

Board of Education Regular Meeting
Monday, December 16, 2013 5:00 PM
Shelby-Rising City School Distance Learning
Room
650 N. Walnut
Shelby, NE 68662-0218

1. Call to Order
2. Pledge of Allegiance
3. Announce Open Meeting Act Posting and Location
4. Recognition of Visitors
During this time visitors may request to the board the opportunity to speak at the appropriate time. The Board will amend the agenda to include Public Comments. Each speaker will be limited to 5 minutes during that time.
5. Approval of Agenda
6. Consent Agenda
 - 6.1. Minutes
 - 6.2. Treasurer's Report
7. PBiS Semester Report
Information regarding our Discipline/Behavior model PBiS.
8. State Testing, Continuous Improvement, and AdvancEd Accreditation Presentation
9. Administrative Reports
 - 9.1. Athletic Director/Activities Director Report
 - 9.2. Elementary Principals Report
 - 9.3. Middle School Principals Report
 - 9.4. Secondary Principals Report
 - 9.5. Superintendent's Report
 - 9.5.1. State of the Schools Report

9.5.2. Facilities

Red Bus Barn removal scheduled for December 21-Jan 4
Pre-School Playground fencing installed creating additional play area
Thank You Roy H. for your grading work at the Shelby site
Water filter system for Shelby site to be installed over break

10. Board Committee Reports

10.1. State Conference Summary

11. Old Business

11.1. Technology Update

12. New Business

12.1. Approve the 2014-2015 Negotiated Teacher Agreement

12.2. Tuition Reimbursement

Tuition reimbursement for certified staff that the District requires to seek an additional degree or endorsement. Staff member must pay for the class up front and upon successful completion of the class submit the report card and verified payment for the course. Recommend to view the attached "Tuition Reimbursement Agreement" to accompany any decision to permit certified staff this option.

12.3. Amend NHS By-Laws

13. Set Dates

14. Executive Session

The Board may enter into closed session at any time to discuss any matter for which a closed session is lawful and appropriate.

We have legal matters that need to be handled in closed session.

Before the Board can enter closed session, a motion must be made in agreement with Statute 84-1410 by the Board to discuss topics such as personnel, negotiations, and legal matters.

15. Superintendent's Mid-Year Evaluation

No action is necessary unless the Board chooses to amend or terminate the existing two-year contract.

16. Adjournment

Notice of Meeting

Notice is hereby given that a meeting of the Board of Education of the School District of Shelby-Rising City, in the Counties of Polk and Butler, in the State of Nebraska, Shelby-Rising City School District No. 32 of Polk County, Nebraska, will be held at 5:00 p.m. on the

16th day of December, 2013, at Shelby-Rising City

Distant Learning Room #209, which meeting will be open to the public. An agenda for such meeting, kept continuously current, is available for public inspection at the office of the Superintendent.

Chip Kay, Superintendent

Board of Education Special Meeting

A&B Restaurant (Shelby)

DRAFT OF MEETING MINUTES FOR December 02, 2013 SCHOOL BOARD MEETING

Attendance Taken at 12:00 PM:

Present Board Members:

Jason Ingalls
Jeff Kuhnel
Geoffrey Ruth
Heath Vrbka
Chris Whitmore

Absent Board Members:

Roy Houdersheldt

1. Call to Order

Motion Passed: Motion to excuse Roy Houdersheldt passed with a motion by Jeff Kuhnel and a second by Chris Whitmore. Aye 5, Nay 0

2. Pledge of Allegiance

3. Announce Open Meeting Act Posting and Location

4. Approval of the Agenda

Motion Passed: Approve the agenda as presented passed with a motion by Jason Ingalls and a second by Heath Vrbka. Aye 5, Nay 0

5. Technology Director Contract

Motion Passed: Approve the contract for Matt Carley to serve as the District Technology Director for the remainder of the 2013-2014 school year passed with a motion by Jeff Kuhnel and a second by Geoffrey Ruth. Aye 5, Nay 0

6. Adjournment

Motion Passed: Motion to adjourn the meeting @ 12:06pm passed with a motion by Jeff Kuhnel and a second by Chris Whitmore. Aye 5, Nay 0

GEOFF RUTH

School Board Secretary

Board of Education Regular Meeting

Shelby-Rising City School Distance Learning Room

DRAFT OF MEETING MINUTES FOR November 11, 2013 SCHOOL BOARD MEETING

Attendance Taken at 7:00 PM:

Present Board Members:

Roy Houdersheldt

Jason Ingalls

Jeff Kuhnel

Geoffrey Ruth

Heath Vrbka

Chris Whitmore

I. Call to Order

II. Pledge of Allegiance

III. Announce Open Meeting Act Posting and Location

IV. Recognition of Visitors

Discussion:

Lori Zimba- Special Ed Department will be doing gift wrapping again this year.

V. Approval of Agenda

Motion Passed: Motion to approve agenda as presented passed with a motion by Geoffrey Ruth and a second by Roy Houdersheldt. Aye 6, Nay 0

VI. Consent Agenda

Motion Passed: Motion to approve Consent Agenda passed with a motion by Heath Vrbka and a second by Jason Ingalls. Aye 6, Nay 0

VI.A. Minutes

VI.B. Treasurer's Report

VII. District Audit - Pekny and Associates

VIII. Administrative Reports

VIII.A. Athletic Director/Activities Director Report

Discussion:

Attended NSAA Athletic Director Conference in Kearney.

Basketball: 25 Boys attended meeting

19 Girls attended meeting

One-Act performance begin this week.

Backboard light system is installed and ready for basketball season. Our thanks to the White family for the donation.

VIII.B. Elementary Principals Report

VIII.C. Middle School Principals Report

VIII.D. High School Principals Report

Discussion:

Veteran's Day Program took place on November 11th. Thank you to all the students and staff that participated in today's program.

VIII.E. Superintendents Report

VIII.E.1. PTC Survey

VIII.E.2. Calendar/Staff Development

VIII.E.3. Safety Audit - Dr.Thoms

VIII.E.4. Pre-School Playground Fence

IX. Board Committee Reports

X. Old Business

X.A. Feasibility Study

XI. New Business

XI.A. Approve Superintendent Evaluation Instrument

Motion Passed: Approve the Superintendent Evaluation Instrument passed with a motion by Chris Whitmore and a second by Jason Ingalls. Aye 6, Nay 0

XI.B. Technology Director

XII. Set Dates

Discussion:

Next Board Meeting: December 16th, 2013 @ 5:00PM

XIII. Executive Session

Motion Passed: Motion to enter closed session to discuss negotiations at 8:13PM. passed with a motion by Jeff Kuhnel and a second by Geoffrey Ruth. Aye 6, Nay 0

Motion Passed: Motion to exit executive session at 8:34PM. passed with a motion by Heath Vrbka and a second by Chris Whitmore. Aye 6, Nay 0

XIV. Return to Regular Session

Motion Passed: Motion to Return to Regular Session. passed with a motion by Jeff Kuhnel and a second by Geoffrey Ruth. Aye 6, Nay 0

XV. Adjournment

Motion Passed: Motion to adjourn at 8:37PM passed with a motion by Jeff Kuhnel and a second by Chris Whitmore. Aye 6, Nay 0

GEOFF RUTH

School Board Secretary

| <u>Check #</u> | <u>Vendor Name</u> | <u>Amount</u> |
|----------------|---|-----------------------|
| Checking | 1 | Fund: 01 GENERAL FUND |
| 32367 | A&M PRINTING | 142.00 |
| 32368 | B.E. PUBLISHING | 4,305.60 |
| 32369 | BLACK HILLS ENERGY | 1,311.31 |
| 32370 | BLICK ART MATERIALS | 34.69 |
| 32371 | BUTLER COUNTY CLINIC | 95.00 |
| 32372 | BUTLER COUNTY WELDING | 318.10 |
| 32373 | BUTLER PUBLIC POWER DISTRICT | 1,069.45 |
| 32374 | CALEY, RUTH | 59.70 |
| 32375 | CENTER FOR EDUCATION & EMPLOYMENT LAW | 284.95 |
| 32376 | CENTRAL NEBRASKA REHABILITATION SERVICES | 2,271.33 |
| 32377 | COMPANION CORPORATION | 599.00 |
| 32378 | CONSTELLATION ENERGY | 673.96 |
| 32379 | CULLIGAN | 61.00 |
| 32380 | CURRY, WILLIAM | 451.37 |
| 32381 | DEMCO | 88.83 |
| 32382 | E.S.U. #7 | 785.62 |
| 32383 | EAKES OFFICE PLUS | 570.71 |
| 32384 | EDUCATIONAL SERVICE UNIT #7 | 17,289.58 |
| 32385 | ESU #7 DISTANCE LEARNING | 699.63 |
| 32386 | FOLLETT LIBRARY RESOURCES | 389.08 |
| 32387 | GAETH PEST CONTROL SERVICES | 60.00 |
| 32388 | GENERAL FUND-PETTY CASH | 1,247.97 |
| 32389 | HIRE RIGHT SOLUTIONS INC. | 56.00 |
| 32390 | HOMETOWN LEASING | 508.85 |
| 32391 | JACKSON SERVICES, INC | 487.00 |
| 32392 | JAYMAR BUSINESS FORMS | 95.05 |
| 32393 | KAY, CHIP | 2,190.94 |

| <u>Check #</u> | <u>Vendor Name</u> | <u>Amount</u> |
|----------------|---|---------------|
| 32394 | KOZENY, JAMES | 1,368.60 |
| 32395 | LEE ENTERPRISES | 94.18 |
| 32396 | MATHESON TRI-GAS INC. | 478.25 |
| 32397 | MCILNAY & COMPANY | 288.39 |
| 32398 | MENARDS | 339.40 |
| 32399 | MID-AMERICAN RESEARCH CHEMICAL | 1,240.00 |
| 32400 | NE DOL/BOILER INSPECTION PORGRAM | 144.00 |
| 32401 | NEBRASKA EDUCATION TECHNOLOGY SERVICES | 1,000.00 |
| 32402 | NEBRASKA SCIENTIFIC | 108.75 |
| 32403 | NEBRASKA STATE FIRE MARSHAL | 120.00 |
| 32404 | ODYSSEYWARE | 3,320.00 |
| 32405 | OFFICENET | 2,783.30 |
| 32406 | PARTS BIN, THE | 81.04 |
| 32407 | PAY FLEX | 113.85 |
| 32408 | POLK CO. RURAL PUBLIC POWER DISTRICT | 4,150.82 |
| 32409 | POLK COUNTY HEALTH DEPARTMENT | 868.14 |
| 32410 | POLK COUNTY NEWS | 77.94 |
| 32411 | POLK COUNTY RPPD | 406.63 |
| 32412 | RESERVE ACCOUNT | 1,000.00 |
| 32413 | RISING CITY POST OFFICE | 50.00 |
| 32414 | SELDEN TRUCKING | 46.34 |
| 32415 | SHELBY AUTO CLINIC | 2,442.95 |
| 32416 | SHELBY FOOD MART | 22.65 |
| 32417 | SHELBY LUMBER CO. | 924.34 |
| 32418 | STROMSBURG WATER & CONDITIONING INC. | 32.50 |
| 32419 | STUDENT ACTIVITY FUND | 934.00 |
| 32420 | TRIPLE S SERVICE | 115.00 |

| <u>Check #</u> | <u>Vendor Name</u> | <u>Amount</u> |
|----------------|-------------------------------|---------------|
| 32421 | UNITED FARMERS COOPERATIVE | 4,598.51 |
| 32422 | VERNIER SOFTWARE & TECHNOLOGY | 20.00 |
| 32423 | VILLAGE OF SHELBY | 647.21 |
| 32424 | WESELY ELECTRIC | 6,016.10 |
| 32425 | WINDSTREAM | 1,441.72 |

Fund Total: 71,421.33
Checking Account Total: 71,421.33

Payroll 370,425.66
Total \$441,846.99

Invoice Listing - Detail
DECEMBER 2013 GENERAL FUND INVOICES

County of Polk School District 32
12/13/2013 8:36 AM

| Vendor ID | Description | Sequence | Chart of Account Number | Check Type | Checking Account ID | Detail Description | PO Number | Invoice Date | Due Date | Status | Invoice Number | Amount |
|-------------------|------------------------------|----------|-------------------------|------------|---------------------|--------------------|-----------|--------------|------------|--------|----------------|----------|
| 01 2310 350 0 000 | SCHOOL NOTE CARDS | 1 | | | | | | 12/04/2013 | 12/16/2013 | A | 8277 | 142.00 |
| 01 2310 350 0 000 | SCHOOL NOTE CARDS | 1 | | | | | | 12/04/2013 | 12/16/2013 | A | 8277 | 142.00 |
| 01 1195 465 0 000 | B.E. PUBLISHING | 1 | | | | | | 12/04/2013 | 12/16/2013 | A | 44517 | 4,305.60 |
| 01 1195 465 0 000 | B.E. PUBLISHING | 1 | | | | | | 12/04/2013 | 12/16/2013 | A | 44517 | 4,305.60 |
| 01 2610 321 0 000 | BLACK HILLS ENERGY | 1 | | | | | | 12/12/2013 | 12/16/2013 | A | 121613 | 1,311.31 |
| 01 2610 321 0 000 | BLACK HILLS ENERGY | 1 | | | | | | 12/12/2013 | 12/16/2013 | A | 121613 | 1,311.31 |
| 01 1185 410 0 000 | BLICK ART MATERIALS | 1 | | | | | | 12/11/2013 | 12/16/2013 | A | 2434662 | 34.69 |
| 01 1185 410 0 000 | BLICK ART MATERIALS | 1 | | | | | | 12/11/2013 | 12/16/2013 | A | 2434662 | 34.69 |
| 01 2750 690 0 000 | BUTLER COUNTY CLINIC | 1 | | | | | | 12/09/2013 | 12/16/2013 | A | 1216 | 95.00 |
| 01 2750 690 0 000 | BUTLER COUNTY CLINIC | 1 | | | | | | 12/09/2013 | 12/16/2013 | A | 1216 | 95.00 |
| 01 2610 530 0 000 | BUTLER COUNTY WELDING | 1 | | | | | | 12/04/2013 | 12/16/2013 | A | 141671 | 318.10 |
| 01 2610 530 0 000 | BUTLER COUNTY WELDING | 1 | | | | | | 12/04/2013 | 12/16/2013 | A | 141671 | 318.10 |
| 01 2610 322 0 000 | BUTLER PUBLIC POWER DISTRICT | 1 | | | | | | 12/04/2013 | 12/16/2013 | A | 1216 | 1,069.45 |
| 01 2610 322 0 000 | BUTLER PUBLIC POWER DISTRICT | 1 | | | | | | 12/04/2013 | 12/16/2013 | A | 1216 | 1,069.45 |
| 01 2610 322 0 000 | CALEY, RUTH | 1 | | | | | | 12/04/2013 | 12/16/2013 | A | 1216 | 59.70 |
| 01 2610 322 0 000 | CALEY, RUTH | 1 | | | | | | 12/04/2013 | 12/16/2013 | A | 1216 | 59.70 |

| | | | | | |
|--------------------------------|---------------------------|--------------------------|------------------------|---------------------------|------------------------|
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | Check Type: | Checking Account ID: | Check Number: | Check Date: | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> |
| 01 1185 410 3 000 | REIM. M.S. ART SUPPLIES | | 59.70 | N | In Full |
| Vendor ID: CENTER | | | | | |
| Description: | | PO Number: | Invoice Number: | 1216 | Amount: |
| Sequence: 1 | Check Type: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> |
| 01 2320 410 0 000 | SCHOOL LAW BOOK | | 284.95 | N | In Full |
| Vendor ID: CENTRAL | | | | | |
| Description: | | PO Number: | Invoice Number: | 121613 | Amount: |
| Sequence: 1 | Check Type: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 2,271.33 |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> |
| 01 4410 318 0 000 | 0-2 SPED SERVICES | | 567.30 | N | In Full |
| 01 4410 318 0 000 | 3-5 SPED SERVICES | | 106.91 | N | |
| 01 1210 318 0 000 | SPED SERVICES | | 1,597.12 | N | |
| Vendor ID: COMPANION | | | | | |
| Description: | | PO Number: | Invoice Number: | 1216 | Amount: |
| Sequence: 1 | Check Type: | Invoice Date: 12/09/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> |
| 01 2222 460 0 000 | BOOKS CHECK OUT SYSTEM | | 599.00 | N | In Full |
| Vendor ID: CONSTELLA | | | | | |
| Description: | | PO Number: | Invoice Number: | 121613 | Amount: |
| Sequence: 1 | Check Type: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> |
| 01 2610 321 0 000 | HEATING FUEL | | 673.96 | N | In Full |
| Vendor ID: CULLIGANZ | | | | | |
| Description: | | PO Number: | Invoice Number: | 1216 | Amount: |
| Sequence: 1 | Check Type: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> |
| 01 2610 690 0 000 | WATER | | 61.00 | N | In Full |
| Vendor ID: CURRY | | | | | |
| Description: | | PO Number: | Invoice Number: | 1216 | Amount: |
| Sequence: 1 | Check Type: | Invoice Date: 12/12/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> |
| 01 2410 690 3 000 | M.S. PRIN. CONVENTION FEE | | 451.37 | N | In Full |
| Vendor ID: DEMCO | | | | | |
| Description: | | PO Number: | Invoice Number: | 5138969 | Amount: |
| Sequence: 1 | Check Type: | Invoice Date: 12/12/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 88.83 |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> |
| 01 2410 690 3 000 | M.S. PRIN. CONVENTION FEE | | 451.37 | N | In Full |

| | | | | | | | | | |
|--------------------------------|------------------------------------|--------------------------|---------------------------------|------------------------|---------------------|--|--|--|-----------------|
| 01 2510 318 0 000 | COPIER PAYMENT | 508.85 | N | | | | | | |
| Vendor ID: JACKSO | JACKSON SERVICES, INC | PO Number: | Invoice Number: 121613 | Amount: | | | | | 487.00 |
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 | | | | |
| Sequence: 1 | | Check Number: | Check Date: | | | | | | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> | | | | |
| 01 2610 410 0 000 | CUSTODIAL SUPPLIES | | 487.00 | N | | | | | |
| Vendor ID: JAYMAR | JAYMAR BUSINESS FORMS | PO Number: | Invoice Number: 7*886 | Amount: | | | | | 95.05 |
| Description: | | Invoice Date: 12/11/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 | | | | |
| Sequence: 1 | | Check Number: | Check Date: | | | | | | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> | | | | |
| 01 2510 690 0 000 | W-2'S | | 95.05 | N | | | | | |
| Vendor ID: KAY | KAY, CHIP | PO Number: | Invoice Number: 1216 | Amount: | | | | | 2,190.94 |
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 | | | | |
| Sequence: 1 | | Check Number: | Check Date: | | | | | | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> | | | | |
| 01 2310 690 0 000 | REIM. STATE BOARD CONFERENCE ROOMS | | 2,010.96 | N | | | | | |
| 01 2320 410 0 000 | REIM. PHONE | | 179.98 | N | | | | | |
| Vendor ID: KOZENY | KOZENY, JAMES | PO Number: | Invoice Number: 121613 | Amount: | | | | | 1,368.60 |
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 630.00 | | | | |
| Sequence: 1 | | Check Number: | Check Date: | | | | | | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> | | | | |
| 01 2620 318 0 000 | THERMOSTATS WORK | | 1,368.60 | N | | | | | |
| Vendor ID: LEEENTER | LEE ENTERPRISES | PO Number: | Invoice Number: 1216 | Amount: | | | | | 94.18 |
| Description: | | Invoice Date: 12/05/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 | | | | |
| Sequence: 1 | | Check Number: | Check Date: | | | | | | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> | | | | |
| 01 2310 350 0 000 | MEETING MINUTES | | 94.18 | N | | | | | |
| Vendor ID: MATHESON | MATHESON TRI-GAS INC. | PO Number: | Invoice Number: 50517787 | Amount: | | | | | 478.25 |
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 | | | | |
| Sequence: 1 | | Check Number: | Check Date: | | | | | | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> | | | | |
| 01 1180 410 2 200 | IN. ARTS SUPPLIES | | 478.25 | N | | | | | |
| Vendor ID: MCILNA | MCILNAY & COMPANY | PO Number: | Invoice Number: 1216 | Amount: | | | | | 288.39 |
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 | | | | |
| Sequence: 1 | | Check Number: | Check Date: | | | | | | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Cost Center ID</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> | | | | |
| 01 2620 318 0 000 | PLUMBING WORK | | 288.39 | N | | | | | |

| Vendor ID: MENARD | MENARDS | PO Number: | Invoice Number: 1216 | Amount: | 339.40 |
|---------------------------|---|--------------------------|---------------------------------|------------------------|-------------------|
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | Checking Account ID: | Check Number: | Check Date: | | |
| Chart of Account Number | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> |
| 01 1180 410 2 200 | IN ARTS SUPPLIES | 36.74 | N | | |
| 01 2610 410 0 000 | CUSTODIAL SUPPLIES | 55.18 | N | | |
| 01 2750 690 0 000 | TRANS. BUILDING SUPPLIES | 247.48 | N | | |
| Vendor ID: MIDAME | MID-AMERICAN RESEARCH CHEMICAL | PO Number: | Invoice Number: 0511849 | Amount: | 1,240.00 |
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | Checking Account ID: | Check Number: | Check Date: | | |
| Chart of Account Number | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> |
| 01 2610 410 0 000 | CUSTODIAL SUPPLIES | 1,240.00 | N | | |
| Vendor ID: NEDOL | NE DOL/BOILER INSPECTION PORGRAM | PO Number: | Invoice Number: 1216 | Amount: | 144.00 |
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | Checking Account ID: | Check Number: | Check Date: | | |
| Chart of Account Number | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> |
| 01 2620 318 0 000 | BOILER INSPECTION | 144.00 | 0.00 | N | |
| Vendor ID: NETS | NEBRASKA EDUCATION TECHNOLOGY SERVICES | PO Number: | Invoice Number: 201410 | Amount: | 1,000.00 |
| Description: | | Invoice Date: 12/11/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | Checking Account ID: | Check Number: | Check Date: | | |
| Chart of Account Number | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> |
| 01 2310 690 0 000 | ANNUAL ONLINE POLICY MEMBERSHIP | 1,000.00 | N | | |
| Vendor ID: NESCIEN | NEBRASKA SCIENTIFIC | PO Number: | Invoice Number: 53674 | Amount: | 108.75 |
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | Checking Account ID: | Check Number: | Check Date: | | |
| Chart of Account Number | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> |
| 01 1145 410 2 200 | SCIENCE SUPPLIES | 108.75 | N | | |
| Vendor ID: NESTATE | NEBRASKA STATE FIRE MARSHAL | PO Number: | Invoice Number: 121613 | Amount: | 120.00 |
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | Checking Account ID: | Check Number: | Check Date: | | |
| Chart of Account Number | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> |
| 01 2620 318 0 000 | LIQUID STORAGE TANK ANNUAL REGISTRATION | 120.00 | N | | |
| Vendor ID: ODYSSEY | ODYSSEYWARE | PO Number: | Invoice Number: 31262449 | Amount: | 3,320.00 |
| Description: | | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 | Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | Checking Account ID: | Check Number: | Check Date: | | |
| Chart of Account Number | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount</u> | <u>Asset/Asset Tag</u> | <u>In Full</u> |
| 01 4411 410 0 000 | ONLINE CURRICULUM | 3,320.00 | N | | |

