will represent and analyze relationships.					
MA 4.3.1.a Describe, extend, and apply rules about numeric patterns	Assessed at the local level				
MA 4.3.1.b Represent and analyze a variety of patterns using words, tables, and graphs	Assessed at the local level				
MA 4.3.1.c Use ≤ and ≥ symbols to compare quantities	2	0	1-2	0-1	1-3
MA 4.3.1.d Select appropriate operational and relational symbols to make a number sentence true	2	0	1-2	0-1	1-3
Gr4 Modeling in Context	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.3.2 Students will create and use models to represent mathematical situations.					
MA 4.3.2.a Model situations that involve the multiplication of whole numbers using number lines and symbols	Assessed at the local level				
MA 4.3.2.b Describe and model quantitative change involving quantitative change involving multiplication	Assessed at the local level				

Gr4 Procedures	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.3.3 Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.					
MA 4.3.3.a Represent the idea of a variable as an unknown quantity using a letter or a symbol	Assessed at the local level				
MA 4.3.3.b Use symbolic representation of the identity property of multiplication	Assessed at the local level				
MA 4.3.3.c Use symbolic representations of the commutative property of multiplication	1	1-2	0-1	0	1-3
MA 4.3.3.d Solve simple one-step whole number equations	1	2-3	0-1	0	2-4
MA 4.3.3.e Explain the procedures(s) used in solving simple one-step whole number equations	Assessed at the local level				

DATA ANALYSIS/PROBABILITY CONCEPTS

Gr4 Display and Analysis	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.4.1 Students will organize, display, compare, and interpret data.					
MA 4.4.1.a Represent data using bar dot/line plots	Assessed at the local level				
MA 4.4.1.b Compare different representations of the same data	2	0	1-2	0-1	1-3
MA 4.4.1.c Interpret data and draw conclusions using dot/line plots	2	0	1-2	0-1	1-3
MA 4.4.1.d Find the mode and range for a set of whole numbers	Assessed at the local level				
MA 4.4.1.e Find the whole number mean for a set of whole numbers	Assessed at the local level				
Gr4 Predictions and Inferences	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.4.2 Students will construct predictions based on data.					
MA 4.4.2.a Make predictions based on data to answer questions from tables and bar graphs	2	0	1-2	0-1	1-3
Gr4 Probability	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 4.4.3 Students will find, describe, and compare experimental probabilities.					
MA 4.4.3.a Perform simple experiments and compare the degree of likelihood	Assessed at the local level				

Nebraska State Mathematics Test Table of Specifications

Grade 5

NUMBER SENSE

Gr5 Number System	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.1.1 Students will represent and show relationships among positive rational numbers.					
MA 5.1.1.a Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place	2	0	2-3	0-1	2-4
MA 5.1.1.b Compare and order whole numbers, fractions, and decimals through the thousandths place	1	2-3	0-1	0	2-4
MA 5.1.1.c Identify and name fractions in their simplest form and find common denominators for fractions	1	2-3	0-1	0	2-4
MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents	2	0	2-3	0-1	2-4
MA 5.1.1.e Classify a number as prime or composite	1	1-2	0	0	1-2
MA 5.1.1.f Identify factors and multiples of any whole number	1	1-2	0	0	1-2
MA 5.1.1.g Round whole numbers and decimals to any given place	Assessed at the local level				

Gr5 Operations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.1.2 Students will demonstrate the meaning of arithmetic operations with whole numbers.					
MA 5.1.2.a Use words and symbols to explain the meaning of the identity properties for addition and multiplication	Assessed at the local level				
MA 5.1.2.b Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication	Assessed at the local level				
MA 5.1.2.c Use words and symbols to explain the distributive property of multiplication over addition	2	0	1-2	0-1	1-3

Gr5 Computation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.1.3 Students will compute fluently and accurately using appropriate strategies and tools.					
MA 5.1.3.a Add and subtract positive rational numbers	1	2-3	0-1	0	2-4
MA 5.1.3.b Select, apply, and explain the appropriate method of computation when problem solving	2	0	3-4	0-1	3-5
MA 5.1.3.c Multiply decimals	1	1-2	0-1	0	1-3
MA 5.1.3.d Divide a decimal by a whole number	1	1-2	0-1	0	1-3

Gr5 Estimation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.					
MA 5.1.4.a Estimate the sums and differences of positive rational numbers to check the reasonableness of such results	2	0-1	1-2	0	1-3

GEOMETRIC/MEASUREMENT CONCEPTS

Gr5 Characteristics	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.2.1 Students will describe relationships among two-dimensional shapes and three-dimensional objects.					
MA 5.2.1.a Identify the number of edges, faces, and vertices of triangular and rectangular prisms	1	1-2	0-1	0	1-3
MA 5.2.1.b Justify congruence of two-dimensional shapes	Assessed at the local level				
MA 5.2.1.c Justify the classification of two-dimensional shapes	Assessed at the local level				
MA 5.2.1.d Identify degrees on a circle	1	1-2	0	0	1-2
Gr5 Coordinate Geometry	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
5.2.2 Students will identify locations using coordinate geometry.					
MA 5.2.2.a Plot the location of an ordered pair in the first quadrant	1	1-2	0	0	1-2
Gr5 Transformations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.2.3 Students will identify simple transformations.					
MA 5.2.3.a Perform one-step transformations on two-dimensional shapes	Assessed at the local level				
Gr5 Spatial Modeling	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
5.2.4 Students will create and use geometric models to solve problems.					
MA 5.2.4.a Build or sketch a geometric model to solve a problem	Assessed at the local level				
MA 5.2.4.b Sketch congruent shapes	Assessed at the local level				
MA 5.2.4.c Build rectangular prisms using cubes	Assessed at the local level				

Gr5 Measurement	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.2.5 Students will apply appropriate procedures, tools, and formulas to determine measurements using customary units and metric units.					
MA 5.2.5.a Select and use appropriate tools to measure perimeter and angles	Assessed at the local level				
MA 5.2.5.b Identify correct unit (customary or metric) to the measurement situation	1, 2	0-1	1-2	0	1-3
MA 5.2.5.c Estimate and measure length with customary units to the nearest 1/4 inch	Assessed at the local level				
MA 5.2.5.d Measure capacity/volume with customary units	Assessed at the local level				
MA 5.2.5.e Measure weight (mass) and temperature using metric units	Assessed at the local level				
MA 5.2.5.f Determine the area of rectangles and squares	1, 2	0-1	1-2	0	1-3

ALGEBRAIC CONCEPTS

Gr5 Relationships	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.3.1 Students will represent, analyze, and generalize relationships.					
MA 5.3.1.a Describe, extend, apply rules, and make generalizations about numeric and geometric patterns	Assessed at the local level				
MA 5.3.1.b Create and analyze numeric patterns using words, tables, and graphs	Assessed at the local level				
MA 5.3.1.c Communicate relationships using expressions and equations	Assessed at the local level				

Gr5 Modeling in Context	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.3.2 Students will create, use, and compare models representing mathematical situations.					
MA 5.3.2.a Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables	2	0	1-2	0-1	1-3
MA 5.3.2.b Represent a variety of quantitative relationships using tables and graphs	Assessed at the local level				
MA 5.3.2.c Compare different models to represent mathematical situations	Assessed at the local level				

Gr5 Procedures	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.3.3 Students will apply properties of simple positive rational numbers to solve one-step equations.					
MA 5.3.3.a Explain the addition property of equality	Assessed at the local level				
MA 5.3.3.b Use symbolic representations of the associative property	2	0	1-2	0	1-2
MA 5.3.3.c Evaluate numerical expressions by using parentheses with respect to order of operations	1	2-3	0-1	0	2-4
MA 5.3.3.d Evaluate simple algebraic expressions involving addition and subtraction	2	0	1-2	0	1-2
MA 5.3.3.e Solve one-step addition and subtraction equations involving common positive rational numbers	1	1-2	0	0	1-2
MA 5.3.3.f Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers	Assessed at the local level				

DATA ANALYSIS/PROBABILITY CONCEPTS

Gr5 Display and Analysis	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.4.1 Students will organize, display, compare, and interpret data.					
MA 5.4.1.a Represent data using line graphs	2	0	1-2	0	1-2
MA 5.4.1.b Represent the same set of data in different formats	2	0	1-2	0-1	1-3
MA 5.4.1.c Draw conclusions based on a set of data	3	0	0-1	1-2	1-3
MA 5.4.1.d Find the mean, median, mode, and range for a set of whole numbers	Assessed at the local level				
MA 5.4.1.e Generate questions and answers from data sets and their graphical representations	Assessed at the local level				

Gr5 Predictions and Inferences	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.4.2 Students will construct predictions based on data.					
MA 5.4.2.a Make predictions based on data to answer questions from tables, bar graphs, and line graphs	Assessed at the local level				

Gr5 Probability	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 5.4.3 Students will determine theoretical probabilities.					
MA 5.4.3.a Perform and record results of probability experiments	Assessed at the local level				
MA 5.4.3.b Generate a list of possible outcomes for a simple event	1	1-2	0-1	0	1-3

Nebraska State Mathematics Test Table of Specifications

Grade 6

NUMBER SENSE

Gr6 Number System	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.1.1 Students will represent and show relationships among positive rational numbers and integers.					
MA 6.1.1.a Show equivalence among common fractions and non-repeating decimals and percents	Assessed at the local level				
MA 6.1.1.b Compare and order positive and negative integers	1	1-2	0-1	0	1-3
MA 6.1.1.c Identify integers less than 0 on a number line	Assessed at the local level				
MA 6.1.1.d Represent large numbers using exponential notation	1	1-2	0	0	1-2
MA 6.1.1.e Identify the prime factorization of numbers	1	1-2	0-1	0	1-3
MA 6.1.1.f Classify numbers as natural, whole, or integer	Assessed at the local level				
Gr6 Operations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.1.2 Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.					
MA 6.1.2.a Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions	2	0-1	1-2	0-1	1-4
MA 6.1.2.b Use drawings, words and symbols to explain the meaning of addition and subtraction of decimals	2	0-1	1-2	0-1	1-4
Gr6 Computation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.1.3 Students will compute fluently and accurately using appropriate strategies and tools.					
MA 6.1.3.a Multiply and divide positive rational numbers	1	1-2	0-1	0	1-3
MA 6.1.3.b Select and apply the appropriate method of computation when problem solving	2	0	2-3	0-1	2-4

Gr6 Estimation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.					
MA 6.1.4.a Use appropriate estimation methods to check the reasonableness of solutions for problems involving positive rational numbers	2	0	1-2	0-1	1-3

GEOMETRIC/MEASUREMENT CONCEPTS

Gr6 Characteristics	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.2.1 Students will compare and contrast properties among two-dimensional shapes and three-dimensional objects.					
MA 6.2.1.a Justify the classification of three -dimensional objects	Assessed at the local level				

Gr6 Coordinate Geometry	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.2.2 Students will label points using coordinate geometry.					
MA 6.2.2.a Identify the ordered pair of a plotted point in the coordinate plane	1	1-2	0-1	0	1-3

Gr6 Transformations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.2.3 Students will use and describe results of transformations on geometric shapes.					
MA 6.2.3.a Perform and describe positions and orientation of shapes under single transformations not on a coordinate plane	Assessed at the local level				

Gr6 Spatial Modeling	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.2.4 Students will use visualization of geometric models to solve problems.					
MA 6.2.4.a Identify two-dimensional drawings of three-dimensional objects	1, 2	1-2	1-2	0	2-4

Gr6 Measurement	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.2.5 Students will apply appropriate procedures, tools, and formulas to determine measurements.					
MA 6.2.5.a Estimate and measure length with customary and metric units to the nearest 1/16 inch and mm	Assessed at the local level				
MA 6.2.5.b Measure volume/capacity usin g the metric system	Assessed at the local level				
MA 6.2.5.c Convert length, weight, and liquid capacity from one unit to another within the same system	Assessed at the local level				
MA 6.2.5.d Determine the perimeter of polygons	1, 2	1-2	1-2	0	2-4
MA 6.2.5.e Determine the area of parallelograms and triangles	1, 2	1-2	1-2	0	2-4
MA 6.2.5.f Determine the volume of rectangular prisms	1, 2	1-2	1-2	0	2-4

ALGEBRAIC CONCEPTS

Gr6 Relationships	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.3.1 Students will represent, analyze, and use relationships to make generalizations.					
MA 6.3.1.a Describe and create simple algebraic expressions from words and tables	2, 3	0	1-2	0-1	1-3
MA 6.3.1.b Use a variable to describe a situation with an equation	2	0-1	1-2	0	1-3
MA 6.3.1.c Identify relationships as increasing, decreasing, or constant	Assessed at the local level				

Gr6 Modeling in Context	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.3.2 Students will create, use, and interpret models of quantitative relationships.					
MA 6.3.2.a Model contextualized problems using various representations	2, 3	0	2-3	2-3	4-6
MA 6.3.2.b Represent a variety of quantitative relationships using symbols and words	Assessed at the local level				

Gr6 Procedures	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.3.3 Students will apply properties to solve equations.					
MA 6.3.3.a Explain the multiplication property of equality	Assessed at the local level				
MA 6.3.3.b Evaluate numerical expressions containing multiple operations with respect to order of operations	1	1-3	0-1	0	2-4
MA 6.3.3.c Evaluate simple algebraic expressions involving multiplication and division	1	1-2	0-1	0	1-3
MA 6.3.3.d Solve one-step equations involving positive rational numbers	1	1-2	0-1	0	1-3
MA 6.3.3.e Identify and explain the properties of equality used in solving one-step equations	2	0	1	0	1
DATA ANALYSIS/PROBABILITY CONCEPTS					
Gr6 Display and Analysis	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.4.1 Students will organize, display, compare, and interpret data.					
MA 6.4.1.a Represent data using stem and leaf plots, histograms, and frequency charts	Assessed at the local level				
MA 6.4.1.b Compare and interpret data sets and their graphical representations	2	0	3-4	0-1	3-5
MA 6.4.1.c Find the mean, median, mode, and range for a set of data	1	2-3	0-1	0	2-4
MA 6.4.1.d Compare the mean, median, mode, and range from two sets of data	Assessed at the local level				
Gr6 Predictions and Inferences	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.4.2 Students will construct predictions based on data.					
MA 6.4.2.a Make predictions based on data and create questions to further investigate the quality of the predictions	Assessed at the local level				
Gr6 Probability	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 6.4.3 Students will apply basic concepts of probability.					
MA 6.4.3.a Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio	Assessed at the local level				
MA 6.4.3.b Compute theoretical probabilities for independent events	1, 2	0-1	1-2	0	1-3
MA 6.4.3.c Find experimental probability for independent events	1	1-2	0-1	0	1-3

Nebraska State Mathematics Test Table of Specifications

Grade 7

NUMBER SENSE

Gr7 Number System	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 7.1.1 Students will represent and show relationships among rational numbers.					
MA 7.1.1.a Show equivalence among fractions, decimals, and percents	2	0	2-3	0-1	2-4
MA 7.1.1.b Compare and order rational numbers	2	0-1	1-2	0	1-3
MA 7.1.1.c Represent large numbers using scientific notation	1	1-2	0-1	0	1-3
MA 7.1.1.d Classify numbers as natural, whole, integer, or rational	Assessed at the local level				
MA 7.1.1.e Find least common multiple and greatest common divisor given two numbers	Assessed at the local level				

Gr7 Operations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 7.1.2 Students will demonstrate the meaning of arithmetic operations with positive fractions, decimals, and integers.					
MA 7.1.2.a Use drawings, words, and symbols to explain the meaning of multiplication and division of fractions	Assessed at the local level				
MA 7.1.2.b Use drawings, words, and symbols to explain the meaning of multiplication and division of decimals	Assessed at the local level				
MA 7.1.2.c Use drawings, words, and symbols to explain the addition and subtraction of integers	Assessed at the local level				

Gr7 Computation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 7.1.3 Students will compute fluently and accurately using appropriate strategies and tools.					
MA 7.1.3.a Compute accurately with integers	1	2-3	0	0	2-3
MA 7.1.3.b Select, apply, and explain the method of computation when problem solving using integers and positive rational numbers	2	0	1-3	0-1	2-4
MA 7.1.3.c Solve problems involving percent of numbers	2	0	2-3	0-1	2-4

Gr7 Estimation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 7.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.					
MA 7.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving integers and positive rational numbers	2	0	1-2	0-1	1-3

GEOMETRIC/MEASUREMENT CONCEPTS					
Gr7 Characteristics	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 7.2.1 Students will describe, compare, and contrast properties and relationships of geometric shapes and objects.					
MA 7.2.1.a Identify and describe similarity of two-dimensional shapes using side and angle measurement	Assessed at the local level				
MA 7.2.1.b Name line, line segment, ray, and angle	Assessed at the local level				
Gr7 Coordinate Geometry	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 7.2.2 Students will specify locations and describe relationships using coordinate geometry.					
MA 7.2.2.a Plot the location of an ordered pair in the coordinate plane	1	1-2	0	0	1-2
MA 7.2.2.b Identify the quadrant of a given point in the coordinate plane	Assessed at the local level				
MA 7.2.2.c Find the distance between points along horizontal and vertical lines of a coordinate plane	1	1-2	0	0	1-2
Gr7 Transformations	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 7.2.3 Students will use transformations and symmetry to analyze geometric shapes.					
MA 7.2.3.a Identify lines of symmetry for a reflection	Assessed at the local level				
MA 7.2.3.b Perform and describe positions and orientation of shapes under a single transformation on a coordinate plane	2	0	1-2	0-1	1-3
Gr7 Spatial Modeling	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 7.2.4 Students will use visualization to create geometric models in solving problems.					
MA 7.2.4.a Identify the shapes that make up the three-dimensional object	Assessed at the local level				
MA 7.2.4.b Create two-dimensional representations of three-dimensional objects to visualize and solve problems	Assessed at the local level				
MA 7.2.4.c Draw angles to given degree	Assessed at the local level				

Gr7 Measurement	DOK Level	DOK 1	DOK 2	DOK 3	Item Total 190
MA 7.2.5 Students will select and apply appropriate procedures, tools, and formulas to determine measurements.					
MA 7.2.5.a Measure angles to the nearest degree	Assessed at the local level				
MA 7.2.5.b Determine the area of trapezoids and circles, and the circumference of circles	1, 2	1-2	2-3	0	3-5
MA 7.2.5.c Recognize the inverse relationship between the size of a unit and the number of units used when measuring	Assessed at the local level				

ALGEBRAIC CONCEPTS

Gr7 Relationships	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 7.3.1 Students will represent and analyze relationships using algebraic symbols.					
MA 7.3.1.a Describe and create algebraic expressions from words, tables, and graphs	2	0	2-3	0-1	2-4
MA 7.3.1.b Use a variable to describe a situations with an inequality	2	0	1-2	0	1-2
MA 7.3.1.c Recognize and generate equivalent forms of simple algebraic expressions	Assessed at the local level				

Gr7 Modeling in Context	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 7.3.2 Students will create, use, and interpret models of quantitative relationships.					
MA 7.3.2.a Model contextualized problems using various representations	2, 3	0	2-3	1-2	3-5
MA 7.3.2.b Represent a variety of quantitative relationships using algebraic expressions and one-step equations	Assessed at the local level				

Gr7 Procedures	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 7.3.3 Students will apply properties to solve equations and inequalities.					
MA 7.3.3.a Explain additive inverse of additi on	Assessed at the local level				
MA 7.3.3.b Use symbolic representation of the distributive property	Assessed at the local level				
MA 7.3.3.c Given the value of the variable(s), evaluate algebraic expressions with respect to order of operations	1	3-4	0-1	0	3-5
MA 7.3.3.d Solve two-step equations involving integers and positive rational numbers	2	0	1-3	0-1	2-4
MA 7.3.3.e Solve one-step inequalities involving positive rational numbers	2	0	2-3	0-1	2-4
MA 7.3.3.f Identify and explain the properties used in solving two-step equations	Assessed at the local level				

DATA ANALYSIS/PROBABILITY CONCEPTS					
Gr7 Display and Analysis	**DOK Level**	**DOK 1**	**DOK 2**	**DOK 3**	**Item Total**
MA 7.4.1 Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.					
MA 7.4.1.a Analyze data sets and interpret their graphical representations	2	0-1	2-3	0	2-4
MA 7.4.1.b Find and interpret mean, median, mode, and range for sets of data	1, 2	0-1	1-2	0	1-3
MA 7.4.1.c Explain the difference between a population and a sample	Assessed at the local level				
MA 7.4.1.d List biases that may be created by various data collection processes	Assessed at the local level				
MA 7.4.1.e Formulate a question about a characteri stic that can be answered by simulation or a survey	Assessed at the local level				
Gr7 Predictions and Inferences	**DOK Level**	**DOK 1**	**DOK 2**	**DOK 3**	**Item Total**
MA 7.4.2 Students will evaluate predictions and make inferences based on data.					
MA 7.4.2.a Determine if data collected from a sample can be used to make predictions about a population	Assessed at the local level				
Gr7 Probability	**DOK Level**	**DOK 1**	**DOK 2**	**DOK 3**	**Item Total**
MA 7.4.3 Students will apply and interpret basic concepts of probability.					
MA 7.4.3.a Find the probability of independent compound events	2	0	1-2	0	1-2
MA 7.4.3.b Compare and contrast theoretical and experimental probabilities	2	0	1-2	0	1-2

Nebraska State Mathematics Test Table of Specifications

Grade 8

NUMBER SENSE

Gr8 Number System	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.1.1 Students will represent and show relationships among real numbers.					
MA 8.1.1.a Compare and order real numbers	2	0	1-2	0	1-2
MA 8.1.1.b Demonstrate relative position of real numbers on the number line	Assessed at the local level				
MA 8.1.1.c Represent small numbers using scientific notation	1, 2	0-1	1-2	0	1-3
MA 8.1.1.d Classify numbers as natural, whole, integer, rational, irrational, or real	1	1-2	0	0	1-2
Gr8 Operations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.1.2 Students will demonstrate the meaning of arithmetic operations with integers.					
MA 8.1.2.a Use drawings, words, and symbols to explain the meaning of addition, subtraction, multiplication, and division of integers	Assessed at the local level				
MA 8.1.2.b Use words and symbols to explain the zero property of multiplication	Assessed at the local level				
MA 8.1.2.c Use words and symbols to explain why division by zero is undefined	Assessed at the local level				
Gr8 Computation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.1.3 Students will compute fluently and accurately using appropriate strategies and tools.					
MA 8.1.3.a Compute accurately with rational numbers	1	2-3	0-1	0	2-4
MA 8.1.3.b Evaluate expressions involving absolute value of integers	1	1-2	0-1	0	1-3
MA 8.1.3.c Calculate squares of integers, the square roots of perfect squares, and the square roots of whole numbers using technology	Assessed at the local level				
MA 8.1.3.d Select, apply, and explain the method of computation when problem solving using rational numbers	2	0-1	2-3	0	2-4
MA 8.1.3.e Solve problems involving ratios and proportions	2	0	1-3	0-1	2-4

Gr8 Estimation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.					
MA 8.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving rational numbers	2	0	1-2	0-1	1-3
GEOMETRIC/MEASUREMENT CONCEPTS					
Gr8 Characteristics	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.2.1 Students will describe, compare, and contrast characteristics, properties, and relationships of geometric shapes and objects.					
MA 8.2.1.a Identify and describe similarity of three-dimensional objects	Assessed at the local level				
MA 8.2.1.b Compare and contrast relationships between similar and congruent objects	Assessed at the local level				
MA 8.2.1.c Identify geometric properties of parallel lines cut by a transversal and related angles	1	2-3	0-1	0	2-4
MA 8.2.1.d Identify pairs of angles	1	2-3	0-1	0	2-4
MA 8.2.1.e Examine the relationships of the interior angles of a triangle	2	0	1-2	0-1	1-3
Gr8 Coordinate Geometry	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.2.2 Students will specify locations and describe spatial relationships using coordinate geometry.					
MA 8.2.2.a Use coordinate geometry to represent and examine the properties of rectangles and squares using horizontal and vertical segments	2	0-1	1-2	0	1-3
Gr8 Transformations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.2.3 Students will perform transformations and use them to analyze the orientation and size of geometric shapes.					
MA 8.2.3.a Identify the similarity of dilated shapes	Assessed at the local level				
MA 8.2.3.b Perform and describe positions and sizes of shapes under dilations	Assessed at the local level				

Gr8 Spatial Modeling	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 8.2.4 Students will use visualization, spatial reasoning, and geometric modeling to solve problems.					
MA 8.2.4.a Draw geometric objects with specified properties	Assessed at the local level				
Gr8 Measurement	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 8.2.5 Students will select and apply appropriate procedures, tools, and formulas to determine measurements.					
MA 8.2.5.a Use strategies to find the perimeter and area of complex shapes	Assessed at the local level				
MA 8.2.5.b Determine surface area and volume of ^{three-} *dimensional objects*	Assessed at the local level				
MA 8.2.5.c Apply the Pythagorean theorem to find missing lengths in right triangles and to solve problems	2	0-1	2-3	0	2-4
MA 8.2.5.d Use scale factors to find missing lengths in similar shapes	1	1-2	0-1	0	1-3
MA 8.2.5.e Convert between metric and standard units of measurement, given conversion factors	Assessed at the local level				

ALGEBRAIC CONCEPTS

Gr8 Relationships	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 8.3.1 Students will represent and analyze relationships using algebraic symbols.					
MA 8.3.1.a Represent and analyze a variety of patterns with tables, graphs, words, and algebraic equations	Assessed at the local level				
MA 8.3.1.b Describe relationships using algebraic expressions, equations, and inequalities	2	0	2-4	0-1	2-5
MA 8.3.1.c Identify constant slope from tables and graphs	Assessed at the local level				
Gr8 Modeling in Context	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 8.3.2 Students will create, use, and interpret models of quantitative relationships.					
MA 8.3.2.a Model contextualized problems using various representations	2, 3	0	2-3	1-2	3-5
MA 8.3.2.b Represent a variety of quantitative relationships using algebraic expressions and two-step/one-step variable equations	Assessed at the local level				

Gr8 Procedures	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.3.3 Students will apply properties to solve equations and inequalities.					
MA 8.3.3.a Explain the multiplicative inverse	Assessed at the local level				
MA 8.3.3.b Evaluate numerical expressions containing whole number exponents	1, 2	2-3	1-2	0	2-5
MA 8.3.3.c Solve multi-step equations involving rational numbers	2	0	2-4	0-1	2-5
MA 8.3.3.d Solve two-step inequalities involving rational numbers	2	0	2-4	0-1	2-5
MA 8.3.3.e Identify and explain the properties used in solving two-step inequalities and multi-step equations	Assessed at the local level				

DATA ANALYSIS/PROBABILITY CONCEPTS

Gr8 Display and Analysis	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.4.1 Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.					
MA 8.4.1.a Represent data using circle graphs and box plots with and without the use of technology	Assessed at the local level				
MA 8.4.1.b Compare characteristics between sets of data or within a given set of data	2, 3	0	1-2	1-2	2-4
MA 8.4.1.c Find, interpret, and compare measures of central tendency (mean, median, and mode) and the quartiles for sets of data	Assessed at the local level				
MA 8.4.1.d Select the most appropriate unit of central tendency for sets of data	2	0	1-2	0-1	1-3
MA 8.4.1.e Identify misrepresentation and misinterpretation of data represented in circle graphs and box plots	2	0	1-2	0-1	1-3
Gr8 Predictions and Inferences	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.4.2 Students will evaluate predictions and make inferences based on data.					
MA 8.4.2.a Evaluate predictions to formulate new questions and plan new studies	Assessed at the local level				
MA 8.4.2.b Compare and contrast two sets of data to make inferences	Assessed at the local level				
Gr8 Probability	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 8.4.3 Students will apply and interpret basic concepts of probability.					
MA 8.4.3.a Identify complementary events and calculate their probabilities	2	0	1-2	0-1	1-3
MA 8.4.3.b Compute probabilities for independent compound events	2	0	1-2	0-1	1-3

Nebraska State Mathematics Test Table of Specifications

Grade 11

NUMBER SENSE

Gr11 Number System	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 12.1.1 Students will represent and show relationships among real numbers.					
MA 12.1.1.a Demonstrate multiple equivalent forms of irrational numbers	Assessed at the local level				
MA 12.1 .1 .b Compare, contrast, and apply the properties of numbers and the real number system, including the rational, irrational, imaginary and complex numbers	Assessed at the local level				
Gr11 Operations	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 12.1.2 Students will demonstrate the meaning and effects of arithmetic operations with real numbers.					
MA 12.1.2.a Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities	Assessed at the local level				
MA 12.1.2.b Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference	Assessed at the local level				
Gr11 Computation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 12.1.3 Students will compute fluently and accurately using appropriate strategies and tools.					
MA 12.1.3.a Compute accurately with real numbers	1	1-2	0	0	1-2
MA 12.1.3.b Simplify exponential expressions	1,2	0-1	0-1	0	1-2
MA 12.1.3.c Multiply and divide numbers using scientific notation	Assessed at the local level				
MA 12.1.3.d Select, apply, and explain the method of computation when problem solving using real numbers	Assessed at the local level				

Gr11 Estimation	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 12.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.					
MA 12.1.4.a Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation or an exact number	2	0	1-2	0-1	1-3
MA 12.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates	Assessed at the local level				

GEOMETRIC/MEASUREMENT CONCEPTS

Gr11 Characteristics	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 12.2.1 Students will analyze characteristics, properties, and relationships among geometric shapes and objects.					
12.2.1.a Identify and explain the necessity of and give examples of definitions and theorems	Assessed at the local level				
MA 12.2 .1 .b Analyze properties and relationships among classes of two and three dimensional geometric objects using inductive reasoning and counterexamples	Assessed at the local level				
MA 12.2.1.c State and prove geometric theorems using deductive reasoning	Assessed at the local level				
MA 12.2.1.d Apply geometric properties to solve problems	2	0	3-4	0-1	3-5
MA 12.2.1.e Identify and apply right triangle relationships	2	0-1	2-3	0-1	2-5
MA 12.2.1.f Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true	Assessed at the local level				
MA 12.2.1.g Know the definitions and basic properties of a circle and use them to prove basic theorems and solve problems	Assessed at the local level				
Gr11 Coordinate Geometry	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 12.2.2 Students will use coordinate geometry to analyze and describe relationships in the coordinate plane.					
MA 12.2.2.a Use coordinate geometry to analyze geometric situations	2	0	2-3	0-1	2-4
MA 12.2.2.b Apply the midpoint formula	Assessed at the local level				
MA 12.2.2.c Apply the distance formula	2	0	1-2	0-1	1-3
MA 12.2.2.d Prove special types of triangles and quadrilaterals	2, 3	0	0-1	1-2	1-3

Gr11 Transformations	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 12.2.3 Students will apply and analyze transformations.					
MA 12.2.3.a Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes	Assessed at the local level				
MA 12.2.3.b Perform and describe multiple transformations	Assessed at the local level				
Gr11 Spatial Modeling	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 12.2.4 Students will use visualization, spatial reasoning, and geometric modeling to solve problems.					
MA 12.2.4.a Sketch and draw appropriate representations of geometric objects using ruler, protractor, or technology	Assessed at the local level				
MA 12.2.4.b Use geometric models to visualize, describe, and solve problems	2	0	2-3	0-1	2-4
Gr11 Measurement	DOK Level	DOK 1	DOK 2	DOK 3	**Item Total**
MA 12.2.5 Students will apply the units, systems, and formulas to solve problems.					
MA 12.2.5.a Use strategies to find surface area and volume of complex objects	Assessed at the local level				
MA 12.2.5.b Apply appropriate units and scales to solve problems involving measurement	Assessed at the local level				
MA 12.5.c Convert between various units of area ad volume, such as square feet to square yards	Assessed at the local level				
MA 12.2.5.d Convert equivalent rates	1, 2	1-2	1-2	0	2-4
MA 12.2.5.e Find arc length and area of sectors of a circle	Assessed at the local level				
MA 12.2.5.f Determine surface area and volume of three-dimensional objects	Assessed at the local level				
MA 12.2.5.g Know that the effect of a scale factor k on length, area and volume is to multiply each k, k^2 and k^3, respectively	Assessed at the local level				

ALGEBRAIC CONCEPTS					
Gr11 Relationships	**DOK Level**	**DOK 1**	**DOK 2**	**DOK 3**	**Item Total**
MA 12.3.1 Students will generalize, represent, and analyze relationships using algebraic symbols.					
MA 12.3.1.a Represent, interpret, and analyze functions with graphs, tables, and algebraic notation, and convert among these representations	2, 3	0	2-3	1-2	3-5
MA 12.3.1.b Identify domain and range of functions represented in either symbolic or graphical form	Assessed at the local level				
MA 12.3.1.c Identify the slope and intercepts of a linear relationship from an equation or graph	1, 2	0-1	2-3	0	2-4
MA 12.3.1.c Identify the slope and intercepts of a linear relationship from an equation or graph	2, 3	0	2-3	1-2	3-5
MA 12.3.1.e Graph linear and non-linear functions	Assessed at the local level				
MA 12.3.1.f Compare and analyze the rate of change by using ordered pairs, tables, graphs, and equations	2,3	0	1-2	1-2	2-4
MA 12.3.1.g Graph and interpret linear inequalities	Assessed at the local level				
MA 12.3.1.h Represent, interpret, and analyze functions and their inverses	Assessed at the local level				
MA 12.3.1.i Determine if a relation is a function	Assessed at the local level				
Gr11 Modeling in Context	**DOK Level**	**DOK 1**	**DOK 2**	**DOK 3**	**Item Total**
MA 12.3.2 Students will model and analyze quantitative relationships.					
MA 12.3.2.a Model contextualized problems using various representations	Assessed at the local level				
MA 12.3.2.b Represent a variety of quantitative relationships using linear equations and one variable inequalities	3	0	0	2-4	2-4
MA 12.3.2.c Analyze situations to determine the type of algebraic relationship	Assessed at the local level				
MA 12.3.2.c Analyze situations to determine the type of algebraic relationship	Assessed at the local level				
Gr11 Procedures	**DOK Level**	**DOK 1**	**DOK 2**	**DOK 3**	**Item Total**
MA 12.3.3 Students will represent and solve equations and inequalities.					
MA 12.3.3.a Explain/apply the reflexive, symmetric, and transitive properties of equality	Assessed at the local level				
MA 12.3.3.b Simplify algebraic expressions involving exponents	1	1-2	0-1	0	1-3
MA 12.3.3.c Add and subtract polynomials	1	1-2	0-1	0	1-3

MA 12.3.3.d Multiply and divide polynomials	1	1-2	0-1	0	1-3
MA 12.3.3.e Factor polynomials	Assessed at the local level				
MA 12.3.3.f Identify and generate equivalent forms of linear equations	1	1-2	0-1	0	1-3
MA 12.3.3.g Solve linear equations and inequalities including absolute value	Assessed at the local level				
MA 12.3.3.h Identify and explain the properties used in solving equations and inequalities	Assessed at the local level				
MA 12.3.3.i Solve quadratic equations	Assessed at the local level				
MA 12.3.3.j Add, subtract, and simplify rational expressions	Assessed at the local level				
MA 12.3.3.k Multiply, divide, and simplify rational expressions	Assessed at the local level				
MA 12.3.3.l Evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables	Assessed at the local level				
MA 12.3.3.m Derive and use the formulas for the general term and summation of finite arithmetic and geometric series	Assessed at the local level				
MA 12.3.3.n Combine functions by composition, as well as by addition, subtraction, multiplication, and division	Assessed at the local level				
MA 12.3.3.o Solve an equation involving several variables for one variable in terms of the others	Assessed at the local level				
MA 12.3.3.p Analyze and solve systems of two linear equations in two variables algebraically and graphically	Assessed at the local level				

DATA ANALYSIS/PROBABILITY CONCEPTS

Gr11 Display and Analysis	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
MA 12.4.1 Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.					
MA 12.4.1.a Interpret data represented by the normal distribution and formulate conclusions	Assessed at the local level				
MA 12.4.1.b Compute, identify, and interpret measures of central tendency (mean, median, mode) when provided a graph or data set	Assessed at the local level				
MA 12.4.1.c Explain how sample size and transformations of data affect measures of central tendency	Assessed at the local level				
MA 12.4.1.d Describe the shape and determine the spread (variance, standard deviation) and outliers of a data set	1	0	2-3	0	2-3

MA 12.4.1.e Explain how statistics are used or misused in the world	Assessed at the local level				
MA 12.4.1.f Create scatter plots, analyze patterns, and describe relationships in paired data	Assessed at the local level				
MA 12.4.1.g Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection and the conclusions that can rightfully be made	Assessed at the local level				
MA 12.4.1.h Explain the differences between randomized experiment and observational studies	Assessed at the local level				
Gr11 Predictions and Inferences	**DOK Level**	**DOK 1**	**DOK 2**	**DOK 3**	**Item Total**
MA 12.4.2 Students will develop and evaluate inferences to make predictions.					
MA 12.4.2.a Compare data sets and evaluate conclusions using graphs and summary statistics	Assessed at the local level				
MA 12.4.2.b Support inferences with valid arguments	Assessed at the local level				
MA 12.4.2.c Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient	Assessed at the local level				
MA 12.4.2.d Recognize when arguments based on data confuse correlation with causation	Assessed at the local level				
Gr11 Probability	**DOK Level**	**DOK 1**	**DOK 2**	**DOK 3**	**Item Total**
MA 12.4.3 Students will apply and analyze concepts of probability.					
MA 12.4.3.a Construct a sample space and a probability distribution	Assessed at the local level				
MA 12.4.3.b Identify dependent and independent events and calculate their probabilities	1, 2	1-2	1-2	0	2-4
MA 12.4.3.c Use the appropriate counting techniques to determine the probability of an event	1, 2	1-2	0-1	0	1-3
MA 12.4.3.d Analyze events to determine if they are mutually exclusive	2	0	1	0-1	1-2
MA 12.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome	Assessed at the local level				

Curriculum Planning Committee and Focus Group Participants

Elementary Participants

The following people participated in developing the PK-5 Math Framework:

Core Committee:

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Julie Schneider – Hitchcock, 3rd grade
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Marsha Cady-Cox Communications
John Reynolds-Midland Computer, Inc.
Ann Glinski-Omaha State Bank
Cindy Tienken-Whishpering Pines Farm and Refuge
Elliott Ostler-UNO Mathematics Ed. Dept.

