

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Clay Aurand at 9:00 A.M. on March 1, 2007 in Room 313-S of the Capitol.

All members were present except:

Representative Benjamin Hodge- absent  
Representative Steve Huebert - excused  
Representative Ted Powers- excused

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department  
Michele Alishahi, Kansas Legislative Research Department  
Ashley Holm, Kansas Legislative Research Department  
Theresa Kiernan, Revisor of Statutes  
Ann Deitcher, Committee Assistant

Conferees appearing before the committee:

Scott Frank, Legislative Post Audit  
Heather Morgan, Director of Public and Legislative Affairs, Juvenile Justice Authority  
Mark Desetti, KNEA  
Roxanne Kelly, Kansas Board of Regents  
Bruce Linhos, Executive Director of Children's Alliance of Kansas (Written only)  
Melissa Ness, Legislative Coordinator, St. Francis Academy, Inc. (Written only)

Mark Desetti addressed the Committee in regard to "Read Across Kansas 2007". (Attachment #1)

**SB 22: An act concerning postsecondary educational institutions; establishing the teacher education competitive grant program; relating to the administration thereof.**

A background briefing on **SB 22** was given by Scott Frank. (Attachments #2 and #3)

Questions and answers followed.

Roxanne Kelly appeared before the Committee as a proponent of **SB 22**. (Attachment #4)

Questions and answers followed.

Responding to questions regarding **SB 23**, a bill concerning the teacher service scholarship program, the Chair offered to have that bill available for the Committee to look at next week.

Scott Frank told the Committee that the Legislative Post Audit Division was now in the process of doing a survey of schools to learn what they were doing to interest more students in a career in teaching.

The Chairman closed the hearing on **SB 22**.

**SB 95: An act concerning school districts; relating to school finance; relating to pupils confined or housed at certain facilities.**

Heather Morgan appeared before the Committee as a proponent of **SB 95**. (Attachment #5)

Questions and answers followed.

Written only testimony was provided by Bruce Linhos (Attachment #6) and Melissa Ness (Attachment #7).

The Chairman closed the hearing on **SB 95**.

CONTINUATION SHEET

MINUTES OF THE House Education Committee at 9:00 A.M. on March 1, 2007 in Room 313-S of the Capitol.

**SB 69: regarding school finance; cost of living and declining enrollment weightings; LOB requirements.**

A motion was made by Representative Phelps and seconded by Representative Mah to offer a balloon amendment to **SB 69.** (Attachment #8)

Following questions and answers of the Committee, the Chairman requested more time so that the language of the amendment could be clarified regarding declining enrollment and COLA. He asked that **SB 69** not be worked today.

Representative Phelps, with the consent of the second, Representative Mah, withdrew his motion for a balloon amendment to **SB 69.**

The Chairman closed the hearing on **SB 69.**

**HB 2200: Regarding obscenity; no longer a defense to the crime if used for instructional purposes in schools K through 12.**

The Chairman asked whether **SB 2200** should be accepted to be worked by the Education Committee.

Following a vote of 4 in favor and 17 opposed, by a show of hands, the Committee declined to accept **HB 2200** to be worked.

The Chairman adjourned the meeting at 10:30 AM. The next meeting is scheduled for Wednesday, March 7, 2007.

# KANSAS STATE READING CIRCLE

*Recommended  
Reading List*



Read Across  
**KANSAS**  
2007

*House Education  
3-1-07 #1  
Attachment #1*

# Kansas State Reading Circle

## 2007 Recommended Reading List Primary - Young Adult

Mark Desetti, Director  
Joyce Reid, Assistant

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Each year the William Allen White titles are included in the Reading Circle catalog. This does not necessarily imply adoption by the Reading Circle Commission.

## ***Neither Sleet Nor Rain Nor Dead of Night...***

***...can stop us in our appointed rounds.*** At least that's what the United States Postal Service says. Now it can be said too for the Kansas State Reading Circle.

The annual meeting to decide which books will make the recommended reading list fell this year at the same time a massive ice storm hit the state. For the first time in Reading Circle history, the meeting had to be cancelled. Suddenly we found ourselves trying to find an alternative way to handle the task at hand and to still get it all done in time for Read Across America – the NEA's annual celebration of Dr. Seuss' birthday.

Thanks to the great advances in technology of the last 20 or so years, we were able to do the work electronically. The wonder of the personal computer and email!

We wondered, frankly, how we could pull this all together. This was, after all, a never-before-attempted trick. But true to form our gallant team of school librarians and classroom teachers completed the task on time without batting an eye. The 2007 Kansas State Reading Circle Recommended Reading List you hold in your hands is proof positive of the devotion this group has for the work and the list. We hope you enjoy it!

And speaking of enjoyment, we hope too that you will familiarize yourself with the remarkable young man whose image graces both the Reading Circle cover and the annual poster.

I first heard Chase Foster when I was bicycling across Kansas last summer and he was brought in to entertain 900 exhausted bicyclists in Burden, Kansas. Chase is a high school student in Winfield and if the word "prodigy" applies to anyone, it applies to him. I would encourage you to check out his website, [www.chasefostermusic.com](http://www.chasefostermusic.com). See if you aren't as impressed as I am!

It's a great honor for us to bring this young man to your attention. Our efforts in Read Across Kansas recently have been to promote the two things we love best – Kansas and Kansans. A while back we brought you remarkable young Kansans – the Kansas State High School Rodeo Champions; last year we featured the state itself in our homage to the big thinkers and dreamers of years past. And this year we are proud to introduce you to a remarkable young talent – and a product of the Kansas public school system you all so proudly serve.

Be proud to be a Kansas educator! Be proud to play your part in making Kansas as big as you think!

*Mark Desetti*  
*Director, Kansas State Reading Circle*

2007  
KANSAS STATE READING CIRCLE  
ADOPTION COMMISSION

Mark Desetti, Director  
Jody Drake, Chairperson

Primary Level  
PreKindergarten through 2nd Grade

Peggy McGlynn  
601 Harolds Place, Lakin, KS 67860-0897

Shelia Blume  
13492 185<sup>th</sup> St., Linwood, KS 66052

Jackie Baumgartner  
98 Second St., Phillipsburg, KS 67661

Jody Drake  
7901 W. 91<sup>st</sup> Terrace, Overland Park, KS 66212

Ruth Prescott  
3820 Kates Ct., Manhattan, KS 66503

Jacinda Roberts  
8603 Brookview, Wichita, KS 67205

Middle School/Junior High Level  
6th through 8th Grade

Rita Shogren  
515 Tuscarora, Satanta KS 67870-0444

Jackie Lakin  
1021 SW Polk, Topeka, KS 66612-1708

Shirley Oyster  
10 North Brayman, Paola, KS 66071

Barb Bahm  
10701 NW Parr Rd., Silver Lake, KS 66539

Jan Percival  
7906 Noland Rd., Lenexa, KS 66215

Intermediate Level  
3rd through 5th Grade

Judy Rapp  
12216 S. Blackfoot Dr., Olathe, KS 66062

Jane O'Neil  
211 W. Columbus St., Lindsborg KS 67456

Jeannie Schnellbacher  
14471 S. Wanamaker Rd., Scranton, KS 66537

Nadine Peters  
9075 210<sup>th</sup> Rd., Chanute, KS 66720

Robie Martin  
26061 Meade Rd., Parsons, KS 67357

High School Level  
9th through Young Adult

Pam Harber  
Remington HS, 8850 NW Meadowlark,  
Whitewater, KS 67154

Connie Shea  
8903 N. Medora Rd., Hutchinson, KS 67502

Loretta Sadler  
102 N. Milstead St., Wichita, KS 67212

Patricia Cupps  
14116 E. Bauman Road, Haven, KS 67543

Marsha Lytle  
1420 S. Pawnee Drive, Olathe, KS 66062

The Reading Circle would like to thank the following publishers for participating in the Reading Circle program:

Aladdin, Albert Whitman, Amistad, Arthur A. Levine, Atheneum, Barefoot Books, Bloomsbury, Blue Sky, Boyds Mills, Calkins Creek, Candlewick, Capstone, Chicken House, Children's Press, Clarion, Compass Point, FSG, Front Street, Greenwillow, Harcourt, HarperCollins, Henry Holt, HJ Kramer, Houghton, Hyperion, Kingfisher, Marshall Cavendish, McElderry, Morning Glory, Orchard, Peachtree, Pelican, Picture Window, Push, Roaring Brook, Scholastic, Simon & Schuster, Walker, Watts, Wordsong.

Members of the Kansas State Reading Circle wish to express their appreciation to the following Kansas school districts which contributed to this professional program by releasing their library media specialists and classroom teachers to serve in this capacity:

ANW Special Ed Co-op  
Blue Valley USD 229  
Garden City USD 457  
Kansas City USD 500  
Nickerson USD 309  
Olathe USD 233  
Osawatomie USD 367  
Parsons USD 503  
Phillipsburg USD 325  
Renwick USD 267  
Remington USD 206  
Salina USD 305  
Satanta USD 507  
Shawnee Mission USD 512  
Spring Hill USD 230  
Tonganoxie USD 464  
Topeka USD 501  
Wamego USD 320  
Wichita USD 259



William Allen White Children's Book Award Titles



Grades 3 – 5

**BIRDSALL, Jeanne** *The Penderwicks* While vacationing with their widowed father in the Berkshire Mountains, four lovable sisters, ages four through twelve, share adventures with a local boy, much to the dismay of his snobbish mother. Gr. 3-5. Knopf, \$17.99. ISBN 0375931430.

**BIRNEY, Betty** *Seven Wonders of Sassafras Springs* Eben McAllister searches his small town to see if he can find anything comparable to the real Seven Wonders of the World. Gr. 3-5. Atheneum, \$16.95. ISBN 0689871368.

**BORDEN, Louise** *Journey that Saved Curious George* Biography of Margret and H. A. Rey, authors of the Curious George books. Both German born Jews, they must flee France in advance of the Nazi takeover. They take only the manuscripts for Curious George and other books as they make their perilous way to the U. S. Gr. 3-5. Houghton, \$17.00. ISBN 0618339248.

**CHENG, Andrea** *Shanghai Messenger* A free-verse novel about eleven year old Xiao Mei's visit with her extended family in China, where the Chinese-American girl finds many differences but also the similarities that bind a family together. Gr. 3-5. Lee and Low, \$18.95. ISBN 1584302380.

**DEFELICE, Cynthia** *The Missing Manatee* While coping with his parents' separation, eleven-year-old Skeet spends most of spring break in his skiff on a Florida river, where he finds a manatee shot to death and begins looking for the killer. Gr. 3-5. FSG, \$16.00. ISBN 0374312575.

**FLEMING, Candace** *Lowji Discovers America* A nine-year-old East Indian boy tries to adjust to his new life in suburban America. Gr. 3-5. Atheneum, \$15.95. ISBN 0689862997.

**MARSDEN, Carolyn** *Moon Runner* When Mina discovers that she can run faster than her athletic friend, Ruth, she thinks she must choose between running and friendship. Gr. 3-5. Candlewick, \$15.99. ISBN 076362117X.

**MARTIN, Ann M.** *A Dog's Life* Squirrel, a stray puppy, tells her life story, from her nurturing mother and brother to making her own way in the world, facing busy highways, changing seasons, and humans both gentle and brutal. Gr. 3-5. Scholastic, \$16.99. ISBN 0439715598.

**RAVEN, Margot T.** *Let Them Play* Recounts the true story of spirit and determination from America's early civil rights history and the Cannon Street all-stars who were not allowed to play in the World Series game. Gr. 3-5. Sleeping Bear, \$16.95. ISBN 1585362603.

**RUBIN, Susan G.** *The Flag with Fifty-six Stars* This inspiring account of the liberation of one of the Third Reich's most infamous camps is a tribute to the humanity and hope preserved by the survivors. The paintings by Bill Farnsworth depict the events. Source notes, a bibliography, further resources, an index, and a reproduction of the actual flag are included. Gr. 3-5. Holiday, \$16.95. ISBN 0823416534.

**WILES, Deborah** *Each Little Bird that Sings* Comfort Snowberger is well acquainted with death since her family runs the funeral parlor in their small southern town, but even so the ten-year-old is unprepared for the series of heart-wrenching events that begins on the first day of Easter vacation with the sudden death of her beloved great-uncle Edisto. Gr. 3-5. Gulliver, \$16.00. ISBN 0152051139.

**YOO, Paula** *Sixteen Years In Sixteen Seconds: The Sammy Lee Story* A biography of Korean American diving champion Sammy Lee, focusing on how his childhood determination and his father's dreams set the stage for a medical career as well as his athletic achievements which earned him Olympic gold medals in 1948 and 1952. Gr. 3-5. Lee and Low, \$16.95. ISBN 158430247X.



**Grades 6-8**

**AMATO, Mary** *The Naked Mole Rat Letters* When her father begins a long-distance romance with a Washington, D.C. zookeeper, twelve-year-old Frankie sends fabricated email letters to the zookeeper in an attempt to end the relationship. Gr. 6-8. Holiday, \$16.95. ISBN 0823419274.

**AUCH, M.J.** *Wing Nut* When twelve-year-old Grady and his mother relocate yet again, they find work taking care of an elderly man, who teaches Grady about cars, birds, and what it means to have a home. Gr. 6-8. Henry Holt, \$16.95. ISBN 0805075313.

**BARRETT, Tracy** *On Etruscan Time* While spending the summer on an archaeological dig near Florence, Italy, with his mother, eleven-year-old Hector meets an Etruscan boy who needs help to foil his treacherous uncle's plan to make him a human sacrifice—1,000 years in the past. Gr. 6-8. Henry Holt, \$16.95. ISBN 0805075690.

**BROACH, Elise** *Shakespeare's Secret* Named after a character in a Shakespeare play, misfit sixth-grader Hero becomes interested in exploring this unusual connection because of a valuable diamond supposedly hidden in her new house, an intriguing neighbor, and the unexpected attention of the most popular boy in school. Gr. 6-8. Henry Holt, \$16.95. ISBN 0805073876.

**COULOUMBIS, Audrey** *The Misadventures of Maude Murch* After the death of the stern aunt who raised them since they were orphaned, eleven-year-old Sallie and her fifteen-year-old sister escape their self-serving guardians and begin an adventure resembling those in the dime novels Sallie loves to read. Gr. 6-8. Random House, \$17.99. ISBN 0375932453.

**DUBLE, Kathleen** *The Sacrifice* Two sisters, aged ten and twelve, are accused of witchcraft in Andover, Massachusetts, in 1692 and await trial in a miserable prison while their mother desperately searches for some way to obtain their freedom. Gr. 6-8. Margaret K. McElderry, \$15.99. ISBN 0689876505.

**HALE, Shannon** *Princess Academy* While attending a strict academy for potential princesses with the other girls from her mountain village, fourteen-year-old Miri discovers unexpected talents and connections to her homeland. Gr. 6-8. Bloomsbury, \$16.95. ISBN 1582349932.

**HARKRADER, L.D.** *Airball: My Life In Briefs* Uncoordinated Kansas seventh-grader Kirby Nickel braves his coach's ire and becomes captain of the basketball team in order to help him prove that NBA star Brett McGrew is the father he has never known. Gr. 6-8. Roaring Brook, \$16.95. ISBN 1596430605.

**HICKS, Betty** *Out of Order* Four youngsters, ages nine to fifteen, narrate one side of the story of their newly blended family's adjustment, interwoven with grief and loss. Gr. 6-8. Roaring Brook, \$15.95. ISBN 1596430613.

**HOBBS, Valerie** *Defiance* While vacationing in the country, eleven-year-old Toby, a cancer patient, learns some important lessons about living and dying from an elderly poet and her cow. Gr. 6-8. FSG, \$16.00. ISBN 0374308470.

**PARK, Linda Sue** *Project Mulberry* While working on a project for an after-school club, Julia, a Korean American girl, and her friend Patrick learn not just about silkworms, but also about tolerance, prejudice, friendship, patience, and more. Between the chapters are short dialogues between the author and main character about the writing of the book. Gr. 6-8. Clarion, \$16.00. ISBN 0618477861.

**WILSON, Diane Lee** *Black Storm Comin'* Twelve-year-old Colton, son of a black mother and a white father, takes a job with the Pony Express in 1860 after his father abandons the family on their California-bound wagon train, and risks his life to deliver an important letter that may affect the growing conflict between the North and South. Gr. 6-8. Margaret K. McElderry, \$16.95. ISBN 0689871376.

**WINERIP, Michael** *Adam Canfield of the Slash* While serving as co-editors of their school newspaper, middle-schoolers Adam and Jennifer uncover fraud and corruption in their school and in the city's government. Gr. 6-8. Candlewick, \$15.99. ISBN 0763623407.

## Kansas Titles

**ADLER, David A. *A Picture Book of Amelia Earhart*** This volume on Amelia Earhart highlights her unconventional childhood, her independent spirit, her caring heart, her determination to fly, and her courage as a trailblazer in aviation. The illustrations convey the look of the times and the drama of Earhart's adventurous life. Gr. K-2. Holiday, \$15.95. ISBN 0823413152.

**ANDERSON, Janet S. *Sunflower Sal*** Sal is a big girl whose size is an advantage in some situations, but she's frustrated while quilting because her "needles won't thread and her squares won't square." So she plants sunflowers and from a distance the rows of flowers seem to stitch the fields together into an agrarian quilt. The economical text works with the sunny, vibrant illustrations, originally rendered in oil on canvas. Gr. K-2. Albert Whitman, \$15.95. ISBN 080757662X.

**ANDERSON, William *Laura's Album*** This book is a lovely tribute and chronicle of the life of Laura Ingalls Wilder. Included are photos, reproductions of original communications and keepsake treasures accumulated by Laura. The historical research represented by this work will capture young and older fans of the Little House saga. Gr. 8-12. HarperCollins, \$19.95. ISBN 0060278420.

**BAUM, L. Frank *Wizard of Oz*** 100th Anniversary Edition with illustrations by Michael Hague. Gr. 4-up. Henry Holt, \$29.95. ISBN 0805064303.

**BAUM, L. Frank *The Wonderful Wizard of Oz*** Centennial edition. Illustrated by Michael McCurdy. "Dorothy lived in the midst of the great Kansas prairies..." With those words L. Frank Baum began the book that is, 100 years later, probably the first thing an outsider thinks of when hearing the word "Kansas." What a wonderful book to add to the Reading Circle's list of recommended books about Kansas. To honor the centennial of this uniquely American "fairy tale," the University Press of Kansas asked the renowned illustrator Michael McCurdy to create a set of woodcuts to compliment Baum's text. In addition, Ray Bradbury, a widely respected author of fantasy and science fiction, has written a new foreword for this edition. The result is a unique and beautiful volume sure to expand the story's legion of fans and be treasured for years to come. Gr. 5-8. University Press of Kansas, \$24.95. ISBN 0700609857.

**BLACK, Michelle *Lightning in a Drought Year*** Love and politics collide to make feminist history in Gilded Age Kansas. A forbidden friendship turns to love amidst the social and economic turmoil of the Populist Uprising and, as women seek political equality with men, an unlikely heroine steps forward to make history. "In this charming novel, Michelle Black has displayed a hero and heroine worthy of one another. Her descriptions and strong voice are a symphony to the eyes. Gr. 7-12. Wolf Moon Press, \$22.95. ISBN 096580142X.

**BOEVE, Eunice *The Summer of the Crow*** This novel is set in the drought-stricken farmlands of Kansas during the summer of 1935. The main character is thirteen-year-old Brady Lee Foster, who is a typical kid who loves baseball and his dog Taggart. What makes Brady atypical, however, is that he must face hardships and challenges most children his age will never know. Aside from the financial struggles all Midwest farm families faced during times of drought, Brady's personal conflicts also include his mother's severe asthma and his little sister's autism. When his parents are forced to seek a healthier climate for his mother, Brady and his sister are sent to live with their grandfather in Sentinel, Kansas. This is a coming-of-age story that gains its strength through realistic yet memorable characters and action. Leathers Publishing, \$12.95. ISBN 158597059X.

**BROWN, John Gary *Soul in the Stone: Cemetery Art from America's Heartland*** The illustrations are the most valuable part of this book, which deals with cemetery art found in Wisconsin, Indiana, Illinois, Iowa, Missouri, Kansas, Nebraska, Oklahoma, Colorado, and New Mexico. Most of the monuments date from the late 19th century to the present day. They range from traditional images such as weeping angels and mourning maidens to highly idiosyncratic subjects. The text is general and elementary, offering some basic information on modern funerary monuments. Gr. 9-12. University Press of Kansas, \$39.95. ISBN 0700606343.

**BUNTING, Eve *Cheyenne Again*** Bunting has recreated an experience shared by many Native Americans in the late 19th and early 20th centuries. Young Bull is taken from his home and placed in the white man's boarding school. His culture is gone, and he fails to understand why they bring him back and punish him when he runs away. His plight is vividly illustrated in acrylic and oil pictures that are realistic and detailed. The Haskell School is mentioned in the afterward. Gr. 1-3. Clarion, \$14.95. ISBN 0395703646.

## Kansas Titles

**BUNTING, Eve** *Dandelions* It would be hard to come up with a tale of western settlers that's not a cliché, but Bunting has done it. She takes a look at a pioneer woman, seen through the sympathetic eyes of her daughter, Zoe. She creates scenes that makes this family larger-than-life; they capture the baked yellow heat of summer, and the golden weed that represents home. A memorable book for the way its characters struggle with unhappiness and slowly overcome it. Gr. 1-3. Harcourt, \$15.00. ISBN 015200050X.

**BURLEIGH, Robert** *Langston's Train Ride* This poetic tribute to Langston Hughes as he reaches the point where he knows that he really is a poet, is expressed in rich language narrative and brilliant illustrations by Leonard Jenkins. Also included is Hughe's famed poems "The Negro Speaks of Rivers." Gr. 3-5. Scholastic, \$16.95. ISBN 0439352398.

**BUSBY, William H.** *Kansas Breeding Bird Atlas* This book focuses on 203 species of birds located while nesting in Kansas over a period of six years. Two pages are devoted to each bird and includes a description, drawing and distribution data. Gr. 7-10. University Press of Kansas, \$35.00. ISBN 0700610553.

**CASTLE, Albert** *Civil War Kansas* This title is considered one of the best written texts about Kansas during the Civil War. It is easy to read and gives insight into issues, leaders, places and villains that helped establish the state of Kansas during the Civil War. This well researched book contains a bibliography and an index. Gr. 12. University Press of Kansas, \$15.95. ISBN 0700608729.

**COLLINS, Joseph T.** *Kansas Wildlife* Photographs by Bob Gress, Gerald J. Wiens, Suzanne L. Collins and Joseph T. Collins. One hundred and twenty-one extraordinary photographs with text by Kansas Zoologist at the University of Kansas, Joseph Collins. The text provides little-known information about the habits and habitats of Kansas creatures. All ages. University Press of Kansas, \$19.95. ISBN 0700605037.

**COLLINS, Joseph T. et al** *Kansas Wetlands: A Wildlife Treasury* A crisp, clear wildlife presentation, featuring color photos (by seven photographers, taken over a period of seven years) with explanatory captions, following an introductory essay. Gr. 7-12. University Press of Kansas, \$24.95. ISBN 0700606351.

**COOPER, Floyd** *Coming Home: From the Life of Langston Hughes* The lonely child's search for home is the center of this touching picture book about Langston Hughes. There are close-ups of his strong grandmother (who told him family stories of pride and glory) as well as views of his loving foster home and the streets of Kansas City, where the child heard the "jazzy old blues music that drifted down the alleys and tickled his soul." Children like Hughes who dream about a "real home" will take heart from the story of the boy who found community and grew up to write astonishing poetry about it. Gr. 3-6. Putnam/Philomel, \$16.99. ISBN 0399226826.

**CROSS, Frank B.** *Fishes in Kansas* This is the revised second edition of *Fishes in Kansas*. This edition features full-color drawings and photographs. This revised guide describes and illustrates the 135 common and not-so-common, native and introduced fishes found in Kansas. University Press of Kansas, \$19.95. ISBN 0893380490.

**FLEHARTY, Eugene D.** *Wild Animals and Settlers on the Great Plains* This unique history chronicles reciprocal relations between settlers and the native fauna of Kansas from the end of the Civil War until 1880. Using only primary accounts from newspapers and diaries, Fleharty vividly portrays frontier life before such species as the bison, beaver, antelope, bear, mountain lion, gray wolf, and rattlesnake were more or less exterminated by steel plows, reapers, barbed wire and firearms. Gr. 9-12. University of Oklahoma Press, \$34.95. ISBN 0806127090.

**FULLER, Wayne E.** *One-Room Schools of the Middle West* An Illustrated History Both as social history and as an archival source, this work is an important contribution to the history of American education. Fuller's commentaries are dimensionally rich sociohistorical vignettes on the school children, the schools, the teachers, rural aspirations, and other topics set in a pictorial and archival album. Fuller is not incorrect in observing that "The little one-room schools of the Middle West offer important lessons in education, even in our own times of sophisticated educational theory and large, professionally dominated schools." Gr. 9-12. University Press of Kansas, \$29.95. ISBN 0700606378.

**GAEDDERT, Louann** *Friends and Enemies* Moving to a new town when he is about to start his freshman year in high school isn't easy for William, the son of a Methodist minister. On his first day in Plaintown, Kansas, he meets both Clive, a fellow Methodist and a bully, and Jim, a Mennonite who becomes a good friend. Just as William is beginning to feel at home, Japanese bombs fall on Pearl Harbor, and what were just interesting discussions about war become heated. In a community

## Kansas Titles

with a significant population of Mennonites, the question of patriotism vs. pacifism is very real. Gr. 6-8. Atheneum, \$16.00. ISBN 0689828225.

**GARRETSON, Jerri** *The Secret of Whispering Springs* Cassie and her family purchase an old stone mansion on a farm outside Topeka, KS. Fourteen year old Cassie discovers a ghostly counterpart from the past and a threatening stranger at the heart of a mystery that revolves around the rumors of hidden treasure on the haunted farm. A great mystery, ghost tale and coming of age story. Hauntingly believable! Gr. 5-8. Ravenstone Press, \$6.99. ISBN 0965971244.

**GLASS, Andrew** *A Right Fine Life* Carson knew the West was opening up and he wanted to be part of it. At age 16, he ran off to join a wagon train heading over the Santa Fe Trail. This journey was the beginning of a life of high adventure that would make him famous throughout the world. Additional information about the Santa Fe Trail and Kit Carson is given at the end of the story. Gr. 1-4. Holiday, \$16.95. ISBN 0823413268.

**HADDOCK, Michael J.** *Wildflowers and Grasses of Kansas* Michael Haddock has assembled a guide to 264 wildflowers along with 59 grasses, sedges, and rushes. These comprise many of the state's most common and conspicuous species-as well as some seldom encountered or listed in field guides-and include many that are found throughout the Great Plains. Spectacular color photos as well as bibliographical references and index. Gr. 9-12. University Press of Kansas, \$19.95. ISBN 0700613706.

