

school NEWS

News and information from Unified School District #232.



Foster named middle school band director of the year

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Three students are among top 1% of high school seniors.

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DHS Phase II construction moves forward

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District makes Adequate Yearly Progress

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A PICTURE IS WORTH A THOUSAND WORDS...

The following was originally published by Mill Valley High School JagWire News (mvnews.org) on October 11, 2011.

By Josh Duden, news editor, JagWire News (mvnews.org)

Q & A WITH HOMECOMING KING CONNOR BICKLE

Senior Connor Bickle was announced as Homecoming King on Friday, Oct. 7 at the football game against Baeshor-Linwood High School. Bickle describes his reaction to his win.

Why did you want to win Homecoming king?

I wanted to win Homecoming King because it would be awesome!

How did it feel to win?

Like a million bucks.

What was Homecoming week like for you?

Awesome, I was so excited [to be nominated].

How did you find out you were nominated?

Well, I found out from all my friends and they said they would vote for me a thousand times so I would win.

How did your family react?

My mom was screaming a lot and I said, "Okay mom, why are you doing that?"



Senior Connor Bickle, Mill Valley High School, reacts to the announcement of his crowning as Homecoming King on Friday, October 7. Photo by Carly Granato, JagWire News, mvnews.org.

How have your friends reacted?

[My friends] were clapping and yelling, "Connor, Connor," and my girlfriend Erica was excited too. She is really beautiful.

How did the other candidates react to you winning?

They were excited, but they were like, "Aw, man, Connor won," but I said you'll get it next time.

Why do you think everyone voted for you for Homecoming king?

Because everybody likes me, and the girls think I'm cute.

How will the win influence your senior year?

It's been the best year ever. It's been off the hook since I won.

DISTRICT ACHIEVES ADEQUATE YEARLY PROGRESS

STUDENT SCORES IMPROVE IN 2011, DISTRICT CELEBRATES CONTINUOUS IMPROVEMENT

We are pleased to report all schools achieved the state and federal benchmark for Adequate Yearly Progress (AYP) for the previous school year. Test scores reveal more students are meeting and exceeding rigorous standards in Mathematics and Reading.

READING - 94.7 PERCENT of our students met or exceeded the standard compared to 94.4 percent in 2010.

MATH - 92.7 PERCENT of our students met or exceeded the standard compared to 90.4 percent in 2010.

Federal regulations under No Child Left Behind require all student groups to meet or exceed defined targets for math and reading on state assessments, or Adequate Yearly Progress (AYP).

WHAT IS AYP?

Adequate Yearly Progress - The process for evaluating student performance in public schools, districts, and states in reaching the annual targets to ensure 100 percent of students score at the standard level or above by the year 2014. It is a requirement of No Child Left Behind federal law.

AT WHAT LEVELS DOES AYP APPLY?

The Kansas evaluation and accountability system is specifically designed to measure a public school, a district, and the state's progress. AYP is determined for every public elementary and secondary school, every district, and the State of Kansas. AYP is calculated for non-public schools seeking Kansas accreditation.

WHAT IS INCLUDED IN AYP?

- State reading assessment results for students who enrolled by September 20;
- State math assessment results for students who enrolled by September 20;
- State assessment participation rates;
- Attendance rate (elementary and middle schools, and districts);
- Graduation rate (high schools and districts).

HOW DOES A SCHOOL OR DISTRICT MAKE AYP?

- All students and every student group must meet or exceed the annual performance targets in reading and math.
- 95 percent or more of students must participate in the assessments.
- Attendance rate must be 90 percent or higher or increase from previous year.
- Graduation rate must be 80 percent or higher or increase from previous year.

WHAT ARE THE PERFORMANCE LEVELS ON THE KANSAS READING AND MATHEMATICS ASSESSMENTS?

The five performance levels on the state assessments in Kansas are: Exemplary, Exceeds Standard, Meets Standard, Approaches Standard and Academic Warning.

WHAT ARE THE ANNUAL MEASURABLE OBJECTIVES (TARGETS) THAT MUST BE MET?

The annual measurable objectives or targets refer to the percent of students scoring at Meets Standard (formerly proficient) or above on the state reading and mathematics assessments that a school, district, or state must meet each year to make AYP.

WHICH STUDENTS ARE INCLUDED IN DETERMINING AYP?

All students are expected to take state assessments. In determining the percent of students who are at Meets Standard or above on the state assessments, only those students who are enrolled by September 20 of that year are included. The participation rate, however, is based on all students in the tested grades in the school or district during the testing window.

WHAT ARE THE DISAGGREGATED STUDENT GROUPS?

Disaggregated student groups are defined as the following:

- All students are recognized as one group; this group is also called the aggregate group.
- Students that are economically disadvantaged, which include the free and reduced lunch students, are a disaggregated group.
- Students with disabilities- this does not include students with section 504 plans or identified as gifted- are a disaggregated group.
- English Language Learners (ELL) students are a disaggregated group.
- Racial/ethnic disaggregated groups are:

- African American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian/Pacific Islander
- Hispanic
- White
- Multi-Racial

WHAT STUDENT GROUPS DO WE HAVE IN USD 232?