Invoice Listing - Detail
DECEMBER 2013 GENERAL FUND INVOICES

County of Polk School District 32
12/13/2013 8:36 AM

| Vendor ID: OFFNET | OFFICENET | PO Number: | Invoice Number: 1216 | Amount: |
|--------------------------------|---|--------------------------|---|---------------------|
| Description: | Checking Account ID: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | | Check Number: | Check Date: | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount Asset/Asset Tag</u> | <u>In Full</u> |
| 01 2620 530 0 000 | LAMINATOR | 2,433.31 | N | |
| 01 2510 318 0 000 | R.C. COPIER PAYMENT | 349.99 | N | |
| Vendor ID: PARTSBIN | PARTS BIN, THE | PO Number: | Invoice Number: 1216 | Amount: |
| Description: | Checking Account ID: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | | Check Number: | Check Date: | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount Asset/Asset Tag</u> | <u>In Full</u> |
| 01 2750 338 0 000 | BUS REPAIR PARTS | 81.04 | N | |
| Vendor ID: PAYFLEX | PAY FLEX | PO Number: | Invoice Number: 121613 | Amount: |
| Description: | Checking Account ID: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | | Check Number: | Check Date: | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount Asset/Asset Tag</u> | <u>In Full</u> |
| 01 1100 318 0 000 | MANAGEMENT FEE | 113.85 | N | |
| Vendor ID: POLKCORPP | POLK CO. RURAL PUBLIC POWER DISTRICT | PO Number: | Invoice Number: 121613 | Amount: |
| Description: | Checking Account ID: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | | Check Number: | Check Date: | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount Asset/Asset Tag</u> | <u>In Full</u> |
| 01 2610 322 0 000 | ELECTRICITY | 4,150.82 | N | |
| Vendor ID: POLK4 | POLK COUNTY HEALTH DEPARTMENT | PO Number: | Invoice Number: 121613 | Amount: |
| Description: | Checking Account ID: | Invoice Date: 12/05/2013 | Due Date: 12/16/2013 Status: A | 1099 Amount: 868.14 |
| Sequence: 1 | | Check Number: | Check Date: | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount Asset/Asset Tag</u> | <u>In Full</u> |
| 01 1100 313 0 000 | SCHOOL NURSE FEE | 868.14 | N | |
| Vendor ID: POLK5 | POLK COUNTY NEWS | PO Number: | Invoice Number: 121613 | Amount: |
| Description: | Checking Account ID: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | | Check Number: | Check Date: | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount Asset/Asset Tag</u> | <u>In Full</u> |
| 01 2310 350 0 000 | MEETING MINUTES | 77.94 | N | |
| Vendor ID: PCRPPD | POLK COUNTY RPPD | PO Number: | Invoice Number: 121613 | Amount: |
| Description: | Checking Account ID: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 Status: A | 1099 Amount: 0.00 |
| Sequence: 1 | | Check Number: | Check Date: | |
| <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Detail Amount</u> | <u>1099 Detail Amount Asset/Asset Tag</u> | <u>In Full</u> |
| 01 2610 322 0 000 | LIB. ELECTRICITY | 406.63 | N | |
| Vendor ID: RESERVE | RESERVE ACCOUNT | PO Number: | Invoice Number: 1216 | Amount: |
| Description: | Checking Account ID: | Invoice Date: 12/04/2013 | Due Date: 12/16/2013 Status: A | 1099 Amount: 0.00 |

Invoice Listing - Detail
DECEMBER 2013 GENERAL FUND INVOICES

County of Polk School District 32
12/13/2013 8:36 AM

| Sequence: | 1 | Check Type: | Check Number: | Check Date: | Amount: |
|-----------------------------|--|-------------------------|---------------|----------------------|-----------|
| Vendor ID: RCPOSTOFF | | | | | |
| Description: | RISING CITY POST OFFICE | | | | |
| Sequence: | 1 | Check Type: | Check Number: | Check Date: | Amount: |
| Chart of Account Number | 01 2510 381 0 000 | Chart of Account Number | 1,000.00 | 12/11/2013 | 50.00 |
| Detail Description | POSTAGE | Detail Description | | Due Date: 12/16/2013 | Status: A |
| PO Number: | 1216 | Invoice Number: | 1216 | 1099 Amount: | 0.00 |
| Cost Center ID | | Cost Center ID | | Asset/Asset Tag | |
| Checking Account ID: | | Checking Account ID: | | Asset/Asset Tag | |
| Vendor ID: SELDENTRU | | | | | |
| Description: | SELDEN TRUCKING | | | | |
| Sequence: | 1 | Check Type: | Check Number: | Check Date: | Amount: |
| Chart of Account Number | 01 2750 337 0 000 | Chart of Account Number | 46.34 | 12/04/2013 | 46.34 |
| Detail Description | TIRE WORK | Detail Description | | Due Date: 12/16/2013 | Status: A |
| PO Number: | 9377 | Invoice Number: | 9377 | 1099 Amount: | 0.00 |
| Cost Center ID | | Cost Center ID | | Asset/Asset Tag | |
| Checking Account ID: | | Checking Account ID: | | Asset/Asset Tag | |
| Vendor ID: SHEAUT | | | | | |
| Description: | SHELBY AUTO CLINIC | | | | |
| Sequence: | 1 | Check Type: | Check Number: | Check Date: | Amount: |
| Chart of Account Number | 01 2750 337 0 000 | Chart of Account Number | 2,442.95 | 12/04/2013 | 2,442.95 |
| Detail Description | BUS REPAIRS | Detail Description | | Due Date: 12/16/2013 | Status: A |
| PO Number: | 121613 | Invoice Number: | 121613 | 1099 Amount: | 565.00 |
| Cost Center ID | | Cost Center ID | | Asset/Asset Tag | |
| Checking Account ID: | | Checking Account ID: | | Asset/Asset Tag | |
| Vendor ID: SHELBS3 | | | | | |
| Description: | SHELBY FOOD MART | | | | |
| Sequence: | 1 | Check Type: | Check Number: | Check Date: | Amount: |
| Chart of Account Number | 01 1107 410 1 100 | Chart of Account Number | 15.67 | 12/04/2013 | 15.67 |
| Detail Description | KIN. SUPPLIES | Detail Description | | Due Date: 12/16/2013 | Status: A |
| Chart of Account Number | 01 2410 410 1 000 | Chart of Account Number | 6.98 | 1099 Amount: | 0.00 |
| Detail Description | ELEM. PRINCIPAL SUPPLIES | Detail Description | | Asset/Asset Tag | |
| PO Number: | 41939 | Invoice Number: | 41939 | Asset/Asset Tag | |
| Cost Center ID | | Cost Center ID | | Asset/Asset Tag | |
| Checking Account ID: | | Checking Account ID: | | Asset/Asset Tag | |
| Vendor ID: SHELBS5 | | | | | |
| Description: | SHELBY LUMBER CO. | | | | |
| Sequence: | 1 | Check Type: | Check Number: | Check Date: | Amount: |
| Chart of Account Number | 01 1180 410 3 000 | Chart of Account Number | 236.31 | 12/04/2013 | 236.31 |
| Detail Description | M.S. IN. ARTS SUPPLIES | Detail Description | | Due Date: 12/16/2013 | Status: A |
| Chart of Account Number | 01 1180 410 2 200 | Chart of Account Number | 46.31 | 1099 Amount: | 0.00 |
| Detail Description | IN. ARTS SUPPLIES | Detail Description | | Asset/Asset Tag | |
| Chart of Account Number | 01 2610 410 0 000 | Chart of Account Number | 149.32 | Asset/Asset Tag | |
| Detail Description | CUSTODIAL SUPPLIES | Detail Description | | Asset/Asset Tag | |
| Chart of Account Number | 01 2750 690 0 000 | Chart of Account Number | 492.40 | Asset/Asset Tag | |
| Detail Description | CARPET SQUARES & TRANS. BUILDING SUPPLIE | Detail Description | | Asset/Asset Tag | |
| PO Number: | 121613 | Invoice Number: | 121613 | Asset/Asset Tag | |
| Cost Center ID | | Cost Center ID | | Asset/Asset Tag | |
| Checking Account ID: | | Checking Account ID: | | Asset/Asset Tag | |
| Vendor ID: STROMS | | | | | |
| Description: | STROMSBURG WATER & CONDITIONING INC. | | | | |
| Sequence: | 1 | Check Type: | Check Number: | Check Date: | Amount: |
| Chart of Account Number | 01 2610 410 0 000 | Chart of Account Number | 32.50 | 12/04/2013 | 32.50 |
| Detail Description | CUSTODIAL SUPPLIES | Detail Description | | Due Date: 12/16/2013 | Status: A |
| PO Number: | 121613 | Invoice Number: | 121613 | 1099 Amount: | 0.00 |
| Cost Center ID | | Cost Center ID | | Asset/Asset Tag | |
| Checking Account ID: | | Checking Account ID: | | Asset/Asset Tag | |

Vendor ID: STUDEN
STUDENT ACTIVITY FUND

Description: 1
Sequence: 1
Chart of Account Number: 01 2222 440 0 000
Check Type: LIBRARY MAGAZINES
Checking Account ID:

PO Number:

Invoice Date: 12/04/2013
Due Date: 12/16/2013
Status: A
Invoice Number: 1213
Check Date:
Detail Amount: 934.00
Asset/Asset Tag: N
Amount: 934.00

Vendor ID: TRIPLE
TRIPLE S SERVICE

Description: 1
Sequence: 1
Chart of Account Number: 01 2620 318 0 000
Check Type: R.C. GARBAGE REMOVAL
Checking Account ID:

PO Number:

Invoice Date: 12/04/2013
Due Date: 12/16/2013
Status: A
Invoice Number: 170453
Check Date:
Detail Amount: 115.00
Asset/Asset Tag: N
Amount: 115.00

Vendor ID: FARMER
UNITED FARMERS COOPERATIVE

Description: 1
Sequence: 1
Chart of Account Number: 01 2750 336 0 000
01 2760 336 0 000
Check Type: BUS GAS
SPED GAS
Checking Account ID:

PO Number:

Invoice Date: 12/04/2013
Due Date: 12/16/2013
Status: A
Invoice Number: 121613
Check Date:
Detail Amount: 4,122.65
Asset/Asset Tag: N
Amount: 4,598.51

Vendor ID: VERNIER
VERNIER SOFTWARE & TECHNOLOGY

Description: 1
Sequence: 1
Chart of Account Number: 01 1145 410 2 200
Check Type: SCIENCE SUPPLIES
Checking Account ID:

PO Number:

Invoice Date: 12/04/2013
Due Date: 12/16/2013
Status: A
Invoice Number: 5119578
Check Date:
Detail Amount: 20.00
Asset/Asset Tag: N
Amount: 20.00

Vendor ID: VILLAG
VILLAGE OF SHELBY

Description: 1
Sequence: 1
Chart of Account Number: 01 2610 323 0 000
01 2620 318 0 000
Check Type: WATER
GARBAGE & SEWARE
Checking Account ID:

PO Number:

Invoice Date: 12/04/2013
Due Date: 12/16/2013
Status: A
Invoice Number: 1216
Check Date:
Detail Amount: 282.46
Asset/Asset Tag: N
Amount: 647.21

Vendor ID: WESELY
WESELY ELECTRIC

Description: 1
Sequence: 1
Chart of Account Number: 01 2620 318 0 000
Check Type: EXTERIOR LIGHT & VENTING WORK
Checking Account ID:

PO Number:

Invoice Date: 12/04/2013
Due Date: 12/16/2013
Status: A
Invoice Number: 1216
Check Date:
Detail Amount: 6,016.10
Asset/Asset Tag: N
Amount: 6,016.10

Vendor ID: WINDSTREAM
WINDSTREAM

Description: 1
Sequence: 1
Chart of Account Number: 01 2510 382 0 000
Check Type: TELEPHONE CHARGES
Checking Account ID:

PO Number:

Invoice Date: 12/04/2013
Due Date: 12/16/2013
Status: A
Invoice Number: 121613
Check Date:
Detail Amount: 1,441.72
Asset/Asset Tag: N
Amount: 1,441.72

Batch 1099 Total: 24,698.80

Batch Total: 71,421.33

Invoice Listing - Detail
DECEMBER 2013 GENERAL FUND INVOICES

Report 1099 Total: 24,698.80

Report Total: 71,421.33

Balance Sheet
 Period Ending: November 2013
 NOVEMBER 2013 GENERAL FUND EOM RECEIPTS

| <u>Account Number</u> | <u>Description</u> | <u>Previous Balance</u> | <u>Current Month</u> | <u>Ending Balance</u> |
|----------------------------|-------------------------------------|----------------------------|----------------------------|----------------------------|
| Fund: 01 | GENERAL FUND | | | |
| <u>Current Assets</u> | | | | |
| 01 101 | CHECKING ACCT. GEN. FUND | 914,375.36 | (339,048.80) | 575,326.56 |
| 01 102 | C.D.'S | 400,000.00 | 0.00 | 400,000.00 |
| 01 103 | BOND FUND | 0.00 | 0.00 | 0.00 |
| 01 104 | SAVINGS ACCOUNT | 479,000.00 | 0.00 | 479,000.00 |
| 01 105 | BOND REDEMPTION | 0.00 | 0.00 | 0.00 |
| 01 112 | TAXES RECEIVABLE - PRIOR YRS. | 0.00 | 0.00 | 0.00 |
| 01 456 0001 | TSA PAYABLE | 0.00 | 0.00 | 0.00 |
| | Current Assets Subtotal: | <u>1,793,375.36</u> | <u>(339,048.80)</u> | <u>1,454,326.56</u> |
| <u>Other Assets</u> | | | | |
| 01 390 | BUDGETED REVENUE | 5,706,379.88 | 0.00 | 5,706,379.88 |
| 01 392 | LESS: REVENUE RECEIVED | (1,563,665.25) | (145,779.40) | (1,709,444.65) |
| | Other Assets Subtotal: | <u>4,142,714.63</u> | <u>(145,779.40)</u> | <u>3,996,935.23</u> |
| | Total Assets: | <u><u>5,936,089.99</u></u> | <u><u>(484,828.20)</u></u> | <u><u>5,451,261.79</u></u> |
| <u>Current Liabilities</u> | | | | |
| 01 290 | FLEX FUND PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 402 | ACCOUNTS PAYABLE GEN. FD. | 0.00 | 0.00 | 0.00 |
| 01 450 | PAYROLL DEDUCTION PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 450 0002 | P/R DEDUCTION PAYABLE/CHILD SU | 0.00 | 0.00 | 0.00 |
| 01 450 0003 | P/R DEDUCTION PAYABLE/BACK TAX | 0.00 | 0.00 | 0.00 |
| 01 450 0209 | PAYROLL DEDUCTION/CREDIT MANAGEMENT | 0.00 | 0.00 | 0.00 |
| 01 451 | FICA PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 452 | FIT PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 453 | INSURANCE PAYABLE/BC/BS | (266.35) | 0.00 | (266.35) |
| 01 453 0001 | INSURANCE PAYABLE/DISABILITY | 0.00 | 0.00 | 0.00 |
| 01 454 | RETIREMENT PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 454 0203 | PAYROLL DEDUCTION/PUTNAM | 0.00 | 0.00 | 0.00 |
| 01 454 0208 | PAYROLL DEDUCTION/PUTNAM | 0.00 | 0.00 | 0.00 |
| 01 455 | SIT PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 456 | TSA PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 456 0201 | TSA PAYABLE/FRANKLIN LIFE | 0.00 | 0.00 | 0.00 |
| 01 456 0202 | TSA PAYABLE/HORACE MANN | 0.00 | 0.00 | 0.00 |
| 01 456 0203 | TSA PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 456 0204 | TSA PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 456 0205 | TSA PAYABLE TSA/AM.FUND | 0.00 | 0.00 | 0.00 |
| 01 456 0206 | TSA PAYABLE TSA/NY LIFE | 0.00 | 0.00 | 0.00 |
| 01 456 0207 | TSA PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 456 0208 | TSA PAYABLE TSA/PUTNAM | 0.00 | 0.00 | 0.00 |
| 01 457 | BENEFITS PAYABLE | 0.00 | 0.00 | 0.00 |
| 01 458 | DUES PAYABLE/SEA | 0.00 | 0.00 | 0.00 |
| 01 459 | FAMILY HERITAGE LIFE INSURANCE | 0.00 | 0.00 | 0.00 |

Balance Sheet
 Period Ending: November 2013
 NOVEMBER 2013 GENERAL FUND EOM RECEIPTS

| <u>Account Number</u> | <u>Description</u> | <u>Previous Balance</u> | <u>Current Month</u> | <u>Ending Balance</u> |
|------------------------------|---------------------------------------|-------------------------|----------------------|-----------------------|
| | Current Liabilities Subtotal: | (266.35) | 0.00 | (266.35) |
| <u>Other Liabilities</u> | | | | |
| 01 603 | ENCUMBRANCES | 0.00 | 0.00 | 0.00 |
| 01 690 | BUDGETED EXPENDITURES | 5,706,379.88 | 0.00 | 5,706,379.88 |
| 01 692 | LESS: EXPENDITURES TO DATE | (880,728.71) | (484,828.20) | (1,365,556.91) |
| 01 694 | LESS: ENCUMBRANCE COMMITMENTS | 0.00 | 0.00 | 0.00 |
| 01 696 | LESS: ACCOUNTS PAYABLE | 0.00 | 0.00 | 0.00 |
| | Other Liabilities Subtotal: | 4,825,651.17 | (484,828.20) | 4,340,822.97 |
| <u>Fund Balance</u> | | | | |
| 01 704 | FUND BALANCE - GEN. FD. | 1,110,705.17 | 0.00 | 1,110,705.17 |
| 01 705 | BUDGETED FUND BALANCE | 0.00 | 0.00 | 0.00 |
| | Fund Balance Subtotal: | 1,110,705.17 | 0.00 | 1,110,705.17 |
| | Total Liabilities/Fund Equity: | 5,936,089.99 | (484,828.20) | 5,451,261.79 |

