



Working Together to Keep Our Students Safe

In recent months we have lost two young adults of our community to auto accidents. This tragedy has touched the hearts and emotions of all of us, especially our student population. Whatever the cause, inexperience or poor driving conditions or both, it should not be an excuse for not doing all we can as a community to keep our young people as safe as we can. I have reviewed with the Board of Education proposals which we believe will better educate our young drivers to the benefits of driving safely. It is imperative that the school and community work together to emphasize to drivers of all ages the value of safe driving.

Three proposals have been discussed along with the cost for implementing these proposals. Our high school students were surveyed the third week in January as to their preference in taking a driver education course along with defensive driving courses. The three proposals are highlighted here for the community's information. Proposal number one would increase the number of driver education teachers in the summer program from two to three teachers. This would allow us to instruct a total of 72 students in the summer.

We now instruct 48 students. The additional cost would be \$6,500 for the additional staff and car rental. Proposal number two would add a series of defensive driving courses in the afternoon and evening hours to support the regular program. The course would service 25 people each session. The cost of each session would be \$250. Proposal number three would add a full year driver education program, in addition to the above proposals. This program could service about 80 students. The cost of this program would be about \$45,000 per year.

The Board of Education has recommended that we solicit financial support from members and organizations in the community to assist in the funding of these proposals. The Board has initially discussed ways to involve the community in an effort to financially support this worthwhile cause. More information will be forthcoming. If anyone has ideas on soliciting financial support of these proposals they can contact the superintendent at 674-7300.

*— Steven Szatko, Superintendent
and Robert White, Jr., Board Member*

First Quarter High Honor Roll Awards



Grade 6

The High Honor Roll students in our Middle School were recognized for their academic achievements during an assembly after the first quarter. In order



Grade 7

to be included in this group a student must have an overall average of 94. Congratulations to our students for making this academic commitment.



Grade 8

— Martin Gronwall

Board of Education Message

Starting with our sophomore class, students will need to perform a certain amount of community service as a requirement for graduation. So we ask ourselves, “what is a community and how do I serve it?”

A community is made up of individuals, some with generations of history and some just starting generations of history. Everyone has their part to play in building a caring community. Virtually everyone at some point in their lives will need to be cared for by that community. The community is us. It’s people sharing the same basic hopes and dreams. If its denied the nourishment it needs for survival, it will fail to flourish. A plant without water will die and so too will the spirit of our community.

Every single one of us needs to demonstrate how much we care for our community, care for each other and in the process, care for ourselves. Everyone — young to old — you, me, your neighbor, and your family needs to serve the community.

We may not perform our community service. Perhaps we’re too embarrassed to change, too frightened of consequences of showing that we care. But why not risk it anyway! Begin today! Carry out a random act of seemingly senseless kindness with no expectation of reward or ridicule, safe in the knowledge that one day, someone, somewhere, might do the same for you.

— Nancy Beadle and Andrew Jenne

Sherburne-Earlville Central School

The Maroon and White is published monthly by the Sherburne-Earlville Central School Board and Administration, 15 School Street, Sherburne, New York 13460.

Administrators/Supervisors

Steven Szatko, Superintendent
Thomas Strain, Assistant Superintendent for Business
Gayle Hellert, Assistant Superintendent
Special Programs and Services
Eric Schnabl, High School Principal
Jill Lee, Assistant High School Principal
Martin Gronwall, Middle School Principal
Christopher Tennant, Assistant MS Principal
Daryl Decker, Director of Health, Physical Education
and Interscholastic Athletics
James Plesniarski, Elementary Principal
John Douchinsky, Assistant Elementary Principal
Kimberly Corcoran, School Lunch Manager
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Frank Pudney, President; John Brown, Vice-President;
Lorrie Adwards; Nancy Beadle; Henry Campbell;
Stephen Harris; Andrew Jenne; Wendy Solloway;
Robert White, Sr.; Georgena Muhlfeld, District Clerk

Tools for Schools

Points are rising daily for our school! It’s not too late to register your Price Chopper cards to help our school gain points. You can either go to the website (www.pricechopper.com/toolsforschools) or call Marni Manwarren at 674-6423 to get registered. Points accumulate when you purchase certain items and each school may use their points toward a large selection of items including computers, sports, music, and book items. There are only a few months left so register your card today!