*To have a student group, you must have at least 30 students in all assessed grade levels.

- All students
- African American students
- Hispanic students
- Multi-Racial students
- Free and reduced meal students
- English Language Learners (ELL)
- Students with Disabilities (SPED)
- White students
- Asian students

WHAT IS THE FOUR-YEAR ADJUSTED COHORT GRADUATION RATE?

The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier-adjusting for transfers in and out.

WHAT IS THE GRADUATION RATE THAT MUST BE MET FOR AYP?

For schools, districts, or the State to make the graduation goal, their graduation rate must be 80% or show improvement from last year.

HOW IS THE EXTENDED-YEAR (5 YEAR) ADJUSTED COHORT GRADUATION RATE INCLUDED IN AYP DECISIONS?

If the school or district does not make the four-year adjusted cohort graduation rate goal, then the five-year

adjusted cohort graduation rate is applied. If the school or district meets the five-year goal, AYP is met. The four-year and five-year goal is the same.

WILL THE 2011-2012 GRADUATION RATE BE DISAGGREGATED FOR AYP DECISIONS?

Beginning with the 2012 AYP calculations, the graduation rate data will be disaggregated and AYP decisions will be made for each student group. The number (N) size of 30 will apply to the graduation data.

WHAT HAPPENS IF A SCHOOL, DISTRICT, OR STATE DOES NOT MAKE AYP?

Whenever a school, district, or State does not make AYP for two consecutive years in the same area (attendance, graduation rate, reading or math) it is identified for improvement. Likewise, to go off improvement, AYP must be made for two consecutive years in the area identified for improvement.

School District Report Cards: No Child Left Behind provides parents with communication regarding the progress of schools in their district. The Building and District Report Cards give parents, community leaders, teachers, principals, and elected leaders the data and information they need to improve schools.

TERMS EVERY PARENT NEEDS TO KNOW

- **Title I** - This is the part of No Child Left Behind that supports programs in schools and school districts to improve the learning of children from low-income families. The U.S. Department of Education provides Title I funds to states to give to school districts based on the number of children from low-income families in each district.
- **State Assessments** - This refers to the tests developed by our state that students will take every year in grades 3-8 and at least once in high school. Using these tests, the state will be able to compare schools to each other and know which ones need extra help to improve.
- **Adequate Yearly Progress (AYP)** - This is the term No Child Left Behind uses to explain that your child's school has met state reading and math goals. Your school district's report card will let you know whether or not your child's school has made AYP.
- **School in Need of Improvement** - This is the term No Child Left Behind uses to refer to schools receiving Title I funds that have not met state reading and math goals (AYP) for at least two years. If your child's school is labeled a "school in need of improvement," it receives extra help to improve and your child has the option to transfer to another public school, including a public charter school. Also, your child may be eligible to receive free tutoring and extra help with schoolwork. Contact your child's school district to find out if your child qualifies.
- **Highly Qualified Teacher (HQT)** - This is the term No Child Left Behind uses for a teacher who proves that he or she knows the subjects he or she is teaching, has a college degree, and is state-certified. No Child Left Behind requires that all students be taught by a Highly Qualified Teacher in core academic subjects.

2011 AYP Data: ALL Students:

Kansas Assessments	USD 232 Scores 2011	Kansas Target Scores 2011	USD 232 Scores 2010	USD 232 Scores 2009
READING	94.7%	86.0%	94.4%	91.9%
MATH	92.7%	82.3%	90.4%	88.9%

What are the AYP targets for each year through 2013-2014?

Year	K-8 Reading	9-12 Reading	K-8 Math	9-12 Math
2011-2012	91.9%	90.7%	91.1%	88.2%
2012-2013	95.9%	95.3%	95.6%	94.1%
2013-2014	100%	100%	100%	100%



SCHOOLS ACHIEVE STANDARD OF EXCELLENCE

Students in Unified School District No. 232 continue to perform at the highest academic levels as evident in the annual Standard of Excellence report from the Kansas State Department of Education. All schools within the district earned the coveted Standard of Excellence in either Math, Reading, Science or all subject areas on the 2010-11 state assessments. The state of Kansas requires testing in grades 3-8 and high school.

WHAT IS STANDARD OF EXCELLENCE?

It is based on all student data. To receive the Standard of Excellence designation, a certain percentage of students must score Exemplary (highest academic level) on state assessments and only a small percentage of students scoring at the lowest level, Academic Warning.

