



McKean High School News

Principally Speaking...

Sherry L. Gross

Dear Highlander Families:

I cannot believe it is June already! Seems like yesterday that we were having our beginning-of-the-school-year Open House as our families went room-to-room, learning about each course their students were taking.

Reflecting on the school year, we have had many exciting times! Our students have experienced many accomplishments, from state titles in track and field, to winning Choral competitions, to wonderful accomplishments in the classroom and on state tests. Results of the DSTP are embargoed at this point, but I can tell you that our staff has done an amazing job in working with the students and the amount of growth our students have accomplished in one year of working with our staff is overwhelming!

I look forward to continuing this great work and hope that you consider joining the PTSO and me as we continue to work on making McKean THE school of choice.

For the past two years, at each Choice Open House, families leave saying, "Wow! I did not know you offered that program here" or "You were right, you do have an amazing staff. I can tell, just by speaking with them, how much they love their job and care

about children." Our challenge is to get the good word out there and have more families come and visit us. Those who visit are impressed and excited to send their children here – we just need to get everyone to walk through our doors and listen and learn about all of the wonderful opportunities at McKean! We continue to seek your support in helping make this a reality. Word of mouth is a powerful thing!

You have entrusted your children to us, and we take that very seriously. Thank you for continuing to send your children here – we recognize you have options and are thankful you have chosen McKean. McKean staff are committed to life-long learning and engage in ongoing professional development to meet the unending changes in our society. You are in excellent hands!

Please have a safe and restful summer. Continue to check our web-site throughout the summer for any news and updates. I look forward to another successful school year in 2008-2009.

Thanks again for sending us your very best!

Sherry L. Gross

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Celebrations and Accomplishments

Highlanders Reaching Higher

By: Stephen Lee, Melissa Polsky, Amy Leary

Our high jumper, **Joseph Jarett**, won the Division 2 State Championship! Congratulations, Joseph!

Jessica Schulte will be participating in Girls' State for New Castle County, and **Chris Kady** and **Eric Dickson-Pepler** will be participating in Boys' State for New Castle County.

Najee Jamison, Charmalique Fletcher, and **Jodi Frantone** were accepted to the University of Delaware's Upward Bound program. Great job!

Congratulations to **Shadera Cooper** and **Elaina Kotowski**! Each of these students is receiving a \$150 gift card to Borders Books from the Wat Chin Man Memorial Foundation for their continuous improvement in their schoolwork.

Blue Gold Rematch: Students School Faculty—AGAIN! Ryan: "Anything for Charity"

Submitted by: Mike Ryan

Blue Gold Week was highlighted by a student versus staff basketball game which was a rematch of a close game held earlier in the year. The student team, led by all-conference players **Demetrus Richardson** and **Orron Smullen**, held off the feisty staff for the victory. The big moment in the game came when Junior **Darryl Driver** dunked on

Coach Ryan on a fastbreak. The fans and participants all got a big kick out of that! Coach Ryan was quoted as saying, "Anything for charity."

The Blue Gold Club raised over \$500 for DFRC (Delaware Foundation Reaching Citizens with

Cognitive disabilities). This year's Blue Gold team are players **Demetrus Richardson** and **Derrick Robinson**, cheerleader **Ariel Annone**, Senior Ambassadors **Samantha Harvey** and **Deasha Barrett**, Junior Ambassadors **Kendall Prowse** and **Sarah Bartell**, band member **Kevin Stewart**, and Coach Ryan, co-chair for the DFRC Athletics Committee.



This year's game will be held June 21st at the U of D Stadium. Come see one of our state's finest traditions!

Winners of Governor's School for Excellence

Submitted by: Amy Leary

At this time I would like to announce the winners for the 2008 Governor's School for Excellence program. This prestigious program brings together the top sophomores in the state of Delaware. The students chosen for the academic component submitted applications, obtained recommendations from teachers, and wrote a 500-word essay. Two of

those students, **Paul Helck** and **Michael Werzen**, were chosen by a selection committee at McKean and will be representing us at the program this summer. The two alternates are **Ariana Goode** and **Brittany Bacchetta**. All sophomores chosen for Governor's School have demonstrated leadership both in school and in their community, have maintained

above average grades, and have been role models for other students. At this time I would like to sincerely congratulate you on your nominations and know that you will represent McKean High School this summer at the conference in the most positive way.