— Marni Manwarren

Reaching Out to Help Others

In an effort to promote charity and helping our neighbors, the S-E Middle School conducted a coin drive during the holiday season. Students and staff contributed LOTS of change amounting to a grand total of \$127.94. This money will go to the S-E Agency/Dietz Fund which is used by our school nurses to help students or families within our school community who are in need. Many thanks to all who contributed!

— Jennifer Ford

Challenges Facing Education

The current recession and the continuing impact of the September 11 tragedy combine to create the worst financial condition for the State in a decade. Does anyone doubt that Governor Pataki's Executive Budget Proposal for 2003-04 will be more reminiscent of 1995-96 than 2002-03? Knowledgeable Albany insiders whisper that the best case scenario for school districts is a freeze in the education budget, that a reduced allocation for aid to education is not out of the question. There is certainly irony in the timing as we endeavor to implement the latest round of educational reform.

The scope of State-wide assessments administered to fourth and eight graders, initially limited to Mathematics and English Language Arts, now includes Science, Technology Education, and Social Studies. All students must now pass a minimum of five Regents examinations (English, Math, Global History, U.S. History, and Science) to qualify for graduation. In addition to expanded State requirements, recent Federal legislation, the No Child Left Behind Act, imposes another set of standards.

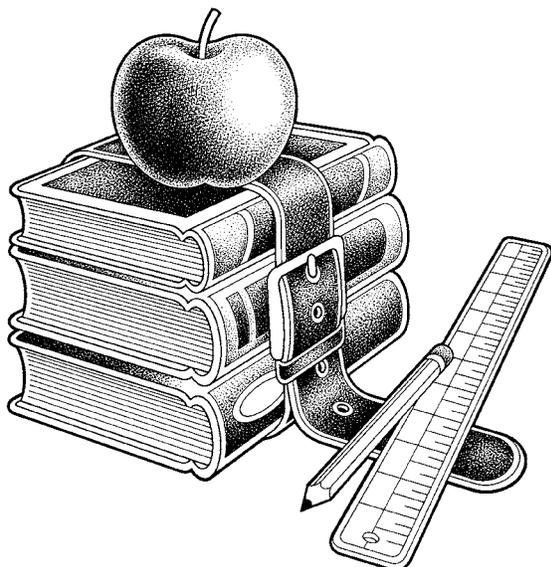
Historically, our local schools get "more bang for the buck" than most schools across the State: Sherburne-Earlville ranks below about 700 of the 705 or so other Districts in the State in expenditure per pupil (Approved Operating Expenditure, AOE) and all ten Districts in Chenango County spend less than the State average.

While we derive a certain pride in our frugality, a freeze or cut in aid further contributes to the inequity

of funding for education across the State. Districts such as Sherburne-Earlville, Afton, Oxford, and others in the county are disproportionately affected by a freeze or reduction of State aid. To illustrate this point, consider two hypothetical school districts, one wealthy (with a large industrial tax base as might be found in Westchester County) and one with a high level of poverty common to districts in Chenango County.

The wealthy district relies upon its robust tax base for perhaps 90% of operating revenue, the remaining 10% comes from state or other sources (even the wealthiest districts are allocated aid for transportation, new buildings and textbooks). Conversely, state aid provides the bulk of the operating revenue for our local district; local property tax may provide 25% of the total. Consider the impact of a freeze or reduction in State revenue.

	Wealthy District	Poor District
Current Budget	\$10,000,000	\$10,000,000
Current Tax Levy	9,000,000	2,500,000
State Aid	1,000,000	7,500,000
3% increase in Budget	300,000	300,000
% increase in Local Tax with no increase in State Aid	3.3%	12%
% increase in Local Tax with 1% decrease in State Aid	3.4%	15%



In reality, we won't likely see such tax increases. Alternatives may include program cuts and reduced services, or perhaps new and innovative approaches will lead to improved efficiencies. We will see increased disparity between rich and poor districts in educational resources available to students. Our challenge is to continue to provide the best educational program our resources will allow.

