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MSAD 52
Greene, Leeds, Turner

Confidential Fax for:

To: Diana Doiron **From:** Henry Aliberti, Jr, Superintendent

Fax: 1-877-227-9838 **Pages:** 56 , including this page

Phone: 624-6823 **Date:** Feb. 3, 2015

Re: Proficiency-Based Diploma Extension Application **CC:**

☑ **Urgent** ☐ **For Review** ☐ **Please Comment** ☐ **Please Reply** ☐ **Please Recycle**

Proficiency-Based Diploma Extension Option 4

At the time of the extension application the SAU will:

- Provide evidence of demonstrated preparedness to award diplomas based on proficiency of the standards in English language arts and mathematics in 2018. If there is a demonstrated preparedness to deliver diplomas based on proficiency in the standards of other content areas or the Guiding Principles, include this evidence as well.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. **Indicate the submitting date.**

__August 18, 2014, 5 pm ___September 17, 2014, 5 pm __X_October 18, 2014, 5 pm

Superintendents Region

2. **Indicate the superintendent region in which your SAU is a member.**

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	X

York	

3. School Administrative Unit: MSAD 52

4. High School(s): Leavitt Area High School

5. Name and title of person completing the extension request: Eben Shaw, Leavitt Area High School Principal; Becky Foley, Asst. Superintendent

6. Superintendent's name, address, phone number and email:
Henry Aliberti
486 Turner Center Road
Turner, Maine 04282
207-225-04282
henry.aliberti@rsu52.us

Evidence of Preparedness

7. Describe the proficiency-based system in place at the secondary level for students to demonstrate proficiency in English language arts and mathematics. (If there is a demonstrated level of preparedness in other content areas or the Guiding Principles, include these in your description and evidence as well.) Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the proficiency-based education work completed to date
- Clear connection between evidence and the work done
- Clear description of the impact the proficiency-based work is having on students, staff and community
- Clear alignment to extension option

Leavitt Area High School staff began the process of preparing for proficiency based diplomas approximately two years ago. The initial work began with content areas looking at the established curricula for each course and then cross referencing with state adopted standards. This work allowed content area teachers to discover missing or extra standards associated with each class. At the same time this work was taking place, connections were made with neighboring schools to assess how they were proceeding with their work on proficiency based diplomas. In addition to connecting with local schools, several staff members began scouring the internet for schools

across the country that had been implementing standards at the high school level. The information gathered helped to guide the thinking that consistency was needed with our standards documents as well as our reporting documents. Perhaps more importantly, it was very clear that philosophical conversations were needed about instruction and the reporting of proficiency. For example, conversations were needed to determine if our traditional grading system was going to serve the new purpose of reporting on student proficiency. Additionally, decisions were needed on items like how homework would factor into reporting student achievement.

It quickly became apparent that our existing student information system was not going to be the best option for maintaining records on reporting out on individual standards. In order to provide students and parents with a "report card" that clearly described a students' level of proficiency, in a document that was not 10-12 pages in length, a different reporting system was needed. The importance of keeping students' proficiency in the course standards separate from their ability/willingness to complete homework became readily apparent. This required the staff to develop standards and rubrics for reporting out on a student's work habits separate from the standards and rubrics for reporting out on a student's behavior in the classroom, which was also separate from the content standards.

Perhaps the easiest work was examining courses and aligning and agreeing upon standards. Putting the actual standards into practice and reporting out on student proficiency has proven much more difficult. After some exploration, Mastery Connect was selected as the system to implement for tracking proficiency in the standards as it not only is able to track individual standards, but provides a clear reporting document for students and parents and an online aspect that allowed for even more in-depth descriptions of standards and student progress. This has proven difficult to get up and running in the manner in which the District envisioned. Since the original submission, the District has negotiated out of the contract with Mastery Connect as they were unable to deliver on the product they promised. We are currently piloting JumpRope, and continue to report out for this year utilizing Powerschool.

Furthermore, the logistics of reporting out on student proficiency are so fundamentally different from the traditional grading system that finding methods for determining academic eligibility and honor roll is challenging. Although these are not directly related to reporting out on a student's proficiency, they are important pieces of information that impacted the implementation of the new software system, which in turn impacted our students and parents. Academic eligibility and honor rolls are politically hot topics for the students, parents, and community.

Currently, ninth grade courses are aligned with appropriate standards, and as the present ninth grade class progresses, future courses will also be entirely standards based. Using a similar model to the "work habits" standards, the plan is to incorporate

the standards for the guiding principles into existing courses. Student proficiency is being recorded in Powerschool as we explore Jumprope. The District will be collaborating with the vendor to develop a "report card" and a transcript that will serve everyone's needs. Our plan is to have this functional and "online" by the beginning of next year.

Several staff members at Leavitt Area High School are parents of students attending neighboring school districts, who have been implementing standards for awhile. This has provided valuable insight into the reactions students and parents have when decisions are made about implementing proficiency based diplomas/reporting systems. These lessons learned have provided insight into the importance of communication plans. Leavitt has provided ongoing informational sessions and conversations with the parents of current ninth graders to keep them informed and to provide a forum to hear and answer their questions.

The impact the proficiency-based work is having on students, staff and the community is that a great deal of anxiety is currently being felt. This stems from what seems like a simple question such as, "How will you determine if my student is eligible for co-curriculars?" to a significantly more complex question such as, "How will my student who receives special education services be impacted?" When shifting people's thinking as is currently happening with the proficiency based diploma, it's clear that some anxiety is expected. However, the number of questions that remain unanswered is causing a remarkable amount of anxiety with all stakeholders. One example of the concerns is with World Languages. The expectation with the current statute is that all students will meet the standards outlined in the Maine Learning Results, perhaps using the sample standards that are provided on the Maine DOE website. Presently, foreign language is an elective at LAHS, with not all students being required to enroll in foreign language. To reach proficiency, It appears that foreign language will need to become a minimum two year requirement, perhaps longer, depending on the student. This will further reduce the ability of students to enroll in elective courses, as their options are already limited based on existing requirements. Our current staffing levels will not support this additional requirement, and during the 2015-16 budget cycle, the district will need to discuss adding additional foreign language teachers at the high school level. If the budget recommendations are passed to accommodate these additional sections of foreign language, LAHS should be able to meet the statutory requirement to have all students proficient in all content areas by 2020.

<u>Overall Implementation Plan</u>

8. Provide a description of the overall plan to meet the goal of awarding diplomas based on proficiency in the standards of English language arts and mathematics in 2018. (If there is a demonstrated level of preparedness in other content areas or the Guiding

Principles, include these in your description and evidence as well.) The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested to reach the ultimate goal of awarding proficiency-based diplomas in eight content areas and the Guiding Principles after July 1, 2020. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Overall plan is aligned with the SAU shared vision focus areas
- Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.
- Evidence included clearly supports the benchmarks

The district intends to award proficiency based diplomas starting with the class of 2018 in language arts and mathematics. We have established the standards required to be met in each ninth grade level class and will continue to establish the expectations as the class of 2018 proceeds through their years of high school. By the start of the 2015-2016 school year, the District plans to have clearly outlined expectations/standards for classes at all levels. We continue to explore the capacity of Powerschool and Jumprope to help determine which is the better platform to record and report out on student progress toward those standards. Throughout this school year, professional development opportunities have and will continue to be offered with Powerschool and Jumprope to assist staff members in understanding how to best utilize the programs. Based on the functionality of the software system, conversations are occurring about what proficiency looks like and how students will know when they have reached it. Meeting proficiency in math and language arts is clearly outlined for both students and parents.

However, at this time, with current staffing, all students will not meet the requirements outlined by the standards of the World Languages, other content areas, or the guiding principles. In order to accommodate the requirement of foreign language, additional staff is needed. The addition of foreign language teachers will allow more sections of foreign language courses to be offered. As the process of building the budget for the 2015-2016 has begun, District conversations about how to provide this additional language support has begun. Two additional instructors are estimated to be needed to accomplish these requirements.

There are two viable options for this to occur. The District could decide to include two additional instructors into next year's budget, in which case all

students could begin taking a language course starting in 2015. However, the district could also decide to incrementally implement this program and add one staff member over the next two years, in which case all students could begin taking a language course starting in 2016. In either scenario, the district could begin awarding proficiency based diplomas in all areas by the 2020 deadline. There may be other "out of the box" options available for students to show proficiency in the foreign language standards; however, adding additional staff appears to be the most viable option at this time.

For the other content areas and guiding principles, only time is needed to complete the work. This should be easily completed by 2020.

System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and Guiding Principle

Supporting student achievement begins at the classroom level. As the process of streamlining curriculum and identifying the essential standards for each course has occurred, the simultaneous development of Leavitt's RTI system has taken place, identifying specific academic interventions needed for students. For example, a number of Leavitt students required extra support in the areas of Algebra 2 and Geometry. As a result, students were identified and scheduled for a 40 minute "math lab" in their eight period schedule, providing them with the additional math support needed to reach proficiency. Similar support is provided for identified students in the area of English/Language Arts.

Additionally, an after school support time has been implemented by adjusting the schedule of a science teacher, so that her day starts and ends later, allowing her

to provide support to students after school. This has been especially beneficial to students needing to meet specific science standards, so they don't repeat an entire course to earn a credit. Furthermore, beginning this year, one day each month is designated for all teachers to be available after school to provide support to students. This is called an academic support time, and students are "invited" by their teachers to stay for extra support. This model began with a great deal of skepticism from staff members, thinking that students would not stay after school. Both students and parents are supporting this model as evidenced by the numbers of students seeking the additional support with their teachers.

While these supports are proving successful, there is also an identified need to have regular time, specifically earmarked, built into the school day. This time is used to provide additional intervention to students who are not meeting academic expectations. This also allows flexible grouping of students in order to provide needed interventions, based on the data from classroom teachers and standardized testing. Intervention times began in 2010, utilizing a very cumbersome process of meeting two days a week during windows of time during the year and grouping students based on teacher recommendations. This process evolved into a spreadsheet in Google Docs that allowed for recommendations for all students from classroom teachers and a final placement from the student's advisor. This has worked well over the last two years, but with the development of the proficiency based diploma requirements, the need was identified for more timely and specific interventions. In November the model was revised, continuing the utilization of the Google spreadsheet with teacher recommendations, but more time was implemented, utilizing 40 minutes every Tuesday and Thursday, and allowing the student's intervention teacher to change as needed. The goal is for these adjustments to create more flexible intervention times and provide students the additional instruction they need. Assuming this model proves successful, it will continue in future years.

Additionally, more summer school staffing is being requested in this budget cycle so the District can offer additional support in whatever subject area is needed for students to achieve proficiency. Initially, literacy and mathematics will be the priority.

Trying to find the appropriate balance of during school and after school intervention time is a difficult one. Our procedures have evolved over time, with the needed revisions allowing for creativity and for the ability to better respond to

student needs. Whether building support into the student's schedule or providing additional interventions during and after school as has been currently implemented, the staff will continue to explore further for needed structures and alternative pathways to ensure all students have the opportunity to earn a proficiency based diploma by 2020.

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- Policy: 0%
- Practice: 100%
- Community Engagement: 0%
- One-year Carry Over: 19,187.77

11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- Clear description of intended impact for your use of transition funds
- Budget aligns to intended impact

All funds for 2013/14 have not been expended since receiving the refund from Mastery Connect. These funds will be utilized to pilot the tracking program, Jumprope, and to provide professional development for staff in how to use the program. This system allows for staff to track proficiency and to create a reporting system to parents. Additionally, all remaining funds will be utilized for staff to meet by subject area to continue their work around creating power standards, aligning curriculum, and creating assessments, which will provide evidence of students acquiring proficiency in the needed standards to earn a proficiency based diploma.

For the 2014/15 funds, monies will be utilized to continue purchasing a tracking program, and to pay stipends for staff to continue the work on standards and assessments. This past year, the curriculum work was focused on ninth grade

coursework. This year's funds will expand the work through the tenth grade subjects/curriculum. In addition, monies are being utilized for staff to attend workshops related to proficiency based diplomas.

Although there have been regular communication to parents and the Board, no monies have been needed for these communications. Similarly, the policy revisions require no funding.

All monies are expected to be expended by September 1, 2015. This is similar to what happened this past year, as many staff prefer to complete curriculum work in August, prior to the beginning of school.

Option 4 Authorization Page

Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1.This request will include:

- evidence of progress toward the identified annual benchmarks;
- goals and benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles; and
- a budget for use of additional proficiency-based diploma transition funds.

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.
We certify that the criteria for awarding a diploma beginning after January 1, 2018 will be the following criteria from Maine Revised Statutes 20-A §4722-A:
A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
B. Demonstrate proficiency in meeting state standards in English language arts and mathematics of the system of learning results established under section 6209;
D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.
We certify that the criteria for awarding diplomas beginning after July 1, 2020 will include the addition of the following criteria from Maine Revised Statutes 20-A §4722-A:
B. Demonstrate proficiency in meeting state standards in all remaining six content areas of the system of learning results established under section 6209; and
C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209.

Superintendent of Schools — Date: 1-29-2015

Chair of School Board — Date: 2/3/15

File: JJJ

EXTRA/CO-CURRICULAR ACADEMIC ELIGIBILITY
LEAVITT AREA HIGH SCHOOL and TRIPP MIDDLE SCHOOL

Leavitt Area High School:

Each student who participates in any extra/co-curricular activity sponsored by Leavitt Area High School must take a minimum of six classes and may fail no more than one class to be eligible to participate in extra/co-curricular activities. A student who is failing more than one subject, is not passing five full-time subjects at the nine-week mark at the close of the grading period will be ineligible to practice, participate or play in any extra/co-curricular activity for the next grading period.