Jennifer Arrasmith-Gallup Organization
Christina Sullivan-Children's Museum
Dave Lanoha-Lanoha Nursery
A'Jamal Byndon-Nebraska Methodist College
Evan Kileen-Stategic Air and Space Museum
Sheryl McGlammery-UNO Science Education Dept.

Field Study Participants

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Becky Scherbring-Macmillan/Real Math
Dee Srenson-Scott Foresman/Investigations
Julie Elvers-Harcourt/Think Math
Sandi George-Harcourt/Think Math
Becky Williams-Macmillan
Tami Ulch-Scott Foresman/Investigations
Amanda Lorimer-Scott Foresman/Real Math
Jeannie Noel-Harcourt/Think Math
Cindy Chevalier-Scott Foresman/Investigations
Jennifer Gabrielson-Scott Foresman/Investigations
Kathy Landgren-Macmillan/Real Math

Jeanne Stover-Macmillan/Real Math
Anne Servais-Scott Foresman/Investigations
Glenda Bachman-Scott Foresman/Investigations
Robbin Yee-Harcourt/Real Math
Sharon Finnegan-Macmillan/Scott Foresman/Investigations
Marlee Anderson-Macmillan/Real Math
Christine Eisold-Scott Foresman/Investigations
Debbie Ryckman-Harcourt/Think Math
Michelle Shillito-Harcourt/Think Math
Pam Welch-Harcourt/Think Math
Marcia Murray-Macmillan/Real Math
Sara Collins-Harcourt/Real Math

Amy Scheibeler-Harcourt/Think Math
Kelly Pugh-Scott Foresman/Investigations
Jodi Critser-Harcourt/Think Math
Tammy Wolfe-Scott Foresman/Investigations
Marilyn Optiz-Macmillan/Real Math
Julie Sparks-Harcourt
Kelly Berg-Scott Foresman
Janell Nesler-Harcourt/Think Math
Barb Wilson-Harcourt
Christy Cryer-Macmillan/Real Math
Judy Bates-Scott Foresman
Barb Sheppard-Scott Foresman/Investigations
Sue Schall-Harcourt/Think Math
Mary Ritzdorf-Harcourt
Eva Van Lent-Everyday Math
Heidi Gough-Everyday Math
GayLynn Baker-Everyday Math
Sarah Peterson-Everyday Math
Norm Melichar-Everyday Math
Marsha Krienke-Hansen-Everyday Math
Marlo Olson-Scott Foresman/Investigations
Carrie Mason-Scott Foresman/Investigations

Kathy Vacek-Scott Foresman/Investigations
Sarah Peterson-Everyday Math/Real Math
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Denise Rohwer-Scott Foresman
Sugar Theissen-Scott Foresman
Jaci Goldhorn-Scott Foresman/Investigations
John Becker-Macmillan/Real Math
Jericia French-Scott Foresman/Investigations
Martha Vannier-Macmillan/Real Math
Cindy Hamm-Macmillan/Real Math
Matt Gurnett-Macmillan/Scott Foresman/Investigations
Andrew Rinaldi-Harcourt/Think Math
Bob Schermeyer-Harcourt/Think Math
Paul Schulte-Everyday Math
Rita Cain-Everyday Math
Densie Kersigo-Everyday Math
Helen Lykke-Wisler-Everyday Math
Suzi Behrns-Everyday Math
Shelley Schmitz-Macmillan/Real math
Terri Haywood-Harcourt/Think Math
Jackie Clarke-Macmillan/Real Math

Research Teams

Geometry	**Measurement**	**Problem Solving**	**Operations**
Anne Sevais	Michelle Shillito	Jeannie Noel	Glenda Bachman
Christy Cryer	Sandy Brown	Jericia French	Janell Nesler
Sara Collins	Heidi Penke	Martha Vannier	Kathy Landgren
Denise Rohwer	Peggy Brendel	Sara Petersen	Pam Hall
Mary Ehlers	Shelly Schmitz	Terri Haywood	Curt Lubbers
Jo Hanshaw			

Number Concepts	**Operations**	**Algebra**	**Exploring Data**
Glenda Bachman	Amanda Lorimer	Robbyn Yee	Eva Van Lent
Janell Nesler	Sue Schall	Ryan Clark	Barb Wilson
Kathy Landgren	Mary Ritzdorf	Jennifer Gabrielson	Kelly Pugh
Pam Hall	Julie Schneider	Jackie Clarke	Candy Spurzem
Curt Lubbers	Shelia Rempe	Kendal Morrisey	Jaci Goldhorn
	Pam Welch		

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Lisa Bertagnia, Aldrich, 2nd Grade
Sara Bivens, Holling Heights, 1st Grade
Katrina Daniels, Neihardt, 5th Grade
Jodi Fawcett, Reagan, 4th Grade
Tammy Gebhart, MEP Facilitator
Jeana Gilin, Sandoz, 2nd Grade
Mallory Lantzer, Wheeler, 3rd Grade
Jennifer Mentzer, Rockwell, Kdg.
Dr. Carol Newton, Director of Elementary Education
Marilyn Opitz, Norris, 3rd Grade
Heather Roberts, Ezra, 4th Grade
Amy Schroer, Rohwer, Kdg.
Martha Vannier, Wheeler, 5th Grade
Lindsey Vogel, Black Elk, 1st Grade

Projected Timeline for Millard Education Program for Elementary

Phase	Task	Year
Phase I	Initial Meeting • Review Philosophy, District Outcomes, Standards & Beliefs • Critical Issues • Formation of Research Groups Conducting Research Sharing Research Findings Develop Evaluation Form Vendor Presentations • Complete Evaluation Forms • Selection of Field Study Programs • Identification of Field Study Participants	September 2004 November 2004 March 2005 May 2005
Phase II 2005-06	Staff Development for Field Study Participants Field Study Update • Teacher usability • Student use • Evaluation responses • Student assessment data Field Study Update Other Data Reviewed • Alignment to grade 6 • Vendor staff development plans • Software applications and feasibility • Cost projections • Responsiveness of vendors Decision to continue Field Study, see notes on page 22 *	August 2005 October 2005 February 2006 August 2005-2006 April 2006
Phase II 2006-07	Training for Field Study participants • In-depth training for Real Math teachers • Training for Harcourt Think Math and Scott Foresman Investigations • Technology training day for Real Math Follow Up Day for Think Math Selection of program *Scott Foresman Addison Wesley Mathematics 2008 & Investigations 2008	October 2006 January 2007 February 22, 2007
Phase III	• Implement new curriculum, purchase new resources • Staff Development on new instructional practices & resources	2007-2008
Phase IV	• Monitor, collect student & program assessment data • Revise framework to include the Revised Millard Mathematics Standards and Indicators and State Mathematics Test Table of Specifications	2008-2009 2009-2010 2010-2011 2011-2012
Phase I	• Establish core committee • Research by staff • Develop mission	2012-2013

Secondary Participants

The following people participated in developing the 6-12 Math Framework:

Core Committee:

Barb Larson, AMS
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Tami Fierstein, KMS
Janet Jizba, NMS
Anne Bryant, RMS
Bruce Steinke, MLC
Jay Hutfles, NHS
Mike Neemann, NHS
Rebecca Prochaska, SHS
Cami Warneke, SHS
Gwen Fox, WHS
Karen Kneifl, WHS

Greg Schilling, Parent
Melissa Byington, AMS Administrator
Brad Millard, SHS Administrator
Kristi McKamy, Norris, Elementary Representative
Jennifer Reid, English Language Learners Representative
Kara Hutton, Montessori Representative
Michelle Ronan, NHS, Special Education Representative
Denny Hanley, Instructional Technology Representative
Dr. Janice Rech, UNO, Higher Education Representative
Tammy Gebhart, K-5 Math MEP Facilitator
Heather Daubert, 6-12 Math MEP Facilitator
Dr. Judy Porter, Director Secondary Education

Community Focus Group – PAYBAC Partners:

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Scott Broady, Metro Community College
Brad Morrison, Metro Community College
Erika Volker, Omaha Chamber of Commerce
Jim Vyhlidal, Tri-V-Tool and Manufacturing
Dr. Hugh Stoddard, University of Nebraska Medical Center

Dr. Neal Grandgenett, University of Nebraska – Omaha
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Kenda Olson, SHS
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Nancy Johnston, Director of Secondary Education

Projected Timeline for Millard Education Program for Secondary Mathematics

Phase	Task	Year
Phase I	• Establish core committee • Research by staff • Develop mission	Summer, 2006
Phase II	• Create scope & Sequence for curriculum alignment • Write course outcomes, objectives & assessments • Select instructional materials • Approve framework • Create curriculum guides	2006-2007 Fall, 2007
Phase III	• Implement new curriculum, purchase new resources • Staff Development on new instructional practices & resources	2007-2008; 2008-2009
Phase IV	• Monitor, collect student & program assessment data • Revise framework to include the Revised Millard Mathematics Standards and Indicators and State Mathematics Test Table of Specifications	2008-2009 2009-2010 2010-2011 2011-2012
Phase I	• Establish core committee • Research by staff • Develop mission	2012-2013

PreK-12 Mathematics Standards and Indicator Matrix

Introduction to PreK-12 Mathematics Matrix

<u>Introduction</u>
The PreK-12 Mathematics Standards and Indicators were approved by the Millard Board of Education on March 15, 2010. The PreK-12 Mathematics Matrix contains the identical information, differing only in format. Italicized print indicates an addition to the state indicators. Materials and courses are included at the end of each grade level column. For the purpose of vertical articulation, 5th grade is included on both elementary and secondary matrices.

<u>Nomenclature</u>
The nomenclature for the standards and indicators is as follows:

MA	Mathematics
S	State Standard
M	Millard Standard
P4-12	Grade Level
1-4	Content Standards

        1 - Number Sense
        2 - Geometric/Measurement
        3 - Algebraic
        4 - Data Analysis/Probability

1-6   Concepts of each Content Standard

Number Sense Standard	1 - Number System
	2 - Operations
	3 - Computation
	4 - Estimation
Geometric/Measurement Standard	1 - Characteristics
	2 - Coordinate Geometry
	3 - Transformations
	4 - Spatial Modeling
	5 - Measurement
Algebraic Standard	1 - Relationships
	2 - Modeling in Context
	3 - Procedures
Data Analysis/Probability Standard	1 - Display & Analysis
	2 - Predictions & Inferences
	3 - Probability

<u>Example</u>

MA S 03.1.3.a	Mathematics, State Standard, Grade 3, Number Sense Standard 1, Concept 3, Curricular Indicator a

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	K- 12 Comprehensive NUMBER SENSE Standard: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.						
Concepts	**Grade Level Standards**						
	Pre K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Number System	MA M P4.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 00.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 01.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 02.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 03.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 04.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 05.1.1 Students will represent and show relationships among positive rational numbers.
Operations	MA M P4.1.2 Students will demonstrate the meaning of addition and subtraction with whole numbers using objects and/or pictorial representations.	MA S 00.1.2 Students will demonstrate the meaning of addition and subtraction with whole numbers.	MA S 01.1.2 Students will demonstrate the meaning of addition and subtraction with whole numbers.	MA S 02.1.2 Students will demonstrate the meaning of addition and subtraction with whole numbers.	MA S 03.1.2 Students demonstrate the meaning of multiplication with whole numbers.	MA S 04.1.2 Students will demonstrate the meaning of division with whole numbers.	MA S 05.1.2 Students will demonstrate the meaning of arithmetic operations with whole numbers.
Computation	MA M P4.1.3 Mastery not expected at this level.	MA S 00.1.3 Mastery not expected at this level.	MA S 01.1.3 Students will compute fluently and accurately using appropriate strategies and tools.	MA S 02.1.3 Students will compute fluently and accurately using appropriate strategies and tools.	MA S 03.1.3 Students will compute fluently and accurately using appropriate strategies and tools.	MA S 04.1.3 Students will compute fluently and accurately using appropriate strategies and tools.	MA S 05.1.3 Students will compute fluently and accurately using appropriate strategies and tools.
Estimation	MA M P4.1.4 Mastery not expected at this level.	MA S 00.1.4 Mastery not expected at this level.	MA S 01.1.4 Mastery not expected at this level.	MA S 02.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 03.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 04.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 05.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.

	K- 12 Comprehensive NUMBER SENSE Standard: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
Concept	**Grade Level Standards**

	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Number System	MA M P4.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 00.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 01.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 02.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 03.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 04.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	MA S 05.1.1 Students will represent and show relationships among positive rational numbers.
Curricular Indicators	MA M P4.1.1.a Count and read numbers 0 – 10	MA S 00.1.1.a Count, read and write numbers 0 – 20 MA M 00.1.1.a Count, read, and write 0 – 115	MA S 01.1.1.a Count, read and write numbers 0 – 100 MA M 01.1.1a Count, read and write numbers 0-999	MA S 02.1.1.a Read and write numbers 0 – 1,000 (e.g., count numbers from 400 – 500; write numbers from 400 – 500)	MA S 03.1.1.a Read and write numbers to one-hundred thousand (e.g., 4,623 is the same as four thousand six hundred twenty three)	MA S 04.1.1.a Read and write numbers through the millions (e.g., 2,347,589 is the same as 2 million three hundred forty seven thousand five hundred eighty nine)	
	MA M P4.1.1.b Count objects using one-to-one correspondence 0 - 10	MA S 00.1.1.b Count objects using one-to-one correspondence 0 – 20	MA S 01.1.1.b Count by multiples of 2 up to 50	MA S 02.1.1.b Count by multiples of 2 up to 100			
			MA S 01.1.1.c Count by multiples of 5 up to 100		MA S 03.1.1.b Count by multiples of 5 to 200		
			MA S 01.1.1.d Count by multiples of 10 up to 100		MA S 03.1.1.c Count by multiples of 10 to 400		
					MA S 03.1.1.d Count by multiples of 100 to 1000		
	MA M P4.1.1.c Begin to sequence objects using ordinal numbers (1st through 5th)	MA S 00.1.1.c Sequence objects using ordinal numbers (1st through 5th) MA M 00.1.1.c Use words 1st through 10th to identify ordinal positions	MA S 01.1.1.e Sequence objects using ordinal numbers (1st through 10th)				
			MA S 01.1.1.f Count backwards from 10 - 0	MA S 02.1.1.c Count backwards from 20 - 0			
	MA M P4.1.1.d Match numerals to the quantities they represent 0-10, using a variety of models and representations	MA S 00.1.1.d Match numerals to the quantities they represent 0-20, using a variety of models and representations	MA S 01.1.1.g Connect number words to the quantities they represent 0 - 20	MA S 02.1.1.d Connect number words to the quantities they represent 0 -100			
		MA S 00.1.1.e Demonstrate and identify multiple equivalent representations for numbers 1 – 10 (e.g., 10 is 1 and 9; 10 is 6 and 4)	MA S 01.1.1.h Demonstrate and identify multiple equivalent representations for numbers 1 – 100 (e.g., 23 is 2 tens and 3 ones; 23 is 1 ten and 13 ones; 23 is 23 ones)	MA S 02.1.1.e Demonstrate multiple equivalent representations for numbers 1 – 1000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3	MA S 03.1.1.e Demonstrate multiple equivalent representations for numbers up to 10,000 (e.g., 10 tens is 1 hundred; 10 ten thousands is 1 hundred thousand; 2,350 is	MA S 04.1.1.b Demonstrate multiple equivalent representations for decimal numbers through the hundredths place (e.g., 2 and 5 hundredths is 2.05; 6.23 is 6	MA S 05.1.1.a Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place (e.g., 3.125 is 3 + .1 + .02 + .005)

		MA M 01.1.1.h Identify place value relationships for hundreds, tens, and ones	ones)	235 tens; 2,350 is 2,000 + 300 + 50; 2,350 is 23 hundreds and 5 tens)	+ .2 +.03)	
				MA S 03.1.1.f Demonstrate multiple equivalent representations for decimal numbers through the tenths place (e.g., 3 and 6 tenths is 3.6; 7.4 is 7 + .4)		
		MA S 01.1.1.i Compare and order whole numbers 0 – 100	**MA S 02.1.1.f Compare and order whole numbers 0 – 1000**	**MA S 03.1.1.g Compare and order whole numbers through the thousands**	**MA S 04.1.1.c Compare and order whole numbers and decimals through the hundredths place (e.g., money)**	**MA S 05.1.1.b Compare and order whole numbers, fractions, and decimals through the thousandths place**
	MA S 00.1.1.f Demonstrate relative position of whole numbers 0 – 10 (e.g., 5 is between 2 and 10; 7 is greater than 3)	**MA S 01.1.1.j Demonstrate relative position of whole numbers 0 – 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)**	**MA S 02.1.1.g Demonstrate relative position of whole numbers 0 – 1000 (e.g., 624 is between 600 and 700; 593 is greater than 539)**			
			MA S 02.1.1.h Use visual models to represent fractions of one-half as a part of a whole **MA M 02.1.1.h Identify, write, and construct fractions of a set or region- halves, thirds, fourths, fifths, sixths and eighths**			
						MA S 05.1.1.c Identify and name fractions in their simplest form and find common denominators for fractions
						MA S 05.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., 1/3, 1/4, 1/2, 2/3, 3/4)
		MA M 01.1.1.k Identify even/odd numbers to 60			**MA S 04.1.1.d Classify a number as even or odd**	**MA S 05.1.1.e Classify a number as prime or composite**
				MA S 03.1.1.h Find parts of whole and parts of a set for ½, ⅓, or ¼	**MA S 04.1.1.e Represent a fraction as parts of a whole, and/or parts of a set**	**MA S 05.1.1.f Identify factors and multiples of any whole number**
					MA S 04.1.1.f Use visual models to find equivalent fractions (e.g., 2/4 = 1/2, 2/8 = 1/4, 1 = 2/2 = 5/ 5 , 3/3)	

					MA S 04.1.1.g Determine the size of a fraction relative to one half using equivalent forms (e.g., Is 3/8 more or less than one half?)	
					MA S 04.1.1.h Locate fractions on a number line	
				MA S 03.1.1.i Round a given number to tens, hundreds, or thousands	MA S 04.1.1.i Round a whole number to millions	MA S 05.1.1.g Round whole numbers and decimals to any given place

K- 12 Comprehensive NUMBER SENSE Standard: **Students will communicate number sense concepts using multiple representations** **to reason, solve problems, and make connections within mathematics and across disciplines.**							
Concept	**Grade Level Standards**						
	Pre K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Operations	**MA M P4.1.2** **Students will demonstrate the meaning of addition and subtraction with whole numbers using objects and/or pictorial representations.**	MA S 00.1.2 Students will demonstrate the meaning of addition and subtraction with whole numbers.	MA S 01.1.2 Students will demonstrate the meaning of addition and subtraction with whole numbers.	MA S 02.1.2 Students will demonstrate the meaning of addition and subtraction with whole numbers.	MA S 03.1.2 Students demonstrate the meaning of multiplication with whole numbers.	MA S 04.1.2 Students will demonstrate the meaning of division with whole numbers.	MA S 05.1.2 Students will demonstrate the meaning of arithmetic operations with whole numbers.
Curricular Indicators	**MA M P4.1.2.a** **Use objects and/or words to demonstrate understanding as a joining action (e.g., Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)**	MA S 00.1.2.a Use objects and words to explain the meaning of addition as a joining action (e.g., Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)	MA S 01.1.2.a Use objects, drawings, words, and symbols to explain addition as a joining action	MA S 02.1.2.a Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if 2 + 3 = 5 then 5 – 3 = 2)	MA S 03.1.2.a Represent multiplication as repeated addition using objects, drawings, words and symbols (e.g., 3 x 4 = 4 + 4 + 4)	MA S 04.1.2.a Use drawings, words and symbols to explain the meaning of division ((e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e.g., as equal sharing: Paul has 24 candies. He wants to share them equally among his 6 friends. How many candies will each friend receive?))	MA S 05.1.2.a Use words and symbols to explain the meaning of the identify properties for addition and multiplication
	MA M P4.1.2.b **Use objects and/or words to demonstrate the understanding of the meaning of addition as parts of a whole (e.g., Three boys and two girls are going to the zoo. How many children are going to the zoo?)**	MA S 00.1.2.b Use objects and words to explain the meaning of addition as parts of a whole (e.g., Three boys and two girls are going to the zoo. How many children are going to the zoo?)	MA S 01.1.2.b Use objects, drawings, words, and symbols to explain addition as parts of a whole **MA M 01.1.2.b** **Use models to add with regrouping**	MA S 02.1.2.b Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if 3 + __ = 7, then 7- 3 = __.)	MA S 03.1.2.b Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4.)		MA S 05.1.2.b Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication
	MA M P4.1.2.c **Use objects and/or words to demonstrate the understanding of the meaning of subtraction as a separation action (e.g., Five girls are sitting at a table. Two girls leave. How many girls are left sitting at the table?)**	MA S 00.1.2.c Use objects and words to explain the meaning of subtraction as a separation action (e.g., Five girls are sitting at a table. Two girls leave. How many girls are left sitting at the table?)	MA S 01.1.2.c Use objects, drawings, words, and symbols to explain subtraction as a separation action		MA S 03.1.2.c Use drawings, words and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in 3 x 4 = 12, 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of 4 equals 12 total.)		MA S 05.1.2.c Use words and symbols to explain the distributive property of multiplication over addition (e.g., 5 (y + 2) = 5y + 5 x 2)
		MA S 00.1.2.d Use objects and words to explain the meaning of subtraction as finding part of a whole (e.g., Jacob has 5 pencils. Three are blue and	MA S 01.1.2.d Use drawings, words, and symbols to explain subtraction as finding part of a whole		MA S 03.1.2.d Use drawings, words and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns		

		the rest are red. How many red pencils does Jacob have?)			represents the multiplication sentence 3 x 4 = 12)		
		MA S 01.1.2.e **Use objects, drawings, words, and symbols to explain subtraction as a comparison. (e.g., Nancy has 8 hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)**					

K- 12 Comprehensive NUMBER SENSE Standard: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.							
Concept	**Grade Level Standards**						

	Pre K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Computation	**MA M P4.1.3 Mastery not expected at this level.**	**MA S 00.1.3 Mastery not expected at this level.**	**MA S 01.1.3 Students will compute fluently and accurately using appropriate strategies and tools.**	**MA S 02.1.3 Students will compute fluently and accurately using appropriate strategies and tools.**	**MA S 03.1.3 Students will compute fluently and accurately using appropriate strategies and tools.**	**MA S 04.1.3 Students will compute fluently and accurately using appropriate strategies and tools.**	**MA S 05.1.3 Students will compute fluently and accurately using appropriate strategies and tools.**
Curricular Indicators			**MA S 01.1.3.a Fluently add whole number sums up to 10**	**MA S 02.1.3.a Fluently add whole number facts with sums to 20**	**MA S 03.1.3.a Compute whole number multiplication facts 0-10 fluently**	**MA S 04.1.3.a Compute whole number division facts 0-10 fluently**	**MA S 05.1.3.a Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)**
			MA S 01.1.3.b Fluently subtract whole number differences from 10	**MA S 02.1.3.b Fluently subtract whole number facts with differences from 20**		**MA S 04.1.3.b Add and subtract decimals to the hundredths place (e.g., money)**	
			MA S 01.1.3.c Add and subtract two-digit numbers without regrouping	**MA S 02.1.3.c Add and subtract three-digit whole numbers with regrouping**	**MA S 03.1.3.b Add and subtract through four-digit whole numbers with regrouping**	**MA S 04.1.3.c Multiply two-digit whole numbers** **MA M 04.1.3.c Multiply up to 3-digit x 2-digit numbers**	
						MA S 04.1.3.d Divide a three-digit number with one digit divisor with and without a remainder	
						MA S 04.1.3.e Mentally compute multiplication and division involving powers of 10	
			MA S 01.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)	**MA S 02.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper–pencil)**	**MA S 03.1.3.c Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)**	**MA S 04.1.3.f Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation paper-pencil)**	**MA S 05.1.3.b Select, apply and explain the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology)**
							MA S 05.1.3.c Multiply decimals
							MA S 05.1.3.d Divide a decimal by a whole number

	K- 12 Comprehensive NUMBER SENSE Standard: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines						
Concept	**Grade Level Standards**						
	Pre K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Estimation	**MA M P4.1.4 Mastery not expected at this level.**	**MA S 00.1.4 Mastery not expected at this level.**	**MA S 01.1.4 Mastery not expected at this level.**	**MA S 02.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.**	**MA S 03.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.**	**MA S 04.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.**	**MA S 05.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.**
Curricular Indicators				**MA S 02.1.4.a Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results** **MA M 02.1.4.a Estimate sums and differences of 2- and 3-digit numbers**	**MA S 03.1.4.a Estimate the two-digit product of whole number multiplication and check the reasonableness**	**MA S 04.1.4.a Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness**	**MA S 05.1.4.a Estimate the sums and differences of positive rational numbers to check the reasonableness of such results**
				MA S 02.1.4.b Estimate the number of objects in a group			

K-12 Comprehensive GEOMETRIC/MEASUREMENT Standard: **Students will communicate geometric concepts and measurement concepts using multiple representations** **to reason, solve problems, and make connections within mathematics and across disciplines.**							
Concepts	**Grade Level Standards**						
	Pre K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Characteristics	**MA M P4.2.1** **Students will identify two-dimensional geometric shapes.**	MA S 00.2.1 Students will identify two-dimensional geometric shapes.	MA S 01.2.1 Students will identify two-dimensional geometric shapes.	MA S 02.2.1 Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.	MA S 03.2.1 Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.	MA S 04.2.1 Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.	MA S 05.2.1 Students will describe relationships among two–dimensional shapes and three-dimensional objects.
Coordinate Geometry	**MA M P4.2.2** **Mastery not expected at this level.**	MA S 00.2.2 Mastery not expected at this level.	MA S 01.2.2 Students will identify locations on a number line.	MA S 02.2.2 Students will describe direction on a positive number line.	MA S 03.2.2 Students will identify distances on a number line.	MA S 04.2.2 Students will describe locations using coordinate geometry.	MA S 05.2.2 Students will identify locations using coordinate geometry.
Transformations	**MA M P4.2.3** **Mastery not expected at this level.**	MA S 00.2.3 Mastery not expected at this level.	MA S 01.2.3 Students will identify a line of symmetry.	MA S 02.2.3 Students will identify lines of symmetry.	MA S 03.2.3 Students will draw all lines of symmetry.	MA S 04.2.3 Students will identify simple transformations.	MA S 05.2.3 Students will identify and use simple transformations.
Spatial Modeling	**MA M P4.2.4** **Mastery not expected at this level.**	MA S 00.2.4 Students will communicate relative positions in space.	MA S 01.2.4 Students will communicate relative positions in space and create two-dimensional shapes.	MA S 02.2.4 Students will create two-dimensional shapes.	MA S 03.2.4 Students will create two-dimensional shapes and three-dimensional objects.	MA S 04.2.4 Student will use geometric models to solve problems.	MA S 05.2.4 Students will create and use geometric models to solve problems
Measurement	**MA M P4.2.5** **Students will measure using nonstandard units and time.**	MA S 00.2.5 Students will measure using nonstandard units and time.	MA S 01.2.5 Students will measure using standard units, time and money.	MA S 02.2.5 Students will measure using standard units, time and money.	MA S 03.2.5 Students will apply appropriate procedures and tools to determine measurements using customary and metric units.	MA S 04.2.5 Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.	MA S 05.2.5 Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.