**HASKINS, Jim** *The Geography of Hope* Black Exodus from the South Lured by the promise of freedom and free land in return for establishing homesteads, large groups of blacks left the former Confederate States in the 1870s and headed west to Kansas, Nebraska, and Oklahoma. The book draws on the rich resources of the period to establish the atmosphere and immediacy of their experiences as frontiersmen and farmers. Millbrook, \$29.90. ISBN 0761303235.

**HAYWOOD, C. Robert** *Tough Daisies* Robert Haywood reveals the lighter side of a state that's too often pegged a collection of sober-minded moralists struggling to find Utopia among the stars. He explores what has passed for humor in good times and bad and divulges what makes Kansas laugh. Both the subject of laughter and the humorist are featured in this serious study of a funny subject. An annotated sampler of jokes, stories, cartoons, and poems, this book illustrates what Kansans have chuckled and chortled at from settlement days to the present. Gr. 9-12. University Press of Kansas, \$22.50. ISBN 0700607323.

**HOPKINSON, Deborah** *Our Kansas Home* Charlie and his family first introduced in Pioneer Summer become involved with helping runaway slaves. An early chapter book that provides good background on this area of history. Gr. 3-8. Aladdin, \$3.99. ISBN 0689843534.

**HULL, N.E.H.** *Roe v. Wade* With this book, Hull and Hoffer successfully place Roe v. Wade in the long curve of history rather than view it in an isolated moment. Those on either side of the issue will find this book informative and enlightening. Gr. 7-12. University Press of Kansas, \$35.00. ISBN 0700611428.

**HUMBLE, Emma** *Jayhawker Book* In response to continued demands, this title has been reissued in the special revised edition. This book about the state of Kansas, the state flower, bird and tree, products and people, can be read with ease by boys and girls in the second and third grades. Teachers looking for easy material about Kansas for the primary level will welcome the fifth reprint of this book with its original illustrations. Gr. 2-3. Kansas State Reading Circle.

**JOHNSGARD, Paul** *Prairie Birds* The author blends recent science and years of personal experience to give readers a pleasant account of 33 grassland bird species that emphasizes their behaviors within their natural habitats. Gr. 7-12. University Press of Kansas, \$25.95. ISBN 0700610677.

**JOHNSTON, Tony** *Sunsets of the West* Ted Lewin's luminous watercolors accompany a realistic depiction of a pioneer family's difficult trek from New Hampshire to the West. Notable two-page spreads convey the majesty and the gravity of buffalo herds on the prairie. Perfect for sharing, this book is also appropriate for older students studying westward expansion. Gr. 1-4. Putnam, \$16.99. ISBN 0399226591.

**KINDSCHER, Kelley** *Medicinal Wild Plants of the Prairie* In this work, the medicinal use of 203 native prairie plants by the Plains Indians is presented. This book will increase appreciation for prairie plants at a time when prairies need protection. Gr. 9-12. University Press of Kansas, \$9.95. ISBN 0700605274.

**MCCOY, Sondra** *1001 Kansas Place Names* An alphabetical listing of 1,067 Kansas locales with spelling, pronunciations, name origin, post office dates and population figures for each entry. Anecdotes for each location are included with historical background and some geological information. Gr. 8-12. University Press of Kansas, \$25.00. ISBN 0700603921.

**MINER, Craig** *Kansas—The History of the Sunflower State, 1854-2000* A great Kansas resource book. It treats the past history as well as history about Kansas that has not been found in previous history books. A wonderful addition to a Kansas collection. Gr. 9-12. University Press of Kansas, \$29.95. ISBN 0700612157.

**MORRIS, Juddi** *Harvey Girls* This book introduces us to this little-known chapter of American history. Through period photographs and lively anecdotes, you'll meet the women whose culture and courage changed the American West. Walker, \$15.95. ISBN 0802783023.

**MOSS, Marissa** *Rose's Journal—The Story of a Girl in the Great Depression* The year is 1935 and Rose is eleven-years-old. She lives on a farm in Kansas. Her journal tells the story of the hardships caused by the drought and terrible dust storms. Gr. 3-5. Harcourt, \$15.00. ISBN 0152024239.

**PENNER, Mil** *Section 27: A Century on a Family Farm* In this collection of brief vignettes, Penner traces the influence of pioneer roots on the present generation in McPherson County, Kansas. Gr. 7-12. University Press of Kansas, \$24.95. ISBN 0700611967.

**PRIGGER, Mary S.** *Aunt Minnie and the Twister* After a tornado rearranges a Kansas house, Aunt Minnie and her nine nieces and nephews add a much needed room. A humorous and affectionate look at an unusual family. Gr. 1-3. Clarion, \$15.00. ISBN 0618111360.

**REICHMAN, O.J.** *Living Landscapes of Kansas* Kansas' unexpected beauty is presented in text and photographs. It is a wonderful addition to Konza Prairie and A Tallgrass Natural History by the same author. Known and unfamiliar forests, prairies, rivers, and lakes are depicted, which reveal a beautifully diverse state. Gr. 9-12. University Press of Kansas, \$19.95. ISBN 0700607277.

**RINEY-KEHRBERG, Pamela** *Childhood on the Farm* Good resource. Author retells the stories--both nostalgic and realistic--about the children in the heartland raised on farms. Gr. 9-12. University Press of Kansas, \$34.95. ISBN 0700613889.

**RINEY-KEHRBERG, Pamela** *Rooted in Dust* By using local sources, Riney-Kehrberg presents a compelling discussion of how the economic depression and dust storms of the 1930s impacted the daily lives of the people of southwestern Kansas. She explains why some townspeople and farmers fled the area while others remained, and she shows how those who stayed managed to survive by dint of will and innovation. Gr. 9-12. University Press of Kansas, \$25.00. ISBN 0700606440.

**ROBBINS, Ken** *Thunder on the Plains: The Story of the American Buffalo* An introduction to the history of the American buffalo and how it was almost hunted into extinction. Illustrated with historical photographs. Gr. K-5. Atheneum, \$16.00. ISBN 0689830254.

**SACHS, David** *Guide to Kansas Architecture* A one-of-a-kind guide to Kansas architecture that is a handy reference invaluable to the well-versed architect but assembled so the merely inquisitive reader will appreciate state history and its people. Well written text of localized architecture supported with 601 black-and-white photographs gives this selection a strong place in all Kansas collections. Gr. 6-12. University Press of Kansas, \$22.50. ISBN 0700607781.

**SCHAEFER, Lola M.** *This is a Sunflower* In the cumulative tradition of "This Is the House that Jack Built," this gorgeously illustrated poem celebrates a sunflower's life cycle. In a see-saw rhythm, rhymed lines describe the seeds' path from blossom to bird, then back to the ground. Gr. K-3. Greenwillow, \$15.95. ISBN 0688164137.

**SCHULZ, Constance B.** *Bust to Boom* An outstanding visual record of a most crucial period in our American Midwest history. This 110 pictorial display can stand alone on its own merits but the enlightening text provides valuable commentary

## Kansas Titles

to understanding the composition of the state's population and its inevitable shift away from rural life toward today's urbanization and industrialization. Gr. 5-12. University Press of Kansas, \$29.95. ISBN 0700607994.

**SCILLIAN, Devin** *S Is for Sunflower: A Kansas Alphabet* The culture of Kansas is explored in a colorful alphabet format with rhyming descriptions accompanied by detailed expository text. Realistic paintings portray both familiar and less familiar aspects of Kansas history. One of a series of state alphabet books. Appropriate for all grade levels. Gr. K-5. Sleeping Bear Press, \$17.95. ISBN 1585360619.

**SEELY, Debra** *Grasslands* Thirteen-year-old Thomas Hunter has always longed to taste life on the Western range. So when a letter arrives inviting him to join his father and new family on their Kansas farm he can already see himself riding the range like a real cowboy. The farm is hardly what he expected: barely enough food, his new stepmother seems harsh and he spends all his time mucking out the barn and working in the fields. Just as Thomas grows restless the family's herd gets swept up in a cattle stampede and he must follow a bunch of cowboys to reclaim it. Facing the prairie adventure he has dreamed of, he finds himself in some eye-opening action that causes him to honor the Code of the West. Holiday, \$16.95. ISBN 082341731X.

**SEELY, Debra** *The Last of the Roundup Boys* This companion book to *Grasslands* is set in Kansas in 1885. Tom is now seventeen and is hired as a cowhand to work on the Parson's cattle ranch. Tom is smitten with sixteen-year-old Evie, the ranch owner's daughter. Narrated in interchanging voices of Tom and Evie, it tells of the iffy romance between the two. This historical fiction has substance with women's rights, the legacy of slavery, tension between cattlemen, railroad men, and farmers, and class differences and sex roles on the Kansas prairie. Gr. 5-8. Holiday, \$16.95. ISBN 0823418146.

**SHORTRIDGE, James** *Our Town on the Plains* The narrative and reprinted photos of Junction City, Kansas, by J.J. Pennell provide a unique view of life in Midwest America during the early 1900s. The narrative is thorough yet entertaining, and this book truly must be included in every Kansas collection. Gr. 7-12. University Press of Kansas, \$29.95. ISBN 070061043X.

**SHORTRIDGE, James** *Peopling the Plains* Both the immigrant experience and the influx of Yankees, Midlanders, and Southerners shaped the character of present day Kansas. Many maps chart the demographic structure of the state. While it is definitely an adult book, usage in high schools is probable. Some of the maps may be difficult for young adults to decipher. Gr. 9-12. University Press of Kansas, \$29.95. ISBN 0700606971.

**SMITH, Robert B.** *Daltons!* Smith's book cuts through the myth to present the gang as nothing more than common hoodlums. He utilizes primary sources while applying reasoned analysis to provide a comprehensive account of their exploits and especially their climactic escape, which took place at Coffeyville, Kansas. University of Oklahoma Press, \$16.95. ISBN 0806127953.

**THOMPSON, Max C.** *Birds in Kansas Vol. 2* These volumes cover the many hundreds of species of birds in Kansas. Individual information for each type of bird includes status, period of occurrence, breeding, habits and habitat, fieldmarks and food. Index included. Gr. 9-12. University Press of Kansas, \$15.95. ISBN 0893380407.

**WILSON, Paul E.** *A Time to Lose* Wilson, professor emeritus of law at the University of Kansas, was the young assistant attorney general who, in an unsought, unplanned, and unearned brush with history, had to defend school segregation in Kansas in the landmark 1954 *Brown v. Board of Education* case before the Supreme Court. His memoir, though mainly for specialists, helps fill out the record with useful details and well-considered reflections on the role of the defense. Gr. 9-12. University Press of Kansas, \$24.95. ISBN 0700607099.

## Primary Titles

**ANDERSON, Peggy *Chuck's Truck*** When Chuck's truck takes too many barnyard friends to town, it breaks down. Luckily, Handy Hugh knows just what to do. A jaunty rhyme perfect for preschoolers through 2nd grade. Gr. PreK-2. Houghton Mifflin, \$16.00. ISBN 0618668365.

**ARNOLD, Tedd *Shoo Fly Guy*** Fly Guy is off once again. This time he is hunting for his favorite food. Gr. K-2. Scholastic, \$5.99. ISBN 0439639050.

**ARNOLD, Tedd *Super Fly Guy*** Oh, no! This time Fly Guy is off to school. Join him in his adventure to the cafeteria. Gr. K-2. Scholastic, \$5.99. ISBN 0439639042.

**ARONER, Miriam *Clink, Clank, Clunk!*** As Rabbit drives his old car to town, it makes delightful new noises as his friends climb aboard. A fun read. Gr. PreK-2. Boyds Mills, \$15.95. ISBN 1590782704.

**BAIR, Sheila *Rock, Brock and the Savings Shock*** This book teaches children the importance of saving their money. Twin brothers approached grandpa's savings plan differently. At the end of ten weeks one has \$64 and the other \$512. Gr. 1-4. Albert Whitman, \$16.95. ISBN 080757094X.

**BANKS, Kate *Max's Words*** Clever idea for a story! Max's brothers have collections and Max wants one too so he begins collecting words. He soon has a pile of them and uses them to make up sentences and eventually writes stories. Great read-aloud and then have children do the same activity as Max using cutout words. Gr. 1-4. FSG, \$16.00. ISBN 0374399498.

**BARRETTA, Gene *Now & Ben*** Finally, a book for young readers filled with the sense of wonder and discovery that might make Ben Franklin smile! Eighteenth-century in the twenty-first. Cheerful and energetic, this book shows us how beneficial and useful Benjamin Franklin's inventions were not only now, but then, too. Gr. 2-4. Henry Holt, \$16.95. ISBN 0805069771.

**BEA, Holly *Lucy Goose Goes to Texas*** It is time for the annual migration of Canada geese. Lucy, a Canada goose with an independent spirit, sets off to make the trip on her own only to discover that there are good reasons to work as a team. Includes factual endnotes and websites for additional information on Canada geese. Gr. PreK-2. H J Kramer, \$15.95. ISBN 1932073159.

**\*BEAUMONT, Karen *Move Over, Rover*** Rover gets unexpected company in his dog house when a thunderstorm moves through. Gr. PreK-3. Harcourt, \$16.00. ISBN 0152019790.

**BEST, Cari *Sally Jean, the Bicycle Queen*** Sally Jean has grown up on bicycles. After she has outgrown her first bike after adjusting the seat, handlebars, etc. she is determined to get another bike by working with her neighbor, a junk collector. Illustrations are great. Gr. K-3. FSG, \$16.00. ISBN 0374363862.

**BLACKABY, Susan *Jake Skates*** Jake loves to skate. He even skates in his dreams at night. A great easy reader. Gr. PreK-3. Picture Window, \$14.95. ISBN 140482412X.

**BLACKSTONE, Stella *Cleo's Color Book*** A rhyming text introduces children to colors. Bright illustrations with smooth swaying text. The book concludes with a glossary and putting two colors together to make a different color. Gr. PreK-1. Barefoot Books, \$15.99. ISBN 1905236301.

**BLACKSTONE, Stella *Counting Cockatoos*** Beautiful illustrations. A basic counting book that children will like as they will be interested more in looking at the pictures. Gr. K-1. Barefoot Books, \$16.99. ISBN 190523631X.

**BORDEN, Louise *The Last Day of School*** Third grade has been great in Mrs. Mallory's class. Matthew has a special job of keeping the classroom clock at the correct time. He has a very special present for Mrs. Mallory. Gr. 1-3. McElderry, \$15.95. ISBN 0689868693.

**BOWEN, Anne *The Great Math Tattle Battle*** Math whiz Harley is the biggest tattle tale in second grade until Emma Jean joins the class. Gr. PreK-3. Albert Whitman, \$15.95. ISBN 0807531634.

## Primary Titles

**\*BRISSON, Pat** *Melissa Parkington's Beautiful, Beautiful Hair* Melissa Parkington not only has beautiful hair, she's a beautiful person. She makes herself useful by helping and sharing. Then she finds a way to share her beautiful hair. Gr. K-3. Boyds Mills, \$15.95. ISBN 159078409X.

**BROSKI, Julie** *Being Me* Illustrated by Vincent Vigla. A little girl lets us see that she is happy being who she is. Gr. K-1. Children's Press, \$19.50. ISBN 0516249754.

**BROWN, Tricia** *Salaam: a Muslim American Boy's Story* Describes what life is like for Imram, an American Muslim boy. Clear text supported by excellent photos promotes acceptance through understanding. Would work well as a companion book with *One Green Apple* by Eve Bunting. Gr. 1-3. Henry Holt, \$17.95. ISBN 0805065385.

**BUNTING, Eve** *One Green Apple* Illustrated by Ted Lewin. A metaphor for acceptance, this is the story of Farah, a young immigrant girl who goes on a school field trip to an orchard to make cider. Language and ethnic differences are obvious, but overcome when Farah and her classmates learn how that one green apple adds special flavor to the cider when blended with the other students' red apples. Classical gentle style and subtle illustrations. Gr. 1-3. Clarion, \$13.60. ISBN 0618434771.

**BUNTING, Eve** *Pop's Bridge* Robert and Charlie Shu proudly watch the Golden Gate Bridge being built by their fathers who are on the construction crew. Gr. 2-4. Harcourt, \$16.00. ISBN 0152047735.

**BYARS, Betsy** *Boo's Dinosaur* Boo wants attention, but big brother Sammy just wants some peace and quiet. Enter the dinosaur. Boo asks to keep him and everyone humors her, but how did she get up so high in that tree, and more importantly, how does she get down? Gr. 1-2. Henry Holt, \$14.36. ISBN 0805079580.

**CALLAHAN, Sean** *The Bear Hug* Cubby loves to visit Grandpa. The two spend time growling, hibernating by the TV, and finding food at the donut shop, but the best thing about visiting Grandpa is the bear hug! Gr. PreK-1. Albert Whitman, \$15.95. ISBN 080750596X.

**\*CHACONAS, Dori** *Dancing with Katya* Anna creates ballet gloves for her little sister, stricken with polio, so Katya can dance. Gr. 1-4. Peachtree, \$16.95. ISBN 1561453765.

**CHAE, In-Seon** *How do you Count a Dozen Ducklings?* A dozen ducklings is a lot for mama duck to keep track of. She finds clever ways to count her ducklings and trick the hungry wolf that is counting on having them for lunch. Gr. PreK-2. Albert Whitman, \$16.95. ISBN 0807517186.

**CHILD, Lauren** *The Princess and the Pea* This frilly retelling of the well-known fairytale is both unique and humorous. Child's clever illustrations are skillfully created using dollhouse furnishings, photos and fabric. Fabulously funny! Details about the illustrators are included at the back. Gr. 1-4. Hyperion, \$16.99. ISBN 0786838868.

**CHRUSTOWSKI, Rick** *Turtle Crossing* Why did the turtle cross the road? Get the definitive answer in clear informational text appropriate for young readers. Simple, attractive pictures—some from unique perspectives, provide an introduction to the life cycle of the painted turtle. Author's notes included. Gr. 1-3. Henry Holt, \$16.95. ISBN 0805074988.

**COOK, Stephen** *Day Out with Daddy* A young boy's version of his day alone with dad. Vivid illustrations make the text dance. Gr. PreK-1. Walker, \$16.95. ISBN 0802780598.

**COTTEN, Cynthia** *Abbie in Stitches* Beautifully illustrated story about a young girl in the 1800s who would rather read than learn to embroider to make a sampler, which is expected of all young girls. Abbie conquers the sampler while letting everyone know what she really prefers doing. Gr. 2-4. FSG, \$16.00. ISBN 0374300046.

**COTTEN, Cynthia** *This is the Stable* Illustrated by Delana Bettoli. Gorgeous artwork sets the tone for this gentle retelling of the Nativity. The cumulative story patterned after *The House that Jack Built* rolls lyrically through a quiet Christmas Eve peopled with multi-ethnic characters. Gr. PreK-2. Henry Holt, \$16.95. ISBN 0805075569.

**CRIMI, Carolyn** *The Louds Move In* Illustrated by Regan Dunnick. Quiet daily lives are drastically disrupted when a very noisy, boisterous family moves into the neighborhood. They plead for quiet and restraint, but the neighbors learn to be



## Primary Titles

careful about what they ask for in this riotously entertaining book about appreciating change and uniqueness. Gr. K-3. Marshall Cavendish, \$14.95. ISBN 0761452218.

**CRUMMEL, Susan S. *Ten-Gallon Bart*** It's Ten Gallon Bart's last day as sheriff and Billy the Kid is on his way to town. A charming tale of the old West. Gr. PreK-2. Marshall Cavendish, \$16.95. ISBN 076145246X.

**CUYLER, Margaret *Please Play Safe!*** Illustrated by Will Hillenbrand. Penguin helps his friends learn playground safety. First they have a few problems and one gets a boink, a thud, a kick, and some other mishaps. Gr. K-2. Scholastic, \$15.99. ISBN 0439528321.

**DAHL, Michael *If You Were an Adjective (Word Fun Series)*** Grammar can be fun! In this picture book series on parts of speech the vibrant colors and whimsical format make an excellent introduction to grammar. Includes links to grammar games. Great for sharing with teachers. Eight titles in the series. Gr. 1-3. Picture Window, \$23.93. ISBN 140481366X.

**DAHL, Michael *Toasty Toes*** A group of children count their toes while spending a day at the beach riding the surf, playing volleyball and building sand castles. The featured numbers are cleverly hidden in the cheery collage-style illustrations. A fun introduction to counting by tens. Gr. PreK-2. Picture Window, \$22.60. ISBN 1404813209.

**D'AMICO, Carmela *Ella Sets the Stage*** Ella's school is holding a talent show. Ella is unable to figure out her talent. She lovingly helps all of her friends prepare and by this, realizes her talent is being a friend. Gr. K-2. Arthur A. Levine, \$16.99. ISBN 0439831520.

**DAVIS, Anne *Bud and Gabby*** Feline friends Bud (big and bossy) and Gabby (small and meek) seem an unlikely pair, but Bud worries when Gabby gets sick and has to go to the vet. Bud finds a special way to show his friendship when Gabby returns. Silly but sweet story with bold pictures. Gr. PreK-2. HarperCollins, \$16.89. ISBN 006075351X.

**DEFELICE, Cynthia *One Potato, Two Potato*** A re-telling of a Chinese folktale that is very entertaining. The couple is very poor and have only one of everything to share until Mr. O'Grady digs up an old black pot. Once something goes into the pot it comes out double. Gr. K-3. FSG, \$16.00. ISBN 0374356408.

**DEGROAT, Diane *No More Pencils, No More Books, No More Teacher's Dirty Looks*** Anxious for summer, Gilbert and his first-grade classmates are nervous about their last day of school. They are curious about the awards the teacher will give out, and sad to be leaving their teacher, too. A funny yet reassuring story about change and what makes each of us special. Gr. PreK-2. HarperCollins, \$16.89. ISBN 0060791144.

**DEMAREST, Chris *Hurricane Hunters*** A special weather reconnaissance team for the Air Force fly into hurricanes to gather information. Double-page spreads in bright pastels. Gr. 1-4. McElderry, \$17.95. ISBN 0689861680.

**DERBY, Sally *Whoosh Went the Wind*** When a student is late to school because the wind caused havoc all over town, the teacher doesn't believe his tall tales. Absolutely delightful! Gr. K-2. Marshall Cavendish, \$16.99. ISBN 0761453091.

**DIAKITE, Penda *I Lost My Tooth in Africa*** A little girl from Portland, Oregon visits her extended family in Bamako, Mali, Africa. She learns about their tradition of what happens when a child loses a tooth. Gr. K-2. Scholastic, \$16.99. ISBN 0439662265.

**DONALDSON, Julia *One Ted Falls Out of Bed*** Illustrated by Anna Currey. A beloved stuffed bear wants nothing more than to stay in bed with his child. A tumble sends him to the floor and he starts an adventure with three new friends. Will he ever make it back to bed? Large, warm illustrations work equally well for read-aloud or parent lap book for bedtime. Gr. PreK-1. Henry Holt, \$15.95. ISBN 0805077871.

**DONOHUE, Moira R. *Alfie the Apostrophe*** Alfie the Apostrophe overcomes his insecurities when he shows off his abilities at the Punctuation Talent Show. Gr. 1-3. Albert Whitman, \$16.95. ISBN 0807502553.

**DUNBAR, Joyce *Where's My Sock?*** Pippin had searched and searched for his other yellow sock with clocks. Tog helped him search. After much discussion and sock sorting and pairing, Tog discovers he is wearing the missing sock. Colorful, bright illustrations. Gr. PreK-2. Chicken House, \$15.99. ISBN 0439748313.

## Primary Titles

- DURANGO, Julia** *Cha-Cha-Chimps* Ten little chimps go dancing when they are supposed to be sleeping. This is a counting book with descriptive rhyming words and delightful artwork. This is a wonderful companion to the story *Five Little Monkeys*. Gr. PreK-K. Simon & Schuster, \$15.95. ISBN 0689864568.
- EDWARDS, Pamela D.** *The Mixed-up Rooster* Ned the rooster sleeps through the sunrise and is replaced by the hens who think he is ruining their egg business. Ned parties with the night creatures which ironically puts him in the perfect spot to fend off the snake trying to creep into the henhouse. He may not be a morning bird, but Ned truly saves the day! Bold, expressive illustrations. Energetic read-aloud. Gr. PreK-2. HarperCollins, \$16.89. ISBN 0060289996.
- EGAN, Tim** *Roasted Peanuts* Jackson isn't very good at batting, catching or running, but he finds a niche in baseball, proving everyone is good at something. Gr. K-3. Houghton Mifflin, \$16.00. ISBN 0618337180.
- EHRHARDT, Karen** *This Jazz Man* This playful introduction to nine jazz giants will teach children to count. Gr. K-3. Harcourt, \$16.00. ISBN 0152053077.
- ELVGREN, Jennifer R.** *Josias, Hold the Book* Growing up in Haiti, every member of the family is needed to produce enough food to eat. So many people are uneducated. Josias' beans don't grow even with TLC so he worries his family won't have enough to eat. Gr. K-3. Boyds Mills, \$15.95. ISBN 1590783182.
- ELYA, Susan M.** *Bebe Goes Shopping* A Bebe and his moma make a trip to the grocery store, included Spanish words. Easy to read for English speakers. Glossary and pronunciation guide. Rhyming in both languages. Gr. PreK-3. Harcourt, \$16.00. ISBN 015205426X.
- EVANS, Lezlie** *Can You Greet the Whole Wide World?* Learn how to say twelve common phrases in twelve different languages in this very fun book. Great for experimenting with a variety of languages. Map at the end shows where these twelve languages are commonly spoken. A good classroom reference for teachers to use with both students and their families. Gr. K-3. Houghton Mifflin, \$16.00. ISBN 061856327X.
- FALCONER, Ian** *Olivia Forms a Band* Mother is preparing a picnic for the fireworks show. Olivia spends the day gathering instruments for the fireworks band, but she decides not to play them; guess where mother finds the instruments? Gr. PreK-2. Atheneum, \$17.95. ISBN 141692454X.
- FINCHLER, Judy** *Miss Malarkey Leaves No Reader Behind* The school must read 1000 books by June 12, then principal Wiggins will dye his hair purple and sleep on the roof. Miss Malarkey gets everyone to read except for one boy and on the last day of schools she finds a book he loves. Gr. 1-3. Walker, \$16.95. ISBN 0802780849.
- GEORGE, Jean C.** *Luck* Paintings by Wendell Minor. "Any bird that sticks its head in a plastic six-pack holder is going to need more luck than love." So begins the migration of a young sandhill crane. What route do cranes take? What guides them on their journey? Human and animal lives are fittingly juxtaposed throughout. The story, as the migration, comes full circle. Gr. 2-4. HarperCollins, \$17.89. ISBN 0060744375.
- GEORGE, Lindsay B.** *In the Garden: Who's Been Here?* Jeremy and Christina pick vegetables for their mother. They find evidence of animals and insects that have been in the garden before them. Simple, very readable text accompanied by large vivid pictures from varied perspectives make this a great choice for read aloud. Children will love guessing who has been here, especially at the end! Gr. PreK-2. Greenwillow, \$17.89. ISBN 0060787627.
- GINKEL, Anne** *I've Got an Elephant* One elephant is lots of fun, maybe two. How many elephants is too many? Counting the new elephants is as much fun as the illustrations. Gr. PreK-2. Peachtree, \$16.95. ISBN 1561453730.
- GORDON, David** *Hansel and Diesel* Brave brother and sister trucks Hansel and Diesel travel into the middle of the junkyard searching for fuel to help the family through the winter. They have a frightening encounter with the Wicked Winch. Contemporary take on Hansel and Gretel with special boy appeal. Gr. PreK-2. HarperCollins, \$16.89. ISBN 0060581220.