Beginning with the class of 2018:
Each student who participates in any extra/co-curricular activity sponsored by Leavitt Area High School must take a minimum of six classes. Additionally, students must maintain a score of 2.0 or above in all standards, in all classes. This includes the work ethic and behavior standards. A student who is not earning a score of 2.0 or above in all standards at the nine-week mark at the close of the grading period will be ineligible to practice, participate or play in any extra/co-curricular activity for the next grading period.

For the first grading period of each school year, eligibility will be determined by the fourth quarter grades of the previous spring. All incoming freshmen will be academical01113
ly eligible for extra/co-curricular activities, provided they are enrolled as a full-time student.

Neither correspondence courses nor summer school courses will be considered for the purpose of maintaining extra/co-curricular eligibility at Leavitt Area High School.

Tripp Middle School:

Each student who participates in any extra/co-curricular activity sponsored by Tripp Middle School must have earned passing grades in all courses, as determined at the end of the previous grading period, and be enrolled as a full-time student.

For the purpose of determining eligibility for the first trimester of the year, the reference point will be the third trimester grades of the previous year. All incoming seventh graders will be academically eligible for extra/co-curricular activities, provided they are enrolled as a full-time student. A student who is failing in any subject at the year-end of seventh grade will be ineligible to tryout, practice, participate or play in any extra/co-curricular activity until September 30th of their eighth grade year when eligibility will be reviewed.

Eligibility will be reviewed on the 15th and 30th of each month, or two weeks after the close of the previous grades. A student who is failing when eligibility is reviewed, will be ineligible to tryout, play, or practice in any extra/co-curricular activity until the next eligibility review. The student will not be allowed to participate in games until they are passing all classes. If at the end of the probationary two weeks, the student is still not passing all classes, the student will be removed from the team. Eligibility will be determined by trimester grades, not the cumulative average.

Neither correspondence courses nor summer school courses will be considered for the purpose of maintaining extra/co-curricular eligibility.

Cross Reference: IHBGA – Home Schooling – Participation in School Programs
JICH – Student Drug, Alcohol and Tobacco Use
JICH-R Student Drug, Alcohol and Tobacco Use Regulations

Adopted: November 1991
Revised: September 1992
Revised: November 1993
Revised: September 2006
Revised: January 2014
Revised: June 2014
Revised: January 2015

File: IKA

Grading/Assessment Systems

The MSAD 52 Board of Directors recognizes that regular assessment and evaluation are important components of the learning process. Both are used to measure progress towards educational goals.

Therefore, the Board supports the district's maintenance of a comprehensive assessment system at the classroom and district levels. The system will incorporate local, state and national assessments. Resulting data will be analyzed annually to plan instructional programming and professional development at the district, building and individual student levels.

Student progress in the classroom will be reported on the basis of grade level standards and/or course standards as outlined in the Common Core Standards, Maine's Learning Results, and district curriculum.

The formats and grading systems to be used for reports to students and parents at each grade level will be developed in accordance with Policy IK. A committee representing each affected school, made up of a balanced representation of building staff and community members, including parents, will meet on a regular basis to review the reporting format and grading system. Any substantive changes in the reporting system will be reviewed with and approved by the Board reasonably in advance of the effective date of the changes. The Board will provide a further opportunity for public comment and inquiry prior to the effective date of any changes.

Cross Reference: IK - Academic Achievement

Adopted: May 2000
Revised: January 2014

File: IKAB

Grading System-Reporting Student Proficiency

The purpose of MSAD 52's grading and reporting system is to provide students and parents/guardians with timely information concerning student progress toward, and achievement of, proficiency in the content areas of Maine's system of Learning Results and the cross-curricular Guiding Principles of the Learning Results.

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board.

Parents/guardians will be informed at regular intervals of the student's academic progress.

Reports to parents will indicate the proficiency standards within the various content areas upon which the grades are based. Grades will be reported by level of proficiency and descriptions of proficiency, but the grading system must include at least the following levels of proficiency:

Proficiency Level	Proficiency Description
4	Highly Proficient
3	Proficient
2	Partially Proficient
1	Not Yet Showing Proficiency

Standards and proficiency indicators will be expressed consistently at each grade level and each school in MSAD 52.

Grading will reflect an aggregation of information gleaned from multiple and varied opportunities for student demonstration of proficiency.

For PreK-grade 6 students, the Board encourages narratives and other forms of reporting as well as proficiency levels in order to make student progress more readily understandable to parents.

For grades 7-8, report cards will list each course by name as well as the proficiency level in order to make student progress more readily understandable to parents.

For grades 9-12, report cards will list each course by name and the pathway through which it was completed (e.g., course, honors, AP, vocational, dual enrollment, independent study) as well as the proficiency level.

At all levels "Habits of work" will be reported separately from academic proficiency.

Interim progress reports indicating deficiency or a need for remedial intervention, or a significant improvement in performance may be issued at any time.

The teacher, principal or other designated person will provide written notification to students and parents by May 1st if the student may not advance to the next grade level or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Adopted:

File: IKE

Student Progress Through the Grades

MSAD 52 offers a planned program of instruction designed to assist students in meeting the content standards of the system of learning results for each grade or grade span through grade K-2, grades 3-4, 5-8 and 9-12). In general, students will progress annually from grade to grade, but the Board recognizes that some students may require a shorter or longer time to meet the content standards and other instructional goals. Therefore, the grade placement of each student will be made on an individual basis. The Board expects school administrators and teachers to provide students with the instructional support needed to progress from grade to grade in the regular sequence whenever possible.

Effective communication with parents is critical to a student's success in school. The Superintendent, school administrators and teachers are responsible for ensuring that parents are kept informed of their child's progress through report cards, parent-teacher conferences and other appropriate means. Parents are encouraged to keep themselves informed regarding their child's progress and to inform their child's teacher(s) of any information that may impact the child's school performance.

School administrators, teachers and guidance counselors shall consider all the following factors in making decisions concerning promotion, retention or acceleration of students:

A. Student Achievement – This factor considers the student's academic progress as measured by report card grades, skills attained, achievement data, and teacher observation.

B. Attendance – This factor considers the student's attendance at school during the year.

C. Health – This factor considers health issues as they relate to the student's achievement.

D. Chronological and Developmental Maturity in Relation to Grade Placement – This factor considers the student's age, grade placement, social, physical, and emotional maturity as measured by one or more of the following factors: psychological examination, testing, observation, previous retentions and documentations.

E. Out -of-School Influences- This factor considers those out-of-school influences such as divorce, family problems, substance abuse related issues, death in the family, etc., as they relate to student achievement.

Program Options - This factor considers the options available at the school to effectively serve the student so that another year in a given grade may be productive. Tutoring, if available, may be an option to make up a student's academic deficiencies.

Cross References: IKF - Graduation Requirements
Legal References: 20-A M.R.S.A. §§ 4722; 6202-A
Chapters 125 and 127 (Maine Department of Education Rules)

Adopted: September 1990
Revised: January 2007
Revised: September 2014

File: IKF

GRADUATION REQUIREMENTS

In order to graduate from Leavitt Area High School, students must meet the following requirements:

2018 and Subsequent Graduating Classes:	
English ~~(.5 English Elective)~~	~~4.5~~ **4.0** credits
Mathematics (completion of Algebra I, Geometry, Algebra II)	4.0 credits
Science (1 in Earth Science) (1 in Biology) (1 **Science** elective) **(1 Science/Technology elective)**	~~3.0~~ **4.0** credits
Social Studies (2 in U.S. History, this includes Civics) (1 in World Studies) (.5 in Government) (.5 in an elective)	4.0 credits
Physical Ed.	1.0 credit
Fine Arts	1.0 credit
Health	1.0 credit
World Languages	**2.0 credits**
Electives	~~5. 5~~ **3.0** credits
Total:	24.0 credits

Students not exempt via eighth grade screening for writing skills will be required to enroll and demonstrate proficiency in the writing lab course at Leavitt Area High School (.5 credit)

Two credits in the same language or demonstrated proficiency in a second language.

- All Leavitt Area High School students are required to be scheduled for and attend six courses at all times.

- Course Load Requirements: Each Leavitt Area High School student is required to be scheduled for a minimum of six credits each year. Unique individualized courses of study such as early college classes, foreign exchange programs and other opportunities outside of Leavitt must be approved by the principal. Specific credit or course requirements may be waived at the discretion of the principal or superintendent for students participating in unique individualized courses of study.

- ~~Students not exempt via 8th-grade screening for writing skills will be required to enroll and pass the writing lab course at Leavitt Area High School.~~

- Students who do not ~~pass~~ **demonstrate proficiency in** the 8th **eighth** grade literacy assessment, will be required to enroll and ~~pass~~ **demonstrate proficiency in** the Literacy Lab course.

- In addition to completing 24 credits, students must also meet all standards outlined in Maine's LD1422. http://www.mainelegislature.org/legis/bills/bills_125th/billtexts/SP043901.asp

Legal Reference: TITLE 20A MRSA SEC. 4722
DEPT OF ED REG CHAP. 127.11, C.; 127.

Adopted: September, 1990
Revised: July 1991, January 1997, January 2001, February 2002, March 2002, June 2006, August 2007, April 2009, February 2011, January 2012, May 2014

December 5, 2014

Dear Parents/Guardians of 9th Graders,

I'm writing today to update you on the status of our ability to report out student's academic progress as it relates to courses and academic standards. When we last met in September, we discussed a new program called Mastery Connect that would track course standards and student progress. We also talked about utilizing PowerSchool as our reporting system until the new system was up and running. The plan was to start using this new program by the start of second semester. However the software is not able to meet our needs and we will be utilizing PowerSchool at least through the remainder of this year.

Fortunately, we have found that PowerSchool is capable of tracking standards and student progress; however, there was a cumbersome issue with converting scores from 1-4 to a 0-100 score. If you have been following your student's PowerSchool account, you will have noticed these 0-100 scores being used as place holders for the 1-4 scores. After researching the problem, we have found that PowerSchool can accommodate the recording of standards in the PowerSchool gradebook as well as the recording of student progress using the 1-4 score.

I'm sure you've seen these changes already to taking place. Teachers have been scoring student work on the 1-4 scale since school started and now these scores are showing up in PowerSchool. We will continue to report out on student progress at the middle and end of each quarter. At the end of each quarter, scores for course standards will be calculated to determine a student's overall course grade. At the end of the year, in order for a student to be considered proficient in a course, he/she will have to earn an overall 2.6 and the scores on all individual standards will have to be 2.0 or above. Students not meeting these criteria in a course will need to recover the credit. There are several ways in which this may happen; it could happen over the summer, during the school year through credit recovery or re-taking the course.

Utilizing the overall course grade on the 1-4 scale will also allow for determining honors and high honors at the end of each quarter and an overall GPA at the end of each year. In order for students to earn honors they will need to have an overall score of 2.75 with no more than one course with a score of 2.0. High honors students will need to earn an overall 3.75 with no more than one course with a score of 3.0. We will also be able to utilize these overall course grades to determine academic eligibility. There are a number of details to work out in this area and we will be working on this over the next several weeks. But, as these specifics are worked out, I think that a good rule of thumb would be that students need to have a minimum score of 2.0 on all standards.

I understand that getting to this point has been difficult. But, I believe that utilizing PowerSchool will reduce the confusion that would have been created by changing systems mid-year. Now both students and teachers will be able to track and monitor progress on individual standards using a scale that will be consistent regardless of the software that we are using. I want to thank everyone for their continued understanding as we work through this difficult process. If you have questions, feel free to contact me, Derek Galway or your student's classroom teacher at any time.

Sincerely,

Eben Shaw
Principal

RL. 9-10.4 Rubric

Assessment Standard	4	3	2	1
RL. 9-10.4: *Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.*	Student can figure out the literal meaning and figurative meaning of a device. Student can explain how the diction supports the figurative meaning. Student can investigate the device and diction used in a text and defend why the device and diction is important to the text (theme/message). **Student explains how *different diction* would affect the theme/message.**	Student can figure out the literal meaning and figurative meaning of a device. Student can explain how the diction supports the figurative meaning. **Student can investigate the device and diction used in a text and defend why the device and diction is important to the text (theme/message).**	Student can figure out the literal meaning and figurative meaning of a device. **Student can explain how the diction supports the figurative meaning.**	**Student can figure out the literal meaning and figurative meaning of a device.**

Updated January 2015

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RL. 9-10.4 Rubric

Assessment Standard	4	3	2	1
RL. 9-10.4: *Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.*	Student explains what *would happen if* different word choices were made.	Student can investigate the device and word choice used in a text and defend why the device and word choice is important to the text (theme/message).	Student can figure out the literal meaning and figurative meaning of a device. Student can explain how the diction supports the figurative meaning.	Student can correctly identify a device and correctly cite the writer's use of the device.
Expectation Standard	**4**	**3**	**2**	**1**
L. 9-10.1: *Demonstrate command of grammar and usage when writing or speaking.*	Student uses sentence variety to add meaning to the work.	Student creates a variety of sentences which include transitions and parallel structure.	Student uses sentences which agree in tense, number, and gender.	Student uses complete sentences.
L. 9-10.2: *Demonstrate command of capitalization, punctuation, and spelling when writing.*		Student punctuates correctly with regards to commas, colons, semicolons, apostrophes, parentheses, and quotation marks.	Student capitalizes correctly with regards to sentence beginnings and proper nouns.	Student consistently uses appropriate end punctuation and spells correctly.