NOVEMBER 2013 GENERAL FUND REVENUE SUMMARY REPORT

Fund: 01 GENERAL FUND

| Account Number | Description | Revised Budget | During Month | To Date | % of Budget | Budget Balance |
|-----------------------------------|---------------------------------------|----------------|--------------|--------------|-------------|----------------|
| 01 1110 | LOCAL PROP. TAX(INCL. 2% DEL.) | 4,862,669.88 | 43,255.85 | 1,466,114.51 | 30.15 | 3,396,555.37 |
| 01 1115 | CARLINE TAX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1120 | PUBLIC POWER DIST. TAX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1125 | MOTOR VEHICLES TAX | 100,000.00 | 7,165.00 | 24,063.09 | 24.06 | 75,936.91 |
| 01 1190 | PRESCHOOL TUITION | 0.00 | 500.00 | 7,367.82 | 0.00 | (7,367.82) |
| 01 1210 | COOPERTIVE FUND | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1330 | TRANS FROM OTHER DIST-SP ED | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1410 | INTEREST ON INVESTMENT | 2,500.00 | 231.31 | 782.25 | 31.29 | 1,717.75 |
| 01 1610 | LOCAL LICENSE FEES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1810 | COMMUNITY SERVICE ACTIVITIES-WELLNESS | 6,000.00 | 0.00 | 130.00 | 2.17 | 5,870.00 |
| 01 1910 | OTHER LOCAL RECEIPTS | 9,000.00 | 0.00 | 0.00 | 0.00 | 9,000.00 |
| 01 1920 | CONTRIBUTIONS & DONATIONS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1990 | OTHER LOCAL RECEIPTS | 0.00 | 344.89 | 991.82 | 0.00 | (991.82) |
| 01 1991 | AIRTIME ROYALTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1995 | TEACHER SALARY-IN LOCAL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 1996 | EDUCATION GRANTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: LOCAL RECIEPTS | | 4,980,169.88 | 51,497.05 | 1,499,449.49 | 30.11 | 3,480,720.39 |
| 01 2110 | FINES & LICENSE FEES | 1,000.00 | 300.00 | 300.00 | 30.00 | 700.00 |
| 01 2130 | OTHER COUNTY SOURCES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2140 | NON-RES. HIGH SCHOOL TUITION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 2210 | ESU RECEIPTS | 35,000.00 | 515.00 | 2,830.88 | 8.09 | 32,169.12 |
| 01 2510 | INTEREST | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: COUNTY AND ESU RECEIPTS | | 36,000.00 | 815.00 | 3,130.88 | 8.70 | 32,869.12 |
| 01 3110 | STATE AID | 328,699.44 | 32,869.99 | 98,609.97 | 30.00 | 230,089.47 |
| 01 3115 | STATE PAYMENTS FOR TEACHER SAL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3120 | SPECIAL ED. PROGRAMS | 154,845.00 | 0.00 | 0.00 | 0.00 | 154,845.00 |
| 01 3125 | SPECIAL ED. TRANSPORTATION | 15,000.00 | 0.00 | 0.00 | 0.00 | 15,000.00 |
| 01 3135 | HIGH ABILITY LEARNERS | 4,500.00 | 0.00 | 4,718.00 | 104.84 | (218.00) |
| 01 3145 | ENROLLMENT OPTION PROGRAM | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3150 | SCHOOL LUNCH STATE SHARE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3165 | SPED PRESCHOOL-STATE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3180 | PRO-RATA MOTOR VEHICLE | 7,500.00 | 0.00 | 0.00 | 0.00 | 7,500.00 |
| 01 3190 | OTHER STATE APPORTIONMENT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3191 | ENROLLMENT OPTION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3200 | STATE APPORTIONMENT | 35,000.00 | 0.00 | 0.00 | 0.00 | 35,000.00 |
| 01 3300 | IN-LIEU-OF-SCHOOL LAND TAX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3400 | INSURANCE PREMIUM TAX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3500 | MINI GRANT ED INNOVATION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3511 | DISTANCE LEARNING REVENUE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3512 | QUALITY ED GRANT | 0.00 | 0.00 | 4,000.00 | 0.00 | (4,000.00) |
| 01 3550 | RULE 88 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3560 | SATELLITE MATCHING GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 3990 | OTHER STATE RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: STATE RECEIPTS | | 545,544.44 | 32,869.99 | 107,327.97 | 19.67 | 438,216.47 |
| 01 4200 | TITLE I | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4201 | ACCOUNTIBILITY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4300 | INNOVATION EDUCATION PROGRAM | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4310 | TITLE IIA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4400 | TITLE VI-B BELOW AGE 5 SP ED | 75,000.00 | 0.00 | 0.00 | 0.00 | 75,000.00 |
| 01 4401 | SPED PRESCHOOL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4402 | SPED PRESCHOOL TRANSPORTATION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4404 | SPED BELOW AGE FIVE | 0.00 | 0.00 | 30,685.00 | 0.00 | (30,685.00) |
| 01 4406 | IDEA | 0.00 | 0.00 | 3,579.00 | 0.00 | (3,579.00) |

NOVEMBER 2013 GENERAL FUND REVENUE SUMMARY REPORT

Fund: 01 GENERAL FUND

| <u>Account Number</u> | <u>Description</u> | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------------------------|-----------------------------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| 01 4410 | IDEA CURRENT AND CARRYOVER EXCESS | 0.00 | 51,374.00 | 51,374.00 | 0.00 | (51,374.00) |
| 01 4411 | IDEA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4412 | IDEA | 0.00 | 0.00 | 4,575.00 | 0.00 | (4,575.00) |
| 01 4450 | MEDICAID IN PUBLIC SCHOOLS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4455 | MAPS-ADMIN. OUTREACH | 22,250.00 | 4,107.36 | 4,107.36 | 18.46 | 18,142.64 |
| 01 4580 | EDUCATION JOBS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4599 | ARRA STABILIZATION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4610 | ARRA IDEA B PAYMENT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4630 | ARRA PRESCHOOL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4690 | OTHER FEDERAL | 0.00 | 5,116.00 | 5,116.00 | 0.00 | (5,116.00) |
| 01 4699 | IDEA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4700 | FED VOC ED (CARL PERKINS) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4800 | SCHOOL LUNCH-FEDERAL SHARE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4900 | OTHER FEDERAL RECEIPTS | 15,000.00 | 0.00 | 0.00 | 0.00 | 15,000.00 |
| 01 4960 | DRUG FREE SCHOOLS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4970 | STAR GRANTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4971 | ARMS GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4990 | NE DEPT. OF ED-REAP PAYMENTS | 32,000.00 | 0.00 | 0.00 | 0.00 | 32,000.00 |
| 01 4991 | REAP GRANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 4992 | REAP | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: FEDERAL RECEIPTS | | 144,250.00 | 60,597.36 | 99,436.36 | 68.93 | 44,813.64 |
| 01 5300 | INSURANCE ADJUSTMENTS | 165.00 | 0.00 | 0.00 | 0.00 | 165.00 |
| 01 5400 | SALE OF PROPERTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 5500 | TRANSFERS FROM BOND FUND | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 5610 | CASH BALANCE FROM MERGED DISTR | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 01 5690 | OTHER NON-REVENUE RECEIPTS | 250.56 | 0.00 | 99.95 | 39.89 | 150.61 |
| Subtotal: NON-REVENUE RECEIPTS | | 415.56 | 0.00 | 99.95 | 24.05 | 315.61 |
| 01 9000 | NON-PROGRAM RECEIPTS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Subtotal: NON-PROGRAM RECEIPTS | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Fund Total: | | 5,706,379.88 | 145,779.40 | 1,709,444.65 | 29.96 | 3,996,935.23 |

Revenue Summary Report

Processing Month: 11/2013

User ID: SAS

NOVEMBER 2013 GENERAL FUND REVENUE SUMMARY REPORT

| | <u>Revised Budget</u> | <u>During Month</u> | <u>To Date</u> | <u>% of Budget</u> | <u>Budget Balance</u> |
|--------------|-----------------------|---------------------|----------------|--------------------|-----------------------|
| Grand Total: | 5,706,379.88 | 145,779.40 | 1,709,444.65 | 29.96 | 3,996,935.23 |

BUDGET REPORT
 11/2013

NOVEMBER 2013 GENERAL FUND BUDGER REPORT

| Account Number | Account Description | BUDGETED | EXPENDED | TO DATE | BALANCE OF FOM | % EXPENDED |
|----------------|--------------------------------|----------------|--------------|--------------|----------------|------------|
| 01 | GENERAL FUND | | | | | |
| 1100 | REGULAR INSTRUCTIONAL PROGRAMS | | | | | |
| 1100 | REGULAR INSTRUCTIONAL PROGRAMS | \$2,874,800.00 | \$209,977.05 | \$660,880.61 | \$2,213,919.39 | 22.99 |
| 1101 | GRADE 1 | \$2,750.00 | \$52.40 | \$967.45 | \$1,782.55 | 35.18 |
| 1102 | GRADE 2 | \$2,750.00 | \$0.00 | \$242.55 | \$2,507.45 | 8.82 |
| 1103 | GRADE 3 | \$2,750.00 | \$0.00 | \$0.00 | \$2,750.00 | 0.00 |
| 1104 | GRADE 4 | \$2,750.00 | \$0.00 | \$82.22 | \$2,667.78 | 2.99 |
| 1105 | GRADE 5 | \$2,750.00 | \$0.00 | \$54.38 | \$2,695.62 | 1.98 |
| 1106 | GRADE 6 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 1107 | GRADE K | \$2,750.00 | \$42.92 | \$249.92 | \$2,500.08 | 9.09 |
| 1110 | ENGLISH | \$5,350.00 | \$84.49 | \$499.38 | \$4,850.62 | 9.33 |
| 1120 | LANGUAGE | \$4,250.00 | \$0.00 | \$0.00 | \$4,250.00 | 0.00 |
| 1130 | SOCIAL STUDIES | \$4,600.00 | \$178.65 | \$456.65 | \$4,143.35 | 9.93 |
| 1140 | MATH | \$4,000.00 | \$0.00 | \$60.76 | \$3,939.24 | 1.52 |
| 1145 | SCIENCE | \$5,750.00 | \$197.33 | \$299.42 | \$5,450.58 | 5.21 |
| 1150 | ENGLISH LANGUAGE LEARNERS | \$45,445.50 | \$4,820.39 | \$9,565.16 | \$35,880.34 | 21.05 |
| 1165 | PHYSICAL EDUCATION | \$3,400.00 | \$0.00 | \$0.00 | \$3,400.00 | 0.00 |
| 1170 | BUSINESS EDUCATION | \$2,000.00 | \$0.00 | \$0.00 | \$2,000.00 | 0.00 |
| 1175 | MUSIC | \$6,050.00 | \$62.86 | \$1,046.45 | \$5,003.55 | 17.30 |
| 1180 | INDUSTRIAL ARTS | \$8,800.00 | \$648.42 | \$3,649.01 | \$5,150.99 | 41.47 |
| 1185 | ART | \$2,550.00 | \$229.73 | \$427.51 | \$2,122.49 | 16.77 |
| 1190 | PRESCHOOL | \$55,565.00 | \$6,688.71 | \$12,963.13 | \$42,601.87 | 23.33 |
| 1195 | TECH | \$46,500.00 | \$4,907.81 | \$28,255.52 | \$18,244.48 | 60.76 |
| 1100 | REGULAR INSTRUCTIONAL PROGRAMS | \$3,085,560.50 | \$227,890.76 | \$719,700.12 | \$2,365,860.38 | 23.32 |
| 1200 | SPECIAL EDUCATION PROGRAMS | | | | | |
| 1200 | SPECIAL EDUCATION PROGRAMS | \$255,600.00 | \$25,644.39 | \$73,050.55 | \$182,549.45 | 28.58 |
| 1210 | SPECIAL ED - LEVEL I | \$275,000.00 | \$37,446.56 | \$74,066.78 | \$200,933.22 | 26.93 |
| 1200 | SPECIAL EDUCATION PROGRAMS | \$530,600.00 | \$63,090.95 | \$147,117.33 | \$383,482.67 | 27.73 |
| 1900 | 1900 | | | | | |
| 1907 | POLK CO. GRANT | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 1900 | 1900 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 2100 | SUPPORTIVE SERVICES PUPILS | | | | | |
| 2120 | GUIDANCE SERVICES | \$166,800.00 | \$7,439.02 | \$26,465.63 | \$140,334.37 | 15.87 |
| 2130 | HEALTH SERVICES | \$600.00 | \$23.00 | \$26.64 | \$573.36 | 4.44 |
| 2150 | SCHOOL SAFETY | \$500.00 | \$0.00 | \$219.98 | \$280.02 | 44.00 |
| 2190 | OTHER PUPIL SUPPORT SERV | \$11,350.00 | \$1,235.11 | \$2,253.33 | \$9,096.67 | 19.85 |
| 2100 | SUPPORTIVE SERVICES PUPILS | \$179,250.00 | \$8,697.13 | \$28,965.58 | \$150,284.42 | 16.16 |
| 2200 | SUPPORT SERVICES STAFF | | | | | |
| 2212 | INST STAFF TRNG AND CURR DEV | \$500.00 | \$0.00 | \$0.00 | \$500.00 | 0.00 |
| 2222 | SCHOOL LIBRARY SERVICES | \$93,100.00 | \$7,333.75 | \$22,362.95 | \$70,737.05 | 24.02 |
| 2223 | AUDIO-VISUAL SERVICES | \$900.00 | \$0.00 | \$732.23 | \$167.77 | 81.36 |
| 2224 | EDUCATIONAL TV SERVICES | \$14,000.00 | \$0.00 | \$732.81 | \$13,267.19 | 5.23 |
| 2200 | SUPPORT SERVICES STAFF | \$108,500.00 | \$7,333.75 | \$23,827.99 | \$84,672.01 | 21.96 |
| 2300 | SUPPORT SERVICES-GEN ADMIN | | | | | |
| 2310 | BOARD OF EDUCATION | \$98,500.00 | \$9,569.08 | \$14,763.49 | \$83,736.51 | 14.99 |
| 2320 | EXECUTIVE ADMINISTRATION | \$155,130.00 | \$12,602.18 | \$37,406.73 | \$117,723.27 | 24.11 |
| 2300 | SUPPORT SERVICES-GEN ADMIN | \$253,630.00 | \$22,171.26 | \$52,170.22 | \$201,459.78 | 20.57 |

BUDGET REPORT
 11/2013

NOVEMBER 2013 GENERAL FUND BUDGER REPORT

| Account Number | Account Description | BUDGETED | EXPENDED | TO DATE | BALANCE OF FROM | % EXPENDED |
|----------------|--------------------------------|----------------|--------------|----------------|--------------------|------------|
| 2400 | OFFICE OF PRINCIPAL | | | | | |
| 2410 | OFFICE OF THE PRINCIPAL | \$337,100.00 | \$27,092.97 | \$82,032.70 | \$255,067.30 | 24.33 |
| 2400 | OFFICE OF PRINCIPAL | \$337,100.00 | \$27,092.97 | \$82,032.70 | \$255,067.30 | 24.33 |
| 2500 | SUPPORT SERVICES-BUSINESS | | | | | |
| 2510 | GENERAL ADMIN-BUSINESS SERVICE | \$247,384.00 | \$18,519.34 | \$57,632.52 | \$189,751.48 | 23.30 |
| 2500 | SUPPORT SERVICES-BUSINESS | \$247,384.00 | \$18,519.34 | \$57,632.52 | \$189,751.48 | 23.30 |
| 2600 | SUPPORT SERVICES-BLDGS & SITES | | | | | |
| 2610 | OPERATION OF PLANT | \$355,000.00 | \$23,761.52 | \$69,750.72 | \$285,249.28 | 19.65 |
| 2620 | MAINTENANCE OF PLANT | \$184,879.88 | \$25,060.30 | \$66,413.89 | \$118,465.99 | 35.92 |
| 2600 | SUPPORT SERVICES-BLDGS & SITES | \$539,879.88 | \$48,821.82 | \$136,164.61 | \$403,715.27 | 25.22 |
| 2700 | SUPPORT SERVICES-PUPIL TRANS | | | | | |
| 2750 | REGULAR PUPIL TRANSPORTATION | \$226,000.00 | \$20,424.73 | \$49,937.40 | \$176,062.60 | 22.10 |
| 2760 | SCHOOL AGE SPEC ED TRANSPORT | \$12,000.00 | \$2,512.65 | \$6,055.14 | \$5,944.86 | 50.46 |
| 2700 | SUPPORT SERVICES-PUPIL TRANS | \$238,000.00 | \$22,937.38 | \$55,992.54 | \$182,007.46 | 23.53 |
| 3500 | 3500 | | | | | |
| 3510 | HIGH ABILITY | \$26,945.50 | \$2,799.54 | \$4,521.07 | \$22,424.43 | 16.78 |
| 3500 | 3500 | \$26,945.50 | \$2,799.54 | \$4,521.07 | \$22,424.43 | 16.78 |
| 4200 | TITLE I | | | | | |
| 4200 | TITLE I | \$96,930.00 | \$12,083.17 | \$25,118.90 | \$71,811.10 | 25.91 |
| 4200 | TITLE I | \$96,930.00 | \$12,083.17 | \$25,118.90 | \$71,811.10 | 25.91 |
| 4400 | TITLE VI-B HANDICAPPED ENTITL | | | | | |
| 4401 | PRE-SCHOOL SPED | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 4402 | PRE-SCHOOL SPED TRANSPORTATION | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 4404 | IDEA PART B | \$0.00 | \$0.00 | \$442.14 | (\$442.14) | 0.00 |
| 4406 | IDEA PRESCHOOL | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 4410 | IDEA PART B E-P | \$22,000.00 | \$12,568.33 | \$19,110.29 | \$2,889.71 | 86.86 |
| 4411 | IDEA CEIS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 4412 | IDEA NONPUBLIC | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 4400 | TITLE VI-B HANDICAPPED ENTITL | \$22,000.00 | \$12,568.33 | \$19,552.43 | \$2,447.57 | 88.87 |
| 4500 | 4500 | | | | | |
| 4599 | ARRA STABLIZATION | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 4500 | 4500 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 4600 | 4600 | | | | | |
| 4630 | ARRA 3-5 EXPENSES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 4600 | 4600 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 4900 | ESU STIPENDS | | | | | |
| 4990 | ESU STIPENDS | \$40,600.00 | \$0.00 | \$1,939.10 | \$38,660.90 | 4.78 |
| 4900 | ESU STIPENDS | \$40,600.00 | \$0.00 | \$1,939.10 | \$38,660.90 | 4.78 |
| 8000 | TRANSFERS | | | | | |
| 8000 | TRANSFERS | \$0.00 | \$10,821.80 | \$10,821.80 | (\$10,821.80) | 0.00 |
| 8000 | TRANSFERS | \$0.00 | \$10,821.80 | \$10,821.80 | (\$10,821.80) | 0.00 |
| 9100 | FOOD SERVICE | | | | | |
| 9100 | FOOD SERVICE | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 9100 | FOOD SERVICE | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 01 | GENERAL FUND | \$5,706,379.88 | \$484,828.20 | \$1,365,556.91 | \$4,340,822.97 | 23.93 |

SUMMARY SHEET

November 30, 2013

| Account Name: | Amount | Amount to CD |
|--------------------------------|------------------------|------------------------|
| General Fund | \$ 575,326.56 | \$ 400,000.00 |
| General Fund Savings | \$ 479,000.00 | |
| Lunch Fund | \$ 6,722.79 | |
| Petty Cash Fund | \$ 8,327.06 | |
| Building/Sinking Fund | \$ 115,461.90 | |
| Depreciation Fund | \$ 590,459.10 | \$ 172,000.00 |
| <u>Total of Accounts</u> | <u>\$ 1,775,297.41</u> | <u>\$ 572,000.00</u> |
| <u>Total of Above Accounts</u> | | <u>\$ 2,347,297.41</u> |

Other Accounts:

| | |
|--|-------------|
| Flex Account | \$ 7,889.22 |
| Cooperative Fund (no report generated) | \$ 0.10 |
| Bond Redemption (no report generated) | \$ 47.51 |

SHELBY PUBLIC SCHOOL
FINANCIAL REPORT
GENERAL FUND

Balance: 11/1/2013 \$ 914,375.36

RECEIPTS:

| | | | |
|---------------------------------------|----|-----------|----------------------------|
| Village of Rising City-liquor license | \$ | 300.00 | |
| NE Dept. of Ed. - Medicaid | \$ | 4,107.36 | |
| CD interest | \$ | 27.40 | |
| Savings interest | \$ | 44.62 | |
| Butler Co. Treas. - Local taxes | \$ | 16,245.62 | |
| Village of Shelby - Reimb. Library | \$ | 344.89 | |
| Polk Co. Treas. -Motor vehicle tax | \$ | 7,165.00 | |
| Polk Co. Treas. - Local taxes | \$ | 27,010.23 | |
| State of NE - IDEA | \$ | 51,374.00 | |
| State of NE - Other Federal | \$ | 5,116.00 | |
| Pre-School | \$ | 500.00 | |
| ESU 7 - Sum reimb. | \$ | 515.00 | |
| Petty cash interest | \$ | 2.15 | |
| State of NE - State Aid | \$ | 32,869.99 | |
| GF bank account interest | \$ | 157.14 | |
| Hot Lunch Fund - cook's payroll | \$ | 9,285.90 | |
| Total Receipts: | | | \$ 155,065.30 |

SAVINGS - TRANSFERS (IN/OUT)

DISBURSEMENTS:

| | | | |
|-----------------------------|----|------------|----------------------------|
| General Fund Bills | \$ | 123,688.44 | |
| Payroll | \$ | 370,425.66 | |
| Total Disbursements: | | | \$ 494,114.10 |

Balance: 11/30/13 \$ 575,326.56

| | | | |
|--------------------------------------|----|--------------|--|
| Balance in Checking Account 11/30/13 | \$ | 575,326.56 | |
| Savings Account | \$ | 479,000.00 | |
| Certificate of Deposit | \$ | 400,000.00 | |
| Total General Fund Assets 11/30/13 | \$ | 1,454,326.56 | |

SHELBY PUBLIC SCHOOL
FINANCIAL REPORT
DEPRECIATION ACCOUNT
(Total of All Accounts & CD's)

Totals:

| | |
|---|----------------------|
| Total Depreciation Account: | \$ 590,459.10 |
| Certificate of Deposit: | <u>\$ 172,000.00</u> |
| Total Depreciation and Certificate of Deposit | \$ 762,459.10 |