K-12 Comprehensive GEOMETRIC/MEASUREMENT Standard: **Students will communicate geometric concepts and measurement concepts using multiple representations** **to reason, solve problems, and make connections within mathematics and across disciplines.**							
Concept	**Grade Level Standards**						
	Pre K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Characteristics	**MA M P4.2.1** **Students will identify two-dimensional geometric shapes.**	**MA S 00.2.1** **Students will identify two-dimensional geometric shapes.**	**MA S 01.2.1** **Students will identify two-dimensional geometric shapes.**	**MA S 02.2.1** **Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.**	**MA S 03.2.1** **Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.**	**MA S 04.2.1** **Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.**	**MA S 05.2.1** **Students will describe relationships among two–dimensional shapes and three-dimensional objects.**
Curricular Indicators	**MA M P4.2.1.a** **Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)**	**MA S 00.2.1.a** **Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)**	**MA S 01.2.1.a** **Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)**				
			MA S 01.2.1.b **Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)**	**MA S 02.2.1.a** **Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)**	**MA S 03.2.1.a** **Identify the number of sides, angles and vertices of two-dimensional shapes**	**MA S 04.2.1.a** **Identify two- and three-dimensional shapes according to their sides and angle properties**	**MA S 05.2.1.a** **Identify the number of edges, faces and vertices of triangular and rectangular prisms**
				MA S 02.2.1.b **Determine if two shapes are congruent**	**MA S 03.2.1.b** **Identify congruent two-dimensional figures given multiple two-dimensional shapes**	**MA S 04.2.1.b** **Classify an angle as acute, obtuse, and right**	
				MA S 02.2.1.c **Compare two-dimensional shapes (e.g., trapezoid, parallelogram)**	**MA S 03.2.1.c** **Identify lines, line segments, rays, and angles**	**MA S 04.2.1.c** **Identify parallel, perpendicular and intersecting lines**	
				MA S 02.2.1.d **Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)**	**MA S 03.2.1.d** **Describe attributes of solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)**	**MA S 04.2.1.d** **Identify the property of congruency when dealing with plane geometric shapes**	**MA S 05.2.1.b** **Justify congruence of two-dimensional shapes**
							MA S 05.2.1.c **Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)**
							MA S 05.2.1.d **Identify degrees on a circle (e.g., 45, 90, 180, 270, 360)**

K-12 Comprehensive GEOMETRIC/MEASUREMENT Standard: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.							
Concept	**Grade Level Standards**						

	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Coordinate Geometry	**MA M P4.2.2 Mastery not expected at this level.**	**MA S 00.2.2 Mastery not expected at this level.**	**MA S 01.2.2 Students will identify locations on a number line.**	**MA S 02.2.2 Students will describe direction on a positive number line.**	**MA S 03.2.2 Students will identify distances on a number line.**	**MA S 04.2.2 Students will describe locations using coordinate geometry.**	**MA S 05.2.2 Students will identify locations using coordinate geometry.**
Curricular Indicators			**MA S 01.2.2.a Identify the position of a whole number on a horizontal number line**	**MA S 02.2.2.a Identify numbers using location on a vertical number line**	**MA S 03.2.2.a Draw a number line and plot points**	**MA S 04.2.2.a Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)**	**MA S 05.2.2.a Plot the location of an ordered pair in the first quadrant**
				MA S 02.2.2.b Compare whole numbers using location on a horizontal number line	**MA S 03.2.2.b Determine the distance between two whole number points on a number line**		
				MA S 02.2.2.c Identify the direction moved for adding and subtracting using a horizontal number line			

	K-12 Comprehensive GEOMETRIC/MEASUREMENT Standard: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
Concept	**Grade Level Standards**

	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Transformations	MA M P4.2.3 **Mastery not expected at this level.**	MA S 00.2.3 **Mastery not expected at this level.**	MA S 01.3.2 **Students will identify a line of symmetry.**	MA S 02.2.3 **Students will identify lines of symmetry.**	MA S 03.2.3 **Students will draw all lines of symmetry.**	MA S 04.2.3 **Students will identify simple transformations.**	MA S 05.2.3 **Students will identify and use simple transformations.**
Curricular Indicators			MA S 01.2.3.a **Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle)**	MA S 02.2.3.a **Identify lines of symmetry in two-dimensional shapes**		MA S 04.2.3.a **Given two congruent geometric shapes, identify the transformation (e.g., translation, rotation, reflection) applied to an original shape to create a transformed shape**	MA S 05.2.3.a **Perform one-step transformations on two dimensional shapes (e.g., translation, rotation, reflection, of 90, 180, and 270)**
				MA S 02.2.3.b **Draw a line of symmetry in two-dimensional shapes**	MA S 03.2.3.a **Draw all possible lines of symmetry in two-dimensional shapes** MA M 03.2.3.a **Identify and create symmetrical shapes**		

	K-12 Comprehensive GEOMETRIC/MEASUREMENT Standard: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.						
Concept	Grade Level Standards						

	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Spatial Modeling	MA M P4.2.4 Students will communicate relative positions in space	MA S 00.2.4 Students will communicate relative positions in space.	MA S 01.2.4 Students will communicate relative positions in space and create two-dimensional shapes.	MA S 02.2.4 Students will create two-dimensional shapes.	MA S 03.2.4 Students will create two-dimensional shapes and three-dimensional objects.	MA S 04.2.4 Student will use geometric models to solve problems.	MA S 05.2.4 Students will create and use geometric models to solve problems
Curricular Indicators	MA M P4.2.4.a Demonstrate positional words (e.g., above/below, near/far, over/ under, in/out, down/up, around/through)	MA S 00.2.4.a Demonstrate positional words (e.g., above/below, near/far, over/ under, in/out, down/up, around/through)	MA S 01.2.4.a Demonstrate positional words (e.g., left/right)			MA S 04.2.4.a Given a geometric model, use it to solve a problem (e.g., what shapes make a cylinder; streets run parallel and perpendicular)	MA S 05.2.4.a Build or sketch a geometric model to solve a problem
			MA S 01.2.4.b Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)	MA S 02.2.4.a Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)	MA S 03.2.4.a Sketch and label lines, rays, line segments and angles		MA S 05.2.4.b Sketch congruent shapes
					MA S 03.2.4.b Build three-dimensional objects (e.g., using clay for rectangular prisms, cone, cylinder)		MA S 05.2.4.c Build rectangular prisms using cubes

K-12 Comprehensive GEOMETRIC/MEASUREMENT Standard: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
Concept · **Grade Level Standards**

	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Measurement	**MA M P4.2.5 Students will begin to measure using nonstandard units and time**	**MA S 00.2.5 Students will measure using nonstandard units and time.**	**MA S 01.2.5 Students will measure using standard units, time and money.**	**MA S 02.2.5 Students will measure using standard units, time and money.**	**MA S 03.2.5 Students will apply appropriate procedures and tools to determine measurements using customary and metric units.**	**MA S 04.2.5 Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.**	**MA S 05.2.5 Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.**
Curricular Indicators					**MA S 03.2.5.a Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)**	**MA S 04.2.5.a Select and use appropriate tools to measure perimeter of polygons**	**MA S 05.2.5.a Select and use appropriate tools to measure perimeter and angles**
	MA M P4.2.5.a Identify the name of a penny	**MA S 00.2.5.a Identify the name and amount of a penny, nickel, dime and quarter**	**MA S 01.2.5.a Count like coins to $1.00**	**MA S 02.2.5.a Count mixed coins to $1.00**	**MA S 03.2.5.b Count mixed coins and bills greater than $1.00**		
	MA M P4.2.5.b Demonstrates awareness of time concepts/sequence	**MA S 00.2.5.b Identify time to the hour**	**MA S 01.2.5.b Identify time to the half hour**	**MA S 02.2.5.b Identify time to 5 minute intervals**	**MA S 03.2.5.c Identify time of day (e.g., am, pm, noon, midnight)**	**MA S 04.2.5.b Identify time to the minute on an analog clock**	
			MA S 01.2.5.c Identify past, present and future as orientation in time		**MA S 03.2.5.d State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)**	**MA S 04.2.5.c Solve problems involving elapsed time**	
	MA M P4.2.5.c Demonstrates understanding and uses measurement words and some standard/nonstandard measurement tools	**MA S 00.2.5.c Measure using nonstandard units**	**MA S 01.2.5.d Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)**	**MA S 02.2.5.c Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)**	**MA S 03.2.5.e Identify the appropriate customary unit for measuring length, weight and capacity/ volume**	**MA S 04.2.5.d Identify the appropriate metric unit for measuring length, weight, and capacity/volume (e.g., cm, m, Km; g, Kg; mL, L)**	**MA S 05.2.5.b Identify correct unit (customary or metric) to the measurement situation (e.g., distance from home to school; measure length of a room)**
			MA S 01.2.5.e Measure length using inches	**MA S 02.2.5.d Measure length using feet and yards** **MA M 02.2.5.d Estimate and measure length using inches, feet, yard, cm, and meters**	**MA S 03.2.5.f Measure length to the nearest ½ inch and centimeter (e.g., requires rounding)**	**MA S 04.2.5.e Estimate and measure length using customary (nearest ½ inch) and metric (nearest centimeter) units**	**MA S 05.2.5.c Estimate and measure length with customary units to the nearest ¼ inch**
	MA M P4.2.5.d Compare objects according to length	**MA S 00.2.5.d Compare objects according to length**	**MA S 01.2.5.f Compare and order objects according to length**	**MA S 02.2.5.e Compare and order objects using inches, feet and yards**	**MA S 03.2.5.g Compare and order objects according to length using centimeters and meters**		**MA S 05.2.5.d Measure capacity/volume with customary units**

						MA S 04.2.5.f **Measure weight and temperature using customary units**	MA S 05.2.5.e **Measure weight (mass) and temperature using metric units**
						MA S 04.2.5.g **Compute simple unit conversions for length within a system of measurement**	MA S 05.2.5.f **Determine the area of rectangles and squares**

	K-12 Comprehensive ALGEBRAIC Standard: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.						
Concepts	**Grade Level Standards**						
	Pre K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Relationships	MA M P4.3.1 Students will sort, classify, and order objects by relationships.	MA S 00.3.1 Students will sort, classify, and order objects by relationships.	MA S 01.3.1 Students will identify and describe relationships.	MA S 02.3.1 Students will identify, describe, and extend relationships.	MA S 03.3.1 Students will represent relationships.	MA S 04.3.1 Students will represent and analyze relationships.	MA S 05.3.1 Students will represent, analyze and generalize relationships.
Modeling in Context	MA M P4.3.2 Students will use objects as models to represent mathematical situations.	MA S 00.3.2 Students will use objects as models to represent mathematical situations.	MA S 01.3.2 Students will use objects as models to represent mathematical situations.	MA S 02.3.2 Students will use objects, pictures, and symbols as models to represent mathematical situations.	MA S 03.3.2 Students will create and use models to represent mathematical situations.	MA S 04.3.2 Students will create and use models to represent mathematical situations.	MA S 05.3.2 Students will create, use, and compare models representing mathematical situations.
Procedures	MA M P4.3.3 Students will use concrete and verbal representations to solve number stories.	MA S 00.3.3 Students will use concrete and verbal representations to solve number stories.	MA S 01.3.3 Students will use concrete, verbal, and visual representations to solve number sentences.	MA S 02.3.3 Students will use concrete, verbal, visual, and symbolic representations to solve number sentences.	MA S 03.3.3 Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.	MA S 04.3.3 Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.	MA S 05.3.3 Students will apply properties of simple positive rational numbers to solve one-step equations.

K-12 Comprehensive ALGEBRAIC Standard:
Students will communicate algebraic concepts using multiple representations
to reason, solve problems, and make connections within mathematics and across disciplines.

Concept	Grade Level Standards

	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Relationships	**MA M P4.3.1 Students will sort, classify, and order objects by relationships.**	MA S 00.3.1 Students will sort, classify, and order objects by relationships.	MA S 01.3.1 Students will identify and describe relationships.	MA S 02.3.1 Students will identify, describe, and extend relationships.	MA S 03.3.1 Students will represent relationships.	MA S 04.3.1 Students will represent and analyze relationships.	MA S 05.3.1 Students will represent, analyze and generalize relationships.
Curricular Indicators	**MA M P4.3.1.a Sort by color, shape or size**	MA S 00.3.1.a Sort by color, shape or size	MA S 01.3.1.a Sort or order objects by their attributes (e.g., color, shape, size, number) then identify the classifying attribute	MA S 02.3.1.a Create and describe patterns using concrete and pictorial representations	MA S 03.3.1.a Identify, describe and extend numeric and non-numeric patterns	MA S 04.3.1.a Describe, extend, and apply rules about numeric patterns	MA S 05.3.1.a Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns
	MA M P4.3.1.b Create own rule for sorting other than color, shape, and size	MA S 00.3.1.b Create own rule for sorting other than color, shape, and size	MA S 01.3.1.b Create multiple rules for sorting beyond color, shape, and size				
			MA S 01.3.1.c Identify, describe and extend patterns (e.g., patterns with a repeating core)		MA S 03.3.1.b Identify patterns using words, tables, and graphs	MA S 04.3.1.b Represent and analyze a variety of patterns using words, tables and graphs	MA S 05.3.1.b Create and analyze numeric patterns using words, tables, and graphs
			MA S 01.3.1.d Use <, =, > to compare quantities			MA S 04.3.1.c Use ≥, ≤ symbols to compare quantities	
						MA S 04.3.1.d Select appropriate operational and relational symbols to make a number sentence true	MA S 05.3.1.c Communicate relationships using expressions and equations

K-12 Comprehensive ALGEBRAIC Standard: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
Concept	Grade Level Standards

	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Modeling in Context	**MA M P4.3.2 Students will use objects as models to represent mathematical situations.**	MA S 00.3.2 Students will use objects as models to represent mathematical situations.	MA S 01.3.2 Students will use objects as models to represent mathematical situations.	MA S 02.3.2 Students will use objects, pictures, and symbols as models to represent mathematical situations.	MA S 03.3.2 Students will create and use models to represent mathematical situations.	MA S 04.3.2 Students will create and use models to represent mathematical situations.	MA S 05.3.2 Students will create, use, and compare models representing mathematical situations.
Curricular Indicators	**MA M P4.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 -10 using objects**	MA S 00.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 -10 using objects	MA S 01.3.2.a Model situations that involve the addition and subtraction of whole numbers 0-20, using objects, and pictures	MA S 02.3.2.a Model situations that involve the addition and subtraction of whole numbers 0-100, using objects and number lines	MA S 03.3.2.a Model situations that involve the addition and subtraction of whole numbers using objects, number lines and symbols	MA S 04.3.2.a Model situations that involve the multiplication of whole numbers using number lines and symbols	MA S 05.3.2.a Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables
			MA S 01.3.2.b Describe and model qualitative change (e.g., a student growing taller)	MA S 02.3.2.b Describe and model quantitative change involving addition (e.g., a student grew 2 inches)	MA S 03.3.2.b Describe and model quantitative change involving subtraction (e.g., temperature dropped two degrees)	MA S 04.3.2.b Describe and model quantitative change involving multiplication (e.g., money doubling)	
							MA S 05.3.2.b Represent a variety of quantitative relationships using tables and graphs
							MA S 05.3.2.c Compare different models to represent mathematical situations

	K-12 Comprehensive ALGEBRAIC Standard: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.						
Concept	**Grade Level Standards**						
	Pre K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Procedures	**MA M P4.3.3** Students will use concrete and verbal representations to solve number stories.	**MA S 00.3.3** Students will use concrete and verbal representations to solve number stories.	**MA S 01.3.3** Students will use concrete, verbal, and visual representations to solve number sentences.	**MA S 02.3.3** Students will use concrete, verbal, visual, and symbolic representations to solve number sentences.	**MA S 03.3.3** Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.	**MA S 04.3.3** Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.	**MA S 05.3.3** Students will apply properties of simple positive rational numbers to solve one-step equations.
Curricular Indicators	**MA M P4.3.3.a** Use objects to solve addition and subtraction of whole numbers	**MA S 00.3.3.a** Use objects to solve addition and subtraction of whole numbers 0-10	**MA S 01.3.3.a** Write number sentences to represent fact families	**MA S 02.3.3.a** Use symbolic representations of the commutative property of addition (e.g., 2 + 3 = Δ + 2)	**MA S 03.3.3.a** Use symbolic representation of the identity property of addition (e.g., 3 = 0 + 3)	**LA S 04.3.3.a** Represent the idea of a variable as an unknown quantity using a letter or a symbol (e.g., n + 3, b – 2)	**MA S 05.3.3.a** Explain the addition property of equality (e.g., if a=b, then a + c = b + c)
			MA S 01.3.3.b Use concrete, pictorial, and verbal representations of the commutative property of addition		**MA S 03.3.3.b** Solve simple one-step whole number equations involving addition and subtraction (e.g., Δ + 2 = 3)	**MA S 04.3.3.b** Use symbolic representation of the identity property of multiplication (e.g., 5* 1 = 5)	**MA S 05.3.3.b** Use symbolic representations of the associative property (e.g., (2 + 3) + 4 = 2 + (3 +n), (2 * 3) * 4 = 2 * (3 *n))
					MA S 03.3.3.c Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction	**MA S 04.3.3.c** Use symbolic representations of the commutative property of multiplication (e.g., 2 * 3 = Δ *2)	**MA S 05.3.3.c** Evaluate numerical expressions by using parentheses with respect to order of operations (e.g., 6 + (3*5))
						MA S 04.3.3.d Solve simple one-step whole number equations (e.g., x + 2 = 3, 3*y = 6)	**MA S 05.3.3.d** Evaluate simple algebraic expressions involving addition and subtraction
						MA S 04.3.3.e Explain the procedure(s) used in solving simple one-step whole number equations	**MA S 05.3.3.e** Solve one-step addition and subtraction equations involving common positive rational numbers

							MA S 05.3.3.f **Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers**

K-12 Comprehensive DATA ANALYSIS / PROBABILITY Standard:
Students will communicate data analysis/probability concepts using multiple representations
to reason, solve problems, and make connections within mathematics and across disciplines.

Concept	Grade Level Standards						
	Pre K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Display and Analysis	MA M P4.4.1 Students will sort, classify, describe, and compare sets of objects.	MA S 00.4.1 Students will sort, classify, represent, describe, and compare sets of objects.	MA S 01.4.1 Students will sort, classify, organize, describe, and compare data.	MA S 02.4.1 Students will organize, display, compare, and interpret data.	MA S 03.4.1 Students will organize, display, compare, and interpret data.	MA S 04.4.1 Students will organize, display, compare, and interpret data.	MA S 05.4.1 Students will organize, display, compare, and interpret data.
Predictions and Inferences	MA M P4.4.2 Mastery not expected at this level.	MA S 00.4.2 Mastery not expected at this level.	MA S 01.4.2 Mastery not expected at this level.	MA S 02.4.2 Mastery not expected at this level.	MA S 03.4.2 Mastery not expected at this level.	MA S 04.4.2 Students will construct predictions based on data.	MA S 05.4.2 Students will construct predictions based on data.
Probability	MA M P4.4.3 Mastery not expected at this level.	MA S 00.4.3 Mastery not expected at this level.	MA S 01.4.3 Mastery not expected at this level.	MA S 02.4.3 Mastery not expected at this level.	MA S 03.4.3 Students will find and describe experimental probability	MA S 04.4.3 Students will find, describe and compare experimental probabilities.	MA S 05.4.3 Students will determine theoretical probabilities.

	K-12 Comprehensive DATA ANALYSIS / PROBABILITY Standard: **Students will communicate data analysis/probability concepts using multiple representations** **to reason, solve problems, and make connections within mathematics and across disciplines.**						
Concept	**Grade Level Standards**						

	Pre K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Display and Analysis	**MA M P4.4.1** **Students will sort, classify, describe, and compare sets of objects.**	**MA S 00.4.1** **Students will sort, classify, represent, describe, and compare sets of objects.**	**MA S 01.4.1** **Students will sort, classify, organize, describe, and compare data.**	**MA S 02.4.1** **Students will organize, display, compare, and interpret data.**	**MA S 03.4.1** **Students will organize, display, compare, and interpret data.**	**MA S 04.4.1** **Students will organize, display, compare, and interpret data.**	**MA S 05.4.1** **Students will organize, display, compare, and interpret data.**
Curricular Indicators	**MA M P4.4.1.a** **Sort, and classify objects according to an attribute (e.g., size, color, shape)**	**MA S 00.4.1.a** **Sort, and classify objects according to an attribute (e.g., size, color, shape)**	**MA S 01.4.1.a** **Sort and classify objects by more than one attribute**	**MA S 02.4.1.a** **Represent data using pictographs**	**MA S 03.4.1.a** **Represent data using horizontal and vertical bar graphs**	**MA S 04.4.1.a** **Represent data using dot/line plots**	**MA S 05.4.1.a** **Represent data using line graphs**
	MA M P4.4.1.b **Identify the attributes of sorted data**	**MA S 00.4.1.b** **Identify the attributes of sorted data**	**MA S 01.4.1.b** **Organize data by using concrete objects**	**MA S 02.4.1.b** **Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)**	**MA S 03.4.1.b** **Use comparative language to describe the data (e.g., increasing, decreasing)**	**MA S 04.4.1.b** **Compare different representations of the same data**	**MA S 05.4.1.b** **Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line graphs)**
	MA M P4.4.1.c **Compare the attributes of the data (e.g., most, least, same)**	**MA S 00.4.1.c** **Compare the attributes of the data (e.g., most, least, same)** **MA M 00.4.1.c** **Read and interpret simple picture and bar graphs.**	**MA S 01.4.1.c** **Represent data by using tally marks**		**MA S 03.4.1.c** **Interpret data using horizontal and vertical bar graphs** **MA M 03.4.1.c** **Construct, read, and interpret bar graphs, line graphs, and picture graphs**	**MA S 04.4.1.c** **Interpret data and draw conclusions using dot/line plots**	**MA S 05.4.1.c** **Draw conclusions based on a set of data**
			MA S 01.4.1.d **Compare and interpret information from displayed data (e.g., more, less, fewer)**			**MA S 04.4.1.d** **Find the mode and range for a set of whole numbers**	**MA S 05.4.1.d** **Find the mean median, mode, and range for a set of whole numbers**
						MA S 04.4.1.e **Find the whole number mean for a set of whole numbers**	**MA S 05.4.1.e** **Generate questions and answers from data sets and their graphical representations**

K-12 Comprehensive DATA ANALYSIS / PROBABILITY Standard: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
Concept	Grade Level Standards

	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Predictions and Inferences	**MA M P4.4.2 Mastery not expected at this level.**	**MA S 00.4.2 Mastery not expected at this level.**	**MA S 01.4.2 Mastery not expected at this level.**	**MA S 02.4.2 Mastery not expected at this level.**	**MA S 03.4.2 Mastery not expected at this level.**	**MA S 04.4.2 Students will construct predictions based on data.**	**MA S 05.4.2 Students will construct predictions based on data.**
Curricular Indicators						**MA S 04.4.2.a Make predictions based on data to answer questions from tables and bar graphs**	**MA S 05.4.2.a Make predictions based on data to answer questions from tables, bar graphs, and line graphs**

K-12 Comprehensive DATA ANALYSIS / PROBABILITY Standard: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.							
Concept	**Grade Level Standards**						

	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Probability	MA M P4.4.3 Mastery not expected at this level.	MA S 00.4.3 Mastery not expected at this level.	MA S 01.4.3 Mastery not expected at this level.	MA S 02.4.3 Mastery not expected at this level.	MA S 03.4.3 Students will find and describe experimental probability	MA S 04.4.3 Students will find, describe and compare experimental probabilities.	MA S 05.4.3 Students will determine theoretical probabilities.
Curricular Indicators					MA S 03.4.3.a Perform simple experiments (e.g., flip a coin, toss a number cube, spin a spinner) and describe outcomes as possible, impossible, or certain	MA S 04.4.3.a Perform simple experiments and compare the degree of likelihood (e.g., more likely, equally likely, or less likely)	MA S 05.4.3.a Perform and record results of probability experiments
							MA S 05.4.3.b Generate a list of possible outcomes for a simple event
							MA S 05.4.3.c Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)

Course	PreK Math	Kindergarten Math	Grade 1 Math	Grade 2 Math	Grade 3 Math	Grade 4 Math	Grade 5 Math
Resources	Scott Foresman/Addison Wesley Math ©2008	Scott Foresman/Addison Wesley Math ©2008	Scott Foresman/Addison Wesley Math ©2008	Scott Foresman/Addison Wesley Math ©2008	Scott Foresman/Addison Wesley Math ©2008	Scott Foresman/Addison Wesley Math ©2008	Scott Foresman/Addison Wesley Math ©2008

	K- 12 Comprehensive NUMBER SENSE Standard: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.							
Concepts	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Number System	MA S 05.1.1 Students will represent and show relationships among positive rational numbers	MA S 06.1.1 Students will represent and show relationships among positive rational numbers and integers.	MA S 07.1.1 Students will represent and show relationships among rational numbers.	MA S 08.1.1 Students will represent and show relationships among real numbers.	MA M 09.1.1 Students will represent and show relationships among real numbers.		MA M 11.1.1 Students will represent and show relationships among real numbers.	MA S 12.1.1 Students will represent and show relationships among real numbers.
Operations	MA S 05.1.2 Students will demonstrate the meaning of arithmetic operations with whole numbers.	MA S 06.1.2 Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.	MA S 07.1.2 Students will demonstrate the meaning of arithmetic operations with positive fractions, decimals, and integers.	MA S 08.1.2 Students will demonstrate the meaning of arithmetic operations with integers.	MA M 09.1.2 Students will demonstrate the meaning and effects of arithmetic operations with real numbers.		MA M 11.1.2 Students will demonstrate the meaning and effects of arithmetic operations with real numbers.	MA S 12.1.2 Students will demonstrate the meaning and effects of arithmetic operations with real numbers.
Computation	MA S 05.1.3 Students will compute fluently and accurately using appropriate strategies and tools.	MA S 06.1.3 Students will compute fluently and accurately using appropriate strategies and tools.	MA S 07.1.3 Students will compute fluently and accurately using appropriate strategies and tools.	MA S 08.1.3 Students will compute fluently and accurately using appropriate strategies and tools.	MA M 09.1.3 Students will compute fluently and accurately using appropriate strategies and tools.		MA M 11.1.3 Students will compute fluently and accurately using appropriate strategies and tools.	MA S 12.1.3 Students will compute fluently and accurately using appropriate strategies and tools.
Estimation	MA S 05.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 06.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 07.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 08.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA M 09.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.		MA M 11.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 12.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.

K- 12 Comprehensive NUMBER SENSE Standard: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.								
Concept	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Number System	**MA S 05.1.1 Students will represent and show relationships among positive rational numbers.**	**MA S 06.1.1 Students will represent and show relationships among positive rational numbers and integers.**	**MA S 07.1.1 Students will represent and show relationships among rational numbers.**	**MA S 08.1.1 Students will represent and show relationships among real numbers.**	**MA M 09.1.1 Students will represent and show relationships among real numbers.**		**MA M 11.1.1 Students will represent and show relationships among real numbers.**	**MA S 12.1.1 Students will represent and show relationships among real numbers.**
Curricular Indicators	**MA S 05.1.1.a Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place (e.g., 3.125 is 3 + .1 + .02 + .005)**	**MA S 06.1.1.a Show equivalence among common fractions and non-repeating decimals and percents**	**MA S 07.1.1a Show equivalence among fractions, decimals, and percents**	**MA S 08.1.1.a Compare and order real numbers**	**MA M 09.1.1.a Demonstrate equivalent forms of irrational numbers (e.g., $\sqrt{8} = 2\sqrt{2}$)**		**MA M 11.1.1.a Demonstrate multiple equivalent forms of irrational numbers (e.g., $\sqrt{8} = 8^{1/2} = 2\sqrt{2}$)**	**MA S 12.1.1.a Demonstrate multiple equivalent forms of irrational numbers (e.g., $\sqrt{8} = 8^{1/2} = 2\sqrt{2}$)**
	MA S 05.1.1.b Compare and order whole numbers, fractions, and decimals through the thousandths place	**MA S 06.1.1.b Compare and order positive and negative integers**	**MA S 07.1.1b Compare and order rational numbers (e.g., fractions, decimals, percents)**	**MA S 08.1.1.b Demonstrate relative position of real numbers on the number line (e.g., square root of 2 is left of 1.5)**	**MA M 09.1.1.b Compare, contrast and apply the properties of numbers and the real number system, including rational and irrational numbers**		**MA M 11.1.1.b Perform operations and solve equations with complex numbers.**	**MA S 12.1.1.b Compare, contrast and apply the properties of numbers and the real number system, including rational, irrational, imaginary and complex numbers**
	MA S 05.1.1.c Identify and name fractions in their simplest form and find common denominators for fractions	**MA S 06.1.1.c Identify integers less than 0 on a number line**	**MA S 07.1.1c Represent large numbers using scientific notation** **MA M 07.1.1c Convert between scientific notation and standard form for large numbers**	**MA S 07.1.1c Represent large numbers using scientific notation** **MA M 08.1.1.c Convert between scientific notation and standard form including the use of negative exponents**				
	MA S 05.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., 1/3, 1/4, 1/2, 2/3, 3/4)	**MA S 06.1.1.d Represent large numbers using exponential notation (e.g., $1000 = 10^3$)**	**MA S 07.1.1.d Classify numbers as natural, whole, integer, or rational**	**MA S 08.1.1.d Classify numbers as natural, whole, integer, rational, irrational, or real**				
	MA S 05.1.1.e Classify a number as prime or composite	**MA S 06.1.1.e Identify the prime factorization of numbers (e.g., 12 = 2 x 2 x 3 or 2^2 x 3)**	**MA S 07.1.1.e Find least common multiple and greatest common divisor given two numbers**					

	MA S 05.1.1.f Identify factors and multiples of any whole number	MA S 06.1.1.f Classify numbers as natural, whole, or integer					
	MA S 05.1.1.g Round whole numbers and decimals to any given place	MA M 06.1.1.g Use greatest common factor and least common multiple to solve problems					

K- 12 Comprehensive NUMBER SENSE Standard: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

Concept	Grade Level Standards

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Operations	**MA S 05.1.2 Students will demonstrate the meaning of arithmetic operations with whole numbers.**	**MA S 06.1.2 Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.**	**MA S 07.1.2 Students will demonstrate the meaning of arithmetic operations with positive fractions, decimals, and integers.**	**MA S 08.1.2 Students will demonstrate the meaning of arithmetic operations with integers.**	**MA M 09.1.2 Students will demonstrate the meaning and effects of arithmetic operations with real numbers.**		**MA M 11.1.2 Students will demonstrate the meaning and effects of arithmetic operations with real numbers.**	**MA S 12.1.2 Students will demonstrate the meaning and effects of arithmetic operations with real numbers.**
Curricular Indicators	**MA S 05.1.2.a Use words and symbols to explain the meaning of the identify properties for addition and multiplication**	**MA S 06.1.2.a Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions**	**MA S 07.1.2.a Use drawings, words, and symbols to explain the meaning of multiplication and division of fractions (e.g., 2/3 x 6 as two-thirds of six, or 6 x 2/3 as 6 groups of two-thirds, or 6 ÷ 2/3 as how many two-thirds there are in six.)**	**MA S 08.1.2.a Use drawings, words, and symbols to explain the meaning of addition, subtraction, multiplication, and division of integers.**	**MA M 09.1.2.a Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., √1/4 = 1/2))**		**MA M 11.1.2.a Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., √1/4 = 1/2))**	**MA S 12.1.2.a Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., √1/4 = 1/2))**
	MA S 05.1.2.b Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication	**MA S 06.1.2.b Use drawings, words, and symbols to explain the meaning of addition and subtraction of decimals**	**MA S 07.1.2.b Use drawings, words, and symbols to explain the meaning of multiplication and division of decimals**	**MA S 08.1.2.b Use words and symbols to explain the zero property of multiplication (e.g., if ab = 0 then a or b or both must be zero)**	**MA M 09.1.2.b Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference**		**MA M 11.1.2.b Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference**	**MA S 12.1.2.b Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference**
	MA S 05.1.2.c Use words and symbols to explain the distributive property of multiplication over addition (e.g., 5 (y + 2) = 5y + 5 x 2)		**MA S 07.1.2.c Use drawings, words, and symbols to explain the addition and subtraction of integers**	**MA S 08.1.2.c Use words and symbols to explain why division by zero is undefined**				
			MA M 07.1.2.d Use powers and exponents (e.g., 2 X 2 X 2 X 2 = 2^4 = 16)					

K- 12 Comprehensive NUMBER SENSE Standard: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.								
Concept	Grade Level Standards							

Concept	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Computation	**MA S 05.1.3** Students will compute fluently and accurately using appropriate strategies and tools.	**MA S 06.1.3** Students will compute fluently and accurately using appropriate strategies and tools.	**MA S 07.1.3** Students will compute fluently and accurately using appropriate strategies and tools.	**MA S 08.1.3** Students will compute fluently and accurately using appropriate strategies and tools.	**MA M 09.1.3** Students will compute fluently and accurately using appropriate strategies and tools.		**MA M 11.1.3** Students will compute fluently and accurately using appropriate strategies and tools.	**MA S 12.1.3** Students will compute fluently and accurately using appropriate strategies and tools.
Curricular Indicators	**MA S 05.1.3.a** Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)	**MA S 06.1.3.a** Multiply and divide positive rational numbers	**MA S 07.1.3.a** Compute accurately with integers	**MA S 08.1.3.a** Compute accurately with rational numbers	**MA M 09.1.3.a** Compute accurately with real numbers		**MA M 11.1.3.a** Compute accurately with real numbers	**MA S 12.1.3.a** Compute accurately with real numbers
	MA S 05.1.3.b Select, apply and explain the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology)	**MA S 06.1.3.b** Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology, divisibility rules)	**MA S 07.1.3.b** Select, apply and explain the method of computation when problem solving using integers and positive rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)	**MA S 08.1.3.b** Evaluate expressions involving absolute value of integers	**MA M 09.1.3.b** Simplify exponential expressions (e.g., powers of -1, 0, ½, $3^2 * 3^2 = 3^4$)		**MA M 11.1.3.b** Simplify exponential expressions (e.g., powers of -1, 0, ½, $3^2 * 3^2 = 3^4$)	**MA S 12.1.3.b** Simplify exponential expressions (e.g., powers of -1, 0, ½, $3^2 * 3^2 = 3^4$)
	MA S 05.1.3.c Multiply decimals	**MA M 06.1.3.C** Use simple reasoning about multiplication and division to solve ratio and rate problems	**MA S 07.1.3.c** Solve problems involving percent of numbers (e.g., percent of, % increase, % decrease)	**MA S 08.1.3.c** Calculate squares of integers, the square roots of perfect squares, and the square roots of whole numbers using technology	**MA M 09.1.3.c** Multiply and divide numbers using scientific notation		**MA M 11.1.3.c** Multiply and divide numbers using scientific notation	**MA S 12.1.3.c** Multiply and divide numbers using scientific notation
	MA S 05.1.3.d Divide a decimal by a whole number			**MA S 08.1.3.d** Select, apply and explain the method of computation when problem solving using rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)	**MA M 09.1.3.d** Select, apply and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)		**MA M 11.1.3.d** Select, apply and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)	**MA S 12.1.3.d** Select, apply and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)
				MA S 08.1.3.e Solve problems involving ratios and proportions (e.g., x/5 = 10/17)				

K- 12 Comprehensive NUMBER SENSE Standard: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines							
Concept	Grade Level Standards						
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Estimation	MA S 05.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 06.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 07.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 08.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA M 09.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA M 10.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA M 11.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.	MA S 12.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.
Curricular Indicators	MA S 05.1.4.a Estimate the sums and differences of positive rational numbers to check the reasonableness of such results	MA S 06.1.4.a Use appropriate estimation methods to check the reasonableness of solutions for problems involving positive rational numbers	MA S 07.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving integers and positive rational numbers	MA S 08.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving rational numbers	MA M 09.1.4.a Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation or an exact number (e.g., 10 π (pi) is approximately 31.4, square roots)	MA M 10.1.4.a Use estimation methods to check the reasonableness of real number computations (e.g., positive measures-negatives don't apply) and decide if the problem calls for an approximation or an exact number (e.g., 10 π (pi) is approximately 31.4, square roots	MA M 11.1.4.a Use estimation methods to check the reasonableness of real number computations (e.g., positive measures-negatives don't apply) and decide if the problem calls for an approximation or an exact number (e.g., 10 π (pi) is approximately 31.4, square roots	MA S 12.1.4.a Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation or an exact number (e.g., 10 π (pi) is approximately 31.4, square and cube roots)
					MA M 09.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates	MA M 10.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates	MA M 11.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates	MA S 12.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates

Concepts	\multicolumn{8}{c}{K-12 Comprehensive GEOMETRIC/MEASUREMENT Standard: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.}

	\multicolumn{8}{c}{Grade Level Standards}

Concepts	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Characteristics	MA S 05.2.1 Students will describe relationships among two–dimensional shapes and three-dimensional objects.	MA S 06.2.1 Students will compare and contrast properties among two-dimensional shapes and among three-dimensional objects.	MA S 07.2.1 Students will describe, compare and contrast characteristics, properties and relationships of geometric shapes and objects.	MA S 08.2.1 Students will describe, compare and contrast characteristics, properties and relationships of geometric shapes and objects.		MA M 10.2.1 Students will analyze characteristics, properties, and relationships among geometric shapes and objects.		MA S 12.2.1 Students will analyze characteristics, properties, and relationships among geometric shapes and objects.
Coordinate Geometry	MA S 05.2.2 Students will identify locations using coordinate geometry.	MA S 06.2.2 Students will label points using coordinate geometry.	MA S 07.2.2 Students will specify locations and describe relationships using coordinate geometry.	MA S 08.2.2 Students will specify locations and describe relationships using coordinate geometry.	MA M 09.2.2 Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.	MA M 10.2.2 Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.		MA S 12.2.2 Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.
Transformations	MA S 05.2.3 Students will identify and use simple transformations.	MA S 06.2.3 Students will use and describe results of transformations on geometric shapes.	MA S 07.2.3 Students will use transformations and symmetry to analyze geometric shapes.	MA S 08.2.3 Students will perform transformations and use them to analyze the orientation and size of geometric shapes.		MA M 10.2.3 Students will apply and analyze transformations.	.	MA S 12.2.3 Students will apply and analyze transformations.
Spatial Modeling	MA S 05.2.4 Students will create and use geometric models to solve problems	MA S 06.2.4 Students will use visualization of geometric models to solve problems.	MA S 07.2.4 Students will use visualization to create geometric models in solving problems.	MA S 08.2.4 Students will use visualization, spatial reasoning, and geometric modeling to solve problems.		MA M 10.2.4 Students will use visualization, spatial reasoning, and geometric modeling to solve problems.		MA S 12.2.4 Students will use visualization, spatial reasoning, and geometric modeling to solve problems.
Measurement	MA S 05.2.5 Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.	MA S 06.2.5 Students will apply appropriate procedures, tools, and formulas to determine measurements.	MA S 07.2.5 Students will apply appropriate procedures, tools, and formulas to determine measurements.	MA S 08.2.5 Students will select and apply appropriate procedures, tools, and formulas to determine measurements.		MA M 10.2.5 Students will apply the units, systems and formulas to solve problems.		MA S 12.2.5 Students will apply the units, systems and formulas to solve problems.