Updated June 2014

FEB-03-2015 03:56PM FROM-SAD52 BUSINESS OFFICE 2072253159 T-477 P.022/056 F-587

Name:_____

Date:_____

RL. 9-10.4 Summative Assessment

→ Read the poem "Turtle." Underline or highlight four DIFFERENT literary devices in the poem which help to show why the speaker does not want to be a turtle. Correctly label each device.

Words Defined:	*Levity: cheerfulness*	*Chastened: humble*

"Turtle"

by Kay Ryan

Who would be a turtle who could help it?
A barely mobile hard roll, a four-oared helmet,
She can ill afford the chances she must take
In rowing toward the grasses that she eats.
Her track is graceless, like dragging
A packing-case places, and almost any slope
Defeats her modest hopes. Even being practical,
She's often stuck up to the axle on her way
To something edible. With everything optimal,
She skirts the ditch which would convert
Her shell into a serving dish. She lives
Below luck-level, never imagining some lottery
Will change her load of pottery to wings.
Her only levity is patience,
The sport of truly chastened things.

1. Choose one of the devices you highlighted and write a complete paragraph which explains how the device and diction show why the speaker does not want to be a turtle. Use a quote to help defend your point.

→ Read the poem "The Road Not Taken." Underline or highlight <u>two DIFFERENT literary devices</u> in the poem which help to show the speaker's view on life. Correctly <u>label each device</u>.

"The Road Not Taken"

Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

2. Choose one of the devices you highlighted and write a complete paragraph which explains how the device and diction show the speaker's view on life. Use a quote to help defend your point.

Leavitt Area High School
21 Matthews Way
Turner, ME 04282
(207) 225-3553

STUDENT: [redacted]
GRADE: 9
HPT TEACHER: [redacted]
DATE: January 29, 2015

Course Name	Teacher	Q1	Q2	E1	S1	Q3	Q4	E2	S2	Yr	Comment	Abs	Tar	Cr
ACAD U.S. HISTORY 1	DAVIS, ISAIAH	3	2.7	3.0	2.8							5	0	0.0
ALGEBRA 1	JUNTURA, JAMIE	3	2.9		3.0							0	0	0.0
ENGLISH 1	BECKER, KERRI	4	2.7	3.5	3.1							5	1	0.0
PHYS ED 1	THURSTON, SARA K	3	2.9	3.0	2.8							7	0	0.0
PHYSICAL SCIENCE	DESOI, WILLIAM	3	2.0	2.7	2.5							0	1	0.0
SPANISH 1	AGUILAR, MARLENE	4	3.3	3.0	3.3						Keep up the good work!	6	3	0.0
THEATER 1	HILL, KADE	3	3.4	3.8	3.4							0	0	0.0

PARENTS OF: SYDNEY ABBOTT
26 SUNSET BLVD
TURNER, ME 04282

Name: _____ Date: _____ Period: _____

ALGEBRA 1
ASSESSMENT:

For Teacher Only

UNIT 1 TEST

(GS1a.a) *Student will be able to solve one step equations.*

Questions #1-4

☐ Does Not Meet the Standard	☐ Partially Meets the Standard	☐ Meets the Standard	☐ Exceeds the Standard
1	2	3	4
0-1 correct	2 correct	3 correct	all 4 correct

(GS1a.b) *Student will be able to solve multi step equations.*

Questions #5-8

☐ Does Not Meet the Standard	☐ Partially Meets the Standard	☐ Meets the Standard	☐ Exceeds the Standard
1	2	3	4
0-1 correct	2 correct	3 correct	all 4 correct

(GS1a.c) *Student will be able to solve equations with variables on both sides.*

Questions 9-12

☐ Does Not Meet the Standard	☐ Partially Meets the Standard	☐ Meets the Standard	☐ Exceeds the Standard
1	2	3	4
0-1 correct	2 correct	3 correct	all 4 correct

(GS1a.d) *Student will be able to solve equations for a specific variable.*

Questions 13-16

☐ Does Not Meet the Standard	☐ Partially Meets the Standard	☐ Meets the Standard	☐ Exceeds the Standard
1	2	3	4
0-1 correct	2 correct	3 correct	all 4 correct

Feedback:

#1-12 Solve each equation. Show all work.

1. $x+2=7$ _____

2. $-12=y-3$ _____

3. $-2x=-18$ _____

4. $3=\frac{y}{4}$ _____

5. $7-x=10$ _____

6. $2x+10=24$ _____

7. $13=\frac{x}{2}-3$ _____

8. $-2=\frac{x-7}{5}$ _____

9. $7x+12=4x-15$ _____

10. $4+2x-3=7$ _____

11. $6(x-4)=36$ _____

12. $4x+34=-3(x+5)$ _____

#13-16 Solve each equation for the given variable. Show all work.

13. solve for y _____

$5x-4y=16$

14. solve for y _____

$6dy=m$

15. solve for w _____

$3w=t-9$

16. solve for x _____

$\frac{6+x}{d}=5$

Name: _____ Date: _____ Period: _____

ALGEBRA 1
ASSESSMENT:

For Teacher Only

UNIT 3 (GS1c.a) 2nd Copy

Student will be able to write equations in slope intercept form from slope and a point AND from 2 points.

☐ Does Not Meet the Standard	☐ Partially Meets the Standard	☐ Meets the Standard	☐ Exceeds the Standard
1	2	3	4
all questions wrong in either #1,2,3 or in #4,5,6	2 questions wrong in either #1,2,3 or in #4,5,6	1 question wrong in either #1,2,3 or in #4,5,6	all 6 questions correct

Feedback:

Attempt #_____

GS1c.a Writing Equations in Slope Intercept Form Given a slope and a point AND 2 points.
Quiz Algebra 1

#1-3 Write an equation in slope intercept form given the slope and a point the line passes through. Show all work.

1. slope= -3 through (4, 1) _____

2. slope = 0 through (-4, -2) _____

3. slope= 2 through (-2, 3) _____

#4-6 Write an equation in slope intercept form given 2 points that the line passes through. Show all work.

4. (2, -5) and (6, -5) _____

5. (6, 7) and (9, 13) _____

6. (-5, 7) and (-6, 10) _____

Modern Languages	
Listening	
Writing	
Speaking	
Classical Languages	
History	
Literature	
Roman Life	
Mythology	
Vocabulary Building	
Etymology/Derivative	
Verb Forms	
Noun Forms	
Adjective Forms	
Grammar	
Modern and Classical Languages	
Reading	
Vocabulary Building	
Wellness 1	
Standard	**Short Description**
W1.A1.	Health Behaviors
W1.A1.a	Analyze individual responsibility for enhancing health.
W1.A1.b	Predict how healthy behaviors can impact health status.
W1.A1c.	Barriers
W1.A2.	Interrelationship of Dimensions
W1.A3.	Causes and Treatments of Health Problems
W1.A4.	Covered in Science
W1.A5.	Human Growth and Development
W1.A5.a	Identify the stages of life.
W1.A5.b	Explain the characteristics of adolescence.
W1.A6	Health Concepts
W1.A6.a	Identify qualities of healthy relationships.
W1.A6.b	Make conclusions about the importance of each of the 6 essential nutrients.
W1.A6.c	Identify function of each major body system.

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W1.A6.d	Identify parts of the male and female reproductive systems.
W1.A6.e	Identify different ways self-esteem impacts health.
W1.B1.	Evaluate Validity of Health Services
W1.B1.a	Determine qualities of valid health information.
W1.B1.b	Critique the validity of messages about body image conveyed in health advertisements.
W1.B2.	Access Reliable Health Services
W1.B2.a	Determine when professional health services may be required.
W1.B2.b	Access valid and reliable health information.
W1.B2.c	Access valid and reliable health products and services.
W1.BD1.	Analyze and Evaluate Influences
W1.BD1.a	Analyze how family, school/community, and peers influence wellness.
W1.BD1.b	Analyze the effect of media on one's personal health.
W1.BD2.	Analyze Health Risks
W1.BD2.a	Analyze the influence of drug use on individual and group behavior.
W1.BD2.b	Analyze how the compounded effect of engaging in unhealthy behaviors can lead to other unhealthy behaviors.
W1.C1.	Healthy Practices and Behaviors
W1.C1.a	Compare two food labels and select the healthiest choice.
W1.C1.b	Suggest ways to be physically active.
W1.C1.c	Explain how setting limits for drug use can ensure health.
W1.C1.d	Suggest ways setting limits, abstinence and using proper protection in sexual situations can enhance health and avoid or reduce health risks.
W1.C2.	Avoid or Reduce Health Risks
W1.C2.a	Recognize ways to avoid or change situations that threaten the safety of self and others.
W1.C2.b	Explain the risks of being sexually active.
W1.C3.	Self-Management
W1.E1.	Interpersonal Communication
W1.E1.a	Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.
W1.E1.b	Demonstrate refusal and negotiation skills to enhance health and avoid or reduce health risks.
W1.E1.c	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
W1.E2.	Advocacy Skills
W1.E2.b.	Advocacy Skills
W1.F1.	Decison-Making
W1.F1.c	Generate alternative approaches to situations involving health-related decisions and predict the potential short-term and long-term impact for themselves and others for each alternative.

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W1.F1.e	Evaluate the effectiveness of a health-related decision.
W1.F2.	Personal Health Goal
W1.F2.a	Assess personal health practices and overall health status.
W1.F2.b	Develop a plan to attain a short-term personal health goal that addresses strength, needs, and risks.
Natural Science	
NS.GSSC1.C	Planning and Carrying out an Investigation (record data)
NS.GSSC2.A	Analyzing and Interpreting Data (analyze data)
NS.GSSC2.B	Analyzing and Interpreting Data (make a claim)
NS.GSSC2.C	Analyzing and Interpreting Data (interpret data)
NS.GSSC4.A	Constructing Explanations and Engaging in Arguments (compare and evaluate)
NS.GSSC4.B	Constructing Explanations and Engaging in Arguments (construct an argument)
NS.GSSC4.C	Constructing Explanations and Engaging in Arguments (use valid evidence)
NS.GSSC5.A	Obtaining, Evaluating, and Communicating Information (gather and read)
NS.GSSC5.B	Obtaining, Evaluating, and Communicating Information (determine ideas)
NS.GSSC5.C	Obtaining, Evaluating, and Communicating Information (communicate ideas)
NS.ESS2A.3	Earth Materials and Systems (cycles of energy and matter)
NS.ESS2A.4	Earth Materials and Systems (plate tectonics)
NS.ESS2B.1	Plate Tectonics and Large-Scale System Interactions
NS.ESS2D.1	Weather and Climate (electromagnetic radiation)
NS.ESS2D.2	Weather and Climate (climate change)
NS.ESS3A.1	Natural Resources (Energy Production)
Physical Science	
PS.GS-SC.1.A	Planning and Carrying out Investigations (ask a question)
PS.GS-SC.1.B	Planning and Carrying out Investigations (plan an investigation)
PS.GS-SC.1.C	Planning and Carrying out Investigations (collect data)
PS.GS-SC.2.A	Analyzing and Interpreting Data (analyze data)
PS.GS-SC.2.B	Analyzing and Interpreting Data (make a claim)
PS.GS-SC.2.C	Analyzing and Interpreting Data (interpret data)
PS.GS-SC.3.A	Using Mathematics and Computational Thinking (solve problems)
PS.GS-SC.3.B	Using Mathematics and Computational Thinking (use conversions)
PS.GS-SC.3.C	Using Mathematics and Computational Thinking (data representations)
PS.GS-SC.4.A	Constructing Explanations and Engaging in Arguments from Evidence (compare and evaluate)
PS.GS-SC.4.B	Constructing Explanations and Engaging in Arguments from Evidence (construct an argument)
PS.GS-SC.4.C	Constructing Explanations and Engaging in Arguments from Evidence (use valid evidence)
PS.GS-SC.5.A	Obtaining, Evaluating, and Communicating Information (gather and read)

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PS.GS-SC.5.B	Obtaining, Evaluating, and Communicating Information (determine ideas)
PS.GS-SC.5.C	Obtaining, Evaluating, and Communicating Information (communicate ideas)
PS1A.1	PS1A Structure and Properties of Matter (Molecules)
PS1A.3	PS1A Structure and Properties of Matter (Kinetic Theory)
PS1A.2	PS1A Structure and Properties of Matter (Pure Substances)
PS1A.4	PS1A Structure and Properties of Matter (Matter and molecules)
PS1A.5	PS1A Structure and Properties of Matter (Solids)
PS1A.6	PS1A Structure and Properties of Matter (Phase Change)
PS1A.7	PS1A Structure and Properties of Matter (Atomic Structure)
PS1A.8	PS1A Structure and Properties of Matter (Periodic Law)
PS1B.1	PS1B Chemical Reactions (Chemical Reactions)
PS1B.2	PS1B Chemical Reactions (Predicting Chemical Reactions)
PS2A.1	PS2A Forces and Motions (Newton's 1st Law)
PS2A.2	PS2A Forces and Motions (Newton's 2nd Law)
PS2A.3	PS2A Forces and Motions (Newtons's 3rd Law)
PS2B.1	PS2B Types of Interactions (EM Forces)
PS2B.2	PS2B Types of Interactions (EM Fields)
PS3A.1	PS3A Definitions of Energy (Kinetic Energy)
PS3A.2	PS3A Definitions of Energy (Potential Energy)
PS3B.1	PS3B Conservation of Energy and Energy Transfer (Conservation of Energy)
PS3B.2	PS3B Conservation of Energy and Energy Transfer (Transfer of KE and PE)
PS3C.1	PS3C Relationship Between Energy and Forces (Transfer of Energy through force)
PS4A.1	PS4A Wave Properties (Sound Waves and Mediums)
PS4A.2	PS4A Wave Properties (Wavelength, Speed, and Frequency)
PS4A.3	PS4A Wave Properties (Interference)
PS4B.1	PS4B Electromagnetic Radiation (Light Behavior)
PS4B.2	PS4B Electromagnetic Radiation (Dual Behavior of Light)
PS4B.3	PS4B Electromagnetic Radiation (EM Wave Absorbtion)
PS4B.4	PS4B Electromagnetic Radiation (Photoelectric Effect)
ESS1A.1	The Universe and Its Stars (Stars' Light Spectra)
ESS1A.2	The Universe and Its Stars (Creation of Elements)
ESS1A.3	The Universe and Its Stars (Big Bang Theory)
ESS1B.1	Earth and the Solar System (Solar System)
ESS1B.2	Earth and the Solar System (Moon Phases and Seasons)
ESS1B.3	Earth and the Solar System (Nebular Theory)
Algebra I	