— Thomas Strain,
Assistant Superintendent for Business

The Reading Corner

In the last issue of *Maroon and White* you were introduced to the Reader's Toolbox that each reader brings to the reading tasks. The toolbox has two layers, one layer for word strategies and a deeper layer for comprehension strategies. In this issue we will look at the tools readers can use to figure out the words.

For most of us, who are now adults reading the words basically involved one basic strategy, sounding out the words, letter by letter. Once we had the sounds of the letters we would say each sound faster and faster blending them until we said the word. Using this method was often unsuccessful. In the English language 55% of all words cannot be sounded out. Through a wealth of research that has been done over the last twenty years, today's readers have a variety of strategies they can use effectively.

For young readers the first strategy to use is the pictures. When young readers come to a word they don't know they can be directed to look at the picture. Often in books written for young children the more difficult words are supported through the pictures. A second strategy readers can use is to say blank for the unknown word and read on to the end of the sentence. If the reader then thinks about what word would make sense, they can often come up with the unknown word. A third strategy is for the reader to reread the sentence and get the word started. Once readers have been introduced to the last three strategies the most effective way to use them is to hook all three together as one strategy — say blank for the word, read-on, reread, get the word started, think about what would make sense. This combo strategy works for approximately

50% of all words. Another strategy that is effective for about 60% of all words is to look for a familiar part of the word you know. For example if the reader came to the word **continent** and didn't know it, they could look for familiar chunks they know. In **continent** they would see **on-in-ent (like went)**. Multi-syllable words are often intimidating to readers but the intimidating factor is totally eliminated when they realize that all multi-syllable words are made from chunks they learned in first and second grade. There are basically 120 common chunks that can be used to figure out 60% of all words. Additionally, most students in schools are routinely taught common phonics rules. These rules are used with consistency for 23% of all words.

If we look at the numbers 60% of all words can be gotten with common chunks, 23% can be gotten using frequently taught phonics rules. This accounts for 83% of all words. The remaining 17% of words are common sight words like the, was, they, etc. Sight vocabulary is built by daily practice.

In conclusion, today's readers have a variety of strategies they can use. All of these strategies are used "on the run" while in the act of actual reading. Students becoming familiar with these strategies and encouraged to use them both in all of their reading tasks will be able to read most words they encounter. Remember these strategies are for figuring out what the words say. In the next three issues we will look at a variety of comprehension strategies that help readers construct meaning while reading the words.

— Debbie Bittenbender

Breakfast and Books with Our Buddies

To promote an awareness of our community, Mrs. Moore's and Ms. O'Connor's classes took a tour of the town of Sherburne. We began our morning at the D & D Diner, where we enjoyed wonderful food and great service!

Our journey continued around the neighborhood where we ended up at the Sherburne Public Library. There we celebrated National Book week by taking a

tour of the beautiful, new facility and listening to some fun literature read by Michele Reilly. Our students completed applications for library cards, which were put on file. (Parents may pick up their children's library cards during regular library hours.)

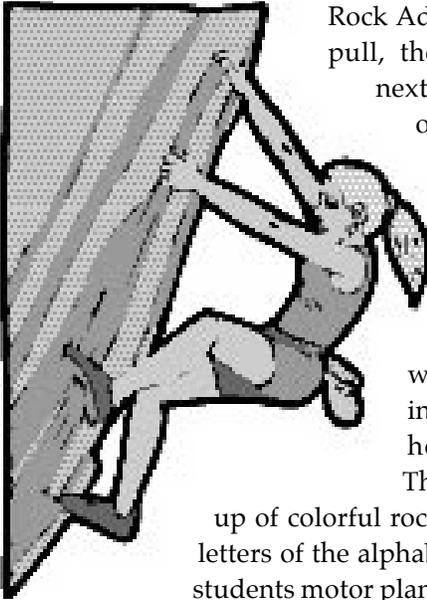
A terrific time was had by all as we became more familiar with downtown Sherburne.