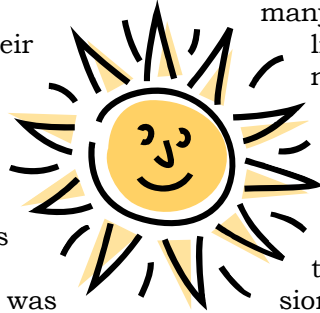
Highlander News

Annual Chorus Competition

Submitted by: Chrystal Haas

On April 17th, the Highlander Chorale traveled to Myrtle Beach South Carolina for their annual chorus competition. The choir won 1st place, superior which is the highest numerical rating awarded at the Festival. **Paul Braden** was selected as the outstanding accompanist and **Barak Jabali-Jolly** was named outstanding soloist!! The choir also achieved the coveted award of Best All Around Choir of the competition.

This has truly been a banner year for the MHS Music Department. It has been exciting to see the band and choir grow musically. Congratulations to all!



Summer is just around the corner, and students at McKean are looking forward to fun in the sun and chillin'. Unfortunately, many teenagers believe the rules do not apply to them and bad things happen only to the other guy. Parents, please remind your kids to make safe decisions this summer:

- ☼ Wear sunscreen with an SPF of 15 or greater, and reapply every two hours.
- ☼ Drink plenty of water and stay hydrated.
- ☼ Observe the speed limit and reduce distractions while driving (music, phones,

Parent Tips

Submitted by: Heidi Sharpe, RN

friends).

- ☼ Seatbelts, seatbelts, seatbelts!!!
- ☼ Wear helmets when biking, skateboarding, or participating in other activities with head injury risk.
- ☼ Practice water safety and internet safety.
- ☼ Travel in groups, not alone.

Keep the lines of communication open! Parents, make it your business to know your kids' friends and let them know it is okay to call you if they need a ride.

Have a safe and happy summer!

A Sad but Promising Farewell

Submitted by: Steven Schmidt

It is with great consternation that I write my farewell to the McKean High School family. I have had the pleasure of working at McKean for the last two school years, but sadly, due to current district and state financial concerns, my administrative position at McKean has been terminated. I am not sure what the future holds for me. I may go back into the classroom or leave the district altogether for another administrative position, should the chance present itself. I would like to say, in my last article to you, that the staff and students at McKean have truly been a pleas-

ure to work with. I was excited (To say the least) when I first came to McKean and realized that I would be working with so many students that I had formed bonds with from my previous tenures at both Conrad Middle School and A.I DuPont High School, many of which are graduating this June! It is always hard to say goodbye. It is especially hard to say goodbye to so many caring and professional educators that are doing some amazing things with your kids. Maybe I will have the chance to take the knowledge I have gained here and pass it along to the staff at

my next assignment? Time will tell but in the meantime here are my hopes for McKean in the future: I hope that parental support continues to grow, that student achievement continues to thrive and lastly, that the surrounding community accepts the reality that McKean, staff and students, are a special group of people doing extra special things. This has been a very special albeit challenging chapter in my life, I thank you all.

Go Highlanders!

Mr. Schmidt

Highlander News



May 28, 2008

Dear Parents/Guardians:

Subject: Graduated Driver Licensing Parent Orientation Program

As you know, your child is about to take on a tremendous amount of responsibility when they begin taking their driver education course this year. We at McKean have recognized this and have brought in a new program to educate both you and your child about the journey you're both about to embark upon. It's called the Graduated Driver Licensing Parent Orientation Program, and is coordinated by the Delaware Office of Highway Safety. We have made attendance at this program, by both you and your child, a mandatory condition of your child's grade in this class.

We wanted to give you a little more information about the upcoming program. It will be held on Thursday September 18, 2008 at 7 p.m. in the McKean High School audion. Your child and at least one parent are required to attend. We realize your time is precious so we hope to keep the program to just over one hour in length. We think this is certainly time well spent as your child prepares to take on the tremendous responsibility of operating a motor vehicle on Delaware roads.

The program will consist of four parts: 1) details about the Graduated Driver Licensing law in Delaware and your role and responsibility as a parent and legal supervisor of your child's driving behavior, 2) a look at the tragic consequences of risky teen behavior behind the wheel, 3) the long term effects of injuries resulting from car crashes on the family and your child's future, and 4) insurance issues resulting from teens involved in car crashes and how to protect and prepare yourself.

The facts clearly state the leading cause of death for teens are motor vehicle crashes. Please make the time to learn more about how you can protect your family from the tragedy that has struck so many other Delaware families.