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GS1a.a	Solve one step equations
GS1a.b	Solve multi-step equations
GS1a.c	Solve equations with variables on both sides
GS1a.d	Solve formulas for a specific variable
GS1b.a	Understand the coordinate plane and plot points
GS1b.b	Graph linear equations using x and y-intercepts
GS1b.c	Graph equations using the table method
GS1b.d	Calculate slope using two points or a graph.
GS1b.e	Graph lines using slope-intercept form
GS1c.a	Write equations in slope-intercept form given slope and a point
GS1c.b	Write equations in slope-intercept form from looking at a graph
GS1c.c	Write equations in point-slope form
GS1c.d	Write equations of parallel lines
GS1c.e	Write equations of perpendicular lines
GS1c.f	Write equations to go with word problems
GS1d.a	Solve systems of linear equations by graphing
GS1d.b	Solve systems of equations by using substitution
GS1d.c	Solve systems of equations by using elimination
GS1d.d	Apply systems of equations to solve word problems
GS1e.a	Solve simple inequalities
GS1e.b	Solve compound inequalities
GS1e.c	Graph inequalities in two variables
GS1e.d	Graph systems of inequalities
GS1f.a	Multiply monomials
GS1f.b	Divide monomials
GS1f.c	Add and subtract polynomials
GS1f.d	Multiply polynomials
GS1g.a	Factoring using GCF
GS1g.b	Factoring trinomials with quadratic coefficient of 1
GS1g.c	Factoring trinomials with quadratic coefficient not =1
GS1g.d	Factoring the difference of two squares
GS1h.a	Understand and create line plots
GS1h.b	Understand and create stem and leaf plots
GS1h.c	Create scatterplots
GS1h.d	Understand histograms
GS1h.e	Understand and create box and whisker plots
GS1h.f	Understand normal distribution

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GS1i.a	Use the fundamental counting principle
GS1i.b	Calculate simple probability and odds
GS1i.c	Use permutations and combinations
GS1i.d	Calculate independent and dependent probabilities
GS1i.e	Calculate mutually exclusive and inclusive probabilities
GS1j.a	Represent a relation in multiple forms
GS1j.b	State the domain and range of relations
GS1j.c	Determine if a relation is a function
GS1j.d	Evaluate functions
Geometry	
GS2a.a	Identify and model points, lines and planes and intersecting lines and planes
GS2a.b	Use the Segment Addition Postulate to calculate measure of a segment
GS2a.c	Find the distance between two points
GS2a.d	Find the midpoint of a segment
GS2b.a	Classifying Angles
GS2b.b	Identify & use congruent angles and the bisector of an angle
GS2b.c	Use the Angle Addition Postulate to determine the measures of angles
GS2b.d	Identify and use special pairs of angles
GS2c.a	Identify and name polygons.
GS2c.b	Determine perimeter of polygons and circumference of circles
GS2c.c	Determine area of polygons and circles
GS2d.a	Identify and name three-dimensional figures
GS2d.b	Calculate surface area of three-dimensional figures
GS2d.c	Calculate volume of three-dimensional figures
GS2e.a	Use the Properties of Equality in algebraic proofs
GS2e.b	Complete proofs involving segment addition and segment congruence
GS2e.c	Complete proofs involving supplementary, complementary, congruent, and right angles
GS2f.a	Name angles formed by pair of lines and a transversal
GS2f.b	Prove that two lines are parallel based on angle relationships
GS2f.c	Use theorems to determine the relationships between specific pairs of angles
GS2f.d	Use algebra to find angle measurements
GS2f.e	Find slopes of lines
GS2f.f	Use slope to identify parallel and perpendicular lines
GS2f.g	Determine the distance between a point and a line
GS2g.a	Identify and classify triangles by angle measures and side measures

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GS2g.b	Apply the Triangle-Sum Theorem and/or the Exterior Angle Theorem to determine the measures of angles inside and outside of triangles
GS2g.c	Name and use corresponding parts of congruent polygons
GS2g.d	Use the SSS,SAS,ASA and AAS Postulates/Theorem to test for triangle congruence
GS2g.e	Use the properties of isosceles and equilateral triangles
GS2g.f	Identify and use bisectors, medians, and altitudes in triangles
GS2g.g	Use the Triangle Inequality Theorem to identify possible triangles and prove triangle relationships
GS2h.a	Find and use the sum of the measures of interior and exterior angles of polygons
GS2h.b	Recognize and apply properties of sides, angles and diagonals of parallelograms
GS2h.c	Recognize the conditions that ensure a quadrilateral is a parallelogram
GS2h.d	Recognize and apply properties of rectangles
GS2h.e	Recognize and apply properties of rhombi and squares
GS2h.f	Apply properties of trapezoids
GS2h.g	Apply properties of kites
GS2h.h	Prove that a set of points in a coordinate plane is a parallelogram, rectangle, rhombus, square, trapezoid or kite
GS2i.a	Write ratios and proportions and solve proportions
GS2i.b	Use proportions to identify similar polygons
GS2i.c	Solve problems using the properties of similar polygons
GS2i.d	Identify similar triangles using the AA Similarity Postulate and the SSS and SAS Similarity Theorem
GS2i.e	Identify similarity transformations and the scale factor of dilations
GS2i.f	Verify similarity after a similarity transformation using SAS or SSS
GS2i.g	Interpret scale models and use scale factors to solve problems
GS2j.a	Use the Pythagorean Theorem and the converse of the Pythagorean Theorem
GS2j.b	Use the Pythagorean Theorem to solve word problems
GS2j.c	Use the properties of 45-45-90 and 30-60-90 triangles
GS2j.d	Find trigonometric ratios using right triangles
GS2j.e	Use trigonometric ratios to solve right triangles
GS2j.f	Solve problems involving angles of elevation and depression
GS2j.g	Use the Law of Sines to solve triangles
GS2j.h	Use the Law of Cosines to solve triangles
GS2k.a	Identify and use parts of circles
GS2k.b	Solve problems involving the circumference of a circle
GS2k.c	Identify central angles, major and minor arcs and semicircles and find their measures
GS2k.d	Find arc lengths
GS2k.e	Recognize and use relationships between arcs and chords and between arcs, chords and diameters
GS2k.f	Determine the measures of inscribed angles and the measures of the angles of inscribed polygons

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GS2k.g	Use the properties of tangents and solve problems involving circumscribed polygons
GS2l.a	Construct congruent segments and angles, bisectors and perpendiculars
GS2m.a	Draw translations, reflections, rotations and dilations
Art 1	
VPA.A1.C1	Students examine and identify necessary skills and ideas for completing artworks.
VPA.A1.C2	Students demonstrate proficiency using drawing techniques and processes.
VPA.A1.C3	Students demonstrate proficiency using printmaking techniques and processes.
VPA.A1.C4	Students demonstrate proficiency using painting techniques and processes.
VPA.A1.C5	Students demonstrate proficiency using ceramics techniques and processes.
VPA.A1.C6	Students know and demonstrate the creative process.
VPA.A1.C7	Students plan, experiment, and shape an artistic investigation on a social, cultural, historical or political issue
VPA.A1.C8	Students select and use multiple art making approaches to create a body of artworks.
VPA.A1.C9	Students demonstrate creation of original artwork instead of artistic plagiarism.
VPA.A1.P1	Students analyze, select and curate artifacts or artworks using appropriate presentation methods for an exhibit or display.
VPA.A1.R1	Students evaluate what they learned from the process of curating and presenting the exhibit or display.
VPA.A1.R2	Students describe, analyze, interpret, and evaluate artistic devices (elements and principles) for creating meaning in work.
VPA.A1.R3	Student will be able to respond and discuss art and/or art concepts using evidence, context, and content knowledge.
Fiber and Fabric	
VPA.FF.C1	Students examine and identify necessary skills and ideas for completing artworks.
VPA.FF.C2	Students demonstrate proficiency using knit/crochet techniques and processes.
VPA.FF.C3	Students demonstrate proficiency using spinning techniques and processes.
VPA.FF.C4	Students demonstrate proficiency using paper craft techniques and processes.
VPA.FF.C5	Students demonstrate proficiency using felting techniques and processes.
VPA.FF.C6	Students demonstrate proficiency using sewing/embroidery techniques and processes.
VPA.FF.C7	Students demonstrate proficiency using dye techniques and processes.
VPA.FF.C8	Students know and demonstrate the creative process.
VPA.FF.C9	Students plan, experiment, and shape an artistic investigation on a social, cultural, historical or political issue
VPA.FF.C10	Students select and use multiple art making approaches to create a body of artworks.
VPA.FF.C11	Students demonstrate creation of original artwork instead of artistic plagiarism.
VPA.FF.R1	Students evaluate what they learned from the process of curating and presenting an exhibit or display.

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VPA.FF.R2	Students describe, analyze, interpret, and evaluate artistic devices (elements and principles) for creating meaning in work.
VPA.FF.R3	Student will be able to respond and discuss art and/or art concepts using evidence, context, and content knowledge.
VPA.FF.P1	Students analyze, select and curate artifacts or artworks using appropriate presentation methods for an exhibit or display.
US History 1	
USI.CG.B	Compare and/or evaluate different forms of government and political systems and evaluate their impact in the US and the world.
USI.CG.D	Explore and assess the power and rights that various groups possess and how people, ideas, and groups, cause these rights to change.
USI.EC.A	Explain and Analyze the effects economic structures have on: Government Corporations The Stock Market And How They Affect People Businesses Nations
USI.GEO.C	Analyze how cultures and cultural change influence the development of specific places and regions.
USI.HIS.B	Understand important historical issues, how they have changed, and make value judgments about one or more of the following enduring themes: Power and Authority Migration and Immigration
USI.HIS.D	Identify and analyze the causes of historical events and ideas to identify, analyze, and evaluate the significance of the effects
USI.GS.A	Inquiry: Develop questions and conduct research on current social studies issues by applying appropriate methods and reasoning skills. Students should gather information use relevant tools, technologies and sources to conduct the inquiry.
USI.GS.B	Reading: Students will demonstrate the skills to evaluate informational and historical documents.
USI.GS.C	Reading: Synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.
USI.GS.D	Writing and Speaking: Develop informative/ explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings.
USI.GS.E	Writing and Speaking: Construct and present arguments both orally and in writing in which claims, counterclaims, reasons and evidence demonstrate their relevance to each other and the overall argument and the piece is organized
Theater	

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T.1.a	Analyze the character's conflicts, relationships, background, etc. to develop a complete character that is supported by the text in the script.
T.1.b	Develop objectives and actions that demonstrate appropriate emotional pacing for each line of the script based on an understanding of the character's conflicts, relationships, background, etc.
T.2.a	Utilize various memorization techniques to practice lines in order to recite them fluently.
T.2.b	Develop appropriate physical and vocal characteristics for the monologue or scene while paying attention to place, time period, etc.
T.2.c	Maintain a stage presence that reflects an understanding of the role of the actor and the audience. (i.e.: pacing, blocking, volume, etc.)
T.2.d	Demonstrate appropriate listening and reaction skills during a scene with a partner.
T.3.a	Evaluate the effects of various creative and technical aspects of a dramatic text (set and properties, costume design, lighting, sound, etc.)
T.3.b	Utilize basic stage terminology while completing tasks in the theater (stage direction, lamp and curtain types, etc.)
T.3.c	Respond critically to topics in theater history, relating those topics to contemporary theater.
PE1	
PE1.S5.H3	Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction
PE1.S5.H1	Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction
PE1.S4.H5	Exhibits responsible personal and social behavior that respects self and others
PE1.S4.H3	Exhibits responsible personal and social behavior that respects self and others
PE1.S4.H2	Exhibits responsible personal and social behavior that respects self and others
PE1.S3.H7	Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness
PE1.S3.H6	Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness
PE1.S3.H3	Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness
PE1.S2.H2	Applies knowledge of concepts, principles, strategies and tactics related to movement and performance
PE1.S2.H1	Applies knowledge of concepts, principles, strategies and tactics related to movement and performance
PE1.S1.H3	Demonstrates competency in a variety of motor skills and movement patterns
PE1.S1.H1	Demonstrates competency in a variety of motor skills and movement patterns

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Work Habits Rubric

Name:

Final Grade:

Criteria	Exceeds	Meets	Partially Meets	Does Not Meet	
	4	3	2	1	
Time Management	Utilizes entire class period efficiently and effectively to further knowledge.	Uses the majority of class time appropriately to further knowledge.	Rarely uses class time appropriately to further knowledge.	Does not use class time appropriately.	
Completion of Work		Consistently completes assignments on or before due date.		Regularly submits assignments after deadline or does not submit.	
Ability to Follow Directions	Listens actively to and thoroughly reads instructions. Asks clarifying questions as needed. Executes instructions with no teacher intervention.	Listens actively to/reads instructions. Executes instructions with little or no teacher intervention. Seeks assistance if directions are unclear.	Listens to/reads instructions. Executes instructions with teacher intervention.	Demonstrates few independent listening/reading skills. Executes instructions only after significant teacher intervention.	
Independent Work Skills	Works well despite distractions that may occur. Consistently focused on tasks and topics and can move independently from one task/topic to another.	Appropriately focused on tasks and topics, thus able to complete work. Seldom distracts others; usually resists being distracted either by others or self.	Generally focused on tasks and topics, needs some teacher support and responds to teacher redirection. Creates few distractions for others; sometimes cannot resist others' distractions.	Easily distracted and creates distractions for others. Off-task and off-topic large portion of the class and does not respond to teacher redirection.	