— Jennifer Moore

Breakfast & Books



S-E Rock Adventure



Welcome to the new S-E Rock Adventure!!! Reach, pull, then look for that next rock hold. One of the most exciting units that we offer in our Physical Education program is the rock climbing wall. Last year we installed a 30 foot horizontal wall. The holds are made

up of colorful rocks, numbers, and letters of the alphabet. Kindergarten students motor plan and move across the floor using only the hand holds. As they progress, they begin to climb about 2 feet off the ground to conquer the first part of the wall. First and second grade children use their climbing expertise to overcome hoop obstacles and problem solve about different paths or routes of travel on the wall. Fourth and fifth grade students work as a team to successfully get everyone on their team across difficult paths, through hoops, and even a partner exchange in the middle section of the wall. Our culminating activity for the

students this year was a "Puzzle Hunt." Students were divided into three teams . . . red, white, or blue! Each team received six clues. Each clue was marked as an easy, medium, or difficult climb/clue. The team had to cooperate and work together to determine which student would handle which clue. Easy climbs or clues were given to less experienced climbers and the most difficult clues to the students who could reach the bell at the top of the incline wall. Once on the wall, the students found a new clue given in poem form:

"Clues are like books,
Books are like clues.
Go to the place
Where you might sign out a few!"

It took great strength to stay on the wall to read the clue. The next stop gave the student climbers a series of letters or a number. The students brought back the clue to the gymnasium to share the information with their team. When the team put all the information together in the right order, the puzzle was solved. One team's solution was #1 SUPER CLIMBERS . . . and they were RIGHT!

We had great fun with this unit. When you come to the Elementary school again please stop by to visit the S-E Rock Adventure.

— Patricia Drahos

S-E Rock Adventure Expands

Pictured are Mr. John Rusavage and Mr. Gene McKee with members of Ms. O'Connor's third grade class.

Recently John and Gene built the newest addition to the S-E rock adventure. The new incline wall was designed by John Rusavage and completed in three 4'x8' sections. The first section has a 5° incline and ranges to a 20° incline on the third section.

— Patricia Drahos



Sherburne-Earlville Elementary

ROCKS!



New Scoreboards!

When the students and staff came back from the winter break they found that new scoreboards had been installed in the High School Gym.

The new boards include a set of player statistic sideboards that show the player number and number of fouls. The new boards contain light emitting diodes for durability and long life and are much brighter than the old scoreboards. Another unique feature is the ability to read the scoreboards from almost any angle due to the type of mounting system used for the digits.

The scoreboard on the north wall was moved out of the corner and is much easier for spectators to see. This should help with the problems we have had in the past of some people in the stands not being able to see the score.

New shot clocks were mounted on the framework for the main game baskets which tell the game time as

well as the shot time. These are also LED style clocks and are much brighter than the old shot clocks. When a period ends you will have no trouble hearing the horn on the new boards.

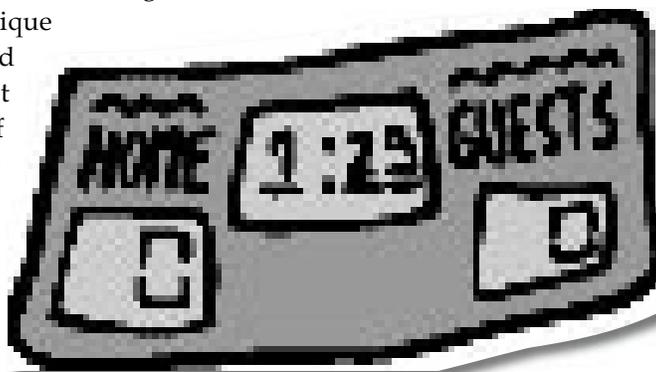
The whole scoreboard and shot clock system is run by a wireless transmitter and receiver system that simply plugs into a standard wall outlet. This eliminates the wires that ran the old system and were subject to periodic breakdowns.

These improvements are the first part of a general renovation of the gym that includes new dividing doors, a

new floor, and new bleachers, as well as painting.

Be sure to stop in and check out the new boards at our next sporting event in the High School Gym.