## Primary Titles

**GRANT, Karima** *Sofie and the City* Sofie misses her home in Senegal, the city is noisy, has too many people and all of them are unfriendly. Her grandmother tells her she must make the city pretty. Gr. K-3. Boyds Mills, \$15.95. ISBN 1590782739.

**GRIMES, Nikki** *Thanks a Million* How many wonderful ways can you say thank you? Sixteen wonderful ways are presented in this collection of illustrated poems that celebrate the power of thankfulness. Various poetic forms and ethnicities represented in poems and folk art style illustrations. Gr. K-3. Greenwillow, \$16.89. ISBN 0688172938.

**GRUETZKE, Mary editor** *Five Little Ducks* Illustrated by Ivan Bates. Bates does a beautiful job of illustrating this familiar children's song. He shows the love between a mother duck and her ducklings. Gr. K-1. Orchard, \$12.99. ISBN 0439746930.

**\*HATKOFF, Isabella** *Owen & Mzee: the True Story of a Remarkable Friendship* When the tsunami happened in Southeast Asia, a little hippo was stranded away from his family in Africa. This story tells of the amazing rescue of little Owen and how he befriends an old tortoise. Mzee kept crawling away but one day they become two great friends. A great companion with easy reader *Mama*. Gr. 2-4. Scholastic, \$16.99. ISBN 0439829739.

**\*HENKES, Kevin** *Lilly's Big Day* Lilly has big plans to be a flower girl at her teacher's wedding, but he asks her to be the flower girl's assistant. Can Lilly save the day when the flower girl freezes? Gr. K-3. Greenwillow, \$16.99. ISBN 0060742364.

**HENNESSY, B.G.** *The Boy Who Cried Wolf* Illustrated by Boris Kulikov. This timeless fable is complemented by whimsical illustrations. A winning read-aloud for a variety of ages that is sure to tickle their funny bone. Gr. K-4. Simon & Schuster, \$15.95. ISBN 0689874332.

**HENNESSY, B.G.** *Claire and the Unicorn Happy Every After* Illustrated by Susan Mitchell. What makes you happy ever after? When Claire asks that question of fairy tale characters she discovers that everyone has his or her own answer. A wonderful discussion starter or writing prompt. Gr. K-3. Simon & Schuster, \$12.95. ISBN 1416908153.

**HILLENBRAND, Will** *My Book Box* An elephant thinks of several creative uses for his book box. Gr. PreK-2. Harcourt, \$16.00. ISBN 0152020292.

**HIMMELMAN, John** *Chickens to the Rescue* Farmer Greenstalk and his family are plagued by problems, mischief and mishaps, but never fear, the Chickens are here, a solution is near! But after six straight days even these cluckers get tired. Who can the Greenstalks count on to come day seven? Gr. 1-3. Henry Holt, \$15.26. ISBN 0805079513.

**HOPKINS, Jackie** *A Goldminer's Daughter* The villainous Banker Bigglebottom is about to foreclose on the Gold Mine. Gracie Pearl isn't about to marry the banker. Can she find another way to save the mine and herself? Gr. 2-5. Peachtree, \$15.95. ISBN 1561453625.

**HORTON, Joan** *Hippopotamus Stew: and Other Silly Animal Poems* Illustrated by JoAnn Adinolfi. Vivid illustrations combine with playful poems about quirky animals of all sizes from whales to mosquitos. Laughs a plenty when you read these twenty—poems that is. Gr. PreK-2. Henry Holt, \$16.95. ISBN 0805073507.

**HUBBELL, Patricia** *Cars, Rushing! Honking! Zooming!* Car lovers will enjoy this book of all kinds of cars rushing, honking, and zooming everywhere. Gr. K-2. Marshall Cavendish, \$14.99. ISBN 0761452966.

**HYDE, Judith J.** *Rainy-day Music* It's raining outside and what's a boy to do? Dad comes to the rescue by helping him put together a ghost fiddle. This is a great way to make a hands-on science activity involving sound. Gr. K-2. Children's Press, \$14.62. ISBN 0516249835.

**ISAACS, Anne** *Pancakes for Supper* Illustrated by Mark Teague. Toby is on the way into town with her mom and dad when the wagon hits a big bump and sends her flying into the woods. She trades her clothing to wild animals tricking them into thinking that each one is the grandest. When her parents find her, she is so hungry she eats 169 pancakes. Gr. K-2. Scholastic, \$15.99. ISBN 0439644836.

## Primary Titles

**JOHNSON, David A. *Snow Sounds*** Onomatopoeia about snow storm sounds, the hush of the falling snow, human sounds, the sounds of machines clearing the snow. Soft illustrations create an illusion of snow on each page. Delightful! Gr. PreK-2. Houghton Mifflin, \$16.00. ISBN 0618473106.

**JOOSSE, Barbara *Wind-Wild Dog*** Illustrated by Kate Kiesler. Every musher knows that a dog like Ziva, born with one blue eye and one brown eye, is half wild. But one man thinks Ziva is special and takes her home. Ziva learns to trust the man and pull his sled, but when she hears the wolf cry in the wild wind will she choose to stay or go? Gr. PreK-2. Henry Holt, \$16.95. ISBN 0805070532.

**KATZ, Alan *Are You Quite Polite?*** Silly lyrics about manners to tunes of familiar children's songs. Gr. PreK-2. McElderry, \$15.95. ISBN 0689869703.

**KATZ, Bobbi *Once Around the Sun: Poems*** Brightly illustrated poems about each month. Gr. K-3. Harcourt, \$16.00. ISBN 0152163972.

**KELLER, Holly *Nosy Rosie*** Rosie the fox has a super sense of smell that is good for finding things, but she stops using it when everyone begins to call her "Nosy Rosie." How can she be just Rosie? Positive modeling. Gr. PreK-2. Greenwillow, \$17.89. ISBN 0060787589.

**KEMPER, Bitsy *Out and About at the Dentist (Field Trip Series)*** Students go on field trips to various community places including the public library, dentist office, bakery, city hall, orchard, baseball stadium, U.S. mint, etc. Includes text features and resources. Twenty-two books in the series. E-books also available in this series. Gr. K-3. Picture Window, \$25.26. ISBN 140482278X.

**\*KENNEDY, Edward M. *My Senator and Me: A Dog's Eye View of Washington, D.C.*** Illustrated by David Small. Splash, Senator Kennedy's dog, takes us on a typical day for his owner and him. A beautifully written, fun way to look at Washington and see how a bill becomes a law. Gr. 1-4. Scholastic, \$16.99. ISBN 0439650771.

**KIMMELMAN, Leslie *How Do I Love You*** Simple, rhyming text with bright, energetic illustrations gives an introduction to counting to twenty. Adorable alligator child and parent interact in familiar ways young readers will easily identify with and relate to. Cheerful, loving ending. Supports math curriculum and standards. Gr. PreK-1. HarperCollins, \$16.89. ISBN 0060012005.

**KLEIN, Adria F. *Max Goes to the Library/Max va a la biblioteca*** Max, who loves to read, visits the library and discovers all the neat things he can do while he is there. His expressions truly convey the joy he feels during his visit. A darling Read-It! Reader available in both English and Spanish. Gr. PreK-1. Picture Window, \$18.60. ISBN 1404811826.

**KLISE, Kate *Why Do You Cry? Not a Sob Story*** Illustrated by M. Sarah Klise. Little Rabbit will be five—too grown up to cry anymore—and wants to invite only his friends that are also too grown up to cry to his birthday party. The list of guests grows shorter as he learns that people of all ages cry for all sorts of reasons—even at the best birthday parties. Gr. K-2. Henry Holt, \$16.95. ISBN 0805073191.

**\*KNOWLTON, Laurie L. *A Young Man's Dance*** This young man hates to visit his grandmother in the nursing home. She can't remember his name. But Grandmother still loves music, and the young man finds a way for her to dance again. Fabulous drawings. Gr. PreK-3. Boyds Mills, \$15.95. ISBN 1590782593.

**KOSTER, Gloria *The Peanut-free Café*** When Grant, a new student at Nutley School shares about his peanut allergy, the peanut butter loving students at his school find creative ways to keep him company during lunchtime. Gr. K-3. Albert Whitman, \$16.95. ISBN 0807563862.

**KREBS, Laurie *Off We Go to Mexico: An Adventure in the Sun*** An easy-read multicultural of Mexico. Rhyming text with vivid illustrations and glossary of Spanish words on each page. Great appendices of a map, timeline and facts on Mexican history. Gr. K-3. Barefoot Books, \$16.99. ISBN 1905236409.

## Primary Titles

**KRENSKY, Stephen** *Milo, the Really Big Bunny* Illustrated by Melissa Suber. Milo was not like other bunnies. He knew that he couldn't do the things small bunnies could do and his self esteem suffered. However, the Easter Bunny finds he can't do without Milo one wet and rainy Easter. Gr. K-2. Simon & Schuster, \$14.95. ISBN 068987345X.

**KROLL, Steven** *Jungle Bullies* A domino effect happens to the animals when Elephant begins with the bullying of Hippo. It trickles down to Monkey and he learns from his mother how to share. Gr. K-2. Marshall Cavendish, \$16.99. ISBN 0761452974.

**KROLL, Virginia** *Cristina Keeps a Promise* Cristina is faced with a difficult decision when she is offered a chance to meet a favorite author on the same day she has promised to watch her brother in the special olympics. A delightful ending will leave readers smiling. Gr. 1-4. Albert Whitman, \$10.85. ISBN 0807513504.

**KROLL, Virginia** *Honest Ashley* Ashley procrastinates writing an assignment and is tempted to use an old paper of her brother's. After reading her brother's paper about honesty, Ashley thinks hard about doing the right thing. Gr. 1-3. Albert Whitman, \$15.95. ISBN 0807533718.

**LAMINACK, Lester** *Jake's 100th Day of School* Jake's teacher asks everyone to bring in a collection of 100 items to celebrate the 100th day of school but Jake forgets. Great problem resolution. Gr. K-3. Peachtree, \$16.95. ISBN 1561453595.

**Lareau, Kara** *Ugly Fish* Ugly fish, who doesn't play nice, is beat at his own game. Gr. PreK-2. Harcourt, \$16.00. ISBN 0152050825.

**LEFRAK, Karen** *Jake the Philharmonic Dog* A wonderful book to introduce children to instruments played in an orchestra. Jake, the dog, goes with his master to work as a stagehand for an orchestra. Musical terms are used throughout the story. Gr. 1-3. Walker, \$16.95. ISBN 0802795528.

**LESTER, Helen** *Batter Up Wombat* A humorous story of baseball terms expressed through beautiful laughable illustrations. An Australian wombat joins a baseball team and knows nothing about the game but saves everyone when a tornado strikes. Gr. K-2. Houghton Mifflin, \$16.00. ISBN 0618737847.

**LEWIS, Kevin** *Dinosaur Dinosaur* Illustrated by Daniel Kirk. Little dinosaur has so much to accomplish before the sun sets. Written in silly rhyming prose. Gr. K-1. Orchard, \$15.99. ISBN 0439603714.

**LIES, Brian** *Bats at the Beach* Pack your baskets, buckets, towels and moon tan lotion. The friendly bats are headed to the beach to picnic, surf and snooze under the moonlight. A delightfully fun and clever tale perfect for bedtime. Gr. PreK-2. Houghton Mifflin, \$16.00. ISBN 061855744X.

**LINCOLN, Hazel** *Little Elephant's Trunk* Little Elephant learns to walk but his trunk trips him up. Slowly the young elephant learns just how useful his trunk can be. Gr. K-2. Albert Whitman, \$15.95. ISBN 0807545910.

**LLOYD, Sam** *Mr. Pusskins: a Love Story* Mr. Pusskins leaves a loving home to have some fun. When he is wet, dirty, and cold he realizes what he left behind. Gr. PreK-2. Atheneum, \$14.95. ISBN 1416925171.

**LOBEL, Gill** *Too Small for Honey Cake* Little Fox's baby brother takes lots of father's time, but Baby Fox is too little to eat honey cake. Gr. PreK-2. Harcourt, \$16.00. ISBN 0152060979.

**\*LOOK, Lenore** *Uncle Peter's Amazing Chinese Wedding* An engaging story which explains many Chinese wedding rituals told by a young girl who is losing her favorite uncle. Gr. PreK-3. Atheneum, \$16.95. ISBN 0689844581.

**LUND, Deb** *All Aboard the Dinotrain* Dinosaurs have an adventurous train ride. Fantastical fiction combines dinosaurs with trains. Gr. PreK-4. Harcourt, \$16.00. ISBN 0152052372.

**MACDONALD, Margaret** *Tunjur! Tunjur! Tunjur!* A naughty little pot learns right from wrong after taking things that did not belong to her. Gr. PreK-2. Marshall Cavendish, \$16.95. ISBN 0761452257.

## Primary Titles

**MANIVONG, Laura** *One Smart Fish* One very smart fish is the one that got away. An easy-reader with cute illustrations. Gr. K-1. Children's Press, \$19.50. ISBN 0516249827.

**MCALLISTER, Angela** *Brave Bitsy and the Bear* Bitsy, a small toy rabbit and her woodland friends befriend a large woodland bear who falls asleep before reaching the den for winter. The friends are reunited in the spring and the nostalgic illustrations go from cold tones of winter to the warm hues of spring. Gr. PreK-2. Clarion, \$13.60. ISBN 0618639942.

**MCGEE, Marni** *Winston the Book Wolf* A magical book showing children the love of reading. Winston, a wolf, loves to eat words. Rosie, a young girl, teaches him how to taste words by eating them with your eyes. Winston learns to read and comes back to the library disguised as Granny and reads stories to the children. Gr. 1-3. Walker, \$16.95. ISBN 0802795692.

**MCMULLAN, Kate** *I'm Dirty!* A must read for kids who have trouble staying clean, and their parents who work so hard to keep them presentable. A little backhoe loves his job. Gr. PreK-3. HarperCollins, \$16.99. ISBN 0060092939.

\***MCPHAIL, David** *Big Brown Bear Goes to Town* Rat's convertible fills with water every time it rains, but his friend Brown Bear finds a solution. Beginning chapter book. Gr. PreK-3. Harcourt, \$16.00. ISBN 0152053174.

**MESERVE, Adria** *No Room for Napoleon* Napoleon, a demanding dog, takes over an island in spite of losing friends and destroying the vegetation. He learns a valuable lesson on friendship and beauty. Cute story and great illustrations. Gr. K-3. FSG, \$16.00. ISBN 0374355363.

**MICHELIN, Linda** *Zuzu's Wishing Cake* Zuzu makes very creative gifts for the new boy next door. An excellent book about friendship. Delightful, colorful. Gr. PreK-2. Houghton Mifflin, \$16.00. ISBN 061864640X.

**MIJ, Kelly** *One More Sheep* Sam can't stay awake to count his boring sheep. With a wolf at the door they must count themselves with hilarious effects. Gr. PreK-2. Peachtree, \$16.95. ISBN 1561453781.

**MILLER, Connie C.** *Self-Discipline* Part of the First Facts series. Excellent examples of how students can be self-disciplined: finish your homework before you play, use computers as a tool instead of a toy. Gr. K-3. Capstone, \$21.26. ISBN 0736842810.

**MILLER, Pat** *Substitute Groundhog* When groundhog is too sick to accomplish his yearly task, he interviews other animals to do the job. Gr. K-2. Albert Whitman, \$15.95. ISBN 0807576433.

**MORRISON, Gordon** *A Drop of Water* Follow a drop of water from a child's fingertips to the clouds, mountains, down through woods, streams, ponds and back to the child in the brook. The illustrations are beautiful. Use for water units. Gr. K-2. Houghton Mifflin, \$16.00. ISBN 0618585571.

**MOSES, Brian** *Trouble at the Dinosaur Café* Young children will love this rhyming, colorful text of dinosaurs eating at a café. Tyrannasaurus enters and wants to eat only meat. The other dinosaurs set into motion to make sure they aren't eaten. Gr. K-2. Walker, \$16.95. ISBN 0802795994.

**MUEHLENHARDT, Amy B.** *Drawing and Learning About Series* The perfect series for the drawing book fans. An ingenious combination of informational text and drawing technique. Fun facts about the topic are included with every two-page spread. Twelve titles in the series. Gr. 1-4. Picture Window, \$22.60. ISBN 1404811907.

**MURPHY, Yannick** *Ahwooooo!* Illustrated by Claudio Munoz. Little Wolf is searching for his own voice. He makes several unsuccessful attempts to mimic the sounds of other animals. Love finally leads him to the one who can help in this warm generational story illustrated in soft water colors. Gr. PreK-2. Clarion, \$13.60. ISBN 0618117628.

**MURRAY, Marjorie D.** *Hippo Goes Bananas!* Each animal embellishes the story as they repeat a story about Hippo's actions when he has a bad toothache. Gr. PreK-2. Marshall Cavendish, \$14.95. ISBN 0761452249.

## Primary Titles

**\*NEVIUS, Carol *Building with Dad*** Dad takes his young son to work to see where his new school is being built. We join them to watch from the groundbreaking all the way through until the children come. Great technical language young learners will enjoy. Gr. K-2. Marshall Cavendish, \$16.99. ISBN 0761453121.

**NEWMAN, Leslea *Skunk's Spring Surprise*** Skunk's friends are waiting for her to come out of hibernation and have planned a spring surprise; a very thoughtful talent show. As it turns out, Skunk surprises them with a heartfelt poem written by Skunk herself. Gr. PreK-2. Harcourt, \$16.00. ISBN 0152056831.

**NIZ, Ellen S. *Floating & Sinking*** An introduction to floating and sinking with simple text and illustrations. Includes explanation of buoyancy, displacement and more. Hands-on activities at the back as well as a glossary, resources and an index. Part of the *First Facts: Our Physical World* series. Gr. K-3. Capstone, \$6.95. ISBN 0736854010.

**NORMAN, Lissette *My Feet are Laughing*** A collection of story poems depicting the life of a young girl and her family living in Harlem. A very well-written book in a different format with great illustrations. Gr. 104. FSG, \$16.00. ISBN 0374350965.

**O'CONNOR, George *Sally and the Some-Thing*** Sally rides her bike to the pond to fish, but meets a some-thing pond creature. Delightful words accompany the spooky illustrations. Nothing scary happens, although the dark swampy illustrations add an edge of impending doom. Sally and the some-thing have to work to find a common interest. The illustrations will create some giggles. This will be a popular read-aloud book. Gr. K-3. Roaring Brook, \$16.95. ISBN 1596431415.

**\*O'CONNOR, Jane *Fancy Nancy*** Pictures by Robin Preiss. Nancy believes more is always better—tiaras, feathers, and sparkles—and Nancy is determined to teach her ordinary family members about being fancy. A Fancy Family night out turns the tables. Gr. K-2. HarperCollins, \$16.89. ISBN 0060542098.

**ODANAKA, Barbara *Smash! Mash! Crash! There Goes the Trash*** Rhyming words create an auditory delight for listeners about sounds on trash day. Gr. PreK-2. McElderry, \$15.95. ISBN 068985160X.

**OETTING, Judy *Germs*** Written in prose, this book lets little readers know germs are everywhere! Gr. K-1. Children's Press, \$19.50. ISBN 0516249800.

**OLSON, Nathan *Circles Around Town*** All about circles showing real life shapes, this book is one of a series. Excellent photography. Gr. K-2. Capstone, \$17.95. ISBN 0736863680.

**PAGE, Gail *How to be a Good Dog*** Bobo, the dog, has difficulty being good. He is sent to the doghouse but Cat misses him and is determined to teach him good manners. Gr. PreK-2. Bloomsbury, \$15.95. ISBN 1582346836.

**PAGE, Robin *Move*** Author Page and illustrator Steve Jenkins create a lot of commotion about locomotion in this lively book about the movements of twelve animals. Animals are connected by shared movements in a clever format. An extraordinary combination of text and collage. Lots of appended facts about each animal is included at the back. Gr. PreK-3. Houghton Mifflin, \$16.00. ISBN 061864637X.

**PALATINI, Margie *Oink?*** If you have ever played dumb, you will understand Thomas and Joseph Pig. They will end up as the smartest animals in the farmyard. Gr. PreK-3. Simon & Schuster, \$15.95. ISBN 0689862588.

**PATERSON, Diane *Hurricane Wolf*** Noah and his family very carefully prepare for a hurricane. This sensitive story of one family's survival includes information about hurricanes, a hurricane plan, and what to include in a hurricane kit. Gr. K-3. Albert Whitman, \$16.95. ISBN 0807534382.

**PAYE, Won-Ldy *The Talking Vegetables*** Everyone in the village pitches in to plant a garden, everyone except spider that is. In this reverse version on the *Little Red Hen*, the mature talking vegetables rebuff Spider when he comes to harvest. Spider learns a real life lesson about cooperation. Bold lively illustrations. A great read-aloud. Gr. PreK-2. Henry Holt, \$16.95. ISBN 0805077421.

## Primary Titles

**PEARL, Norman** *The U.S. Constitution* Simple background information about the U.S. Constitution. Great to use with young students for Constitution Day activities. An index, glossary, and other study helps are included. Gr. K-2. Picture Window, \$17.95. ISBN 1404826434.

**PEARSON, Susan** *Slugs in Love* Marylou loves Herbie but she is too shy to tell him. She begins to let him know by writing him a note. They write to each other and eventually find each other. A happily ever after story. Gr. K-2. Marshall Cavendish, \$16.99. ISBN 0761453113.

**PELLEY, Kathleen** *Inventor McGregor* Wonderful illustrations that help tell the story of an inventor who can invent anything at home but when made to invent in an office in town he cannot invent one thing. He gets his inspiration from his surroundings and family. Gr. 1-4. FSG, \$16.00. ISBN 0374336067.

**PERKINS, Wendy** *Let's Look at Animal Teeth* This book explains why some animals have sharp teeth, while others have flat teeth. Fabulous photographs. One of a series. Gr. PreK-2. Capstone, \$14.95. ISBN 0736863532.

**\*PETERSON, Cris** *Fantastic Farm Machines* A much needed book about farm implements. The contemporary farm equipment pictured will dazzle youngsters. Excellent explanations of each machine's purpose are included in the text. A must purchase for rural libraries. Gr. 1-3. Boys Mills, \$17.95. ISBN 1590782712.

**POST, Peggy** *Emily's Everyday Manners* Illustrated by Steve Bjorkman. Positive descriptions of basic rules of everyday etiquette in a variety of routine and special situations. Accompanied and reinforced by age appropriate text, lots of tips, and cheerful illustrations. Support for "Manners Monday" and character education programs. Gr. PreK-3. HarperCollins, \$17.89. ISBN 0060761741.

**PRELUTSKY, Jack** *What a Day it was at School* A collection of poems on everything school: heavy backpacks, spelling tests, art and music, the nurse's office, and the cafeteria. Bold, boisterous and energetic poems and illustrations. Gr. K-3. Greenwillow, \$16.89. ISBN 0060791152.

**PRINCE, April J.** *What Wheels Do All Day* Wheels that race, stroll, fly, whiz and spin are all included in this large format book with cut paper collage illustrations and simple rhyming text. Perfect for units on simple machines. A guaranteed fun read for any group of youngsters. Gr. PreK-1. Houghton Mifflin, \$16.00. ISBN 0618563075.

**RAKE, Jody S.** *Sponges* Learn about sea sponges. The author skims the surface of sponges but does not tell of their commercial use. One of a series. Gr. K-2. Capstone, \$14.95. ISBN 0736863664.

**RAWLINSON, Julia** *Fletcher and the Falling Leaves* Fletcher the fox fears his favorite beloved tree is sick when it begins to lose its leaves. Despite his valiant effort to save the leaves they all fall off, but a magic surprise awaits. Gr. PreK-2. Greenwillow, \$16.99. ISBN 0061134015.

**RECORVITS, Helen** *Yoon and the Christmas Mitten* Yoon and her family are Korean and do not celebrate Christmas, but Yoon wants to celebrate Christmas like her American classmates. Gr. K-2. FSG, \$16.00. ISBN 0374386889.

**RIBKE, Simone T.** *Grouping at the Dog Show* *Rookie Read About Math* series. An interesting little non-fiction story about how they group and categorize dogs in a dog show. Shows a Venn diagram as an illustration. Gr. K-2. Children's Press, \$13.95. ISBN 0516249592.

**RODMAN, Mary Ann** *First Grade Stinks!* Haley is so excited to be in first grade, but it's very different from kindergarten. In fact, it's so different it stinks, or does it? Compares and contrasts kindergarten and first grade. Gr. K-1. Peachtree, \$15.95. ISBN 1561453773.

**RODRIGUEZ, Rachel** *Through Georgia's Eyes* Illustrated by Julie Paschkis. Painter Georgia O'Keefe viewed the world with wonder and found inspiration in the wide open spaces of the prairies and deserts. This portrait of the artist demonstrates her remarkable use of shape and color through illustrations inspired by her work. Gr. 2-4. Henry Holt, \$16.95. ISBN 0805077405.



## Primary Titles

**ROTH, Susan** *Great Big Guinea Pigs* Mother guinea pig tells little guinea pig about their big ancestors in Venezuela millions of years ago. Little guinea pig cannot believe it and is happy to be the loveable pet he is today. Great illustrations. Gr. K-2. Bloomsbury, \$17.95. ISBN 1582347247.

\***RYDER, Joanne** *A Pair of Polar Bear Cubs* Twin polar bears were found orphaned in Alaska at only 3 months old. This playful pair are taken in by the San Diego zoo. Great photographs show their development growing up. Gr. K-2. Simon & Schuster, \$16.95. ISBN 068985871X.

**RYLANT, Cynthia** *Mr. Putter & Tabby Make a Wish* An enjoyable beginning-to-read book about two neighbors and their pets. Gr. 1-4. Harcourt, \$14.00. ISBN 015205443X.