11/30/2013

**SHELBY PUBLIC SCHOOL
FINANCIAL REPORT
DEPRECIATION FUND
November 30, 2013**

| | | | |
|-----------------------------|---------------------------|--------|------------|
| | Beginning Balance: | \$ | 589,919.90 |
| RECEIPTS: | | | |
| Larry Tworek-sale of vans | \$ | 300.00 | |
| CD interest | \$ | 28.27 | |
| Interest | \$ | 210.93 | |
| <u>Total Receipts:</u> | | \$ | 539.20 |
| DISBURSEMENTS: | | | |
| <u>Total Disbursements:</u> | | \$ | - |
| | Ending Balance: | \$ | 590,459.10 |

**SHELBY PUBLIC SCHOOLS
FINANCIAL REPORT
LUNCH FUND**

Beginning Balance 11/01/13

\$ 5,007.93

RECEIPTS:

| | AMOUNT |
|---------------------------------|----------------------------|
| Family Receipts | \$ 9,650.55 |
| KD Milk Money | \$ 94.00 |
| Federal Reimbursements | \$ 11,637.06 |
| Other Lunch/Milk Money Receipts | \$ - |
| Interest | \$ 3.72 |
| <u>Total Receipts</u> | <u>\$ 21,385.33</u> |

DISBURSEMENTS:

| Name: | Ck No. | AMOUNT |
|------------------------------|---------------|----------------------------|
| Windstream-freezer sensor | 2380 | \$ 42.55 |
| General Fund (Oct. salaries) | 2381 | \$ 9,285.90 |
| NE Food Distribution Prog. | 2382 | \$ 906.35 |
| The Thompson Co. | 2383 | \$ 5,571.47 |
| Earthgrains Baking Co. | 2384 | \$ 555.42 |
| Shelby Food Mart | 2385 | \$ 63.68 |
| Bernard Food Industries | 2386 | \$ 835.48 |
| Roberts Dairy | 23287 | \$ 2,409.62 |
| | | <u>\$ 19,670.47</u> |

Ending Balance 11/30/13

\$ 6,722.79

Balance Sheet
 Period Ending: November 2013
 NOVEMBER 2013 ACTIVITY FUND BALANCE SHEET

| <u>Account Number</u> | <u>Description</u> | <u>Previous Balance</u> | <u>Current Month</u> | <u>Ending Balance</u> |
|------------------------------------|-------------------------------------|-------------------------|----------------------|-----------------------|
| Fund: 05 ACTIVITIES FUND | | | | |
| <u>Current Assets</u> | | | | |
| 05 101 | CASH/ACTIVITY FUND | 53,994.07 | 10,896.31 | 64,890.38 |
| | Current Assets Subtotal: | 53,994.07 | 10,896.31 | 64,890.38 |
| | Total Assets: | 53,994.07 | 10,896.31 | 64,890.38 |
| <u>Other Liabilities</u> | | | | |
| 05 402 | AP | 0.00 | 0.00 | 0.00 |
| 05 603 | PO | 0.00 | 0.00 | 0.00 |
| 05 694 | Less PO | 0.00 | 0.00 | 0.00 |
| 05 696 | Less AP | 0.00 | 0.00 | 0.00 |
| | Other Liabilities Subtotal: | 0.00 | 0.00 | 0.00 |
| <u>Fund Balance</u> | | | | |
| 05 704 0401 | FUND BALANCE/ATHLETIC | 19,409.88 | (237.16) | 19,172.72 |
| 05 704 0402 | FUND BALANCE/CONCESSION | 2,185.40 | 759.08 | 2,944.48 |
| 05 704 0403 | FUND BALANCE/HONOR SOCIETY | 445.26 | 211.29 | 656.55 |
| 05 704 0404 | FUND BALANCE/S-CLUB | 2,586.24 | 0.00 | 2,586.24 |
| 05 704 0405 | FUND BALANCE/CLASS OF 2015 | 3,583.02 | 0.00 | 3,583.02 |
| 05 704 0406 | FUND BALANCE/CLASS OF 2017 | 9.94 | 882.95 | 892.89 |
| 05 704 0407 | FUND BALANCE/CLASS OF 2013 | 95.65 | 0.00 | 95.65 |
| 05 704 0408 | FUND BALANCE/CLASS OF 2016 | 2,960.90 | 0.00 | 2,960.90 |
| 05 704 0409 | FUND BALANCE/CLASS OF 2014 | 2,077.71 | 0.00 | 2,077.71 |
| 05 704 0410 | FUND BALANCE/YEARBOOK | 1,617.25 | (1,072.15) | 545.10 |
| 05 704 0411 | FUND BALANCE/MUSIC | (434.64) | 17.22 | (417.42) |
| 05 704 0412 | FUND BALANCE/STUDENT COUNCIL | 1,574.18 | 204.75 | 1,778.93 |
| 05 704 0413 | FUND BALANCE/STAFF DEVELOPMENT | 656.99 | 0.00 | 656.99 |
| 05 704 0414 | FUND BALANCE/ART CLASS | 374.79 | 0.00 | 374.79 |
| 05 704 0415 | FUND BALANCE/DANCE TEAM | 217.28 | 0.00 | 217.28 |
| 05 704 0416 | FUND BALANCE/MEMORIALS | 94.31 | 0.00 | 94.31 |
| 05 704 0417 | FUND BALANCE/D&A PREVENTION | 1,197.64 | (19.80) | 1,177.84 |
| 05 704 0418 | FUND BALANCE/SHOP | 794.32 | 0.00 | 794.32 |
| 05 704 0419 | FUND BALANCE/JRHI STU. COUNCIL | 1,686.24 | (662.76) | 1,023.48 |
| 05 704 0420 | FUND BALANCE/INTEREST | 467.30 | 7.99 | 475.29 |
| 05 704 0421 | FUND BALANCE/BOOK-IT | 301.40 | (10.52) | 290.88 |
| 05 704 0422 | FUND BALANCE/SPEECH AND DRAMA | (405.60) | 506.80 | 101.20 |
| 05 704 0423 | FUND BALANCE/FIELD MARCHING | 0.00 | 0.00 | 0.00 |
| 05 704 0424 | FUND BALANCE/BAND UNIFORM DONATIONS | 200.65 | 0.00 | 200.65 |
| 05 704 0425 | FUND BALANCE/WELLNESS CENTER | 767.58 | 10,979.14 | 11,746.72 |
| 05 704 0426 | FUND BALANCE/FBLA | 1,894.37 | 0.00 | 1,894.37 |
| 05 704 0427 | FUND BALANCE/STAFF DEVELOPMENT | 9,636.01 | (630.52) | 9,005.49 |
| 05 704 0428 | FUND BALANCE/QUIZ BOWL | 0.00 | (40.00) | (40.00) |
| | Fund Balance Subtotal: | 53,994.07 | 10,896.31 | 64,890.38 |

CD
Total Checking \$ 26,890.38

County of Polk School District 32
11/29/2013 10:10 AM
Activity Fund Balance Report - Detail - Exclude Encumbrances
11/2013 - 11/2013
NOVEMBER 2013 ACTIVITY FUND BALANCE SHEET

Fund: 05 ACTIVITIES FUND

| Chart of Account Number | Entry Date | JR | Reference # | Chart of Account Description | Check Acct | Check # | Description | Entity Name | Expenses | Revenues | Balance Change | Balance |
|-------------------------|------------|--------|-------------|--|------------|---------|-------------|----------------------------|----------|----------|----------------|-----------|
| 05 704 0401 | | | | FUND BALANCE/ATHLETIC | | | | *Previous Balance | | | | 19,409.88 |
| 05 704 0401 | | | | FUND BALANCE/ATHLETIC | | | | | | | | |
| 05 1700 401 | | | | ACTIVITIES REC/ATHLETIC | | | | | | | | |
| 11/04/2013 | CR | 4268 | | ADM. VB TOURNEY | | | | | 0.00 | 917.00 | | |
| 11/04/2013 | CR | 4269 | | VB & FB CHG RETURNED | | | | | 0.00 | 850.00 | | |
| 11/07/2013 | CR | 4272 | | CRC REIM. PIZZA FOR CRC VB TOURNEY | | | | | 0.00 | 55.65 | | |
| 11/13/2013 | CR | 4279 | | ADM.2 RES.FB GAMES MINUS VB SUB-DIST ADM | | | | | 0.00 | 225.00 | | |
| 11/13/2013 | CR | 4280 | | OUR SHARE OF VB SUB-DIST | | | | | 0.00 | 123.91 | | |
| 11/22/2013 | CR | 4283 | | OUR SHARE OF VB DISTRICTS | | | | | 0.00 | 599.54 | | |
| 05 2190 410 0 401 | | | | SUPPLIES/ATHLETIC | | | | | | | | |
| 11/01/2013 | CD | 1101 | | OFF VAR. VB TOURNEY | | | | PETERSON, MICHEL | 240.00 | 0.00 | | |
| 11/01/2013 | CD | 1101 | | OFF. RES. VB TOURNEY | | | | SCHIEFELBEIN, DAN | 200.00 | 0.00 | | |
| 11/14/2013 | CD | 1114 | | CRC VB TOURNEY AD | | | | ST. JOSEPH'S ATHLETIC CLUB | 90.00 | 0.00 | | |
| 11/14/2013 | CD | 111413 | | BACKBOARD LIGHT & SHIRTS | | | | NEBRASKA SPORTS | 2,302.68 | 0.00 | | |
| 11/19/2013 | CD | 111913 | | PIZZA | | | | CHASE CARD SERVICE | 111.30 | 0.00 | | |
| 11/19/2013 | CD | 1119 | | CRC VB SELECTION MEETING MEAL | | | | CHANCES R RESTAURANT | 64.28 | 0.00 | | |
| 05 704 0401 | | | | FUND BALANCE/ATHLETIC | | | | *Current Activity | | | | (237.16) |
| | | | | | | | | *Ending Balance: | 3,008.26 | 2,771.10 | 0.00 | 19,172.72 |
| 05 704 0402 | | | | FUND BALANCE/CONCESSION | | | | *Previous Balance | | | | 2,185.40 |
| 05 704 0402 | | | | FUND BALANCE/CONCESSION | | | | | | | | |
| 05 1700 402 | | | | ACTIVITIES REC/CONCESSION | | | | | | | | |
| 11/04/2013 | CR | 4270 | | STAND VB TOURNEY | | | | | 0.00 | 1,232.70 | | |
| 11/04/2013 | CR | 4271 | | VB & FB CHG. RETURNED | | | | | 0.00 | 420.00 | | |
| 05 2190 410 0 402 | | | | SUPPLIES/CONCESSION | | | | | | | | |
| 11/09/2013 | CD | 110813 | | POP | | | | PEPSI COLA CO. | 392.07 | 0.00 | | |
| 11/08/2013 | CD | 1108 | | PIZZA | | | | VALENTINO'S | 190.00 | 0.00 | | |
| 11/14/2013 | CD | 111413 | | STAND SUPPLIES | | | | HADLEY-BRAITHWAIT | 199.85 | 0.00 | | |
| 11/19/2013 | CD | 1119 | | STAND SUPPLIES | | | | WAL-MART | 111.70 | 0.00 | | |
| 05 704 0402 | | | | FUND BALANCE/CONCESSION | | | | *Current Activity | | | | 759.08 |
| | | | | | | | | *Ending Balance: | 893.62 | 1,652.70 | 0.00 | 2,944.48 |
| 05 704 0403 | | | | FUND BALANCE/HONOR SOCIETY | | | | *Previous Balance | | | | 445.26 |
| 05 704 0403 | | | | FUND BALANCE/HONOR SOCIETY | | | | | | | | |
| 05 1700 403 | | | | ACTIVITIES REC/HONOR SOCIETY | | | | | | | | |
| 11/07/2013 | CR | 4275 | | POP & CANDY MACHINE RECEIPTS | | | | | 0.00 | 296.25 | | |
| 05 2190 410 0 403 | | | | SUPPLIES/HONOR SOCIETY | | | | | | | | |
| 11/01/2013 | CD | 110113 | | REIM. DRINKS | | | | RUTH, LYNNE | 16.45 | 0.00 | | |
| 11/19/2013 | CD | 1119 | | VENDING MACHINE SNACKS | | | | WAL-MART | 68.51 | 0.00 | | |

NOVEMBER 2013 ACTIVITY FUND BALANCE SHEET

Fund: 05 ACTIVITIES FUND

| Chart of Account Number | Chart of Account Description | Entity Name | Expenses | Revenues | Balance Change | Balance |
|-------------------------|--|--------------------------|----------|----------|----------------|------------|
| 05 704 0403 | FUND BALANCE/HONOR SOCIETY | *Current Activity | 84.96 | 296.25 | 0.00 | 211.29 |
| | | *Ending Balance: | | | | 666.55 |
| 05 704 0404 | FUND BALANCE/S-CLUB | *Previous Balance | | | | 2,586.24 |
| | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 2,586.24 |
| 05 704 0405 | FUND BALANCE/CLASS OF 2015 | *Previous Balance | | | | 3,583.02 |
| | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 3,583.02 |
| 05 704 0406 | FUND BALANCE/CLASS OF 2017 | *Previous Balance | | | | 9.94 |
| 05 704 0406 | FUND BALANCE/CLASS OF 2017 | | | | | |
| 05 1700 406 | ACTIVITIES REC/CLASS OF 2017 | | | | | |
| 11/22/2013 CR 4282 | MAGAZINE SALES | | 0.00 | 882.95 | | |
| 05 704 0406 | FUND BALANCE/CLASS OF 2017 | *Current Activity | | 882.95 | | 882.95 |
| | | *Ending Balance: | 0.00 | 882.95 | 0.00 | 892.89 |
| 05 704 0407 | FUND BALANCE/CLASS OF 2013 | *Previous Balance | | | | 95.65 |
| | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 95.65 |
| 05 704 0408 | FUND BALANCE/CLASS OF 2016 | *Previous Balance | | | | 2,960.90 |
| | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 2,960.90 |
| 05 704 0409 | FUND BALANCE/CLASS OF 2014 | *Previous Balance | | | | 2,077.71 |
| | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 2,077.71 |
| 05 704 0410 | FUND BALANCE/YEARBOOK | | | | | 1,617.25 |
| 05 704 0410 | FUND BALANCE/YEARBOOK | | | | | |
| 05 2190 410 0 410 | SUPPLIES/YEARBOOK | | | | | |
| 11/01/2013 CD 110113 | 5 8614 M.S. MEMORY BOOK | WALSWORTH PUBLISHING CO. | 600.00 | 0.00 | | |
| 11/08/2013 CD 1108 | 5 8618 1ST PAYMENT FOR MS. MEMORY BOOK | WALSWORTH PUBLISHING CO. | 472.15 | 0.00 | | |
| 05 704 0410 | FUND BALANCE/YEARBOOK | *Current Activity | | | | (1,072.15) |
| | | *Ending Balance: | 1,072.15 | 0.00 | 0.00 | 545.10 |
| 05 704 0411 | FUND BALANCE/MUSIC | *Previous Balance | | | | (434.64) |
| 05 704 0411 | FUND BALANCE/MUSIC | | | | | |
| 05 1700 411 | ACTIVITIES REC/MUSIC | | | | | |
| 11/13/2013 CR 4277 | SALE OF REEDS | | 0.00 | 25.50 | | |
| 11/25/2013 CR 4286 | M.S. STUDENTS PD FOR REEDS | | 0.00 | 60.72 | | |
| 05 2190 410 0 411 | SUPPLIES/MUSIC | | | | | |
| 11/08/2013 CD 1108 | 5 8617 PEP BAND ADM. VB DIST. | LAKEVIEW HIGH SCHOOL | 69.00 | 0.00 | | |
| 05 704 0411 | FUND BALANCE/MUSIC | *Current Activity | | | | 17.22 |
| | | *Ending Balance: | 69.00 | 86.22 | 0.00 | (417.42) |

NOVEMBER 2013 ACTIVITY FUND BALANCE SHEET

Fund: 05 ACTIVITIES FUND

| Chart of Account Number | | Chart of Account Description | | Entity Name | Expenses | Revenues | Balance Change | Balance |
|-------------------------|----|------------------------------|--------------------------------|--------------------------|-------------|------------------|----------------|----------|
| Entry Date | JR | Reference # | Check Acct | Check # | Description | Previous Balance | | |
| 05 704 0412 | | | FUND BALANCE/STUDENT COUNCIL | | | | | 1,574.18 |
| 05 704 0412 | | | FUND BALANCE/STUDENT COUNCIL | | | | | |
| 05 1700 412 | | | ACTIVITIES REC/STUDENT COUNCIL | | | | | |
| 11/07/2013 | CR | 4276 | POP & CANDY MACHINE RECEIPTS | | 0.00 | 296.25 | | |
| 05 2190 410 0 412 | | | SUPPLIES/STUDENT COUNCIL | | | | | |
| 11/19/2013 | CD | 1119 | 5 8631 VENDING MACHINE SNACKS | WAL-MART | 68.50 | 0.00 | | |
| 11/19/2013 | CD | 1119 13 | 5 8632 BEADS | CHASE CARD SERVICE | 23.00 | 0.00 | | |
| 05 704 0412 | | | FUND BALANCE/STUDENT COUNCIL | *Current Activity | | | | 204.75 |
| | | | | *Ending Balance: | 91.50 | 296.25 | 0.00 | 1,778.93 |
| 05 704 0413 | | | FUND BALANCE/STAFF DEVELOPMENT | *Previous Balance | | | | 656.99 |
| | | | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 656.99 |
| 05 704 0414 | | | FUND BALANCE/ART CLASS | *Previous Balance | | | | 374.79 |
| | | | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 374.79 |
| 05 704 0415 | | | FUND BALANCE/DANCE TEAM | *Previous Balance | | | | 217.28 |
| | | | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 217.28 |
| 05 704 0416 | | | FUND BALANCE/MEMORIALS | *Previous Balance | | | | 94.31 |
| | | | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 94.31 |
| 05 704 0417 | | | FUND BALANCE/D&A PREVENTION | *Previous Balance | | | | 1,197.64 |
| 05 704 0417 | | | FUND BALANCE/D&A PREVENTION | | | | | |
| 05 2190 410 0 417 | | | SUPPLIES/D&A PREVENTION | | | | | |
| 11/19/2013 | CD | 1119 | 5 8631 RED CUPS FOR FENCE | WAL-MART | 19.80 | 0.00 | | |
| 05 704 0417 | | | FUND BALANCE/D&A PREVENTION | *Current Activity | | | | (19.80) |
| | | | | *Ending Balance: | 19.80 | 0.00 | 0.00 | 1,177.84 |
| 05 704 0418 | | | FUND BALANCE/SHOP | *Previous Balance | | | | 794.32 |
| | | | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 794.32 |
| 05 704 0419 | | | FUND BALANCE/JRHI STU. COUNCIL | *Previous Balance | | | | 1,686.24 |
| 05 704 0419 | | | FUND BALANCE/JRHI STU. COUNCIL | | | | | |
| 05 2190 410 0 419 | | | SUPPLIES/JRHI STU. COUNCIL | | | | | |
| 11/01/2013 | CD | 1101 13 | 5 8614 M.S. MEMORY BOOK | WALSWORTH PUBLISHING CO. | 552.33 | 0.00 | | |
| 11/08/2013 | CD | 1108 13 | 5 8619 COOKIES | SHELBY FOOD MART | 14.69 | 0.00 | | |
| 11/19/2013 | CD | 1119 | 5 8631 STAND & AWARD SUPPLIES | WAL-MART | 95.74 | 0.00 | | |
| 05 704 0419 | | | FUND BALANCE/JRHI STU. COUNCIL | *Current Activity | | | | (662.76) |
| | | | | *Ending Balance: | 662.76 | 0.00 | 0.00 | 1,023.48 |
| 05 704 0420 | | | FUND BALANCE/INTEREST | *Previous Balance | | | | 467.30 |
| 05 704 0420 | | | FUND BALANCE/INTEREST | | | | | |