KANSAS ASSESSMENT STUDENT PERFORMANCE LEVELS

- Exemplary
- Exceeds Standard
- Meets Standard
- Approaches Standard
- Academic Warning

The Kansas State Board of Education has established very high expectations for academic achievement for both Kansas schools and for individual students. These expectations are called the "Standard of Excellence." An excellence standard establishes a world class benchmark of performance for either an individual student or for a group of students for the particular skill assessed. A Standard of Excellence, in tandem with other achievement measures, is used to interpret performance on the Kansas assessments.

The Standard of Excellence, in use since 1995, is based on a distribution of student scores across the five student performance levels of the state assessments for each content area tested. Input from a panel of superintendents, principals, and curriculum directors and an analysis of the building performances data were used to construct a criterion profile of performance for a building judged to be "excellent." These standards of excellence criterion were developed considering the performance of all students as the base population.

USD 232 had 96 opportunities to earn Standard of Excellence based on the various groups measured by state assessments. The district earned Standard of Excellence in 82 of those categories.

Schools	Subject	Grade Level	Schools	Subject	Grade Level
Belmont Elementary	Reading	4	Mill Valley High School	Math	Bldg.-Wide
Belmont Elementary	Reading	5	Mill Valley High School	Science	Bldg.-Wide
Belmont Elementary	Reading	Bldg.-Wide	Mize Elementary School	Reading	4
Belmont Elementary	Science	Bldg.-Wide	Mize Elementary School	Reading	5
Clear Creek Elementary	Reading	3	Mize Elementary School	Reading	Bldg.-Wide
Clear Creek Elementary	Reading	4	Mize Elementary School	Math	5
Clear Creek Elementary	Reading	5	Mize Elementary School	Math	Bldg.-Wide
Clear Creek Elementary	Reading	Bldg.-Wide	Mize Elementary School	Science	Bldg.-Wide
Clear Creek Elementary	Math	3	Monticello Trails Middle School	Reading	6
Clear Creek Elementary	Math	5	Monticello Trails Middle School	Reading	7
Clear Creek Elementary	Math	Bldg.-Wide	Monticello Trails Middle School	Reading	8
Clear Creek Elementary	Science	Bldg.-Wide	Monticello Trails Middle School	Reading	Bldg.-Wide
De Soto High School	Reading	Bldg.-Wide	Monticello Trails Middle School	Math	6
Horizon Elementary	Reading	3	Monticello Trails Middle School	Math	7
Horizon Elementary	Reading	4	Monticello Trails Middle School	Math	8
Horizon Elementary	Reading	5	Monticello Trails Middle School	Math	Bldg.-Wide
Horizon Elementary	Reading	Bldg.-Wide	Prairie Ridge Elementary	Reading	3
Horizon Elementary	Math	3	Prairie Ridge Elementary	Reading	4
Horizon Elementary	Math	4	Prairie Ridge Elementary	Reading	5
Horizon Elementary	Math	5	Prairie Ridge Elementary	Reading	Bldg.-Wide
Horizon Elementary	Math	Bldg.-Wide	Prairie Ridge Elementary	Math	3
Horizon Elementary	Science	Bldg.-Wide	Prairie Ridge Elementary	Math	4
Lexington Trails Middle School	Reading	6	Prairie Ridge Elementary	Math	5
Lexington Trails Middle School	Reading	7	Prairie Ridge Elementary	Math	Bldg.-Wide
Lexington Trails Middle School	Reading	8	Prairie Ridge Elementary	Science	Bldg.-Wide
Lexington Trails Middle School	Reading	Bldg.-Wide	Riverview Elementary	Reading	3
Lexington Trails Middle School	Math	6	Riverview Elementary	Reading	4
Lexington Trails Middle School	Math	7	Riverview Elementary	Reading	5
Lexington Trails Middle School	Math	8	Riverview Elementary	Reading	Bldg.-Wide
Lexington Trails Middle School	Math	Bldg.-Wide	Riverview Elementary	Math	3
Lexington Trails Middle School	Science	Bldg.-Wide	Riverview Elementary	Math	4
Mill Creek Middle School	Reading	6	Riverview Elementary	Math	5
Mill Creek Middle School	Reading	7	Riverview Elementary	Math	Bldg.-Wide
Mill Creek Middle School	Reading	8	Riverview Elementary	Science	Bldg.-Wide
Mill Creek Middle School	Reading	Bldg.-Wide	Starside Elementary	Reading	3
Mill Creek Middle School	Math	6	Starside Elementary	Reading	5
Mill Creek Middle School	Math	7	Starside Elementary	Reading	Bldg.-Wide
Mill Creek Middle School	Math	8	Starside Elementary	Math	3
Mill Creek Middle School	Math	Bldg.-Wide	Starside Elementary	Math	4
Mill Creek Middle School	Science	Bldg.-Wide	Starside Elementary	Math	5
Mill Creek Middle School	Science	Bldg.-Wide	Starside Elementary	Math	Bldg.-Wide
Mill Valley High School	Reading	Bldg.-Wide	Starside Elementary	Math	Bldg.-Wide

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GRADUATION RATES

USD 232 TOPS JOHNSON COUNTY

The Kansas State Department of Education measures graduation rates for every school district. This information is released annually on each district's report card. Here are the most recent graduation rates for USD #232, Blue Valley, Olathe, Shawnee Mission, Gardner-Edgerton, and Spring Hill.