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Work Habits Rubric

Name: Final Grade:

Participation	Listens actively to others. Demonstrates close attention to the task/activity. Contributes actively and meaningfully to discussions and activities. Classroom routines followed independently.	Listens carefully to others. Contributes constructively to discussions and activities. Classroom routines followed with rare reminders.	Listens to others. Contributes occasionally to discussions and activities with teacher prompting. Classroom routines followed with some reminders.	Demonstrates poor listening skills by interrupting or distracting, and responding inappropriately. Needs constant reminders to follow classroom routines.	
Responsibility for Learning	Consistently goes beyond requirements to produce work of excellent quality. Consistently seeks to improve skills and assignments. Errors are acknowledged and a plan of correction is developed. Student is on time and prepared for class.	Completes assignments with care and attention. Seeks feedback to improve assignments. Immediately owns up to errors or poor behavioral choices. Student is on time and prepared for class.	Does assignments as requested. Re-does assignments when prompted. Admits errors or poor behavioral choices. Student is regularly on time for class **or** regularly prepared for class.	Does assignments without consideration for accuracy, to get them completed. Student unwilling to re-do assignments, even with teacher prompting. Student does not take responsibility for missed work or poor behavior. Student is not on time for and is not prepared for class.	
Total Points:					

Teacher Comments:

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Classroom Behavior Rubric

	4	3	2	1
Respect: Being courteous to and honoring yourself, others and the learning environment.	Actions enhance the learning environment. Acts with courtesy and proper manners towards others. Willingly helps others without prompting. Acknowledges and values others' ideas, interests, and opinions. Acts as a role model following all classroom and school rules.	Actions in a classroom do not interfere with classroom routines and generally contribute to the learning environment. Generally courteous and well-mannered towards others. Provides appropriate help to others when asked. Listens to others' ideas, interests, and opinions. Follows classroom and school rules with few exceptions.	Actions in a classroom interfere with classroom routines and the learning environment. Is able to use proper courtesy and manners but often chooses not to. Shows little concern for others' ideas, interests, and opinions. Follows classroom and school rules with regular prompting.	Chronic disruption to classroom routines and the learning environment. Lack of respect affects teaching and learning and relationships with others. General disregard for classroom and school rules.
Responsibility: Being dependable and accountable to oneself and others.	Student always arrives on time and prepared for class. Student regularly monitors and reflects on behavior. Student is resourceful and knows how to seek assistance when necessary. Student meets all obligations and deadlines.	Student regularly arrives on time and prepared for class. Student usually monitors and reflects on behavior. Student usually seeks assistance when necessary. Student usually meets obligations and deadlines.	Student frequently arrives to class either late or unprepared. Student can monitor and reflect on behavior with teacher prompting. Student does not regularly seek assistance when necessary. Student inconsistently meets obligations and deadlines.	Students' punctuality, preparation for class, and/or behavior is unacceptable at this time. Lack of responsibility affects learning.
Safety: Providing for the physical and emotional well-being of yourself and others.	Student is accepting of others. Student always maintains personal space. Student is able to help others utilize tools, supplies and materials appropriately.	Student is tolerant of others. Student regularly maintains personal space. Student uses classroom tools, supplies and materials appropriately.	Student is tolerant of others with redirection. Student needs to improve in maintaining personal space. Student regularly uses classroom tools, supplies and materials in an inappropriate manner.	Student is not tolerant of others and does not respond to redirection. Student does not maintain personal space. Lack of safety with classroom tools, supplies and materials impacts learning.

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

Report # 6734

Statement Code: BF-PE

Account Number / Description		Revised Budget 7/1/2014 - 6/30/2015	Current Period 6/1/2015 - 6/30/2015	Reporting Period 7/1/2014 - 6/30/2015	Encumbrances 7/1/2014 - 6/30/2015	Amt Remaining 7/1/2014 - 6/30/2015
1900 GRANT CARRYOVER						
2060-990-1200-1900-51230	TRANSITIONS PBE CRYOVER SUBS SAL/	6,999.70	0.00	0.00	0.00	6,999.70
2060-990-1200-1900-51511	TRANSITIONS PBE CRYOVER STIPENDS	9,744.00	0.00	6,435.00	0.00	3,309.00
2060-990-1200-1900-52011	TRANSITIONS PBE CRYOVER STIPEND P	153.00	0.00	315.87	0.00	(162.87)
2060-990-1200-1900-52030	TRANSITIONS PBE CRYOVER SUBS PR T	93.21	0.00	0.00	0.00	93.21
2060-990-1200-1900-52311	TRANSITIONS PBE CRYOVER STIPEND M	280.00	0.00	0.00	0.00	280.00
2060-990-1200-1900-52330	TRANSITIONS PBE CRYOVER SUBS MSR	193.00	0.00	0.00	0.00	193.00
2060-990-1200-1900-53300	TRANSITIONS PBE CRYOVER EMP TRAI	0.00	0.00	0.00	13.85	(13.85)
2060-990-1200-1900-56000	TRANSITIONS PBE CRYOVER SUPPLIES	1,738.71	0.00	0.00	0.00	1,738.71
2060-990-1200-1900-56510	TRANSITIONS PBE CRYOVER SOFTWAR	0.00	0.00	12,436.90	0.00	(12,436.90)
TOTAL 1900 GRANT CARRYOVER		**$19,201.62**	**$0.00**	**$19,187.77**	**$13.85**	**$0.00**
2213 INSTRUCTIONAL STAFF TRAINING						
2060-990-0000-2213-51230	TRANSITIONS GRANT PBE SUBS	452.17	0.00	0.00	0.00	452.17
2060-990-0000-2213-51511	TRANSITIONS GRANT PBE STIPENDS	10,000.00	0.00	0.00	0.00	10,000.00
2060-990-0000-2213-52011	TRANSITIONS GRANT PBE STIPEND BEN	200.00	0.00	0.00	0.00	200.00
2060-990-0000-2213-52030	TRANSITIONS GRANT PBE SUBSTITUTE	100.00	0.00	0.00	0.00	100.00
2060-990-0000-2213-52311	TRANSITIONS GRANT PBE STIPENDS MS	300.00	0.00	0.00	0.00	300.00
2060-990-0000-2213-52330	TRANSITIONS GRANT PBE SUBS MSRS	200.00	0.00	0.00	0.00	200.00
2060-990-0000-2213-53300	TRANSITIONS GRANT PBE EMP TRAININ	1,000.00	0.00	0.00	275.15	724.85
2060-990-0000-2213-56000	TRANSITIONS GRANT PBE SUPPLIES	1,000.00	0.00	0.00	0.00	1,000.00
2060-990-0000-2213-56510	TRANSITIONS GRANT PBE SOFTWARE	8,000.00	0.00	0.00	0.00	8,000.00
TOTAL 2213 INSTRUCTIONAL STAFF TRAINING		**$21,252.17**	**$0.00**	**$0.00**	**$275.15**	**$20,977.02**
GRAND TOTAL		**$40,453.79**	**$0.00**	**$19,187.77**	**$289.00**	**$20,977.02**

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Report # 67026

M.S.A.D. # 52
TRANSITION TO PBE FUND

Statement Code: BF-PBE TRN

Account Number / Description		Adopted Budget 7/1/2014 - 6/30/2015	Reported Period 7/1/2014 - 6/30/2015	Encumbrances 7/1/2014 - 6/30/2015	Amount Remaining 7/1/2014 - 6/30/2015
2060-990-0000-2213-51230	TRANSITIONS GRANT PBE SUBS	0.00	0.00	0.00	0.00
2060-990-1200-1900-51230	TRANSITIONS PBE CRYOVER SUBS SAL/	6,999.70	0.00	0.00	6,999.70
2060-990-0000-2213-51511	TRANSITIONS GRANT PBE STIPENDS	0.00	0.00	0.00	0.00
2060-990-1200-1900-51511	TRANSITIONS PBE CRYOVER STIPENDS	9,744.00	6,435.00	0.00	3,309.00
2060-990-0000-2213-52011	TRANSITIONS GRANT PBE STIPEND BEN	0.00	0.00	0.00	0.00
2060-990-1200-1900-52011	TRANSITIONS PBE CRYOVER STIPEND P	153.00	315.87	0.00	(162.87)
2060-990-0000-2213-52030	TRANSITIONS GRANT PBE SUBSTITUTE	0.00	0.00	0.00	0.00
2060-990-1200-1900-52030	TRANSITIONS PBE CRYOVER SUBS PR T	93.21	0.00	0.00	93.21
2060-990-0000-2213-52311	TRANSITIONS GRANT PBE STIPENDS MS	0.00	0.00	0.00	0.00
2060-990-1200-1900-52311	TRANSITIONS PBE CRYOVER STIPEND M	280.00	0.00	0.00	280.00
2060-990-0000-2213-52330	TRANSITIONS GRANT PBE SUBS MSRS	0.00	0.00	0.00	0.00
2060-990-1200-1900-52330	TRANSITIONS PBE CRYOVER SUBS MSR	193.00	0.00	0.00	193.00
2060-990-0000-2213-53300	TRANSITIONS GRANT PBE EMP TRAININ	0.00	0.00	0.00	0.00
2060-990-1200-1900-53300	TRANSITIONS PBE CRYOVER EMP TRAI	0.00	0.00	0.00	0.00
2060-990-0000-2213-56000	TRANSITIONS GRANT PBE SUPPLIES	0.00	0.00	0.00	0.00
2060-990-1200-1900-56000	TRANSITIONS PBE CRYOVER SUPPLIES	1,738.71	0.00	0.00	1,738.71
2060-990-0000-2213-56510	TRANSITIONS GRANT PBE SOFTWARE	0.00	0.00	0.00	0.00
2060-990-1200-1900-56510	TRANSITIONS PBE CRYOVER SOFTWAR	0.00	12,436.90	0.00	(12,436.90)
GRAND TOTAL		**$19,201.62**	**$19,187.77**	**$0.00**	**$13.85**

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

Statement Code: BF-PBE

FEB-03-2015 04:04PM FROM-SAD52 BUSINESS OFFICE 2072253159 T-477 P.046/056 F-587

Account Number / Description	Revised Budget 7/1/2013 - 6/30/2014	Current Period 6/1/2014 - 6/30/2014	Reporting Period 7/1/2013 - 6/30/2014	Encumbrances 7/1/2013 - 6/30/2014	Amt Remaining 7/1/2013 - 6/30/2014
0 GRANT CARRYOVER					
50-990-1200-1900-51230 TRANSITIONS PBE CRYOVER SUBS SAL/	0.00	0.00	0.00	0.00	0.00
50-990-1200-1900-51511 TRANSITIONS PBE CRYOVER STIPENDS	0.00	0.00	0.00	0.00	0.00
50-990-1200-1900-52011 TRANSITIONS PBE CRYOVER STIPEND P	0.00	0.00	0.00	0.00	0.00
50-990-1200-1900-52030 TRANSITIONS PBE CRYOVER SUBS PR T	0.00	0.00	0.00	0.00	0.00
60-990-1200-1900-52311 TRANSITIONS PBE CRYOVER STIPEND M	0.00	0.00	0.00	0.00	0.00
60-990-1200-1900-52330 TRANSITIONS PBE CRYOVER SUBS MSR	0.00	0.00	0.00	0.00	0.00
60-990-1200-1900-53300 TRANSITIONS PBE CRYOVER EMP TRAI	0.00	0.00	0.00	0.00	0.00
60-990-1200-1900-56000 TRANSITIONS PBE CRYOVER SUPPLIES	0.00	0.00	0.00	0.00	0.00
60-990-1200-1900-56510 TRANSITIONS PBE CRYOVER SOFTWAR	0.00	0.00	0.00	0.00	0.00
TAL 1900 GRANT CARRYOVER	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
13 INSTRUCTIONAL STAFF TRAINING					
60-990-0000-2213-51230 TRANSITIONS GRANT PBE SUBS	7,294.70	0.00	295.00	0.00	6,999.70
60-990-0000-2213-51511 TRANSITIONS GRANT PBE STIPENDS	10,566.00	0.00	0.00	0.00	10,566.00
60-990-0000-2213-52011 TRANSITIONS GRANT PBE STIPEND BEN	153.00	0.00	0.00	0.00	153.00
60-990-0000-2213-52030 TRANSITIONS GRANT PBE SUBSTITUTE	106.00	0.00	12.79	0.00	93.21
60-990-0000-2213-52311 TRANSITIONS GRANT PBE STIPENDS MS	280.00	0.00	0.00	0.00	280.00
60-990-0000-2213-52330 TRANSITIONS GRANT PBE SUBS MSRS	193.00	0.00	0.00	0.00	193.00
60-990-0000-2213-53300 TRANSITIONS GRANT PBE EMP TRAININ	0.00	822.00	822.00	0.00	(822.00)
60-990-0000-2213-56000 TRANSITIONS GRANT PBE SUPPLIES	2,000.00	131.91	261.29	0.00	1,738.71
60-990-0000-2213-56510 TRANSITIONS GRANT PBE SOFTWARE	0.00	0.00	0.00	0.00	0.00
OTAL 2213 INSTRUCTIONAL STAFF TRAINING	**$20,592.70**	**$953.91**	**$1,391.08**	**$0.00**	**$19,201.62**
AND TOTAL	**$20,592.70**	**$953.91**	**$1,391.08**	**$0.00**	**$19,201.62**