**SALLEY, Colleen** *Epossumondas Saves the Day* Mama needs some sody sallyraytus to make Epossumondas his favorite dessert for his birthday. Epossumondas offers to go to the store to get it but, no, Mama needs him. Different ones go to get it but never return. Epossumondas finally goes and saves them. Gr. K-2. Harcourt, \$16.00. ISBN 0152057013.

**SCHAEFER, Lola M.** *Toolbox Twins* Illustrated by Melissa Iwai. Vincent and his daddy each have a box filled with just the right tools for every fix-it job around the house. If Dad can fix it, so can Vincent. They're more than a team—they're Toolbox Twins! Bright illustrations and rhyming text follow the team through their work day. Names of tools appear in different colors throughout the text and cool tools spill out to fill the endpages. Gr. PreK-2. Henry Holt, \$16.95. ISBN 0805077332.

**SCHORIES, Pat** *Jack and the Night Visitors* Although wordless, this book tells the story of visitors to Jack's room one night. Gr. PreK-1. Front Street, \$13.95. ISBN 1932425330.

**SCHULTE, Mary** *Who Do I Look Like?* In this early reader, a little girl asks various family members, "Who do I look like?" She finds out she looks like herself. Gr. K-1. Children's Press, \$19.50. ISBN 0516249789.

**SCHWARTZ, Amy** *Oscar the Big Adventure of a Little Sock Monkey* Illustrated by Lenoard Marcu. Oscar, a caring little brown sock monkey, lives in the big city with Susie, a forgetful little girl, and her pet rabbit. Susie takes her rabbit to school for the school pet show without realizing she has left the key to the cage at home. Oscar discovers the key, plans and sets out on a dangerous mission to travel across town to the school and get the key to Susie in time for the pet show. Reminiscent of *Curious George*, a satisfying adventure of friendship and kindness. Gr. K-2. HarperCollins, \$17.89. ISBN 0060726229.

**SCOTTON, Rob** *Russell and the Lost Treasure* Russell returns in search of the lost treasure of Frogsbottom. He is so determined he invents a "Super-Duper Treasure Seeker" to help in his search. Will he find the treasure? Illustrations in muted colors add a touch of humor to Russell's quest. Gr. 1-3. HarperCollins, \$16.89. ISBN 0060598522.

**SHANNON, David** *Good Boy Fergus!* Fergus is your typical Westie. He's independent, stubborn, messy and likes to chase cats. However, Fergus is a "good boy." Gr. K-2. Blue Sky, \$15.99. ISBN 0439490278.

**SHORE, Diane Z.** *This is the Dream* Bold illustrations are juxtaposed with stark but powerful poems to provide a basic introduction to the leaders, events and issues that made up the civil rights movement in America that led to desegregation. It began as a dream. Good companion to video *My Friend Martin*. Gr. 2-4. Amistad, \$16.95. ISBN 0060555203.

**SILL, Cathryn** *All About Marsupials* An easy non-fiction book about marsupials with terrific artwork. Gr. PreK-3. Peachtree, \$15.95. ISBN 1561453587.

**SILVERMAN, Erica** *Cowgirl Kate and Cocoa: Partners* Beginning readers will enjoy this chapter book about the adventures of Cowgirl Kate and her horse, Cocoa. Gr. K-3. Harcourt, \$15.00. ISBN 0152021256.

**SIS, Peter** *Play, Mozart, Play* Introduces young children to the child prodigy, Wolfgang Amadeus Mozart in simple text with illustrations. Includes biographical information. Great support for music curriculum at elementary level. Gr. 1-3. Greenwillow, \$17.89. ISBN 0061121827.

**SMITH, Lane** *John, Paul, George, & Ben* A humorous look at these four founding fathers, along with Thomas Jefferson, before they were famous. They did take liberties along the way. Gr. 1-5. Hyperion, \$16.99. ISBN 0786848936.

## Primary Titles

**SOBEL, June** *Shiver Me Letters* A pirate crew has to find every letter or they walk the plank! Gr. PreK-3. Harcourt, \$16.00. ISBN 0152167323.

**SPINELLI, Eileen** *Hero Cat* The story of a stray mother cat rescues all five of her kittens from a house fire and the firemen celebrate her heroics and bravery. Inspired by a true story. Gr. PreK-2. Marshall Cavendish, \$16.95. ISBN 0761452230.

**SQUIRES, Janet** *The Gingerbread Cowboy* Illustrated by Holly Berry. A fresh new version of the Gingerbread Boy as a cowboy. Set in the western U.S., this cookie rides and ropes his way across the range and out of reach, until he meets the wily coyote. Gr. 1-3. HarperCollins, \$17.89. ISBN 0060560002.

**ST. PIERRE, Stephanie** *What the Sea Saw* Illustrated by Beverly Doyle. A gorgeous picture book about ecosystems and the interdependence between and within them. The endnotes deal with material found in the brief text. It is a book not to be missed! Gr. K-4. Peachtree, \$16.95. ISBN 1561453595.

**STEVENSON, Robert Louis** *The Moon* Illustrated by Tracey Campbell Pearson. Beautifully illustrated, children will love listening to this over and over again as well as looking at the lovely illustrations. Gr. K-2. FSG, \$16.00. ISBN 0374350469.

**STEWART, Amber** *Rabbit Ears* Hopscotch hates having his ears washed. It makes him sneeze huge shaking sneezes. He goes to great lengths to avoid having his ears washed, until his older cousin visits and washes his own ears. Gr. PreK-2. Bloomsbury, \$16.95. ISBN 1582349592.

**STEWART, Melissa** *Place for Butterflies, A* Illustrated by Higgins Bond. The simple text about protecting the butterfly opens to talk about the habits and food sources for 12 varieties of butterflies in sidebar discussions. The pictures fairly jump from the pages and engage the reader from the first page. Gr. 1-5. Peachtree, \$16.95. ISBN 1561453579.

**STRINGER, Lauren** *Winter is the Warmest Season* A young boy shares the delights of winter. Great descriptive language. Gr. PreK-2. Harcourt, \$16.00. ISBN 0152049673.

**STURGES, Philemon** *I Love Tools* Illustrated by Shari Halpern. A very basic introduction to simple tools and machines for youngest readers. Simple, bright illustrations show how a boy and girl use a variety of tools to make a house for a friendly bluebird. Gr. PreK-1. HarperCollins, \$14.89. ISBN 0060092874.

**THALER, Mike** *Pig Little* Piglet shares his family's day at the beach through a series of charming poems, each detailed with warm watercolor illustrations on a double-page spread. Exhausted, everyone returns with wonderful memories of their seaside adventure. Gr. PreK-1. Henry Holt, \$16.95. ISBN 0805069771.

**URBIGKIT, Cat** *Puppies, Puppies, Everywhere!* Adorable photographs of puppies and puppy actions. Simple reading, rhyming text. Gr. PreK-K. Boyds Mills, \$12.95. ISBN 1590783638.

\***URBIGKIT, Cat** *A Young Shepherd* Cass helps care for the family of sheep as well as his own herd on a ranch in Wyoming. Exquisite photos accompany text telling about Cass's life. Gr. K-4. Boyds Mills, \$15.95. ISBN 1590783646.

\***VANPATTER, Bruce** *Farley Found It* Farley, a sheep, has trouble sleeping in the meadow because he's afraid of the dark. Farley discovers Edna's doghouse and sleeps very well there. Every place that Edna hides her doghouse, Farley finds it. What's a dog to do? Gr. PreK-2. Boyds Mills, \$16.95. ISBN 1590783514.

**VITA, Jiminez** *What Kind of Sound/Que sonidos hay?* This yellow reader umbrella book for early readers presents an introduction to sound. Simple bi-lingual text about common sounds. This is one of several books in this series about science topics. Gr. PreK-1. Capstone, \$15.95. ISBN 0736860096.

**WALLACE, Nancy E.** *Look! Look! Look!* When a mouse family discovers a postcard with a ladies picture on the front, they discover shapes, colors and lines they hadn't seen before. Strong support for primary art curriculum. Gr. K-3. Marshall Cavendish, \$16.95. ISBN 0761452826.

## Primary Titles

**WALSH, Melanie** *Do Lions Live on Lily Pads?* This cleverly done question and answer format book helps young readers to demonstrate their knowledge of animal habitats. Bright illustrations, humor and an interactive format make this a perfect choice for a read-aloud. Gr. PreK-1. Houghton Mifflin, \$15.00. ISBN 0618473009.

**WEATHERFORD, Carol B.** *Dear Mr. Rosenwald* Written in poetry, this story is based on the true story of Rosenwald, once a president of Sears, Roebuck and Co. As told from a little girl's perspective, everyone tries to raise money to better their school during the 1920s. Rosenwald donated most of the money while the African American families built the school. Gr. 1-4. Scholastic, \$16.99. ISBN 0439495229.

**WEEKS, Sarah** *Counting Ovejas* A young boy counts colorful sheep. Text in Spanish and English. Gr. PreK-1. Atheneum, \$17.99. ISBN 0689867506.

**WHEELER, Lisa** *Castaway Cats* Can these cats find common ground and work together to survive? In this story written in verse, the cats learn a truth that can benefit humans, too! Gr. PreK-2. Atheneum, \$16.95. ISBN 0689862326.

**WHEELER, Lisa** *Mammoths on the Move* The illustrations are charming as mammoths migrate south for the winter. Catchy rhyming prose. Large format appropriate for topic. Gr. PreK-4. Harcourt, \$16.00. ISBN 015204700X.

**WIESNER, David** *Flotsam* Gorgeous illustrations in this wordless picture book featuring a curious boy who goes to the beach to collect and examine flotsam—anything floating and washing ashore. He discovers an underwater camera that contains a collection of unusual pictures. Multiple layers and levels allow for a variety of reads, re-reads and retellings. Gr. 1-4. Clarion, \$14.45. ISBN 0618194576.

**WILSON, Karma** *Animal Strike at the Zoo* I read it! It's true, there's a strike at the zoo! Little Sue is broken-hearted when she comes to the zoo and the animals are on strike. Saddened by the hurt they caused, the animals realize they enjoy making visitors like Sue happy by going wild. Hurray! No more strike at the zoo, but lively pictures of expressive characters support the quick rhyming text that makes this a fun read or read aloud. Gr. PreK-2. HarperCollins, \$16.89. ISBN 0060575026.

**WILSON, Karma** *Moose Tracks!* There are moose tracks all over the house. As moose remembers his visitors, a moose did not come to visit. Resembles Numeroff's *Give a Mouse a Cookie*. Gr. PreK-2. McElderry, \$16.95. ISBN 0689834373.

**YOLEN, Jane** *Baby Bear's Books* In this irresistible and charming tale, Baby Bear finds a book for every moment of the day. The rhyming text, happy illustrations and bear's passion for books make this story a must for little ones. Gr. PreK-1. Harcourt, \$16.00. ISBN 0152052909.

**YOUNG, June** *Look How It Changes!* This book tells about changes in our world by showing chemical changes, matter changes, and changes in time. Gr. K-1. Children's Press, \$19.50. ISBN 0516259016.

## Intermediate Titles

- BROWN, Calef** *Flamingos on the Roof* A collection of child-friendly silly poems and painted illustrations to accompany poems about A Burly Biker named Bob who built a Chopper in a Bottle and Flamingos who appear on rooftops shortly after midnight on December 23rd! Gr. 3-5. Houghton, \$16.00. ISBN 0618562982.
- BERGIN, Mark** *You Wouldn't Want to Travel with Captain Cook* What would it be like to sail in 1768 with James Cook? You, the reader, will find out as your parents who know Capt. Cook, have persuaded him to let you go. Colorful, cartoon-like illustrations with handy hints posted in the sidebars will help you find out how it might have been on the long three year trip. That's how long it took you to go around the world! Gr. 3-6. Watts, \$12.95. ISBN 0531124215.
- BINNS, Tristan B.** *Ancient Chinese* This book is a quick and easy summary of ancient China, its history and its people. It covers brief discussions and illustrations covering: Great Inventions, Arts & Crafts, Buildings, Beliefs and Festivals, as well as everyday life in rural areas and major cities. Gr. 4-6. Compass Point, \$20.95. ISBN 0756516471.
- BORDEN, Louise** *Across the Blue Pacific: A World War II Story* Molly and her brother Sam are attending Beechwood Elementary School and their next door neighbor, Ted, is far away serving aboard the USS Albacore. On his leave he builds a snowsailor with her and teaches her how to polish her Sunday shoes. Molly writes many letters to Ted during her fourth grade year and keeps track of his whereabouts on a huge map her class paints. Large water color illustrations and easy-to-read text make this an interesting way to read about history. Gr. 3-5. Houghton, \$17.00. ISBN 0618339221.
- BROWN, Don** *Bright Path: Young Jim Thorpe* The Oklahoma prairie and the government Indian schools he attended as a child and youth were where Jim Thorpe called home. His tribal name meant "Bright Path" but his way was not always bright or clear. Brown takes us through Thorpe's life through his 1912 Olympics. The story is followed by an endnote with illustrations and photographs about the discussion of his amateur status. Gr. 2-5. Roaring Brook, \$17.95. ISBN 1596430419.
- COOK, Peter** *You Wouldn't Want to be at the Boston Tea Party* Lots of information makes this a welcome addition to elementary social studies American Revolutionary War curriculum. Maps, sidebars, glossary, and index make this resource book user friendly. Gr. 3-6. Watts, \$12.95. ISBN 0531124223.
- DOWELL, Francis O.** *Phineas L. Macguire Erupts* Phineas (better known as Mac) is looking forward to doing the fourth grade science fair project with his best friend. Mrs. Tuttle pairs the students up and due to Mac's best friend having to move, he is assigned the new kid, Mac R. This is unbelievable! Mac R. is obnoxious but they have to work together. Mac learns that Mac R. is an artist and a decent guy. Mac even helps him have a fresh start with his classmates. Gr. 3-6. Atheneum, \$15.95. ISBN 1416901957.
- ENGLAR, Mary** *September 11* Young readers will be attracted to this book and the story that it tells. Pictures and graphics are average but the subject is high interest. Gr. 3-6. Compass Point, \$18.95. ISBN 075652029.
- EVANS, Douglas** *Mouth Moths* A classroom rule as common as "Raise your hand before you speak" is still hard for some to follow until confetti-like moths come flying out of your mouth instead of words! The W.T. Melton Elementary School has lots of surprising mysterious things happening. Wait until you read to find what happens when you can't sit in your chair, or you butt in the front of the line. Gr. 3-6. Front Street, \$15.95. ISBN 1932425233.
- FLETCHER, Ralph** *Moving Day* Fletch's family is moving to Ohio. An autobiographical book of poems that address most topics connected to moving—including bubble wrap and deep cleaning. Heartfelt and beautifully illustrated. Gr. 3-6. Boyds Mills, \$17.95. ISBN 1590783395.
- GIBLIN, James Cross** *The Boy Who Saved Cleveland* Based on a true event, this is the story of how Seth Doan kept his family and neighboring families alive during a malaria epidemic. He carried corn to the mill and had it ground into cornmeal and earned the respect of all. Gr. 3-5. Henry Holt, \$15.95. ISBN 0805073558.
- GLATSHTEYN, Yankev** *Emil and Karl* This book was written for children in 1940 in Yiddish. This is the first translation into English. It is about two friends, Emil and Karl, who witness horrendous acts of cruelty by the Nazis. The boys are nine. They are taken in by a group of resisters and develop a sense of stability. Gr. 5-8. Roaring Brook, \$17.95. ISBN 1596431199.

## Intermediate Titles

**GOLD, Rozanne** *Kids Cook 1-2-3* This is an easy child friendly cookbook with recipes that children can prepare almost all by themselves. It has great ideas for child creativity. Gr. 2-5. Bloomsbury, \$17.95. ISBN 1582347352.

**\*GUTMAN, Dan** *The Homework Machine* Kids will love this title. An unlikely group of four kids share a secret—the homework machine. The secret becomes overwhelming and the four of them are in a race to keep from going to jail. Gr. 3-5. Simon & Schuster, \$15.95. ISBN 0689876785.

**GUTMAN, Dan** *Satch & Me* Who is the fastest pitcher in baseball history? Joe Stosh's coach brings a radar gun to practice to see how fast 13-year-old Joe can pitch. They have a discussion and using baseball cards, they go back in time and time the fastball of famous Negro League pitcher Satchel Paige in 1942. They see racial discrimination at a diner and then travel to the big game in Pittsburgh. Gr. 4-8. HarperCollins, \$15.99. ISBN 0060594918.

**\*HANNAH, Julie** *The Man Who Named the Clouds* Not only is this the biography of Luke Howard, the man who named the clouds but it also gives lots of information about the study of weather and its history. Inserts are from a young girl from the present time who keeps a weather journal for her science fair project. Full of interesting weather facts with illustrations that will hold young readers' attention. Gr. 3-5. Albert Whitman, \$15.95. ISBN 0807549746.

**HARLEY, Bill** *The Amazing Flight of Darius Frobisher* Darius has a good life with his absent-minded, much loved housekeeper until his dad goes away and does not return. Lawyers take him away from Miss Hastings and he goes to live with his cranky, miserable aunt. He lives in her dark, damp basement and discovers there an old rusty bicycle. The magic begins!! Storyteller, author Bill Harley spins an amazing story. Gr. 3-5. Peachtree, \$14.95. ISBN 1561453811.

**HARRAR, George** *The Wonder Kid* Jesse James McLean can't play with other kids during the summer of 1954 because his mom's afraid he'll catch polio. He can't seem to please his dad who is a Fuller Brush salesman. Polio does strike him and his legs are paralyzed. Bedridden and bored, a girl who becomes his best friend encourages him to draw comics. He does, they're published and Jesse becomes a poster child. Jesse finds that he has more in common with his dad than he thought. Gr. 5-8. Houghton, \$16.00. ISBN 0618563172.

**HARRISON, David L.** *Sounds of Rain: Poems of the Amazon* This is a collection of short poems that describe the beauty and sounds of the rain forest. Each poem is accompanied with a beautiful photograph of the subject matter. Gr.4-6 . Wordsong, \$16.95. ISBN 1590784421.

**HERMES, Patricia** *Emma Dilemma and the New Nanny* Emma O'Fallon has many adventures. Many of them revolve around her pet ferret, Marmaduke, who is constantly missing. When Emma's mother finds Marmaduke in her mattress, she threatens to return him to the pet store unless Emma can show some responsibility. Emma also wants to be part of a soccer team but is afraid her mother won't let her play if she isn't more responsible. A new nanny comes and Emma knows she has an ally. Gr. 3-5. Marshall Cavendish, \$15.95. ISBN 0761452869.

**LAWSON, JonArno** *The Man in the Moon-fixer's Mask* Real and imaginary creatures are the focus of this collection of poems by JonArno Lawson. They are witty and whimsical, a delight to hear and fun to see the drawings of Sherwin Tjia. Gr. 3-6. Wordsong, \$14.95. ISBN 1932425829.

**LIPSYTE, Robert** *Heroes of Baseball* This is a book with biographical material on sportswriter Lipsyte's favorite players. He gives an overview of baseball history that uses eye-catching design with red-bordered text and many photographs. Gr. 5+. Atheneum, \$20.99. ISBN 0689867477.

**LOIZEAUX, William** *Wings* In the summer of 1960, Nick finds a mockingbird that he names Marcy. Nick nurtures and cares for Marcy while other areas of his life take ups and downs. When Nick and his mother go on vacation Marcy flies away. His mother lets Nick know that he is finding his independence and so is Marcy. Gr. 4-6. FSG, \$16.00. ISBN 0374348022.

**\*MACLACHLAN, Patricia** *Grandfather's Dance* This story completes the tale of the Witting family on the prairie. They celebrate a wedding, entertain three aunts from Maine, and have pretend weddings. Cassie experiences joy, sorrow, and Grandfather's special dance. Gr. 3-5. HarperCollins, \$14.99. ISBN 006027560X.

## Intermediate Titles

**MARKLE, Sandra** *Slippery Slimy Baby Frogs* This book gives a good look at all kinds of frogs and their special adaptations for staying alive. Real photographs on every page and intermediate reading level make this a good addition to a science shelf. Gr. 2-5. Walker, \$16.95. ISBN 0802780628.

**MARTIN, Michael** *ESP: Extrasensory Perception* Sometimes called the "Sixth Sense" this book gives an easy to understand version of the background and study of ESP, as well as serving as a resource for Web sites and other books on the subject. Gr. 4-8. Capstone, \$17.95. ISBN 0736854517.

**MCCULLY, Emily A.** *Marvelous Mattie: How Margaret E. Knight Became and Inventor* This biography tells the story of Margaret Knight who created the machine that makes paper grocery sacks. To get her invention noticed she had to be strong and battle the gender roles. She is the first woman to receive a U.S. patent. Gr. 2-5. FSG, \$16.00. ISBN 0374348103.

**MILLER, Wiley** *Extraordinary Adventures of Ordinary Basil* Basil, 12-year-old, meets an eccentric professor with a flying boat. They take a journey into the clouds where they find a floating city filled with unusual inventions and ideas. Gr. 4-6. Blue Sky, \$14.99. ISBN 0439856655.

**MORLEY, Jacqueline** *You Wouldn't Want to Work on the Great Wall of China!* You are an unlucky peasant who is sent by the emperor of China to build the Great Wall. There are 1000 of you that will build a wall that is 1800 miles long. Life is difficult but you are part of a change in China, and the 300,000 troops who eventually get the wall up. Gr. 3-6. Watts, \$12.95. ISBN 0531124495.

**PLATT, Chris** *Moon Shadow* Callie helps to rescue an orphaned filly whose mother was part of a herd of mustangs brought in from the Nevada desert. She begs her parents for the little mustang not knowing if it will survive. A great horse story! Gr. 3-5. Peachtree, \$14.95. ISBN 156145382X.

**PRINGLE, Laurence** *American Slave, American Hero* This nonfiction record closely follows historical records. York's life from childhood to maturity is depicted in the watercolor illustrations by Cornelius Van Wright and Ying-Hwa Hu. York takes an active role in providing food for the expedition and coping with emergencies, as well as clowning around with laughing Arikara children. Gr. 3-6. Calkins Creek, \$17.95. ISBN 1590782828.

**RAPPAPORT, Doreen** *Freedom Ship* Based on an actual event in American history, a nine member crew of slaves kidnapped a ship and delivered it to the Union Army. Five women and three children also escaped. Samuel was one of the children and he tells the story. It's risky but worth it as they race for freedom. Gr. 3-5. Hyperion, \$15.99. ISBN 0786806451.

**RAVEN, Margot T.** *Night Boat to Freedom* Christmas John, encouraged by Granny Judith, rows slaves to freedom across the river from Kentucky to Ohio. Granny is a weaver and creates her own colors for the dyes she uses. With every passenger she asks what color they are weaving. Then she incorporates that color into a quilt that she says will be a rainbow bridge from one side to the other side. Beautiful illustrations. Gr. 3-5. FSG, \$16.00. ISBN 0374312664.

**RICHARDSON, Adele** *Electricity* Questions and answers are given on pages with simple but accurate illustrations. Gr. 4-7. Capstone, \$16.95. ISBN 0736854517.

**\*ROBERTS, Willo Davis** *The One Left Behind* Eleven-year-old Mandy is accidentally left at home alone for the weekend. She is remembering her twin sister, Angel, who has been dead for about a year. Someone breaks into the house and steals food. Mandy investigates and draws courage by doing what she thinks Angel would have done. She finds a teenager, Zander, and his toddler brother in an abandoned cottage up the road. Zander says they are trying to get away from kidnappers and Mandy must determine what is truth and what is not. Gr. 4-6. Atheneum, \$16.95. ISBN 0689850751.

**RYLANT, Cynthia** *The Journey, Stories of Migration* Butterflies, locusts, whales, caribou, and other animals move from place to place their whole lives. This is an introduction to migration with beautiful paintings of the animals' journeys. Gr. 3-5. Scholastic, \$16.99. ISBN 0590307177.

## Intermediate Titles

- SAVAGE, Jeff** *Muhammad Ali, the Greatest* One of the biographies in the Fact Finders Series. This is a short biography about the life and career of Muhammad Ali. It describes his childhood in Louisville, Kentucky and his early introduction to boxing followed by him becoming a professional prizefighter. Gr. 3-6. Capstone, \$16.95. ISBN 0736854444.
- SCHADE, Susan** *The Travel of Thelonious* This is the first book in the Fog Mound series. It introduces Thelonious, a young squirrel with a taste for legends and is swept away by a flood and left in the Ruined City. He meets a porcupine librarian and a helicopter-flying bear and they take a dangerous journey to the Fog Mound, an idyllic land holding clues to humanity's disappearance. The chapters alternate between illustrated prose and detailed sequential art display. Gr. 4-7. Simon & Schuster, \$14.95. ISBN 068987684X.
- SINGER, Marilyn** *Cats to the Rescue* This is a collection of true stories about cats. From attack cats to brave mother cats we hear about tales of felines that will impress and inspire. Gr. 3-5. Henry Holt, \$16.95. ISBN 0805074333.
- SPAIN, Susan** *Deep Cut* Titled after a natural gorge and based upon true events in the lives of the author's ancestors, this book chronicles thirteen-year-old Lonzo's life at Culpepper, Virginia during the Civil War as his family struggles through the dangers and deprivations of war. Abhorring the killing that is being done by both Union and Confederate troops, Lonzo must decide where his loyalties lie when he discovers that his Aunt Mariah intends to feed poison biscuits to the Yankee soldiers quartered in her inn. This is a gripping story of one family's experiences in the Confederate South. Gr. 5-8. Marshall Cavendish, \$16.99. ISBN 0761453164.
- STEWART, David** *You Wouldn't Want to be a Roman Soldier* Cartoon-like illustrations and interesting facts about Roman times make this book a good addition to the *You Wouldn't Want To Be* series. Gr. 3-6. Watts, \$12.95. ISBN 0531124231.
- TAGLIAFERRO, Linda** *Explore the Tropical Rain Forest* Another in the series of Fact-Finders books that is easy for elementary-aged students to understand. The photographs of the actual areas and animals make it very interesting and easy to learn the information. Gr. 3-5. Capstone, \$16.95. ISBN 0736864075.
- TIME FOR KIDS, Presidents of the United States** Want to know which President was the tallest? Who was the youngest to take the oath of office? This is another book in the series of great resources for children from Time-Life. This gives a brief biography of each U.S. President, along with some little known facts that children love to discover. Gr. 3-6. HarperCollins, \$17.99. ISBN 006081554X.
- YOLEN, Jane** *Count Me a Rhyme: Animal Poems by the Number* Fabulous photographs by Jason Stemple of *Wildlife*, are accompanied by counting poems by his mother, Jane Yolen. Gr. 4-6. Wordsong, \$17.95. ISBN 159078345X.