5 Year Adjusted Cohort Graduation Rates

USD 232 = 93.4%

Blue Valley = 94.1%

Spring Hill = 49.8%

Olathe = 84.9%

Shawnee Mission = 83.1%

Gardner-Edgerton = 87.6%

Kansas (state average) = 75.2%

NEW! The US Department of Education passed regulations requiring all states to calculate graduation using a 4-year adjusted cohort rate. In addition, states were given the option to use an extended-year rate; Kansas chose to calculate a 5-year rate. The 4-year adjusted cohort graduation rate reflects the percent of students who were first time 9th graders in 2006-2007 and who graduated four years later (by September 30, 2010) with adjustments during the four years for transfers in and out. The 5-year adjusted cohort graduation rate is the percent of students who were first time 9th graders in 2005-2006 that graduated five years later (by September 30, 2010).

NOTE: In the 4-year adjusted cohort graduation rate, any student who does not graduate in the expected four years (even if they are still in school) is considered a non-graduate and counts against the graduation rate. This rule is extended to five years in the 5-year adjusted cohort graduation rate.

The 5-year adjusted cohort graduation rate formula is as follows:

$\frac{\# \text{ 2010 graduates } (\# \text{ of cohort members earning a regular HS diploma by Sept. 30, 2010}) - \# \text{ 1st time 9th graders in fall 2005 plus transfers in minus students who transfer out, emigrate, or die during 2009-2010, 2008-2009, 2007-2008, 2006-2007 and 2005-2006}}{\# \text{ 2005-2006 cohort members}} \times 100\% = \text{rate}$

ACT SCORES – GRADUATING CLASS OF 2011

Students in USD #232 continue to score above state and national peers on the ACT assessment. According to official data released by ACT, the school district recorded a composite average (all students) of 23 on the 2011 college entrance exam. The score is nearly one point higher than last year's composite of 22.3.

The scores reflect the achievement of our graduates on the ACT over time and is an indication of the extent to which students prepared for college-level work in the areas of English, mathematics, reading, and science.

HIGH SCHOOL RESULTS

Mill Valley High School is celebrating success after students increased the school's overall composite score by more than one full point to 23.5, up from 22.4 a year ago. At the same time, Mill Valley increased the number of total students taking the ACT by 18 percent.

"Mill Valley High School is very pleased with the recent results of our ACT scores," Principal Tobie Waldeck said. "Increasing our scores was

a goal set by our faculty and students. We were able to raise our composite score with more students taking the exam."

According to the official report, Mill Valley improved its Math scores on the ACT by nearly two full points (1.7) from a year ago. Reading and Science scores also increased by 1.3 and 1.5 points, respectively.

Waldeck said his staff's dedication and the hard work of the students is the reason for a successful year. "We are very pleased with this outcome and will continue to improve our efforts to prepare our students for the future."

De Soto High School's composite ACT score remained steady at 22.1, increasing the number of students taking the exam by four percent.

The district is in the process of implementing a long-term strategic plan for increasing academic rigor for students. An essential component is the expansion of Advanced Placement (AP) and College Now course offerings, as well as pre-AP for students in middle school and in grades nine and ten.

ACT Scores Composite Avg. All Students	2011	2010	2009	2008
USD #232	23.0	22.3	22.8	22.9
Mill Valley High School	23.5	22.4	23.4	23.0
De Soto High School	22.1	22.1	21.5	22.6
State of Kansas	22.0	22.0	21.9	22.0
National	21.1	21.0	21.1	21.1

Questions about ACT results and student preparation for the assessment may be directed to each high school. The ACT is a national college admissions examination that consists of subject area tests in English, Math, Reading, and Science. For more information, please visit <http://www.act.org/>.

DISTRICT AND SCHOOL REPORT CARDS 2010-11 SCHOOL YEAR

District and school report cards are now available online <http://bit.ly/usd232reportcards>

Students participate in the Kansas Assessments Program each year to measure academic progress. The challenge of the No Child Left Behind legislation is the continuous raising of the achievement bar so that all students are proficient.

Over the past several years, our students

have made significant progress in meeting the challenge. The work of our dedicated teachers and support staff is reflected in the improvement of assessment scores by our students.

The report cards, published by the Kansas State Department of Education, are very detailed and provide data for each grade level participating in the assessments.



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HOW DO OUR HIGH SCHOOLS COMPARE IN JOHNSON COUNTY? (DE SOTO HIGH SCHOOL & MILL VALLEY HIGH SCHOOL)

2010-11 Kansas Assessments: Johnson County High Schools; percentage of students meeting or exceeding state standards in Reading & Math.