Fund: 05 ACTIVITIES FUND

| Chart of Account Number | Entry Date | JR | Reference # | Check Acct | Check # | Description | Entity Name | Expenses | Revenues | Balance Change | Balance |
|-------------------------|------------|--------|-------------|------------|---------|-------------------------------------|----------------------------------|----------|-----------|----------------|-----------|
| 05 1700 420 | 11/18/2013 | CR | 1 | | | ACTIVITIES REC/INTEREST | | 0.00 | 3.23 | | |
| | | | | | | CD INTEREST | | 0.00 | 4.76 | | |
| 05 704 0420 | 11/29/2013 | CR | 1 | | | BANK ACCOUNT INTEREST | | 0.00 | | | |
| | | | | | | FUND BALANCE/INTEREST | | 0.00 | 7.99 | 0.00 | 475.29 |
| | | | | | | | *Current Activity | | | | 7.99 |
| | | | | | | | *Ending Balance: | | | | 475.29 |
| 05 704 0421 | | | | | | FUND BALANCE/BOOK-IT | | | | | 301.40 |
| 05 704 0421 | | | | | | FUND BALANCE/BOOK-IT | | | | | |
| 05 2190 410 0 421 | | | | | | SUPPLIES/BOOK-IT | | | | | |
| 11/19/2013 | CD | 111913 | | | 8632 | SUPPLIES | CHASE CARD SERVICE | 10.52 | 0.00 | | |
| 05 704 0421 | | | | | | FUND BALANCE/BOOK-IT | | | | | (10.52) |
| | | | | | | | *Current Activity | | | | (10.52) |
| | | | | | | | *Ending Balance: | | | | 290.88 |
| | | | | | | | *Previous Balance | | | | (405.60) |
| 05 704 0422 | | | | | | FUND BALANCE/SPEECH AND DRAMA | | | | | |
| 05 704 0422 | | | | | | FUND BALANCE/SPEECH AND DRAMA | | | | | |
| 05 1700 422 | | | | | | ACTIVITIES REC/SPEECH AND DRAMA | | | | | |
| 11/25/2013 | CR | 4284 | | | | ONE-ACT PLAY FREE WILL DONATION | | 0.00 | 130.00 | | |
| 11/25/2013 | CR | 4285 | | | | STUDENTS PD FOR SHIRTS | | 0.00 | 651.50 | | |
| 05 2190 410 0 422 | | | | | | SUPPLIES/SPEECH AND DRAMA | | | | | |
| 11/09/2013 | CD | 110813 | | | 8621 | ONE-ACT CONTEST FEE | HUMPHREY ST. FRANCIS HIGH SCHOOL | 75.00 | 0.00 | | |
| 11/08/2013 | CD | 1108 | | | 8620 | ONE-ACT CONTEST FEE | OSCEOLA PUBLIC SCHOOL | 140.00 | 0.00 | | |
| 11/19/2013 | CD | 111913 | | | 8632 | ONE-ACT SUPPLIES | CHASE CARD SERVICE | 59.70 | 0.00 | | |
| 05 704 0422 | | | | | | FUND BALANCE/SPEECH AND DRAMA | | | | | 506.80 |
| | | | | | | | *Current Activity | | | | 506.80 |
| | | | | | | | *Ending Balance: | 274.70 | 781.50 | 0.00 | 101.20 |
| | | | | | | | *Previous Balance | | | | 0.00 |
| 05 704 0423 | | | | | | FUND BALANCE/FIELD MARCHING | | | | | |
| | | | | | | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 0.00 |
| 05 704 0424 | | | | | | FUND BALANCE/BAND UNIFORM DONATIONS | | | | | 200.65 |
| | | | | | | | *Ending Balance: | 0.00 | 0.00 | 0.00 | 200.65 |
| 05 704 0425 | | | | | | FUND BALANCE/WELLNESS CENTER | | | | | 767.58 |
| 05 704 0425 | | | | | | FUND BALANCE/WELLNESS CENTER | | | | | |
| 05 1700 425 | | | | | | ACTIVITY REC/WELLNESS CENTER | | | | | |
| 11/13/2013 | CR | 4278 | | | | TRANSFER MEMBERSHIPS FROM GEN FUND | | 0.00 | 10,821.80 | | |
| 11/13/2013 | CR | 4281 | | | | MEMBERSHIP PAYMENTS | | 0.00 | 260.00 | | |
| 05 2190 410 0 425 | | | | | | SUPPLIES/WELLNESS CENTER | | | | | |
| 11/19/2013 | CD | 111913 | | | 8632 | BANDS | CHASE CARD SERVICE | 102.66 | 0.00 | | |
| 05 704 0425 | | | | | | FUND BALANCE/WELLNESS CENTER | | | | | 10,979.14 |
| | | | | | | | *Current Activity | | | | 10,979.14 |
| | | | | | | | *Ending Balance: | 102.66 | 11,081.80 | 0.00 | 11,746.72 |

Fund: 05 ACTIVITIES FUND

| Chart of Account Number | | Chart of Account Description | | Entity Name | Expenses | Revenues | Balance Change | Balance |
|-------------------------|----|------------------------------|-------------------------------------|-------------|--------------------------------|-------------------------|----------------|-----------|
| Entry Date | JR | Reference # | Check Acct | Check # | Description | Entity Name | | |
| 05 704 0426 | | | FUND BALANCE/FBLA | | | *Previous Balance | | 1,894.37 |
| 05 704 0426 | | | FUND BALANCE/FBLA | | | | | |
| 05 1700 426 | | | ACTIVITY RECEIPTS/FBLA | | | | | |
| 11/07/2013 | CR | 4274 | | | STUDENTS PD NATIONAL DUES | | 0.00 | 280.00 |
| 05 2190 410 0 426 | | | SUPPLIES/FLBA | | | | | |
| 11/01/2013 | CD | 1101 | 5 | 8613 | DUES | FBLA-PBL | 280.00 | 0.00 |
| 05 704 0426 | | | FUND BALANCE/FBLA | | | *Current Activity | | 0.00 |
| | | | | | | *Ending Balance: | 280.00 | 1,894.37 |
| 05 704 0427 | | | FUND BALANCE/STAFF DEVELOPMENT | | | *Previous Balance | | 9,636.01 |
| 05 704 0427 | | | FUND BALANCE/STAFF DEVELOPMENT | | | | | |
| 05 1700 0427 | | | ACTIVITY RECEIPTS/STAFF DEVELOPMENT | | | | | |
| 11/07/2013 | CR | 4273 | | | BOOSTER CLUB DONATION FOR PBIS | | 0.00 | 200.00 |
| 05 2190 410 0 427 | | | SUPPLIES/STAFF DEVELOPMENT | | | | | |
| 11/08/2013 | CD | 1108 | 5 | 8622 | FUNERAL FLOWERS | FLOWER COTTAGE | 55.00 | 0.00 |
| 11/08/2013 | CD | 1108 | 5 | 8623 | REIM. IN-SERVICE MEALS | KAY, CHIP | 40.56 | 0.00 |
| 11/19/2013 | CD | 1119 | 5 | 8629 | IN-SERVICE PRESENTATORS FEE | PERKINS COUNTY SCHOOL | 564.96 | 0.00 |
| 11/19/2013 | CD | 1119 | 5 | 8630 | IN-SERVICE PRESENTATOR FEE | LADAY, DAVID | 170.00 | 0.00 |
| 05 704 0427 | | | FUND BALANCE/STAFF DEVELOPMENT | | | *Current Activity | | (630.52) |
| | | | | | | *Ending Balance: | 830.52 | 9,005.49 |
| 05 704 0428 | | | FUND BALANCE/QUIZ BOWL | | | *Previous Balance | | 0.00 |
| 05 704 0428 | | | FUND BALANCE/QUIZ BOWL | | | | | |
| 05 2190 410 0 428 | | | SUPPLIES/QUIZ BOWL | | | | | |
| 11/14/2013 | CD | 1114 | 5 | 8627 | QUIZ BOWL ENTRY FEE | OMAHA BRYAN HIGH SCHOOL | 40.00 | 0.00 |
| 05 704 0428 | | | FUND BALANCE/QUIZ BOWL | | | *Current Activity | | (40.00) |
| | | | | | | *Ending Balance: | 40.00 | (40.00) |
| | | | | | | Fund Total: | 7,440.45 | 64,890.38 |
| | | | | | | | 18,336.76 | 0.00 |

AdvancED®

Self Assessment Workbook
for School Systems

CONCEPT MAPS



Introduction and Instructions

The Self Assessment is a critical component of the AdvancED accreditation process. The AdvancED Self Assessment (SA) is designed to serve as a valuable tool that will assist school systems in reflecting upon their effectiveness as well as prepare them for an External Review. The Self Assessment is based on the five AdvancED Standards for Quality, which serve as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, school systems must meet the five AdvancED Standards for Quality, engage in a process of continuous improvement and host an External Review at least once every five years.

The SA has been designed to engage the school system community in an in-depth evaluation of each of the five AdvancED Standards for Quality by creating a set of questions and rubrics that enable a school system to most accurately describe its continuous improvement progress. In completing the report, a school system identifies the evidence, data, information and documented results that validate that it is meeting each Standard. This Self Assessment helps a school system identify areas of strength and opportunities for improvement by reflecting upon questions posed in the indicators and rating themselves on a 4-level rubric scale.

The SA also serves as the primary resource for the External Review team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

Definition of the Standard, Indicators and Performance Levels

The five AdvancED Standards for Quality are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school systems to achieve quality student performance results and organizational effectiveness.

The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the indicators provide a comprehensive picture of each Standard.

Each indicator provides four performance levels that describe varying degrees to which a school system is able to verify its assessment of the question. Use the performance levels as an opportunity to ask your stakeholders challenging questions and respond with accurate answers geared toward improvement of your school system. After choosing performance levels for each indicator, you can quickly see areas of strength and opportunity. The section asks, “To what degree are the noted practices/processes in place?”

Supporting Evidence

The suggested supporting evidence section is designed as a starting point for school system staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics. This section helps school system stakeholders engage in a discussion about how the school system knows it is adhering to the Standards. The section asks, “What practices/processes are being implemented, and are they effective?” or said another way, “How do we know we are doing what we say we are doing?”

Standard Narrative

For each Standard, there is a narrative section that allows you to expand on your thinking about the selection of performance levels. Responding to the guiding questions listed in the instructions will help you construct a meaningful narrative for your school system and the External Review team.

Directions for Completing the Report and Use of This Document

You and your colleagues should complete the Self Assessment six weeks to six months prior to hosting an External Review. We strongly recommend that a wide and broad cross-section of the school system community participate in completing this report. You will submit the completed report online to AdvancED so that it may be used by the External Review team as well as for a school system's continuous improvement efforts.

It is impractical to consider completing this workbook in one session. To accurately evaluate all AdvancED Standards for Quality and indicators may take multiple meetings over a period of days or weeks leading up to the External Review. Allowing more time and ensuring participation by all stakeholder groups will yield the most accurate Self Assessment.

This workbook includes indicators and performance levels for all five AdvancED Standards for Quality. However, in this workbook, statements concerning individual concepts contained in the performance levels have been grouped or "unpacked" to help you complete a more in-depth and accurate evaluation of each indicator. A workbook similar to this one is used by the External Review team.

To use this document most effectively, consider using the following steps:

1. Assign a group of stakeholders to evaluate each Standard.
2. Review the Standard statement.
3. Review each indicator by:
 - a. Reviewing the indicator statement.
 - b. Studying each concept under the indicator to determine which statement best describes your school system.
 - c. Selecting sources of evidence that already exist.
 - d. Recording comments related to the indicator or concept statements from stakeholders. Pay special attention to level 4 and level 1 statements.
4. Determine an "overall" rating for the indicator. AdvancED does not prescribe how you are to arrive at this rating. You may wish to compute some type of arithmetic average based on the level of the statements you have selected. Another method you may choose is to have the stakeholders examine the selected concept statements and the evidence holistically and make a determination based on the preponderance of scores and evidence. Whatever method you choose, make sure that workgroups for all Standards use one method consistently.

-
5. After all indicators have been reviewed, reflect upon the comments from stakeholders concerning each indicator and respond to the prompts to create a “Standard narrative.”

Important Note:

If you use this document as a working draft of your report, please note that when you copy and paste content from this document to the web-based Self Assessment in ASSIST, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

Standard 1: Purpose and Direction

Standard: The system maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

| | | |
|--|--|---|
| 1.1 | The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | The process for review, revision and communication of the system’s purpose is clearly documented, and a record of the use and results of the process is maintained. |
| | 3 | The system’s process for review, revision and communication of the purpose statement is documented. |
| | 2 | The system has a process for review, revision and communication of its purpose. |
| | 1 | No process to review, revise or communicate a system purpose exists. |
| | 4 | The process is formalized and implemented with fidelity on a regular schedule. |
| | 3 | The process is formalized and implemented on a regular schedule. |
| | 2 | The process has been implemented. |
| | 4 | The process includes participation by representatives selected at random from all stakeholder groups. |
| | 3 | The process includes participation by representatives from all stakeholder groups. |
| | 2 | The process includes participation by representatives from stakeholder groups. |
| | 1 | Stakeholders are rarely asked for input regarding the purpose of the system. |
| | 4 | The purpose statement clearly focuses on student success. |
| | 3 | The purpose statement focuses on student success. |
| | 2 | The purpose statement focuses primarily on student success. |
| Possible Evidence | | |
| | System purpose statements - past and present | |
| | Copy of strategic plan referencing the system purpose and direction and its effectiveness | |
| | Written System External Review procedures and documents that monitor its schools’ adherence to the system purpose and direction | |
| | Minutes from meetings related to development of the system’s purpose and direction | |
| | Documentation or description of the process for creating the system’s purpose including the role of stakeholders | |
| | Communication plan to stakeholders regarding the system’s purpose | |
| | Examples of communications to stakeholders about the system’s purpose (i.e. website, newsletters, annual report, student handbook) | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| | | |
| 1.2 | The system ensures that each school engages in a systematic, inclusive and | Score |

| | | |
|--|---|--|
| | comprehensive process to review, revise and communicate a school purpose for student success. | |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive and comprehensive process for review, revision and communication of a purpose for student success. |
| | 3 | System policies and procedures outline the expectations for schools regarding a systematic, inclusive and comprehensive process for review, revision and communication of a purpose for student success. |
| | 2 | System policies and procedures outline the expectations for schools regarding a process for review, revision and communication of a purpose for student success. |
| | 1 | System policies outline the expectations for schools regarding a process for review, revision and communication of a purpose for student success. |
| | 4 | System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel. |
| | 3 | System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel. |
| | 2 | System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel. |
| | 1 | System personnel occasionally monitor each school and sometimes provide feedback concerning the process to school personnel. |
| Possible Evidence | | |
| | Examples of school purpose statements if different from the system purpose statement | |
| | Written System External Review procedures and documents that monitor schools' adherence to the system purpose and direction and that of the school | |
| | Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements | |
| | Examples of written stakeholder communications or marketing materials that portray the school purpose and direction | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
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| 1.3 | The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. |
| | 3 | Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. |
| | 2 | Commitment to shared values and beliefs about teaching and learning is |

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| | | sometimes evident in documentation. |
| | 1 | Minimal or no evidence exists that indicates the culture of the system is based on shared values and beliefs about teaching and learning. |
| | 4 | This commitment is always reflected in communication among leaders and staff. |
| | 3 | This commitment is regularly reflected in communication among leaders and staff. |
| | 2 | This commitment is sometimes reflected in communication among leaders and most staff. |
| | 4 | Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success. |
| | 3 | Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success. |
| | 2 | Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking and life skills. |
| | 1 | Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking and life skills necessary for success. |
| | 4 | Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. |
| | 3 | Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. |
| | 2 | Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. |
| | 1 | Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding and the application of knowledge and skills. |
| | 4 | System leadership and staff hold one another accountable to high expectations for professional practice. |
| | 3 | System leadership and staff share high expectations for professional practice. |
| | 2 | System leadership maintains high expectations for professional practice. |
| | 1 | Little or no commitment to high expectations for professional practice is evident. |
| Possible Evidence | | |
| | | Statements of shared values and beliefs about teaching and learning |
| | | Statements or documents about ethical and professional practices |
| | | Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences |
| | | System External Review plans that document two-way communication on system and school effectiveness and learning, thinking and life skills |
| | | Examples of schools' continuous improvement plans |
| | | The system strategic plan |

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| | Professional development plans and implementation timelines on topics related to equity, organizational effectiveness and improved instruction and programs | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| 1.4 | Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. |
| | 3 | Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. |
| | 2 | Most leaders throughout the system implement a continuous improvement process for improving student learning and the conditions that support learning. |
| | 1 | A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively |
| | 4 | All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction. |
| | 3 | All stakeholder groups are engaged in the process. |
| | 2 | Some stakeholder groups are engaged in the process. |
| | 4 | Personnel systematically maintain, use and communicate a profile with current and comprehensive data on student, school and system performance. |
| | 3 | Personnel maintain a profile with current and comprehensive data on student, school and system performance. |
| | 2 | School personnel maintain a profile with data on student, school and system performance. |
| | 4 | The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. |
| | 3 | The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. |
| | 2 | The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the system's purpose. |
| | 1 | The profile is rarely updated or used by personnel and contains little or no useful data. |
| | 4 | All improvement goals have measurable performance targets. |
| | 3 | Improvement goals have measurable performance targets. |
| | 4 | The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. |

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| | 3 | The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. |
| | 2 | The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. |
| | 1 | Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. |
| | 4 | System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. |
| | 3 | Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. |
| | 2 | Most interventions and strategies are implemented with fidelity. |
| | 1 | Few or no interventions and strategies are implemented with fidelity. |
| | 4 | The process is reviewed and evaluated regularly. |
| | 3 | The process is reviewed and evaluated. |
| | 4 | Documentation that the process is implemented with fidelity and yields improved student achievement and conditions that support student learning is available and communicated to stakeholders. |
| | 3 | Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders. |
| | 2 | Some documentation that the process yields improved student achievement and conditions that support student learning is available. |
| | 1 | Documentation linking the process to improved student achievement and conditions that support student learning is unclear or non-existent. |
| Possible Evidence | | |
| | | Agenda, minutes from continuous improvement planning meetings |
| | | Communication plan and artifacts that show two-way communication to staff and stakeholders |
| | | System External Review plans that document two-way communication on system and school effectiveness and learning, thinking and life skills |
| | | The system data profile |
| | | Examples of schools continuous improvement plans |
| | | The system strategic plan |
| | | Professional development plans and implementation timelines on topics related to equity, organizational effectiveness and improved instruction and programs |
| | | Survey results |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
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Standard 1 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [look for indicator scores of 4 or 3] What were areas in need of improvement [look for indicator

scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

Standard 2: Governance and Leadership

Standard: The system operates under governance and leadership that promote and support student performance and system effectiveness.

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| 2.1 | The governing body establishes policies and support practices that ensure effective administration of the system and its schools. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | Policies and practices clearly and directly support the system’s purpose and direction and the effective operation of the system and its schools. |
| | 3 | Policies and practices support the system’s purpose and direction and the effective operation of the system and its schools. |
| | 2 | Policies and practices generally support the system’s purpose and direction and the effective operation of the system and its schools. |
| | 1 | Little connection exists between policies and practices of the governing board and the purpose, direction and effective operation of the system and its schools. |
| | 4 | Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students. |
| | 3 | Policies and practices promote conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students. |
| | 2 | Most policies and practices promote conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students. |
| | 1 | Policies and practices seldom or never address conditions that support student learning, effective instruction or assessment that produce equitable and challenging learning experiences for students. |
| | 4 | There are policies and practices requiring and giving direction for professional growth of all staff. |
| | 3 | There are policies and practices regarding professional growth of all staff. |
| | 2 | There are policies and practices regarding professional growth of staff. |
| | 1 | There are few or no policies and practices regarding professional growth of staff. |
| | 4 | Policies and practices provide clear requirements, direction for and oversight of fiscal management at all levels of the system. |
| | 3 | Policies and practices provide requirements, direction for and oversight of fiscal management at all levels of the system. |
| | 2 | Policies and practices provide requirements and oversight of fiscal management. |
| | 1 | Policies provide requirements of fiscal management. |
| Possible Evidence | | |
| | Governing body policies, procedures and practices | |
| | System operations manuals | |
| | Professional development plans | |

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| | School handbooks | |
| | Staff handbooks | |
| | Student handbooks | |
| | Communications to stakeholder about policy revisions | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| 2.2 | The governing body operates responsibly and functions effectively. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest. |
| | 3 | The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. |
| | 2 | The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest. |
| | 1 | The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical and in accordance with defined roles and responsibilities. |
| | 4 | Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility. |
| | 3 | Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. |
| | 2 | Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. |
| | 1 | Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members. |
| | 4 | Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of effective system operation and student learning. |
| | 3 | The governing body complies with all policies, procedures, laws and regulations, and functions as a cohesive unit. |
| | 2 | The governing body complies with all policies, procedures, laws and regulations. |
| | 1 | Evidence indicates the governing body does not always comply with policies, procedures, laws and regulations. |
| Possible Evidence | | |
| | Governing authority policies on roles and responsibilities, conflict of interest | |
| | Governing code of ethics | |

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| | Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest | |
| | Governing authority minutes relating to training | |
| | Governing authority training plan | |
| | Assurances, certifications | |
| | Proof of legal counsel | |
| | List of assigned staff for compliance | |
| | Historical compliance data | |
| | Findings of internal and external reviews of compliance with laws, regulations and policies | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
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| 2.3 | The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | The governing body consistently protects, supports and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. |
| | 3 | The governing body protects, supports and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. |
| | 2 | The governing body generally protects, supports and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. |
| | 1 | The governing body rarely or never protects, supports and respects the autonomy of system or school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. |
| | 4 | The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership. |
| | 3 | The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership. |
| | 2 | The governing body usually maintains a distinction between its roles and responsibilities and those of system and school leadership. |
| | 1 | The governing body does not distinguish between its roles and responsibilities and those of system or school leadership or frequently usurps the autonomy of system or school leadership. |
| Possible Evidence | | |
| | System strategic plan | |
| | Examples of school improvement plans | |
| | Agendas and minutes of meetings | |
| | Roles and responsibilities of system leadership | |
| | Roles and responsibilities of school leadership | |
| | Maintenance of consistent academic oversight, planning and resource allocation | |