## Junior High/Middle School Titles

**ABRAHAMS, Peter** *Behind the Curtain* Once again Peter Abrahams returns to the world of Echo Falls, where a clever young girl learns that mysterious forces are at work in her town, and exposing them could put her life in jeopardy. Ingrid finds herself investigating steroid use at the local high school, while worrying about her brother's health, the stability of her father's job, and the pressure on her grandfather to sell his farm. Gr. 5-8. HarperCollins, \$15.99. ISBN 0060737042.

**AUCH, M.J.** *One-handed Catch* "Dad asked me to give him a hand, and that's exactly what I was doing." (quote from p. 6). While working in his father's butcher shop on July 4, 1946, sixth-grader Norman loses his hand in the meat grinder. Based on the life of the author's husband, readers follow Norm's progress as he struggles to learn to be self-sufficient, to realize his dreams, and ultimately to triumph over his misfortune. Gr. 5-8. Henry Holt, \$16.95. ISBN 0805079009.

**AUGUSTIN, Byron** *Iraq, Enchantment of the World* Focus is more on the details about the nations' different ethnic groups, environmental issues and wildlife and information about the current political situation rather than major events or people. Books contain full-color photographs, statistics, timelines and Web sites. The current information makes them accessible and useful for reports. Gr. 4-8. Children's Press, \$36.00. ISBN 0516248529.

**AVI, Crispin** *at the Edge of the World* Crispin and Bear, now free men, hope to lead a normal life, but these hopes are quickly dashed when they discover that members of Bear's secret brotherhood want him dead. This conflict sets the stage for another wonderful adventure story with the advent of some new characters, namely a disfigured girl named Troth. Readers of *Crispin, Cross of Lead* won't want to miss this book. Gr. 4-8. Hyperion, \$16.99. ISBN 078685152X.

**BALLIETT, Blue** *The Wright* Fans of Balliett's prior *Chasing Vermeer* will be delighted to see the sleuths Petra and Calder return in this sequel, which covers another mystery involving a Frank Lloyd Wright architectural masterpiece. The class attempt to save a landmark from demolition results in supernatural influences as ghosts seem to be protecting hidden treasure in this fast-paced mystery filled with twists and turns of plot. Gr. 5-8. Scholastic, \$16.99. ISBN 0439693675.

**BARRY, Dave** *Peter and the Shadow Thieves* Sequel to *Peter and the Starcatchers*. An evil force is once again trying to obtain starstuff, the magical substance that, among many other qualities, enables Peter to fly and to remain eternally youthful. It takes the efforts of Peter, Tinker Bell, and Molly to ensure that it is returned to outer space. Filled with rollicking, death-defying adventures, breathless chases, near-death experiences and packed into short chapters. Appeal to fantasy and adventure fans alike. Gr. 4-8. Hyperion, \$18.99. ISBN 078683787X.

**BLACKER, Terence** *Parent Swap* Because his life is a bit of a mess, thirteen-year-old Danny Bell agrees to let Parent-Swap try to match him with his ideal parents, but soon realizes that the company is about more than giving adolescents a new start. Interviews intermixed with the narrative serve to give the clues as to what is really going on. Both humorous and tender, the story examines how young people feel in a world controlled by adults while taking a fun look at the unreality of reality TV. Gr. 6-9. FSG, \$16.00. ISBN 0374357528.

**BLAUER, Ettagale** *South Africa Enchantment of the World* Focus is more on the details about the nations' different ethnic groups, environmental issues and wildlife and information about the current political situation rather than major events or people. Books contain full-color photographs, statistics, time lines and Web sites. The current information makes them accessible and useful for reports. Gr. 4-8. Children's Press, \$36.00. ISBN 0516248537.

**BODE, N.E.** *The Somebodies* Final book in the trilogy. The Anybodies inhabit a city under Manhattan but Fern, a royal Anybody with transformative powers, lives above ground in a house entirely of books. Although defeated in an earlier book, the evil Blue Queen is back but this time it is up to Fern to protect the Anybodies from her and the Somebodies. Escapes, villains and captured souls will keep the pages turning. Puzzles, anagrams and references to other books add a sleuthy dimension to the story. Sure to please Lemony Snicket and Harry Potter fans. Gr. 5-8. HarperCollins, \$16.99. ISBN 006079111X.

**BOLES, Philana M.** *Little Divas* Preteens who enjoy the *Alice* books by Phyllis Reynolds Naylor may enjoy this contemporary book about two seventh grade African-American cousins adapting to changes in their lives brought on by divorce, strict parents, and boyfriends. While the tone and the dialogue of the book are lighthearted, some mature subject matter is included so the book may not be suitable for all collections. Gr. 5-8. Amistad, \$15.99. ISBN 0060732998.

**BRUCHAC, Joseph** *The Return of Skeleton Man* This second scary tale about the monster Skeleton Man is set at the world famous resort in the Hudson Valley known as Mohonk Mountain House where Molly and her parents are vacationing.



## Junior High/Middle School Titles

When strange things begin to happen, the family suspects that Skeleton Man may be getting ready to make another appearance. While the story is a bit hard to follow in places, the scary encounter with Skeleton Man and the brevity of the book will appeal to readers. Gr. 4-8. HarperCollins, \$15.99. ISBN 0060580902.

**BUDHOS, Marina** *Ask Me No Questions* This thought-provoking novel describes the life of one Muslim family living illegally in New York City and the changes that came after the World Trade Center disaster. Told as a first person narrative through the eyes of fourteen-year-old Nadira, the family struggles to find their place in a society that suddenly views all Muslims as suspects. Gr. 7-12. Atheneum, \$16.95. ISBN 97814169-03512.

**BULION, Leslie** *Uncharted Waters* Jonah's lies about failing English and his secret fear of the sea weighs heavily on his mind. This leads to more deceptions and a great summer escapade. Gr. 5-8. Peachtree, \$14.95. ISBN 156145365X.

**BURCH, Christian** *The Manny Files* Keats is a boy whose family has hired a male nanny, known to the family and readers simply as the nanny. While Keats forms a wonderful relationship with the nanny, Lulu keeps careful record of everything the nanny does wrong. These are the Manny Files. Throughout the book, a relationship is forming between Keats' Uncle Max and the nanny, and at the end the reader learns that the nanny is more to the family than just a nanny. Keats learns about having confidence in himself even when the normal events in life make it tough. Gr. 6-9. Atheneum, \$15.99. ISBN 141690039X.

**CABOT, Meg** *Party Princess* Book seven of *Princess Diaries*. Class president, Princess Mia Themopolis is in hot water when funds for commencement have been wiped out. Her queen grandmother helps by producing a school musical starring Mia. Mia's dilemmas are not as involved as in previous books but readers will enjoy the cast reunion. Gr. 5-12. HarperCollins, \$16.99. ISBN 0060724536.

**CADNUM, Michael** *Nightsong: the Legend of Orpheus and Eurydice* Orpheus, a fine musician, attempts to use his talent to rescue his wife Eurydice from the Underworld. Hades allows him to retrieve his love, but warns him not to look back at her. Orpheus cannot help himself and looks back losing Eurydice forever. Gr. 6-8. Orchard, \$16.99. ISBN 0439545358.

**CAREY, Janet L.** *The Beast of Noor* The Beast has been in the Shalem Wood for centuries and has returned to kill. Fifteen-year-old Miles and his sister Hanna are determined to kill the Beast of the Otherworld and clear the family name in this mix of suspense, horror and courage. Gr. 7-12. Atheneum, \$16.95. ISBN 0689876448.

**CHENG, Andrea** *Eclipse* It's 1952, and Gabor's family has just escaped Hungary via Australia, they have finally obtained visas and are on their way to live in the two-bedroom apartment with Peti's family until they can get established. The arrangement is anything but easy, as tensions rise, Peti begins to wish that it had been his loving grandfather Apa who made the trip instead of his sometimes mean cousin. Grades 4-8, Front Street, \$16.95. ISBN 1932425217.

**COHN, Rachel** *Two Steps Forward* In this sequel to *The Steps*, the four stepsiblings meet up again, this time in Los Angeles. This novel is told from multiple perspectives and deals with issues relevant to young adults – blended families, crushes, fashion, and divorce. Gr. 6-8. Simon & Schuster, \$15.95. ISBN 0689866143.

**COLFER, Eoin** *Artemis Fowl: the Lost Colony* Thousands of years ago, humans and fairies fought a great battle for the magical island of Ireland. The fairies went underground except for the eighth family, the Demons. Their island was sent into Limbo after a time and the spell went wrong. The spell is deteriorating and the demons are coming back to earth. The fairies, with the help of Artemis, must try to correct the tainted time spell before the lost demon colony returns violently to Earth. Another winner for fans of the series. Gr. 5-10. Hyperion, \$16.95. ISBN 0786849568.

**COLLINS, Suzanne** *Gregor and the Marks of Secret* Book 4 of the *Underland Chronicles* does not disappoint fans of the series. When the mice who saved Queen Luxa start disappearing she, along with Gregor and Temp must travel the Underworld and face the challenges of Bane. Gr. 4-9. Scholastic, \$16.95. ISBN 0439791456.

**CUSHMAN, Karen** *The Loud Silence of Francine Green* In 1949, thirteen-year-old Francine goes to Catholic school in Los Angeles where she becomes best friends with a girl who questions authority and is frequently punished by the nuns, causing Francine to question her own values. Cushman creates a character who is planted in her time and who grows in courage, self-awareness and conviction. She captures the era with references to "Dragnet", to duck and cover drills in

## Junior High/Middle School Titles

schools, to the building of bomb shelters in backyards. A rich, satisfying story about early adolescence. Gr. 5-9. Clarion, \$16.00. ISBN 0618504559.

**DEE, Barbara** *Just Another Day in My Insanely Real Life* If your library is in need of another book about a dysfunctional family, then your readers will enjoy and maybe even identify with the problems encountered by seventh-grader Cassie Emerson as she struggles to hold the family together since her father left the family. Saddled with an older sister who won't pull her share of the load and a younger brother who always needs attention, Cassie struggles to rebuild her life. Gr. 4-7. McElderry, \$15.95. ISBN 1416908616.

**D'LACEY, Chris** *Icefire* David is learning about the Arctic as Gwyneth appears to help with the new dragon that has the power to grant wishes as long as they benefit dragons. It is David's task to learn how Lucy's wish for snow relates to the last known dragon as the series turns somewhat darker and more dangerous. Gr. 5-8. Orchard, \$15.95. ISBN 0439672450.

**DUBLE, Kathleen** *Hearts of Iron* This novel is set in 1820 in a mountainous western Connecticut community dependent on their ironworks. Jesse dreams of a life in the Navy but is torn between his need to leave and his love for Lucy while Lucy's dad plots for her to marry better and move to Boston. Gr. 5-8. McElderry, \$15.95. ISBN 1416908501.

**ELLIOTT, L.M.** *Give Me Liberty* Befriended by a kindly schoolmaster named Basil, thirteen-year-old Nathaniel Dunn begins a new life in Williamsburg, Virginia, in 1774 and becomes embroiled in the events leading up to the Revolutionary War. Well researched to the point of sometimes reading like a history text, readers will experience the struggles our forefathers endured to purchase our freedom as seen through Nathaniel's eyes. Gr. 5-8. HarperCollins, \$16.99. ISBN 0060744212.

**ESCKILSEN, Erik E.** *The Outside Groove* Seventeen-year-old Casey LaPlante, tired of feeling invisible next to her race car driving brother Wade "the Blade" LaPlante, decides to grab the limelight by entering the local racing circuit herself. Enlisting the aid of her uncle, Casey begins her racing career and finds that there is much more to racing than just a series of left turns and crossing the finish line first. Racing fans will cheer for Casey as she tries to find her rightful place in her family and tests her new skills against her brother in a race at the local track. Gr. 7-12. Houghton, \$16.00. ISBN 0618668540.

**FERBER, Brenda** *Julia's Kitchen* When her mother and sister are killed in a fire, Cara struggles with confusion about her faith, her fragile relationship with her grieving father, and her questions about how to hold on to the memories of her mother and sister and still move forward in life. Gr. 5-8. FSG, \$16.00. ISBN 0374399328.

**FRIEDMAN, D. Dina** *Escaping into the Night* This is an eloquent tale of a young girl living during the Holocaust who flees from the Nazi-controlled Ghettos and takes refuge in the woods with other Jews. A very thoughtful, well-written first-person account of a little-known aspect of the Holocaust, the danger-filled account of one girl's strength in the face of destruction brings teens close to a part of Holocaust history has seldom told. Gr. 6-10. Simon & Schuster, \$15.95. ISBN 1416902589.

**GILLILAND, Judith** *Strange Birds* Anna's parents disappear at sea and Aunt Formaldy moves in, turns their home into a historical showplace and ignores Anna. A new friend, Sam, and the wonderful mysterious tree outside her window offer Anna an amazing journey testing what she fears, yet knows to be true. Gr. 4-8. FSG, \$17.00. ISBN 0374372756.

**GUTMAN, Dan** *Million Dollar Putt* Bogie is a visually impaired teenager with a lot of insight when it comes to new ventures, and eventually masters the game of golf. His dad supports all of his interests except one: golf. Family secrets are revealed when Bogie enters the amateur tournament. Gr. 4-8. Hyperion, \$15.99. ISBN 0786836415.

**HADDIX, Margaret P.** *Among the Free* This final installment on the *Shadow Children* series focuses on illegal third-child Luke, who has been working undercover in the Population Police stables with the hope of somehow helping overthrow the oppressive regime. One woman's refusal to comply to a summons kick starts a revolution. Luke was destined to play a critical role in the revolution. The story moves quickly. A light, easy read that won't disappoint the fans of the series. Gr. 5-9. Simon & Schuster, \$16.95. ISBN 0689856985.

**HALE, Marian** *Dark Water Rising* While salvaging and rebuilding in the aftermath of the Galveston Flood of 1900, 16-year-old Seth proves himself in a way that his previous efforts never could, but he still must face his father man to man. This coming-of-age story is quick paced with sharp and focused descriptions. Fact and fiction are blended into Seth's narrative by

## Junior High/Middle School Titles

using personal accounts and journals. This historical fiction has something for almost everyone. Gr. 6-12. Henry Holt, \$16.95. ISBN 0805075852.

**\*HAN, Jenny *Shug*** Girls, boys, a dysfunctional family and junior high make the best and hardest time in a young girl's life. Annemarie, "Shug" to her family, struggles to balance friendships lost and gained along with teasing and emotions that ring true in her small hometown. Gr. 5-8. Simon & Schuster, \$15.99. ISBN 1416909422.

**HARDINGE, Frances *Fly by Night*** Readers will delight in the intrigue, danger and unexpected plot twists in this medieval English tale about an orphaned twelve-year old girl, Mosca Mye, as she makes her way to the city of Mandelion in pursuit of an education at a school with ties to her late father. The author uses the story to teach many philosophical truths, which sometimes bogs down the plot, but mature readers willing to struggle with the intense language will be enchanted with Mosca Mye, the plucky heroine. Gr. 6-9. HarperCollins, \$16.99. ISBN 0060876272.

**HARNESS, Cheryl *Just for You to Know*** Carmen Cathcart, a thirteen-year-old girl with a dream of her own is sure to capture the hearts of young readers! The oldest girl in a family of eight, Carmen is appalled to find out her mother is pregnant again. Gr. 5-8. HarperCollins, \$16.99. ISBN 0060783133.

**HEINRICH, Ann *Japan, Enchantment of the World*** Focus is more on the details about the nations' different ethnic groups, environmental issues and wildlife and information about the current political situation rather than major events or people. Books contain full-color photographs, statistics, time lines and Web sites. The current information makes them accessible and useful for reports. Gr. 4-8. Children's Press, \$36.00. ISBN 0516248510.

**HINTZ, Martin *Algeria, Enchantment of the World*** Focus is more on the details about the nations' different ethnic groups, environmental issues and wildlife and information about the current political situation rather than major events or people. Books contain full-color photographs, statistics, time lines and Web sites. The current information makes them accessible and useful for reports. Gr. 4-8. Children's Press, \$36.00. ISBN 0516248553.

**HINTZ, Martin *Israel, Enchantment of the World*** Focus is more on the details about the nations' different ethnic groups, environmental issues and wildlife and information about the current political situation rather than major events or people. Books contain full-color photographs, statistics, time lines and Web sites. The current information makes them accessible and useful for reports. Gr. 4-8. Children's Press, \$36.00. ISBN 0516248545.

**HOBBS, Will *Crossing the Wire*** This is a compelling drama of illegal immigrants crossing the border between the U.S. and Mexico. Overwhelmed in the knowledge that his mother and little brother will soon end up living on the streets, Victor decides that he must sneak across the American border where there is hope he can make enough money to send home. Gr. 7-12. HarperCollins, \$15.99. ISBN 0060741384.

**HOKENSON, Terry *The Winter Road*** Willa feels totally alone since her older brother died in this survival adventure story. Willa survives more than two weeks in the wintry wilderness of Ontario after crash-landing her uncle's plane. Gr. 7-12. Front Street, \$16.95. ISBN 1932425454.

**HOLT, Kimberly W. *Part of Me*** The author has written a collection of stories about succeeding generations of the McGee family between the years of 1939-2004, as seen through the eyes of Rose, who quit school and gave up her dream of becoming a writer to help support the family. It seems that the love of books is passed to someone of each generation in the family, and Rose, who is 79 years of age at the end of the book, may just get her chance to become a published author after all. Gr. 5-8. Henry Holt, \$16.95. ISBN 0805063609.

**HOPKINSON, Deborah *Up Before Daybreak*** This book makes history come alive as it traces the history of the cotton industry in America through the centuries, from colonial times to the middle of the twentieth century. Photos throughout the text show cotton in different eras, to say nothing of different mill workers throughout the decades. Gr. 5-8. Scholastic, \$18.99. ISBN 0439639018.

**HOROWITZ, Anthony *Evil Star*** In this, book two of *The Gatekeepers*, 14-year-old Matt travels to Peru where another opening to the Underworld is predicted to open. With the help of Pedro, the second gatekeeper, their mental powers and the Inca Warriors, they pull you into the deadly battle. Gr. 7-12. Scholastic, \$9.95. ISBN 0439679966.

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**HOSTETTER, Joyce M. *Blue*** When her father is sent to fight Hitler, Ann Fay puts on the blue overalls he's given her. She's now in charge of tending the house and watching out for her siblings. Unfortunately, there's a polio epidemic and before anyone knows it the dread disease grabs ahold of Ann Fay's family. Gr. 6-9. Boyds Mills, \$16.95. ISBN 1590783891.

**HUNTER, Erin *New Prophecy Warriors: Dawn*** In this continuing saga of cats, the questing cats return to the forest devastated by the Twolegs, where they must find a way to convince their Clans to leave in search of a new home. Once arriving at their new home, they set about exploring and fighting over the unfamiliar territory. Once at harmony, they fight until a common enemy – the badger – invades. Danger level is high in each volume of this series rooted from Hunter's first "Warriors" novel. Great read for cat lovers. Gr. 5-9. HarperCollins, \$16.99. ISBN 0060744553.

**HUNTER, Erin *New Prophecy Warriors: Starlight*** In this continuing saga of cats, the questing cats return to the forest devastated by the Twolegs, where they must find a way to convince their Clans to leave in search of a new home. Once arriving at their new home, they set about exploring and fighting over the unfamiliar territory. Once at harmony, they fight until a common enemy – the badger – invades. Danger level is high in each volume of this series rooted from Hunter's first "Warriors" novel. Great read for cat lovers. Gr. 5-9. HarperCollins, \$16.99. ISBN 0060827580.

**HUNTER, Erin *New Prophecy Warriors: Twilight*** In this continuing saga of cats, the questing cats return to the forest devastated by the Twolegs, where they must find a way to convince their Clans to leave in search of a new home. Once arriving at their new home, they set about exploring and fighting over the unfamiliar territory. Once at harmony, they fight until a common enemy – the badger – invades. Danger level is high in each volume of this series rooted from Hunter's first "Warriors" novel. Great read for cat lovers. Gr. 5-9. HarperCollins, \$15.99. ISBN 0060827645.

**HYNES, Margaret *Rocks and Fossils*** Short fact-filled chapters that explore key ideas in two-page spreads will hook the reader. Digital artwork and photography are used throughout the book. Great presentation along with chapter summaries, bibliographies, web links, information on locations, and career information will entice the students to go beyond the book. Gr. 4-8. Kingfisher, \$12.95. ISBN 0753459744.

**JARAMILLO, Ann *La Linea*** Fifteen-year-old Miguel describes the dangerous attempt to cross with his sister illegally from Mexico into the United States to join their parents in California. Robbed, threatened and struggling to stay alive, this is for more mature students than Will Hobbs' *Crossing the Wire*. Gr. 7-12. Roaring Brook, \$16.95. ISBN 1596431547.

**JONES, Kimberly K. *Sand Dollar Summer*** Twelve-year-old Lise and her five-year-old brother, who is a selective mute, have had very little contact with the ocean, but that is all about to change when their mother decides to move back to Fiddle Beach, Maine, for the summer to recuperate from her injuries in a car crash. Missing her friends and upset about her mother's injuries, Lise must come to terms with the changes in her life. A summer hurricane provides an exciting conclusion to this novel as well as some welcome solutions to some of the problems in Lise's family. Gr. 5-8. McElderry, \$15.95. ISBN 1416903628.

**KADOHATA, Cynthia *Weedflower*** Twelve-year-old Sumiko tells the story of family and security living with her aunt & uncle on a California flower farm until the bombing of Pearl Harbor. Moved to a confinement camp in Arizona the Japanese accept, adapt and try not to forget their dreams in this heartfelt story. Gr. 5-10. Atheneum, \$16.95. ISBN 0689865749.

**KERR, P.B. *Blue Djinn of Babylon*** Book two of the *Children of the Lamp* series. Twelve-year-old twins, Philippa and John, descendants of a long line of djinn, must travel to Istanbul to recover the book *Solomon Grimorie*, a book that contains incantations that gives the user limitless power over all djinns. Full of suspense and action, exotic locations, magic and evil villains this sequel can stand on its own. Gr. 5-8. Orchard, \$16.99. ISBN 0439670217.

**\*KEY, Watt *Alabama Moon*** Moon has spent most of his life in a shelter in the forest with his father; Pap has educated him in both academics and survival skills. When Moon's father dies, Moon follows his father's last instructions: to travel to Alaska to find others like themselves. Gr. 6-8. FSG, \$16.00. ISBN 0374301840.

**KIDD, Ronald *Monkey Town*** A remarkable story told through Frances Robinson's eyes where we get to meet all the major players in the Scopes Trial. Her father convinces John Scopes to admit that he has taught evolution in order to bring publicity to sleepy Dayton, Tennessee. Gr. 7-12. Simon & Schuster, \$15.95. ISBN 1416905723.

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**KING, David C. *Taiwan Enchantment of the World*** Focus is more on the details about the nations' different ethnic groups, environmental issues and wildlife and information about the current political situation rather than major events or people. Books contain full-color photographs, statistics, time lines and Web sites. The current information makes them accessible and useful for reports. Gr. 4-8. Children's Press, \$36.00. ISBN 0516248561.

**KLISE, Kate *Far from Normal*** Sequel to *Deliver Us from Normal*. Through a magazine article Charles writes about their experience living on their decrepit houseboat, the Bargain Bonanza chain blackmails the family into becoming their spokesfamily. Gr. 5-8. Scholastic, \$16.99. ISBN 0439794471.

**\*KOCHKA, *The Boy Who Ate Stars*** Twelve-year-old Lucy meets Matthew, a 4-year-old autistic boy who lives upstairs in her apartment building. Lucy takes it upon herself to work with Matthew and help him see the world and be around people as she begins to understand what it means to be autistic. Gr. 5-8. Simon & Schuster, \$12.95. ISBN 1416900381.

**LANGLEY, Andrew *Hurricanes, Tsunamis and Other Natural Disasters*** Short fact-filled chapters that explore key ideas in two-page spreads will hook the reader. Digital artwork and photography are used throughout the book. Great presentation along with chapter summaries, bibliographies, web links, information on locations, and career information will entice the students to go beyond the book. Gr. 4-8. Kingfisher, \$12.95. ISBN 075345752.

**LAWLOR, Laurie *He Will Go Fearless*** Determined to find the father he as never met, fifteen-year-old Billy leaves St. Joseph, Missouri, at the close of the Civil War and heads for Virginia City. Not wanting to make the trip alone, Billy signs on as a teamster and battles weather, river crossings, outlaws and other problems in his quest to find his father. Based loosely on diaries of western artist William Henry Jackson, readers will cheer for Billy as he struggles toward Virginia City and steps into adulthood. Gr. 5-8. Simon & Schuster, \$15.95. ISBN 0689865794.

**LEVINE, Gail C. *Fairest*** Aza is blessed with a beautiful voice in the land of Ayortha where singers are rewarded, but physical beauty comes with the help of a magical mirror and a high toll. Queen Ivi will do anything to remain the fairest in the land. Gr. 5-8. HarperCollins, \$16.99. ISBN 0060734084.

**\*LEWIS, Richard *The Killing Sea*** This novel is a survival story that puts a human face on a shocking disaster of the tsunami of 2004 in Sumatra. Told from the point of view of Ruslan, an Indonesian boy and Sarah, an American girl. Ruslan is searching for his father and Sarah is trying to get medical treatment for her sick brother. Gr. 7-12. Simon & Schuster, \$15.95. ISBN 1416911650.

**LORD, Cynthia *Rules*** Longing for a magic pill that would cure her brother's autism, twelve-year-old Catherine seeks normalcy by making rules. Then she meets Jason, a paraplegic who can communicate only by pointing at word pictures in a book. As Catherine uses her artistic talent to add new words to Jason's book, he in turn opens Catherine's eyes to a new meaning of normal. Gr. 4-7. Scholastic, \$15.99. ISBN 0439443822.

**LOVE, D. Anne *Semiprecious*** Uprooted and living with an aunt in 1960s Oklahoma, 13-year-old Garnet and her older sister, Opal, brave their mother's desertion and their father's recovery from an accident, learning that "the best home of all is the one you make inside yourself." Descriptions that make you see a different time and place along with the many references to music and events of the 1960s takes you back. The first person narrative is of hurt, healing, adjustment and the cost of pursuing one's dreams. Gr. 4-7. McElderry, \$16.95. ISBN 0689856385.

**LOWERY, Linda *Truth and Salsa*** While her parents are separated and trying to get their lives back in order, Hayley stays with her quirky aunt in Mexico. Here she learns not only about the culture, but also about family unity and self while helping families of migrant workers in the U.S. get paid. Gr. 5-8. Peachtree, \$14.95. ISBN 1561453668.