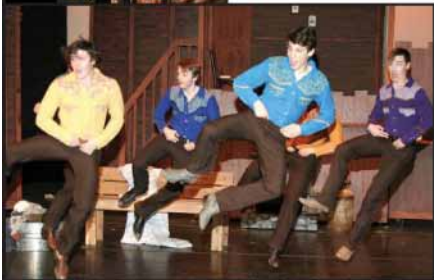
READING		
High School		%
1	St. Thomas Aquinas	99.6
2	St. James Academy	98.9
3	Blue Valley North	97.6
4	USD 232 - De Soto H.S.	97.1
5	Blue Valley	96.9
6	Olathe Northwest	96.7
7	Shawnee Mission NW	96.7
8	USD 232 - Mill Valley	96.3
9	Spring Hill	95.8
10	Shawnee Mission East	95.8
11	Bishop Meige	95.8
12	Olathe South	95.6
13	Blue Valley Southwest	95
14	Blue Valley West	94.6
15	Blue Valley Northwest	94.6
16	Gardner-Edgerton	94.5
17	Olathe East	94.1
18	Shawnee Mission South	92.8
19	Olathe North	92.6
20	Shawnee Mission North	91.2
21	Shawnee Mission West	89.1

MATH		
High School		%
1	St. Thomas Aquinas	98.9
2	Blue Valley	97.5
3	Blue Valley West	96.6
4	Shawnee Mission East	95.6
5	USD 232 - Mill Valley	95.1
6	Bishop Meige	94.3
7	Olathe Northwest	93.9
8	Shawnee Mission NW	93.7
9	Blue Valley North	93.6
10	Blue Valley Northwest	93.6
11	St. James Academy	92.9
12	Spring Hill	92.8
13	Olathe South	90.9
14	Shawnee Mission West	90.5
15	Shawnee Mission North	90
16	Gardner-Edgerton	88.5
17	USD 232 - De Soto H.S.	88.3
18	Shawnee Mission South	87.7
19	Olathe East	87.6
20	Olathe North	86.5
21	Blue Valley Southwest	61.1



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DISTRICT MOVES FORWARD WITH PHASE II CONSTRUCTION AT DE SOTO HIGH SCHOOL

CONTINUATION OF NOVEMBER 2008 BOND ISSUE

The Board of Education approved low bids for Phase II construction at De Soto High School on Monday, October 10, 2011. Representatives from Manning Construction and HTK Architects shared details with the board from the recent competitive bid process. The project had a total of 21 bid packages and the district received 103 separate bids from multiple companies. Manning Construction and HTK Architects indicated the high number of bidders reflects the competitive nature of the current construction market.

The Phase II project will include reinforced construction materials to create a storm shelter at De Soto High School. The shelter qualifies for a reimbursement grant from the Federal Emergency Management Agency (FEMA) in the amount of \$827,339. Based on the bid results and the reimbursement from FEMA, the budget for Phase II is \$8,471,578. Manning Construction and HTK Architects recommended the low bidders for all packages. The construction team also recommended the alternate bid for updating the speakers/sound system in the gymnasium in the amount of \$42,295.

After discussion, the board took action and approved low bids for construction of the De Soto High School Phase II expansion/renovation as presented, including Alternate #2 (speakers/sound system).
Note: the funds for Phase II construction are already available and will not require the sale of additional bonds; the bond dollars are already reflected in the current mill levy.

PROJECTED FEMA STORM SHELTER REIMBURSEMENT = \$827,339

The school district is applying for funding from the Federal Emergency Management Agency (FEMA) through its Pre-Disaster Mitigation (PDM) program. PDM provides funds to states, territories, Indian tribal governments, communities, and universities

for hazard mitigation planning and the implementation of mitigation projects prior to a disaster event. Funding these plans and projects reduces overall risks to the population and structures, while also reducing reliance on funding from actual disaster declarations. PDM grants are to be awarded on a competitive basis and without reference to state allocations, quotas, or other formula-based allocation of funds.

WHAT IS INCLUDED IN PHASE II?

Activities Wing Building Addition (44,105 sf)
Description: Building Addition will consist of a 2000 Seat Gymnasium, Wrestling Room, Weight Room, Cardio Room, Activity (Multipurpose) Room, Fine Arts Flex Room, Teachers Work Room, Training Room & Building Events Entry with a Ticket Booth & Concession Stand.

Existing Wrestling Room Renovation (2,600 sf)
Description: With the wrestling room moving to the new building addition, this space will be renovated to a new Health/ PE Classroom, Men's/ Women's Restroom, PE Storage Rooms & a storage vestibule for wrestling mat delivery from the new building addition to the existing Gymnasium.

Existing Locker Room Renovation (8,000 sf)
Description: With the weight room moving to the new building addition, this space will be renovated to expand the existing locker rooms. As part of this renovated area, we will be replacing the existing PE lockers with new lockers & expanding the officials' room.