K-12 Comprehensive GEOMETRIC/MEASUREMENT Standard: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.								
Concept	**Grade Level Standards**							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Characteristics	MA S 05.2.1 Students will describe relationships among two–dimensional shapes and three-dimensional objects.	MA S 06.2.1 Students will compare and contrast properties among two-dimensional shapes and among three-dimensional objects.	MA S 07.2.1 Students will describe, compare and contrast characteristics, properties and relationships of geometric shapes and objects.	MA S 08.2.1 Students will describe, compare and contrast characteristics, properties and relationships of geometric shapes and objects.		MA M 10.2.1 Students will analyze characteristics, properties, and relationships among geometric shapes and objects.		MA S 12.2.1 Students will analyze characteristics, properties, and relationships among geometric shapes and objects.
Curricular Indicators	MA S 05.2.1.a Identify the number of edges, faces and vertices of triangular and rectangular prisms	MA S 06.2.1.a Justify the classification of three dimensional objects	MA S 07.2.1.a Identify and describe similarity of two-dimensional shapes using side and angle measurements	MA S 08.2.1.a Identify and describe similarity of three-dimensional objects		MA M 10.2.1.a Identify and explain the necessity of and give examples of definitions and theorems		MA S 12.2.1.a Identify and explain the necessity of and give examples of definitions and theorems
	MA S 05.2.1.b Justify congruence of two-dimensional shapes	MA M 06.2.1.b Understand and use geometric vocabulary including point, line, ray, angle, plane and polygon	MA S 07.2.1.b Name line, line segment, ray, and angle (e.g., AB, PR < LMN)	MA S 08.2.1.b Compare and contrast relationships between similar and congruent objects		MA M 10.2.1.b Analyze properties and relationships among classes of two and three dimensional geometric objects using inductive reasoning and counterexamples to look for patterns to draw valid conclusions (e.g., conjectures)		MA S 12.2.1.b Analyze properties and relationships among classes of two and three dimensional geometric objects using inductive reasoning and counterexamples
	MA S 05.2.1.c Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)			MA S 08.2.1.c Identify geometric properties of parallel lines cut by a transversal and related angles (e.g., perpendicular and parallel lines with transversals) and angles (e.g., corresponding, alternate interior, alternate exterior)		MA M 10.2.1.c State and prove geometric theorems using deductive reasoning (e.g., parallel lines with transversals, congruent triangles, similar triangles)		MA S 12.2.1.c State and prove geometric theorems using deductive reasoning (e.g., parallel lines with transversals, congruent triangles, similar triangles)
	MA S 05.2.1.d Identify degrees on a circle (e.g., 45, 90, 180, 270, 360)			MA S 08.2.1.d Identify pairs of angles (e.g., adjacent, complementary, supplementary, vertical)		MA M 10.2.1.d Apply geometric properties to solve problems (e.g., parallel lines, line transversals, similar triangles, congruent triangles, proportions)		MA S 12.2.1.d Apply geometric properties to solve problems (e.g., parallel lines, line transversals, similar triangles, congruent triangles, proportions)

				MA S 08.2.1.e Examine the relationships of the interior angles of a triangle (e.g., the sum of the angles is 180 degrees)		MA M 10.2.1.e Identify and apply right triangle relationships (e.g., sine, cosine, tangent, special right triangles, converse of Pythagorean Theorem)		MA S 12.2.1.e Identify and apply right triangle relationships (e.g., sine, cosine, tangent, special right triangles, converse of Pythagorean Theorem)
						MA M 10.2.1.f Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true		MA S 12.2.1.f Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true
						MA M 10.2.1.g Understand properties of a circle and be able to calculate relationships between arcs and angles (e.g., angle and segment relationships in circles)		MA S 12.2.1.g Know the definitions and basic properties of a circle and use them to prove basic theorems and solve problems

	K-12 Comprehensive GEOMETRIC/MEASUREMENT Standard: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.								
Concept	**Grade Level Standards**								

	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Coordinate Geometry	**MA S 05.2.2** Students will identify locations using coordinate geometry.	**MA S 06.2.2** Students will label points using coordinate geometry.	**MA S 07.2.2** Students will specify locations and describe relationships using coordinate geometry.	**MA S 08.2.2** Students will specify locations and describe relationships using coordinate geometry.	**MA M 09.2.2** Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.	**MA M 10.2.2** Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.		**MA S 12.2.2** Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.
Curricular Indicators	**MA S 05.2.2.a** Plot the location of an ordered pair in the first quadrant	**MA S 06.2.2.a** Identify the ordered pair of a plotted point in the coordinate plane	**MA S 07.2.2.a** Plot the location of an ordered pair in the coordinate plane	**MA S 08.2.2.a** Use coordinate geometry to represent and examine the properties of rectangles and squares using horizontal and vertical segments	**MA M 09.2.2.a** Apply slopes to write and graph parallel and perpendicular lines	**MA M 10.2.2.a** Use the hierarchy of quadrilaterals and understand properties of the quadrilaterals and be able to apply them to solve problems		**MA S 12.2.2.a** Use coordinate geometry to analyze geometric situations (e.g., parallel lines, perpendicular lines, circle equations)
			MA S 07.2.2.b Identify the quadrant of a given point in the coordinate plane			**MA M 10.2.2.b** Apply the midpoint formula		**MA S 12.2.2.b** Apply the midpoint formula
			MA S 07.2.2.c Find the distance between points along horizontal and vertical lines of a coordinate plane (e.g., what is the distance between (0, 3) and (0, 9))			**MA M 10.2.2.c** Apply the distance formula		**MA S 12.2.2.c** Apply the distance formula
						MA M 10.2.2.d Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square)		**MA S 12.2.2.d** Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square)

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Concept	Grade Level Standards

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Transformations	MA S 05.2.3 Students will identify and use simple transformations.	MA S 06.2.3 Students will use and describe results of transformations on geometric shapes.	MA S 07.2.3 Students will use transformations and symmetry to analyze geometric shapes.	MA S 08.2.3 Students will perform transformations and use them to analyze the orientation and size of geometric shapes.		MA M 10.2.3 Students will apply and analyze transformations.	MA S 11.2.3 Students will apply and analyze transformations.	MA S 12.2.3 Students will apply and analyze transformations.
Curricular Indicators	MA S 05.2.3.a Perform one-step transformations on two dimensional shapes (e.g., translation, rotation, reflection, of 90, 180, and 270)	MA S 06.2.3.a Perform and describe positions and orientation of shapes under single transformations (translation, rotation, reflection) not on a coordinate plane	MA S 07.2.3.a Identify lines of symmetry for a reflection	MA S 08.2.3.a Identify the similarity of dilated shapes		MA M 10.2.3.a Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes		MA S 12.2.3.a Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes
			MA S 07.2.3.b Perform and describe positions and orientation of shapes under a single transformation (e.g., translation, rotation, reflection) on a coordinate plane	MA S 08.2.3.b Perform and describe positions and sizes of shapes under dilations (e.g., scale factor, ratios)		MA M 10.2.3.b Perform and describe multiple transformations		MA S 12.2.3.b Perform and describe multiple transformations

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to reason, solve problems, and make connections within mathematics and across disciplines.

Concept	Grade Level Standards							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Spatial Modeling	MA S 05.2.4 Students will create and use geometric models to solve problems	MA S 06.2.4 Students will use visualization of geometric models to solve problems.	MA S 07.2.4 Students will use visualization to create geometric models in solving problems.	MA S 08.2.4 Students will use visualization, spatial reasoning, and geometric modeling to solve problems.		MA M 10.2.4 Students will use visualization, spatial reasoning, and geometric modeling to solve problems.		MA S 12.2.4 Students will use visualization, spatial reasoning, and geometric modeling to solve problems.
Curricular Indicators	MA S 05.2.4.a Build or sketch a geometric model to solve a problem	MA S 06.2.4.a Identify two-dimensional drawings of three-dimensional objects	MA S 07.2.4.a Identify the shapes that make up the three-dimensional object	MA S 08.2.4.a Draw geometric objects with specified properties (e.g., parallel sides, number of sides, angle measures, number of faces)		MA M 10.2.4.a Sketch and draw appropriate representations of geometric objects using ruler, protractor, compass, straight edge, and assessable technology.		MA S 12.2.4.a Sketch and draw appropriate representations of geometric objects using ruler, protractor or technology
	MA S 05.2.4.b Sketch congruent shapes		MA S 07.2.4.b Create two-dimensional representations of three-dimensional objects to visualize and solve problems (e.g., perspective drawing of surface area)			MA M 10.2.4.b Use geometric models to visualize, describe, and solve problems (e.g., find the height of a tree; find the amount of paint needed for a room; scale model)		MA S 12.2.4.b Use geometric models to visualize, describe, and solve problems (e.g., find the height of a tree; find the amount of paint needed for a room; scale model)
	MA S 05.2.4.c Build rectangular prisms using cubes		MA S 07.2.4.c Draw angles to given degree					

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Concept	Grade Level Standards		

Concept	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Measurement	MA S 05.2.5 **Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.**	MA S 06.2.5 **Students will apply appropriate procedures, tools, and formulas to determine measurements.**	MA S 07.2.5 **Students will apply appropriate procedures, tools, and formulas to determine measurements.**	MA S 08.2.5 **Students will select and apply appropriate procedures, tools, and formulas to determine measurements.**	MA M 09.2.5 **Students will apply the units, systems and formulas to solve problems.**	MA M 10.2.5 **Students will apply the units, systems and formulas to solve problems.**		MA S 12.2.5 **Students will apply the units, systems and formulas to solve problems.**
Curricular Indicators	MA S 05.2.5.a **Select and use appropriate tools to measure perimeter and angles**	MA S 06.2.5.a **Estimate and measure length with customary and metric units to the nearest 1/16 inch and mm**	MA S 07.2.5.a **Measure angles to the nearest degree**	MA S 08.2.5.a **Use strategies to find the perimeter and area of complex shapes**		MA M 10.2.5a **Use measurement and attributes of geometric shapes to calculate area and perimeter (e.g., regular polygons)**		MA S 12.2.5.a **Use strategies to find surface area and volume of complex objects**
	MA S 05.2.5.b **Identify correct unit (customary or metric) to the measurement situation (e.g., distance from home to school; measure length of a room)**	MA S 06.2.5.b **Measure volume/capacity using the metric system**	MA S 07.2.5.b **Determine the area of trapezoids and circles, and the circumference of circles**	MA S 08.2.5.b **Determine surface area and volume of three-dimensional objects (e.g., rectangular prisms, cylinders)**		MA M 10.2.5.b **Apply appropriate units and scales to solve problems involving measurement**		MA S 12.2.5.b **Apply appropriate units and scales to solve problems involving measurement**
	MA S 05.2.5.c **Estimate and measure length with customary units to the nearest ¼ inch**	MA S 06.2.5.c **Convert length, weight (mass), and liquid capacity from one unit to another within the same system**	MA S 07.2.5.c **Recognize the inverse relationship between the size of a unit and the number of units used when measuring**	MA S 08.2.5.c **Apply the Pythagorean theorem to find missing lengths in right triangles and to solve problems**		MA M 10.2.5.c **Convert between various units of area and volume, such as square feet to square yards**		MA S 12.2.5.c **Convert between various units of area and volume, such as square feet to square yards**
	MA S 05.2.5.d **Measure capacity/volume with customary units**	MA S 06.2.5.d **Determine the perimeter of polygons**	MA M 07.2.5.d **Use problem-solving strategies to find the area of complex figures**	MA S 08.2.5.d **Use scale factors and proportions to find missing lengths in similar shapes**	MA M 09.2.5.a **Convert equivalent rates (e.g., feet/second to miles/hour)**			MA S 12.2.5.d **Convert equivalent rates (e.g., feet/second to miles/hour)**
	MA S 05.2.5.e **Measure weight (mass) and temperature using metric units**	MA S 06.2.5.e **Determine the area of parallelograms and triangles**		MA S 08.2.5.e **Convert between metric and standard units of measurement, given conversion factors (e.g., meters to yards)**		MA M 10.2.5.d **Find arc length and area of sectors of a circle**		MA S 12.2.5.e **Find arc length and area of sectors of a circle**
	MA S 05.2.5.f **Determine the area of rectangles and squares**	MA S 06.2.5.f **Determine the volume of rectangular prisms**				MA M 10.2.5.e **Determine surface area and volume of three-dimensional objects (e.g., spheres, cones, pyramids)**		MA S 12.2.5.f **Determine surface area and volume of three-dimensional objects (e.g., spheres, cones, pyramids)**
						MA M 10.2.5.f **Know that the effect of a scale factor k on length, area and volume is to multiply each by k, k² and k³, respectively**		MA S 12.2.5.g **Know that the effect of a scale factor k on length, area and volume is to multiply each by k, k² and k³, respectively**

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Concepts	**Grade Level Standards**							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Relationships	MA S 05.3.1 Students will represent, analyze and generalize relationships.	MA S 06.3.1 Students will represent, analyze, and use relationships to make generalizations.	MA S 07.3.1 Students will represent and analyze relationships using algebraic symbols.	MA S 08.3.1 Students will represent and analyze relationships using algebraic symbols.	MA M 09.3.1 Students will generalize, represent and analyze linear, quadratic, and exponential relationships using algebraic symbols.		MA M 11.3.1 Students will generalize, represent and analyze relationships using algebraic symbols. Non Linear Functions Include: Quadratic, Absolute Value, Square Root, Exponential	MA S 12.3.1 Students will generalize, represent and analyze relationships using algebraic symbols. Non Linear Functions Include: Quadratic, Absolute Value, Square Root, Exponential
Modeling in Context	MA S 05.3.2 Students will create, use, and compare models representing mathematical situations.	MA S 06.3.2 Students will create, use, and interpret models of quantitative relationships.	MA S 07.3.2 Students will create, use, and interpret models of quantitative relationships.	MA S 08.3.2 Students will create, use, and interpret models of quantitative relationships.	MA M 09.3.2 Students will model and analyze quantitative relationships.		MA M 11.3.2 Students will model and analyze quantitative relationships. Contextualized Problem: A Mathematical Situation Placed In A Particular Context (e.g., Using Words, Diagrams, Tables, Drawing, etc.)	MA S 12.3.2 Students will model and analyze quantitative relationships. Contextualized Problem: A Mathematical Situation Placed In A Particular Context (e.g., Using Words, Diagrams, Tables, Drawing, etc.)
Procedures	MA S 05.3.3 Students will apply properties of simple positive rational numbers to solve one-step equations.	MA S 06.3.3 Students will apply properties to solve equations.	MA S 07.3.3 Students will apply properties to solve equations and inequalities.	MA S 08.3.3 Students will apply properties to solve equations and inequalities.	MA M 09.3.3 Students will represent and solve equations and inequalities.	MA M 10.3.3 Students will represent and solve equations and inequalities.	MA M 11.3.3 Students will represent and solve equations and inequalities.	MA S 12.3.3 Students will represent and solve equations and inequalities.

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Concept	**Grade Level Standards**							

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Relationships	MA S 05.3.1 Students will represent, analyze and generalize relationships.	MA S 06.3.1 Students will represent, analyze, and use relationships to make generalizations.	MA S 07.3.1 Students will represent and analyze relationships using algebraic symbols.	MA S 08.3.1 Students will represent and analyze relationships using algebraic symbols.	MA M 09.3.1 Students will generalize, represent and analyze relationships using algebraic symbols. Functions Include: Linear, Quadratic, Exponential		MA M 11.3.1 Students will generalize, represent and analyze relationships using algebraic symbols. Non Linear Functions Include: Quadratic, Absolute Value, Square Root, Exponential	MA S 12.3.1 Students will generalize, represent and analyze relationships using algebraic symbols. Non Linear Functions Include: Quadratic, Absolute Value, Square Root, Exponential
Curricular Indicators	MA S 05.3.1.a Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns	MA S 06.3.1.a Describe and create simple algebraic expressions (e.g., one operation, one variable) from words and tables	MA S 07.3.1.a Describe and create algebraic expressions from words, tables, and graphs	MA S 08.3.1.a Represent and analyze a variety of patterns with tables, graphs, words, and algebraic equations	MA M 09.3.1.a Represent, interpret and analyze functions with graphs, tables and algebraic notation, and convert among these representations (e.g., linear, quadratic and exponential)		MA M 11.3.1.a Represent, interpret and analyze functions with graphs, tables and algebraic notation, and convert among these representations (e.g., linear, non-linear)	MA S 12.3.1.a Represent, interpret and analyze functions with graphs, tables and algebraic notation, and convert among these representations (e.g., linear, non-linear)
	MA S 05.3.1.b Create and analyze numeric patterns using words, tables, and graphs	MA S 06.3.1.b Use a variable to describe a situation with an equation (e.g., one-step, one variable)	MA S 07.3.1.b Use a variable to describe a situation with an inequality (e.g., one-step, one variable)	MA S 08.3.1.b Describe relationships using algebraic expressions, equations and inequalities (e.g., two-step, one variable)	MA M 09.3.1.b Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, quadratic and exponential)		MA M 11.3.1.b Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, non-linear)	MA S 12.3.1.b Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, non-linear)
	MA S 05.3.1.c Communicate relationships using expressions and equations	MA S 06.3.1.c Identify relationships as increasing, decreasing, or constant	MA S 07.3.1.c Recognize and generate equivalent forms of simple algebraic expressions	MA S 08.3.1.c Identify constant slope from tables and graphs	MA M 09.3.1.c Identify the slope and intercepts of a linear relationship from an equation or graph			MA S 12.3.1.c Identify the slope and intercepts of a linear relationship from an equation or graph
				M 08.3.1.d Determine the rate of change from the slope of a line	MA M 09.3.1.d Identify characteristics of linear, quadratic and exponential functions		MA M 11.3.1.c Identify characteristics of linear and non-linear functions	MA S 12.3.1.d Identify characteristics of linear and non-linear functions
				M 08.3.1.e Simplify algebraic expressions using the properties of exponents	MA M 09.3.1.e Graph linear, quadratic and exponential functions		MA M 11.3.1.d Graph linear and non-linear functions; evaluate and graph piecewise and step functions	MA S 12.3.1.e Graph linear and non-linear functions MA M 12.3.1.e Graph linear and non-linear functions; evaluate and graph piecewise and step functions

					MA M 09.3.1.f Compare and analyze the rate of change by using ordered pairs, tables, graphs, and equations			MA S 12.3.1.f Compare and analyze the rate of change by using ordered pairs, tables, graphs, and equations
					MA M 09.3.1.g Graph and interpret linear inequalities			MA S 12.3.1.g Graph and interpret linear inequalities
	12.3.1.e						MA M 11.3.1.e Represent, interpret and analyze functions and their inverses	MA S 12.3.1.h Represent, interpret and analyze functions and their inverses
	12.3.1.i				MA M 09.3.1.h Determine if a relation is a function (e.g., linear and quadratic)		MA M 11.3.1.f Determine if a relation is a function (e.g., Linear and non-linear)	MA S 12.3.1.i Determine if a relation is a function
3.1.g							MA M 11.3.1.g Find roots of polynomial functions algebraically and on graphing calculator	

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	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Modeling in Context	MA S 05.3.2 Students will create, use, and compare models representing mathematical situations.	MA S 06.3.2 Students will create, use, and interpret models of quantitative relationships.	MA S 07.3.2 Students will create, use, and interpret models of quantitative relationships.	MA S 08.3.2 Students will create, use, and interpret models of quantitative relationships.	MA M 09.3.2 Students will model and analyze quantitative relationships.		MA M 11.3.2 Students will model and analyze quantitative relationships. Contextualized Problem: A Mathematical Situation Placed In A Particular Context (e.g., Using Words, Diagrams, Tables, Drawing, etc.)	MA S 12.3.2 Students will model and analyze quantitative relationships. Contextualized Problem – A Mathematical Situation Placed In A Particular Context (e.g., Using Words, Diagrams, Tables, Drawing, etc.)
Curricular Indicators	MA S 05.3.2.a Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables	MA S 06.3.2.a Model contextualized problems using various representations (e.g., graphs, tables) MA M 06.3.2.a Model contextualized problems using various representations (e.g., graphs, tables, bar and line)	MA S 07.3.2.a Model contextualized problems using various representations (e.g., one- step/variable expressions, one-step/variable equations)	MA S 08.3.2.a Model contextualized problems using various representations (e.g., two-step/one variable equations)	MA M 09.3.2.a Model contextualized problems using various representations (e.g., graphs, tables, one variable equalities, one variable inequalities, linear equations in slope intercept form, inequalities in slope intercept form, system of linear equations with two variables)		MA M 11.3.2.a Model contextualized problems using various representations (e.g., system of linear equations and inequalities with two variables)	MA S 12.3.2.a Model contextualized problems using various representations (e.g., graphs, tables, one variable equalities, one variable inequalities, linear equations in slope intercept form, inequalities in slope intercept form, system of linear equations with two variables)
	MA S 05.3.2.b Represent a variety of quantitative relationships using tables and graphs	MA S 06.3.2.b Represent a variety of quantitative relationships using symbols and words	MA S 07.3.2.b Represent a variety of quantitative relationships using algebraic expressions and one-step	MA S 08.3.2.b Represent a variety of quantitative relationships using algebraic expressions and two-step/one variable equations	MA M 09.3.2.b Represent a variety of quantitative relationships using linear equations, and one variable inequalities		MA M 11.3.2.b Write and solve equations using direct, inverse and joint variation	MA S 12.3.2.b Represent a variety of quantitative relationships using linear equations, and one variable inequalities
	MA S 05.3.2.c Compare different models to represent mathematical situations			MA M 08.3.2.c Graph two variable equations using a table of ordered pairs and slope-intercept form	MA M 09.3.2.c Analyze situations to determine the type of algebraic relationship (e.g., linear, exponential and quadratic)		MA M 11.3.2.c Analyze situations to determine the type of algebraic relationship (e.g., linear, nonlinear) Non Linear Functions Include: Quadratic, Absolute Value, Square Root, Exponential	MA S 12.3.2.c Analyze situations to determine the type of algebraic relationship (e.g., linear, nonlinear)

				MA M 08.3.2.d **Graph linear inequalities**	**MA M 09.3.2.d** **Model contextualized problems using various representations for non-linear functions (e.g., quadratic and exponential)**		**MA M 11.3.2.d** **Model contextualized problems using various representations for non-linear functions (e.g., quadratic, exponential, square root and absolute value)**	**MA S 12.3.2.d** **Model contextualized problems using various representations for non-linear functions (e.g., quadratic, exponential, square root and absolute value)**
				MA M 08.3.2.e **Graphically solve linear systems of equations and inequalities**				

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Concept	**Grade Level Standards**

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Procedures	MA S 05.3.3 Students will apply properties of simple positive rational numbers to solve one-step equations.	MA S 06.3.3 Students will apply properties to solve equations.	MA S 07.3.3 Students will apply properties to solve equations and inequalities.	MA S 08.3.3 Students will apply properties to solve equations and inequalities.	MA M 09.3.3 Students will represent and solve equations and inequalities.	MA M 10.3.3 Students will represent and solve equations and inequalities.	MA M 11.3.3 Students will represent and solve equations and inequalities.	MA S 12.3.3 Students will represent and solve equations and inequalities.
Curricular Indicators	MA S 05.3.3.a Explain the addition property of equality (e.g., if a=b, then a + c = b + c)	MA S 06.3.3.a Explain the multiplication property of equality (e.g., if a=b, then ac=bc)	MA S 07.3.3.a Explain additive inverse of addition (e.g., 7 + -7 = 0)	MA S 08.3.3.a Explain the multiplicative inverse (e.g., $4 * \frac{1}{4} = 1$)		MA M 10.3.3.a Explain/apply the reflexive, symmetric, and transitive properties of equality		MA S 12.3.3.a Explain/apply the reflexive, symmetric, and transitive properties of equality
	MA S 05.3.3.b Use symbolic representations of the associative property (e.g., (2 + 3) + 4 = 2 + (3 +n)), (2 * 3) * 4 = 2 * (3 *n))	MA S 06.3.3.b Evaluate numerical expressions containing multiple operations with respect to order of operations (e.g., 2 + 4 x 5)	MA S 07.3.3.b Use symbolic representation of the distributive property (e.g., 2(x + 3) = 2x + 6)	MA S 08.3.3.b Evaluate numerical expressions containing whole number exponents (e.g., if x = 4, then $(x + 3)^2 + 5x = ?$)	MA M 09.3.3.a Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$)		MA M 11.3.3.a Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$).	MA S 12.3.3.b Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$)
	MA S 05.3.3.c Evaluate numerical expressions by using parentheses with respect to order of operations (e.g., 6 + (3*5))	MA S 06.3.3.c Evaluate simple algebraic expressions involving multiplication and division	MA S 07.3.3.c Given the value of the variable(s), evaluate algebraic expressions with respect to order of operations MA M 07.3.3.c Given the value of the variable(s), evaluate algebraic expressions with respect to order of operations including powers	MA S 08.3.3.c Solve multi-step equations involving rational numbers	MA M 09.3.3.b Add and subtract polynomials			MA S 12.3.3.c Add and subtract polynomials
	MA S 05.3.3.d Evaluate simple algebraic expressions involving addition and subtraction	MA S 06.3.3.d Solve one-step equations involving positive rational numbers	MA S 07.3.3.d Solve two-step equations involving integers and positive rational numbers	MA S 08.3.3.d Solve two-step inequalities involving rational numbers	MA M 09.3.3.c Multiply polynomials and divide a polynomial by a monomial (e.g., divide $x^4 – 5x^3 – 2x$ by x^2)		MA M 11.3.3.b Divide polynomials using synthetic division and long division (e.g., divide $x^3 – 8$ by x – 2, divide $x^4 – 5x^3 – 2x$ by x^2)	MA S 12.3.3.d Multiply and divide polynomials (e.g., divide $x^3 – 8$ by x – 2, divide $x^4 – 5x^3 – 2x$ by x^2)
	MA S 05.3.3.e Solve one-step addition and subtraction equations involving common positive rational numbers		MA S 07.3.3.e Solve one-step inequalities involving positive rational numbers	MA S 08.3.3.e Identify and explain the properties used in solving two-step inequalities and multi-step equations	MA M 09.3.3.d Factor polynomials (e.g., GCF, binomials, trinomials, and by grouping)		MA M 11.3.3.c Factor polynomials including cubics (x^3-8)	MA S 12.3.3.e Factor polynomials

	MA S 05.3.3.f Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers	**MA S 06.3.3.e** Identify and explain the properties of equality used in solving one-step equations (e.g., addition, subtraction, division)	**MA S 07.3.3.f** Identify and explain the properties used in solving two-step equations (e.g., addition, subtraction, multiplication and division)	**MA M 08.3.3.f** Graph solutions to equations and inequalities on a number line	**MA M 09.3.3.e** Identify and generate equivalent forms of linear equations (e.g., standard, point-slope and slope-intercept form.)			**MA S 12.3.3.f** Identify and generate equivalent forms of linear equations
			MA M 07.3.3.g Recognize and apply associative and commutative properties		**MA M 09.3.3.f** Solve linear equations and inequalities including absolute value			**MA S 12.3.3.g** Solve linear equations and inequalities including absolute value
					MA M 09.3.3.g Identify and explain the properties used in solving equations and inequalities			**MA S 12.3.3.h** Identify and explain the properties used in solving equations and inequalities
					MA M 09.3.3.h Solve quadratic equations by graphing, factoring, extracting the root & quadratic formula. Introduce completing the square		**MA M 11.3.3.d** Solve quadratic equations (e.g., graphing, factoring, completing the square, quadratic formula.)	**MA S 12.3.3.i** Solve quadratic equations (e.g., factoring, graphing, quadratic formula)
							MA S 11.3.3.e Add, subtract, and simplify rational expressions; simplify rational expressions and solve rational equations	**MA S 12.3.3.j** Add, subtract, and simplify rational expressions
					MA M 09.3.3.i Multiply, divide and simplify rational expressions		**MA M 11.3.3.f** Multiply, divide and simplify rational expressions to solve equations	**MA S 12.3.3.k** Multiply, divide and simplify rational expressions
					MA M 09.3.3.j Evaluate polynomials and rational expressions containing radicals and absolute values at specified values of their variables		**MA M 11.3.3.g** Evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables	**MA S 12.3.3.l** Evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables
							MA M 11.3.3.h Derive and use the formulas for the general term and summation of finite arithmetic and geometric series	**MA S 12.3.3.m** Derive and use the formulas for the general term and summation of finite arithmetic and geometric series
							MA M 11.3.3.i Combine functions by composition, as well as by addition, subtraction, multiplication and division	**MA S 12.3.3.n** Combine functions by composition, as well as by addition, subtraction, multiplication and division

					MA M 09.3.3.k Solve an equation involving several variables for one variable in terms of the others			**MA S 12.3.3.o** Solve an equation involving several variables for one variable in terms of the others
					MA M 09.3.3.l Analyze and solve systems of two linear equations in two variables algebraically and graphically		**MA M 11.3.3.j** Solve systems of equations algebraically, graphically and with matrices	**MA S 12.3.3.p** Analyze and solve systems of two linear equations in two variables algebraically and graphically
					MA M 9.3.3.m Use a graphing calculator to solve a system			
							MA M 11.3.3.k Solve logarithmic and exponential equations. Use properties of common and natural logarithms to solve equations	
							MA M 11.3.3.l Solve systems of inequalities using linear programming	
					MA M 09.3.3.n Simplify radical expressions and solve radical equations		**MA M 12.3.3.m** Solve and graph radical equations	
							MA M 12.3.3.n Solve rational equations	
							MA M 12.3.3.o Solve systems of equations in three variables	

K-12 Comprehensive DATA ANALYSIS / PROBABILITY Standard:
Students will communicate data analysis/probability concepts using multiple representations
to reason, solve problems, and make connections within mathematics and across disciplines.

Concept	Grade Level Standards							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Display and Analysis	MA S 05.4.1 Students will organize, display, compare, and interpret data.	MA S 06.4.1 Students will organize, display, compare, and interpret data.	MA S 07.4.1 Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.	MA S 08.4.1 Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.	MA M 09.4.1 Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.		MA M 11.4.1 Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.	MA S 12.4.1 Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.
Predictions and Inferences	MA S 05.4.2 Students will construct predictions based on data.	MA S 06.4.2 Students will construct predictions based on data.	MA S 07.4.2 Students will evaluate predictions and make inferences based on data.	MA S 08.4.2 Students will evaluate predictions and make inferences based on data.	MA M 09.4.2 Students will develop and evaluate inferences to make predictions.		MA M 11.4.2 Students will develop and evaluate inferences to make predictions.	MA S 12.4.2 Students will develop and evaluate inferences to make predictions.
Probability	MA S 05.4.3 Students will determine theoretical probabilities.	MA S 06.4.3 Students will apply basic concepts of probability.	MA S 07.4.3 Students will apply and interpret basic concepts of probability.	MA S 08.4.3 Students will apply and interpret basic concepts of probability.	MA M 09.4.3 Students will apply concepts of probability.		MA M 11.4.3 Students will apply and analyze concepts of probability.	MA S 12.4.3 Students will apply and analyze concepts of probability.