**\*LOWRY, Lois *Gossamer*** A sensitive tale of how our dreams come to us through the gossamer touch of "The Littlest" as she tries to help a young boy in a foster home. A wonderful read for all. Gr. 4-8. Houghton, \$16.00. ISBN 0618685509.

**MCKAY, Hilary *Caddy Ever After*** Fourth novel about the Casson family. The story is told to us by the three youngest members. The events that occur leading up to the attempted marriage of the oldest sister, Caddy, are both touching and hilarious. Does not stand alone. The reader will need prior knowledge of the characters and storyline of the family. Gr. 5-9. McElderry, \$15.95. ISBN 1416909303.

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**MEYER, Kai** *Pirate Curse* When her pirate ship home is destroyed 14-year-old Jolly is washed up on shore and finds another polliwog, one able to walk on water. Together she and Monk must challenge a sea monster, a ship of ghost pirates and perform daring deeds. Gr. 5-8. McElderry, \$16.95. ISBN 1416924213.

**MORPURGO, Michael** *The Amazing story of Adolphus Tips* The disappearance of Adolphus, the family cat, prompts Lily and her family to befriend Adie, a lonely Black American GI when he rescues the cat after it wanders into the area where Allied troops are practicing for D-Day. Now fifty years later, a chance encounter between Harley-riding grandmother Lily and Adie, prompts Lily to share her childhood experiences with her twelve-year-old grandson so that he will understand the life-changing decisions Lily and Adie make after their chance reunion. Gr. 4-7. Scholastic, \$15.99. ISBN 043979661X.

**MORRISON, P.R.** *Wind Tamer* Much to his parents' dismay, just as Archie Stringweed is turning ten Uncle Rufus shows back up at their house in Scotland. With his help and the powerful artifacts he's been sending over the years, it is up to Archie to break the curse put upon all the first born men in the family. Gr. 4-8. Bloomsbury, \$16.95. ISBN 1582347816.

**\*MURDOCK, Catherine G.** *Dairy Queen, a Novel* D. J. does all the heavy work on their Wisconsin dairy farm since her father broke his hip and her two brothers left for college. Between milking cows, mucking out the barn, and mowing clover, D.J. takes on training Brian, the rival high school's quarterback. Then a tryout for her own school's football team develops and D.J. becomes the talk of the town. Gr. 7-12. Houghton, \$16.00. ISBN 0618683070.

**MURPHY, Jim** *Desperate Journey* Jim Murphy builds in lots of suspense to the story, and you feel as if you're traveling along the Erie Canal in 1848 with the family of 12-year-old Maggie Haggerty. Maggie is a truly compelling character who, with her family, triumphs against all odds. Gr. 6-10. Scholastic, \$16.99. ISBN 0439078067.

**MYERS, Anna** *Confessions from the Principal's Chair* When Robin "Bird" Miller enrolls in her new middle school in Prairie Dog, Oklahoma the secretary mistakes her for the new principal with the same name. Bird takes advantage of her two days as principal to make changes in the school, herself, and take a stand against bullying. Gr. 5-8. Walker, \$16.95. ISBN 0802795609.

**NIMMO, Jenny** *Charlie Bone and the Hidden King* Charlie and his friends have to work together to get behind the shadow and to the Red King himself in order to protect his parents. Charlie learns more about his family and the struggle with good and evil in this fifth book in the series. Gr. 4-8. Orchard, \$9.95. ISBN 0439545303.

**NIX, Garth** *Sir Thursday* In this book four in the *Keys to the Kingdom* series, Arthur, unable to re-enter his own world is drafted into the Army of Sir Thursday and unable to use his powers as he tries to free Part 4 of the Will. Strong characters and plot twists keep fans of the series wanting more. Gr. 5-8. Scholastic, \$16.99. ISBN 0439700870.

**\*NUZUM, K.A.** *The Small White Scar* Will, age 15, has always been in charge of looking after his twin brother Denny, who is disabled. Will feels that his father ignores his other talents and sees him entirely as a babysitter rather than a cowhand. He is determined to escape his job as his brother's keeper, live his dream to rodeo, and spend his days as a cowboy. Gr. 7-10. HarperCollins, \$15.99. ISBN 006075639X.

**PATERSON, Katherine** *Bread and Roses, Too* Seen through the eyes of Rosa's Italian immigrant family and native-born Jake Beale, Katherine Paterson uses her considerable talent to relate the story of the Bread and Roses strike of 1912 in the textile mills of Lawrence, Massachusetts. As tensions in the city escalate, Rosa and Jake Beale find themselves shipped out of harm's way to sympathetic people in Vermont. Readers will be captivated by this riveting story. Gr. 5-8. Clarion, \$16.00. ISBN 0618654796.

**PAVER, Michelle** *Spirit Walker* Torak, a boy who can talk to wolves, must travel across the waters to the Seal Clan to find a cure for the sickness that is killing the clans. In this, the second book of the *Cronicles of Ancient Darkness* series, Torak learns more of the ways of Native American tribes and his own special powers as he continues his quest to conquer the Soul Eaters. Gr. 5-8. HarperCollins, \$16.99. ISBN 0060728298.

**PETTY, J.T.** *The Squampkin Patch* After escaping from the Urchin Orphanage, Milton and his sister, Chloe, settle into the empty house of a candy maker where they encounter a very sinister pumpkin patch. Avoiding the typical happily-ever-after orphan story clichés, Petty shows his gift for humor. The ending is rushed but readers will enjoy the author's use of language in this horror but humorous story. Gr. 4-7. Simon & Schuster, \$15.95. ISBN 1416902740.

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**REISS, Kathryn** *Blackthorn Winter* Moving to the English coast to be near her mother's artist friends, adoptee Juliana and her siblings adjust to being without their father. Juliana takes it upon herself to investigate a murder when the police are quick to arrest the wrong person which leads to flashbacks and clues about Juliana's past. Gr. 5-8. Harcourt, \$15.95. ISBN 0152054793.

**\*RIORDAN, Rick** *Sea of Monsters* Percy, the half-human son of Poseidon, is looking forward to a peaceful summer at Camp Half-Blood. The gods are warring making the camp vulnerable so Percy, with the help of Annabeth and Tyson, his new-found brother, must travel to the Sea of Monsters to retrieve the Golden Fleece in this light and entertaining second book in the *Percy Jackson and the Olympians* series. Gr. 4-8. Hyperion, \$17.95. ISBN 0786856868.

**\*ROY, Jennifer** *Yellow Star* This not-to-be missed book written in free verse details the author's Aunt Sylvia's experiences in the Lodz, Poland ghetto under Nazi occupation from 1939-1945. Entering the ghetto with her family at age 4 1/2, Sylvia is one of only twelve children who survived until the family was finally liberated in 1945. An excellent choice for classroom use in a study of the Holocaust, the book contains historical notes before each chapter that set the tone for Sylvia's haunting story. Gr. 5-8. Marshall Cavendish, \$16.95. ISBN 076145277X.

**RUSSELL, Christopher** *Dogboy* In 1346, twelve-year-old Brind, an orphaned kennel boy raised with hunting dogs at an English manor, accompanies his master, along with half the manor's prized mastiffs, to France, where he must fend for himself when both his master and the dogs are lost at the decisive battle at Crecy. Fast-paced action includes narrow escapes at every turn. Riveting plainspoken writing about the brutality and absurdity of battle. Readers who favor medieval adventures are sure to enjoy. Gr. 4-7. Greenwillow, \$15.99. ISBN 0060841168.

**SAGE, Angie** *Flyte* Book two of *Septimus Heap*. When Princess Jenna is pursued by a dark wizard, it is the apprentice, Septimus Heap, who must save her while enduring such terrors as a night in the forest with hungry wolverines and carnivorous trees. Readers will be quickly immersed in the imaginative world, going from one adventure to the next at a furious pace. Fans of the series will not be disappointed. Gr. 5-8. HarperCollins, \$17.99. ISBN 0060577347.

**SCHLOSSER, Eric** *Chew on This* This book is designed to make people aware of what they are buying and eating and awareness is key to the choices you make. It is to inform kids about what's in fast-food and how fast-food restaurants are run and encourages kids to make their own well-informed decisions. Gr. 6-12. Houghton, \$16.00. ISBN 0618710310.

**SHREVE, Susan** *Kiss Me Tomorrow* Starting middle school is tough enough plus dealing with family and friends while emotions are flaring. When her best friend, Jonah, gets arrested for shoplifting, 13-year-old Blister ends up in the middle. Gr. 6-8. Arthur A. Levine, \$16.99. ISBN 0439680476.

**SMITH, D. James** *Probably the World's Best Story about a Dog and Girl* It is the summer of 1951, and Paolo has a plan to make money. He will manage his little brother, Georgie, who will do yard work and other jobs around the neighborhood. Georgie will get a percentage of the money earned, while Paolo will keep his rather large share for being the manager. The boys land a paper route. Making money seems much less important when Paola receives a ransom note for the beloved family dog Rufus. The boys carry through with their route while trying to figure out how to save their dog. This novel follows the young boy's life showing the daily trials and tribulations that are part of being twelve. Each chapter begins with a term that is related to the subject of the chapter along with how to express that word or phrase in sign language. Gr. 5-8. Atheneum, \$15.95. ISBN 0689850751.

**ST. ANTHONY, Jane** *Summer Sherman Loved Me* This refreshing coming-of-age story set in the 1960s describes the wonderful summer when Margaret's next-door neighbor, Sherman, declares his love for her. This novel is chock-full of incidents; some will make you laugh out loud while some will have you in tears. Gr. 5-8. FSG, \$16.00. ISBN 0374372896.

**STANLEY, Diane** *Bella at Midnight* In a kingdom of knights and peasants, Bella finds joy in life until her father reclaims her years after abandoning her. Caught up in a battle between kingdoms, Bella, complete with the glass slippers, attempts to change destiny. Gr. 5-8. HarperCollins, \$15.99. ISBN 0060775735.

**STURTEVANT, Katherine** *True and Faithful Narrative* This book is a sequel to *At the Sign of the Star*, and the heroine, Meg, now age sixteen, is contemplating the direction of her life: should she marry or try to become a published author?

## Junior High/Middle School Titles

How Meg resolves her dilemma makes fascinating reading, and fans of the series will eagerly await another thrilling account of the next chapter of Meg's life. Gr. 6-9. FSG, \$17.00. ISBN 0374378096.

**THIMMESH, Catherine** *Team Moon* Enhanced by dozens of color photographs and offering fresh insight and a new perspective into this historic event of the 20th century, this delightful nonfiction book depicts the extraordinary efforts given by thousands of people to make Apollo 11 and our first trip to the moon a success. While people around the world sat spellbound watching the drama unfolding on the moon, thousands of people were working behind the scenes to fix problems that arose and to ensure that the astronauts were able to complete their mission and return safely to earth. Gr. 5-12. Houghton, \$19.95. ISBN 0618507573.

**\*TOLAN, Stephanie S.** *Listen!* First the loss of her mother and now two years later a car accident leaves Charly having to spend her summer taking long walks to strengthen her legs and her spirit while her friends are away and her father is working long days. She befriends and attempts to tame a stray dog which begins to open her heart again. Gr. 5-8. HarperCollins, \$15.99. ISBN 0060579357.

**TURNER, Ann** *Hard Hit* Mark has a desirable life as the star pitcher in school, a new girlfriend, best friend and decent family. When his father is diagnosed with cancer, Mark's world is devastated and everything he takes for granted or believes in is questioned. Gr. 7-12. Scholastic, \$16.99. ISBN 0439296803.

**URSU, Anne** *The Shadow Thieves* First novel of the *Cronus Chronicles*. After her cousin Zee arrives from England, thirteen-year-old Charlotte and him must set out to save human kind from denizens of the Underworld, nightmares, death, pain and a really nasty guy named Phil. Tale filled with Greek gods, sick and shadowless children and a plot to overthrow the Lord of the Dead. Readers go on a quick-paced, danger filled journey from the Midwest to Hades. Silly but serious. A great addition to the newly popular Greek myth genre. Gr. 6-8. Atheneum, \$16.95. ISBN 1416905871.

**WAIT, Lea** *Finest Kind* The Panic of 1837 causes the affluent Webber family to trade their posh Boston home for a derelict cabin in Wiscasset, Maine, where Mr. Webber finds employment in the lumber camps. With the help of neighbors and his own innate sense of ingenuity, twelve-year-old Jake must learn to exist in Maine, provide food for the family, and take care of his retarded brother, Frank. Gr. 4-8. McElderry, \$16.95. ISBN 0416909521.

**WEEKS, Sarah** *Jumping the Scratch* After moving with his mother to a trailer park to care for an injured aunt, eleven-year-old Jamie Reardon struggles to cope with a deeply buried secret. Captures not only the guilt, shame, and pain of the abused boy but the point of view of a new student who is friendless, targeted and belittled by a teacher. Gr. 4-7. HarperCollins, \$15.99. ISBN 0060541091.

**WHELAN, Gloria** *Summer of the War* Fourteen-year-old Belle has always enjoyed the summers spent on Turtle Island, Michigan, with her family. However, the summer of 1942 brings many unwelcome changes when the war in Europe comes to Turtle Island in the form of fifteen-year-old Caroline, their European cousin who marches to her own tune and disrupts the tranquil summer routine so dear to Belle and her siblings. When tragedy strikes, Belle learns that summers at Turtle Island will never be the same again. Gr. 5-8. HarperCollins, \$15.99. ISBN 0060080723.

**WILLIAMS, Dar** *Lights, Camera, Amalee* Sequel to *Amalee*. Seventh-grader Amalee uses an inheritance to make a movie about endangered species. In the process of making the film, she goes through life's ups and downs and discovers a link with the mother she never knew. She grows in many ways which is evident throughout the novel. A very satisfying story. Gr. 5-8. Scholastic, \$16.99. ISBN 0439803527.

**WILSON, Diane L.** *Firehorse* Rachel is asked to take care of a mare that has been severely burned and needs help. This tough old mare, queen of the firehorse team, eventually shows her gentler side to Rachel. Moreover, at the same time Rachel discovers she can pursue her dream to become a vet in the late 1800s. Gr. 7-12. McElderry, \$16.95. ISBN 1416915516.

**WINTERSON, Jeanette** *Tanglewreck* Time is no longer a constant in eleven-year-old Silver's world since her parents disappear in a Time Tornado, children disappear on a school bus and a woolly mammoth appears in London. It is up to Silver to protect the Timekeeper and restore time to normal, but first she must find it. Gr. 5-8. Bloomsbury, \$16.95. ISBN 1582349193.



## Junior High/Middle School Titles

**WOLFSON, Jill** *Home, and Other Big, Fat Lies* Whitney is a foster child that has been shuffled through eleven homes throughout her life. Now she's moving to the 12th foster home in a place like nowhere she's ever lived before. She is a city girl, and her new home is in the middle of a forest in a community built on the logging industry. Circumstances of why her new foster parents have agreed to take her in seem mysterious until she starts finding out about her new community. Whitney's humorous tone makes this story fun to read while showing the many problems faced between those whose lives depend on trees and those who live to protect the wildlife that depends on the trees. Gr. 4-7. Henry Holt, \$16.95. ISBN 0805076700.

**WONG, Li Keng** *Good Fortune* It is 1933 and Li Keng Gee and her family move to Chinatown, San Francisco from China to join their father. This is a child's tale of the hardships and happiness of a close family in "gold mountain", the United States. Gr. 5-8. Peachtree, \$14.95. ISBN 1561453676.

**WOODWORTH, Chris** *Georgie's Moon* Before Georgie's father left for Vietnam, he gave her standing orders never to let anyone mess with her, and she won't. Worst of all, Georgie's father has been gone a long time – and even though he promised to send her his love every night on the moon, sometimes that's not enough. Gr. 5-8. FSG, \$16.00. ISBN 0374333068.

**WULF, Linda** *Night of the Burning* Still sad and frightened after living in Poland through WWII and the Russian Revolution, twelve-year-old Devorah Lehman, her younger sister and other Jewish orphans travel with Isaac Ochberg to South Africa and make a new start. First-person narrative swings back and forth between Devorah's struggle to accept her new home, the memories of what she left behind, and her quilt. The story is gripping. The history of persecution and immigration will parallel many American families. Gr. 7-10. FSG, \$16.00. ISBN 0374364192.

## Senior High Titles

**ALEGRIA, Malin** *Estrella's Quinceanera* This book deals with the Mexican tradition of a girl's coming out party at age 15. But it is more, dealing with peer pressure and prejudice. Social and different culture issues make this book timely. Gr. 9-12. Simon & Schuster, \$14.95. ISBN 0689878095.

**ATKIN, S. Beth** *Gunstories* In this well-balanced book the author compiles interviews with young people whose lives have been directly impacted by guns, whether being involved in a gang, a victim of a drive by shooting, or earning college scholarships in competitions with rifles or handguns. The author just presents the stories and leaves it up to the reader to come to their own conclusions on gun control. Gr. 9-12. HarperCollins, \$16.99. ISBN 0060526599.

**BELTON, Sandra** *Store Bought Baby* Leah's older adopted brother seems to have everything to live for, so when he is killed in a tragic automobile accident she can't seem to stop asking questions. Her hope is to restore the family, including getting her mother to acknowledge her existence during this grief-filled time. Gr. 9-12. Greenwillow, \$16.99. ISBN 0060850876.

**BOOTH, Coe** *Tyrell* This book explores the life of a street wise, urban student. There are tough situations with language as used on the big city streets. It deals with what real families go through and with real life drama. Gr. 9-12. Push, \$16.99. ISBN 0439838797.

**BROACH, Elise** *Desert Crossing* Lucy Martinez, her brother, and his friend Kit are traveling from Kansas to Arizona to spend spring break with their father in Phoenix. The guys have a beer while driving in a fierce rain when they hit something. Thinking it's a dog, they go back to discover it's a young girl who is dead. This starts a chain of life-threatening and life-changing events for all three of the teens. Gr. 9-12. Henry Holt, \$16.95. ISBN 0805077626.

**BROOKS, Kevin** *The Road of the Dead* An intense, dark story of two half-Gypsy teenagers who try to solve the mystery of their sister's death, in order to bring her body back for burial from the small English village where she was murdered. The youngest brother, Ruben, has a sixth sense where he can feel what has happened while brother Cole has a violent past and is quick to act. Gr. 9-12. Chicken House, \$16.99. ISBN 0439786231.

**\*CABOT, Meg** *Avalon High* When Ellie has to move to Annapolis, she enrolls at Avalon High. King Arthur and his court become the theme of the novel. Does reincarnation exist? Is King Arthur alive and well at Avalon High? Gr. 9-12. HarperCollins, \$16.99. ISBN 0060755865.

**CABOT, Meg** *How to Be Popular* Ever since the sixth grade when she spilled a red Super Big Gulp on a popular classmate, Steph Landry's name has been synonymous with klutz. Now an eleventh-grader, she is trying to repair her image by studying an old book entitled, *How to be Popular*. While the advice is dated, the ideas help Steph overcome her reputation. She finds that out sitting at the popular kids' table where she wants to be. It is a light, fun read for even young teens. Gr. 9-12. HarperCollins, \$16.99. ISBN 0060880120.

**CALHOUN, Dia** *Avielle of Rhia* Avielle is a Rhian princess who has inherited the silver skin and hair of her great-great-grandmother, a Dredonian who used her evil magic against Rhia. Because she fears she inherited the black magic of her ancestor also, Avielle avoids contact with the world. The Dredonians attack, killing all of the royal family except Avielle, who is taken in by a kind weaver. As she tries to hide Avielle struggles to accept her heritage, her magic and her duty. She finds the courage to come forward and save her people. Gr. 9-12. Marshall Cavendish, \$16.99. ISBN 0761453202.

**CAVE, Patrick** *Sharp North* Mira really hasn't questioned her remote existence in the north of Scotland until a woman appears in her village, only to be gunned down. Mira finds a list the woman was carrying with her name on it, along with several others. She makes it her mission to try to find the other people on the list, who may all be clones. Very dramatic story as Mira risks her life to find the answers she so desperately seeks. Gr. 9-12. Atheneum, \$16.95. ISBN 1416912223.

**COLE, Stephen** *Thieves Like Us* Jonah Wish, genius code breaker and computer hacker, is broken out of jail by a group of teenage misfits. He has been chosen to become part of an elite group of gifted teenagers—Con for mesmerism; Patch—master safe-cracker and cat burglar; Motti—navigating and developing security; Tye—human lie detector. Jonah can't decide whether the group is being manipulated by a criminal mastermind or a group of junior James Bonds. The story is fast paced and sure to keep the reader wanting more. Gr. 9-12. Bloomsbury, \$16.95. ISBN 1582346534.

## Senior High Titles

**DINES, Carol** *Queen's Soprano* Inspired by the life of a real court singer in late-17th-century Rome, this historical novel tells of the power struggle between Queen Christina of Sweden and Pope Innocent XI. The pope proclaims that women must not sing in public while Christina, a great patron of music, opens an opera house. Angelica Voglia has the voice of an angel which attracts admirers from artisans to cardinals. Her mother intends to use the girl's gift to secure a wealthy husband thus raising the family's status. To avoid her mother's marriage plans, Angelica runs away to the court of Queen Christina. Rich historical details and Angelica's determination make this a good read. Gr. 9-12. Harcourt, \$17.00. ISBN 0152054774.

**\*DRAPER, Sharon** *Copper Sun* The book deals with a young girl who is taken by slave traders from her village in Africa. This is a compelling account of the life of an African into slavery in the United States. The issue of the white slavery of indentured servants is characterized, too. This is a good book on this issue. Gr. 9-12. Atheneum, \$16.95. ISBN 0689821816.

**EHRENHAFT, Daniel** *Drawing a Blank* Carlton Dunne IV lives in a prep school, feeling isolated from his father who has become so eccentric that he has driven Carlton's step-mom and half-sister away. But when his father is kidnapped in Scotland as part of a feud going back for generations, he must find a way to rescue his father. Part cartoon, part novel, this story is hilariously funny. Gr. 9-12. HarperCollins, \$15.99. ISBN 0060752521.

**FISHER, Catherine** *Darkhenge* Rob's having an awful summer; his younger fourteen-year-old sister is lying in a coma following a riding accident. Nearby is an archeological dig which may hold a key to her recovery. Druids, magic, and ancient ways pave the path for Rob to rescue his sister but not before he faces some hard truths about himself. Gr. 9-12. Greenwillow, \$15.99. ISBN 0060785829.

**FLETCHER, Susan** *Alphabet of Dreams* Mitra and Babak are children of royalty, yet they must hide and live as beggars until Mitra discovers her little brother has a talent for dream interpretation. Soon they are hunted for Babak's talent, but find relative safety traveling in a caravan with the Magi, who are looking for a bright star that has been revealed to them. Gr. 9-12. Atheneum, \$16.95. ISBN 0689850425.

**FOGELIN, Adrian** *The Real Question* Imagine having a dad who is also your guidance counselor and is constantly getting onto you about your SAT scores. While his dad is out of town, Fisher is talked into taking a weekend trip with a drifter, which turns out to be more than he bargains for. As the unexcused absences start piling up, Fisher obsesses about all the things going wrong in this funny, sometimes sad story. Gr. 9-12. Peachtree, \$15.95. ISBN 1561453838.

**GARDEN, Nancy** *Endgame* Gray Wilton is ready for a new start in a new school; he was bullied in his old school and responded violently. Now with a new school he's hoping things will be different. Unfortunately, there is no change and every adult, including his parents, turns a blind eye to his suffering and the result is tragedy. Gr. 9-12. Harcourt, \$17.00. ISBN 0152054162.

**GERAS, Adele** *Ithaka* This book reads of the strong determination of Penelope as she awaits her husband Odysseus, to return home. Chaos erupts as she is forced to contemplate remarriage. Gr. 9-12. Harcourt, \$17.00. ISBN 0152056033.

**GRANT, K.M.** *Green Jasper* This is the middle book of a trilogy in the time frame of the Crusades. England is in turmoil over who will be king. This is a story of two brothers who fight for home, love, and country. Gr. 9-12. Walker, \$16.95. ISBN 0802780733.

**HAUTMAN, Pete** *Rash* The unusual story idea of sports thriller in a satire setting makes this book unique. It is a world gone mad in government controls and regulations. The reader will have many ideas to ponder. Gr. 9-12. Simon & Schuster, \$15.95. ISBN 0689868014.

**HAYDON, Elizabeth** *Floating Island* In this delightful epic fantasy, Ven is ambushed by pirates, lost at sea and near death, rescued by a passing ship and travels to Floating Island. Ven is sent to an inn, run by the captain's wife, which is filled with fascinating boarders—among them a talking cat, fairies, orphans, and a ghost. Gr. 7-12. Starscape, \$17.95. ISBN 0765308673.

**HOFFMAN, Kerry C.** *Easy* Readers might initially be put off by Jessica's sexually acting out behavior at the beginning of the story. However, as they get to know the character, the author's intent becomes clearer in showing how the young girl's

## Senior High Titles

low self esteem and family dynamics have left her feeling unloved. Gr. 9-12. Simon & Schuster, \$15.95. ISBN 1416914250.

**\*HOPKINS, Ellen *Burned*** This is a riveting book written in verse in which a Mormon girl questions her father's brutality toward his wife and children. Pattyn makes terrible choices in her rebellion but has a chance to see another life when she is sent to live with an aunt. This is a can't-put-it-down book. Gr. 9-12. McElderry, \$16.95. ISBN 1416903542.

**\*HUGHES, Dean *Search and Destroy*** This coming-of-age story in 1969 is of a young man out of high school who wants to be a writer. He goes to Vietnam and when he returns his writing reflects those men and their stories. This book is placed on the senior level because the war scenes are graphic. Gr. 9-12. Atheneum, \$14.95. ISBN 068987023X.

**JAFFE, Michele *Bad Kitty*** Sixteen-year-old Jasmine has always wanted to be a police detective, but her father has worried about this career choice. So she gave up a police department internship to come on the family vacation at a posh Las Vegas hotel resort. Jasmine wants nothing more than to be the perfect Hallmark card daughter and has promised to do no detective work. However, when a young boy and his cat are almost murdered in her presence at the pool, Jasmine can't resist helping with the investigation. This is a humorous and exciting book—nothing heavy, but lots of excitement. Gr. 9-12. HarperCollins, \$16.99. ISBN 0060781084.

**JAMES, Betsy *Listening at the Gate*** In this epic of love, identity, and change Kat, an outsider in both her father's and mother's villages, must confront an earthly battle between the two tribes as well as the struggle within herself and with the man she loves. A classic coming-of-age tale. Gr. 7-12. Atheneum, \$16.95. ISBN 0689850689.

**\*JAMES, Brian *Dirty Liar*** After escaping from a bad situation with his mother and her abusive boyfriend, Benji moves in with his father, stepmother, and half-sister. Benji hangs out with the other losers in his new high school until he meets a girl that makes him yearn for a normal life. When his stepmother reads his journals and finds out the horror his previous life entailed, the healing process begins. Gr. 9-12. Push, \$16.99. ISBN 0439796237.