Existing Gymnasium Renovation (17,622 sf)
Description: Renovation will consist of refinishing the existing wood gym flooring, updating the existing lighting & installing a new sound system.

Existing Performing Arts Center Renovation (6,072 sf)
Description: Renovation will consist of updating the existing lighting, installing a new sound system & installing new Stage extensions.



WHY IS THE DE SOTO HIGH SCHOOL EXPANSION DIVIDED INTO THREE PHASES?

Voters approved a \$75 million school bond issue in November 2008 for three major projects.

- Expand Mill Valley High School to accommodate 1,450 students (complete)
- Construct Belmont Elementary (complete)
- Expand De Soto High School to accommodate 1,000 students (in progress)

The Board of Education divided the De Soto High School expansion into three phases in December 2009 as the result of severe economic conditions and a slowdown

in student enrollment. Separating the DHS project into phases has allowed the board to lessen the property tax impact on homeowners and address immediate programming needs. Currently, USD 232 has called \$52 million of the \$75 million of authority approved by patrons.

Due to cost savings achieved from the construction of Belmont Elementary, the Mill Valley High School expansion, and phase one of De Soto High School, the district anticipates an approximate cash balance of \$11 million. While this amount is not sufficient to complete all remaining projects at De Soto High School, these remaining funds are sufficient to accomplish Phase II of the De Soto High School expansion, as well as complete a few additional capital improvement projects

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2011-2012 SCHOOL CALENDAR

November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

October 2011

13 End of First Quarter
 14 NO SCHOOL FOR ALL STUDENTS - ½ Professional In-Service Day/ ½ Teacher Workday
 Start of Second Quarter
 17 NO SCHOOL FOR EARLY CHILDHOOD/KINDERGARTEN STUDENTS - Parent-Teacher Conferences 8:15 a.m. - 4:15 p.m. /Students in Grades 1-12 in session - Elementary Parent-Teacher Conferences 4:15 p.m. - 8:15 p.m. /Secondary Parent-Teacher Conferences 3:30 p.m. - 7:30 p.m.
 19 NO SCHOOL FOR ALL STUDENTS - Parent-Teacher Conferences 8:15 a.m. - 8:15 p.m. /Secondary Staff Development Day 10:00 a.m. - 8:00 p.m.
 20 NO SCHOOL FOR ALL STUDENTS AND STAFF - Buildings Closed
 21 NO SCHOOL FOR ALL STUDENTS AND STAFF - Buildings Closed

November 2011

23-25 NO SCHOOL FOR ALL STUDENTS AND STAFF - Buildings Closed

December 2011

16 GRADES 1 - 12 IN SESSION ½ DAY/ ½ Teacher Workday/NO SCHOOL FOR EARLY CHILDHOOD/KINDERGARTEN
 16 End of Second Quarter
 19-30 NO SCHOOL FOR ALL STUDENTS AND STAFF - Buildings Closed - WINTER BREAK

January 2012

2 NO SCHOOL FOR ALL STUDENTS AND STAFF - Buildings Closed - WINTER BREAK
 3 NO SCHOOL FOR ALL STUDENTS - Professional In-Service Day
 4 NO SCHOOL FOR ALL STUDENTS - Teacher Workday
 Start of Third Quarter
 5 NO SCHOOL FOR ALL STUDENTS AND STAFF - Buildings Closed - Holiday

February 2012

15 NO SCHOOL FOR EARLY CHILDHOOD/KINDERGARTEN STUDENTS - Parent-Teacher Conferences 8:15 a.m. - 4:15 p.m. / Students in Grades 1-12 in session - Elementary Parent-Teacher Conferences 4:15 p.m. - 8:15 p.m. / Secondary Parent-Teacher Conferences 3:30 p.m. - 7:30 p.m.
 16 NO SCHOOL FOR ALL STUDENTS - Elementary Parent-Teacher Conferences 8:15 a.m. - 8:15 p.m. /Secondary Staff Development Day 7:30 a.m. - 3:30 p.m. - Middle School Parent-Teacher Conferences 3:30 p.m. - 7:30 p.m. /High School Parent-Teacher conferences 4:30 p.m. - 8:30 p.m.
 17 NO SCHOOL FOR ALL STUDENTS - Buildings Closed
 20 NO SCHOOL FOR ALL STUDENTS AND STAFF - Buildings Closed - Holiday

FIRST SEMESTER

1st Quarter Aug. 15 Oct. 13
 2nd Quarter Oct. 17 Dec. 16
SECOND SEMESTER
 3rd Quarter Jan. 5 Mar. 8
 4th Quarter Mar. 19 May 24

- ➔ Beginning of Quarter
- ➔ End of Quarter
- ☐ First/Last Day of class for Kindergarten (when different from grades 1-12)
- No School (Professional In-Service Day)
- No School (School/Offices Closed)
- ☺ Students Half Day (1/2 Student contact/1/2 Workday)
- K Kindergarten Conferences
- ⬡ K-12 Parent/Teacher Conferences
- ⬢ No School for all students
- ▽ No School (Teacher Workday)

ENROLLMENT GROWS BY 189 STUDENTS FOR 2011-12

Unofficial enrollment data is now available. According to preliminary information collected on September 20, USD 232 grew by 189 students for the 2011-12 school year. The numbers remain unofficial until verified by the Kansas State Department of Education.