K-12 Comprehensive DATA ANALYSIS / PROBABILITY Standard: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.								
Concept	**Grade Level Standards**							

	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Display and Analysis	MA S 05.4.1 Students will organize, display, compare, and interpret data.	MA S 061.4.1 Students will organize, display, compare, and interpret data.	MA S 07.4.1 Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.	MA S 08.4.1 Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.	**MA M 09.4.1 Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.**		**MA M 11.4.1 Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.**	MA S 12.4.1 Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.
Curricular Indicators	MA S 05.4.1.a Represent data using line graphs	MA S 06.4.1.a Represent data using stem and leaf plots, histograms, and frequency charts	MA M 07.4.1.a Analyze data sets and interpret their graphical representations

MA M 07.4.1.a Analyze data sets and interpret their graphical representations (e.g., Frequency tables, double bar graphs, double line graphs, stem-and-leaf plots, circle graphs and histograms) | MA S 08.4.1.a Represent data using circle graphs and box plots with and without the use of technology | **MA M 09.4.1.a Interpret data represented by the normal distribution and formulate conclusions** | | **MA M 11.4.1.a Interpret data represented by the normal distribution and formulate conclusions** | MA S 12.4.1.a Interpret data represented by the normal distribution and formulate conclusions |
| | MA S 05.4.1.b Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line graphs) | MA S 06.4.1.b Compare and interpret data sets and their graphical representations

MA M 06.4.1.b Compare and interpret data sets and their graphical representations (circle, bar and line graphs) | MA S 07.4.1.b Find and interpret mean, median, mode and range for sets of data | MA S 08.4.1.b Compare characteristics between sets of data or within a given set of data | **MA M 09.4.1.b Compute, identify and interpret measures of central tendency (mean, median, mode) when provided a graph or data set** | | **MA M 11.4.1.b Compute, identify and interpret measures of central tendency (mean, median, mode) when provided a graph or data set** | MA S 12.4.1.b Compute, identify and interpret measures of central tendency (mean, median, mode) when provided a graph or data set |
| | MA S 05.4.1.c Draw conclusions based on a set of data | MA S 06.4.1.c Find the mean, median, mode, and range for a set of data | MA S 07.4.1.c Explain the difference between a population and a sample | MA S 08.4.1.c Find, interpret, and compare measures of central tendency (mean, median, mode), and the quartiles for sets of data | **MA M 09.4.1.c Explain how sample size and transformations of data affect measures of central tendency** | | **MA M 11.4.1.c Explain how sample size and transformations of data affect measures of central tendency** | MA S 12.4.1.c Explain how sample size and transformations of data affect measures of central tendency |

	MA S 05.4.1.d Find the mean median, mode, and range for a set of whole numbers	MA S 06.4.1.d Compare the mean, median, mode and range from two sets of data	MA S 07.4.1.d List biases that may be created by various data collection processes	MA S 08.4.1.d Select the most appropriate unit of central tendency for sets of data	MA M 09.4.1.d Describe the shape and determine spread (variance, standard deviation) and outliers of a data set		MA M 11.4.1.d Describe the shape and determine spread (variance, standard deviation) and outliers of a data set	MA S 12.4.1.d Describe the shape and determine spread (variance, standard deviation) and outliers of a data set
	MA S 05.4.1.e Generate questions and answers from data sets and their graphical representations		MA S 07.4.1.e Formulate a question about a characteristic within one population that can be answered by simulation or a survey	MA S 08.4.1.e Identify misrepresentation and misinterpretation of data represented in circle graphs and box plots	MA M 09.4.1.e Explain how statistics are used or misused in the world		MA M 11.4.1.e Explain how statistics are used or misused in the world	MA S 12.4.1.e Explain how statistics are used or misused in the world
			MA M 07.4.1.f Select an appropriate measure of central tendency based on data with and without outliers		MA M 09.4.1.f Create scatter plots, analyze patterns and describe relationships in paired data		MA M 11.4.1.f Create scatter plots, analyze patterns and describe relationships in paired data	MA S 12.4.1.f Create scatter plots, analyze patterns and describe relationships in paired data
					MA M 09.4.1.g Explain the impact of sampling methods, bias and the phrasing of questions asked during data collection and the conclusions that can rightfully be made		MA M 11.4.1.g Explain the impact of sampling methods, bias and the phrasing of questions asked during data collection and the conclusions that can rightfully be made	MA S 12.4.1.g Explain the impact of sampling methods, bias and the phrasing of questions asked during data collection and the conclusions that can rightfully be made
					MA M 09.4.1.h Explain the differences between randomized experiment and observational studies		MA M 11.4.1.h Explain the differences between randomized experiment and observational studies	MA S 12.4.1.h Explain the differences between randomized experiment and observational studies

	K-12 Comprehensive DATA ANALYSIS / PROBABILITY Standard: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.							
Concept	**Grade Level Standards**							

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Predictions and Inferences	MA S 05.4.2 Students will construct predictions based on data.	MA S 06.4.2 Students will construct predictions based on data.	MA S 07.4.2 Students will evaluate predictions and make inferences based on data.	MA S 08.4.2 Students will evaluate predictions and make inferences based on data.	MA M 09.4.2 Students will develop and evaluate inferences to make predictions.		MA M 11.4.2 Students will develop and evaluate inferences to make predictions.	MA S 12.4.2 Students will develop and evaluate inferences to make predictions.
Curricular Indicators	MA S 05.4.2.a Make predictions based on data to answer questions from tables, bar graphs, and line graphs	MA S 06.4.2.a Make predictions based on data and create questions to further investigate the quality of the predictions	MA S 07.4.2.a Determine if data collected from a sample can be used to make predictions about a population	MA S 08.4.2.a Evaluate predictions to formulate new questions and plan new studies	MA M 09.4.2.a Compare data sets and evaluate conclusions using graphs and summary statistics		MA M 11.4.2.a Compare data sets and evaluate conclusions using graphs and summary statistics	MA S 12.4.2.a Compare data sets and evaluate conclusions using graphs and summary statistics
				MA S 08.4.2.b Compare and contrast two sets of data to make inferences	MA M 09.4.2.b Support inferences with valid arguments		MA M 11.4.2.b Support inferences with valid arguments	MA S 12.4.2.b Support inferences with valid arguments
					MA M 09.4.2.c Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient		MA M 11.4.2.c Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient	MA S 12.4.2.c Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient
					MA M 09.4.2.d Recognize when arguments based on data confuse correlation with causation		MA M 11.4.2.d Recognize when arguments based on data confuse correlation with causation	MA S 12.4.2.d Recognize when arguments based on data confuse correlation with causation

K-12 Comprehensive DATA ANALYSIS / PROBABILITY Standard: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

Concept	Grade Level Standards							
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Probability	MA S 05.4.3 Students will determine theoretical probabilities.	MA S 06.4.3 Students will apply basic concepts of probability.	MA S 07.4.3 Students will apply and interpret basic concepts of probability.	MA S 08.4.3 Students will apply and interpret basic concepts of probability.	MA M 09.4.3 Students will apply and interpret concepts of probability.		MA M 11.4.3 Students will apply and analyze concepts of probability.	MA S 12.4.3 Students will apply and analyze concepts of probability.
Curricular Indicators	MA S 05.4.3.a Perform and record results of probability experiments	MA S 06.4.3.a Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio	MA S 07.4.3.a Find the probability of independent compound events (e.g., tree diagram, organized list)	MA S 08.4.3.a Identify complementary events and calculate their probabilities			MA M 11.4.3.a Construct a sample space and a probability distribution	MA S 12.4.3.a Construct a sample space and a probability distribution
	MA S 05.4.3.b Generate a list of possible outcomes for a simple event	MA S 06.4.3.b Compute theoretical probabilities for independent events	MA S 07.4.3.b Compare and contrast theoretical and experimental probabilities	MA S 08.4.3.b Compute probabilities for independent compound events			MA M 11.4.3.b Identify dependent and independent events and calculate their probabilities	MA S 12.4.3.b Identify dependent and independent events and calculate their probabilities
	MA S 05.4.3.c Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)	MA S 06.4.3.c Find experimental probability for independent events		MA M 08.4.3.c Compute probabilities for dependent events			MA M 11.4.3.c Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)	MA S 12.4.3.c Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)
				MA M 08.4.3.d Determine the odds of an event			MA M 11.4.3.d Analyze events to determine if they are mutually exclusive	MA S 12.4.3.d Analyze events to determine if they are mutually exclusive
				MA M 08.4.3.e Compare and contrast combinations and permutations			MA M 11.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome	MA S 12.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome

Course	• Grade 5 Math	• Math 6	• Challenge Math 6 • Math 7	• Pre-Algebra	• Algebra I • Algebra Foundations I • Algebra Foundations II	• Geometry • Honors Geometry • Practical Geometry	• Algebra II • Honors Algebra II • Practical Geometry	• Algebra II • Honors Algebra II • Honors Geometry • Practical Geometry • Precalculus • Honors Precalculus • College Prep Mathematics • AP$^{®}$ Calculus AB • AP$^{®}$ Calculus BC • AP$^{®}$ Statistics • Calculus III/Differential Equations • IB Mathematical Studies SL • IB Mathematics SL • IB Mathematics HL I • IB Mathematics HL II
Resources	• Scott Foresman/Addison Wesley Math ©2008	• Course 1, McDougal-Littell Math ©2007	• Course 2, McDougal-Littell Math ©2007	• Course 3, McDougal-Littell Math ©2007	• Algebra 1, McDougal- Littell Math ©2007 • Concepts and Skills Algebra, McDougal-Littell ©2004/2010	• Geometry, McDougal-Littell Littell Math ©2007 • Concepts and Skills Geometry, McDougal-Littell ©2005/2010	• Algebra 2, McDougal-Littell Math ©2007 • Concepts and Skills Algebra, McDougal-Littell ©2004/2010 • Concepts and Skills Geometry, McDougal-Littell ©2005/2010	• Algebra 2, McDougal-Littell Math ©2007 • Concepts and Skills Algebra, McDougal-Littell ©2004/2010 • Concepts and Skills Geometry, McDougal-Littell ©2005/2010 • Advanced Math Concepts, Glencoe/McGraw-Hill ©2006 • PreCalculus: Graphical, Numerical, Algebraic, 7th Ed., Prentice Hall ©2007 • Calculus: Graphical, Numerical, Algebraic, 3rd Ed., Prentice Hall ©2007 • Calculus: A Complete Course Calculus: Graphical, Numerical, Algebraic, 3rd Ed. Pearson-Higher Ed ©2007 • Stats: Modeling the World, 2nd Ed., Prentice Hall ©2007 • Differential Equations and Boundary Value Problems: Computing and Modeling, 4th Edition, Pearson-Higher Ed ©2008 • Mathematical Studies, Pearson Baccalaureate ©2008 • Standard Level Mathematics, Pearson Baccalaureate ©2008 • Mathematics HL CORE, 2nd Ed., Haese & Harris Publications ©2008 • Mathematics HL OPTIONS, Haese & Harris Publications ©2005

APPENDIX

Course Description of New Course

Calculus III/Differential Equations   11,12   Year

Calculus III

Description: Calculus III/Differential Equations is a year-long course covering calculus topics including (but not limited to) vector analysis, partial differentiation, multiple integration, and functions of several variables. The differential equations portion of the course will focus primarily on (but not limited to) ordinary differential equations, solutions by series, Laplace transformations, and applications. This course is not available for dual enrollment.

Millard Standards: See secondary Millard Standards listed on pages 69-95.

Primary Resource:
Calculus A Complete Course; Finney, Demana, Waits, and Kennedy 3rd Edition

Course Standard 1 - Vectors and Vector-Valued Functions
Students will analyze curves and motion in three-space using vector-valued functions.

Course Standard 1 Indicators:
Students will:
1. Define vectors in three dimensions.
2. Calculate dot and cross products of vectors.
3. Find the equation of a line and plane in space.
4. Find the derivative and integral of vector-valued functions.
5. Calculate arc length of a curve and speed of a moving object.
6. Apply geometric properties of curves and motion along curves.
7. Apply Newton's and Kepler's laws of motion.

Course Standard 1 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 2 – Differential Calculus of Multivariable Functions
Students will extend the concepts and techniques of differential calculus to functions of several variables.

Course Standard 2 Indicators:
Students will:
1. Identify properties of functions of several variables.
2. Analyze quadric surfaces using multivariable functions.
3. Transform to/from cylindrical and spherical coordinates from/to Cartesian coordinates.
4. Compute limits and determine continuity of multivariable functions.

5. Calculate first and higher order partial derivatives.
6. Determine differentiability and linearity of functions.
7. Apply the chain rule to multivariable functions.
8. Apply partial derivates to calculate the gradient of a vector.
9. Find the equation of the tangent and normal planes.
10. Calculate the absolute and local extrema.
11. Identify the extreme values on a constraint curve using Lagrange multipliers.

Course Standard 2 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 3 – Integral Calculus of Multivariable Functions
Students will define multiple integrals and develop techniques for computing them with functions of several variables.

Course Standard 3 Indicators:
Students will:
1. Understand the properties and basic methods for double integrals.
2. Understand the properties and basic methods for triple integrals.
3. Calculate centers of mass, area, volumes, and surface area.
4. Utilize change of variable techniques for Euclidean, Polar, Spherical, and Cylindrical coordinate systems.

Course Standard 3 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 4 – Calculus of Vector Fields
Students will generalize integration techniques to extend to vector fields.

Course Standard 4 Indicators:
Students will:
1. Sketch and utilize vectors in two and three space.
2. Evaluate line integrals.
3. Understand and apply Green's Theorem
4. Utilize surface integrals to solve problems involving fluid and heat flow, electricity, and centers of gravity.
5. Apply the Divergence Theorem
6. Extend the concept of Greene's Theorem to Stokes' Theorem

Course Standard 4 Assessment:
Written response, short answer, and/or multiple choice assessment

Differential Equations

Description: Calculus III/Differential Equations is a year-long course covering calculus topics including (but not limited to) vector analysis, partial differentiation, multiple integration, and functions of several variables. The differential equations portion of the course will focus primarily on (but not limited to) ordinary differential equations, solutions by series, Laplace transformations, and applications. This course is not available for dual enrollment or weighted grades.

Millard Standards: See secondary Millard Standards listed on pages 69-95.

Primary Resource:
Differential Equations and Boundary Valued Problems; Edwards and Penney 4th Edition

Course Standard 1 – First order differential equations
Identify and apply the rules and techniques to solve first order differential equations.

Course Standard 1 Indicators:
Students will:
1. Solve first order differential equations by separation of variables
2. Graph slope fields
3. Use Runge-Kutta and Euler's Numerical Approximation Methods to approximate curves
4. Solve first order differential equations using substitution methods

Course Standard 1 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 2 – Linear Equations of Higher Order
Identify and apply the rules and techniques to solve higher order differential equations.

Course Standard 2 Indicators:
Students will:
1. Find solutions to homogenous linear differential equations.
2. Find solutions to nonhomogenous linear differential equations.
3. Apply linear differential equations to physical problems.

Course Standard 2 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 3 – Power and Fourier Series
Students will apply series methods to find solutions to differential equations.

Course Standard 3 Indicators:
Students will:
1. Understand the equations and methods of Power Series.
2. Apply Power series Methods
3. Understand the equations and methods of Power Series.
4. Apply Fourier series Methods.

Course Standard 3 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 4 – Calculus of Vector Fields
Students will use Laplace Transforms to solve linear differential equations with constant coefficients.

Course Standard 4 Indicators:
Students will:
1. Understand and use the basic properties of the Laplace Transform
2. Understand and use the basic properties of the Inverse Laplace Transform
3. Apply Laplace Transforms to solve systems of equations

Course Standard 4 Assessment:
Written response, short answer, and/or multiple choice assessment

Descriptions of Courses Beyond State Standards and Indicators

Honors Geometry

Honors Geometry   **8,9,10,11,12**   **Year**

Description:
This course is designed for the student who has successfully mastered Algebra I and has the ability to apply those skills to geometric problems and the ability to build upon previously learned mathematical concepts. This is the next course in the sequence following Algebra I for most college-bound students and will move at a quicker pace and cover topics in greater detail than the regular Geometry class.

Course Standards and Indicators:
This course is aligned with the PreK-12 Mathematics Comprehensive Standards and Indicators Matrix and includes State and Millard standards and indicators identified and appropriate for geometry courses. Due to the level of this course, the following indicators go beyond the state, are unique to the Honors Geometry course, and are in addition to standards and indicators identified within the matrix.

Students will:
1. Use properties and operations of vectors to describe the physical world.
2. Use definitions, postulates, and theorems to write coordinate proofs.
3. Use ratios and proportions to analyze similarities in three-dimensional (3-D) figures.
4. Find geometric probabilities from given conditions.
5. Apply properties of chords, tangent segments, and secant segments within a circle to solve problems.

Honors Algebra II

Honors Algebra II   **9,10,11,12**   **Year**

Description:
In Honors Algebra II, concepts from Algebra I are expanded and used to further develop a variety of advanced algebraic topics. The course integrates topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions and discrete math topics.
This class will move at a quicker pace and will cover topics in greater detail than the regular Algebra II class, and is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate[®] math classes.

Course Standards and Indicators:
This course is aligned with the PreK-12 Mathematics Comprehensive Standards and Indicators Matrix and includes State and Millard standards and indicators identified and appropriate for algebra courses. Due to the level of this course, the following indicators go beyond the state, are unique to the Honors Algebra II course, and are in addition to standards and indicators identified within the matrix.

Students will:
1. Use a graphing calculator to solve a system using inverses or Gauss-Jordan Elimination (RREF).
2. Analyze the discriminant to understand the nature and type of roots of a quadratic equation.
3. Use a graphing calculator to solve rational inequalities.
4. Use the formula to find the sum of an infinite geometric series.

Precalculus

Precalculus   **10,11,12**   **Year**

Description: Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important concepts of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application.

Millard Standards: See secondary Millard Standards listed on pages 69-95.

Primary Resource:
PreCalculus: Graphical, Numerical, Algebraic, 7th Ed., Prentice Hall © 2007

Course Standard 1
Students will analyze, interpret, graph, and evaluate advanced functions and equations.

Course Standard 1 Indicators:
Students will:
1. Graph, transform, evaluate, analyze, and solve polynomial, rational, exponential, logarithmic, logistic, parametric and polar functions.
2. Evaluate the sum, difference, product, quotient, inverse and the composition of functions.
3. Find, apply, and approximate the zeros, both real and complex, of a polynomial function.
4. Solve and graph polynomial and absolute value inequalities.
5. Solve parametric equations in a real world setting.

Course Standard 1 Assessment:
Performance assessment or student demonstration using technology

Course Standard 2
Students will analyze, interpret, graph, and evaluate trigonometric functions.

Course Standard 2 Indicators:
Students will:
1. Define, evaluate, utilize, and apply the six trigonometric ratios.
2. Develop, utilize, and apply the unit circle and reference angles using radian and degree measure.
3. Analyze and graph the six standard trigonometric functions and their transformations.
4. Develop an equation from a trigonometric graph or from given specific characteristics of a graph.
5. Recognize, evaluate, and utilize the inverse trigonometric functions.

Course Standard 2 Assessment:
Performance assessment or student demonstration using technology

Course Standard 3
Students will identify, analyze, interpret, and evaluate analytical trigonometric functions.

Course Standard 3 Indicators:
Students will:
1. Identify and apply the fundamental trigonometric identities.
2. Verify trigonometric identities.
3. Utilize the trigonometric identities to solve trigonometric equations.
4. Utilize the trigonometric formulas (Sum & Difference, Double Angle and Power Reducing).
5. Identify and utilize the Law of Sines and Law of Cosines to solve oblique triangles.
6. Use the trigonometric formulas to find the area of oblique triangles.

Course Standard 3 Assessment:
Performance assessment or student demonstration using technology

Course Standard 4
Students will analyze, interpret, graph, and evaluate conic sections.

Course Standard 4 Indicators:
Students will:
1. Define each conic section.
2. Write an equation and graph standard and translated conic sections.
3. Identify important characteristics and real world application of each conic section.

Course Standard 4 Assessment:
Performance assessment or student demonstration using technology

Honors Precalculus

Honors Precalculus   **10,11,12**   **Year**

Description: Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important concepts of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This class will move at a quicker pace and will cover topics in greater detail than the regular Precalculus class. It is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® math classes.

Millard Standards: See secondary Millard Standards listed on pages 69-95.

Primary Resource:
PreCalculus: Graphical, Numerical, Algebraic, 7th Ed., Prentice Hall © 2007

Course Standard 1
Students will analyze, interpret, graph, and evaluate advanced functions and equations.

Course Standard 1 Indicators:
Students will:
1. Graph, transform, evaluate, analyze, and solve polynomial, rational, exponential, logarithmic, logistic, parametric and polar functions.
2. Evaluate the sum, difference, product, quotient, inverse and the composition of functions.
3. Find, apply, and approximate the zeros, both real and complex, of a polynomial function.
4. Solve and graph polynomial and absolute value inequalities.
5. Solve parametric equations in a real world setting.
6. Find partial fraction decomposition.
7. Analyze and derive formulas for arithmetic and geometric sequences and series.
8. Analyze and derive formulas for infinite geometric series.

Course Standard 1 Assessment:
Performance assessment or student demonstration using technology

Course Standard 2
Students will analyze, interpret, graph, and evaluate trigonometric functions.

Course Standard 2 Indicators:
Students will:
1. Define, evaluate, utilize, and apply the six trigonometric ratios.

2. Develop, utilize, and apply the unit circle and reference angles using radian and degree measure.
3. Analyze and graph the six standard trigonometric functions and their transformations.
4. Develop an equation from a trigonometric graph or from given specific characteristics of a graph.
5. Recognize, evaluate, and utilize the inverse trigonometric functions.

Course Standard 2 Assessment:
Performance assessment or student demonstration using technology

Course Standard 3
Students will identify, analyze, interpret, and evaluate analytical trigonometric functions.

Course Standard 3 Indicators:
Students will:
1. Identify and apply the fundamental trigonometric identities.
2. Verify trigonometric identities.
3. Utilize the trigonometric identities to solve trigonometric equations.
4. Utilize the trigonometric formulas (Sum & Difference, Double Angle and Power Reducing).
5. Identify and utilize the Law of Sines and Law of Cosines to solve oblique triangles.
6. Use the trigonometric formulas to find the area of oblique triangles.

Course Standard 3 Assessment:
Performance assessment or student demonstration using technology

Course Standard 4
Students will analyze, interpret, graph, and evaluate conic sections.

Course Standard 4 Indicators:
Students will:
1. Define each conic section.
2. Write an equation and graph standard and translated conic sections.
3. Identify important characteristics and real world application of each conic section.

Course Standard 4 Assessment:
Performance assessment or student demonstration using technology

College Prep Mathematics

College Prep Mathematics	11,12	Year

Description:
This course is designed for those students who are college-bound, non-math majors. It will expand on the college level math topics of linear equations, advanced functions, conic sections, probability, series and sequences, and basic trigonometry. This course would fulfill the four-year math requirement for most universities, and prepare students for introductory college mathematics courses. Students who will need Trigonometry or Calculus in college should enroll in Precalculus. Those who will need a background in statistics may also take AP® Statistics.

Millard Standards: See secondary Millard Standards listed on pages 69-95.

Primary Resource:
Advanced Math Concepts, Glencoe/McGraw-Hill © 2006

Course Standard 1
Students will solve and analyze linear equations and inequalities using a variety of techniques.

Course Standard 1 Indicators:
Students will:
1. Solve, graph, evaluate, write, and transform linear equations.
2. Solve and graph linear inequalities.
3. Solve absolute value equations.
4. Solve compound and absolute value inequalities.
5. Determine linear regression equations from data to predict future and past results.
6. Solve systems of equations graphically, algebraically, and with matrices.
7. Solve and interpret systems of inequalities using linear programming.

Course Standard 1 Assessment:
Performance assessment using technology

Course Standard 2
Students will analyze, interpret, graph, and evaluate advanced functions.

Course Standard 2 Indicators:
Students will:
1. Graph, transform, evaluate, analyze, and solve polynomial, rational, radical, logarithmic, and exponential equations.
2. Evaluate sum, difference, product, quotient, inverse and the composition of functions.
3. Find, apply, and approximate the zeros, both real and complex, of a polynomial function.

4. Solve and graph polynomial inequalities.
5. Solve and graph rational and radical inequalities.
6. Solve and graph absolute value equations and inequalities.
7. Solve exponential and logarithmic equations in a real world setting.

Course Standard 2 Assessment:
Performance assessment or student demonstration using technology

Course Standard 3
Students will analyze and interpret graphs of conic sections.

Course Standard 3 Indicators:
Students will:
1. Define each conic section.
2. Write an equation and graph standard and translated conic sections.
3. Identify characteristics and real world applications of each conic section.

Course Standard 3 Assessment:
Performance assessment or student demonstration using technology

Course Standard 4
Students will analyze and interpret series, sequences, probabilities, statistics, and basic trigonometry.

Course Standard 4 Indicators:
Students will:
1. Analyze and derive formulas for arithmetic and geometric sequences and series.
2. Analyze and derive formulas for infinite geometric series.
3. Determine possible outcomes using counting principles, permutations, and combinations.
4. Apply theoretical probability to represent problems and make decisions.
5. Expand polynomials using the binomial theorem.
6. Interpret data represented by the normal distribution and formulate conclusions.
7. Calculate basic right triangle trigonometry.

Course Standard 4 Assessment:
Performance assessment or student demonstration using technology

AP® Calculus AB

AP® Calculus AB   **11,12**   **Year**

Description: Advanced Placement® Calculus AB is a course in single variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least a semester of calculus at most colleges and universities. Completion of this course will prepare students to take the College Board AP® Calculus AB exam.

Millard Standards: See secondary Millard Standards listed on pages 69-95.

Primary Resource:
Calculus: Graphical, Numerical, Algebraic, 3rd Ed., Prentice Hall © 2007

Course Standard 1 - Functions, Graphs, and Limits
Students will analyze an assortment of functions by describing their asymptotic behavior, continuity, and limits at various functional values.

Course Standard 1 Indicators:
Students will:
1. Analyze graphs. With the aid of technology, graphs of functions are often easy to produce. The emphasis is on the interplay between the geometric and analytic information and on the use of calculus both to predict and to explain the observed local and global behavior of a function.
2. Analyze the limits of functions (including one-sided limits)
    a. Have an intuitive understanding of the limiting process.
    b. Calculate limits using algebra.
    c. Estimate limits from graphs or tables of data.
3. Analyze asymptotic and unbounded behavior.
    a. Understand asymptotes in terms of graphical behavior.
    b. Describe asymptotic behavior in terms of limits involving infinity.
    c. Compare relative magnitudes of functions and their rates of change.
       (Contrasting exponential growth, polynomial growth, and logarithmic growth)
4. Interpret continuity as a property of functions.
    a. Possess an intuitive understanding of continuity. (Close values of the domain lead to close values of the range.)
    b. Understand continuity in terms of limits.
    c. Possess a geometric understanding of graphs of continuous functions (Intermediate Value Theorem and Extreme Value Theorem).

Course Standard 1 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 2 - Derivatives
Students will demonstrate relationships between functions and their derivatives.

Course Standard 2 Indicators:
Students will:
1. Understand the theoretical concept of the derivative.
    a. Use and apply derivatives that are presented graphically, numerically, and analytically.
    b. Understand the derivative interpreted as an instantaneous rate of change.
    c. Understand the derivative defined as the limit of the difference quotient.
    d. Understand the relationship between differentiability and continuity.
2. Analyze and evaluate derivatives at a point.
    a. Have knowledge of the slope of a curve at a point. Examples are emphasized, including points at which there are vertical tangents and points at which there are no tangents.
    b. Have an intuitive understanding of the tangent line to a curve at a point and local linear approximation.
    c. Be able to understand instantaneous rate of change as the limit of average rate of change.
    d. Approximate rate of change from graphs and tables of values.
3. Analyze and interpret the derivative as a function.
    a. Understand corresponding characteristics of graphs of f and f'.
    b. Recognize relationships between the increasing and decreasing behavior of f and the sign of f'.
    c. Understand the Mean Value Theorem and its geometric consequences.
    d. Solve equations involving derivatives. Verbal descriptions are translated into equations involving derivatives and vice versa.
4. Analyze and interpret the second derivative.
    a. Understand corresponding characteristics of graphs of f, f', and f''.
    b. Understand the relationship between the concavity of f and the sign of f''.
    c. Understand points of inflection as places where concavity changes.
5. Analyze and interpret applications of derivatives.
    a. Analyze curves, including the notions of monotonicity and concavity.
    b. Analyze planar curves given in parametric form, polar form, and vector form, including velocity and acceleration.
    c. Optimize both absolute (global) and relative (local) extrema.
    d. Model rates of change, including related rates problems.
    e. Use implicit differentiation to find the derivative of an inverse function.
    f. Interpret the derivative as a rate of change in varied applied contexts, including velocity, speed, and acceleration.
    g. Understand geometric interpretation of differential equations via slope fields and the relationship between slope fields and solution curves for differential equations.

6. Compute derivatives algebraically.
    a. Know derivatives of basic functions, including power, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
    b. Use and understand basic rules for the derivative of sums, products, and quotients of functions.
    c. Apply the chain rule and implicit differentiation.

Course Standard 2 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 3 - Integrals
Students will calculate, interpret, and apply Riemann sums to the definite integral.

Course Standard 3 Indicators:
Students will:
1. Interpret and use properties of definite integrals.
    a. Use a definite integral as a limit of Riemann sums.
    b. Use a definite integral as the rate of change of a quantity over an interval interpreted as the change of the quantity over interval.

    $$\int_a^b f'(x)dx = f(b) - f(a)$$

    c. Understand and apply basic properties of definite integrals (Ex. Additivity and linearity)
2. Apply integrals
    a. Appropriate integrals are used in a variety of applications to model physical, biological, or economic situations. Although only a sampling of applications can be included in any specific course, students should be able to adapt their knowledge and techniques to solve other similar application problems. Whatever applications are chosen, the emphasis is on using the integral of a rate of change to give accumulated change or using the method of setting up an approximating Riemann sum and representing its limit as a definite integral. To provide a common foundation, specific applications should include finding the area of a value of a function, the distance traveled by a particle along a line.
3. Apply and understand the Fundamental Theorem of Calculus
    a. Use the Fundamental Theorem to evaluate definite integrals.
    b. Use the Fundamental Theorem to represent a particular antiderivative, and the analytical and graphical analysis of functions so defined.
4. Apply techniques of antidifferentiation.
    a. Compute antiderivatives that follow directly from derivatives of basic functions.
    b. Compute antiderivatives by substitution of variables (including change of limits for definite integrals)
5. Analyze and interpret applications of antidifferentiation.
    a. Find specific antiderivatives using initial conditions, including applications to motion along a line.

       b. Solve separable differential equations and use them in modeling. (In particular, studying the equation y' = ky and exponential growth.)

  6. Calculate numerical approximations to definite integrals.

       a. Use Riemann (using left, right, & midpoint evaluation points) and trapezoidal sums to approximate definite integrals of functions represented algebraically, graphically, and by tables of values.

Course Standard 3 Assessment:

Written response, short answer, and/or multiple choice assessment

AP® Calculus BC

AP® Calculus BC 11,12 **Year**

Description: Advanced Placement® Calculus BC is a course in single variable calculus that includes all the topics of Advanced Placement® Calculus AB plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least a year of calculus at most colleges and universities. Completion of this course will prepare students to take the College Board AP® Calculus BC exam.

Millard Standards: See secondary Millard Standards listed on pages 69-95.

Primary Resource:
Calculus: Graphical, Numerical, Algebraic, 3rd Ed., Prentice Hall © 2007

Course Standard 1 - Functions, Graphs, and Limits
Students will analyze an assortment of functions by describing their asymptotic behavior, continuity, and limits at various functional values.

Course Standard 1 Indicators:
Students will:
1. Analyze graphs. With the aid of technology, graphs of functions are often easy to produce. The emphasis is on the interplay between the geometric and analytic information and on the use of calculus both to predict and to explain the observed local and global behavior of a function.
2. Analyze the limits of functions (including one-sided limits)
   a. Have an intuitive understanding of the limiting process.
   b. Calculate limits using algebra.
   c. Estimate limits from graphs or tables of data.
3. Analyze asymptotic and unbounded behavior.
   a. Understand asymptotes in terms of graphical behavior.
   b. Describe asymptotic behavior in terms of limits involving infinity.
   c. Compare relative magnitudes of functions and their rates of change. (For example, contrasting exponential growth, polynomial growth, and logarithmic growth
4. Interpret continuity as a property of functions.
   a. Possess an intuitive understanding of continuity. (Close values of the domain lead to close values of the range.)
   b. Understand continuity in terms of limits.
   c. Possess a geometric understanding of graphs of continuous functions (Intermediate Value Theorem and Extreme Value Theorem).
5. Analyze parametric, polar, and vector functions.

Course Standard 1 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 2 - Derivatives
Students will demonstrate relationships between functions and their derivatives.

Course Standard 2 Indicators:
Students will:
1. Understand the theoretical concept of the derivative.
    a. Use and apply derivatives that are presented graphically, numerically, and analytically.
    b. Understand the derivative interpreted as an instantaneous rate of change.
    c. Understand the derivative defined as the limit of the difference quotient.
    d. Understand the relationship between differentiability and continuity.
2. Analyze and evaluate derivatives at a point.
    a. Have knowledge of the slope of a curve at a point. Examples are emphasized, including points at which there are vertical tangents and points at which there are no tangents.
    b. Have an intuitive understanding of the tangent line to a curve at a point and local linear approximation.
    c. Be able to understand instantaneous rate of change as the limit of average rate of change.
    d. Approximate rate of change from graphs and tables of values.
3. Analyze and interpret the derivative as a function.
    a. Understand corresponding characteristics of graphs of f and f'.
    b. Recognize relationships between the increasing and decreasing behavior of f and the sign of f'.
    c. Understand the Mean Value Theorem and its geometric consequences.
    d. Solve equations involving derivatives. Verbal descriptions are translated into equations involving derivatives and vice versa.
4. Analyze and interpret the second derivative.
    a. Understand corresponding characteristics of graphs of f, f', and f''.
    b. Understand the relationship between the concavity of f and the sign of f''.
    c. Understand points of inflection as places where concavity changes.
5. Analyze and interpret applications of derivatives.
    a. Analyze curves, including the notions of monotonicity and concavity.
    b. Analyze planar curves given in parametric form, polar form, and vector form, including velocity and acceleration.
    c. Optimize both absolute (global) and relative (local) extrema.
    d. Model rates of change, including related rates problems.
    e. Use implicit differentiation to find the derivative of an inverse function.
    f. Interpret the derivative as a rate of change in varied applied contexts, including velocity, speed, and acceleration.
    g. Understand geometric interpretation of differential equations via slope fields and the relationship between slope fields and solution curves for differential equations.

    h. Find the numerical solution of differential equations using Euler's method.

    i. Apply L'Hopital's Rule, including its use in determining limits and convergence of improper integrals and series.

6. Compute derivatives algebraically.

    a. Know derivatives of basic functions, including power, exponential, logarithmic, trigonometric, and inverse trigonometric functions.

    b. Use and understand basic rules for the derivative of sums, products, and quotients of functions.

    c. Apply the chain rule and implicit differentiation.

    d. Calculate derivatives of parametric, polar, and vector functions.

Course Standard 2 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 3 - Integrals
Students will calculate, interpret, and apply Riemann sums to the definite integral.

Course Standard 3 Indicators:
Students will:

1. Interpret and use properties of definite integrals.

    a. Use a definite integral as a limit of Riemann sums.

    b. Use a definite integral as the rate of change of a quantity over an interval interpreted as the change of the quantity over interval.

$$\int_a^b f'(x)dx = f(b) - f(a)$$

    c. Understand and apply basic properties of definite integrals. (Examples include additivity and linearity.)

2. Apply integrals

    a. Appropriate integrals are used in a variety of applications to model physical, biological, or economic situations. Although only a sampling of applications can be included in any specific course, students should be able to adapt their knowledge and techniques to solve other similar application problems. Whatever applications are chosen, the emphasis is on using the integral of a rate of change to give accumulated change or using the method of setting up an approximating Riemann sum and representing its limit as a definite integral. To provide a common foundation, specific applications should include finding the area of a region (including a region bounded by polar curves), the volume of a solid with known cross sections, the average value of a function, the distance traveled by a particle along a line, and the length of a curve (including a curve given in parametric form).

3. Apply and understand the Fundamental Theorem of Calculus

    a. Use the Fundamental Theorem to evaluate definite integrals.

    b. Use the Fundamental Theorem to represent a particular antiderivative, and the analytical and graphical analysis of functions so defined.

4. Apply techniques of antidifferentiation.

a. Compute antiderivatives that follow directly from derivatives of basic functions.
b. Compute antiderivatives by substitution of variables (including change of limits for definite integrals), parts, and simple partial fractions (nonrepeating linear factors only).
c. Compute improper integrals (as limits of definite integrals).
5. Analyze and interpret applications of antidifferentiation.
a. Find specific antiderivatives using initial conditions, including applications to motion along a line.
b. Solve separable differential equations and use them in modeling. (In particular, studying the equation y' = ky and exponential growth.)
c. Solve logistic differential equations and use them in modeling.
6. Calculate numerical approximations to definite integrals.
a. Use Riemann (using left, right, & midpoint evaluation points) and trapezoidal sums to approximate definite integrals of functions represented algebraically, graphically, and by tables of values.

Course Standard 3 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Standard 4 - Polynomial Approximations and Series
Students will interpret the convergence and divergence of series.