**JOHNSON, Catherine *Face Value*** Told in alternating chapters, "Lauren Now," "Nessa Then," this book explores the glamour and beauty of the London fashion scene. Up-and-coming models experience that world as well as the underworld of people trying to lure them in with money, parties, and designer clothes. Gr. 9-12. Walker, \$16.95. ISBN 080278920X.

**JOHNSON, Harriet M. *Accidents of Nature*** Jean, a girl with cerebral palsy, is mainstreamed at a regular school. Her first exposure to other handicapped young people comes at Camp Courage, or "Crimp Camp" as her new friend Sara calls it. Sara presents a very different perspective about the life of a handicapped person. Gr. 9-12. Henry Holt, \$16.95. ISBN 0805076344.

**KERR, M.E. *Your Eyes in Stars*** The time is 1934, the place is Germany, and the story is about how little we really know about events and people around us. Great details on the time period make the reader question what really happened to Elisa. Is what we know or think we know really the truth? Gr. 9-12. HarperCollins, \$15.99. ISBN 0060756829.

**KLAUSE, Annette *Freaks: Alive on the Inside*** In 1899, anyone with a deformity is known as a freak. Fourteen-year-old Abel is not but his parents are. He runs away and rescues mistreated freaks and forms a new community. Very unusual setting makes this story of respect and affection a novel reading experience. Gr. 9-12. McElderry, \$16.95. ISBN 068987037X.

**\*KRECH, Bob *Rebound*** Polish boys do not play basketball they wrestle. But Ray is different. This book shows racial conflict and prejudices in a teen way. The book has realistic basketball scenes which will help those who are reluctant to read. Gr. 9-12. Marshall Cavendish, \$16.99. ISBN 0761453199.

**LAVENDER, William *Aftershocks*** Jessie, daughter of a prominent San Francisco physician, searches the streets of Chinatown for answers when a chance encounter reveals a shocking secret. Story of family, love, and history. Gr. 7-12. Harcourt, \$17.00. ISBN 0152058826.

**LEAVITT, Martine *Keturah and Lord Death*** Keturah follows a stag into the forest and meets Lord Death. Because she doesn't want to die she bargains with him and as a result changes her life and her entire village as she seeks her one true love

## Senior High Titles

to escape Lord Death and the bargain she has struck. Romance & adventure! Gr. 9-12. Front Street, \$16.95. ISBN 1932425292.

**LIPSYTE, Robert** *Raiders Night* In his senior year, Matt has finally achieved his dream of being captain of his high school football team. When a talented new boy moves to town and tries out, one of Matt's friends feels threatened, leading to a horrible hazing incident which Matt feels partially responsible for, not to mention his father is micromanaging the team, he's using steroids, and having girlfriend problems. Gr. 9-12. HarperCollins, \$16.99. ISBN 0060599472.

**LOWELL, Pamela** *Returnable Girl* Abandoned by her drug and alcoholic mom at age 11, Ronnie has been in a succession of foster homes. She is currently living with a child psychologist who wants to adopt her. Ronnie is torn by her desire to be reunited with her mother and brother. In middle school she has been accepted by the in crowd which puts her on the outs with her self-destructive neighbor. The challenges Ronnie faces help her to grow as a person and to make a choice to begin to heal. It is well-written without banal. Gr. 9-12. Marshall Cavendish, \$16.99. ISBN 0761453172.

**MACKALL, Dandi D.** *Eva Underground* In 1978 Eva Lott finds her normal life in a comfortable Chicago suburb uprooted when her father moves them to Communist Poland to help with a radical underground movement. Everywhere she goes the government is watching. Gr. 7-12. Harcourt, \$17.00. ISBN 0152054626.

**MARKS, Graham** *Missing in Tokyo* When his sister disappears while on a round the world trip with a friend, Adam gets tired of the inability of anyone to find answers. Finally he takes matters into his own hands, taking an ill conceived trip to Tokyo to track down his sister's traveling companion and get answers. He is befriended by a cute Japanese girl, whom he unwittingly puts in danger when they tangle with the Japanese mob. Gr. 9-12. Bloomsbury, \$16.95. ISBN 158234907X.

**MORANVILLE, Sharelle B.** *A Higher Geometry* This is a great picture of life in the 1950s when girls were expected to get married and raise a family even if they had great talent as did Anna. Her ability in math enable her to win a state-wide contest to get a college scholarship, but will she be allowed to use it? A well-written book with love interest, expectations, and loss. Gr. 9-12. Henry Holt, \$16.95. ISBN 0805074708.

**MORIARTY, Jaclyn** *Murder of Bindy MacKenzie* The story of Bindy at a private school in Australia is told through emails, memos, etc. Humor and suspense make the story very readable. The ending will capture new readers to wanting more books from this author. Gr. 9-12. Arthur A. Levine, \$16.99. ISBN 0439740517.

**\*MOSES, Shelia P.** *The Return of Buddy Bush* This is a sequel to *The Legend of Buddy Bush*. A young girl tells the story of her uncle hiding in Harlem after being accused of raping a white woman. Gr. 9-12. McElderry, \$15.95. ISBN 0689874316.

**NAYLOR, Phyllis Reynold** *Alice in the Know* Alice continues growing up in the 21st book of the *Alice* series as she relates the events of the summer before her junior year in high school. As always, Naylor doesn't shy away from tough issues facing teens—humiliation in being tricked into revealing personal info on the computer, being fired from her summer job because of a mistake, defending her friends, dealing with a friend with cancer, etc. It's another winner. Gr. 9-12. Atheneum, \$15.95. ISBN 0689870922.

**NICHOLSON, William** *Seeker* The first in a series, Seeker is a boy who is supposed to become a teacher on the island, Anacrea, but he wants to become a Nomana, the Noble Warriors who protect the god, Nom. His brother is a Noble Warrior so Seeker rebels and goes to the monastery only to see his brother disgraced and sent into exile. This starts a chain of events in which Seeker and the friends he encounters along the way are the only ones to vanquish the powers who want to destroy Nom. A definite winner. Gr. 9-12. Harcourt, \$17.00. ISBN 0152057684.

**\*NOLAN, Han** *Summer of Kings, A* Esther begins to struggle with the bitterness between her gifted well-to-do family and the African-American childhood friend of her mother's. In 1963, the march on Washington, D.C. highlights this time of unrest. Esther deals with these differences with humor and a genuine need to be responsible. Gr. 9-12. Harcourt, \$17.00. ISBN 0152051082.

**OATES, Joyce Carol** *After the Wreck* Jenna, 15, believes that she caused the auto accident that killed her beloved mother and after rehab is sent to live with her maternal aunt. Life is hard for Jenna; she gets mixed up with the wrong friends and

## Senior High Titles

makes stupid choices. However, there is one of her new "bad news" friends who helps her. This is sure to be popular. Gr. 9-12. HarperCollins, \$16.99. ISBN 0060735252.

**OPPEL, Kenneth** *Skybreaker* Following up on his award-winning book, *Airborn*, Oppel gives us the further adventures of young Matt Cruse, who dreams of someday piloting his own airship. Soon he, his girlfriend, a Gypsy girl, and a captain and his crew are on the adventure of a lifetime, trying to track down and salvage an airship that has been lost for forty years. Gr. 9-12. HarperCollins, \$16.99. ISBN 0060532270.

**OWEN, James A.** *Here, There Be Dragons* Three strangers board the ship, Indigo Dragon, where they must learn to overcome their fears and trust in one another if they are to defeat the dark forces that threaten the destiny of two worlds. A journey of myth, magic, and mystery. Gr. 7-12. Simon & Schuster, \$17.95. ISBN 1416912274.

**PAUL, Dominique** *The Possibility of Fireflies* After the divorce, Ellie's mother retreats and her sister acts out. One always reads of drugs, casual sex, and fire but not stated in a graphic way. Ellie learns to turn to those who can give her the support she needs. Good book to show that one does not have to follow the destructive path of others. Gr. 9-12. Simon & Schuster, \$15.95. ISBN 1416913106.

**\*PFEFFER, Susan B.** *Life as we Knew It* Miranda and her family are in survival mode after an asteroid hits the moon and forces it nearer earth resulting in a change of gravitational pull which changes tides and weather patterns. Miranda's journal keeps us on edge as we see how she and her family cope with the mounting difficulties of deprivation and danger. This is excellent in every way! Gr. 9-12. Harcourt, \$17.00. ISBN 0152058265.

**\*PLUM-UCCI, Carol** *The Night My Sister Went Missing* At a senior party on the broken pier that the police have warned kids to stay off of, there are shots fired and Kurt's sister, Casey, disappears in the ocean. Where is Casey? Who fired the gun? What secrets are being concealed. This is an excellent portrayal of group dynamics and human nature in crisis. Gr. 9-12. Harcourt, \$17.00. ISBN 0152047581.

**\*PRICE, Charlie** *Dead Connection* In this high school mystery it is the suspense that surrounds three teenagers in a story about the disappearance of Nikki Parker, cheerleader, that causes the conflict. A teenage loner Murry finds comfort in visiting with the dead in the cemetery. The unusual setting keeps the reader guessing in more ways than one. Gr. 8-12. Roaring Brook, \$16.95. ISBN 1596431148.

**RALLISON, Janette** *It's a Mall World After All* Though Charlotte's intentions are good, trying to find out if her best friend's boyfriend is cheating on her, the way she goes about it is one social disaster after another for the heroine in this story. Laugh-out-loud funny especially for someone who can identify with the embarrassing mishaps that befell her. Gr. 9-12. Walker, \$16.95. ISBN 080278853X.

**REEVE, Phillip** *Infernal Devices* The third installment of the series that began with *Mortal Engines*, this book finds Wren becoming a captive, a slave, and then the bait that leads Tom and Hester back into perilous waters. Gr. 7-12. HarperCollins, \$12.99. ISBN 0439963923.

**RENNISON, Louise** *Startled by his Furry Shorts* The seventh in the Georgia Nicolson series offers the same embarrassing parents, annoying little sister, diabolical cats, and inaccessible boys. Georgia is a reluctant participant in a school production of Macbeth. Massimo, the gorgeous Italian is playing hard to get. Georgia is beginning to realize that the grass might be greener closer to home. This book will be requested by the teens who have read the previous books and will want to see what trouble she gets into next. Gr. 9-12. HarperCollins, \$16.99. ISBN 0060853840.

**RICHARDS, Justin** *The Death Collector* The setting for this book is 19th century Victorian England. Robot dinosaurs have been invented to terrorize London. Four unusual people will join together to fight against this industrialist invention. Gr. 9-12. Bloomsbury, \$16.95. ISBN 1582347212.

**ROBERTS, Judson** *Viking Warrior, Strongbow Saga Book I* How does a teen become a warrior? In this first of a series, one finds the ways to accomplish this very thing. The story is graphic in blood and gore but gives an accurate look at the way of life in the Dark Ages. Very good historical fiction. Gr. 9-12. HarperCollins, \$16.99. ISBN 006079996X.

## Senior High Titles

**SCHUTZ, Samantha** *I Don't Want to be Crazy* This is a book of poems about a college freshman girl's feelings of alienation and detachment during her freshman year in college. Her condition turns into a panic disorder and everything seems quite bleak. However, the book gives a hopeful portrait of such a debilitating condition. Gr. 9-12. Push, \$16.99. ISBN 043980518X.

**SHUSTERMAN, Neal** *Everlost* When Allie and Nick are both killed in the same car accident, they find themselves in a place called Everlost, not quite heaven or hell, and not quite dead. The two have many interesting adventures trying to navigate this strange new world they've found themselves in. Gr. 9-12. Simon & Schuster, \$16.95. ISBN 0689872372.

**SIMMONS, Michael** *Vandal* Will might seem like a typical teenager, but two things set him apart: he plays in a band with men who portray the rock group KISS, and he has an unstable brother with a history of explosive behavior. Despite all the weird and violent things his brother has done in the past, Will offers him a job as a roadie for the band, which sets into motion a tragic mishap. Gr. 9-12. Roaring Brook, \$16.95. ISBN 1596430702.

**\*SWEENEY, Joyce** *Headlock* Kyle Bailey pursues his dream of becoming a WWE superstar by enrolling in a school for professional wrestlers. He shows promise and after graduation lands a beginner's role in an established routine. On the brink of fulfilling his dream, the teen has to give up his fledgling career to care for his grandmother, who raised him after his mother abandoned him. The book focuses mainly on Kyle's relationships with his mother, grandmother, and older girlfriend. The resolution is a little too pat and glib but most readers will find the book a satisfying read. Gr. 9-12. Henry Holt, \$16.95. ISBN 080508018X.

**TRUEMAN, Terry** *No Right Turn* When Jordan's world is turned upside down after the suicide of his father, he begins to isolate himself. But when his mother begins to date again, the new boyfriend has a Corvette. Telling the rest of the story in first person gives an insight into the feelings and behaviors that Jordan experiences. Gr. 9-12. HarperCollins, \$15.99. ISBN 0060574917.

**VAIL, Rachel** *You, Maybe* This is the story of fiercely independent Josie who does not care what anyone thinks about her, especially guys. Then Carson Gold, the hottest senior, decides he is interested in her, and Josie's world changes drastically. Gr. 7-12. HarperCollins, \$15.99. ISBN 0060569174.

**VRETTOS, Adrienne** *Skin* Issues of how one sees oneself, eating disorders, and the relationship between brother and sister make this book relevant to high school readers. Gr. 9-12. McElderry, \$16.95. ISBN 141690655X.

**WAITE, Judy** *Forbidden* Elinor and her friends are members of a cult called the True Cause. She doesn't question the lifestyle her mother brought her into years before, or that she is one of the Chosen, who will become one of the brides of the elderly founder. While selling religious tracts in the nearby English town, she meets a young man that makes her question her long held beliefs. Gr. 9-12. Atheneum, \$16.95. ISBN 0689876424.

**WALLACE, Karen** *The Unrivalled Spangles* Ellen, 16, has always been in the circus in 19th century England; she's part of a horse-riding act with her sister. But she wants something more—to be a governess. However, after her sister dies trying a risky trick and her father is badly burned, Ellen is forced to re-think her goals. Gr. 9-12. Atheneum, \$16.95. ISBN 1416915036.

**WESTERFELD, Scott** *Specials* This is the final book in a trilogy. The book deals with the issues of conformity and brainwashing to achieve an easy going world. The futuristic setting with hoverboards and super skills give it that fast paced, modern outlook. Those who read *Uglies* and *Pretties* will be awaiting this one, too. Gr. 9-12. Simon & Schuster, \$15.95. ISBN 0689865406.

**WITTLINGER, Ellen** *Blind Faith* Liz has always felt closer to her grandmother, Bunny, than her mother, but when Bunny dies, Liz's mother slips into a deep depression, shutting Liz out even more than normal. When Liz's mother turns to a new age spiritual church to try to communicate with Bunny, the family disintegrates, leaving Liz to deal with a life that is spinning out of control. Gr. 9-12. Simon & Schuster, \$15.95. ISBN 1416902732.

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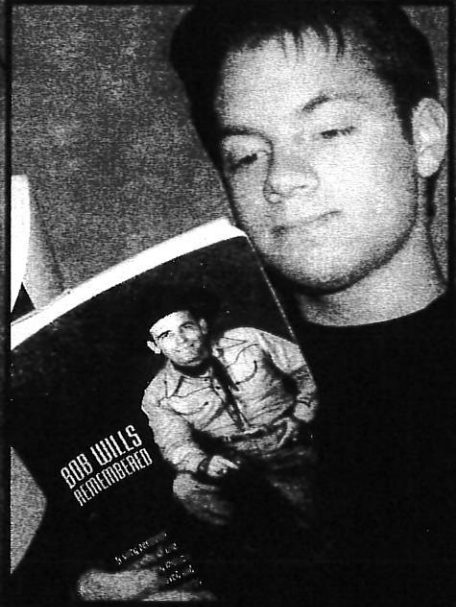
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Join teenaged musicians like Chase Foster in celebrating music and reading. Chase is a Western Swing-inspired musician and songwriter from Winfield.

KNEA's Read Across Kansas campaign encourages adults to pick up a book and read with a child. For more about this outstanding literacy program, go to [www.knea.org](http://www.knea.org).



Kansas National Education Association  
715 SW 10<sup>th</sup> Avenue • Topeka, KS 66612-1686  
(785) 232-8271 • (800) 432-3573 • Fax: (785) 232-6012  
[www.knea.org](http://www.knea.org)

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**Summary of Legislative Post Audit Teacher Shortage Findings for  
House Education Committee  
March 1, 2007**

These findings come from our July 2006 school district performance audit, *K-12 Education: Reviewing Issues Related to Developing and Retaining Teachers and School Principals*. The full report can be downloaded from our website (<http://kslegislature.org/postaudit/>) or you call us at 296-3792 to request a copy.

**Extent of Teacher Shortages in Kansas**

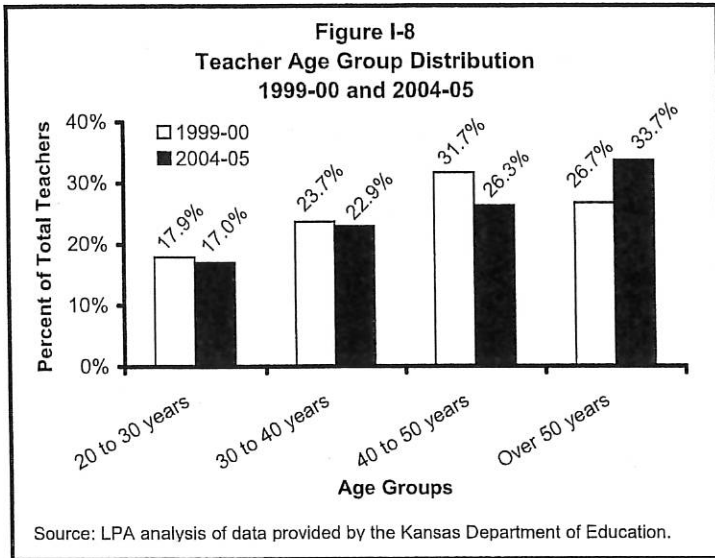
1. **In 2005-06, almost 6% of the nearly 34,000 teaching positions Statewide weren't filled by a fully qualified teacher. [page 6]**
  - This was primarily due to teachers teaching "out-of-field" (5.4% of all positions), rather than actual vacancies (only 0.5% of all positions).
2. **Teacher shortages are worst for high-poverty districts, districts in southwest Kansas, and for special education teachers. [page 7]**
  - High-Poverty Districts (at least 45% free-lunch students) – 8.6% of all positions are under-filled.
  - Southwest Kansas – 8.5% of all positions are under-filled.
  - Special Education – 17.2% of all positions are under-filled (including 2.3% that are completely vacant).

**Characteristics of Teacher Turnover**

3. **About 3,000 teachers, or 8.8% of the total teaching force, leave the public school system each year. [page 10]**
  - About 2% of the teachers retire each year.
  - Almost one-third of all Kansas teachers leave within their first three years of teaching (which is consistent with national trends).
  - Teacher attrition is worse for districts with high poverty (almost 10%).
4. **About 2,500 teachers, or 7.5% of all teachers, move within the school system each year. [page 11]**
  - Teachers tend to move from western Kansas to eastern Kansas
  - Teachers tend to move away from rural and high-poverty districts.

**Trends in the Availability of Teachers**

5. **The number of teachers who will be eligible for retirement will increase in the near future. [page 12]**
  - The share of teachers over 50 years of age increased from 27% in 1999-00 to 34% in 2004-05 (see attached Figure 1-8).
  - Almost 24% of all teachers will be eligible to retire in the next five years (see attached Figure 1-9).
6. **The number of potential new teachers hasn't increased significantly over the last six years. [page 14]**
  - The number of students earning a bachelor's degree in education from a Regent's institution increased only slightly from 1999-00 (1,200 graduates) to 2004-05 (1,347 graduates). (see attached Figure 1-11)
  - The number of new licenses issued by the Department of education has remained flat over the last six years (about 3,000 new licenses per year). (see attached Figure 1-11)



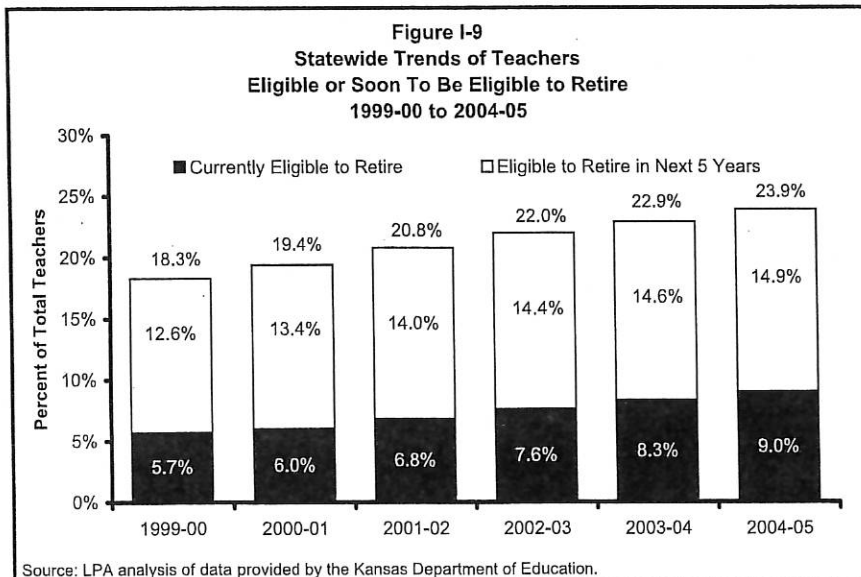
The share of teachers over 50 years of age increased from 27% in 1999-00 to 34% in 2004-05. Using data from the Department of Education, we grouped teachers in Kansas school districts into four separate age groups, and calculated the share of the teaching population that fell into each group. *Figure I-8* compares the age distribution of teachers in 2004-05 to the distribution in 1999-00.

As the figure shows, the share of teachers who are over 50 years of age has grown significantly, while the other age groups declined. In 2004-05, about

one in three teachers was over the age of 50, compared with just one in four in 1999-00.

**Almost 24% of all teachers will be eligible to retire in the next five years.** Kansas teachers are part of the Kansas Public Employee Retirement System and generally can retire with full benefits when their combined age and years of experience reaches 85 retirement points. Using the teacher data containing age and experience, we calculated the number of retirement points teachers had earned to estimate the future impact of teachers retiring.

The results of this analysis for each of the past six years are summarized in *Figure I-9*. In 2004-05, 9% of all teachers had accumulated 85 or more points and were already eligible to retire.



Almost 15% of all teachers had between 75 and 85 points, and will be eligible to retire within the next five years. These two groups have steadily increased over the past six years from 18% in 1999-00 to 24% in 2004-05.

The reader should be aware of some important limitations to this analysis. First, many districts have established early retirement incentive programs to help reduce staffing levels or reward teachers for years of service. We weren't able to factor in how

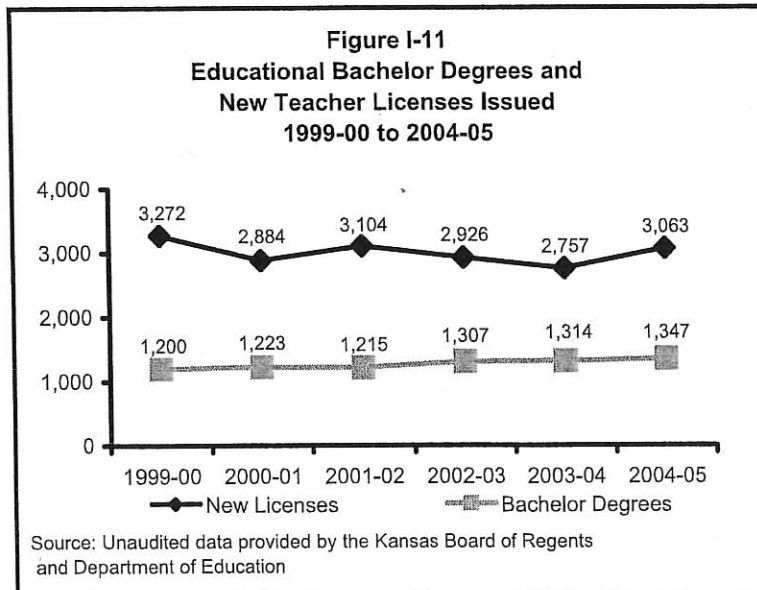
2-2

We weren't able to evaluate how many teachers are available from each of these sources. For example, it's difficult to know how many teachers in other states are likely to move to Kansas. However, we were able to assess the number of new education graduates who come from Kansas universities, and indirectly measure the supply of new teachers by looking at the number of new teaching licenses granted by the Department of Education each year.

**The number of students earning bachelor's degrees in education has increased slightly over the past six years.** Data from the Kansas Board of Regents indicates that the number of education bachelor degrees awarded by the six State universities increased from 1,200 to 1,347 over the past six years, as shown in *Figure I-11*. This increase is due in large part to an increase of elementary teacher education majors (from 656 to 792); all other majors remained relatively steady.

Students also earn education degrees from the State's private colleges. According to officials from the Kansas Independent College Association, about 430 students received a bachelor's degree in education from 15 private colleges between July 1, 2004 and June 30, 2005. Information for previous years wasn't available from the Association.

Survey data from four State universities (Kansas University, Kansas State University, Emporia State University, and Wichita State University) over the past five years shows that about 16% of education graduates leave the State. Education professionals told us that many graduates who leave are originally from another state.



The Department of Education issued about 3,000 new teaching licenses each of the last six years. As *Figure I-11* shows, the new licenses issued varies by year, and shows no significant trend over time.

The Department of Education issued about 3,000 new teaching licenses each of the last six years. As *Figure I-11* shows, the new licenses issued varies by year, and shows no significant trend over time.

2-3



LEGISLATURE OF KANSAS

**LEGISLATIVE DIVISION OF POST AUDIT**

800 SOUTHWEST JACKSON STREET, SUITE 1200  
TOPEKA, KANSAS 66612-2212  
TELEPHONE (785) 296-3792  
FAX (785) 296-4482  
E-MAIL: lpa@lpa.statc.ks.us

July 5, 2006

To: Members, Legislative Post Audit Committee

Senator Les Donovan, Chair  
Senator Anthony Hensley  
Senator Nick Jordan  
Senator Derek Schmidt  
Senator Chris Steineger

Representative John Edmonds, Vice-Chair  
Representative Tom Burroughs  
Representative Peggy Mast  
Representative Bill McCreary  
Representative Tom Sawyer

This report contains the findings and conclusions from our completed performance audit, *K-12 Education: Reviewing Issues Related to Developing and Retaining Teachers and School Principals*.