Last year's balance

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

Account Number / Description	Revised Budget 7/1/2014 - 6/30/2015	Current Period 6/1/2015 - 6/30/2015	Reporting Period 7/1/2014 - 6/30/2015	Encumbrances 7/1/2014 - 6/30/2015	Amt Remaining 7/1/2014 - 6/30/2015
1900 GRANT CARRYOVER					
2060-990-1200-1900-51230 TRANSITIONS PBE CRYOVER SUBS SAL/	6,999.70	0.00	0.00	0.00	6,999.70
2060-990-1200-1900-51511 TRANSITIONS PBE CRYOVER STIPENDS	9,744.00	0.00	6,435.00	0.00	3,309.00

Reporting Period

Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit
07/24/2014	20264	PR Employee Check	11174	1611	Chk # 11174- Employee 1111	330.00	0.00
07/24/2014	20264	PR Employee Check	11130	6127	Chk # 11130- Employee 6127	110.00	0.00
07/24/2014	20264	PR Employee Check	11185	1685	Chk # 11185- Employee 1685	330.00	0.00
07/24/2014	20264	PR Employee Check	11146	1171	Chk # 11146- Employee 1171	220.00	0.00
07/24/2014	20264	PR Employee Check	11195	4865	Chk # 11195- Employee 4865	110.00	0.00
07/24/2014	20264	PR Employee Check	11140	1191	Chk # 11140- Employee 1191	330.00	0.00
08/07/2014	20350	PR Employee Check	11431	6752	Chk # 11431- Employee 6752	220.00	0.00
08/07/2014	20350	PR Employee Check	11440	1089	Chk # 11440- Employee 1089	330.00	0.00
08/07/2014	20350	PR Employee Check	11442	1144	Chk # 11442- Employee 1144	110.00	0.00
08/07/2014	20350	PR Employee Check	11445	6220	Chk # 11445- Employee 6220	220.00	0.00
08/07/2014	20350	PR Employee Check	11430	3056	Chk # 11430- Employee 3056	275.00	0.00
08/07/2014	20350	PR Employee Check	11480	1284	Chk # 11480- Employee 1284	330.00	0.00
08/07/2014	20350	PR Employee Check	11454	1288	Chk # 11454- Employee 1288	110.00	0.00
08/07/2014	20350	PR Employee Check	11470	1429	Chk # 11470- Employee 1429	330.00	0.00
08/07/2014	20350	PR Employee Check	11476	1714	Chk # 11476- Employee 1714	220.00	0.00
08/07/2014	20350	PR Employee Check	11436	1080	Chk # 11436- Employee 1080	220.00	0.00
08/07/2014	20350	PR Employee Check	11479	1519	Chk # 11479- Employee 1519	110.00	0.00
08/07/2014	20350	PR Employee Check	11496	4679	Chk # 11496- Employee 4679	330.00	0.00
08/07/2014	20350	PR Employee Check	11504	1832	Chk # 11504- Employee 1832	220.00	0.00
08/21/2014	20440	PR Employee Check	11796	1101	Chk # 11796- Employee 1101	440.00	0.00
08/21/2014	20440	PR Employee Check	11740	1054	Chk # 11740- Employee 1054	440.00	0.00
08/21/2014	20440	PR Employee Check	11807	1255	Chk # 11807- Employee 1255	440.00	0.00
08/21/2014	20440	PR Employee Check	11800	1384	Chk # 11800- Employee 1384	440.00	0.00
08/21/2014	20440	PR Employee Check	11760	1162	Chk # 11760- Employee 1162	440.00	0.00
08/21/2014	20440	PR Employee Check	11791	1571	Chk # 11791- Employee 1571	440.00	0.00
08/21/2014	20440	PR Employee Check	11759	1261	Chk # 11759- Employee 1261	55.00	0.00
08/21/2014	20535	PR Check Correction	11791	1571	Reversal Chk # 11791- Employee 1571	(440.00)	0.00
08/21/2014	20537	PR Check Correction	11796	1101	Correction Chk # 11796- Employee 1101	137.50	0.00
08/21/2014	20537	PR Check Correction	11796	1101	Reversal Chk # 11796- Employee 1101	(440.00)	0.00
08/21/2014	20538	PR Check Correction	11740	1054	Reversal Chk # 11740- Employee 1054	(440.00)	0.00
08/21/2014	20538	PR Check Correction	11740	1054	Correction Chk # 11740- Employee 1054	412.50	0.00
08/21/2014	20539	PR Check Correction	11807	1255	Reversal Chk # 11807- Employee 1255	(440.00)	0.00
08/21/2014	20539	PR Check Correction	11807	1255	Correction Chk # 11807- Employee 1255	385.00	0.00
09/04/2014	20551	PR Employee Check	12131	1162	Chk # 12131- Employee 1162	110.00	0.00

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M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

FEB-03-2015 04:04PM FROM-SAD52 BUSINESS OFFICE 2072253159 T-477 P.048/056 F-587

Account Number / Description	Revised Budget 7/1/2014 - 6/30/2015	Current Period 6/1/2015 - 6/30/2015	Reporting Period 7/1/2014 - 6/30/2015	Encumbrances 7/1/2014 - 6/30/2015	Amt Remaining 7/1/2014 - 6/30/2015
				6,435.00	0.00
2060-990-1200-1900-52011 TRANSITIONS PBE CRYOVER STIPEND P	153.00	0.00	315.87	0.00	(162.87)

Reporting Period

Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit
07/24/2014	20264	PR Employee Check	11174	1111	Chk # 11174- Employee 1111	4.28	0.00
07/24/2014	20264	PR Employee Check	11174	1111	Chk # 11174- Employee 1111	8.74	0.00
07/24/2014	20264	PR Employee Check	11130	6127	Chk # 11130- Employee 6127	2.91	0.00
07/24/2014	20264	PR Employee Check	11130	6127	Chk # 11130- Employee 6127	1.59	0.00
07/24/2014	20264	PR Employee Check	11185	1685	Chk # 11185- Employee 1685	8.74	0.00
07/24/2014	20264	PR Employee Check	11185	1685	Chk # 11185- Employee 1685	4.56	0.00
07/24/2014	20264	PR Employee Check	11146	1171	Chk # 11146- Employee 1171	3.08	0.00
07/24/2014	20264	PR Employee Check	11146	1171	Chk # 11146- Employee 1171	30.37	0.00
07/24/2014	20264	PR Employee Check	11146	1171	Chk # 11146- Employee 1171	5.83	0.00
07/24/2014	20264	PR Employee Check	11195	4865	Chk # 11195- Employee 4865	1.37	0.00
07/24/2014	20264	PR Employee Check	11195	4865	Chk # 11195- Employee 4865	2.91	0.00
07/24/2014	20264	PR Employee Check	11140	1191	Chk # 11140- Employee 1191	4.21	0.00
07/24/2014	20264	PR Employee Check	11140	1191	Chk # 11140- Employee 1191	8.74	0.00
08/07/2014	20350	PR Employee Check	11431	6752	Chk # 11431- Employee 6752	2.91	0.00
08/07/2014	20350	PR Employee Check	11431	6752	Chk # 11431- Employee 6752	5.83	0.00
08/07/2014	20350	PR Employee Check	11440	1089	Chk # 11440- Employee 1089	4.66	0.00
08/07/2014	20350	PR Employee Check	11440	1089	Chk # 11440- Employee 1089	8.74	0.00
08/07/2014	20350	PR Employee Check	11442	1144	Chk # 11442- Employee 1144	1.41	0.00
08/07/2014	20350	PR Employee Check	11442	1144	Chk # 11442- Employee 1144	2.91	0.00
08/07/2014	20350	PR Employee Check	11445	6220	Chk # 11445- Employee 6220	5.83	0.00
08/07/2014	20350	PR Employee Check	11445	6220	Chk # 11445- Employee 6220	3.11	0.00
08/07/2014	20350	PR Employee Check	11430	3056	Chk # 11430- Employee 3056	3.99	0.00
08/07/2014	20350	PR Employee Check	11430	3056	Chk # 11430- Employee 3056	7.28	0.00
08/07/2014	20350	PR Employee Check	11480	1284	Chk # 11480- Employee 1284	4.33	0.00
08/07/2014	20350	PR Employee Check	11480	1284	Chk # 11480- Employee 1284	8.74	0.00
08/07/2014	20350	PR Employee Check	11454	1288	Chk # 11454- Employee 1288	1.34	0.00
08/07/2014	20350	PR Employee Check	11454	1288	Chk # 11454- Employee 1288	2.91	0.00
08/07/2014	20350	PR Employee Check	11470	1429	Chk # 11470- Employee 1429	4.68	0.00
08/07/2014	20350	PR Employee Check	11470	1429	Chk # 11470- Employee 1429	8.74	0.00
08/07/2014	20350	PR Employee Check	11476	1714	Chk # 11476- Employee 1714	2.86	0.00
08/07/2014	20350	PR Employee Check	11476	1714	Chk # 11476- Employee 1714	5.83	0.00
08/07/2014	20350	PR Employee Check	11436	1080	Chk # 11436- Employee 1080	5.82	0.00
08/07/2014	20350	PR Employee Check	11436	1080	Chk # 11436- Employee 1080	3.10	0.00
08/07/2014	20350	PR Employee Check	11479	1519	Chk # 11479- Employee 1519	1.59	0.00
08/07/2014	20350	PR Employee Check	11479	1519	Chk # 11479- Employee 1519	2.91	0.00
08/07/2014	20350	PR Employee Check	11496	4679	Chk # 11496- Employee 4679	4.67	0.00

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

Account Number / Description				Revised Budget 7/1/2014 - 6/30/2015	Current Period 6/1/2015 - 6/30/2015	Reporting Period 7/1/2014 - 6/30/2015	Encumbrances 7/1/2014 - 6/30/2015	Amt Remaining 7/1/2014 - 6/30/2015
08/07/2014	20350	PR Employee Check	11496	4679	Chk # 11496- Employee 4679		8.74	0.00
08/07/2014	20350	PR Employee Check	11504	1832	Chk # 11504- Employee 1832		2.62	0.00
08/07/2014	20350	PR Employee Check	11504	1832	Chk # 11504- Employee 1832		5.83	0.00
08/21/2014	20440	PR Employee Check	11796	1101	Chk # 11796- Employee 1101		11.66	0.00
08/21/2014	20440	PR Employee Check	11796	1101	Chk # 11796- Employee 1101		6.00	0.00
08/21/2014	20440	PR Employee Check	11796	1101	Chk # 11796- Employee 1101		88.19	0.00
08/21/2014	20440	PR Employee Check	11740	1054	Chk # 11740- Employee 1054		11.66	0.00
08/21/2014	20440	PR Employee Check	11740	1054	Chk # 11740- Employee 1054		6.16	0.00
08/21/2014	20440	PR Employee Check	11807	1255	Chk # 11807- Employee 1255		11.66	0.00
08/21/2014	20440	PR Employee Check	11807	1255	Chk # 11807- Employee 1255		5.81	0.00
08/21/2014	20440	PR Employee Check	11800	1384	Chk # 11800- Employee 1384		11.66	0.00
08/21/2014	20440	PR Employee Check	11800	1384	Chk # 11800- Employee 1384		6.00	0.00
08/21/2014	20440	PR Employee Check	11760	1162	Chk # 11760- Employee 1162		11.66	0.00
08/21/2014	20440	PR Employee Check	11760	1162	Chk # 11760- Employee 1162		6.16	0.00
08/21/2014	20440	PR Employee Check	11791	1571	Chk # 11791- Employee 1571		11.66	0.00
08/21/2014	20440	PR Employee Check	11791	1571	Chk # 11791- Employee 1571		5.77	0.00
08/21/2014	20440	PR Employee Check	11791	1571	Chk # 11791- Employee 1571		140.33	0.00
08/21/2014	20440	PR Employee Check	11759	1261	Chk # 11759- Employee 1261		1.45	0.00
08/21/2014	20440	PR Employee Check	11759	1261	Chk # 11759- Employee 1261		0.71	0.00
08/21/2014	20535	PR Check Correction	11791	1571	Reversal Chk # 11791- Employee 1571		(11.66)	0.00
08/21/2014	20535	PR Check Correction	11791	1571	Reversal Chk # 11791- Employee 1571		(140.33)	0.00
08/21/2014	20535	PR Check Correction	11791	1571	Reversal Chk # 11791- Employee 1571		(5.77)	0.00
08/21/2014	20537	PR Check Correction	11796	1101	Correction Chk # 11796- Employee 1101		1.87	0.00
08/21/2014	20537	PR Check Correction	11796	1101	Correction Chk # 11796- Employee 1101		27.57	0.00
08/21/2014	20537	PR Check Correction	11796	1101	Correction Chk # 11796- Employee 1101		3.64	0.00
08/21/2014	20537	PR Check Correction	11796	1101	Reversal Chk # 11796- Employee 1101		(88.19)	0.00
08/21/2014	20537	PR Check Correction	11796	1101	Reversal Chk # 11796- Employee 1101		(6.00)	0.00
08/21/2014	20537	PR Check Correction	11796	1101	Reversal Chk # 11796- Employee 1101		(11.66)	0.00
08/21/2014	20538	PR Check Correction	11740	1054	Reversal Chk # 11740- Employee 1054		(6.16)	0.00
08/21/2014	20538	PR Check Correction	11740	1054	Reversal Chk # 11740- Employee 1054		(11.66)	0.00
08/21/2014	20538	PR Check Correction	11740	1054	Correction Chk # 11740- Employee 1054		5.78	0.00
08/21/2014	20538	PR Check Correction	11740	1054	Correction Chk # 11740- Employee 1054		10.93	0.00
08/21/2014	20539	PR Check Correction	11807	1255	Reversal Chk # 11807- Employee 1255		(5.81)	0.00
08/21/2014	20539	PR Check Correction	11807	1255	Reversal Chk # 11807- Employee 1255		(11.66)	0.00
08/21/2014	20539	PR Check Correction	11807	1255	Correction Chk # 11807- Employee 1255		5.09	0.00
08/21/2014	20539	PR Check Correction	11807	1255	Correction Chk # 11807- Employee 1255		10.20	0.00
09/04/2014	20551	PR Employee Check	12131	1162	Chk # 12131- Employee 1162		1.53	0.00
09/04/2014	20551	PR Employee Check	12131	1162	Chk # 12131- Employee 1162		2.91	0.00
							315.87	0.00
2060-990-1200-1900-52030 TRANSITIONS PBE CRYOVER SUBS PR T				93.21	0.00	0.00	0.00	93.21