Course Standard 4 Indicators:
Students will:
1. Understand the concept of series.
a. A series is defined as a sequence of partial sums, and convergence is defined in terms of the limit of the sequence of partial sums. Technology can be used to explore convergence or divergence.
2. Understand series of constants.
a. Explore motivating examples, including decimal expansion.
b. Recognize and interpret geometric series with applications.
c. Recognize and interpret harmonic series.
d. Interpret the terms of a series as areas of rectangles and their relationship to improper integrals, including the integral test and its use in the convergence of p-series.
e. Apply the ratio test for convergence and divergence.
f. Compare series to test for convergence or divergence.
3. Interpret and apply Taylor series.
a. Use Taylor polynomial approximation with graphical demonstration of convergence (for example, viewing graphs of various Taylor polynomials of the sine function approximating the sine curve).
b. Calculate the Maclaurin series and the general Taylor series centered at x = a.
c. Learn the Maclaurin series for the functions $e^x, \sin(x), \cos(x), and \dfrac{1}{1-x}$.

 d. Manipulate Taylor series using shortcuts to compute new Taylor series, including substitution, differentiation, antidifferentiation, and the formation of new series from known series.

 e. Derive functions defined by power series.

 f. Find the radius and interval of convergence of power series.

 g. Use the Lagrange error bound for Taylor polynomials.

Course Standard 4 Assessment:

Written response, short answer, and/or multiple choice assessment

AP® Statistics

AP® Statistics	**10,11,12**	**Year**

Description:
Advanced Placement® Statistics is designed to prepare students for the Advanced Placement® statistics exam. The content will consist of the statistical concepts tested on the exam including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who successfully complete the Advanced Placement® examination may receive credit and/or advanced placement for a one-semester introductory college statistics course at many colleges and universities. Completion of this course will prepare students to take the College Board AP® Statistics exam.

Millard Standards: See secondary Millard Standards listed on pages 69-95.

Primary Resource:
Stats: Modeling the World, 2nd Ed., Prentice Hall © 2007

Course Standard 1
Students will use graphical and numerical techniques to study patterns and departures from patterns, with emphasis on interpreting graphical and numerical displays and summaries.

Course Standard 1 Indicators:
Students will:
1. Interpret graphical displays of distribution of univariate data (dot plot, stem plot, histogram, and cumulative frequency plot).
2. Summarize distributions of univariate data.
3. Compare distributions of univariate data (dot plots, back-to-back stem plots, and parallel box plots).
4. Explore bivariate data.
5. Explore categorical data: frequency tables.

Course Standard 1 Assessment:
Teacher developed or textbook generated tests, quizzes and/or projects using technology. May include free response/critical thinking type questions.

Course Standard 2
Students will collect data according to a well-developed plan, deciding upon a method of data collection and analysis.

Course Standard 2 Indicators:
Students will:
1. Apply different methods of data collection.
2. Plan and conduct surveys.
3. Plan and conduct an experiment.
4. Generalizability of results and types of conclusions that can be drawn from observational studies, experiments, and surveys

Course Standard 2 Assessment:
Teacher developed or textbook generated tests, quizzes and/or projects using technology. May include free response/critical thinking type questions.

Course Standard 3
Students will use probability as a tool for anticipating what the distribution of data should look like under a given model

Course Standard 3 Indicators:
Student will:
1. Express probability as relative frequency.
2. Apply probability rules.
3. Combine independent random variables.
4. Use the normal distribution as a model for measurements.
5. Simulate and interpret discrete probability and continuous sampling distributions.

Course Standard 3 Assessment:
Teacher developed or textbook generated tests, quizzes and/or projects using technology. May include free response/critical thinking type questions.

Course Standard 4
Students will apply statistical inference for selecting models and drawing conclusions for the data.

Course Standard 4 Indicators:
Student will:
1. Estimate population parameters using properties of point estimators.
2. Create confidence intervals for various population parameters.
3. Perform tests of significance.

Course Standard 4 Assessment:
Teacher developed or textbook generated tests, quizzes and/or projects using technology. May include free response/critical thinking type questions.

International Baccalaureate Organization - Diploma Programme

The International Baccalaureate Organization's Diploma Programme has its own identified course curriculum. Students within the International Baccalaureate Organization's Middle Years Programme participate in Millard mathematics courses. As students move to the International Baccalaureate Organization's Diploma Programme, they have the opportunity to select Standard Level courses or Higher Level courses. Course descriptions are included below.

For the most current course syllabi and associated resources, contact the International Baccalaureate Organization Diploma Programme Coordinator, Mr. Bill Daughtridge at 715-1363, or email at wrdaughtridge@mpsomaha.org.

IB Mathematical Studies SL

IB Mathematical Studies SL   **11, 12**   **Year**

Description:
IB Mathematical Studies SL is a course designed for junior or seniors who intend to test standard level math in the IB program. This course is intended for students of varied math backgrounds who plan to study non-math intensive fields. The course will concentrate on advanced math topics such as numbers and algebra, sets and logic, geometry and trigonometry, functions, financial math, calculus, statistics and probability. (Prerequisites: Algebra I, Geometry and Honors Algebra II)

Course Standards and Indicators:
See the most current IBO Diploma Programme Mathematics Studies SL Syllabus.

IB Mathematics SL

IB Mathematics SL   **11, 12**   **Year**

Description:
IB Mathematics SL is a course intended for juniors or seniors in the IB program with strong math abilities. This is a one-year course that will provide a rigorous study of matrices, vectors, probability, statistics, complex numbers and calculus. (Pre-Requisite: Honors Precalculus.)

Course Standards and Indicators:
See the most current IBO Diploma Programme Mathematics SL Syllabus.

IB Mathematics HL I

IB Mathematics HL I	**11**	**Year**

Description:
IB HL Math I is a course intended for juniors in the IB program with excellent math abilities. It is the first course in a two-year sequence culminating with the IB HL Math test in the spring of their senior year. The course will provide a rigorous study of matrices, vectors, probability, statistics, complex numbers, and calculus. (Prerequisites: Algebra II and Honors Precalculus)

Course Standards and Indicators:
See the most current IBO Diploma Programme Mathematics HL I Syllabus.

IB Mathematics HL II

IB Mathematics HL II	**12**	**Year**

Description:
IB HL Math II is a course intended for seniors in the IB who have completed Mathematics HL I. It is the second course in a two-year sequence culminating with the IB HL Math test in the spring of their senior year. The course will provide further extensions of proofs, vectors, probability, statistics, calculus, discrete mathematics and group theory. (Prerequisite: IB Mathematics Higher Level I)

Course Standards and Indicators:
See the most current IBO Diploma Programme Mathematics HL II Syllabus.

AGENDA SUMMARY SHEET

AGENDA ITEM: Meal Prices for 2010-11

MEETING DATE: March 15, 2010

DEPARTMENT: General Administration

TITLE & BRIEF
DESCRIPTION: Meal Prices for 10-11 – The establishment of school breakfast and lunch prices for the coming school year.

ACTION DESIRED: Approval __x__   Discussion ____   Information Only ____   .

BACKGROUND: Each year the prices charged for meals in the food service program are reviewed. Attached is information from Bob Snowden and Jeff Edwards with regard to food service finances for 09-10 and projected finances for 10-11. They have also contacted other schools regarding meal prices and have included their findings in the attached report.

                                 In summary, the food service program is projected to end the year with a positive balance (which is a turn around from the prior year). With the proposed change in prices for next year, the program would have a sufficient positive balance to begin replacing equipment, tools, and tables in various schools.

OPTIONS AND
ALTERNATIVES: n/a
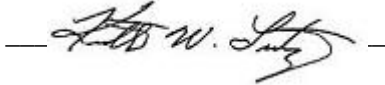
RECOMMENDATION: It is recommended that student meal prices for school year 2010-11 be established as follows: Elementary School Breakfast ($1.25) and Lunch ($1.95); Middle School Breakfast ($1.50) and Lunch ($2.15); High School Breakfast ($1.75) and Lunch ($2.40 and $3.00) as submitted.

STRATEGIC PLAN
REFERENCE: n/a

IMPLICATIONS OF
ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S
APPROVAL:

2009-2010 Food Service Data Projects for Year End			
Revenue	$	9,771,456	
Rebates	$	517,316	
Total Revenue	$	10,288,772	
Food Cost	$	3,921,398	
Sodexo Labor	$	251,421	
Controllable	$	664,949	
Non-Controllable	$	478,064	
MPS Direct Expenses	$	3,954,418	
MPS Indirect Expenses	$	844,430	
Profit/Loss	$	174,092	1.7%

2010-2011 School Year Projected CPI Increases in Expenese			
Food Cost	$	117,642	3.0%
Sodexo Labor	$	7,543	3.0%
Controllable	$	19,948	3.0%
Non-Controllable	$	4,781	1.0%
MPS Labor	$	183,822	4.9%
MPS Direct Expense	$	6,539	3.0%
Para Transfer	$	12,127.00	4.9%
Custodial Transfer	$	9,627.00	4.9%
Building Transfer	$	-	0.0%
Total CPI Estimates	$	362,029	3.5%

Estimated Revenue Increases			
Federal Reimbursements	$	185,817	7 cents Avg
A la Carte	$	60,000	3% Avg
Total Estimated Revenue Increases	$	245,817	2.4%

2010/2011 Proposed Meal Price Increases and Revenue Projections

	Current		Proposed		Revenue Increase	
Student Elementary						
Breakfast	$	1.20	$	1.25	$	14,516.66
Lunch	$	1.90	$	1.95	$	66,800.59
Student Middle						
Breakfast	$	1.45	$	1.50	$	1,937.35
Lunch	$	2.10	$	2.15	$	35,614.35
Student High						
Breakfast	$	1.70	$	1.75	$	1,690.60
Lunch Tier 1	$	2.30	$	2.40	$	33,489.23
Lunch Tier 2	$	2.60	-		$	-
Lunch Tier 3	$	3.00	$	3.00	$	-

Breakfast Income Increase	$	18,144.61
Lunch Income Increase	$	135,904.17
Adult 5 cent meal increase - All Levels	$	2,021.80
Total	$	156,070.58	1.5%

Summary for 2010/2011

Projected Revenue	$	10,690,659.58
Projected Expenses	$	10,476,708.68
Projected Profit/Loss	$	213,950.90	2.0%

Projected Profit from 09/10 and 10/11 will be used for items such as:

Replenishing Fund Balance Reserves
Equipment Replacement at Montclair
Equipment Replacement at Holling Heights
Cafeteria Table Replacement various locations
Equipment replacement various locations

Smallware replacement various locations
North High Dishmachine Replacement

BREAKFAST

	Elem K-3	Elem 4-5	Elem K-5	Elem K-6	M.S. 6-8	J.H. 7-8	Sec. 6-12	Sec. 7-12	High 9-12	Adult - All	Adult Elem	Adult MS	Adult JH	Adult High	Adult Sec. 6	Adult Sec. 7-12
Bellevue				1.45		1.45			1.45	1.75						
Bennington				1.15		1.15			1.15							
Council Bluffs			1.10		1.20				1.35	1.60						
Fremont			1.10		1.10				N/A	N/A						
Grand Island			1.30		1.35				1.35	1.75						
Kearney			1.15					1.40		1.65						
Lincoln			1.00					1.20		1.40						
Millard			1.20	1.45					1.70			1.70	1.95	2.20		
Omaha				no charge		no charge			no charge							
Papillion/LaVista				1.10				1.50			1.50				1.90	
Ralston			1.50		1.90				2.45		1.50	2.00		2.50		
Westside			1.20		1.45				1.60		1.50	1.50		1.75		

LUNCH

	Elem K-3	Elem 4-5	Elem K-5	Elem K-6	M.S. 6-8	J.H. 7-8	Sec. 6-12	Sec. 7-12	High 9-12	Adult - All	Adult Elem	Adult MS	Adult JH	Adult High	Adult Sec. 6	Adult Sec. 7-12
Bellevue				1.95		2.35			2.50	2.80						
Bennington				1.90		2.20			2.20	2.65						
Council Bluffs			1.90		2.25				2.50	3.00						
Fremont	1.70	1.90			2.05				2.10	2.70						
Grand Island			1.80		2.00				2.10	2.90						
Kearney			1.90		2.15				2.20	2.65						
Lincoln			1.90		2.10				2.25		2.75					2.85
Millard			1.90		2.10				2.30/2.60/3.00		2.70	2.70		2.70/3.20/3.70		
Omaha				1.35				1.65								
Papillion/LaVista				1.75		2.00			2.10		2.60					2.70
Ralston			2.10		2.50				2.75		2.75					3.00
Westside			1.85		2.20				2.35/2.60/2.90		2.85	3.00		3.00		

Average Student Prices

Breakfast Price

Elementary	1.20
Middle	1.38
High	1.52

Lunch Price

Elementary	1.84
Middle	2.17
High	2.30

Meal Price Recommendations 2010 - 2011:

Bellevue	$1.50 Bkfst. (all), Lunch: $2.00 elem, $2.50 jr. high, not sure how much high school lunch increase
Bennington	raise $.05 elem, raise $.10 secondary
Council Bluffs	raise either $.05 or $.10
Fremont	Not sure.
Grand Island	raise $.05
Kearney	Not sure.
Lincoln	Not sure.
Millard	Not sure.
Omaha	No increase.
Papillion/LaVista	Not sure.
Ralston	No increase. Out for bid.
Westside	possibly will ask for increase - amount to be determined.

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Cottonwood Elementary Carpeting Project

MEETING DATE: March 15, 2010

DEPARTMENT: General Administration

TITLE & BRIEF
DESCRIPTION: Award of Contract for Cottonwood Elementary Carpeting Project – This is one of the District's summer projects.

ACTION DESIRED: Approval __x__ Discussion ____ Information Only ____   .

BACKGROUND: Last November, the Board reviewed the proposed summer projects for 2010. This item is the receipt of bids and the award of the contract related to one of those projects.

            The budget for the project was $105,543. The low bid was $87,312. The architect's letter and bid tab are attached.

            The bidders were permitted to provide costing for a less expensive carpet. After reviewing the cost differential, it was the opinion of the District's staff and the architect that the savings did not justify the use of the less expensive product.

            Nelson Link (BCDM) will be present at the meeting if there are any questions.

OPTIONS AND
ALTERNATIVES: The District could use the less expensive carpeting. If so, the low bidder would be Universal Flooring.

RECOMMENDATION: It is recommended that the contract for the summer 2010 Cottonwood Elementary Carpeting Project be awarded to Midwest Floor Covering in the amount of $87,312 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN
REFERENCE: n/a

IMPLICATIONS OF
ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S
APPROVAL: _____

bcdm

9 March 2009

Dr. Ken Fossen
Millard Public Schools
Don Stroh Administration Center
5606 South 147th Street
Omaha, NE 68137

RE: Cottonwood Elementary School - Carpet Replacement Contract
       BCDM # 3008-06

Dear Dr. Fossen:

Bids were received for the above referenced project at Cottonwood Elementary School on Thursday, March 4, 2010. Per the attached bid tab, five bids were received. The low base bid was submitted by Midwest Floor Covering, Inc. in the amount of $87,312.

The overall project budget, for the lump sum base bid, was set at $105,543.

Based upon past experience with Midwest Floor Covering and based upon post-bid discussion, BCDM agrees with District staff that the quality and the installed performance history of the base bid manufacturer's product in District facilities merits award of base bid to Midwest Floor Covering in the amount of $87,312.

Please advise if you require any additional information.

Sincerely,

Nelson Link
BCDM Inc.

NL/mls
Attachment

e-copy: Kim Thompson – MPS
         Pat Carson, Jennifer Shoemaker – BCDM
File: 3008-06_2.1

bcdm

1015 North 98th Street, Suite 300
Omaha, NE 68114-2357

Millard Public Schools - Cottonwood Elementary- Carpet Replacement

BID TABULATION

BCDM PROJECT NO. 3008-06

	Floor Fashions	Floors Inc	Galaska & Son	Midwest Floor Covering	Universal Flooring		
Lump Sum Base Bid	$88,300	$90,782	$105,511	$87,312	$88,900		
Substitute Carpet Base Bid	< 7,500 >	< 8,798 >	< 12,423 >	na	< 10,000 >		
Manufactured By:	Shaw	Shaw	Shaw	na	Shaw		
Addenda - No. 1 & No. 2	Yes	Yes	Yes	Yes	Yes		
Bid Security	Yes	Yes	Yes	Yes	Yes		
Voluntary Substitution(s)							

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for NMS Carpeting Project

MEETING DATE: March 15, 2010

DEPARTMENT: General Administration

**TITLE & BRIEF
DESCRIPTION:**   Award of Contract for NMS Carpeting Project – This is one of the District's
summer projects.

ACTION DESIRED: Approval __x__   Discussion ____   Information Only ____   .

BACKGROUND: Last November, the Board reviewed the proposed summer projects for 2010. This
item is the receipt of bids and the award of the contract related to one of those
projects.

The budget for the project was $158,746. The low bid was $134,700. The
architect's letter and bid tab are attached.

Nelson Link (BCDM) will be present at the meeting if there are any questions.

**OPTIONS AND
ALTERNATIVES:**   n/a

RECOMMENDATION: It is recommended that the contract for the summer 2010 NMS Carpeting Project
be awarded to Universal Flooring in the amount of $134,700 and that the associate
superintendent for general administration be authorized and directed to execute any
and all documents related to such project.

**STRATEGIC PLAN
REFERENCE:**   n/a

**IMPLICATIONS OF
ADOPTION/REJECTION:**   n/a

TIMELINE: Immediate.

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT'S
APPROVAL:**

bcdm

9 March 2010

Dr. Ken Fossen
Millard Public Schools
Don Stroh Administration Center
5606 South 147th Street
Omaha, NE 68137

RE: North Middle School - Carpet Replacement Contract
        BCDM # 3027-10

Dear Dr. Fossen:

Bids were received for the above referenced project at North Middle School on Thursday, March 4, 2010. Per the attached bid tab, five bids were received. The low base bid was submitted by Universal Flooring in the amount of $134,700.

The overall project budget, for the lump sum base bid, was set at $158,746.

Based upon past experience with Universal Flooring with projects at North Middle School (Phase One) and West High School and based upon post-bid discussion with District staff, we would recommend a contract be awarded to Universal Flooring in the total amount of $134,700.

Please advise if you require any additional information.

Sincerely,

Nelson Link
BCDM Inc.

NL/mls
Attachment

e-copy: Kim Thompson – MPS
         Pat Carson, Jennifer Shoemaker – BCDM
File: 3027-10_2.1

bcdm

1015 North 98th Street, Suite 300
Omaha, NE 68114-2357

Millard Public Schools - North Middle School - Carpet Replacement

BID TABULATION

BCDM PROJECT NO. 3027-10

	Don Wasson	Floor Fashions	Floors Inc	Galaska & Son	Universal Flooring		
Lump Sum Base Bid	$165,643	$141,200	$145,415	$154,500	$134,700		
Addenda - No. 1 & No. 2	yes	yes	yes	yes	yes		
Bid Security	yes	yes	yes	yes	yes		
Voluntary Substitution(s)							

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for MSHS Roofing Project

MEETING DATE: March 15, 2010

DEPARTMENT: General Administration

**TITLE & BRIEF
DESCRIPTION:** Award of Contract for MSHS Roofing Project – This is one of the District's
summer projects.

ACTION DESIRED: Approval __x__   Discussion ____   Information Only ____   .

BACKGROUND: Last November, the Board reviewed the proposed summer projects for 2010. This
item is the receipt of bids and the award of the contract related to one of those
projects.

The budget for the construction project was $231,500. The low bid was $229,000.
The architect's letter and bid tab are attached.

Kelley Rosburg (BVH) will be present at the meeting if there are any questions.
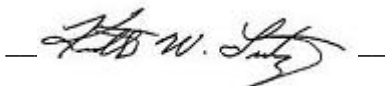
**OPTIONS AND
ALTERNATIVES:** n/a

RECOMMENDATION: It is recommended that the contract for the summer 2010 MSHS Roofing Project
be awarded to Boone Brothers Roofing in the amount of $229,000 and that the
associate superintendent for general administration be authorized and directed to
execute any and all documents related to such project.

**STRATEGIC PLAN
REFERENCE:** n/a

**IMPLICATIONS OF
ADOPTION/REJECTION:** n/a

TIMELINE: Immediate.

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT'S
APPROVAL:**

4 March 2010

Mr. Ken Fossen
Associate Superintendent for General Administration
Millard Public Schools
Donald Stroh Administrative Center
5606 S 147th St
Omaha NE 68137

RE: Millard Public Schools – South High Roof Replacement- Roof Sections B, F and J
        BVH Project No. M09069

Dear Mr. Fossen,

On Thursday, March 4, 2010, bids were received to re-roof three portions of Millard South High School.

A total of five (5) bids were received for this work. **The low bid received was from Boone Bros. Roofing in the amount of $229,000**. There were no bid alternates. This bid is below the budgeted construction cost of $231,500.00.

Boone Bros. Roofing is the same contractor who successfully completed roofing projects at both Ackerman and Sandoz Elementary in 2007, and Upchurch Elementary in 2008. They are a well qualified Roofing Contractor, and we recommend acceptance of their bid in the amount of $229,000.

A representative from Bahr Vermeer Haecker Architects will be attending the School Board meeting in March, should any questions arise.

A copy of the bid tab is attached.

Respectfully,

BAHR VERMEER HAECKER ARCHITECTS, LTD.

Kelley A. Rosburg, AIA

enclosure

cc: Ed Rockwell – Millard Public Schools
        Rob Horrell – Roofing Solutions, Inc.

Bid Tabulation

Millard Public Schools – South High School: Roof Replacement, Areas B, F & J
BVH #M09069
March 4, 2010   2:00 p.m.

CONTRACTOR	Addendum	Bid Bond	Base Bid	Remarks
1. Boone Brothers Roofing Omaha, NE	1	Yes	$229,000.00	
2. CMR Construction and Roofing St. Louis, MO	1	Yes	$399,988.00	
3. Ida Grove Roofing and Improvement Company Ida Grove, IA	1	Yes	$232,000.00	
4. McKinnis Roofing Blair, NE	1	Yes	$229,419.00	
5. Scott Enterprises Omaha, NE	1	Yes	$246,030.00	

AGENDA SUMMARY SHEET

AGENDA ITEM: Refunding of Bonds

MEETING DATE: March 15, 2010

DEPARTMENT: General Administration

**TITLE & BRIEF
DESCRIPTION:**   Refunding of Bonds – The refunding of approximately $50 million of outstanding bonds.

ACTION DESIRED: Approval __x__   Discussion ___   Information Only ___   .

BACKGROUND: With the low interest rate environment, the District's financial advisor is recommending that the District refund approximately $50 million of its outstanding bonds. The expected savings will be in the neighborhood of $2.5 million.

A representative from DA Davidson (financial advisor) plans to be in attendance at the meeting to address questions from the board.

**OPTIONS AND
ALTERNATIVES:**   n/a
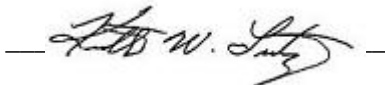
RECOMMENDATION: It is recommended that the District's administration and financial advisor be authorized and directed to proceed with preparations for the issuance of refunding bonds as determined by the financial advisor and that the board schedule a special meeting for Tuesday, April 20, 2010 at 12:00 noon for the purpose of issuing such bonds.

**STRATEGIC PLAN
REFERENCE:**   n/a

**IMPLICATIONS OF
ADOPTION/REJECTION:**   n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Dan Smith (Financial Advisor) and Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT'S
APPROVAL:**

AGENDA SUMMARY SHEET

Meeting Date: March 15, 2010

Department   Human Resources

Action Desired: Approval

Background: Personnel items: (1) Hires; (2) Leave of Absence; (3) Resignations

Options/Alternatives
Considered: N/A
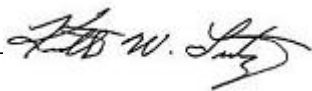
Recommendations: Approval

Strategic Plan
Reference: N/A

Implications of
Adoption/Rejection: N/A

Timeline: N/A

Responsible
Persons: Dr. Jim Sutfin

Superintendent's Signature: _____ _____

March 15, 2010

LEAVE OF ABSENCE

Recommend: the following Leave of Absence be accepted:

1. Kim R. Baker – Grade 1 (.5) teacher at Rockwell Elementary School. She is requesting a Leave of Absence for the 2010-2011 school year for family reasons.
2. Amy M. Hougland – Grade 1 teacher at Wheeler Elementary School. She is requesting a Leave of Absence for the 2010-2011 school year for family reasons.
3. Jessica A. Wells – School Psychologist (.5) at Millard West High School. She is requesting a Leave of Absence for the 2010-2011 school year for personal reasons.
4. Katie J. Tessin – Grade 2 teacher at Cottonwood Elementary School. She is requesting a Leave of Absence for the 2009-2010 school year for family reasons.
5. Mark D. Edge – Social Studies teacher at Millard North High School. He is requesting a Leave of Absence for April 12, 2010 through the conclusion of the 2009-2010 school year for personal reasons.

March 15, 2010

RESIGNATIONS

Recommend: the following resignations be accepted:

1. Emily M. Johnson – Speech/Language Pathologist at Beadle Middle School. Resigning at the end of the 2009-2010 school year for another job in education.
2. Alyssa Lindahl – Spanish teacher at Beadle Middle School. Resigning at the end of the 2009-2010 school year for another job in education.
3. Mark D. Edge – Social Studies teacher at Millard North High School. Resigning at the end of the 2009-2010 school year for personal reasons.

March 15, 2010

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2010/2011 school year:

1.	Alexandria M. Dickey – MA – University of Nebraska, Omaha. Grade 1 teacher at Abbott Elementary School for the 2010-2011 school year. Previous Experience: CADRE teacher at Abbott Elementary School (2009-present).
2.	Michael D. Etzelmiller – MA – University of Nebraska, Omaha. Physical Education teacher at Morton Elementary School for the 2010-2011 school year. Previous Experience: CADRE teacher at Morton Elementary School (2009-present).
3.	Kristen L. Faltys – MA – University of Nebraska, Omaha. Grade 2 teacher at Neihardt Elementary School for the 2010-2011 school year. Previous Experience: CADRE teacher at Neihardt Elementary School (2009-present).
4.	Brittany C. Gillett – MA – University of Nebraska, Omaha. Grade 4 teacher at Morton Elementary School for the 2010-2011 school year. Previous Experience: CADRE teacher at Morton Elementary School (2009-present).
5.	Ian P. Harden – BA+12 – University of Nebraska, Omaha. Financial Literacy Business teacher at Millard South High School for the 2010-2011 school year.
6.	Molly J. Henderson – MA – University of Nebraska, Omaha. Grade 1 teacher at Ezra Elementary School for the 2010-2011 school year. Previous Experience: CADRE teacher at Ezra Elementary School (2009-present).
7.	Lauren M. Kakert – MA – University of Nebraska, Omaha. Speech Pathologist at Ackerman Elementary School for the 2010-2011 school year.
8.	Kendra J. Kowskie – MA – University of Nebraska, Omaha. Grade 6 teacher at Beadle Middle School for the 2010-2011 school year. Previous Experience: CADRE teacher at Beadle Middle School (2009-present).
9.	Jennifer L. Kucera – BA – University of Nebraska, Lincoln. Family Consumer Science teacher at Millard South High School for the 2010-2011 school year.
10.	Maggi A. Recob – MA – University of Nebraska, Omaha. Special Education, Alternate Curriculum teacher at Millard West High School. Previous Experience: CADRE teacher at Millard West High School (2009-present).
11.	Elizabeth A. Schulze – MA – University of Nebraska, Omaha. Special Education Resource teacher at Central Middle School for the 2010-2011 school year. Previous Experience: CADRE teacher at Central Middle School (2009-present).

<u>**AGENDA SUMMARY SHEET**</u>

AGENDA ITEM: **Legislative Update**

MEETING DATE: **March 15, 2010**

DEPARTMENT: **Office of the Superintendent**

TITLE AND BRIEF DESCRIPTION: Legislative Update for the 101st Legislature 2nd session.

ACTION DESIRED: APPROVAL _____ DISCUSSION _____ INFORMATION ONLY _XX_

Legislative Calendar

LB 800 introduced by Senator Ashford is a significant juvenile justice bill. The Learning Community portions were amended out of this bill. The portions that deal with truancy were amended to make them voluntary. This bill has been advanced out of committee but it does not appear on the agenda at this time.

LB 937 which eliminates per diem payments for Learning Community Board members after their current term is up was advanced to Select File. It does not appear on the agenda at this time.

LB 1006 that changes the kindergarten entrance age moved is on Final Reading. This bill will reduce the number of students in our kindergarten class for 2012-2013.

LB 1021 on NSAA Activities was passed out of the Education Committee with amendments that eliminate everything except the requirements to comply with the Open Meetings laws. This bill is on the agenda for General File debate. This bill is Senator Avery's priority bill.

LB 1070 is set to move to General File debate. This bill lowers the levy the Learning Community can access to 3 cents and gives the LCCC more flexibility to use 1 cent for operations. The bill was advanced from the Education Committee with an amendment to restore 90% of the ESU Core Services Funding.

The legislative summary is attached.

National News and Advocacy Issues
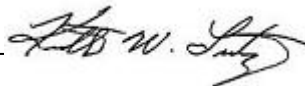
Education Secretary Arne Duncan pledged to continue the Title I and IDEA formula grant programs, but with no increases. There are changes coming to Title programs. Title I is set to change as the Elementary and Secondary Education Act is reauthorized to the College and Career-Ready Students program, which would reward schools or LEAs that are making significant progress in improving student outcomes and closing achievement gaps. Secretary Duncan said recently that among his major goals is to end AYP and embrace, instead, a standard that requires each high school graduate be college and career ready. Title IId that provides money for technology and technology staff development (approx 25,000 per year) is going away. Title IV, Safe and Drug Free Schools is also gone. This program was in the 50,000 dollar range. Any program funded with these Title programs will now have to come through the Program Budgeting process if they are to survive.

Nebraska was not selected as a finalist for the first phase of Race To The Top Grants. The states tabbed as finalists by Secretary of Education Arne Duncan were Colorado, Delaware, District of Columbia, Florida, Georgia, Illinois, Kentucky, Louisiana, Massachusetts, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina and Tennessee.