If for any reason, your child is unable to attend, please contact Trish Sullivan or Doug Langley at McKean High School to discuss a make up date. Trish.sullivan@redclay.k12.de.us or Douglas.langley@redclay.k12.de.us

We look forward to seeing you on September 18, 2008 at 7pm in the McKean audion.

Summer Reading

Ahhh, summer... no more pencils, no more books... but wait! Don't forget your summer reading! All McKean students received a copy of their appropriate summer reading list. Summer reading lists will also be sent home with report cards and posted on the McKean website at www.mckeanhs.com. For quick reference, though, we've included them here, too!

Ninth Grade

Honors

- ⚙ *The Glory Field* (Myers)
- ⚙ *West Side Story*
- ⚙ *The Trojan War* (Thompson)

College Prep

- ⚙ *West Side Story*
- ⚙ *The Miracle Worker* (Gibson)

Assignment: "Book in a Folder"



Questions - Write 10 questions that could be answered by reading the book that you have chosen to read for this assignment. These questions should be a combination of easy and difficult questions that require interpretation of the book.

Vocabulary - A ten-word glossary of unfamiliar words from the book and a short definition of each word. Each word needs to be used in a new meaningful sentence.

Other - Five items that depict the story. These items may be actual items, illustrations, song lyrics, or newspaper articles that connect to the book in some way.

The following elements must be presented and labeled somewhere in your project:

Setting	Characters
External Conflict	Internal Conflict
Climax	Resolution

The Outside

Decorate the folder with details appropriate to the book. We should know something about the book by examining the outside. Be sure your name and title of the book are listed.

The Inside

The inside of the folder should include the following materials and activities pertaining to the book.

Summer Reading

Tenth Grade College Prep

Assignment:

All students in 10th grade college prep classes are required to read at least ONE of the following books and submit a graphic organizer and a one-page typed, double-spaced report. Students may read one additional book and write a report for extra credit. The reports are due the first week of school and will be graded according to the Delaware Writing Rubric (on page 10 of this newsletter). The essay is worth 100 points.

Choose ONE of the following prompts for EACH novel. One is required; you may do a second for extra credit. Essays are due the first week of school.

- ⚙ Compare and contrast this novel to one other book that you have read. Think about the story elements and the theme when describing both novels.
- ⚙ Create a review. As a newspaper reporter, write an article for other students your age describing your opinion of the book. Be sure to include whether you recommend the book or not and reasons for liking or disliking it.
- ⚙ Take on the perspective of one of the characters in the book that you read. Write a letter to yourself from this person describing the changes that you have undergone throughout the conflict and solution of this book. Discuss what you have learned from your experiences and what you would like to impart to someone else.



Book List:

- Abdel-Fattach, Randa. *Does My Head Look Big in This?*
Braithwaite, E.R. *To Sir, With Love.*
Gibbons, *Ellen Foster.*
Capote, Truman. *In Cold Blood.*
Carson, Ben. *Gifted Hands.*
Duncan, Lois. *I Know What You Did Last Summer.*
Foer, Jonathan Safran. *Extremely Loud and Incredibly Close.*
Golding, William. *Lord of the Flies.*
Haddon, Mark. *the curious incident of the dog in the night-time.*
Hopkins, Ellen. *Crank.*
Hornby, Nick. *Slam.*
Hurstun, Zora Neale. *Their Eyes Were Watching God.*
Kidd, Sue Monk. *The Secret Life of Bees.*
Kurson, Robert. *Shadow Divers.*
Mathabane, Mark. *Kaffir Boy.*
Maynard, Joyce. *The Usual Rules.*
McCammon, Robert. *Boy's Life.*
Nickles, Franco. *Things I Have to Tell You: Poems and Writings by Teenage Girls.*
Nix, Garth. *Sabriel.*
Pfeffer, Susan Beth. *Life as We Knew It.*
Spiegelman, Art. *Maus.*
Tan, Amy. *The Joy Luck Club.*

Summer Reading

Tenth Grade Honors

Summer Reading Objectives:

- ⚙ To foster an appreciation for reading for pleasure and enrichment
- ⚙ To explore historical, social, or psychological issues through reading fiction
- ⚙ To develop active reading and writing skills

Summer Reading Outcomes:

- ⚙ To write a well structured, literary focused essay on a summer reading novel
- ⚙ To present a meaningful or telling passage from a summer reading novel
- ⚙ To discuss, in a Socratic format, the elements of literature and literary devices applied in the summer reading novels

Summer Reading Texts:

- ⚙ the curious incident of the dog in night-time by Mark Haddon
- ⚙ The Lords of Discipline by Pat Conroy

Summer Reading Assignments:

Select a writing prompt from the following and write a well structured, literary focused essay on **one of the texts**.