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

Account Number / Description		Revised Budget 7/1/2014 - 6/30/2015	Current Period 6/1/2015 - 6/30/2015	Reporting Period 7/1/2014 - 6/30/2015	Encumbrances 7/1/2014 - 6/30/2015	Amt Remaining 7/1/2014 - 6/30/2015
2060-990-1200-1900-52311	TRANSITIONS PBE CRYOVER STIPEND M	280.00	0.00	0.00	0.00	280.00
2060-990-1200-1900-52330	TRANSITIONS PBE CRYOVER SUBS MSR	193.00	0.00	0.00	0.00	193.00
2060-990-1200-1900-53300	TRANSITIONS PBE CRYOVER EMP TRAI	0.00	0.00	0.00	289.00	(289.00)
2060-990-1200-1900-56000	TRANSITIONS PBE CRYOVER SUPPLIES	1,738.71	0.00	0.00	0.00	1,738.71
2060-990-1200-1900-56510	TRANSITIONS PBE CRYOVER SOFTWAR	0.00	0.00	12,436.90	0.00	(12,436.90)

Reporting Period

Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit
07/24/2014	20317	Voucher	527	6710	6710-MASTERYCONNECT	12,436.90	0.00
						12,436.90	0.00

TOTAL 1900 GRANT CARRYOVER	**$19,201.62**	**$0.00**	**$19,187.77**	**$289.00**	**$(275.15)**
2213 INSTRUCTIONAL STAFF TRAINING					
2060-990-0000-2213-51230 TRANSITIONS GRANT PBE SUBS	452.17	0.00	0.00	0.00	452.17
2060-990-0000-2213-51511 TRANSITIONS GRANT PBE STIPENDS	10,000.00	0.00	0.00	0.00	10,000.00
2060-990-0000-2213-52011 TRANSITIONS GRANT PBE STIPEND BEN	200.00	0.00	0.00	0.00	200.00
2060-990-0000-2213-52030 TRANSITIONS GRANT PBE SUBSTITUTE	100.00	0.00	0.00	0.00	100.00
2060-990-0000-2213-52311 TRANSITIONS GRANT PBE STIPENDS MS	300.00	0.00	0.00	0.00	300.00
2060-990-0000-2213-52330 TRANSITIONS GRANT PBE SUBS MSRS	200.00	0.00	0.00	0.00	200.00
2060-990-0000-2213-53300 TRANSITIONS GRANT PBE EMP TRAININ	1,000.00	0.00	0.00	0.00	1,000.00
2060-990-0000-2213-56000 TRANSITIONS GRANT PBE SUPPLIES	1,000.00	0.00	0.00	0.00	1,000.00
2060-990-0000-2213-56510 TRANSITIONS GRANT PBE SOFTWARE	8,000.00	0.00	0.00	0.00	8,000.00
TOTAL 2213 INSTRUCTIONAL STAFF TRAINING	**$21,252.17**	**$0.00**	**$0.00**	**$0.00**	**$21,252.17**
GRAND TOTAL	**$40,453.79**	**$0.00**	**$19,187.77**	**$289.00**	**$20,977.02**

FEB-03-2015 04:05PM FROM-SAD52 BUSINESS OFFICE 2072253159 T-477 P.050/056 F-587

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

FEB-03-2015 04:05PM FROM-SAD52 BUSINESS OFFICE 2072253159 T-477 P.051/056 F-587

Account Number / Description	Revised Budget 7/1/2013 - 6/30/2014	Current Period 6/1/2014 - 6/30/2014	Reporting Period 7/1/2013 - 6/30/2014	Encumbrances 7/1/2013 - 6/30/2014	Amt Remaining 7/1/2013 - 6/30/2014
1900 GRANT CARRYOVER					
2060-990-1200-1900-51230 TRANSITIONS PBE CRYOVER SUBS SAL	0.00	0.00	0.00	0.00	0.00
2060-990-1200-1900-51511 TRANSITIONS PBE CRYOVER STIPENDS	0.00	0.00	0.00	0.00	0.00
2060-990-1200-1900-52011 TRANSITIONS PBE CRYOVER STIPEND P	0.00	0.00	0.00	0.00	0.00
2060-990-1200-1900-52030 TRANSITIONS PBE CRYOVER SUBS PR T	0.00	0.00	0.00	0.00	0.00
2060-990-1200-1900-52311 TRANSITIONS PBE CRYOVER STIPEND M	0.00	0.00	0.00	0.00	0.00
2060-990-1200-1900-52330 TRANSITIONS PBE CRYOVER SUBS MSR	0.00	0.00	0.00	0.00	0.00
2060-990-1200-1900-53300 TRANSITIONS PBE CRYOVER EMP TRAI	0.00	0.00	0.00	0.00	0.00
2060-990-1200-1900-56000 TRANSITIONS PBE CRYOVER SUPPLIES	0.00	0.00	0.00	0.00	0.00
2060-990-1200-1900-56510 TRANSITIONS PBE CRYOVER SOFTWAR	0.00	0.00	0.00	0.00	0.00
TOTAL 1900GRANT CARRYOVER	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
2213 INSTRUCTIONAL STAFF TRAINING					
2060-990-0000-2213-51230 TRANSITIONS GRANT PBE SUBS	7,294.70	0.00	295.00	0.00	6,999.70

Reporting Period

Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit
12/12/2013	18686	PR Employee Check	4199	1438	Chk # 4199- Employee 1438	75.00	0.00
12/12/2013	18686	PR Employee Check	4190	6276	Chk # 4190- Employee 6276	75.00	0.00
12/12/2013	18686	PR Employee Check	4187	6231	Chk # 4187- Employee 6231	75.00	0.00
12/12/2013	18686	PR Employee Check	4178	6176	Chk # 4178- Employee 6176	70.00	0.00
12/12/2013	18715	PR Check Correction	4178	6176	Correction Chk # 4178- Employee 6176	70.00	0.00
12/12/2013	18715	PR Check Correction	4199	1438	Correction Chk # 4199- Employee 1438	75.00	0.00
12/12/2013	18715	PR Check Correction	4199	1438	Reversal Chk # 4199- Employee 1438	(75.00)	0.00
12/12/2013	18715	PR Check Correction	4178	6176	Reversal Chk # 4178- Employee 6176	(70.00)	0.00
						295.00	0.00

2060-990-0000-2213-51511 TRANSITIONS GRANT PBE STIPENDS	10,566.00	0.00	0.00	0.00	10,566.00

Reporting Period

Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit
03/06/2014	19189	PR Employee Check	6853	5762	Chk # 6853- Employee 5762	70.00	0.00
03/06/2014	19189	PR Employee Check	6842	5094	Chk # 6842- Employee 5094	61.20	0.00
03/06/2014	20021	PR Check Correction	6853	5762	Reversal Chk # 6853- Employee 5762	(70.00)	0.00
03/06/2014	20021	PR Check Correction	6842	5094	Reversal Chk # 6842- Employee 5094	(61.20)	0.00
03/20/2014	19303	PR Employee Check	7311	6294	Chk # 7311- Employee 6294	180.00	0.00
03/20/2014	19303	PR Employee Check	7313	5762	Chk # 7313- Employee 5762	140.00	0.00

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

Account Number / Description				Revised Budget 7/1/2013 - 6/30/2014	Current Period 6/1/2014 - 6/30/2014	Reporting Period 7/1/2013 - 6/30/2014	Encumbrances 7/1/2013 - 6/30/2014	Amt Remaining 7/1/2013 - 6/30/2014
03/20/2014	19303	PR Employee Check	7304	5094	Chk # 7304- Employee 5094		265.20	0.00
03/20/2014	20022	PR Check Correction	7311	6294	Reversal Chk # 7311- Employee 6294		(180.00)	0.00
03/20/2014	20022	PR Check Correction	7304	5094	Reversal Chk # 7304- Employee 5094		(265.20)	0.00
03/20/2014	20022	PR Check Correction	7313	5762	Reversal Chk # 7313- Employee 5762		(140.00)	0.00
04/03/2014	19374	PR Employee Check	7778	5762	Chk # 7778- Employee 5762		140.00	0.00
04/03/2014	20024	PR Check Correction	7778	5762	Reversal Chk # 7778- Employee 5762		(140.00)	0.00
04/17/2014	19463	PR Employee Check	8235	5762	Chk # 8235- Employee 5762		140.00	0.00
04/17/2014	20025	PR Check Correction	8235	5762	Reversal Chk # 8235- Employee 5762		(140.00)	0.00
05/01/2014	19522	PR Employee Check	8710	5762	Chk # 8710- Employee 5762		70.00	0.00
05/01/2014	20026	PR Check Correction	8710	5762	Reversal Chk # 8710- Employee 5762		(70.00)	0.00
05/15/2014	19626	PR Employee Check	9157	5094	Chk # 9157- Employee 5094		61.20	0.00
05/15/2014	19626	PR Employee Check	9167	5762	Chk # 9167- Employee 5762		70.00	0.00
05/15/2014	19626	PR Employee Check	9164	6294	Chk # 9164- Employee 6294		240.00	0.00
05/15/2014	20027	PR Check Correction	9164	6294	Reversal Chk # 9164- Employee 6294		(240.00)	0.00
05/15/2014	20027	PR Check Correction	9167	5762	Reversal Chk # 9167- Employee 5762		(70.00)	0.00
05/15/2014	20027	PR Check Correction	9157	5094	Reversal Chk # 9157- Employee 5094		(61.20)	0.00
05/29/2014	19722	PR Employee Check	9625	6294	Chk # 9625- Employee 6294		270.00	0.00
05/29/2014	19722	PR Employee Check	9617	5094	Chk # 9617- Employee 5094		244.80	0.00
05/29/2014	19722	PR Employee Check	9627	5762	Chk # 9627- Employee 5762		325.00	0.00
05/29/2014	20028	PR Check Correction	9617	5094	Reversal Chk # 9617- Employee 5094		(244.80)	0.00
05/29/2014	20028	PR Check Correction	9627	5762	Reversal Chk # 9627- Employee 5762		(325.00)	0.00
05/29/2014	20028	PR Check Correction	9625	6294	Reversal Chk # 9625- Employee 6294		(270.00)	0.00
06/12/2014	19805	PR Employee Check	10100	5762	Chk # 10100- Employee 5762		115.00	0.00
06/12/2014	19805	PR Employee Check	10089	5094	Chk # 10089- Employee 5094		326.40	0.00
06/12/2014	19805	PR Employee Check	10097	6294	Chk # 10097- Employee 6294		130.00	0.00
06/12/2014	20029	PR Check Correction	10100	5762	Reversal Chk # 10100- Employee 5762		(115.00)	0.00
06/12/2014	20029	PR Check Correction	10089	5094	Reversal Chk # 10089- Employee 5094		(326.40)	0.00
06/12/2014	20029	PR Check Correction	10097	6294	Reversal Chk # 10097- Employee 6294		(130.00)	0.00
06/26/2014	19904	PR Employee Check	10542	5094	Chk # 10542- Employee 5094		1,040.40	0.00
06/26/2014	19904	PR Employee Check	10548	6294	Chk # 10548- Employee 6294		180.00	0.00
06/26/2014	20030	PR Check Correction	10548	6294	Reversal Chk # 10548- Employee 6294		(180.00)	0.00
06/26/2014	20030	PR Check Correction	10542	5094	Reversal Chk # 10542- Employee 5094		(1,040.40)	0.00
							0.00	0.00
2060-590-0000-2213-52011 TRANSITIONS GRANT PBE STIPEND BEN				153.00	0.00	0.00	0.00	153.00

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Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit
03/06/2014	19189	PR Employee Check	6853	5762	Chk # 6853- Employee 5762	1.01	0.00
03/06/2014	19189	PR Employee Check	6842	5094	Chk # 6842- Employee 5094	0.89	0.00
03/06/2014	20021	PR Check Correction	6853	5762	Reversal Chk # 6853- Employee 5762	(1.01)	0.00
03/06/2014	20021	PR Check Correction	6842	5094	Reversal Chk # 6842- Employee 5094	(0.89)	0.00