— Tim Furner



Spreading Christmas Cheer



On Tuesday, December 17, Mrs. Westbrook's second grade class went to the Gilmore Health Facility in Norwich to visit residents that the students had been corresponding with. In November, students and residents were matched up to begin a pen pal exchange program. The students wrote to their pen pals at Gilmore and then were able to meet them on the 17th. The class also performed some songs and poems from their holiday program that were enjoyed by all. The visit turned out to be quite a learning experience for everyone, and the student's behavior was excellent. It was agreed we would continue to be pen pals and go back for another visit sometime soon.

— Sue Ellen Westbrook

Holiday Bazaar 2002

The S-E CSO would like to thank everyone who helped make this year's Holiday Bazaar such a success. Once again, elementary students were able to take home many nice items for their families. It's always great to see all the smiles on their faces. Plans are already being made for next year. We hope everyone enjoyed their special gifts that the students brought home. We would like to thank the following.

Dawn Dando's HS Life Skills Class

Terri Doing

Lindsay Manwarren

Kelly and Jared Heitmann

Colleen Law-Tefft

Brenda Lagoe

Lee Perrin

Donna Carhart

Lynn Morris

Tracy Piatti

Anne Campbell

Elementary Cafeteria Staff

Elementary Office Staff

Eric Schnabl

Kathy Aikins

Peg Lindoerfer

Chris and Holly Wilcox

Dawn and Jordan Wenzel

Dee Bigford

Sandy Rounds

Pat Lagoe

Peg Morris

Shelly Harris

Betty Law

Sharon Stevens

Sandi Sheldon

Danielle Goedel/Honor Society

Elementary Custodians

Elementary Teachers

Donna Moren

Marge Depta

All who donated items

Please let me know if I forgot anyone!

— Marni Manwarren, President/Treasurer CSO



SCHOOL

ELA Review Classes

In preparation for the New York State English Language Arts Exam, sixth, seventh and eighth grade teachers offered review courses after school during the months of December and January to all eighth grade students. During December the teachers focused primarily on reading comprehension strategies such as: finding the main idea of a passage, locating support details, identifying sequences or when events actually happen in time, recognizing cause and effect, translating vocabulary words in context, and making inferences. The month of January was devoted to preparing for the listening section of the exam. Students learned to take notes and translate the notes into short paragraph responses, and later into extended essays. The last classes concentrated on



longer comparison essays and the extended personal essay required on each test.

These nightly review classes were of course in addition to the normal preparation done in students' regular English classes. Thanks to the Middle School group effort for giving their extra time and help in preparing our students for these difficult exams. Also, thanks to staff and administration for providing the rooms, clean-up, bus transportation, and most importantly the refreshments. Each evening approximately 65 students gathered after school to learn to feel comfortable and confident about the upcoming tests. Hope we did well.

— Martin Gronwall



Kathleen Piske's Life Skills Class

Our class visits Crouse Community Nursing Home in Morrisville twice a month to both enrich the lives of the residents and to help our students realize the value of volunteering and helping others. This quarter our students worked very hard getting "A Celebration of Winter" presentation ready for the residents. Each student chose a story or poem and read it to the residents. Included in this presentation were selections

from Christmas books and poems to wonderful ballads on winter's beauty and fun. We also made decorations to pass out for the bedrooms within the nursing home. The students did a wonderful job and the residents were a spectacular audience! During the next quarter we will be looking ahead at Spring and finding ways that we can incorporate nature's changes into the life we deal with.



The Pillow Project

The sixth grade students recently completed a project involving both the Art and Home and Careers classes. This project was new for us this year, however the results were so spectacular that we plan on continuing this project in the future. To begin with, in Mrs. Morey-Wurst's Art Class the students first drew a large, radial symmetrical design onto newsprint. They then colored in the design using fabric crayons. From there,



they ironed the design onto a sheet of muslin fabric, this design would be used for one side of the pillow. As for the other side, the students tied rubber bands around a second sheet of fabric and submerged it into dye. Once the fabric soaked for awhile it was removed and washed and left with some amazing tie-dye effects. They were then brought to Mrs. Sands Home and Careers Class to be made into pillows.

After transferring color images onto the muslin fabric, students used their sewing skills to complete their pillows. A combination of the machine and handstitching were used in the construction of their pillows.

Once the projects were completed some of the pillows were hung in the display case in the Barbara Rabig Gallery.