Prompt Choice 1: Explore the author's making internal or psychological conflicts intriguing and meaningful.

Prompt Choice 2: Explore the moral meanings of a work in which an individual opposed his or her society.

Prompt Choice 3: Explore the growth or the weakening of a single character throughout the text by examining the changes, causes, and developments he experiences.

For the other text, select a one to two paragraph passage from the novel which is meaningful or significant in the novel. On the second day of school, you will read your passage to the class and explain why you feel it is meaningful or significant.

Summer Reading Assessment:

The essay will be assessed according to the Delaware Holistic Grading Rubric (development, organization, sentence formation, word choice & style, and conventions), included on page 10 of this newsletter). The essay is worth 100 points.

The presentation is worth 50 points and will be evaluated by the teacher.

I highly recommend that you create a plan for reading and responding to the novels. If you wait until the last week (or last day) of summer, then the quality of your work is very likely to be poor. Space the reading and assignments throughout the summer. Feel free to email me at terri.pruitt@redclay.k12.de.us with any questions or concerns. Have a great summer!

Eleventh Grade

Honors

- ⚙ The Great Gatsby (Fitzgerald)
- ⚙ A Raisin in the Sun (Hansberry)
- ⚙ Tuesdays With Morrie (Albom)

Honors students are required to read all three selections. Upon your return to McKean High School in August, students should be prepared to complete the following:

1. Discuss each selection in depth
2. Take an objective test on the summer readings
3. Express their knowledge of the readings via essay format using the state rubric for writing

College Preparatory

- ⚙ A Raisin in the Sun (Hansberry)
- ⚙ Tuesdays With Morrie (Albom)

Upon your return to McKean High School in August, students should be prepared to complete the following:

1. Discuss each selection in depth
2. Take an objective test on the summer readings
3. Express their knowledge of the readings via essay format using the state rubric for writing

Summer Reading

Twelfth Grade College Prep

Assignment

All 12th grade college prep students are required to read at least ONE of the following books and submit a graphic organizer and a one-page typed, double-spaced report. Students may read one additional book and write a report for extra credit. The reports are due the first week of school and will be graded using the Delaware Holistic grading rubric.

Choose ONE of the following prompts for EACH novel. Two are required; you may do a third for extra credit. Essays are due the first week of school.

1. Compare and contrast this novel to one other book that you have read. Think about the story elements and the theme when describing both novels.
2. Create a review. As a newspaper reporter, write an article for other students your age describing your opinion of the book. Be sure to include whether you recommend the book or not and reasons for liking or disliking it.
3. From the perspective of one of the characters in the book that you read, write a letter to yourself describing the changes that you have undergone throughout the conflict and solution of this book. Discuss what you have learned from your experiences and what you would like to impart to someone else.

12th grade CP book list:

Bissinger, H.G. *Friday Night Lights*.
Bradbury, Ray. *Fahrenheit 451*.
Brontë, Charlotte. *Jane Eyre*.
Brontë, Emily. *Wuthering Heights*.
Chopin, Kate. *The Awakening*.
Craven, Margaret. *I Heard the Owl Call My Name*.
Draper, Sharon. *Battle of Jericho*.
Fitch, Janet. *White Oleander*.
Flake, Sharon. *Bang*.
Grisham, John. *Bleachers*.
Grisham, John. *A Time to Kill*.
Hemingway, Ernest. *The Sun Also Rises*.
Hosseini, Khaled. *The Kite Runner*.
Irving, John. *A Prayer for Owen Meany*.
Kidd, Sue Monk. *The Secret Life of Bees*.
Lamb, Wally. *I Know This Much is True*.
McCarthy, Cormac. *All the Pretty Horses*.
McCourt, Frank. *Angela's Ashes*.
Miller, Arthur. *Death of a Salesman*.
Morrison, Toni. *Song of Solomon*.
Myers, Walter Dean. *Fallen Angels*.
Picoult, Jodi. *My Sister's Keeper*.
Roach, Mary. *Stiff: The Curious Lives of Human Cadavers*.
Shelley, Mary. *Frankenstein*.
Vizzini, Ned. *It's Kind of a Funny Story*.
Walker, Alice. *The Color Purple*.