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

Account Number / Description			Revised Budget 7/1/2013 - 6/30/2014	Current Period 6/1/2014 - 6/30/2014	Reporting Period 7/1/2013 - 6/30/2014	Encumbrances 7/1/2013 - 6/30/2014	Amt Remaining 7/1/2013 - 6/30/2014
03/20/2014	19303	PR Employee Check 7313	5762	Chk # 7313- Employee 5762		2.03	0.00
03/20/2014	19303	PR Employee Check 7311	6294	Chk # 7311- Employee 6294		2.61	0.00
03/20/2014	19303	PR Employee Check 7304	5094	Chk # 7304- Employee 5094		3.84	0.00
03/20/2014	20022	PR Check Correction 7311	6294	Reversal Chk # 7311- Employee 6294		(2.61)	0.00
03/20/2014	20022	PR Check Correction 7304	5094	Reversal Chk # 7304- Employee 5094		(3.84)	0.00
03/20/2014	20022	PR Check Correction 7313	5762	Reversal Chk # 7313- Employee 5762		(2.03)	0.00
04/03/2014	19374	PR Employee Check 7778	5762	Chk # 7778- Employee 5762		2.03	0.00
04/03/2014	20024	PR Check Correction 7778	5762	Reversal Chk # 7778- Employee 5762		(2.03)	0.00
04/17/2014	19463	PR Employee Check 8235	5762	Chk # 8235- Employee 5762		2.03	0.00
04/17/2014	20025	PR Check Correction 8235	5762	Reversal Chk # 8235- Employee 5762		(2.03)	0.00
05/01/2014	19522	PR Employee Check 8710	5762	Chk # 8710- Employee 5762		1.01	0.00
05/01/2014	20026	PR Check Correction 8710	5762	Reversal Chk # 8710- Employee 5762		(1.01)	0.00
05/15/2014	19626	PR Employee Check 9157	5094	Chk # 9157- Employee 5094		0.89	0.00
05/15/2014	19626	PR Employee Check 9167	5762	Chk # 9167- Employee 5762		1.01	0.00
05/15/2014	19626	PR Employee Check 9164	6294	Chk # 9164- Employee 6294		3.48	0.00
05/15/2014	20027	PR Check Correction 9164	6294	Reversal Chk # 9164- Employee 6294		(3.48)	0.00
05/15/2014	20027	PR Check Correction 9167	5762	Reversal Chk # 9167- Employee 5762		(1.01)	0.00
05/15/2014	20027	PR Check Correction 9157	5094	Reversal Chk # 9157- Employee 5094		(0.89)	0.00
05/29/2014	19722	PR Employee Check 9625	6294	Chk # 9625- Employee 6294		3.91	0.00
05/29/2014	19722	PR Employee Check 9617	5094	Chk # 9617- Employee 5094		3.55	0.00
05/29/2014	19722	PR Employee Check 9627	5762	Chk # 9627- Employee 5762		4.71	0.00
05/29/2014	20028	PR Check Correction 9617	5094	Reversal Chk # 9617- Employee 5094		(3.55)	0.00
05/29/2014	20028	PR Check Correction 9627	5762	Reversal Chk # 9627- Employee 5762		(4.71)	0.00
05/29/2014	20028	PR Check Correction 9625	6294	Reversal Chk # 9625- Employee 6294		(3.91)	0.00
06/12/2014	19805	PR Employee Check 10100	5762	Chk # 10100- Employee 5762		1.67	0.00
06/12/2014	19805	PR Employee Check 10097	6294	Chk # 10097- Employee 6294		1.89	0.00
06/12/2014	19805	PR Employee Check 10089	5094	Chk # 10089- Employee 5094		4.73	0.00
06/12/2014	20029	PR Check Correction 10089	5094	Reversal Chk # 10089- Employee 5094		(4.73)	0.00
06/12/2014	20029	PR Check Correction 10100	5762	Reversal Chk # 10100- Employee 5762		(1.67)	0.00
06/12/2014	20029	PR Check Correction 10097	6294	Reversal Chk # 10097- Employee 6294		(1.89)	0.00
06/26/2014	19904	PR Employee Check 10542	5094	Chk # 10542- Employee 5094		15.09	0.00
06/26/2014	19904	PR Employee Check 10548	6294	Chk # 10548- Employee 6294		2.61	0.00
06/26/2014	19904	PR Employee Check 10548	6294	Chk # 10548- Employee 6294		4.77	0.00
06/26/2014	20030	PR Check Correction 10542	5094	Reversal Chk # 10542- Employee 5094		(15.09)	0.00
06/26/2014	20030	PR Check Correction 10548	6294	Reversal Chk # 10548- Employee 6294		(4.77)	0.00
06/26/2014	20030	PR Check Correction 10548	6294	Reversal Chk # 10548- Employee 6294		(2.61)	0.00
						0.00	0.00
2060-990-0030-2213-52030 TRANSITIONS GRANT PBE SUBSTITUTE			106.00	0.00	12.79	0.00	93.21

Reporting Period

Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

Account Number / Description				Revised Budget 7/1/2013 - 6/30/2014	Current Period 6/1/2014 - 6/30/2014	Reporting Period 7/1/2013 - 6/30/2014	Encumbrances 7/1/2013 - 6/30/2014	Amt Remaining 7/1/2013 - 6/30/2014
12/12/2013	18686	PR Employee Check	4199	1438	Chk # 4199- Employee 1438		1.09	0.00
12/12/2013	18686	PR Employee Check	4190	6276	Chk # 4190- Employee 6276		1.09	0.00
12/12/2013	18686	PR Employee Check	4187	6231	Chk # 4187- Employee 6231		1.09	0.00
12/12/2013	18686	PR Employee Check	4187	6231	Chk # 4187- Employee 6231		4.65	0.00
12/12/2013	18686	PR Employee Check	4178	6176	Chk # 4178- Employee 6176		1.02	0.00
12/12/2013	18715	PR Check Correction	4178	6176	Correction Chk # 4178- Employee 6176		1.02	0.00
12/12/2013	18715	PR Check Correction	4178	6176	Correction Chk # 4178- Employee 6176		1.86	0.00
12/12/2013	18715	PR Check Correction	4199	1438	Correction Chk # 4199- Employee 1438		1.99	0.00
12/12/2013	18715	PR Check Correction	4199	1438	Correction Chk # 4199- Employee 1438		1.09	0.00
12/12/2013	18715	PR Check Correction	4199	1438	Reversal Chk # 4199- Employee 1438		(1.09)	0.00
12/12/2013	18715	PR Check Correction	4178	6176	Reversal Chk # 4178- Employee 6176		(1.02)	0.00
							12.79	0.00
2060-990-0000-2213-52311 TRANSITIONS GRANT PBE STIPENDS MS				280.00	0.00	0.00	0.00	280.00

Reporting Period

Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit
03/06/2014	19189	PR Employee Check	6853	5762	Chk # 6853- Employee 5762	12.94	0.00
03/06/2014	19189	PR Employee Check	6842	5094	Chk # 6842- Employee 5094	11.31	0.00
03/06/2014	20021	PR Check Correction	6853	5762	Reversal Chk # 6853- Employee 5762	(12.94)	0.00
03/06/2014	20021	PR Check Correction	6842	5094	Reversal Chk # 6842- Employee 5094	(11.31)	0.00
03/20/2014	19303	PR Employee Check	7311	6294	Chk # 7311- Employee 6294	33.26	0.00
03/20/2014	19303	PR Employee Check	7313	5762	Chk # 7313- Employee 5762	25.87	0.00
03/20/2014	19303	PR Employee Check	7304	5094	Chk # 7304- Employee 5094	49.01	0.00
03/20/2014	20022	PR Check Correction	7311	6294	Reversal Chk # 7311- Employee 6294	(33.26)	0.00
03/20/2014	20022	PR Check Correction	7304	5094	Reversal Chk # 7304- Employee 5094	(49.01)	0.00
03/20/2014	20022	PR Check Correction	7313	5762	Reversal Chk # 7313- Employee 5762	(25.87)	0.00
04/03/2014	19374	PR Employee Check	7778	5762	Chk # 7778- Employee 5762	25.87	0.00
04/03/2014	20024	PR Check Correction	7778	5762	Reversal Chk # 7778- Employee 5762	(25.87)	0.00
04/17/2014	19463	PR Employee Check	8235	5762	Chk # 8235- Employee 5762	25.87	0.00
04/17/2014	20025	PR Check Correction	8235	5762	Reversal Chk # 8235- Employee 5762	(25.87)	0.00
05/01/2014	19522	PR Employee Check	8710	5762	Chk # 8710- Employee 5762	12.94	0.00
05/01/2014	20026	PR Check Correction	8710	5762	Reversal Chk # 8710- Employee 5762	(12.94)	0.00
05/15/2014	19626	PR Employee Check	9157	5094	Chk # 9157- Employee 5094	11.31	0.00
05/15/2014	19626	PR Employee Check	9164	6294	Chk # 9164- Employee 6294	44.36	0.00
05/15/2014	19626	PR Employee Check	9167	5762	Chk # 9167- Employee 5762	12.94	0.00
05/15/2014	20027	PR Check Correction	9164	6294	Reversal Chk # 9164- Employee 6294	(44.36)	0.00
05/15/2014	20027	PR Check Correction	9167	5762	Reversal Chk # 9167- Employee 5762	(12.94)	0.00
05/15/2014	20027	PR Check Correction	9157	5094	Reversal Chk # 9157- Employee 5094	(11.31)	0.00
05/29/2014	19722	PR Employee Check	9625	6294	Chk # 9625- Employee 6294	49.90	0.00
05/29/2014	19722	PR Employee Check	9617	5094	Chk # 9617- Employee 5094	45.25	0.00
05/29/2014	19722	PR Employee Check	9627	5762	Chk # 9627- Employee 5762	60.05	0.00

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

Account Number / Description				Revised Budget 7/1/2013 - 6/30/2014	Current Period 6/1/2014 - 6/30/2014	Reporting Period 7/1/2013 - 6/30/2014	Encumbrances 7/1/2013 - 6/30/2014	Amt Remaining 7/1/2013 - 6/30/2014
05/29/2014	20028	PR Check Correction 9617	5094	Reversal Chk # 9617- Employee 5094			(45.25)	0.00
05/29/2014	20028	PR Check Correction 9627	5762	Reversal Chk # 9627- Employee 5762			(60.05)	0.00
05/29/2014	20028	PR Check Correction 9625	6294	Reversal Chk # 9625- Employee 6294			(49.90)	0.00
06/12/2014	19805	PR Employee Check 10100	5762	Chk # 10100- Employee 5762			21.25	0.00
06/12/2014	19805	PR Employee Check 10089	5094	Chk # 10089- Employee 5094			60.32	0.00
06/12/2014	19805	PR Employee Check 10097	6294	Chk # 10097- Employee 6294			24.02	0.00
06/12/2014	20029	PR Check Correction 10100	5762	Reversal Chk # 10100- Employee 5762			(21.25)	0.00
06/12/2014	20029	PR Check Correction 10089	5094	Reversal Chk # 10089- Employee 5094			(60.32)	0.00
06/12/2014	20029	PR Check Correction 10097	6294	Reversal Chk # 10097- Employee 6294			(24.02)	0.00
06/26/2014	19904	PR Employee Check 10542	5094	Chk # 10542- Employee 5094			192.27	0.00
06/26/2014	20030	PR Check Correction 10542	5094	Reversal Chk # 10542- Employee 5094			(192.27)	0.00
							0.00	0.00
2060-990-0000-2213-52330 TRANSITIONS GRANT PBE SUBS MSRS				193.00	0.00	0.00	0.00	193.00

Reporting Period

Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit
12/12/2013	18686	PR Employee Check	4199	1438	Chk # 4199- Employee 1438	13.86	0.00
12/12/2013	18686	PR Employee Check	4178	6176	Chk # 4178- Employee 6176	12.94	0.00
12/12/2013	18715	PR Check Correction	4199	1438	Reversal Chk # 4199- Employee 1438	(13.86)	0.00
12/12/2013	18715	PR Check Correction	4178	6176	Reversal Chk # 4178- Employee 6176	(12.94)	0.00
						0.00	0.00

2060-990-0000-2213-53300 TRANSITIONS GRANT PBE EMP TRAININ				0.00	822.00	822.00	0.00	(822.00)

Reporting Period

Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit
06/26/2014	20023	Voucher	3 TCHRS- NE SUM	10054	10054-UNIVERSITY OF SO MAINE	822.00	0.00
						822.00	0.00

2060-990-0000-2213-56000 TRANSITIONS GRANT PBE SUPPLIES				2,000.00	131.91	261.29	0.00	1,738.71

Reporting Period

Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit	Credit
05/01/2014	19588	Voucher	34366378/4178	7171	7171-NATIONAL COUNCIL FOR THE	129.38	0.00
06/19/2014	19908	Voucher	112-5278040-3257	1327	1327-AMAZON.com	31.66	0.00
06/27/2014	20041	Voucher	16714/4212	1005	1005-AAHPERD	100.25	0.00
						261.29	0.00

2060-990-0000-2213-56510 TRANSITIONS GRANT PBE SOFTWARE				0.00	0.00	0.00	0.00	0.00
TOTAL 2213 INSTRUCTIONAL STAFF TRAINING				**$20,592.70**	**$953.91**	**$1,391.08**	**$0.00**	**$19,201.62**

M.S.A.D. # 52
PERFORMANCE BASED ED TRANSITION FUNDS

Account Number / Description	Revised Budget 7/1/2013 - 6/30/2014	Current Period 6/1/2014 - 6/30/2014	Reporting Period 7/1/2013 - 6/30/2014	Encumbrances 7/1/2013 - 6/30/2014	Amt Remaining 7/1/2013 - 6/30/2014
GRAND TOTAL	**$20,592.70**	**$953.91**	**$1,391.08**	**$0.00**	**$19,201.62**

FEB-03-2015 04:07PM FROM-SAD52 BUSINESS OFFICE 2072253159 T-477 P.056/056 F-587