— Deanna Morey-Wurst



Life Skills Goes International



In December the students in Mrs. Dando's High School Life Skills Class celebrated the holidays with an international party. Students chose their country by looking into their heritage or by selecting a country that really interested them. Countries researched included Russia, Japan, Belgium, Iraq, Jordan, Singapore, Germany, Scotland, France, Egypt, Poland and America. To prepare for the International Celebration, the students created their country's flag and also prepared a food dish. During this event, the students each gave a brief presentation of various interesting facts, which they had learned about their country. After this they were invited to participate in a "taste test" of all the delicious foods which had been prepared.

— Dawn Dando

Heifer International



Our Heifer International charity fund raiser was another huge success this year, raising \$736! Students in Mrs. Wright's sixth grade language arts classes worked very hard for three weeks in December. Participation in the fund raiser not only helped students build self-confidence, character and team spirit, but also widened their world. It gave each student the good feeling of helping others in a significant way.

Heifer International is a program which gives many different farm animals to families in the USA and other countries where children and their families are working their way out of poverty toward a better life. They receive extensive training in the proper care of their animals and are taught improved farming methods which in turn restores the environment. Once the animals arrive, Heifer representatives that live within that

country assist the families. Each participant experiences the joy and pride of also becoming a donor because Heifer requires that for each animal received, the first-born offspring be given to another needy participant in their community. "Passing on the gift," as it is called, ensures that the gift is literally multiplied and that many people are eventually helped through the donation of a single animal. Communities can continue to help themselves long after Heifer has moved on to other projects. Heifer works with hungry people of all races, religions and political beliefs in its effort to eliminate hunger and poverty worldwide.

Thanks to the generosity of our school and community we were able to help out 10 families world-wide. Students were able to purchase

a water buffalo, sheep, goats, pigs, rabbits, ducks and chicks. A party was given to the class which raised the most money when we returned from our winter break. Students had a great time eating s'mores, telling stories and singing around the campfire with the infamous banjo-playing Todd Rutan!



— Barbara Wright

Read for 2003

Mrs. Lane's fourth grade class participated in Scholastic's Read for 2003 event on December 6. Mrs. Lane and her class joined schools around the world in reading for 2,003 seconds (approximately 33 minutes) beginning at noon. During the event, students were allowed to read any book of their choice. They were also encouraged to bring comfort items such as teddy bears, pillows and blankets to make the experience more enjoyable. Prior to the event, each student took the Scholastic Reader's Pledge. The students agreed to respect books, use books to learn, and be life-long readers. Students read such books as *Ralph S. Mouse*, *Trumpet of the Swans*, *Horrible Harry and the Purple People*, and *Stuart Little*. We all learned a lot through our reading, especially that reading can be FUN!



— Kristie Lane

S-E Elementary Lanes



In December, our kindergarten through fifth grade students participated in a bowling unit during their physical education classes. All students work together as “pin setters”, bowlers, and scorekeepers while learning this lifetime sport. Our bowling unit culminated with a field trip to Hi-Skor Lanes in Earlville for the kindergarten and pre-first students, Ms. Meyer’s class, and Ms. Battaglia’s class. All of the children were given bowling shoes and the opportunity bowl a “real game” at the lanes. A fun time was had by all.

— Mary Fraser



Cupstacking!



This winter the elementary students were introduced to the new sport of cupstacking. The sport originated in Colorado.



Using both right and left hands, students learn to stack cups in a cycle of multiple patterns. Children challenged each other to speed



stack races and challenged the teachers too. Ask an elementary child what a 3-6-3 is!

— Mary Frase

CLIP – THE ORIGINAL BOX TOPS FOR EDUCATION

Participating Products

Below is a list of all products participating in Box Tops for Education. Please note that Box Tops coupons may not appear on all sizes/flavors of participating products.