AP Language and Composition

Each student must purchase or borrow from the local library each of the summer reading textbooks. Although borrowing is an option, buying the book is a better fit for the class since you will be able to mark up your text with notes and questions. For each book you will write a 45 minute essay response answering the following question: **Examine the rhetorical strategies the author employs to convey his or her point of view, and determine if the author effectively addresses his audience, purpose, and argument** (rhetorical strategies include, but are not limited to, example or illustration, classification, comparison and contrast, analogy, process analysis, cause and effect, definition, description, narration, argument and persuasion, and/or induction and deduction). It is your responsibility to research and determine the definition and uses of the above mentioned rhetorical strategies. It is highly recommended that you research the strategies before you start the summer readings so that you can be aggressive and proactive in searching for the strategies while reading.

The summer reading books are as follows:

Sea Biscuit: An American Legend by Lauren Hillenbrand

Religious Literacy: What Every American Needs to Know – and Doesn't by Stephen Prothero

The Gatekeepers: Inside the Admissions Process of a Premier College by Jacques Steinberg

All three essays are due on the first day of class. The submission of each essay is worth 50 points; one of the three essays will be selected randomly for grading and earn an additional possible 100 points; the total for the assignment will, therefore, be 250 points. Feel free to email me at terri.pruitt@redclay.k12.de.us with any questions or concerns throughout the summer. I will check and respond to my email weekly.

Summer Reading

Advanced Placement English Literature and Composition Summer Reading

MANDATORY READING:

Read each of the following multi-cultural novels.

Bless Me, Ultima by Rudolfo Anaya
Their Eyes Were Watching God by Zora Neale Hurston
Snow Falling on Cedars by David Guterson

MANDATORY READING:

Read one of the following plays.

A Raisin in the Sun by Lorraine Hansberry
The Importance of Being Earnest by Oscar Wilde

MANDATORY READING (Choice):

Read one of the following novels.

Things Fall Apart by Chinua Achebe
Gulliver's Travels by Jonathan Swift
Invisible Man by Ralph Ellison
Heart of Darkness by Joseph Conrad
Jane Eyre by Charlotte Bronte
Wuthering Heights by Emily Bronte
Catcher in the Rye by JD Salinger
Great Expectations by Charles Dickens
Hard Times by Charles Dickens
A Tale of Two Cities by Charles Dickens
The Joy Luck Club by Amy Tan
Wide Sargasso Sea by Jean Rhys
One Hundred Years of Solitude by Gabriel Garcia Marquez

SHAKESPEARE FILMS:

Watch any one of the following films.

Hamlet
Macbeth
King Lear
Much Ado About Nothing
A Midwinter's Night's Dream
Othello

⚙ For every marking period of the school year, each student will select a text from above (which he/she has not read), read it independently from class, and respond to it in writing.

⚙ Select an open prompt from the ones listed on this page and respond to one

of the novels, one of the plays, and one of the choice readings. Select a different prompt for each piece of literature.

⚙ Create a list of major characters, symbols, and themes from the film you selected.

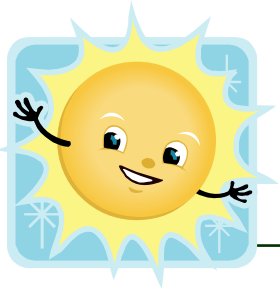
AP OPEN QUESTIONS (used on past AP Literature tests)

English Language and Literature

1971. the technical devices used to reveal the meanings of their titles (using two works)
1972. The use of the opening scene or chapter to introduce significant themes of the play or novel
1973. No essay on drama or fiction
1974. The relevance to the present of a literary work written before 1900
1975. The use of a stereotyped character
1976. The moral meanings of a work in which an individual opposed his or her society
1977. A character's response to the past as a source of meaning in the work
1978. The relation of an implausible incident or character to the realistic aspects of the work
1979. An ostensibly evil character to whom the reader responds with some sympathy or understanding
1980. A character whose private passion is in conflict with his or her moral obligations
1981. A work in which the use of allusion (to myth or Bible, for example) is significant
1982. The function in a work of a scene of violence
1983. A villain, the nature of a villainy, and the relation of the character to meaning
1984. The relation of a single memorable line of poetry or scene in a play or novel to the whole work (an unusual and unsuccessful question)
1985. The cause of feelings of both pleasure and disquietude in a literary work
1986. The effect of an author's manipulation of time in a novel, epic, or play
1987. An author's techniques used to change a reader's attitudes, especially toward social ills
1988. An author's making internal or psychological events exciting
1989. The use of distortion in a literary work
1990. The significance in a work of a parent-child conflict
1991. The significance of two contrasting places in a play or novel
1992. The function of a confidant(e) in a play or novel
1993. A work that evokes "thoughtful laughter," why the laughter is thoughtful, and how it relates to meaning
1994. The function of a character who appears only briefly or not at all in a work
1995. How an alienated character reveals the assumptions and moral values of a society
1996. The significance in a work of an ending that shows a spiritual reassessment or a moral reconciliation
1997. The contribution to the meaning of a work of a scene of a social occasion such as a wedding, funeral, or party
1998. How uncivilized, free, and wild thinking is central to the value of the work
1999. How a character's struggle with powerful conflicting forces is related to the meaning of the work
2000. How the investigation of a mystery in a novel or a play throws light on the meaning of the work