Since 2007, student enrollment grew by 812 students - an average of more than 162 students per year for the last five years.

ENROLLMENT BY GRADE 2011-2012

Grade	KDG	1	2	3	4	5	6	7	8	9	10	11	12	ECH	ECH/MD	4YR AR	NG	TOTAL
Total	508	540	499	597	574	584	566	550	514	503	483	437	382	48	70	24	10	6,889
FTE	253.5	538	496	591	573	582	561	549	510	503	482	438	393	24.5	0	12	10	6,534

WHAT IS FTE?

Full Time Equivalency - the measure used by the Kansas State Department of Education to calculate funding on a per student basis.

WHAT IS ECH?

Early Childhood students with special needs - the district receives 0.5 funding for each student in the program

WHAT IS ECH/MD?

Early Childhood Peer Models - the district receives no funding

from the state for these students. Parents pay tuition to have their children in the program.

WHAT IS 4YR. AR?

4 year olds At Risk - The district receives 0.5 funding for children identified as at risk.

WHAT IS NG?

Non-graded - special education students for whom a grade cannot be determined.

WHAT IS KDG?

Kindergarten

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SEMIFINALISTS NAMED IN 2012 NATIONAL MERIT SCHOLARSHIP PROGRAM

Officials of National Merit Scholarship Corporation (NMSC) announced the names of approximately 16,000 Semifinalists in the 57th annual National Merit Scholarship Program. These academically talented high school seniors have an opportunity to continue in the competition for some 8,300 National Merit Scholarships worth more than \$34 million that will be offered next spring.

Unified School District 232 in Johnson County, KS, has three seniors who achieved this high level of academic achievement. Parker Riley, Austin Showen, and Philip Kaul of De Soto High School are among the nationwide pool of semifinalists, which represents less than one percent of U.S. high school seniors.

To be considered for a Merit Scholarship award, semifinalists must fulfill several requirements to advance to the finalist level of the competition. About 90 percent of the semifinalists are expected to attain finalist standing, and more than half of the finalists will win a National Merit Scholarship, earning the Merit Scholar title.

STEPS IN THE 2012 COMPETITION

About 1.5 million juniors in some



Parker Riley, Austin Showen, and Philip Kaul of De Soto High School are among the nationwide pool of National Merit Scholarship Semifinalists, which represents less than one percent of U.S. high school seniors.

22,000 high schools entered the 2012 National Merit Scholarship Program by taking the 2010 Preliminary SAT/National Merit Scholarship Qualifying Test, which served as an initial screen of program entrants.

To become a finalist, a semifinalist must have an outstanding academic record throughout high school, be endorsed and recommended by the high school principal, and earn SAT

scores that confirm the student's earlier performance on the qualifying test. The semifinalist and a high school official must submit a detailed scholarship application, which includes the student's essay and information about the semifinalist's participation and leadership in school and community activities.

From the approximately 16,000 semifinalists, about 15,000 are expected to advance to the finalist

level, and in February they will be notified of this designation. All National Merit Scholarship winners will be selected from this finalist group. Merit Scholar designees are selected on the basis of their skills, accomplishments, and potential for success in rigorous college studies.

NATIONAL MERIT SCHOLARSHIPS


Three types of National Merit Scholarships will be offered in the Spring of 2012. Every finalist will compete for one of 2,500 National Merit \$2,500 Scholarships that will be awarded on state representational basis. About 1,000 corporate-sponsored Merit Scholarship awards will be provided by approximately 240 corporations and business organizations for finalists who meet their specified criteria. In addition, about 200 colleges and universities are expected to finance some 4,800 college-sponsored Merit Scholarship awards for finalists who will attend the sponsor institution.

National Merit Scholarship winners of 2012 will be announced in four nationwide news releases beginning in April and concluding in July. These scholarship recipients will join more than 283,000 other distinguished young people who have earned the Merit Scholar title.





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Parents as Teachers offers personal home visits with a certified parent educator to talk with parents about their child's development and address any questions or issues regarding their child. Once a year, each child will have a health, hearing, vision and developmental screening. If there are questions about a child's developmental progress and there seems to be a need for further follow up, a parent educator will assist parents with the next steps to consider.

Playgroups and family events are offered to families as a great way to interact with their child and obtain information on child development. PAT also has an extensive library of parenting books and resources including children's books and toys that may be checked out.