Cereal

Cheerios®
Honey Nut Cheerios®
Frosted Cheerios®
Apple Cinnamon Cheerios®
MultiGrain Cheerios®
Team Cheerios®
Rice Chex®
Corn Chex®
Wheat Chex®
Multi-Bran Chex®
Honey Nut Chex®
Wheaties®
Wheaties® Raisin Bran
Wheaties Energy Crunch™
Frosted Wheaties®
Frosted Mini Chex®

Total® Whole Grain
Total® Raisin Bran
Total® Corn Flakes
Brown Sugar & Oat Total®
Lucky Charms®
Trix®
Cocoa Puffs®
Cookie Crisp®
Reese's® Puffs®
Nestlé® Nesquik™
Count Chocula®
Franken Berry®
Boo Berry®
Cinnamon Toast Crunch®
French Toast Crunch®

Golden Grahams®
Cinnamon Grahams
Kix®
Berry Berry Kix®
Kaboom®
Oatmeal Crisp®
Raisin Nut Bran
Basic 4®
Honey Nut Clusters®
Harmony™
Fiber One®
Nature Valley® Low Fat Granola
Country® Corn Flakes
Gold Medal Raisin Bran®
Para Su Familia

Refrigerated/Dairy

Pillsbury Grands!® Biscuits*
Pillsbury Grands!® Sweet Rolls*
Pillsbury® Crescent Rolls*
Pillsbury® Dinner Rolls*
Pillsbury® Breadsticks*

Pillsbury® Pizza Crust*
Pillsbury® Pie Crust*
Pillsbury® Cookie Dough*
Pillsbury® Sweet Rolls*
Hungry Jack® Biscuits*

Yoplait® Original Multipack Yogurt
Yoplait® Yumsters® Multipack Yogurt
Yoplait® Trix® Multipack Yogurt
Yoplait® Go-GURT® Yogurt
Yoplait® Espresso™ Yogurt

Meals/Sides

Hamburger Helper® Dinner Mix
Chicken Helper® Dinner Mix
Tuna Helper® Dinner Mix
Betty Crocker® Oven Favorites® Mix*
Betty Crocker® Complete Meals™*
Betty Crocker® Potato Buds® Mashed Potatoes
Betty Crocker® Seasoned Mashed Potatoes

Betty Crocker® Au Gratin Potatoes
Betty Crocker® Bowl Appétit!® Rice or Pasta
Betty Crocker® Suddenly Salad® Mix
Old El Paso® Taco Shells*
Old El Paso® Dinner Kits*
Old El Paso® Rice*
Old El Paso® Seasoning Mix*

Old El Paso® Enchilada Sauce*
Old El Paso® Beans*
Old El Paso® Refrigerated Meat*
Progresso® Soup*
Lloyd's® Barbeque Buckets

Frozen

Pillsbury® Home Baked Classics™ Frozen Dough*
Pillsbury® Frozen Waffles*
Pillsbury® Frozen Pancakes*
Pillsbury® Toaster Strudel™ Pastries*
Pillsbury® Toaster Scrambles® Pastries*

Green Giant® Frozen Boxed Vegetables*
Green Giant® Frozen Bagged Vegetables*
Green Giant® Corn on the Cob*
Green Giant® Pasta Accents®*
Green Giant® Create a Meal!® Meal Starter*
Green Giant® Complete Skillet Meal*

Totino's® Party Pizza®*
Totino's® Pizza Snacks*

Snacks

Milk 'n Cereal Bars
Chex® Morning Mix™
Betty Crocker® Fruit Roll-Ups® Fruit Snacks
Betty Crocker® Fruit Gushers® Fruit Snacks
Betty Crocker® Fruit by the Foot® Fruit Snacks

Lucky Charms® Fruit Shapes
Trix® Fruit Shapes
Disney Fruit Snacks
Warner Brothers Fruit Snacks
Nintendo Fruit Snacks

Pokémon Fruit Snacks
Dunkaroos® Snacks
Lunch Munchers

Baking

Gold Medal® Flour*
Bisquick® Baking Mix
Bisquick® Complete Mix*
Betty Crocker® Pancake Mix
Betty Crocker® Pizza Crust
Betty Crocker® SuperMoist® Cake Mix

Betty Crocker® Ready-to-Spread Frosting
Betty Crocker® Brownie Mix
Betty Crocker® Supreme Dessert Bar Mix
Betty Crocker® Muffin Mix
Betty Crocker® Angel Food Cake Mix
Betty Crocker® Stir 'n Bake® Mix

Betty Crocker® Quick Bread Mix
Betty Crocker® Snackin' Cake® Mix
Betty Crocker® Cookie Mix
Betty Crocker® Variety Dessert Mixes

* New for 2002-2003 school year



National Honor Society

Congratulations!