STRATEGIC PLAN: Implemented Strategies and Superintendent's Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____

MILLARD PUBLIC SCHOOLS
LEGISLATIVE SUMMARY
101st Legislature - Second Session - 2010

RUTH│MUELLER│ROBAK
LLC
530 South 13th Street, Suite 110
Lincoln, Nebraska 68508
Telephone: 402.434.3399
Fax: 402.434.3390

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB67	Friend	Adopt the Elementary and Secondary Education Opportunity Act NCSA Summary: Creates the Elementary and Secondary Education Opportunity Act and creates tax credits for voluntary contributions to certified school tuition organizations for scholarships to private elementary/secondary schools.	Revenue 02/27/09 at 1:30 p.m. Room 1524		Oppose
LB72	Cornett	Provide for management of students' and children's life-threatening allergies The Dept of Education and the Dept of Health and Human Services shall develop policy guidelines for schools and early childhood education programs to manage students with life-threatening allergies, including annual education and training and anaphylaxis education and emergency response training, individualized emergency health care plans, treatment plans and communication strategies.	Education 01/20/09 at 1:30 p.m. Room 1525	Failed to Advance for Review 01/11/10 General File 02/20/09	Monitor
LB205	Nordquist	Require educational and ethics training for board members of certain retirement systems	Nebraska Retirement Systems 02/05/09 at 1:30 p.m. Room 1525	Failed to Advance for Review 01/13/10 General File 03/17/09	Monitor
LB226	Rogert	Change the age of majority to eighteen years of age for certain purposes Changes the age of majority in the Nebraska from nineteen years of age to eighteen.	Judiciary 03/25/09 at 1:30 p.m. Room 1113	Signed by Governor (Emergency Clause) 03/03/10	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB240	Pahls	Require a minimum level of expenditures for direct classroom instruction NCSA Summary: Requires that all public school districts must spend no less than sixty-five percent of its total operating expenditures on direct classroom instruction in any fiscal year.	Education 03/17/09 at 1:30 p.m. Room 1525		Oppose
LB255	Harms	Require lap-shoulder belts in school buses NCSA Summary: Requires that each seat on each school bus manufactured on or after the effective date of the bill and purchased on or after January 1, 2010, by a school board to be operated for the transportation of public school children in Nebraska must be equipped with lap-shoulder belts sufficient to allow each passenger who is being transported to use a separate belt. The belts must meet the standards under federal law (49 C.F.R. 571.208). School districts would be required to provide instruction in proper use of lap belts, shoulder belts, or lap-shoulder belts. Each passenger on a school bus that is equipped with lap belts, shoulder belts, or lap-shoulder belts must be transported only in a designated seating position and must wear such a belt, properly adjusted and fastened, at all times while the bus is in operation.	Transportation and Telecommunications 02/17/09 at 1:30 p.m. Room 1113		Monitor
LB281	Mello	Change educational service unit board membership provisions NCSA Summary: The narrowly defined provisions of LB 281 would appear to allow Bellevue Public Schools to terminate its existing association with ESU #3 in Omaha and join ESU #19 (OPS), through modification of election law and ESU reorganization laws. While the bill permits other member schools within the learning community to take similar action, Bellevue Public Schools is the only learning community school known to have a desire to attach to a different ESU.	Education 02/03/09 at 1:30 p.m. Room 1525	General File 05/18/09	Oppose
LB364	Pankonin	Permit school districts to exceed expenditure limits for costs relating to voluntary termination agreements NCSA Summary: LB364 attempts to address a long-standing issue relevant to harmony between levy and expenditure lid exclusions for school districts as it pertains to voluntary termination of employment (early retirement programs). Current law [§ 77-3442(2)(d)] excludes from the levy limitations amounts levied to pay for sums agreed to be paid by a school district to certificated employees in exchange for a voluntary termination of employment. This has been the law since the passage of the levy limitations under LB1114 (1996). LB364 provides a corresponding expenditure lid exception so that a school district may exceed its budget of expenditures by a specific dollar amount for sums agreed to be paid to certificated employees in exchange for a voluntary termination occurring prior to July 1, 2009. The lid exception would apply to school fiscal years 2009-10 and beyond.	Education 02/10/09 at 1:30 p.m. Room 1525	LB364, LB391 and LB546 amended into LB545.	Support

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB391	Adams	Change the manner of distribution of tax revenue within learning communities Provide that County Treasurer shall distribute any funds collected from the common general fund levy and the common building fund levy to each member school district at least once each month and not to the Learning Community Coordinating Council. Provide that the growth factor shall equal 100% plus one-half of the allowable growth rate for each year beginning with the first school fiscal year for which the learning community levies a common general fund property tax for school districts and ending with the school fiscal year for which the distribution is being made. Extend (hold harmless) the phase-in provision from three years to five years.	Education 02/23/09 at 1:30 p.m. Room 1525	Killed 02/11/10 LB364, LB391 and LB546 amended into LB545. LB221 and LB391 amended into LB392.	Monitor
LB393	Adams	Change agenda provisions for meetings of the Educational Service Unit Coordinating Council NCSA Summary: In 2007 the Legislature passed LB603 to create the Educational Service Unit Coordinating Council (ESUCC), which became operative on July 1, 2008. The council is composed of one administrator from each ESU. LB393 makes several changes to the activities of the ESUCC as follows. The bill clarifies that the council must provide each ESU administrator with notice of council meetings, including an agenda. Each ESU administrator is responsible for sharing the agenda with the ESU board he/she represents and for receiving input from his/her board prior to the council meeting. The bill changes the Open Meetings Act relating to meetings of the ESUCC and provides that notice of meetings of the council must be transmitted to all ESU administrators at least thirty days before the scheduled commencement of the meeting except in the case of emergency meetings.	Education 02/03/09 at 1:30 p.m. Room 1525		Monitor
LB418	Price	Require valuation changes by the Tax Equalization and Review Commission among counties which have learning communities Require valuation changes by TERC so that the level of value in all counties which have a school district that is a member of the learning community are at the same percentage in the acceptable range.	Revenue 03/26/09 at 1:30 p.m. Room 1524		Monitor
LB448	Campbell	Require an influenza vaccination pilot program Establishes the two year "School-Based Influenza Vaccination Pilot Project" to afford influenza vaccinations for all children six months to eighteen years. The pilot shall be established in school districts on a voluntary basis. The vaccinations shall be administered with the consent of participating students' parents and guardians. Pilot Project to begin in the 2009-2010 school year with evaluation report prepared by Health and Human Services by October 31, 2011.	Health and Human Services 02/06/09 at 1:30 p.m. Room 1510		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB465	Christensen	Provide for videoconferencing and telephone conferences for educational service unit board meetings NCSA Summary: Amends the Educational Service Units Act and the Open Meetings Act to permit an ESU board to conduct a meeting by videoconferencing or telephone conference. In keeping with existing law, at least one member of the ESU board must be present at each site of the telephone conference call identified in the public notice for the meeting.	Government, Military and Veterans Affairs 02/19/09 at 1:30 p.m. Room 1507	LB465 and LB639 amended into LB361.	Monitor
LB473	Louden	Adopt the Nebraska Elementary Attendance Region Act NCSA Summary: Creates the Nebraska Elementary Attendance Region (NEAR) Act and permits certain school districts to create elementary attendance regions. Elementary attendance regions are community-governed elementary sites established by residents of a single Class II, III or IV K- 12 district with the primary purpose of assuring community educational governance in sparsely populated areas of the state. Certain criteria would have to be met to authorize the creation of such a region. Establishes criteria for creating a NEAR either through school board approval after submission of a proposal or through a petition process by a group of residents within the proposed region. A NEAR operating council, consisting of three to five residents of the region, will make recommendations to the K-12 board regarding operations of the school. All annual operational and maintenance costs are the responsibility of the K-12 district. The school district may provide a facility or impose a levy on the residents of the K-12 school district of one cent per $100 valuation not to exceed $50,000 for five years for construction, purchase, renovation or lease of a facility. If the facility for a NEAR is not provided by the K-12 board, the NEAR Operating Council may levy a tax on the property within the elementary region, not to exceed five and one fifths cents per $100 of valuation not to exceed $50,000 in total over five years.	Education 03/09/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB546	Adams	Change school organization provisions NCSA Summary: LB 546 attempts to breathe some life into the school district reorganization incentive program. It opens a new window for schools to apply for incentive payments through consolidation from May 31, 2009 to June 1, 2011. The bill changes the allocation of the Education Innovation Fund (state lottery proceeds). Currently, the first $750,000 of available funds is transferred to the Attracting Excellence to Teaching Program Cash Fund and the amount remaining in the Education Innovation Fund is allocated for distance education equipment and incentives. LB 546 would change the distribution for 2009-10 only. First, the bill states that any amounts transferred to the Education Innovation Fund from the School District Reorganization Fund must be returned to the School District Reorganization Fund. There could be as much as $200,000 that would be transferred to the Reorganization Fund through this provision although it is not known as yet whether any funds would be transferred. This provision represents a cautionary clause in the event such funds exist and are available to be transferred. After such transfer is made, if at all, the next $1 million would be transferred to the Attracting Excellence to Teaching Program Cash Fund and the amount remaining in the Education Innovation Fund would be allocated for distance education equipment and incentives.	Education 03/09/09 at 1:30 p.m. Room 1525	Killed 02/11/10 LB364, LB391 and LB546 amended into LB545.	Monitor
LB583	Dierks	Change sales, property, and income tax provisions and education funding Changes the sales tax rate to an unspecified percent beginning January 1, 2010. Provides that all services, except medical services, shall be subject to the sales tax. Provides for collection of sales tax on food, except food purchased with food coupons issued by the USDA. Provides for a food sales tax credit for qualified resident individuals. Strikes the maximum levy for school districts and learning communities but does not yet specify the replacement levy per one hundred dollars of taxable valuation. Removes language authorizing community college levies. Generally provides that the compensation of school district and learning community employees and their employer retirement contributions are the responsibility of the State through the General Fund. Provides that funding of community college areas shall be a state responsibility through the General Fund. Creates Property Tax Relief and Reorganization Fund to provide property tax relief, but does not appear to establish a funding mechanism for the fund.	Revenue 02/11/09 at 1:30 p.m. Room 1524		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB597	Ashford	Change provisions relating to collaborative focus schools and programs and magnet schools NCSA Summary: Provides that if multiple member districts collaborate on a focus program, focus school, or magnet school, such districts must either: establish an interlocal agreement by which the collaborative effort is designed and governed and which determines how legal, financial, and academic responsibility will be shared; or one member school district must be designated as the primary school district and must maintain legal, financial, and academic responsibility for the focus program, focus school, or magnet school.	Education 02/24/09 at 1:30 p.m. Room 1525		Monitor
LB612	Avery	Prohibit school districts from making contributions or reimbursements relating to retirement benefits NCSA Summary: amends both the School Employees Retirement System and the Class V School Employees Retirement System (OPS). The measure is aimed at school administrator contracts that provide for the school district to pay, on the employee's behalf, both the employee and employer share of the respective retirement plans or reimburse the employee for the employee's share to the retirement plan. The bill appears to prohibit such contractual provisions unless the school district provides the same benefit to all school employees of the district.	Nebraska Retirement Systems 02/18/09 at 12:10 pm Room 1525		Monitor
LB678	Haar	Change provisions relating to minutes of public meetings NARD Summary: The bill allows minutes of meetings subject to the Open Meetings Act to be written or in an electronic recording, including audio or video recording of the meeting.	Government, Military and Veterans Affairs 02/19/09 at 1:30 p.m. Room 1507		Monitor
LB692	Price	Change a duty of county assessors relating to real property valuation In counties with over 100,000 inhabitants the county assessor shall assure that all parcels of real property in the county have been inspected and reviewed no less frequently than every three years and every six years in all other counties. Current requirement is six years in all counties.	Revenue 01/27/10 at 1:30 p.m. Room 1524		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB693	Price	Provide authorization for foreign insurers to offer health insurance in Nebraska Statement of Intent: Proposes to establish a framework under which health insurance may be purchased and sold across state lines. The Director of the Department of Insurance would have the authority to enter into interstate agreements with other willing states for such purposes. Before entering into an interstate agreement, the director, in consultation with the Attorney General, shall review and certify that the other state's laws, rules and regulations governing health insurance are substantially similar to Nebraska's laws, rules and regulations. The director shall also consider whether insured individuals will have access to health care services as well as policies and procedures to resolve benefit, claims and payment disputes. Foreign insurers offering insurance in Nebraska will not be subject to Nebraska laws, with some exceptions, but will be subject to the laws of their domicile state and the interstate agreement. Similarly, insurers domiciled in Nebraska and offering insurance in a foreign state shall be subject to Nebraska laws and the interstate agreement. Any application and policy issued to a Nebraska resident under the bill would require a disclaimer to notify the applicant/policy holder that the insurance policy is not subject to Nebraska law.	Banking, Commerce and Insurance 02/01/10 at 1:30 p.m. Room 1507		Monitor
LB694	Price	Provide restrictions for sexual predators and penalties Restricts sexual predator from being on school grounds or at school events or in any vehicle connected to the school transporting students without permission from school principal(s). A sexual predator is a registered sex offender who committed an aggravated offense and who victimized a person younger than eighteen.	Judiciary 01/21/10 at 1:30 p.m. Room 1113		Monitor
LB697	Pahls	Prohibit use of wireless devices by school bus drivers Prohibits the use of an interactive wireless communication device by a school bus driver while the bus is in motion. Interactive wireless communication device means any wireless electronic communication device that provides for voice or data communication between two or more parties, including, but not limited to, a mobile or cellular telephone, a text messaging device, a personal digital assistant that sends or receives messages, an audio-video player that sends or receives messages, or a laptop computer.	Transportation and Telecommunications 02/09/10 at 1:30 p.m. Room 1113		Support

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB713	Gloor	Change provisions relating to school health inspections NCSA Summary: Changes laws relevant to the duty of school districts to cause the physical examination of children for "defects" and contagious or infectious diseases. The bill contains three components. Current law provides that every school district must cause each child under its jurisdiction to be "separately and carefully inspected" to ascertain if the child is suffering from: 1.defective sight or hearing, 2.dental defects, or 3.other conditions as prescribed by the DHHS. Requires that such inspections will be conducted on a schedule prescribed by the department and must be based on current medical and public health practice. The schedule would presumably be adopted by the DHHS through the promulgation of rules and regulations as provided in §79-249. Amends to permit, but not require, the department to make available to schools methods for the gathering, analysis, and sharing of school health data that do not violate any privacy laws. Changes the timeframe by which the "inspections" are to occur. Section 79-250 currently provides that during the first quarter of each school year the school district must provide the inspections for the children then in attendance. The current law further provides that as children enter school during the year, such inspections must be made immediately upon their entrance. Eases the current law to simply require inspections to be conducted each school year for the children then in attendance. For children who enter school during the year, such inspections must be confirmed upon their entrance.	Education 01/19/10 at 1:30 p.m. Room 1525	General File 02/04/10	Monitor
LB741	Avery	Exclude lobbying expenses as a general fund operating expenditure for purposes of the Tax Equity and Educational Opportunities Support Act NCSA Summary: Beginning in school fiscal year 2010-11 and thereafter, excludes any amounts paid by a school district for lobbyist fees and expenses in the computation of general fund operating expenditures (GFOE). The GFOE is used in the calculation of state aid under the Tax Equity and Educational Opportunities Support Act (TEEOSA). The bill carries the emergency clause.	Education 01/25/10 at 1:30 p.m. Room 1525		Oppose

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB742	McCoy MCCOY PRIORITY BILL 2010	Provide requirements for settlement agreements involving public entities and provide that such agreements are public records Except for settlement agreements involving the state, any state agency, or any employee of the state or pursuant to claims filed under the State Tort Claims Act, any settlement agreement entered into by a public entity directed by a governing body shall be included as an agenda item for the next regularly scheduled public meeting of the governing body. A confidentiality or nondisclosure clause or provision contained in or relating to a settlement agreement entered into by a public entity, or to which a public entity is otherwise a party, is void as against public policy and unenforceable.	Government, Military and Veterans Affairs 01/21/10 at 1:30 p.m. Room 1507	General File 02/23/10	Oppose
LB750	Adams	Provide for gifts of real property to the Board of Educational Lands and Funds NCSA Summary: Permits the Board of Educational Lands and Funds to receive gifts of real property located in Nebraska. At the time of transfer of title to the real property, the donor may direct the terms upon which the real property is to be held and managed by the board. The board may reject any gift if it determines that ownership of the real property is unduly burdensome or is not in the "best interests" of its beneficiaries. Provides that the net income from any gift of real property must be held by the board in a fund separate from the temporary school fund or the permanent school fund. The total net income in the separate fund must be distributed at the end of each year to the school district or districts designated by the donor. Such funds must be used only for educational purposes as directed by the donor at the time of making the gift. If the donor does not direct the educational purposes to which the net income is to be applied, the school board of each recipient district may use its discretion in applying such net income for educational purposes within the district. The net income from gifts of real property must include all the income attributable to such real property each year after the payment of all costs of administering and managing the real property, including, but not limited to, expenses necessary for conserving, maintaining, and developing such real property for its most productive use. The Board of Educational Lands and Funds may sell the real property: if the donor directs at the time of the gift the circumstances under which it may be sold or if the board determines at any time that it is no longer feasible for the board to hold and manage such real property and the members of the board unanimously agree to such sale. The net sale proceeds must be paid to the school district or districts designated to benefit from the net income from the gift of real property. Also amends the applicable school finance provisions under the TEEOSA relevant to the definition of general fund operating expenditures (GFOE) and to list donations of real property as other miscellaneous noncategorical local receipts for purposes of calculating state aid.	Education 01/19/10 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB754	Giese	Adopt the Blind Persons Literacy Rights and Education Act NCSA Summary: Creates the Blind Persons Literacy Rights and Education Act. Individualized Education Program: The bill provides that the "individualized education program" for a child who is blind or visually impaired must provide for instruction in and use of Braille unless the members of the child's individualized education program team determine, after an evaluation of the child's reading and writing skills, needs including future needs, and appropriate reading and writing media that such instruction is not appropriate for the child. The bill uses the definition of "individualized education program" as found in the U.S. Code, 20 U.S.C. 1414(d)(1)(A). If the child's parent/legal guardian disagrees with the determination of the individualized education program team that instruction in or use of Braille is not appropriate, the parent may request review of the determination as per the Nebraska Special Education Act and the school district must provide instruction in and use of Braille for the child until the review process is complete. NOTE: The bill does not require the exclusive use of Braille if other special education services are appropriate to the child's educational needs, and the provision of other appropriate services does not preclude instruction in or use of Braille.	Education 01/19/10 at 1:30 p.m. Room 1525		Oppose

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB800	Ashford JUDICIARY COMMITTEE PRIORITY BILL 2010	Provide methods of early intervention for children at risk Authorizes the implementation of civil citations as a way for juveniles with minor offenses to avoid having an arrest record. The juvenile would have to complete diversion programming in order to avoid the arrest. Explicitly prohibits status offenders from being sent to secure detention. Prohibits those juveniles whose petition is for a status offense from being detained for violating a valid court order. Enact graduated sanctions for violations of probation that mirror the adult version. Evaluations: OJS will identify the appropriate post-adjudication evaluation and be responsible for completing it. Reduces the timeframe for completing evaluations from 30 to 20 days and reduce the timeframe for extensions from 30 days to 5 days. Require a juvenile to appear in front of a judge for a hearing on the report within 10 days of the court receiving the evaluation report. Changes provisions related to temporary placement to emphasize the need to place juveniles in the least restrictive environment possible that is consistent with public safety and in the best interest of the juvenile. Authorize the use of videoconferencing in certain juvenile proceedings. Truancy : Removes language allowing each district to define and use the distinction between excused and unexcused absence. Removes language allowing the school to end efforts to meet with parents after the parent refuses to participate in a meeting to address the student's truancy. Adds provision requiring school administrators, attendance officers or enforcement officers to make contact with family of the truant student after 5, 10 and 20 truancies and document the contact. After the third contact, the case can be referred to the county attorney. Authorize county attorney to issue an infraction against the parent of a truant student. Require each school district to provide a report to Department of Education regarding truancy and strategies developed by district to address truancy. Authorize school districts within a Learning Community to establish a reintegration center to assist students who have been out of school for some time or those who have dropped out completely. Authorize the Learning Community Coordinating Council to award grants to non-profit organizations providing intervention services for at-risk juveniles focusing on closing the learning gap. The LCCC may use the 5 cent property tax levy to fund the grants. Require school districts to report to the Department of Education on expulsions, suspensions, referrals to the county attorney for truancy and any contact with law enforcement within 48 hours of occurrence. Establish a child-at-risk task force that includes the Department of Education, Probation, HHS and school superintendents. The task force will evaluate the "at-risk data" that is sent to the department and report to the Legislature on or before December 31, 2010. Eliminates the use of three-judge panel appeals of juvenile cases where the court orders implementation of a plan different from what HHS recommended and expedite appeals of juvenile cases at the Court of Appeals. Clarifies juvenile court has jurisdiction over parents by giving court authority to require the parent, guardian or custodian to participate in the therapeutic services necessary for the rehabilitation of the juvenile.	Judiciary 01/27/10 at 1:30 p.m. Room 1113		Oppose
LB815	Haar	Change requirements for political subdivision budget statements and financial information on the state web site Requires a political subdivision budget statement to include a statement setting out separately the amount of money received as private donations, gifts, or grants in the past two fiscal years and estimated to be received in the current and ensuing fiscal years and the source, allocation, and expenditure of such money which was received in increments of one thousand dollars or more.	Government, Military and Veterans Affairs 01/28/10 at 1:30 p.m. Room 1507		Oppose

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB833	Fulton	Provide for confidentiality of Nebraska Workers' Compensation Court records NCCI Summary: Provides employee confidentiality in regards to Nebraska Workers' Compensation Court documents and information. The court could deny third-party requests to inspect or copy confidential records that reveal the identity of an employee; the nature of an employee's alleged injury; an employee's medical condition; the extent of an employee's disability; the amount, type or duration of benefits paid to an employee; and the application information for self-insurance. The restrictions in this bill would not apply to the employee who is the subject of the record, an attorney or authorized agent of the employee, the employer of the injured employee, or the employer's insurance carrier.	Business and Labor 02/08/10 at 1:30 p.m. Room 2102		Support
LB877	Cornett SPEAKER PRIORITY BILL 2010	Change property assessment and tax provisions The Tax Commissioner or Property Tax Administrator may appeal any actions or decisions of a county board of equalization or the Tax Equalization and Review Commission pertaining to the exemption of real and personal property or any actions or decisions of a county board of equalization or the Tax Equalization and Review Commission pertaining to the valuation and equalization of real property. Provides that compliance with Homestead Exemptions can be reviewed by the Tax Commissioner for reasons including, but not limited to income requirements.	Revenue 01/21/10 at 1:30 p.m. Room 1524	General File 02/18/10	Support
LB884	McGill	Require employers to provide employees with wage and deduction information as prescribed NCCI Summary: As introduced, the bill would require employers to furnish an employee with an itemized statement listing the wages earned and the deductions made from the employee's wages for each pay period. The information would need to be disclosed within ten working days after the request was made by the employee. Employees could bring legal action to ensure the employer complies and would be awarded "reasonable attorney's fees if an injunction is ordered." Senator McGill told fellow committee members she planned to amend the bill to make it more acceptable to employers. According to the senator, the amended version of the bill would allow employers to provide the information either electronically or on paper. Also, an employee's request for the information would need to be in writing. Finally, the word "injunction" would be replaced with the term "infraction" – resulting in a much less severe penalty, typically a $100 fine for first offenses by employers.	Business and Labor 01/25/10 at 1:30 p.m. Room 2102	General File 03/03/10	Oppose

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB898	Haar	Adopt the Student Expression Act NCSA Summary: Defines "student expression" to include the right of a student to express his/her thoughts and beliefs through speech and symbols; create, write, publish, perform, and disseminate his or her views; and assemble peaceably with other students on school property for the purpose of expressing opinions. Prohibits expression by students that is obscene or defamatory and or that creates a clear and present danger of unlawful acts, causes material and substantial disruption of the orderly operation of the school, violates the privacy rights of others, or is otherwise unprotected by the First Amendment. (1) No student expression made in the exercise of a First Amendment right may be deemed to be an expression of school policy, and no public school, school district, teacher, administrator, or school board member may be held responsible or liable in any civil or criminal action for any student expression; and (2) No certificated public school employee or administrator may be fired, transferred, reassigned, or removed from his/her position for supporting the rights of student expression protected by the Student Expression Act if the employee or administrator is acting within the guidelines of the code of ethics of his/her profession. Under the bill, each school board must adopt a written student expression policy.	Education 01/26/10 at 1:30 p.m. Room 1525		Oppose
LB899	Nordquist	Change retirement benefit adjustment provisions NCSA Summary: Removes a sunset provision on the state contribution originally adopted in 1996 to fund cost of living adjustments for the School Employees, State Patrol, and Judges' Retirement Systems. A general fund appropriation of $6,895,000 has been allocated annually since 1996 to the state defined benefit funds and also the OPS Retirement System. If the sunset remains in law, the funds would simply revert to the State General Fund. Recently, Dave Slishinsky, the state appointed actuary, was commissioned to review the legislation and determine the impact if the funds were allowed to revert back to the General Fund. In the opinion, Slishinsky states that: "[R]emoving the sunset from the state contribution as proposed under LB 899 will help improve long-term funding and increase benefit security for the members of the State School, State Patrol and Judges' Retirement Systems. The recent market downturn caused by the economic crisis has significantly reduced the funded status of the systems. Investment losses, which occurred in 2008 and 2009 will continue to be recognized for actuarial purposes over the next four years, negatively impacting the funded status of these systems further. Continuing the state contribution will help improve the funded status long-term and provide equity with the Class V School Employees Retirement System. By removing the sunset, these contributions will reduce any additional state contributions that otherwise would be required beginning in FY13."	Nebraska Retirement Systems 02/16/10 at 12:10 pm Room 1525		Support

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB908	Conrad	Change workers' compensation provisions relating to claims for legal services or disbursements NCCI Summary: Introduced as a technical bill to change workers' compensation provisions relating to attorney fees. Specifically, the bill relates to section 48-108 and deletes certain language related to approval of certain fees and allows the Workers' Compensation Court broader authority to set fees in certain situations.	Business and Labor 02/08/10 at 1:30 p.m. Room 2102		Monitor
LB913	Council	Adopt the Criminal Offender Employment Act Provides that, with certain exceptions, a conviction shall not operate as an automatic bar to containing public employment or license. Provides that law enforcement agencies are not subject to the Criminal Offender Employment Act. Provides that a public employer shall not make inquiry regarding convictions on initial applications for employment, but may consider the conviction when the applicant is selected as a finalist. Prohibits the use of certain criminal records in connection with an application for public employment or license.	Business and Labor 01/25/10 at 1:30 p.m. Room 2102		Oppose
LB916	Heidemann	Authorize leases on school lands for solar and wind energy production Provides the Board of Educational Lands and Funds may authorize leases for the production of solar or wind energy on school lands for such durations and under such terms and conditions as the board shall deem appropriate, except that the initial term for any such wind energy lease shall not exceed 40 years. Provides for filing of the lease with the office of the register of deeds in the county the lease is situated.	Education 01/25/10 at 1:30 p.m. Room 1525	Killed 02/18/10	Monitor
LB920	Haar	Provide for school transportation safety committees NCSA Summary: requires each school board to establish a school transportation safety committee for each school year. General Duty: The school transportation safety committee would receive suggestions and concerns from parents, teachers, and others on transportation issues relating to the district. Child Access Routing Plan: Also, by the end of the 2013-14 school year and each school year thereafter, each school transportation safety committee must review and submit to NDE, the Education Committee of the Legislature, and any affected city, village, and county a "child access routing plan" for each school within the district.	Education 02/23/10 at 1:30 p.m. Room 1525		Oppose

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB925	Conrad MCGILL PRIORITY BILL 2010	Require employment of Nebraska laborers for public works projects during excessive unemployment During a period of excessive unemployment in Nebraska, every person charged with the duty, either by contract or law of constructing or building any public works project or improvement for the state shall employ only Nebraska laborers on such a project. Other laborers may be used when Nebraska laborers are not available or are incapable of performing particular types of work. This bill would apply to all labor on public works projects or improvements whether labor is skilled, semiskilled or unskilled, whether or manual or non-manual. The law will be enforced by the Department of Labor and represented by the Attorney General. (Nebraska labor is a person residing in the state for at least 30 days and intends to become or remain a Nebraska resident. Excessive unemployment is any month immediately following two consecutive calendar months in which the level of unemployment has exceeded five percent. Public works means all fixed works such as schools, highways and bridges constructed for public use or benefit or paid for wholly or in part out of public funds. Projects using federal aid funds will not be effected.)	Business and Labor 02/01/10 at 1:30 p.m. Room 2102		Monitor
LB927	Nebraska Retirement Systems Committee	Change employee deposit requirements under the School Employees Retirement Act NCSA Summary: Represents a "placeholder" bill in the event it is determined that a change is necessary to the School Employees Retirement Plan contribution rate. The current employee contribution rate is 8.28% of compensation and the employer rate is 101% of that rate (8.36%). This rate is currently set to expire on August 31, 2014 at which time the rate would automatically decrease to 7.28%.	Nebraska Retirement Systems 02/16/10 at 12:10 pm Room 1525		Monitor
LB929	Ashford	Require schools to distribute certain information to parents of children with special hearing needs NCSA Summary: Amends the Nebraska Special Education Act. A new section of law would be added to the Act to require all school districts to distribute information to all parents of children who are deaf, hard of hearing, or have other special needs related to hearing regarding all placement options for auditory-oral learning and spoken language education.	Education 01/26/10 at 1:30 p.m. Room 1525		Oppose

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB937	Fischer HANSEN PRIORITY BILL 2010	Eliminate per diem payments for members of learning community coordinating councils NCSA Summary: Amends the Learning Community Act. Under current law, each voting member of the coordinating council is paid a per diem in an amount determined by the council up to $200 per day for official meetings of the council and the achievement subcouncil for which he/she is a member, up to a maximum of $12,000 per fiscal year, and would also be eligible for reimbursement of reasonable expenses related to service on the learning community coordinating council. Eliminates all pay provisions entirely but would allow for reasonable expense reimbursement as currently provided in law.	Education 02/02/10 at 1:30 p.m. Room 1525	Advanced for Review 03/02/10	Monitor
LB957	Adams	Provide for memoranda of understanding related to student information sharing NCSA Summary: Appears to require secondary and postsecondary institutions to build a data-sharing network on student information for purposes of study and research. Amends § 79-318 relating to the duties of the State Board of Education to require, by September 1, 2010, the board to enter into memoranda of understanding with: the Board of Regents of the University of Nebraska, the Board of Trustees of the Nebraska State Colleges, and the board of governors of each Nebraska community college area. The memorandum of understanding would be to adopt a policy to share student data. At a minimum, the policy must ensure that the exchange of information is conducted in conformance with the requirements of the federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g. The policy must additionally require the State Board, upon request, to share student data with qualified researchers, including postsecondary educational institutions, school districts, and public policy research and advocacy organizations. Similarly, the Board of Regents of the University of Nebraska, the Board of Trustees of the Nebraska State Colleges, and the community college system must, by September 1, 2010, enter into a memorandum of understanding with the State Board of Education to adopt a policy to share student data.	Education 02/16/10 at 1:30 p.m. Room 1525		Support
LB962	Council	Require blood lead testing prior to school enrollment A student can opt out of blood lead testing with a statement signed by a physician, a physician assistant, or an advanced practice registered nurse practicing under and in accordance with his or her respective certification act, stating that, in the health care provider's opinion, the child is at very low risk for elevated blood lead levels.	Education 02/09/10 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB963	Carlson	Change Nebraska Workers' Compensation Act provisions governing disability compensation after retirement NCCI Summary: Reduces the cost of providing workers' compensation coverage for injured employees, particularly those employees who are retired. Under the bill, compensation benefits for total and partial disabilities would be reduced by an amount equal to 50% of the federal Social Security retirement benefits received by retired employees. A reduction of benefits under this bill would not apply to an injury sustained prior to the employee reaching 55 years of age and more than five years prior to his or her date of retirement. The bill would not provide for an offset against payment of medical bills or benefits associated with single member scheduled injuries.	Business and Labor 02/08/10 at 1:30 p.m. Room 2102		Monitor
LB965	Sullivan SULLIVAN PRIORITY BILL 2010	Change school board and educational service unit vacancy provisions NCSA Summary: Provides that a vacancy in the membership of a school board resulting from any cause other than the expiration of a term must be filled by appointment of a qualified registered voter by the remaining members of the board. If the vacancy occurs prior to the filing deadline for non-incumbents for the primary election preceding the general election in the middle of the vacated term, a registered voter must be nominated at the next primary election and elected at the following general election for the remainder of the unexpired term. If the vacancy occurs on or after the deadline, the appointment would be for the balance of the unexpired term. A registered voter appointed or elected must meet the same requirements as the member whose office is vacant. Further provides that a vacancy on an ESU board will be deemed to have occurred when a member is absent from the geographical boundaries of the ESU for a continuous period of 60 days at one time or from more than two consecutive regular meetings of the board unless excused by a majority of the remaining members of the board.	Education 02/23/10 at 1:30 p.m. Room 1525	General File 03/01/10	Monitor
LB966	Pahls	Adopt the Classroom Educational Expenditure Act NCSA Summary: This bill is very similar to Pahls' efforts in LB 240 from last year. This bill provides that no public school district may spend less than 65% of its total operating expenditures on "direct classroom instruction" in any consecutive three-year period (based on the school fiscal year). Any district failing to meet this requirement is not eligible for accreditation. Provides a list of what is and is not considered a direct classroom instruction expenditure. See LB240.	Education 02/16/10 at 1:30 p.m. Room 1525		Oppose

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB971	Campbell	Change provisions relating to care and placement of neglected children and children in foster care Provides for notification to non-custodial parents and certain other family members suggested by the child within 15 days of the removal of a child from home. Provides DHHS must use reasonable efforts to place siblings together when emergency custody of a child is ordered. Provides for sibling time when not placed together. Provides for development of a written transition plan of services when a child in foster care turns 16.	Judiciary 02/19/10 at 1:30 p.m. Room 1113		Monitor
LB974	Avery	Change permissible uses of a learning community levy as prescribed NCSA Summary: Amends section 77-3442 so that a learning community may levy a maximum levy of 5¢ subject to the levy for any uses or projects approved by the learning community coordinating council, including, but not limited to, projects for elementary learning center facilities. Currently, such levy authority may only be used for elementary learning center facility projects. The bill harmonizes several sections of law within the Nebraska Learning Community Act with the intent to permit use of the 5¢ levy for purposes approved by the coordinating council. The bill contains the emergency clause.	Education 02/02/10 at 1:30 p.m. Room 1525		Oppose
LB976	Cornett	Change a budget limitation Any amount approved by the registered voters to exceed the allowable growth percentage in a governmental unit budget shall become part of the budgeted restricted funds of the governmental unit for the ensuing fiscal years.	Revenue 02/04/10 at 1:30 p.m. Room 1524		Monitor
LB1001	Janssen	Change and eliminate residency provisions relating to postsecondary education NCSA Summary: Amends Nebraska's current statute concerning undocumented immigrants and how they are treated relative to tuition rates when they attend Nebraska postsecondary institutions. Currently if they have graduated from a Nebraska high school, lived in Nebraska for at least three years and sign an affidavit that they will seek legal status as soon as they are eligible, the students may attend college in Nebraska at in-state tuition rates. This bill would repeal this provision. NOTE: The current law was a part of LB 239, which passed in 2006, and set up the current system to handle such matters. In 2006 leaders of the University of Nebraska, the State Colleges, the Community Colleges, NASB, NCSA, and NSEA issued a joint statement in support of the concept proposed under LB 239.	Education 02/01/10 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB1006	Adams EDUCATION COMMITTEE PRIORITY BILL 2010	Change provisions relating to kindergarten entrance age NCSA Summary: Changes go into effect for the 2012-13 school year and thereafter. The bill provides that a district may not admit any child into the kindergarten or beginner grade unless the child has reached the age of 5 years on or before July 31st immediately preceding the school year for which the child is seeking admission. Further provides that a school board may admit a child who will reach the age of 5 years on or after August 1 and on or before October 15 if the parent/guardian requests entrance and provides an affidavit stating (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates relocation to another jurisdiction that would allow admission within the current year, or (iii) the child has demonstrated through a recognized assessment procedure approved by the board that he/she is capable of carrying the work of kindergarten or the beginner grade. The committee amendment eliminates any fiscal impact to the state.	Education 02/09/10 at 1:30 p.m. Room 1525	Final Reading 03/03/10	Monitor
LB1007	Adams	Provide for performance measures under the Quality Education Accountability Act NCSA Summary: The bill provides that, by December 1, 2010, the State Board of Education must establish an index to be used to measure the performance of individual public schools beginning with school year 2012-13. The index must combine multiple measures, including, but not limited to, graduation rates, student growth and performance on the statewide assessment system currently in place, and other school performance indicators as established by the board.	Education 02/16/10 at 1:30 p.m. Room 1525		Monitor
LB1008	Janssen	Provide for cash basis or modified accrual or encumbrance basis budget statements under the Nebraska Budget Act as prescribed NCSA Summary: Amends the Nebraska Budget Act (§13-504). Under current law, each governing body of a political subdivision must annually prepare a proposed budget statement on forms prescribed and furnished by the State Auditor. The proposed budget statement must be made available to the public by the political subdivision prior to publication of the notice of the hearing on the proposed budget statement. Requires that the proposed budget statement be made on a cash basis or on a modified accrual or encumbrance basis at the discretion of the governing body. Also requires the State Auditor to create forms to allow a governing body to report the information required in §13-504 on a cash basis or the equivalent information on a modified accrual or encumbrance basis.	Revenue 02/04/10 at 1:30 p.m. Room 1524		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	325 POSITION
LB1014	Haar HAAR PRIORITY BILL 2010	Create the Teacher Performance Pay Fund and provide for additional public teacher pay NCSA Summary: The source for the Fund would derive from rental income from solar and wind leases on school lands and the rental income from other leases of school lands that relates to carbon sequestration rights. Funds would be distributed to school districts according to the pro rata enumeration of children who are 5 through 18 years of age in each district last returned from the school district. Each school district is required to use the funds received for teacher performance pay. Teacher performance pay is defined as a systematic process for measuring teachers' performance and linking the measurements to changes in teacher pay.	Education 02/08/10 at 1:30 p.m. Room 1525	General File 02/25/10	Monitor
LB1021	Avery AVERY PRIORITY BILL 2010	Adopt the High School Activities Association Act NCSA Summary: The bill designates one association as the governing nonprofit organization of high school activities in Nebraska high schools. Public high schools may become voluntary members of the association for the purpose of participating in interscholastic competition with other member schools. The idea here is that if the NSAA does not abide by the provisions of the Act, then another association may take its place. The intent of the bill is "to provide an equitable governing structure by which an association governing state high school activities shall provide administration, management, enforcement, and interpretation of public policy pertaining to high school students." Additional intent is provided "to compel, as far as possible, the promotion of ethnic minority, gender, and geographical area representation on all executive, legislative, and appeals bodies of such association."	Education 02/09/10 at 1:30 p.m. Room 1525	General File 02/23/10	Monitor
LB1028	Louden	Adopt the Charter Schools Act NCSA Summary: A charter school is defined as a school reporting directly to the State Board of Education, not under the jurisdiction of a school board, and operated under an approved charter. permits applications to the State Board for charter schools and authorizes the board to issue and revoke charters as provided in the act. Provides for initial charter terms of 3 years and with certain fulfilled requirements, annual renewals. Provides a number of other duties and restrictions for a charter school.	Education 02/23/10 at 1:30 p.m. Room 1525		Oppose