Delaware Rubric for Text-Based Writing

Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
<p>Score point 5 meets all the criteria listed in score point 4. In addition, a paper earning this score shows -</p> <ul style="list-style-type: none"> - an exceptional awareness of the writing purpose and the concerns and needs of the audience - insightful and/or reflective analysis of ideas - distinctive style, voice, tone - compositional risk - The writing may show exceptional use of literary devices - language conventions to enhance meaning and support style and voice (e.g., dialect, purposeful fragments, purposeful repetition) 	<p>The writing has -</p> <ul style="list-style-type: none"> - a clear text-based focus that effectively fulfills the writing purpose and meets the needs of the audience - an effective and logical progression of ideas - effective transitions between and within sentences and paragraphs that move the audience smoothly and deliberately through the writing - an effective introduction and conclusion - ideas that are skillfully selected from the text and are consistently elaborated (e.g., explanations, comments, interpretations/inferences, relevant connections) with passage details skillfully woven in for support - sentences that are skillfully constructed with appropriate variety in length and structure - consistent style and precise, vivid, and economical word choices that effectively fulfill the writing purpose and meet the needs of the audience - few, if any, errors in standard written English that do not interfere with understanding 	<p>The writing has -</p> <ul style="list-style-type: none"> - a text-based focus that adequately fulfills the writing purpose and meets the needs of the audience - a clear progression of ideas - appropriate transitions - an adequate introduction and a sense of closure - appropriate ideas from the text that are adequately (but may be unevenly) elaborated (e.g., explanations, comments, interpretations/inferences, relevant connections) with some passage details for support - sentences that are generally complete with sufficient variety in length and structure - some style and generally appropriate word choices that fulfill the writing purpose and meet the needs of the audience - some errors in standard written English that rarely interfere with understanding 	<p>The writing has -</p> <ul style="list-style-type: none"> - a text-based focus that attempts to fulfill the writing purpose and meet the needs of the audience - has a weak progression of ideas that may be list-like, rambling, and/or repetitive - may lack appropriate transitions - may lack an introduction and/or a closing - has some text-based ideas that are minimally and/or inconsistently developed with few passage details for support - may provide a retelling or restatement of the text rather than address the purpose of the prompt - some sentence formation errors and/or a lack of sentence variety - some general and repetitive words that may be inappropriate or ineffective for the writing purpose and/or audience - several kinds of errors in standard written English that may interfere with understanding 	<p>The writing -</p> <ul style="list-style-type: none"> - may be minimally connected to the text and may not fulfill the writing purpose or meet the needs of the audience - has little or no evidence of purposeful organization - may have few text-based ideas that lack development - is random, unconnected, and/or irrelevant ideas/details - has frequent and severe sentence formation errors and/or a lack of sentence variety - has frequent use of general, repetitive, and/or confusing words that may be inappropriate or ineffective for the writing purpose and audience - has frequent and/or severe errors in standard written English that interfere with understanding



June 2008

Sun Mon Tue Wed Thu Fri Sat

1	2	3	4 Last pupil day	5	6 Last teacher day	7  Graduation 7pm @ UD
8	9	10	11 Report Cards mailed	12	13	14  Flag Day
15	16	17	18 Board Mtg. 7:30 Warner	19	20	21
22	23	24	25	26 Summer School Begins	27	28
29	30					

A Quote:

☞ "Summer is the time when one sheds one's tensions with one's clothes, and the right kind of day is jeweled balm for the battered spirit. A few of those days and you can become drunk with the belief that all's right with the world."

- Ada Louise Huxtable