The Sherburne-Earlville National Honor Society had the pleasure of inducting 39 juniors and seniors into the group on January 8. This was the largest group ever to be inducted here at Sherburne-Earlville. In order to be inducted, a student must maintain an acceptable level of character, leadership, and service, as judged by a Faculty Council. Congratulations to the following.

Abby Alishauskas
Elizabeth Blanchard
Kaitlin Carey
Brandon Cole
Gregory Cooley
Kendra Crandall
Rachael Curtis
Bradley Day
Kyle DeLee
Anna Fagan
Daniel Farrow
Quinn Fitzpatrick
Nichole Foster

Earlene Goetz
Kalie Hill
Kelly Homann
Jason Jacobsen
Rebecca Lawrence
Heidi Layton
Melissa Leight
Bryan McCracken
James Morgan
Tyler Morgan
Jessica Mulligan
Laura Murphy
Christine Natoli

Nicholas Page
Christina Pfohl
Natali Plesniarski
Stephanie Purdy
Brian Russell
Kayleigh Scalzo
Marissa Silverman
Tatum St.Pierre
Christy Steiner
Joshua Steward
Erin Taylor
Lauren Turrell
Sarah Weinell

— Heather Dunshee, Advisor

French 4 Visits Third Grade

The High School French 4 class is continuing the tradition of exposing elementary school students to French language and culture.

French 4 students visited Ms. O'Connor's third grade in December to teach the students about holiday customs in France. After discussing the French Holiday Noel, the students taught words associated with this custom. Students practiced these throughout

the four days, and on the final day played a "lotto" game to assess their memory of the words. In addition, students created a craft.

On the final day, everyone was treated to the traditional French dessert, *Buche de Noel*, a cake in the shape of the Yule log. The High School students will continue to teach lessons relating to cultural themes.

— Janice Bays



Behind the Scenes

This year a new course is being offered at S-E. It is Sports and Entertainment Marketing. The students are learning about marketing, finance, pricing strategy, promotion, management, distribution of products/services, and selling techniques. The wide world of sports and entertainment provide the backdrop for teaching these concepts.

Students recently went to Turning Stone casino to learn about the entertainments offered. We met with Sam Madonia, Director of Entertainment, Jerry Reed, Media Specialist, and Kandice Watson, Education Specialist. Mr. Madonia explained the procedures involved in booking acts in the showroom, checking in the entertainers and their entourage (each member of a band and the road crew get separate rooms), and making sure the showroom is set up for concerts and events. Mr. Madonia also discussed their advertising strategies and target markets. They offer a wide variety of entertainments so they will appeal to a larger group of people.

We discussed some of the career opportunities that are available at Turning Stone. There are technical, clerical, and industrial positions available. They currently have about 3,300 employees. Educational requirements

for certain positions were discussed. For example, the position of Director of Entertainment really needs a law degree because he deals heavily with entertainment contracts. People networking skills and work experiences in related fields were also shown to be relevant in obtaining positions.

We were also given a backstage tour of the showroom. We saw the star's dressing room (some of the students sat in the same chair as Bill Cosby), the regular dressing rooms, and the green room. Do you know the history of the green room? Green used to be considered an unlucky color in show business. So

before entertainers went on stage, they would go to a waiting room and get rid of anything green. Most green rooms are not green.

All of the students enjoyed our morning at Turning Stone. These students attended: **Abby Alishauskas, Jason Bays, Stephanie Christian, Mike Doroshenko, Patrick Fagan, Troy Goodier, Casa Hatton-Davis, Josh Hicks, Gina Irwin, Alex LaCorte, Jason Lollman, Nick Lowe, Tim Mastro, Neith Myrick, Ross Pancoe, Joshua Parsons, Chris Paugh, Ashley Proskine, Brent Randall, Andy Tarbell, Ted Unger, Courtney Williams, and Corey Wright.**

— Marie Greenwood



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