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB1041	Fulton	Change provisions relating to findings and orders of the Commission of Industrial Relations NCSA Summary: Amends the Nebraska Collective Bargaining Act to state that the CIR must establish rates of pay and conditions of employment that are comparable to the prevalent wage rates paid and conditions of employment maintained for the same or similar work of public and nonpublic workers exhibiting like or similar skills in the same labor market, unless the evidence establishes that substantial differences exist which preclude limiting the comparison to the same labor market, in which case the commission must limit its comparison to those labor markets in which the population of the labor market is not less than half nor more than twice the population of the labor market of the employer involved in the industrial dispute. Comparative Analysis: In establishing wage rates and conditions employment, the CIR must require a "job match comparative analysis" to be done and must limit its comparison to only those jobs that have a job match percentage of 85% or more.	Business and Labor 02/22/10 at 1:30 p.m. Room 1524		Monitor
LB1042	Fulton	Change provisions relating to findings and orders of the Commission of Industrial Relations NCSA Summary: Amends the Nebraska Collective Bargaining Act to state that the CIR must establish reasonable rates of pay and conditions of employment that are comparable to the prevalent wage rates paid and conditions of employment maintained for the same or similar work of workers exhibiting like or similar skills under the same or similar working conditions. In establishing wage rates the CIR must: weigh, compare, and adjust for any "economic dissimilarities" shown to exist which have a bearing on prevalent wage rates and take into consideration the overall compensation presently received by the employees, having regard not only to wages for time actually worked but also to wages for time not worked, including vacations, holidays, and other excused time, and all benefits received, including insurance and pensions, and the continuity and stability of employment enjoyed by the employees.	Business and Labor 02/22/10 at 1:30 p.m. Room 1524		Monitor
LB1044	Lautenbaugh	Change employer liability provisions under the Nebraska Workers' Compensation Act NCCI Summary: Changes the standard of proof in workers' compensation claims to ensure that an employer is liable only in cases in which a work-related accident is the prevailing factor in causing the personal injury and resulting disability. Under current law, when an employee is injured in the course of his or her employment, the employee must receive compensation from his or her employer if the employee was not willfully negligent at the time of receiving such injury. Would limit an employer's liability for medical conditions and disabilities resulting from an accident to those for which the accident was the prevailing factor. Gradual deterioration caused by aging or day-to-day living would not be compensable.	Business and Labor 02/08/10 at 1:30 p.m. Room 2102		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB1053	Pahls	Exempt prepared food, computer software, and certain tangible personal property from sales tax NCCI Summary: To exempt prepared food, computer software, and certain tangible personal property from sales tax. Sales and use taxes would not be imposed on the gross receipts from the sale of and the storage, use, or other consumption in this state of prepared food or meals for human consumption. Sales and use taxes would not be imposed on the gross receipts from the sale, lease, or rental of and the storage, use, or other consumption in this state of furniture or appliances intended for household, business, or other purposes. Sales and use taxes would not be imposed on the gross receipts from the sale, lease, or rental of and the storage, use, or other consumption in this state of computer software or hardware and computer, MPEG-1, MP3, or global positioning peripheral devices or equipment. Sales and use taxes would not be imposed on the gross receipts from the sale, lease, or rental of and the storage, use, or other consumption in this state of clothing.	Revenue 02/24/10 at 1:30 p.m. Room 1524		Monitor
LB1059	Avery	Provide for digital and electronic signatures on initiative and referendum petitions Directs the Secretary of State to design a system to allow electors to use digital or electronic signatures to sign initiative and referendum petitions via the Internet at the request of the sponsors of the petitions. Electors shall be able to view the petition, affix his or her digital or electronic signature, complete the required information, and return the petition electronically to the Secretary of State.	Government, Military and Veterans Affairs 02/10/10 at 1:30 p.m. Room 1507	Killed 03/01/10	Monitor
LB1069	Adams	Change technology purchase and funding provisions relating to educational service units NCSA Summary: Incorporates technical and substantive changes to the Nebraska Educational Service Unit Act and the Nebraska Information Technology Infrastructure Act. The bill outright repeals several outdated and obsolete statutes. It modifies and clarifies several key provisions within the ESU equalization formula for aid to ESUs. It updates several provisions related to the Nebraska Information Technology Commission. One of the more substantive provisions contained in the bill is to set out in statute the nature of and powers of the ESU Coordinating Council.	Education 02/02/10 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB1070	Adams ASHFORD PRIORITY BILL 2010	Change provisions relating to learning communities NCSA Summary: Provides that nonvoting members of coordinating council will be eligible for reimbursement of reasonable expenses related to service on the learning community coordinating council. Provides that for each fiscal year, a learning community may levy a maximum levy of 2¢ subject to the levy for up to 50% of the estimated cost for capital projects approved by the coordinating council. Adds new language to state that, for each fiscal year, a learning community may levy a maximum levy of 1¢ subject to the levy for elementary learning center programs, services, and facilities with the amount available from such levy for each elementary learning center to be determined by a formula established by the coordinating council. Eliminates the requirements for a variety of reports from member districts to NDE and reverses the reporting requirements so that the department reports the necessary information to the member districts and/or coordinating council of a learning community. Provides that an elementary learning center executive director may be removed as deemed necessary by a 2/3 vote of members of the coordinating council. Right now there must be a determination of incapacitation or of neglect of duty or misconduct.	Education 02/02/10 at 1:30 p.m. Room 1525	General File 03/03/10	Support
LB1071	Adams EDUCATION COMMITTEE PRIORITY BILL 2010	Change provisions relating to schools This is the technical cleanup bill for Nebraska Department of Education. Provides that a school board of any school district that is a member of a learning community must admit nonresident students to the school district under the open enrollment provisions of a diversity plan in a learning community, and the admission must be without charge. The bill also touches on the Nebraska Budget Act, the compulsory attendance law, the residency law, the Excellence in Teaching Act, pre-kindergarten programs, elementary school class sizes, and multiple changes to TEEOSA.	Education 02/08/10 at 1:30 p.m. Room 1525	General File 03/03/10	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB1077	Karpisek	Change the manner of valuing agricultural land for property tax purposes NCCI Summary: Would amend the manner of valuing agricultural land for property tax purposes. For purposes of determining the agricultural income value beginning January 1, 2012, the Tax Commissioner would make annual earning capacity income and expense calculations using data obtained on rents, crop prices, and expenses. The capacity of Cortland to produce agricultural or horticultural products would be based on the income from crops and plants produced on the land. The capacity of grassland or non-Cortland to produce agricultural or horticultural products would be based on cash rents or the animal-unit carrying capacity of the land, or a combination of both. Net agricultural income would be capitalized at a rate of which results in a total taxable agricultural land and horticultural land valuation which is equal to that certified as of August 20, 2011. The Tax Commissioner would enter into contracts with the University of Nebraska Institute of Agriculture and Natural Resources and the Department of Agriculture to determine the agricultural income from agricultural land and horticultural land by county. The county Cortland data used would include, but not be limited to: Acres planted to Cortland by type of crop; yield per acre; crop prices; cash rents; rangeland acres; pastureland acres; rangeland animal-unit months per acre; pastureland animal-unit months per acre; grazing season data; and statewide cow and calf prices. The Tax Commissioner may contract for additional surveys for collection of cash rent information for all uses of agricultural land and horticultural land when deemed necessary. Such information would be developed for calendar years beginning in 2005 and each year thereafter. Five-year averages would be used in calculating agricultural income value.	Revenue 02/18/10 at 1:30 p.m. Room 1524		Monitor
LB1086	McCoy	Change provisions relating to determination of the state unemployment insurance tax rate Statement of Intent: Amends the Employment Security Law in to reinstate a hearing whereby employers can communicate to the Commissioner at the Department of Labor the impact of proposed unemployment tax rates on their ability to do business in Nebraska, including the effects on employees and on the state's economy. The Commissioner would then have some discretion in adjusting or phasing in the rate depending on the economic conditions.	Business and Labor 02/01/10 at 1:30 p.m. Room 2102		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB1087	Adams ROGERT PRIORITY BILL 2010	Change provisions relating to payment for educational services Provides for the creation of interim program schools and creates a number of requirements for those schools. Interim program school is defined as an approved school operated by (1) a county detention home, (2) a juvenile emergency shelter, or (3) any institution that is a public or private facility, not owned or operated by a school district, which provides a residential program and regular or special education services. Provides for contract payment by school districts for every child who is in a residential setting that maintains an interim-program school or an approved or accredited school, who is in such residential setting for reasons other than education, and who is a resident of the school district. The minimum contract payment amount would be the average per pupil cost of the service agency of the preceding year.	Education 02/08/10 at 1:30 p.m. Room 1525	Advanced for Review 03/02/10	Monitor
LB1095	Lathrop	Change distribution of educational service unit funds NCSA Summary: Eliminate this special distinction related to adjusted valuation and all other distinctions for school districts that are members of a learning community in the ESU aid formula. The idea behind the bill is to increase the ESU state aid for the ESU(s) within or a part of a learning community. The impact, of course, would be a redistribution of the total amount of funds available for ESU state aid.	Education 02/02/10 at 1:30 p.m. Room 1525		Support
LB1096	Haar	Adopt the Nebraska High Performance Schools Initiative Act NCSA Summary: Addresses the upfront costs of high performance schools (in terms of reduced energy and other operational costs) by authorizing school districts to implement a financing procedure to pay for these improvements through the savings realized by increased efficiency. Provides for eligibility for grants from Environmental Trust or from Energy Office to carry out assessments of a variety of environmental and building efficiency factors and conditions.	Education 02/16/10 at 1:30 p.m. Room 1525		Monitor
LB1097	Cornett	Change property tax levy limitations For the list of property tax levies not included in the levy limits established by section 77-3442, this bill replaces "bonded indebtedness" with a cross reference to bonds as defined in section 10-134. That section defines bonds as any bonds, notes, interim certificates, evidences of bond ownership, bond anticipation notes, warrants, or other evidence of indebtedness.	Revenue 02/04/10 at 1:30 p.m. Room 1524		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB1106	Nordquist NORDQUIST PRIORITY BILL 2010	Provide for school-based health centers under the Medical Assistance Act The Medical Assistant Act shall include a school-based health center located in or adjacent to a school facility, organized through a school, school district or learning community, and is administered by a sponsoring facility, provides school-based health services onsite during school hours to children and adolescents by health professionals within state and local laws. The school-based health center does not perform abortion services or serve as the child's or adolescent's medical home. School-based health services can cover a variety of medical services. A covered item or service furnished through a school-based health center does not require prior consultation for referral by the patients primary care physician to be covered. A waiver shall be submitted to the United States Department of Health and Human Services amending the medical state plan to allow for treatment of children under the CHIP program.	Health and Human Services 02/03/10 at 1:30 p.m. Room 1510	General File 02/24/10	Monitor

AGENDA SUMMARY SHEET

AGENDA ITEM: Close-Out Report for 2005 Bond Projects

MEETING DATE: March 15, 2010

DEPARTMENT: General Administration

TITLE & BRIEF
DESCRIPTION: Close-Out Report for 2005 Bond Projects – a final report from the project managers regarding the projects and budgets for all projects funded by the 2005 bond issue.

ACTION DESIRED: Approval _____   Discussion _____   Information Only __x__   .

BACKGROUND: The District is completing its final project funded by the 2005 bond issue. Don Mohlman and Ron Hager from Tetrad Corporation (formerly Magnum Resources) have prepared the attached information and will be present at the meeting to address the board.

OPTIONS AND
ALTERNATIVES: n/a
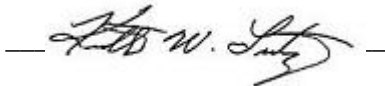
RECOMMENDATION: n/a

STRATEGIC PLAN
REFERENCE: n/a

IMPLICATIONS OF
ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Don Molhman (Tetrad), Ron Hager (Tetrad), Ed Rockwell (Gen. Mgr. for Support Services), and Ken Fossen (Associate Superintendent - General Administration)

SUPERINTENDENT'S
APPROVAL:

MILLARD PUBLIC SCHOOLS

CONSTRUCTION PROGRESS REPORT

March 2010
FINAL REPORT

Vol. 38

HDR

MAGNUM RESOURCES

Tetrad Development
CORPORATION

Millard Public Schools
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Executive Summary

Administrative Overview

This final report concludes the Project Development Process for nine (9) separate projects that were funded by a Bond Issue passed by Millard Public Schools in 2005. The projects have been summarized in Section II of this report.

From a COST perspective, all projects have been completed approximately $2,300,000 "under budget". The budget has been summarized in Section III of this report.

Techniques Utilized:

Master Control Budget
- Prior to commencement of any individual project, formulation of the entire Bond Issue budget was developed to establish a "bench-mark" (Master Control Budget) for monitoring and reporting purposes.
- Concurrent with the Master Control Budget, a separate project accounting process was originated and implemented for ALL expenditures (including FF&E) attributable to the Bond Issue funding. Note: This process was INDEPENDENT of the standard accounting system utilized by MPS.
- Periodic meetings were held for overall budget reconciliation between the Master Control Budget, the Independent Accounting Process (by Tetrad), and the standard MPS accounting system.

Design to Cost
- During the entire design process, careful scrutiny for "Best Value" decision making was monitored by the Owner/CM at regular intervals.
- Checkpoints were established by the Owner/CM (Bond Committee) at the Schematic Design, Design Development, and Contract Document phases; to include subsequent BOE presentations.

- The Owner/CM attended on-site design meetings between the Architect and MPS staff for the purpose of monitoring compliance standards and to control "scope crepe".
- The Owner/CM established selective alternatives (Bid Alternates) for purposes of budget control, based upon *"must-have"; "should-have"; "could-have"* decision making.

Detailed Cost Management Process
- The Control Budget identified above was maintained in detail through-out the Pre-construction and Construction phases.
- Regular reporting (generally weekly) was made to the MPS Bond Committee for any budget issues arising during the Pre-construction and/or Construction Phases.

Effective Contract Administration
- At the very commencement of construction a careful "bid analysis" was prepared by the Owner/CM/Architect that included an interview with the apparent low bidder; prior to award of contract.
- An independent review was conducted by the Owner/CM for Change Order documentation presented by the Contractor and Architect.

From a TIME perspective, all projects have been completed "on time" for the start of school.

Techniques Utilized:

Good Pre-construction Planning
- Constructability and schedule considerations were given to each individual project as may be applicable (i.e.; phasing, etc.).
- The Owner/CM solicited, procured, developed, and implemented a web-based software platform (*Constructware*) to establish and maintain ALL project documentation during Pre-construction and Construction activities. Note: This included "training" (by Tetrad) of Architects and Contractors for proper utilization of the software.
- For scheduling purposes, the Owner/CM pre-purchased selective "long-lead" items to facilitate deliveries to accommodate tight construction time-tables.

Timely Management of Issues and Project Team Communications
- Through the use of *Constructware*, turn-around-time for shop drawings, requests for information, Architects supplemental instructions, change-orders, and all day-to-day communications were able to be exchanged in a matter of hours; rather than days.
- Weekly Bond Committee meetings with MPS administrators, staff, and sometimes outside consultants/contractors allowed very timely Owner/CM processing of issues and/or documentation.

Close Schedule Monitoring
- A pre-construction schedule was established with each Architect and then monitored by the Owner/CM to maintain timely preparation of all contract documents.
- Regular on-site construction meetings (bi-weekly and/or weekly) were conducted to discuss issues, solve problems, and monitor current and planned construction progress.

Note: Due to "substantial completion" beyond the original contract date, Liquidated Damages were enforced on two projects. Although additional efforts by the District and their representatives were required, both projects were completed on time for the start of school (i.e.; "Certificate of Occupancy" issued by the City of Omaha).

From a QUALITY perspective, all projects have "met (or exceeded)" Bond Issue commitments made to the public.

Techniques Utilized:

Careful Review Process during Pre-construction Phase
- Implementation of Techniques utilized above.
- "Best Value" decision making without compromising life-cycle performance.

Compliance with Standard Facility Guidelines (SFG) established by MPS
- Document review by the Owner/CM to implement, or improve upon, current MPS building standards.

Effective Quality Control Procedures during the entire Construction Phase
- On-going pre-punch list review by the Owner/CM, in conjunction with the Architect, for workmanship during construction
- Utilization of independent consultants and/or providers for proper installation of roof systems, mechanical systems (commissioning; testing, and balancing), concrete, soils, erosion control, and any other special conditions.

Project Close-out Process
- Careful management by the Owner/CM of all required close-out documentation submitted by the Contractor and/or Architect.
- Electronic organization of ALL project documentation that transpired during the entire life of the project; from initial design to final completion and close-out.

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Summary of 2005 Bond Issue Projects

Horizon High School **(BCDM / ConStruct Inc.)**
- New High School (45,656 s.f.) with three Vocational Academies

Entry Commons Area
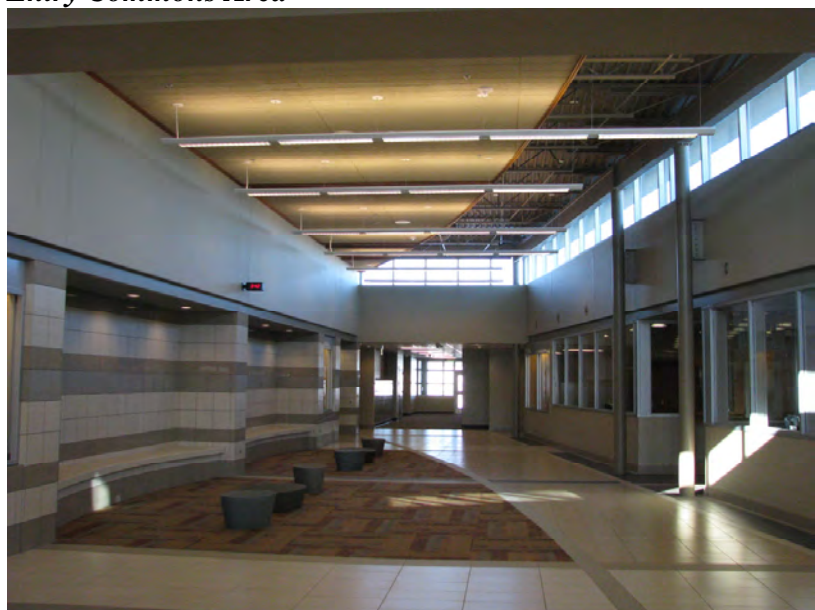
West High School **(Prochaska & Associates / Meco-Henne)**
- Interior renovations (12,425 s.f.) including Health Area, Science Suite, and Lab
- New addition with 16 General Classrooms, 5 Science Classrooms, and Lecture Hall

Music Addition
- New Band Studio, Instrument Storage, and Practice Rooms

North High School **(Schemmer & Associates / W. Boyd Jones)**
- New addition (11,425 s.f.) including Cafeteria/Mustang Center and Classrooms
- Interior renovations (42,091 s.f.) including Auditorium, Family/Consumer Science,
Restroom Facilities and Natatorium Locker Room

Mustang Center

South High School **(DLR / Lueder Construction)**
- New addition (12,592 s.f.) including a Fitness Center and Locker Rooms.
- Interior Renovations (48,801 s.f.) including Family & Consumer Science, Art Classroom, Stairs, Science Lab, Special Education Offices, and General Classrooms.
-Replacement of Concrete Parking Area on East side of building.

Fitness Addition

Buell Stadium **(DLR / CYC Construction)**
- New Artificial Field Turf, Storm Sewers, Fencing, Track Surface and Field Events Area

Beadle Middle School **(BCDM / Meco-Henne)**
- Three separate additions (23,118 s.f.) consisting of classrooms for Language Arts, Mathematics, Social Studies, and Science.

***Ackerman Elementary Remodel* (Schemmer & Associates / Lueder Construction)**
- Complete interior renovation (54,577 s.f.) of all Classrooms, Office and Library.

New Office Area

Reagan Elementary **(Schemmer & Associates / ConStruct Inc.)**
- New Elementary School (62,846 s.f.)

Upchurch Elementary **(DLR / Upland Construction)**
- *New Elementary School (49,800 s.f.)*

Tetrad Development
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	Original Budget 12.16.04	With Addit'l Funding	Current Budget		Total
					Variance
2005 Bond Issue Funding					
Land					
Land Cost	3,750,270	3,750,270	3,553,327		196,944
Feasibility Study	25,500	25,500	-		25,500
Technology	20,000,000	20,000,000	20,000,000		-
Buell Stadium Grant Funding		74,471	-		74,471
Construction					-
Contractor					-
General	42,707,291	44,357,291	44,107,068		250,223
Hazardous Material	472,500	472,500	214,519		257,981
District Procured					-
Metal drs and frms			24,718		(24,718)
Casework			69,340		(69,340)
RTU			54,623		(54,623)
Miscellaneous			300,495		(300,495)
Buell Timing System			73,180		(73,180)
Buell Field Grading			36,349		(36,349)
Buell Stadium Scoreboard	-	-	33,467		(33,467)
Easement grading			21,705		(21,705)
Cabling			108,073		(108,073)
Consultant					-
Project Mgr	854,146	886,646	1,061,187		(174,541)
Architect	3,278,173	3,398,477	3,352,715		45,762
Erosion Control (SWPPP)			-		-
Environmental	-	-	46,861		(46,861)
Survey	300,333	300,333	52,474		247,859
Soils			37,639		(37,639)
Testing			-		-
Spcl Insp			197,147		(197,147)
Conductivity			16,677		(16,677)
Commissioning			-		-
HVAC	107,396	107,396	154,138		(46,742)
Testing and Balancing			77,910		(77,910)
Roofing - Pre-constr			15,600		(15,600)
Roofing Consultant			245,142		(245,142)
Support Costs			-		-
Builders Risk	-	-	18,875		(18,875)
Printing	125,534	125,534	144,999		(19,465)
Constructware	-	-	85,000		(85,000)
Reimbursable			18,968		(18,968)
Miscellaneous (District)			37,524		(37,524)
Advertising for bids	-	-	176		(176)
Contingency	2,328,588	2,328,588	2,328,588		-
PM Award			(86,954)		
Addit'l Services			(87,587)		
AE Award			268,011		
Addit'l Services			(253,516)		
Constructware			(85,000)		
Reimbursable			(20,753)		
Roofing Consultant (all projects)			(245,142)		
Builders Risk Insurance			(18,875)		
Land Development - Elem #24			63,512		
Easement Grading - Elem #24			(21,705)		
Cablling (allowance) - Upchurch			(108,073)		
Miscellaneous (District)			(36,046)		
Land Purchase - Elem #25			53,399		
Land Purchase -Future HS			56,517		
Final FF&E adjustments			(85,756)		
Final Budget Adjusment			124,193		

Control Budget Summary March 2010 - FINAL

Tetrad Development CORPORATION

Millard Public Schools
March 2010 - FINAL

	Original Budget 12.16.04	With Addit'l Funding	Current Budget		Total Variance
Buell					
Award			253,899		
Grant Funding			74,471		
Equipment			(25,000)		
Timing System			(73,180)		
Field Grading			(35,920)		
Buried sprinkler head			(429)		
Prev Change Orders			(72,420)		
All Other Adjusments			(16,328)		
South HS: Ph1					
Prev Change Orders			(168)		
All Other Adjusments			(12,551)		
South HS: Ph2					
Award			213,002		
Prev Change Orders			(188,531)		
All Other Adjusments			165,577		
Reagan Elem 24					
Award			113,247		
Prev Change Orders			(127,251)		
All Other Adjusments			(168,602)		
North HS					
Award			1,336,595		
Prev Change Orders			(576,566)		
Chem labs					
All Other Adjusments			188,767		
West HS					
Award			767,075		
Prev Change Orders			(251,210)		
All Other Adjusments			185,800		
Ackerman Elem					
Award			6,254		
Prev Change Orders			(95,634)		
All Other Adjusments			69,297		
Beadle					
Award			92,965		
Prev Change Orders			(10,852)		
All Other Adjusments			205,278		
Upchurch Elem 25					
Award			(443,000)		
Prev Change Orders			(133,015)		
All Other Adjusments			(61,653)		
Horizon HS					
Award			(766,500)		
Prev Change Orders			(93,546)		
All Other Adjustments			(40,943)		
Furniture / Fixture / Equipment			-		
Moveable Furnishings	1,311,307	1,311,307	1,389,577		(78,270)
Moveable Equipment	219,291	219,291	303,441		(84,150)
Comp; Phones; Copiers; Fax	2,192,015	2,192,015	1,516,451		675,564
Regulatory Fees / Assessments	327,656	327,656	184,170		143,486
	78,000,000	79,877,275	79,877,275		(4,848)

Additional Funding			Original Contg'y	2,328,588
Buell Stadium Grants	74,471	(Contg'y)	Current Contg'y	2,323,740
HVAC at South High School	1,802,804	(Constr - 1,650,000	Potential Adjust	-
				2,323,740
	79,877,275			

Control Budget Summary March 2010 - FINAL

Tetrad Development

Millard Public Schools
March 2010 - FINAL

	Original Budget 12.16.04	With Addit'l Funding	Ackerman 07.150.05.01	Reagan Elem 24 07.162.05.01	Upchurch Elem 25 07.163.05.01	Beadle MS 07.250.05.01	North HS 07.342.05.01	South HS Phase 2 07.340.05.02	South HS Phase 1 07.340.05.01	West HS 07.344.05.01	Horizon HS 07.333.05.01	Buell Stadium 07.300.05.01	Future HS 07.346.05.01	Current Budget	Total Variance
2005 Bond Issue Funding															
Land															
Land Cost	3,750,270	3,750,270		377,788	392,402						623,754		2,159,383	3,553,327	196,944
Feasibility Study	25,500	25,500		-	-						-		-	-	25,500
Technology	20,000,000	20,000,000												20,000,000	-
Buell Stadium Grant Funding		74,471												-	74,471
Construction															-
Contractor															-
General	42,707,291	44,357,291	2,364,334	6,597,751	7,050,015	2,425,252	4,840,166	6,953,331	80,168	4,958,210	7,700,046	1,137,795	-	44,107,068	250,223
Hazardous Material	472,500	472,500	18,744				9,985	96,270	86,670		2,850			214,519	257,981
District Procured															-
Metal drs and frms			24,718						-					24,718	(24,718)
Casework			69,340											69,340	(69,340)
RTU			54,623											54,623	(54,623)
Miscellaneous			(13,779)			14,956	15,377	61,615		208,659	11,963	1,704		300,495	(300,495)
Buell Timing System												73,180		73,180	(73,180)
Buell Field Grading												36,349		36,349	(36,349)
Buell Stadium Scoreboard	-	-										33,467		33,467	(33,467)
Easement grading				21,705										21,705	(21,705)
Cabling					108,073									108,073	(108,073)
Consultant															-
Project Mgr	854,146	886,646	89,000	100,900	108,700	107,800	128,200	160,700		128,200	196,787	40,900	-	1,061,187	-
Architect	3,278,173	3,398,477	201,889	290,393	429,353	187,000	485,247	579,344		426,312	716,100	37,077		3,352,715	45,762
Erosion Control (SWPPP)														-	-
Environmental	-	-	11,993					23,568	11,300					46,861	(46,861)
Survey	300,333	300,333	-	7,972	3,106	4,275	4,113	6,000		5,448	21,560			52,474	247,859
Soils				4,350	4,250	2,670	2,296	2,100		2,275	10,825	8,873		37,639	(37,639)
Testing														-	-
Spcl Insp			344	36,716	44,856	11,000	15,600	28,542		25,206	34,883			197,147	(197,147)
Conductivity				5,252	6,400						5,025			16,677	(16,677)
Commissioning														-	-
HVAC	107,396	107,396	18,248	19,000	20,000	10,200	13,600	30,200		21,500	21,390	-		154,138	(46,742)
Testing and Balancing			9,370	15,000	10,800	6,200	7,198	5,382		14,020	9,940			77,910	(77,910)
Roofing - Pre-constr			3,500	1,000		3,500	3,500	3,500			600			15,600	(15,600)
Roofing Consultant														245,142	(245,142)
Support Costs														-	-
Builders Risk	-	-												18,875	(18,875)
Printing	125,534	125,534	12,029	28,483	20,820	6,617	16,210	26,379	984	16,413	17,000	64	-	144,999	(19,465)
Constructware	-	-												85,000	(85,000)
Reimbursable			412	1,329	1,393	967	1,356	1,625		1,215	10,671			18,968	(18,968)
Miscellaneous (District)														37,524	(37,524)
Advertising for bids	-	-	51		26	14	14	14	16	14	27			176	(176)
Contingency	2,328,588	2,328,588												2,328,588	-
PM Award														(86,954)	
Addit'l Services														(87,587)	
AE Award														268,011	
Addit'l Services														(253,516)	
Constructware														(85,000)	
Reimbursable														(20,753)	
Roofing Consultant (all projects)														(245,142)	
Builders Risk Insurance														(18,875)	
Land Development - Elem #24														63,512	
Easement Grading - Elem #24														(21,705)	
Cablling (allowance) - Upchurch														(108,073)	
Miscellaneous (District)														(36,046)	
Land Purchase - Elem #25														53,399	
Land Purchase -Future HS														56,517	
Final FF&E adjustments														(85,756)	
Final Budget Adjusment														124,193	
Buell															
Award														253,899	
Grant Funding														74,471	
Equipment														(25,000)	
Timing System														(73,180)	
Field Grading														(35,920)	
Buried sprinkler head														(429)	
Prev Change Orders														(72,420)	
All Other Adjusments														(16,328)	
South HS: Ph1															
Prev Change Orders														(168)	
All Other Adjusments														(12,551)	
South HS: Ph2															
Award														213,002	
Prev Change Orders														(188,531)	
All Other Adjusments														165,577	
Reagan Elem 24															
Award														113,247	
Prev Change Orders														(127,251)	
All Other Adjusments														(168,602)	
North HS															
Award														1,336,595	
Prev Change Orders														(576,566)	
Chem labs															
All Other Adjusments														188,767	
West HS															
Award														767,075	
Prev Change Orders														(251,210)	
All Other Adjusments														185,800	
Ackerman Elem															
Award														6,254	
Prev Change Orders														(95,634)	
All Other Adjusments														69,297	
Beadle															
Award														92,965	
Prev Change Orders														(10,852)	
All Other Adjusments														205,278	
Upchurch Elem 25															
Award														(443,000)	
Prev Change Orders														(133,015)	
All Other Adjusments														(61,653)	
Horizon HS															
Award														(766,500)	
Prev Change Orders														(93,546)	
All Other Adjustments														(40,943)	

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Control Budget Detail March 2010 - FINAL

Tetrad Development

Millard Public Schools
March 2010 - FINAL

	Original Budget 12.16.04	With Addit'l Funding	Ackerman 07.150.05.01	Reagan Elem 24 07.162.05.01	Upchurch Elem 25 07.163.05.01	Beadle MS 07.250.05.01	North HS 07.342.05.01	South HS Phase 2 07.340.05.02	South HS Phase 1 07.340.05.01	West HS 07.344.05.01	Horizon HS 07.333.05.01	Buell Stadium 07.300.05.01	Future HS 07.346.05.01	Current Budget		Total Variance
Furniture / Fixture / Equipment														-		
Moveable Furnishings	1,311,307	1,311,307	25,317	321,306	335,682	84,835	94,695	60,741		180,909	286,092	-		1,389,577		(78,270)
Moveable Equipment	219,291	219,291	17,727	53,675	62,574	12,765	21,143	30,792	23,779	22,126	58,860	-		303,441		(84,150)
Comp; Phones; Copiers; Fax	2,192,015	2,192,015	34,854	420,811	363,792	31,809	25,387	18,281	14,535	38,936	568,046	-		1,516,451		675,564
Regulatory Fees / Assessments	327,656	327,656	-	107,314	15,597	-	-	-		-	61,259			184,170		143,486
	78,000,000	79,877,275	2,942,715	8,410,745	8,977,838	2,909,860	5,684,087	8,088,384	217,452	6,049,443	10,357,679	1,369,409	2,159,383	79,877,275		(4,848)

Additional Funding														Original Contg'y	2,328,588
Buell Stadium Grants	74,471	(Contg'y)												Current Contg'y	2,323,740
HVAC at South High School	1,802,804	(Constr - 1,650,000 + PM - 32,500 + Arch - 120,304)												Potential Adjust	-
															2,323,740
	79,877,275														

Control Budget Detail March 2010 - FINAL

Tetrad Development
CORPORATION

Bond Committee Meetings
Board Committee of the Whole Meetings
Board Meetings

Project	Project Commencement	Program / Schematic Design Bond Committee	Design Development Bond Committee	Design Development School Board	Contract Documents Bond Committee	Contract Documents School Board	Receive Bids	Contract Award Bond Committee	Contract Award School Board	Project Completion
Elem Schools										
Ackerman	3-Aug-05	16-Nov-05	12-Jan-06	16-Jan-06	23-Feb-06	20-Mar-06	18-Apr-06	20-Apr-06	01-May-06	29-Jul-07
Reagan Elem #24										
Overlot Grading					08-Sep-05	12-Sep-05	14-Sep-05	15-Sep-05	19-Sep-05	15-Feb-06
Public Improv.					08-Sep-05	12-Sep-05	25-Oct-05	27-Oct-05	07-Nov-05	08-Jun-06
Building					08-Sep-05	12-Sep-05	25-Oct-05	27-Oct-05	07-Nov-05	30-May-07
Upchruch Elem #25	19-Aug-05	17-Nov-05	15-Dec-05	16-Jan-06	23-Mar-06	03-Apr-06	09-Jan-07	11-Jan-07	22-Jan-07	08-Aug-08
Middle Schools										
Beadle MS	12-Dec-05		09-Mar-06	06-Mar-06	06-Apr-06	17-Apr-06	23-May-06	25-May-06	05-Jun-06	04-Jun-07
High Schools										
Buell Stadium										28-Aug-05
North HS		21-Jul-05	01-Sep-05	12-Sep-05	01-Dec-05	19-Dec-05	07-Feb-06	09-Feb-05	20-Mar-06	08-Aug-07
South HS										
Phase I 2005					26-May-05	06-Jun-05	07-Jun-05	09-Jun-05	14-Jun-05	05-Aug-05
Phase II - 2006		14-Jul-05	11-Aug-05	15-Aug-05	20-Oct-05	21-Nov-05	24-Jan-06	26-Jan-06	13-Feb-06	01-Aug-07
West HS		11-Aug-05	06-Oct-05	17-Oct-05	29-Dec-05	16-Jan-06	02-Mar-06	09-Mar-06	20-Mar-06	01-Aug-07
Horizon HS	22-Jan-07	17-Sep-07	10-Jan-08		24-Apr-08	05-May-08	03-Jun-08	05-Jun-08	16-Jun-08	24-Nov-09

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