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| | Survey results regarding functions of the governing authority and operations of the system | |
| | Stakeholder input and feedback | |
| | Social media | |
| | Communications regarding governing authority actions | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| 2.4 | Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | Leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. |
| | 3 | Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. |
| | 2 | Most leaders and staff within the system make some decisions and take some actions toward continuous improvement. |
| | 1 | Decisions and actions seldom or never support continuous improvement. |
| | 4 | They encourage, support and expect all personnel to maintain high Standards and to hold students to high Standards in all courses of study. |
| | 3 | They expect all personnel to maintain high Standards and to hold students to high Standards in all courses of study. |
| | 2 | They expect all personnel and students to be held to Standards. |
| | 1 | Leaders may or may not expect personnel to maintain Standards or for students to learn. |
| | 4 | All stakeholders are collectively accountable for maintaining and improving conditions that support student learning. |
| | 3 | All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. |
| | 2 | Leaders and staff express a desire for collective accountability for maintaining the conditions that support student learning. |
| | 1 | There is little or no evidence of or desire for collective accountability for student learning. |
| | 4 | Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth. |
| | 3 | Leaders throughout the system support innovation, collaboration, shared leadership and professional growth. |
| | 2 | Leaders sometimes support innovation, collaboration, shared leadership and professional growth. |
| | 1 | Leaders seldom or never support innovation, collaboration, shared leadership and professional growth. |
| | 4 | The culture is characterized by collaboration and a sense of community among all stakeholders. |
| | 3 | The culture is characterized by collaboration and a sense of community. |

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| | 2 | The culture is characterized by a minimal degree of collaboration and limited sense of community. | |
| | 1 | The culture is characterized by a minimal degree of collaboration and little or no sense of community. | |
| Possible Evidence | | | |
| | Examples of collaboration and shared leadership | | |
| | Examples of decisions aligned with the system's purpose and direction | | |
| | Examples of decisions aligned with the system's strategic plan | | |
| | Examples of decisions aligned with the school's purpose statement | | |
| | Examples of decisions in support of the schools' continuous improvement plans | | |
| | Examples of improvement efforts and innovations in the educational programs | | |
| | Professional development offerings and plans | | |
| | Survey results | | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | | |
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| 2.5 | Leadership engages stakeholders effectively in support of the system's purpose and direction. | | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | | |
| | 4 | Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts and provide and support meaningful leadership roles for stakeholders. | |
| | 3 | Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts and provide and support meaningful leadership roles for stakeholders. | |
| | 2 | Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders. | |
| | 1 | Leaders rarely or never communicate with stakeholder groups. Little or no work on system or school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. | |
| | 4 | System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the system and its schools; a strong sense of community; and ownership. | |
| | 3 | System and school leaders' efforts result in measurable, active stakeholder participation; engagement in the system and its schools; a sense of community; and ownership. | |
| | 2 | System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools. | |

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| | 1 | System and school leaders' efforts result in limited or no stakeholder participation and engagement in the system or its schools. | |
| Possible Evidence | | | |
| | | Survey responses | |
| | | Copies of surveys or screen shots from online surveys | |
| | | Communication plan | |
| | | Minutes from meetings with stakeholders | |
| | | Involvement of stakeholders in a school improvement plan | |
| | | Involvement of stakeholders in system strategic plan | |
| | | Examples of stakeholder input or feedback resulting in system action | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | | |
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| 2.6 | | Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | | |
| | 4 | The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. | |
| | 3 | The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. | |
| | 2 | The criteria and processes of supervision and evaluation include references to system-wide professional practices and student success. | |
| | 1 | The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. | |
| | 4 | Supervision and evaluation processes are consistently and regularly implemented. | |
| | 3 | Supervision and evaluation processes are regularly implemented. | |
| | 2 | Supervision and evaluation processes are implemented at minimal levels. | |
| | 1 | Supervision and evaluation processes are randomly implemented if at all. | |
| | 4 | The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning. | |
| | 3 | The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning. | |
| | 2 | The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning. | |
| | 1 | Results of the supervision and evaluation processes, if any, are used rarely or never. | |
| Possible Evidence | | | |
| | | Policies on supervision and evaluation | |
| | | Brief description of supervision and evaluation process | |
| | | Supervision and evaluation documents with criteria for improving professional practice | |
| | | Representative supervision and evaluation reports | |
| | | Examples of professional development offerings and plans tied specifically to the results | |

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| from supervision and evaluation |
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| Comments [Explain why you selected these statements, especially 4s and 1s] |
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Standard 2 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

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Standard 3: Teaching and Assessing for Learning

Standard: The system’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

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| 3.1 | The system’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. | | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | | |
| | 4 | Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the system’s and school’s purpose. | |
| | 3 | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. | |
| | 2 | Curriculum and learning experiences in each course/class provide most students across the system with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. | |
| | 1 | Curriculum and learning experiences in each course/class across the system provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. | |
| | 4 | Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. | |
| | 3 | There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. | |
| | 2 | There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. | |
| | 1 | There is no evidence to indicate how successful students will be at the next level. | |
| | 4 | Like courses/classes have the same high learning expectations across the system. | |
| | 3 | Like courses/classes have equivalent learning expectations across the system. | |
| | 2 | Most like courses/classes have equivalent learning expectations. | |
| | 1 | Like courses/classes in different schools or even within a school do not always have the same learning expectations. | |
| | 4 | Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations. | |
| | 3 | Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations. | |
| | 2 | Some individualized learning activities for each student are evident randomly or in some but not all schools. | |
| | 1 | Few or no individualized learning activities for students are evident in any schools across the system. | |
| Possible Evidence | | | |

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| | Descriptions of instructional techniques |
| | Enrollment patterns for various courses and programs |
| | Graduate follow-up surveys |
| | Survey responses from program leaders receiving students from previous programs, schools or grade-levels |
| | Course or program descriptions |
| | Course, program or school schedules |
| | Learning expectations for different courses and programs |
| | Student work across courses or programs |
| | Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices |
| | Posted learning objectives |
| | Lesson plans |
| | Survey results |
| Comments [Explain why you selected these statements, especially 4s and 1s] | |
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| 3.2 | Curriculum, instruction and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. |
| | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | |
| | 4 Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. |
| | 3 Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. |
| | 2 System personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. |
| | 1 System personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the goals for achievement and instruction and statements of purpose. |
| | 4 There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level. |
| | 3 There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level. |
| | 2 A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised at the system or school level. |
| | 1 No process exists to ensure alignment when curriculum, instruction and/or |

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| | | assessments are reviewed or revised. |
| | 4 | The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system’s purpose are maintained and enhanced in curriculum, instruction and assessment. |
| | 3 | The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system’s purpose are maintained and enhanced in curriculum, instruction and assessment. |
| | 2 | There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system’s purpose in curriculum, instruction and assessment. |
| | 1 | There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the system’s purpose in curriculum, instruction and assessment. |

Possible Evidence

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| | Curriculum writing process |
| | A description of the systematic review process for curriculum, instruction and assessment |
| | Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices |
| | Profile of educational model or delivery system |
| | Program descriptions |
| | Curriculum guides |
| | Lesson plans aligned to the curriculum |
| | Products – scope and sequence, curriculum maps |
| | Common assessments |
| | Surveys results |
| | Standards-based report cards |

Comments [Explain why you selected these statements, especially 4s and 1s]

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| 3.3 | Teachers throughout the system engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Score |

Performance Levels [Choose the statement in each category that best matches your school.]

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| | 4 | Teachers throughout the system are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. |
| | 3 | Teachers throughout the system plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. |
| | 2 | Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. |
| | 1 | Teachers rarely or never use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. |
| | 4 | Teachers personalize instructional strategies and interventions to address individual learning needs of each student. |
| | 3 | Teachers personalize instructional strategies and interventions to address |

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| | | individual learning needs of students when necessary. |
| | 2 | Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. |
| | 1 | Teachers seldom or never personalize instructional strategies. |
| | 4 | Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. |
| | 3 | Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. |
| | 2 | Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. |
| | 1 | Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. |
| Possible Evidence | | |
| | | Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices |
| | | Findings from supervisor formal and informal observations |
| | | Student work demonstrating the application of knowledge |
| | | Examples of teacher use of technology as an instructional resource |
| | | Examples of student use of technology as a learning tool |
| | | Interdisciplinary projects |
| | | Authentic assessments |
| | | Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation |
| | | Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs |
| | | Surveys results |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| | | |
| 3.4 | System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice. |
| | 3 | System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned |

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| | | with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice. |
| | 2 | System and school leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice. |
| | 1 | System and school leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice. |

Possible Evidence

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| | Supervision and evaluation procedures |
| | Curriculum maps |
| | Peer or mentoring opportunities and interactions |
| | Recognition of teachers with regard to these practices |
| | Administrative classroom observation protocols and logs |
| | Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices and student success |
| | Examples of improvements to instructional practices resulting from the evaluation process |
| | Documentation of collection of lesson plans, grade books or other data record systems |
| | Survey results |

Comments [Explain why you selected these statements, especially 4s and 1s]

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| 3.5 | The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels. | Score |
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Performance Levels [Choose the statement in each category that best matches your school.]

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| | 4 | All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. |
| | 3 | All system staff participate in collaborative learning communities that meet both informally and formally. |
| | 2 | Some system staff participate in collaborative learning communities that meet both informally and formally. |
| | 1 | Collaborative learning communities randomly self-organize and meet informally. |
| | 4 | Frequent collaboration occurs across grade levels, content areas and other system divisions. |
| | 3 | Collaboration often occurs across grade levels, content areas and other system divisions. |
| | 2 | Collaboration occasionally occurs across grade levels, content areas and other system divisions. |
| | 1 | Collaboration seldom occurs across grade levels, content areas or in other system |

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| | | divisions. |
| | 4 | Staff members implement a formal process system-wide that promotes productive discussion about student learning and the conditions that support student learning. |
| | 3 | Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. |
| | 2 | Staff members promote discussion about student learning and the conditions that support student learning. |
| | 1 | Staff members rarely discuss student learning or the conditions that support student learning. |
| | 4 | Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of all staff members. |
| | 3 | Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most system personnel. |
| | 2 | Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among system personnel. |
| | 1 | Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occur among system personnel. |
| | 4 | System personnel can clearly link collaboration to improvement results in instructional practice, system effectiveness and student performance. |
| | 3 | System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness and student performance. |
| | 2 | System personnel express belief in the value of collaborative learning communities. |
| | 1 | System personnel see little value in collaborative learning communities. |
| Possible Evidence | | |
| | Agendas and minutes of collaborative learning committees | |
| | Calendar/schedule of learning community meetings | |
| | Common language, protocols and reporting tools | |
| | Examples of improvements to content and instructional practice resulting from collaboration | |
| | Evidence of informal conversations that reflect collaboration about student learning | |
| | Examples of cross curricular or program projects, interdisciplinary instruction and classroom action research projects | |
| | Professional development funding to promote professional learning communities | |
| | Peer coaching guidelines and procedures | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
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| 3.6 | Teachers implement the system's instructional process in support of student learning. | Score |

| Performance Levels [Choose the statement in each category that best matches your school.] | | |
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| | 4 | All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and Standards of performance. |
| | 3 | All teachers throughout the system use an instructional process that informs students of learning expectations and Standards of performance. |
| | 2 | Most teachers in the system use an instructional process that informs students of learning expectations and Standards of performance. |
| | 1 | Few teachers in the system use an instructional process that informs students of learning expectations and Standards of performance. |
| | 4 | Exemplars are provided to guide and inform students. |
| | 3 | Exemplars are often provided to guide and inform students. |
| | 2 | Exemplars are sometimes provided to guide and inform students. |
| | 1 | Exemplars are rarely provided to guide and inform students. |
| | 4 | The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. |
| | 3 | The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. |
| | 2 | The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. |
| | 1 | The process includes limited measures to inform the ongoing modification of instruction. |
| | 4 | The process provides students with specific and immediate feedback about their learning. |
| | 3 | The process provides students with specific and timely feedback about their learning. |
| | 2 | The process provides students with feedback about their learning. |
| | 1 | The process provides students with minimal feedback of little value about their learning. |
| Possible Evidence | | |
| | Samples of exemplars used to guide and inform student learning | |
| | Examples of learning expectations and Standards of performance | |
| | Examples of assessments that prompted modification in instruction | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
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| 3.7 | Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | All system personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning. |

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| | 3 | System personnel are engaged in mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning. |
| | 2 | Some system personnel are engaged in mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning. |
| | 1 | Few or no system personnel are engaged in mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning. |
| | 4 | These programs set high expectations for all system personnel and include valid and reliable measures of performance. |
| | 3 | These programs set expectations for all system personnel and include measures of performance. |
| | 2 | These programs set expectations for system personnel. |
| | 1 | Limited or no expectations for system personnel are included. |
| Possible Evidence | | |
| | Descriptions and schedules of mentoring, coaching and induction programs with references to system and school beliefs and values about teaching and learning | |
| | Professional learning calendar with activities for instructional support of new staff | |
| | Personnel manuals with information related to new hires including mentoring, coaching and induction practices | |
| | Records of meetings and informal feedback sessions | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
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| 3.8 | The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated at the system level and in all schools. |
| | 3 | Programs that engage families in meaningful ways in their children's education are designed and implemented. |
| | 2 | Programs that engage families in their children's education are available. |
| | 1 | Few or no programs that engage families in their children's education are available. |
| | 4 | Families have multiple ways of staying informed of their children's learning process. |
| | 3 | System and school personnel regularly inform families of their children's learning process. |
| | 2 | System and school personnel provide information about children's learning. |
| | 1 | System and school personnel provide little relevant information about children's learning. |
| Possible Evidence | | |
| | Volunteer program with variety of options for participation | |
| | Parental/family/caregiver involvement plan including activities, timeframes and evaluation | |

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| | process | |
| | Calendar outlining when and how families are provided information on child's progress | |
| | List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days | |
| | Samples of exemplars used to guide and inform student learning | |
| | Examples of learning expectations and Standards of performance | |
| | Performance-based report cards | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| 3.9 | The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. |
| | 3 | School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. |
| | 2 | Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. |
| | 1 | The system provides few or no opportunities for school personnel to build long-term interaction with individual students. |
| | 4 | All students participate in the structure. |
| | 3 | All students may participate in the structure. |
| | 2 | Most students participate in the structure. |
| | 4 | The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills. |
| | 3 | The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills. |
| | 2 | The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills and life skills. |
| | 1 | Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills and life skills. |
| Possible Evidence | | |
| | Description of formalized structures for adults to advocate on behalf of students | |
| | List of students matched to adults who advocate on their behalf | |
| | Curriculum and activities of structures for adults advocating on behalf of students | |
| | Master schedule with time for formalized structure | |

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| Survey results | | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| 3.10 | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | All teachers across the system consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. |
| | 3 | Teachers across the system use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. |
| | 2 | Most teachers across the system use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills. |
| | 1 | Few or no teachers across the system use common grading and reporting policies, processes and procedures. |
| | 4 | These policies, processes and procedures are implemented without fail in all schools across all grade levels and all courses. |
| | 3 | These policies, processes and procedures are implemented in all schools across grade levels and courses. |
| | 2 | These policies, processes and procedures are implemented in most or all schools across grade levels and courses. |
| | 1 | Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses and may not be well understood by stakeholders. |
| | 4 | All stakeholders are aware of the policies, processes and procedures. |
| | 3 | Stakeholders are aware of the policies, processes and procedures. |
| | 2 | Most stakeholders are aware of the policies, processes and procedures. |
| | 1 | Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses and may not be well understood by stakeholders. |
| | 4 | The policies, processes and procedures are formally and regularly evaluated. |
| | 3 | The policies, processes and procedures are regularly evaluated. |
| | 2 | The policies, processes and procedures may or may not be evaluated. |
| | 1 | The system has no process for evaluation of grading and reporting practices. |
| Possible Evidence | | |
| | Policies, processes and procedures on grading and reporting | |
| | System quality control procedures including the monitoring of grading practices across all schools | |
| | Sample communications to stakeholders about grading and reporting | |
| | Sample report cards for each program or grade level and for all courses and programs | |
| | Evaluation process for grading and reporting practices | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |

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| 3.11 | All staff members participate in a continuous program of professional learning. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. |
| | 3 | All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. |
| | 2 | Most staff members participate in a program of professional learning that is aligned with the system's purpose and direction. |
| | 1 | Few or no staff members participate in professional learning. |
| | 4 | Professional development is individualized based on an assessment of needs of the system and the individual. |
| | 3 | Professional development is based on assessment of needs of the system. |
| | 2 | Professional development is based on needs of the system. |
| | 1 | Professional development, when available, may or may not address the needs of the system or build capacity among staff members. |
| | 4 | The program builds measurable capacity among all professional and support staff. |
| | 3 | The program builds capacity among all professional and support staff. |
| | 2 | The program builds capacity among staff members who participate. |
| | 1 | If a program exists, it is rarely and/or randomly evaluated. |
| | 4 | The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning. |
| | 3 | The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning. |
| | 2 | The program is regularly evaluated for effectiveness. |
| | 1 | If a program exists, it is rarely and/or randomly evaluated. |
| Possible Evidence | | |
| | Crosswalk between professional learning and system purpose and direction | |
| | System professional development plan involving the system and all schools | |
| | System quality control procedures showing implementation plan for professional development for system and school staff | |
| | Brief explanation of alignment between professional learning and identified needs | |
| | Evaluation tools for professional learning | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| 3.12 | The system and its schools provide and coordinate learning support services to meet the unique learning needs of students. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | System and school personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other |

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| | | learning needs (such as second languages). |
| | 3 | System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). |
| | 2 | System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). |
| | 1 | System and school personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). |
| | 4 | System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students. |
| | 3 | System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students. |
| | 2 | System and school personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations. |
| | 1 | System and school personnel provide or coordinate some learning support services to students within these special populations. |
| Possible Evidence | | |
| | | List of learning support services and student population served by such services |
| | | Data used to identify unique learning needs of students |
| | | Training and professional learning related to research on unique characteristics of learning |
| | | Schedules, lesson plans or example student learning plans showing the implementation of learning support services |
| | | Survey results |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
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Standard 3 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

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Standard 4: Resources and Support Systems

Standard: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

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| 4.1 | The system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools and educational programs. | | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | | |
| | 4 | Clearly defined policies, processes and procedures ensure that system and school leaders have access to, hire, place and retain qualified professional support staff. | |
| | 3 | Policies, processes and procedures ensure that system and school leaders have access to, hire, place and retain qualified professional support staff. | |
| | 2 | Policies, processes and procedures describe how system and school leaders are to access, hire, place and retain qualified professional support staff. | |
| | 1 | Policies, processes and procedures are often but not always followed by system and school leaders to access, hire, place and retain qualified professional support staff. | |
| | 4 | System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs and continuous improvement throughout the system. | |
| | 3 | System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs and continuous improvement throughout the system. | |
| | 2 | System and school leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support purposes, educational programs and continuous improvement in the system. | |
| | 1 | System and school leaders attempt to fill the roles and responsibilities necessary to support purposes, educational programs and continuous improvement in the system. | |
| | 4 | Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, individual schools and educational programs. | |
| | 3 | Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools and educational programs. | |
| | 2 | Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school system, individual schools and educational programs. | |
| | 1 | Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school system, individual schools and educational programs. | |
| Possible Evidence | | | |

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| | Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the system and schools | |
| | System quality assurance procedures for monitoring qualified staff across all schools | |
| | System budgets or financial plans for the last three years | |
| | School budgets or financial plans for last three years | |
| | Documentation of highly qualified staff | |
| | Assessments of staffing needs | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| 4.2 | Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs and system operations. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs and system operations. |
| | 3 | Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs and system operations. |
| | 2 | Instructional time, material resources and fiscal resources are sometimes focused on supporting the purpose and direction of the system, its schools, educational programs and system operations. |
| | 1 | Little or no link exists between the purpose of the system and instructional time, material resources and fiscal resources. |
| | 4 | Instructional time is fiercely protected in policy and practice in all schools. |
| | 3 | Instructional time is protected in policy and practice. |
| | 2 | Instructional time is usually protected. |
| | 1 | Protection of instructional time is not a priority. |
| | 4 | System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. |
| | 3 | System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. |
| | 2 | System and school leaders attempt to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. |
| | 1 | System and school leaders use available material and fiscal resources to meet the needs of students. |
| | 4 | System and school leaders measurably demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. |
| | 3 | System and school leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. |

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| | 2 | System and school leaders express a desire to allocate instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. |
| | 1 | System and school leaders spend little or no effort allocating instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. |
| | 4 | Efforts toward the continuous improvement of instruction and operations concentrate on achieving the purpose and direction of the system and its schools. |
| | 3 | Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools. |
| | 2 | Efforts toward the continuous improvement of instruction and operations sometimes include achieving the purpose and direction of the system and its schools. |
| | 1 | Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the system's purpose and direction. |
| Possible Evidence | | |
| | Alignment of system budget with system purpose and direction | |
| | System strategic plan showing resources support for system | |
| | System quality assurance procedures showing system oversight of schools pertaining to school resources | |
| | Alignment of school budgets with school purpose and direction | |
| | Examples of school calendars | |
| | Examples of school schedules | |
| | Examples of efforts of school leaders to secure necessary material and fiscal resources | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
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| 4.3 | The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with all stakeholders. |
| | 3 | System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders. |
| | 2 | System and school leaders have some expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with most stakeholders. |
| | 1 | System and school leaders have few or no expectations for maintaining safety, cleanliness and a healthy environment. |
| | 4 | All system and school personnel as well as students are accountable for maintaining these expectations. |