For more information about USD 232 Parents as Teachers and how to enroll, visit our Web site at www.usd232.org/pat or contact Jamie Fink, Coordinator, at (e-mail) jfink@usd232.org or call 913-667-3512, ext. 5035.



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JAG YEARBOOK TO BE INDUCTED INTO ALL-AMERICAN HALL OF FAME

Congratulations to Mill Valley High School. The JAG Yearbook will be inducted into the National Scholastic Press Association's All-American Hall of Fame at the national convention in Minneapolis in November.

Inductees into the Hall of Fame have earned ten All-American ratings in an 11-year stretch. At the convention, the yearbook staff will be recognized at a special awards ceremony and will receive an award plaque. The publication's name will be added to a plaque that hangs in

the NSPA headquarters and travels to all of the national conventions.

The JAG Yearbook staff is directed by Kathy Hill Habiger, Journalism and Photography teacher.

Check out JagWire News online >> <http://www.mvnews.org>

FOSTER NAMED OUTSTANDING MIDDLE SCHOOL BAND DIRECTOR OF THE YEAR

The Board of Education recognized Rob Foster on October 10, 2011, for being named the Northeast Kansas Music Educators Association Outstanding Middle School Band Director of the Year. Superintendent Doug Sumner presented Foster a Certificate of Professional Achievement and the district's Inspiration Award.

Rob Foster has been a band director in De Soto since 2005. He currently teaches at Starside Elementary School, Lexington Trails Middle School, and assists with the De Soto High School Bands. Rob has taught for twenty years and has been the band director at Eudora High School, Tennessee Tech University, Haskell Indian Nations University, Texas Christian University, and the University of Maryland. At the college level, Rob has directed the marching bands, basketball bands, and concert bands. He has served as Coordinator for the Music Education Department where he supervised music education student teachers. He was also the Recruiting Coordinator for the music departments, and taught music education courses.

Foster is a published composer of band music, and has over 25 published works to his credit, 125 marching band arrangements, and has written a dozen brass band songs. He has written music for a variety of levels including music for his public school ensembles, college bands, as well as for some of the leading military bands

in the country. Most recently, his 2011 arrangement of "Thunder and Blazes" published by J.W. Pepper, Inc. was selected as one of the best publications to be released this year. It will be performed at the National Midwest Music Clinic by the North Shore Community Band, directed by Mallory Thompson- Director of Bands at Northwestern University. The convention will take place in Chicago the 3rd week of December.

In addition to composition, Foster is very involved as a musician performing trumpet with the Lawrence City Band during the summer and the New Vintage Big Band at BB's Bar BQ during the school year.

Brass Bands: Foster is on the educational team for the Fountain City Youth Brass Band. This is a youth brass band under the FCBB, which is the four time National Champion Brass Band out of Kansas City. He has a large number of LTMS and DHS students involved with these ensembles and composes music for the groups. He is also the founder, artistic director, and music arranger for the De Soto Brass Band which also involves many De Soto residents and band students

When Foster isn't working with bands, you can find him at athletic events. He played football at the University of Kansas and was a three year letterman for the Jayhawks. In 1988, he signed a contract with the NFL Atlanta Falcons as their deep snapper. His love of sports and music has allowed him great



Rob Foster, right, is pictured with Superintendent Doug Sumner. Foster was recognized by the Board of Education for being named Northeast Kansas Music Educators Association Outstanding Middle School Band Director of the Year. Foster teaches at Lexington Trails, Starside Elem., and assists at De Soto High School.

successes in the classroom and on the football fields. He has coached football, wrestling, and tennis for LTMS and De Soto High School.

Foster attended the University of Kansas and received his Bachelors degree in Music Education. He attended the University of Illinois and received his master's degree and has also completed doctoral work at the University of North Texas, and the University of Kansas.

Foster is married to his best friend, Kelley Foster and they have 2 wonderful children. Dylan is a junior at De Soto High School, and Ragan Foster is a 6th grader at California Trails Middle School in Olathe.

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EARLY CHILDHOOD PROGRAM CELEBRATES APPLE DAY

Students in the Early Childhood Program enjoyed Apple Day recently at Belmont Elementary. Among the many activities, children discovered that even though apples are heavy, they float. They also sang a song with actions called, *Apple Gets a Worm*.



RIVERVIEW ELEMENTARY DEBUTS NEW SCHOOL SONG

Students at Riverview Elementary sang their new school song at an assembly on October 3. The Spirit Rally kicked off National Anti-Bullying Week.

COMMENDED STUDENTS NAMED IN NATIONAL MERIT SCHOLARSHIP PROGRAM

FOUR STUDENTS IN TOP 5 PERCENT OF
ALL U.S. HIGH SCHOOL SENIORS



Austin Ross, Alyne Roemerman, Samantha Stephan, Ryan Wright of Mill Valley High School are among the nationwide Commended Students in the 2012 National Merit Scholarship Program, which represents the top five percent of U.S. high school seniors.



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