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| | 3 | System and school personnel as well as students are accountable for maintaining these expectations. |
| | 2 | Selected system and school personnel are accountable for maintaining these expectations. |
| | 1 | Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. |
| | 4 | Valid measures are in place that allow for continuous tracking of these conditions. |
| | 3 | Measures are in place that allow for continuous tracking of these conditions. |
| | 2 | Some measures are in place that allow for tracking of these conditions. |
| | 1 | Few or no measures that assess these conditions are in place. |
| | 4 | Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. |
| | 3 | Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. |
| | 2 | Personnel work to improve these conditions. |
| | 1 | Few or no personnel work to improve these conditions. |
| | 4 | The results of improvement efforts are systematically evaluated regularly. |
| | 3 | Results of improvement efforts are evaluated. |
| | 2 | Results of improvement efforts are monitored. |
| Possible Evidence | | |
| | Policies, handbooks on system and school facilities and learning environments | |
| | System quality control procedures showing the monitoring of compliance with system expectations for school facilities and learning environments | |
| | Example maintenance schedules for schools | |
| | Example school records of depreciation of equipment | |
| | Example systems for school maintenance requests | |
| | School safety committee responsibilities, meeting schedules and minutes | |
| | Documentation of compliance with local and state inspections requirements | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
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| 4.4 | The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | The system has clearly defined policies and procedures for strategic resource management. |
| | 3 | The system has policies and procedures for strategic resource management. |
| | 2 | The system has some policies related to strategic resource management. |
| | 1 | The system may or may not have policies related to strategic resource management. |
| | 4 | The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities and other strategic system components. |
| | 3 | The system employs a long-range strategic planning process in the areas of budget, |

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| | | facilities and other strategic system components. |
| | 2 | The system has a long-range strategic planning process. |
| | 1 | The system may or may not have a long-range strategic planning process. |
| | 4 | The strategic planning process is regularly evaluated for effectiveness and improvement plans related to the process are developed and implemented when necessary. |
| | 3 | The strategic planning process is evaluated for effectiveness and improvement plans related to the process are developed and implemented when necessary. |
| | 2 | The strategic planning process is reviewed for effectiveness when necessary. |
| | 4 | All strategic plans are implemented with fidelity by the governing body and system leaders and have built-in measures used to monitor and ensure successful implementation and completion. |
| | 3 | Strategic plans are implemented with fidelity by the governing body and system leaders and have built-in measures used to monitor implementation and completion. |
| | 2 | Strategic plans are implemented effectively by the governing body and system leaders. |
| | 1 | Strategic plans, if they exist, may or may not be implemented by the governing body and system leaders. |
| Possible Evidence | | |
| | System strategic plan showing the areas of budget, facilities, quality control and other strategic systems | |
| | Evaluation results of the effectiveness of the system strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan | |
| | Policies, handbooks on system and school facilities and learning environments | |
| | System quality control procedures showing the monitoring of compliance with system expectations for school facilities, learning environments | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
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| 4.5 | The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools. |
| | 3 | The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. |
| | 2 | The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to provide students and school and system |

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| | | personnel to media and information resources. |
| | 1 | The system provides little or no coordination of information resources and related personnel necessary to provide students and school and system personnel to media and information resources. |
| | 4 | The system designs, implements and evaluates processes to ensure highly qualified personnel are recruited, hired and retained in sufficient numbers to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information. |
| | 3 | The system implements and evaluates processes to ensure qualified personnel are recruited, hired and retained in sufficient numbers to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information. |
| | 2 | The system attempts to hire qualified personnel to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information. |
| | 1 | The system may or may not attempt to hire personnel to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information. |

Possible Evidence

| | |
|--|---|
| | System education delivery model intended for school implementation including media and information resources to support the education program |
| | Evaluation procedures and results of education resources |
| | Data on media and information resources available to students and staff |
| | Schedule of staff availability to assist students and school personnel related to finding and retrieving information |
| | Survey results |

Comments [Explain why you selected these statements, especially 4s and 1s]

| | | |
|------------|---|--------------|
| | | |
| 4.6 | The system provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs. | Score |

Performance Levels [Choose the statement in each category that best matches your school.]

| | | |
|--|---|---|
| | 4 | The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment and a highly qualified technical support staff to meet the teaching, learning and operational needs of all stakeholders throughout the system. |
| | 3 | The system provides a modern, fully functional technology infrastructure, modern, updated equipment and a qualified technical support staff to meet the teaching, learning and operational needs of all stakeholders throughout the system. |
| | 2 | The system provides a fully functional technology infrastructure, working equipment and a technical support staff to meet the teaching, learning and operational needs of stakeholders. |
| | 1 | The system provides some degree of technology infrastructure, equipment and limited technical support staff to meet the teaching, learning and operational needs |

| | | |
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| | | of stakeholders. |
| | 4 | System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure and equipment. |
| | 3 | System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure and equipment. |
| | 2 | System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure and equipment. |
| | 1 | The system may or may not have a technology plan related to improvement of technology services, infrastructure and equipment. |
| Possible Evidence | | |
| | | Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness and system effectiveness |
| | | Brief description of technology or web-based platforms that support the education delivery model |
| | | System technology plan and budget to improve technology services and infrastructure for the system-level and school-level |
| | | Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff |
| | | Assessments to inform development of system and school technology plans |
| | | Policies relative to technology use at the system-level and school-level |
| | | System quality control procedures that monitor the effectiveness of technology services at the system-level and school-level |
| | | Survey results |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| | | |
| 4.7 | | The system provides, coordinates and evaluates the effectiveness of support systems to meet the physical, social and emotional needs of the student population being served. |
| | | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | The system has designed and implemented a process to determine the physical, social and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. |
| | 3 | The system has designed and implemented a process to determine the physical, social and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. |
| | 2 | The system has a process to determine the physical, social and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. |
| | 1 | The system attempts to determine the physical, social and emotional needs of students and then selects and implements programs if possible. |
| | 4 | Valid and reliable measures of program effectiveness are in place, and system and |

| | | |
|--|--|---|
| | | school personnel use the data from these measures to regularly and comprehensively evaluate all programs. |
| | 3 | Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. |
| | 2 | System and school personnel regularly evaluate programs. |
| | 1 | System and school personnel may or may not evaluate programs. |
| | 4 | Improvement plans related to these programs are designed, implemented and evaluated to more effectively meet the needs of all students. |
| | 3 | Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students. |
| | 2 | Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students. |
| | 1 | Improvement plans to more effectively meet the needs of all students may or may not exist. |
| Possible Evidence | | |
| | | List of support services available to students |
| | | Agreements with school community agencies for student-family support |
| | | Social classes and services, e.g., bullying, character education |
| | | Student assessment system for identifying student needs |
| | | Schedule of family services, e.g., parent classes, survival skills |
| | | Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations |
| | | Rubrics on developmentally appropriate benchmarks; e.g. early childhood education |
| | | Survey results |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| | | |
| 4.8 | The system provides, coordinates and evaluates the effectiveness of services that support the counseling, assessment, referral, educational and career planning needs of all students. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | The system has designed and implemented a process to determine the counseling, assessment, referral, educational and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. |
| | 3 | The system has designed and implemented a process to determine the counseling, assessment, referral, educational and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. |
| | 2 | The system has a process to determine the counseling, assessment, referral, educational and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. |
| | 1 | The system attempts to determine the counseling, assessment, referral, educational and career planning needs of students and then selects and implements programs if possible. |

| | | |
|---|---|---|
| | 4 | Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. |
| | 3 | Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. |
| | 2 | System and school personnel regularly evaluate programs. |
| | 1 | System and school personnel may or may not evaluate programs. |
| | 4 | Improvement plans related to these programs are designed, implemented and evaluated to more effectively meet the needs of all students. |
| | 3 | Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students. |
| | 2 | Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students. |
| | 1 | Improvement plans to more effectively meet the needs of all students may or may not exist. |
| Possible Evidence | | |
| | | List of services available related to counseling, assessment, referral, educational and career planning |
| | | Description of referral process |
| | | Description of IEP process |
| | | Budget for counseling, assessment, referral, educational and career planning |
| | | System quality assurance procedures that monitor program effectiveness of student support services |
| | | Survey results |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| | | |

Standard 4 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

| |
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Standard 5: Using Results for Continuous Improvement

Standard: The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

| 5.1 | The system establishes and maintains a clearly defined and comprehensive student assessment system. | | Score |
|--|---|--|-------|
| Performance Levels [Choose the statement in each category that best matches your school.] | | | |
| | 4 | All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures. | |
| | 3 | System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. | |
| | 2 | System and school personnel use an assessment system that produces data from multiple assessment measures. | |
| | 1 | System and school personnel use an assessment system that produces data from assessment measures. | |
| | 4 | These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. | |
| | 3 | These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. | |
| | 2 | These measures include locally developed and standardized assessments about student learning as well as school and system performance. | |
| | 1 | These measures include assessments about student learning as well as school and system performance. | |
| | 4 | The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions. | |
| | 3 | The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. | |
| | 2 | The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions. | |
| | 1 | The assessment system provides a limited degree of consistency of measurement across classrooms, courses, educational programs and system divisions. | |
| | 4 | All assessments are proven reliable and bias free. | |
| | 3 | Most assessments are proven reliable and bias free. | |
| | 2 | Some assessments are proven reliable and bias free. | |
| | 1 | Assessments seldom are proven reliable and bias free. | |
| | 4 | The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning. | |
| | 3 | The comprehensive assessment system is regularly evaluated for reliability and | |

| | | |
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| | | effectiveness in improving instruction, student learning and the conditions that support learning. |
| | 2 | The assessment system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning. |
| | 1 | The assessment system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning. |
| Possible Evidence | | |
| | Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness and system | |
| | Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance | |
| | Brief description of technology or web-based platforms that support the education delivery model | |
| | Evidence that assessments are reliable and bias free | |
| | Documentation or description of evaluation tools/protocols | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| | | |
| 5.2 | Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff throughout the system. |
| | 3 | Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the system. |
| | 2 | Processes and procedures for collecting, analyzing and applying learning from data sources are documented and used by professional and support staff throughout the system. |
| | 1 | Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. |
| | 4 | Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. |
| | 3 | Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. |
| | 2 | Data sources provide a picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. |
| | 1 | Data sources provide a limited picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. |

| | | |
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| | 4 | All system personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning. |
| | 3 | System and school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning. |
| | 2 | System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning. |
| | 1 | System and school personnel rarely use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning. |

Possible Evidence

| | |
|--|--|
| | Written protocols and procedures for data collection and analysis |
| | List of data sources related to system effectiveness |
| | List of data sources related to student learning, instruction, program effectiveness and conditions that support learning |
| | Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning |
| | Examples of data used to measure the effectiveness of the system systems that support schools and learning |
| | Examples of changes to the system strategic plan based on data results |
| | System quality control procedures that monitor schools in effectively using data to improve instruction and student learning |
| | Survey results |

Comments [Explain why you selected these statements, especially 4s and 1s]

| | | |
|------------|---|--------------|
| 5.3 | Throughout the system professional and support staff are trained in the interpretation and use of data. | Score |
|------------|---|--------------|

Performance Levels [Choose the statement in each category that best matches your school.]

| | | |
|--|---|--|
| | 4 | All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data. |
| | 3 | All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data. |
| | 2 | Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data. |
| | 1 | Few or no professional and support staff members are trained in the evaluation, interpretation and use of data. |

Possible Evidence

| | |
|--|---|
| | Training materials specific to the evaluation, interpretation and use of data |
|--|---|

| | | |
|--|---|--|
| | Documentation of attendance and training related to data use | |
| | Professional learning schedule specific to the use of data | |
| | Policies and written procedures specific to data training | |
| | Survey results | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| 5.4 | The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. |
| | 3 | Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. |
| | 2 | A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. |
| | 1 | An incomplete or no process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. |
| | 4 | Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. |
| | 3 | Results indicate improvement, and system and school personnel systematically use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. |
| | 2 | Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. |
| | 1 | Results, if they exist, indicate little or no improvement. System and school personnel rarely or never use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. |
| Possible Evidence | | |
| | Policies and procedures specific to data use and training | |
| | Description of process for analyzing data to determine verifiable improvement in student learning | |
| | Agendas, minutes of meetings related to analysis of data | |
| | Evidence of student growth | |
| | Evidence of student readiness for the next level | |

| | | |
|--|--|---|
| | Evidence of student success at the next level | |
| | Examples of use of results to evaluate continuous improvement action plans | |
| | Student surveys | |
| Comments [Explain why you selected these statements, especially 4s and 1s] | | |
| 5.5 | System and school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders. | Score |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |
| | 4 | System and school leaders monitor comprehensive information about student learning, system and school effectiveness and the achievement of system and school improvement goals. |
| | 3 | System and school leaders monitor comprehensive information about student learning, system and school effectiveness and the achievement of system and school improvement goals. |
| | 2 | System and school leaders monitor information about student learning, system and school effectiveness and the achievement of system and school improvement goals. |
| | 1 | System and school leaders monitor some information about student learning, school effectiveness and the achievement of system and school improvement goals. |
| | 4 | Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups. |
| | 3 | Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups. |
| | 2 | Leaders communicate results to all stakeholder groups. |
| | 1 | Leaders sometimes communicate results to stakeholders. |
| Possible Evidence | | |
| | System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals | |
| | System quality control procedures for monitoring system effectiveness | |
| | Communication plan regarding student learning, systems that support learning and achievement of school improvement goals to stakeholders | |
| | Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals | |
| | Examples of system marketing tools and websites that cite student achievement results or that make promises regarding student achievement | |
| | Executive summaries of student learning reports to stakeholder groups | |
| | Minutes of meetings regarding achievement of student learning goals | |
| | Survey results | |
| Performance Levels [Choose the statement in each category that best matches your school.] | | |

Standard 5 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence
External Review team members may be interested in reviewing.

Overall Summary of the Self Assessment Process

Describe the process you used to gather and analyze data for this Self Assessment. Include descriptions of:

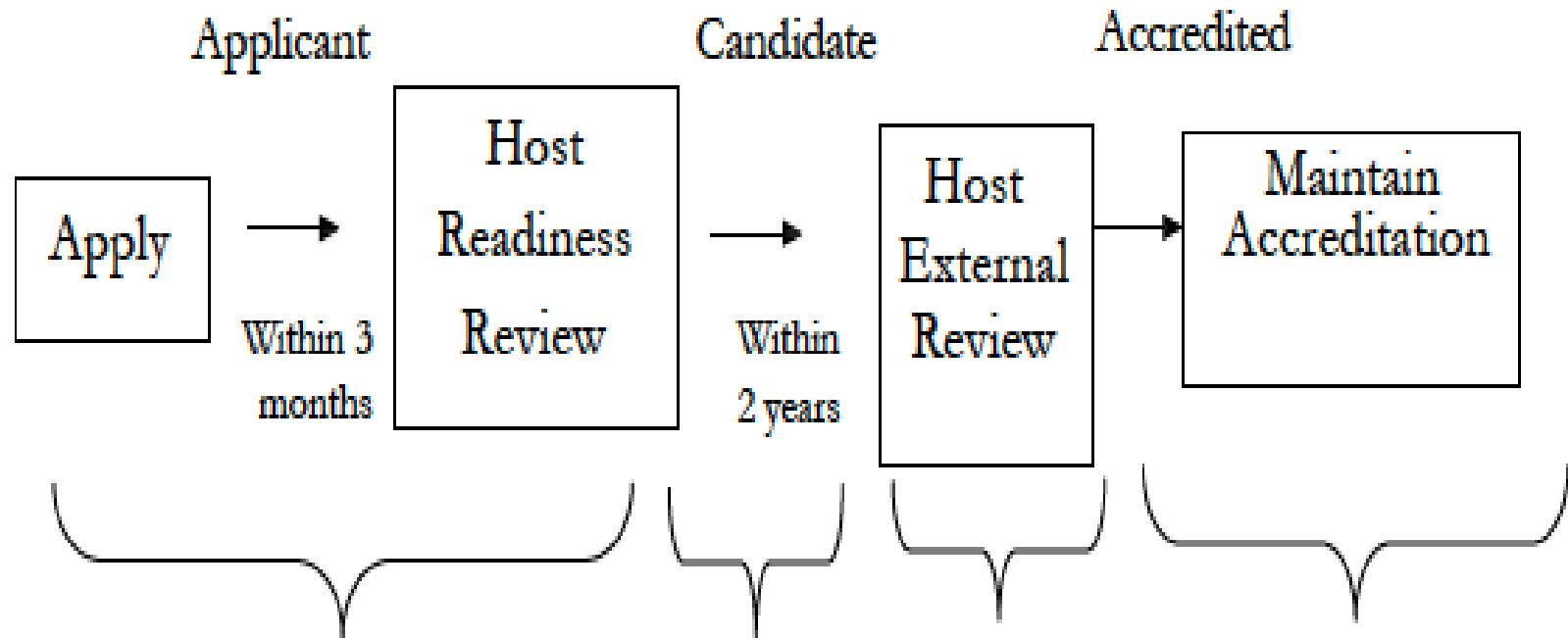
- committees, focus groups or other methods used to involve stakeholders.
- how stakeholders arrived at consensus for the ratings.
- the timeline of data collection and reporting.

Review: What is AdvancEd?

- CIP model for school improvement focusing on 5 standards
 - Purpose and Direction
 - Governance and Leadership
 - Teaching and Assessment for Learning
 - Resources and Support Systems
 - Using Results for Continuous Improvement

Timeline

Steps to Systems Accreditation



We are currently waiting for AdvancEd report from the state confirming we are a candidate school

Get to know the
Standards
and their *Indicators*.



For example:

STANDARD 3: Teaching and Assessing for Learning

The system's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses

Indicator 3.2

Curriculum, instruction, and assessment throughout the system are monitored and adjusted in response to data from multiple assessments of student learning and an examination of professional practice



3.2 Example Evidence

- Continuous curriculum revision process
- Lesson plans aligned to both our curriculum and state standards
- Standard-based report cards w/benchmarks
- Teacher evaluation related to specified instructional designs and best practices
- Common assessments
- Student/Parent friendly curriculum guides

Another Example

- **STANDARD 4: Resources and Support Systems**
- The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students
- ***Indicator 4.2***
- **Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs and systems operations**

Example Evidence

- Budget is aligned to the purpose, direction, and goals of the district
- Budgets aligned to meet the needs and goals at each building level
- Examples of school calendars and schedules providing adequate instructional and professional development time (minimize the time killers)
- Examples of school leaders securing funding and material resources

Current Academic Improvement Goals

- Improve reading comprehension across all grade levels
- Improve mathematical computation across all grade levels

Data Analysis 12-11

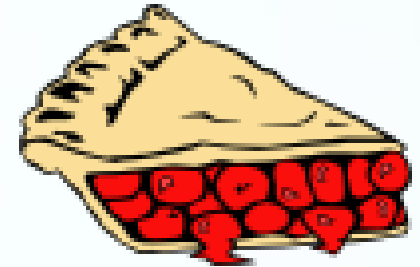
- Teaching staff divided into groups of 3 or 4 members to analyze our MAP testing results from the fall of 2013
- We conduct MAP testing twice a year
 - Fall and Spring
 - We are in our second year of MAP testing
 - Strong correlation to NeSA testing

MAP Data Analysis 12-11

- Staff was asked to identify areas of relative strength and weakness
- Relative Strength (High and High Average)
- Relative Weakness (Low, Low Average, Average)
 - Why list average in relative weakness?
- Staff members formulated additional questions to address
- Staff members suggested additional data needed to answer these questions

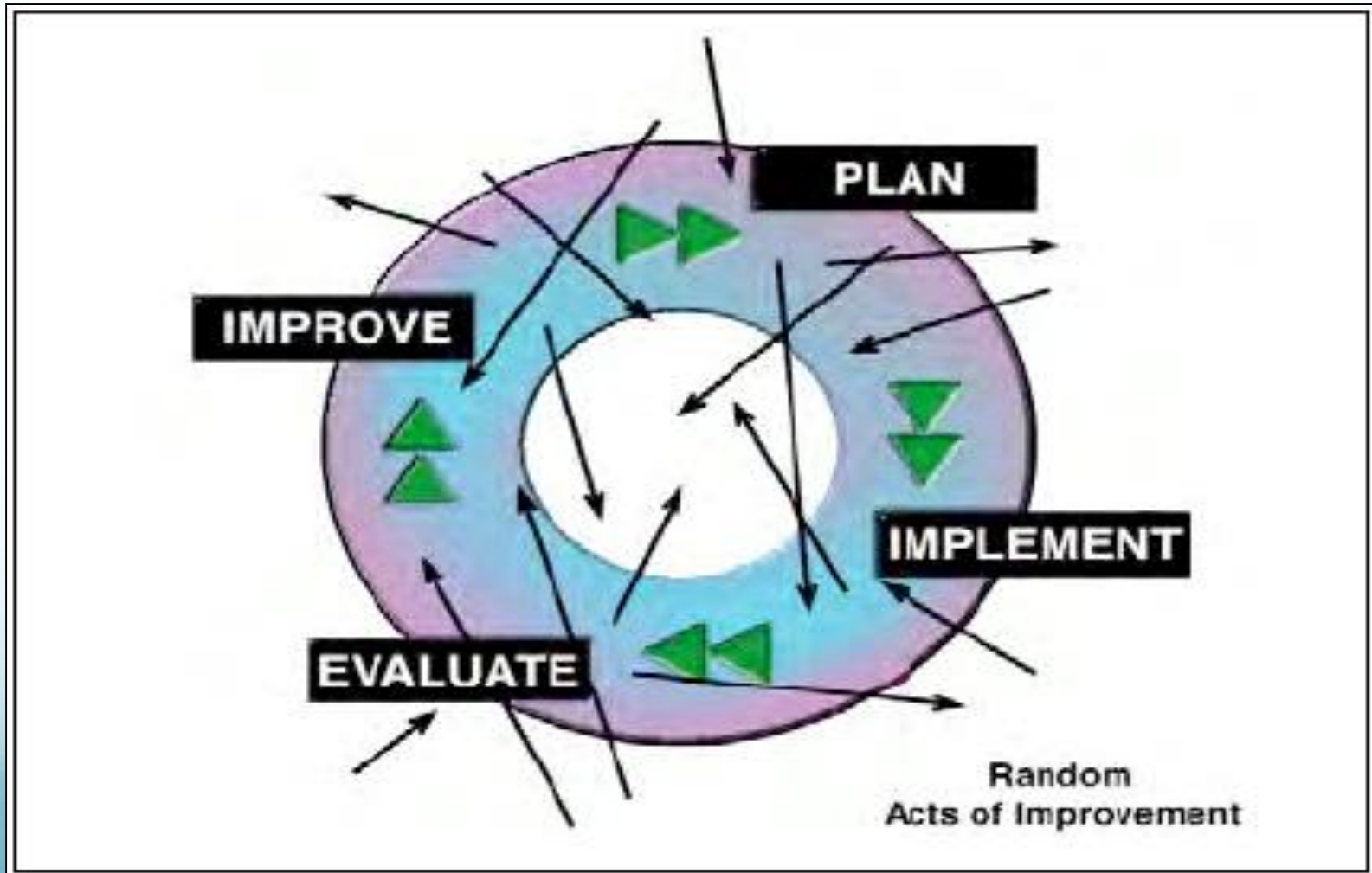
Big Picture

- Data analysis is one piece of the pie
- Analysis of data leads to further analysis
- Hypotheses are formed
- Goals developed
- Strategies implemented to address goals
- Evaluate efforts

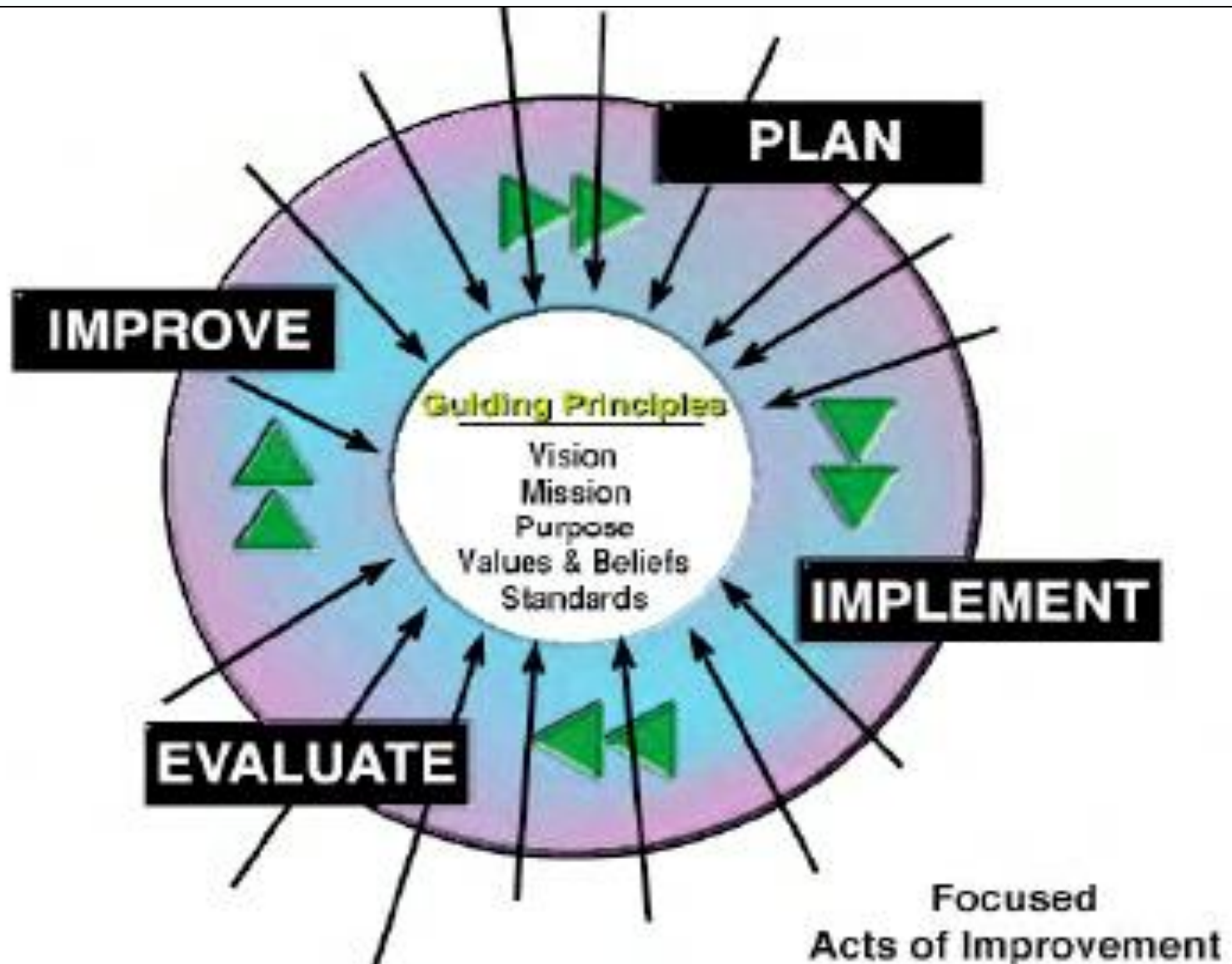


Again: Why Are We Doing This?

- Turn This...



Into This...



Elementary Principal's Report
S-RC School Board Meeting 12-16-13

Kindergarten Early Entrance Revisions - There have been revisions to the current tools that are available for student readiness assessment. The options remain the same.

PK-2 Winter Concert - Presented December 3rd
3-5 Winter Concert - Presented December 10th

Nebraska State Principal's Conference - December 12-13 - Kearney - Attended sessions on Feedback (teachers to students and principals to teachers), PBiS in the Middle School (presented by MS personnel), NWEA MAPs Data Interpretation, and Elementary School Law updates.

Preschool went to the Good Samaritan Center on Friday, December 13.

High School Principal Notes to School Board 12/16/13

The high school winter music concert is scheduled for Thursday, Dec. 19 at 7:00 PM

Mrs. Voss has started updating schedules for the second semester. Students have until January 10th to make changes. First semester grades are due on January 7th and report cards will be printed on the 9th.

We will run our usual Friday MAP schedule on the final Friday of the quarter. Students can complete missing work, particularly if needed to pass a course.

The first CRC Principal's meeting was held on December 4. Discussion topics included the possibility of adjusting middle school activity start times to save instructional time and different types of teacher evaluation models. Next meeting is scheduled for January 22. Each Principal is asked to share a practice implemented in their respective school that makes a positive difference.

2013
**ANNUAL
REPORT**



Shelby-Rising City

Public Schools

DISTRICT ADMINISTRATION

Superintendent – Chip Kay

High School Principal – Troy Holmberg

Middle School Principal – Bill Curry

Elementary Principal – Denise Glock

2013 ANNUAL REPORT

MISSION

To provide a quality education through innovation, integrity, accountability, and service.

PURPOSE

This annual report includes important and informative demographic, curriculum, financial, and student assessment data. Shelby-Rising City Schools submits this report to the patrons of the district to assist you in understanding and evaluating your school system. We hope this report will encourage all community members to become aware of the accomplishments and needs of the district, and to be come involved in planning for the continued improvement.

STATE OF THE SCHOOLS REPORT

Patrons can access additional information about the school district by going to the Nebraska Department of Education website (www.education.ne.gov) and selecting the State of the Schools Report.

ADDITIONAL INFORMATION IS AVAILABLE ON OUR DISTRICT
WEBSITE: WWW.SHELBY.ESU7.ORG

ABOUT SHELBY-RISING CITY PUBLIC SCHOOLS

THE DISTRICT

The Shelby-Rising City Public Schools is a rural, Class III District, with buildings located in Shelby and Rising City, Nebraska. Shelby Public School and Rising City Public School reorganized into the Shelby-Rising City Public Schools in May, 2011. Shelby is a town of 714, located in eastern Polk County. Rising City is a town of 396, located in western Butler County. The schools have a student population of 391 students in grades preK-12. Grades preK-5 and 9-12 are located in Shelby. Grades 6-8 are located in Rising City. Shelby-Rising City High School is classified as a C2 school by the Nebraska School Activities Association.

ACCREDITATION

Shelby-Rising City Public Schools is fully accredited by the Nebraska Department of Education and meets all requirements set forth in Rule 10, Title 92, of the Nebraska Administrative Code. This accreditation provides standards and school improvement procedures that commit schools to excellence. The district has begun the process of becoming regionally accredited through AdvancEd.

SCHOOL BOARD



Jeff Kuhnel, President

Roy Houdersheldt, Vice-President

Chris Whitmore

Geoff Ruth, Secretary

Heath Vrbka

Jay Ingalls

District Finances

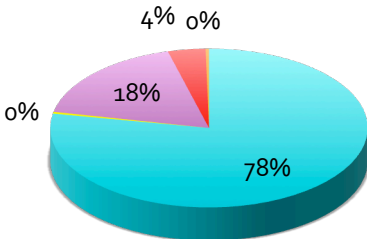
| <u>Year</u> | <u>Valuation</u> | <u>Gen Fund</u> | <u>Building</u> | <u>Total</u> |
|-------------|------------------|-----------------|-----------------|--------------|
| 2010-11* | \$252,343,418 | \$1.05 | \$0.00 | \$1.05 |
| 2011-12 | \$411,385,361 | \$1.02 | \$0.03 | \$1.05 |
| 2012-13 | \$454,252,863 | \$1.00 | \$0.03 | \$1.03 |
| 2013-14 | \$543,843,230 | \$0.89 | \$0.05 | \$0.94 |

* - Prior to consolidation, data reflects Shelby only.

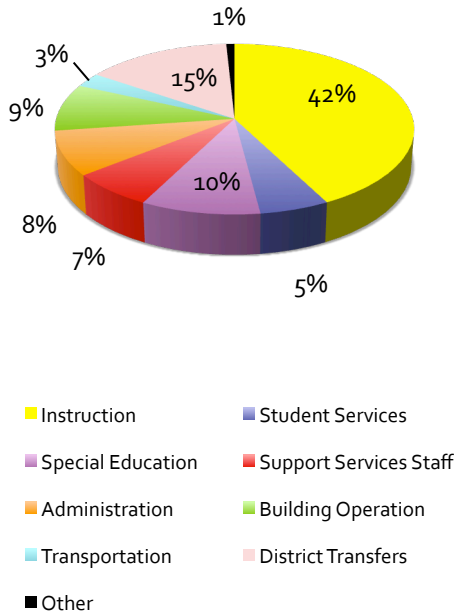
2012-2013 Budget Breakdown

Receipts

- Local
- County and ESU
- State
- Federal
- Other



Expenditures



Enrollment

| Grade | *10-11 | 11-12 | 12-13 |
|--------------|------------|------------|------------|
| K-5 | 145 | 166 | 162 |
| 6-8 | 66 | 94 | 100 |
| 9-12 | 84 | 112 | 114 |
| Total | 295 | 372 | 376 |

* - Prior to consolidation, data reflects Shelby only.

Student Profile

| | 11-12 <u>Dist</u> | State | 12-13 <u>Dist</u> | State |
|----------------------------|----------------------|-------|----------------------|-------|
| Free/Reduced Price Meals | 41.9% | 43.8% | 37.5% | 44.2% |
| Mobility Rate | 5.9% | 11.8% | 11.7% | 11.4% |
| English Learner Language | 4.6% | 6.5% | 4.3% | 6.0% |
| Special Education Services | 14.4% | 15.0% | 13.4% | 14.7% |
| Attendance Rate | 96.1% | 95.6% | 95.6% | 95.3% |
| Graduation Rate | 83.3% | 87.7% | 83.9% | 88.5% |
| ACT Composite | 21.8 | 22.0 | 21.4 | 21.5 |

Teacher Data

| | 11-12 | 12-13 | 13-14 |
|----------------------------|-------|-------|-------|
| Full Time Instructors | 34.0 | 32.0 | 33.5 |
| Student Serv. Staff | 5.0 | 6.0 | 6.5 |
| Teachers With Masters Deg. | 10.0 | 10.0 | 11.0 |

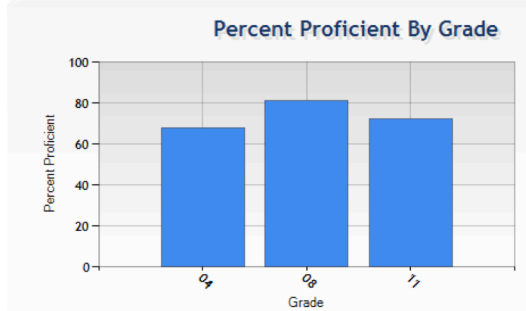
Assessment Data

MAP

Fall 2013 : Students in grades 2 through 11 are tested and the data is used to check student progress. The test is administered in the Fall and Spring of each school year. Testing components include Math, Reading, Language, and Science. Below is our District Mean by grade compared to the National Norm Mean.

| Grade | Math | | Reading | | Language | | Science | |
|-------|-------|-------|---------|-------|----------|-------|---------|-------|
| | Dist | Nat | Dist | Nat | Dist | Nat | Dist | Nat |
| 3 | 192 | 192.1 | 189.9 | 189.9 | 194.6 | 191.1 | NA | NA |
| 4 | 199.3 | 203.8 | 190.2 | 199.8 | 196.3 | 200.9 | 195.2 | 196.4 |
| 5 | 210.6 | 212.9 | 207.8 | 207.1 | 206.3 | 208.0 | 203.5 | 201.3 |
| 6 | 216.3 | 219.6 | 214.1 | 212.3 | 214.7 | 212.3 | 210.5 | 205.4 |
| 7 | 223.9 | 225.6 | 218.4 | 216.3 | 217.2 | 215.8 | 214.0 | 208.2 |
| 8 | 223.5 | 230.2 | 215.8 | 219.3 | 214.0 | 218.7 | 211.4 | 211.2 |
| 9 | 239.6 | 233.8 | 227.4 | 221.4 | 224.8 | 220.6 | 217.7 | 213.2 |
| 10 | 237.4 | 234.2 | 223.8 | 223.3 | 222.3 | 221.9 | 218.0 | 214.9 |
| 11 | 240.0 | 236.0 | 226.8 | 223.4 | 226.4 | 222.1 | 223.8 | NA |

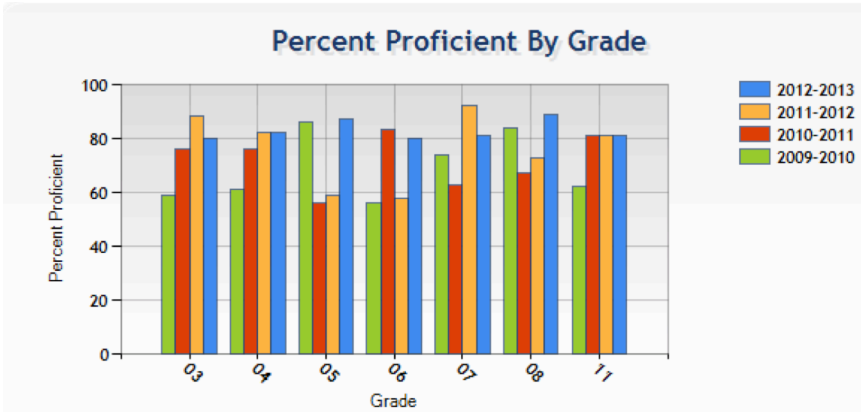
2012-2013 STATE WRITING ASSESSMENT



Percentage indicates the number of students meeting or exceeding State Standards.

Assessment Data

NESA READING

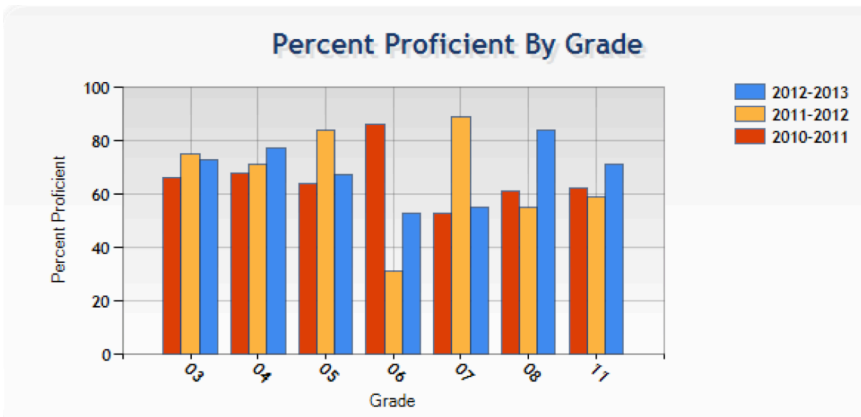


Percent Proficient

| | All Grades |
|-----------|------------|
| 2009-2010 | 69 % |
| 2010-2011 | 72 % |
| 2011-2012 | 76 % |
| 2012-2013 | 83 % |

NeSA statewide tests in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students were proficient on standards.

NESA MATH



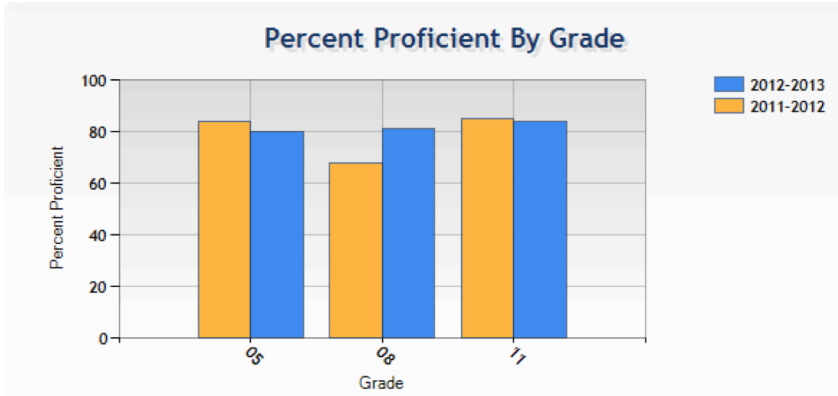
Percent Proficient

| | All Grades |
|-----------|------------|
| 2010-2011 | 67 % |
| 2011-2012 | 66 % |
| 2012-2013 | 69 % |

NeSA statewide tests in grades 3-8 and 11 were administered for the first time in spring 2011. The tests measured the newly revised Nebraska mathematics standards and determined whether Nebraska students were proficient on standards.

Assessment Data

NESA SCIENCE



Percent Proficient

| | All Grades |
|-----------|------------|
| 2011-2012 | 80 % |
| 2012-2013 | 82 % |

NeSA statewide tests in grades 5, 8, and 11 were administered for the first time in spring 2012. The tests measured the newly revised Nebraska science standards and determined whether Nebraska students were proficient on standards.



Per Pupil Expense

2011-2012 State Average = \$10,710

2012-13 District Average = \$11,647

District Average is calculated using the total indirect and direct non-reimbursed expenses to provide educational services divided by total number of students enrolled in the district in grades PK-12 according to the annual financial report.

NHS Faculty Council Meeting
Thursday, December 5, 2014

Changes to the NHS document in the Student Handbook:

Candidates: Any Shelby-Rising City 11th or 12th grade student who meets the criteria.

Scholarship: The member must maintain a minimum grade point average (GPA) **of 93%**.

Selection Process: **Beginning with the class of 2016:** At the end of the **second semester**, the guidance counselor will inform the Sponsor of all the students (**those entering 11th and 12th grade**) who have a minimum GPA **of 93%**. Students will be informed, **at the beginning of the next school year**, by the Sponsor that they meet the scholarship criteria and are asked to complete a questionnaire indicating their desire to be selected as a member of NHS. ... Induction will be in the **September** and students become active NHS members after the initiation ceremony.

Disciplinary Procedure: ... In the case of scholarship, a warning will be issued if a member's ~~ac~~cumulative average falls below **93%**. The member must raise the average to **93%** or above by the following semester's grading period to remain a member. ...

Changes to the NHS ByLaws:

Article XVI:

Membership

Membership in this chapter is an honor. For students to be eligible for membership, they must be a **first semester junior**, or senior with a cumulative grade point average of **93%**. ...

Candidates elected into the chapter will be inducted in a special ceremony. The ceremony will be held in September.

Members must maintain a 93% grade point average, and continue to demonstrate the qualities of outstanding scholarship, service, leadership, and character.

Dismissal

All members of the Shelby-Rising City Chapter of the National Honor Society must maintain a 93% cumulative grade point average. Failure to maintain a 93% average would result in a semester of academic probation. At the end of the semester the member's cumulative grade point average will be evaluated. If a 93% was established, academic probation will be lifted. If a cumulative grade point average does not reach a 93% the student will be released from membership.

Other points – not placed in the bylaws or student handbook:

Starting with the 2013-2014: Present members must maintain a 93% grade point average.

For the 2013-2014 school year – only eligible juniors and seniors will be involved in the selection process to take place in January 2014.