The report also contains appendices showing survey results of Kansas principals on teacher attrition, Kansas teacher migration information, and average teacher salaries and rankings of all 50 States and the District of Columbia.

We would be happy to discuss the findings presented in this report with any legislative committees, individual legislators, or other State officials.

Barbara J. Hinton  
Legislative Post Auditor

House Education Committee  
Date: 3-1-07  
Attachment # 3-1

### Get the Big Picture

Read these Sections and Features:

1. **Executive Summary** - an overview of the questions we asked and the answers we found.
2. **Conclusion and Recommendations** - are referenced in the Executive Summary and appear in a box after each question in the report.
3. **Agency Response** - also referenced in the Executive Summary and is the last Appendix.

### Helpful Tools for Getting to the Detail

- In most cases, an “**At a Glance**” description of the agency or department appears within the first few pages of the main report.
- **Side Headings** point out key issues and findings.
- **Charts/Tables** may be found throughout the report, and help provide a picture of what we found.
- **Narrative text boxes** can highlight interesting information, or provide detailed examples of problems we found.
- **Appendices** may include additional supporting documentation, along with the audit **Scope Statement** and **Agency Response(s)**.

# EXECUTIVE SUMMARY

LEGISLATIVE DIVISION OF POST AUDIT

## Overview: National Teacher Turnover Rates and Areas With Teacher Shortages

**About 16% of all teachers change jobs each year.** At the national level, ..... page 3  
half of all turnover is caused by teachers who move between schools, while  
the other half is caused by teachers who leave the profession entirely.  
According to the education literature, attrition among younger teachers is  
an especially large problem, with one out of every three teachers leaving  
the profession within their first three years of teaching.

**Shortages of qualified teachers exist for certain subjects and in** ..... page 4  
**certain types of schools.** Subjects such as vocational education and  
math are harder to fill with qualified teachers than others. In addition,  
schools with high poverty have greater turnover than schools with low  
poverty (20% and 13%, respectively), which means they have a higher  
proportion of positions to fill each year.

## Question 1: To What Extent Does Kansas Have a Teacher Shortage, And Why?

**Statewide, almost 6% of all teaching positions are vacant or not filled** ..... page 6  
**by a fully qualified teacher.** Since 1999-00, total demand for teachers  
has remained steady at about 34,000, but there have been shifts in the  
types of teachers needed and in the locations where they're needed.  
Kansas' teacher shortage is characterized primarily by teachers who teach  
"out-of-field" (5.4% of the total), rather than actual vacancies (0.5%). Out-  
of-field teachers are those who don't have a valid teaching license or the  
proper teaching endorsement for their assignment.

**Teacher shortages are worse in certain regions and types of districts,** ..... page 7  
**and for certain subjects.** The most severe teacher shortages are in high-  
poverty districts, where 8.6% of all teaching positions are vacant or filled by  
teachers who are teaching out-of-field. Regionally, southwest Kansas has  
the greatest shortages (8.5%). Teacher shortages are worse for certain  
subjects, such as special education (17.2%) and foreign language (11.2%).  
Finally, teacher shortages are greater for high schools (8.1%) than for  
middle schools (4.8%) and elementary schools (4.0%).

**About 16% of all Kansas teachers change jobs each year.** ..... page 10  
Almost 9% of Kansas teachers leave the public school system, while more than 7%  
move between schools each year. Teacher attrition is worst among high-  
poverty districts, where the attrition rate is nearly 10% compared to other  
districts at 8%. Teachers who change districts tend to move from west to  
east, and away from rural and high-poverty districts. Other than retirement,  
principals most frequently cited non-work-related factors as reasons for  
why teachers move or leave.

**The number of teachers who will be eligible for retirement will increase in the near future.** *The share of teachers over 50 years of age increased from 27% in 1999-00 to 34% in 2004-05, and almost 24% of all teachers will be eligible to retire in the next five years. Northwest Kansas has the highest share of teachers who are or will be eligible for retirement in the next few years (29%), which is likely to worsen the current teaching shortages in that region.* ..... page 12

**The number of potential new teachers hasn't increased significantly over the last six years.** *The number of students earning bachelor degrees in education has increased slightly over the past six years—from 1,200 to about 1,350—while the number of new teaching licenses the Department of Education issues has remained flat at about 3,000 licenses per year.* ..... page 14

*Because of the large amount of data presented in this question, **Figure I-12** on page 16 provides a summary of the major findings concerning teacher shortages, turnover, age, retirement, and supply.*

**Question 1 Conclusion** ..... page 16

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**Question 2: How Do Kansas Teacher Salaries Compare With Other States, And What Does the Research Literature Show About the Relationship Between Statewide Salary Levels and Student Outcomes?**

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**In 2004-05, Kansas' teacher salaries ranked 33rd nationally after adjusting for regional cost differences.** *Kansas' average teacher salary rank peaked at 23rd in 1998-99 and 1999-00, but fell to 32nd by 2003-04. Kansas' teacher salary ranking may improve in future years because of the significant funding increases passed during the 2005 and 2006 legislative sessions.* ..... page 17

**Kansas' starting salaries rank 6th nationally, but salaries for experienced teachers rank only about 36th.** *This may indicate that the long-term earning potential for Kansas teachers is limited.* ..... page 19

**Kansas' average teacher salary ranked in the middle of 10 competing states in 2004-05.** *Among those competitor states, California ranked first and Texas ranked last. However, select cities from Texas paid much higher teacher salaries than metropolitan areas of Kansas.* ..... page 20

**Annual salaries for teachers are low compared to similar professions, but hourly pay is comparable.** *Nationally, the annual salary for new teaching graduates of \$29,733 is the lowest among 12 types of bachelor degrees. In the Kansas City area, teachers' hourly wages of about \$30 per hour are competitive with professions that have similar education requirements.* ..... page 21

**Researchers have found a positive relationship between salaries and retention, but not between salaries and student performance.** ..... page 22  
*While increasing teacher salaries appears to increase teacher retention, those findings should be interpreted with caution because researchers also have found that other factors—such as working conditions—may have a stronger effect on retention, and using salaries to reduce attrition may be very costly. Researchers haven’t found a strong association between teacher salaries and student performance, because of the complexity of the relationship and other methodological problems that make it difficult to study.*

**Question 2 Conclusion** ..... page 25

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**Question 3: What Are the Best Practices for Attracting, Developing, and Retaining High-Quality Teachers and School Principals In Different Types of School Districts?**

---

**To attract teachers, the literature cites the following four best practices:**

- Improve salary and benefits by raising beginning salaries, restructuring salary schedules, paying health insurance, and increasing retirement benefits. .... page 27
- Offer or improve other financial incentives, such as providing signing bonuses, tax credits, on-site day care, and housing aid.
- Use innovative recruitment strategies, such as implementing “grow-your-own” teacher programs, partnering with universities, and aggressively marketing the teaching profession.
- Reduce barriers to becoming a teacher by streamlining the hiring process and allowing alternative licensing options.

**To improve teacher retention, the literature cites the following three best practices:**

- Create high-quality preparation and transition programs by requiring education students to go through hands-on programs in diverse settings, and by implementing mentoring programs for new teachers. .... page 32
- Improve teacher working conditions by allowing teachers more autonomy within their classroom and by promoting interaction among teachers.
- Increase earning potential by increasing maximum salaries and offering longevity bonuses.

**To develop teachers, the literature cites the following three best practices:**

- Commit adequate resources to professional development by earmarking funds for training, paying advanced education training costs, and offering more time for development. .... page 35
- Provide targeted professional development by linking development to assessments and by giving schools greater control over professional development.



- *Provide a variety of professional development opportunities such as conferences, in-house training, and using technology to facilitate development.*

**To attract principals, the literature cites the following three best practices:**

- *Use innovative recruitment strategies such as building partnerships with universities, providing field-based internships, or using “grow-your-own” principal strategies.* ..... page 37
- *Provide financial incentives including higher salaries, tax credits, and relocation assistance.*
- *Reduce barriers to becoming a principal by allowing candidates who demonstrate the appropriate skills to become a principal, even if they don’t have any teaching experience.*

**To develop principals, the literature cites the following three best practices:**

- *Provide practical training, such as training on budgets, case studies, and problem-solving.* ..... page 37
- *Include opportunities for peer support and leadership coaching, such as support groups, training with peer principals, and supervisor walk-throughs.*
- *Offer development through a variety of providers, such as outside agencies, university personnel, or national conferences.*

**Question 3 Conclusion** ..... page 39

**APPENDIX A: Scope Statement** ..... page 40

**APPENDIX B: Kansas Principal Survey on Teacher Attrition** ..... page 41

**APPENDIX C: Kansas Teacher Migration Information** ..... page 46

**APPENDIX D: Comparable Wage Index for All 50 States and the District of Columbia** ..... page 47

**APPENDIX E: Average Teacher Salary Before and After Regional Cost Adjustments** ..... page 48

**APPENDIX F: Bibliography of Research About the Relationship Between Teacher Salary and Student Outcomes and Teacher Retention** ..... page 49

**APPENDIX G: Agency Response** ..... page 50

This audit was conducted by Katrin Osterhaus, Allen Bartels, Dan Bryan, and Heidi Zimmerman. Scott Frank was the audit manager. If you need any additional information about the audit’s findings, please contact Ms. Osterhaus at the Division’s offices. Our address is: Legislative Division of Post Audit, 800 SW Jackson Street, Suite 1200, Topeka, Kansas 66612. You also may call us at (785) 296-3792, or contact us via the Internet at LPA@lpa.state.ks.us.

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## **K-12 Education: Reviewing Issues Related to Developing and Retaining Teachers and School Principals**

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The recently completed Legislative Post Audit education cost study included an examination of how teacher salaries vary in different parts of the State. Because that study didn't assess the overall level of teacher salaries, members of the 2010 Commission expressed an interest at their January 2006 meeting in knowing how Kansas teacher salaries compare with other states, when adjusted for such things as cost of living. Specifically, they expressed concerns that salaries in Kansas may not be sufficient to attract enough quality individuals to the teaching profession or to compete with other states. Members wanted to know what effect increasing salaries might have on the quality of teachers in the State, and ultimately, how that might affect student educational outcomes.

In addition, several members expressed concerns about the adequacy of the State's efforts to assist school districts in developing and retaining quality teachers and school principals. There was a particular emphasis on the adequacy of professional development programs to ensure that teachers and principals develop strong leadership skills, learn about new and innovative teaching methodologies, and are retained within Kansas' teacher workforce.

This school performance audit answers the following questions:

- 1. What factors contribute to the shortage of teachers in Kansas?**
- 2. How do Kansas teacher salaries compare with other states?**
- 3. What does the research literature show about the relationship between Statewide salary levels and student outcomes?**
- 4. What are the best practices for attracting, developing, and retaining high-quality teachers and school principals in different types of school districts?**

To answer the first question, we analyzed six years of data from the Department of Education to calculate the total number of teacher positions and vacancies across the State, as well as by various sub-categories. In the same way, we calculated the proportion of teachers who weren't fully qualified for the classes they taught. We also reviewed the past supply of education graduates from Kansas Regents universities, and the number of new teaching licenses issued in the

State. We determined possible future teacher shortages resulting from upcoming retirements based on teacher age and experience. Finally, we surveyed Kansas principals about their perceptions of teacher shortages.

To answer the next two questions, we reviewed teacher salary tables published by several national associations and analyzed the information after adjusting for differences in regional labor costs. We interviewed education professionals to identify states that compete with Kansas for teachers. We talked to officials in these competitor states to gather demographic teacher data in order to help explain salary variances. Finally, we reviewed current research about the relationship between teacher salaries and retention, as well as teacher salaries and student outcomes.

For the last question, we reviewed the literature (including the Standard & Poor's report on the State's "blue ribbon" schools) on strategies to attract and retain teachers and principals, and what's suggested for these professions in terms of professional development. Finally, we interviewed Department of Education staff, and staff within the Kansas Public Retirement System, to determine whether these strategies are already in place in Kansas.

A copy of the approved scope statement for this audit is included in *Appendix A*. For reporting purposes, we've reworded the first question and reported Question 2 and Question 3 together.

In conducting this audit, we followed all applicable government auditing standards, except that we didn't test the computerized vacancy, licensing, and certification data of certified school district personnel obtained from the Kansas Department of Education. Each district self-reports these data to the Department, and there was no way for us to assess the accuracy of the information in the time available during the audit.

Although there's no way to know how accurate these data are, they are all that's available. Thus, the information presented in this report about teacher shortages should be viewed as an indicator, and not as absolute fact. It is unlikely, however, that it is so grossly or systematically inaccurate as to affect our findings and conclusions.

Our findings begin on page 5, following a brief overview on national teacher turnover rates and teacher shortages.

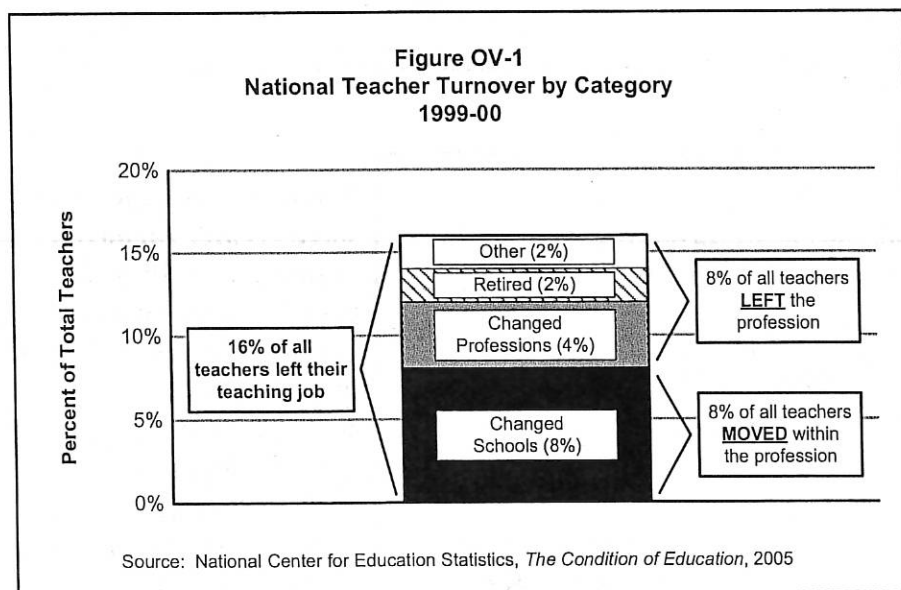
## Overview: National Teacher Turnover Rates and Areas With Teacher Shortages

**About 16% of All Teachers Change Jobs Each Year**

Teacher turnover includes teachers who move from school to school and teachers who leave the profession. Turnover keeps school administrators searching for replacements, and often can have significant financial and student costs. One Texas-based study estimates that the cost of teacher turnover in that state—including hiring and training new teachers and paying for substitutes—is as much as \$2.1 billion a year. Also, student performance is affected by teacher turnover because new and unprepared teachers generally are less effective than experienced teachers.

While very high levels of teacher turnover affect schools negatively, not all teacher turnover is bad. Some amount of turnover can be helpful if it removes those teachers who are less competent and less effective.

**At the national level, half of all turnover is caused by teachers who move between schools, while the other half is caused by teachers who leave the profession entirely.** Each year, teachers enter, leave, and move within the K-12 teacher workforce in the United States. Periodically, the National Center for Education Statistics surveys more than 50,000 public and private school teachers on issues including attrition and mobility. According to the latest survey, based on the 1999-00 school year, the national teacher turnover rate is 16%.



**Figure OV-1** shows the percentage of school teachers in 1999-00 that didn't teach in the same school the following year, and the reason they left their school. As the figure shows, 8% of teachers MOVED to a different school (transferred), while 8% LEFT the teaching profession.

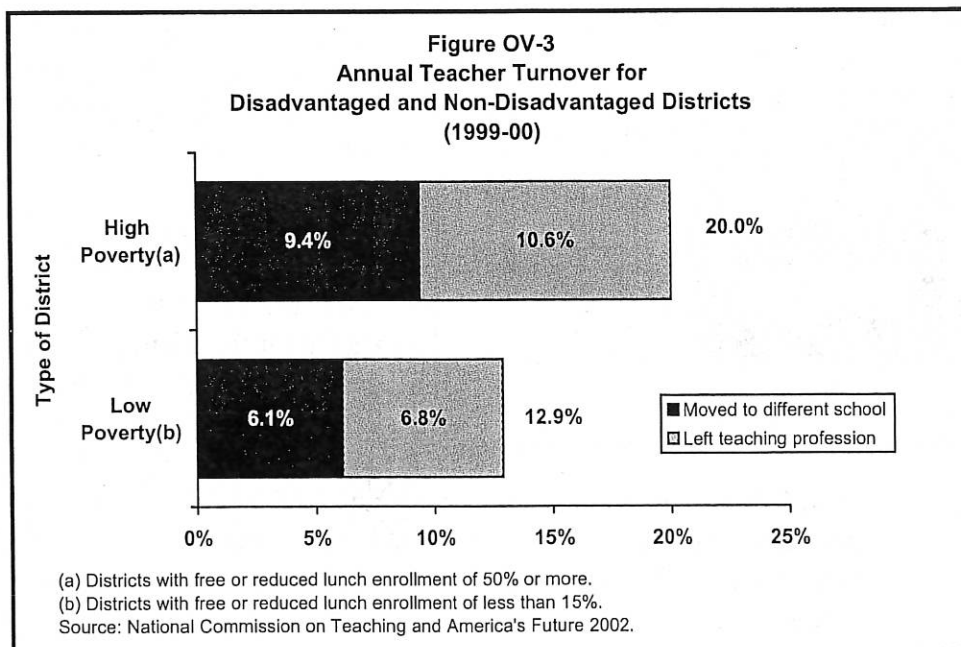
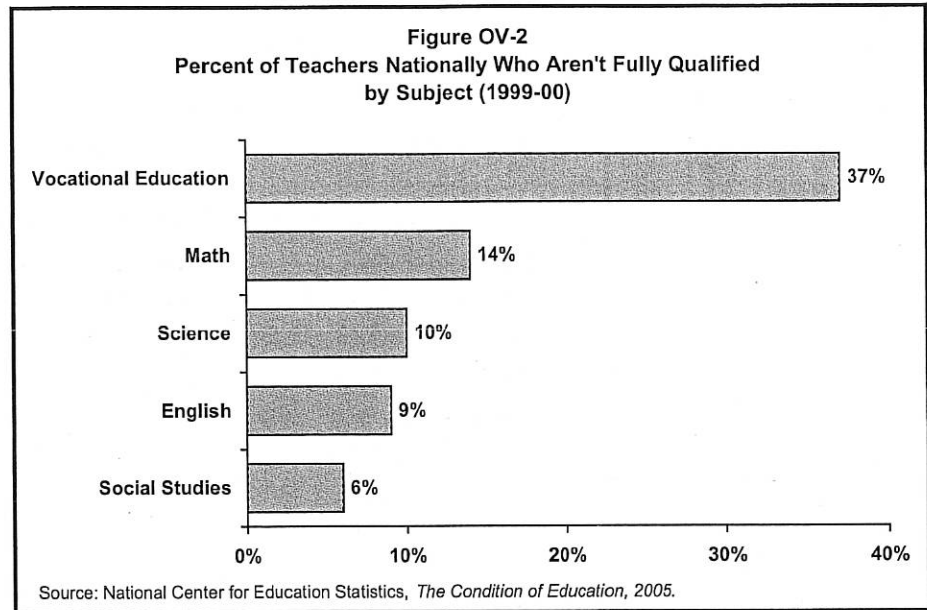
The percent of teachers who retire each year doubled from 1% in 1987-88 to 2% in 1999-00. Retirees now account for about one-fourth of all teacher attrition. **Figure OV-1** also shows that the majority of teachers who leave the profession

do so before retirement. According to the education literature, attrition among younger teachers is an especially large problem, with one out of every three teachers leaving the profession within their first three years of teaching.

**Shortages of Qualified Teachers Exist for Certain Subjects and In Certain Types of Schools**

Nationally, about 16% of all teachers change jobs each year. However, the rate of turnover, and the teacher shortages it may contribute to, can vary significantly for different subjects and different types of schools.

**Subjects such as vocational education and math are harder to fill with qualified teachers than others.** At the national level, about 12% of teachers are teaching subjects or grade levels that they aren't fully qualified to teach. For example, a high school teacher who only has a general science certification isn't considered qualified to teach chemistry. As *Figure OV-2* shows, this is especially problematic in certain subjects, such as vocational education and math.



Schools with high poverty have greater turnover, which means they have a higher proportion of positions to fill each year. *Figure OV-3* compares the national turnover rates for high-poverty and low-poverty public schools in 1999-00. As the figure shows, the annual turnover rate for high-poverty schools is 20%, as compared with only 13% in schools with low poverty.

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## Question 1: To What Extent Does Kansas Have a Teacher Shortage, and Why?

### **ANSWER IN BRIEF:**

*Although only .5% of all teaching positions are left vacant each year, 5.4% of all positions aren't filled by a fully qualified teacher. Teacher shortages are more severe in high-poverty and rural districts, and are worst in the western part of the State. There's a significant shortage of special education teachers – more than 17% of the teachers aren't fully qualified to teach that subject. Each year, approximately 9% of Kansas teachers leave the public school system, with many of them leaving within the first three years of their careers. In addition, about 7% of teachers change schools each year, with many moving from west to east and away from rural and high-poverty districts.*

*Teacher shortages may worsen over the next several years, as the number of teachers who are eligible to retire increases. Over the last six years, the number of potential new teachers hasn't increased significantly. These and related findings are discussed in the sections that follow.*

In this question, we've organized our findings related to teacher shortages into three sections:

- Extent of teacher shortages in Kansas
- Characteristics of teacher turnover
- Trends in the availability of teachers

### **EXTENT OF TEACHER SHORTAGES IN KANSAS**

A teacher shortage exists when there aren't enough qualified teachers available to fill all the positions districts are looking to fill. This is a function of two factors:

- How many teachers do districts need? (DEMAND)
- How many teachers with the necessary qualifications do districts have available? (SUPPLY) This is affected by:
  - ▶ the number of teachers from the previous year
  - ▶ minus the number of teachers who leave
  - ▶ plus the number of new teachers

Having numerous vacancies is an obvious sign of a teacher shortage, but it's not the only one. A shortage also exists when a large number of teachers lack the necessary qualifications for the positions they fill.

***Statewide, Almost 6% of All Teaching Positions Aren't Filled by a Fully Qualified Teacher***

We used teacher certification, assignment, and vacancy data provided by the Department of Education to calculate the total number of teaching positions Kansas school districts tried to fill each year, and the number of those positions that remained vacant or weren't filled by a fully qualified teacher.

**Since 1999-00, total demand for teachers has remained steady, but there have been shifts in the types of teachers needed and in the locations where they're needed.** As *Figure I-1* shows, from 1999-00 to 2004-05 school districts have tried to fill about 34,000 teaching positions each year. But between those years, the number of teaching positions:

- increased by 27% in vocational education and 4% in special education
- decreased by 12% in foreign language and 5% in science

In addition, there's been a geographic shift in the demand for teachers. Again, between 1999-00 and 2004-05, the number of teaching positions:

- increased by more than 2% in northeast and southeast Kansas
- decreased by more than 15% in northwest Kansas, and almost 3% in southwest Kansas

**Kansas' teacher shortage is characterized primarily by teachers who teach "out-of-field," rather than actual vacancies.** Teacher shortages include both positions that remain unfilled and those that are filled by someone who isn't fully qualified to teach the subject. *Figure I-1* shows that in 2004-05, about 5.4% of all positions were filled by a teacher that was teaching "out-of-field." Only .5% of all positions were left vacant.

Teachers are considered out-of-field if they don't have a valid teaching license, or if they haven't earned the proper endorsement for the subject and grade level they're assigned to teach (the teacher licensing requirements in Kansas are more fully explained on page 8). There are three categories of out-of-field teachers, which correspond to those used on the Department's annual Licensed Personnel Report:

- **Licensed teachers who are provisionally qualified** – These teachers have a valid teaching license, are pursuing the proper endorsement for the subject they teach, and have been granted a provisional endorsement or waiver by the Department to teach the subject until they earn the endorsement.
- **Licensed teachers who are unqualified** – These teachers have a valid teaching license but are neither endorsed nor pursuing endorsement for the subject and grade level they teach.

- **Teachers without a license** – These teachers don't have a valid teaching license. According to Department officials, many of these are teachers who have accidentally allowed their licenses to expire.

The number of teachers in each category is summarized in *Figure I-1*, by year. As the figure shows, the percent of teaching positions that are left vacant has remained relatively small at about .5% over the past six years, while out-of-field positions have increased from 4.5% in 1999-00 to 5.4% in 2004-05.

**Figure I-1**  
**Out-of-Field, Vacant, and Fully Licensed Teaching Positions (FTE)**  
**1999-00 to 2004-05**

Year	Out-of-Field Teaching Positions				Vacant	Fully Licensed	Total Teaching Positions
	Provisional	Unqualified	No License	Total Out-of-Field			
1999-00	761 2.3%	637 1.9%	110 0.3%	1,508 4.5%	186 0.6%	31,934 95.0%	33,627 100.0%
2000-01	806 2.4%	711 2.1%	163 0.5%	1,680 4.9%	270 0.8%	32,245 94.3%	34,195 100.0%
2001-02	736 2.2%	628 1.8%	148 0.4%	1,513 4.4%	255 0.7%	32,426 94.8%	34,193 100.0%
2002-03	764 2.3%	585 1.7%	144 0.4%	1,493 4.5%	147 0.4%	31,905 95.1%	33,545 100.0%
2003-04	758 2.3%	782 2.3%	169 0.5%	1,708 5.1%	116 0.3%	31,524 94.5%	33,348 100.0%
2004-05	815 2.4%	839 2.5%	174 0.5%	1,828 5.4%	154 0.5%	31,837 94.1%	33,819 100.0%

Source: LPA analysis of teacher data provided by the Kansas Department of Education.

***Teacher Shortages Are Worse in Certain Regions And Types of Districts, And for Certain Subjects***

To determine whether the shortages of fully qualified teachers are worse in some areas than others, we looked for variations based on different regions of the State, types of districts, and subject areas.

**The most severe teacher shortages are in districts with high poverty.** Many authors in the education literature contend it's more difficult to attract and retain teachers in districts with high poverty or in isolated rural areas with fewer community amenities. To determine if teacher shortages were more severe for these types of districts in Kansas, we categorized all 300 districts into the following three groups:

- Poor districts that reported at least 45% of their students as eligible for the federal free-lunch program in 2005-06. (14 districts)
- Rural districts that have been classified as rural and outside a large metropolitan area by the National Center for Educational Statistics. In cases where a district fit both poor and rural definitions, we classified them as a rural district. (164 districts)
- Other districts that aren't poor or rural. (122 districts)



### Summary of Requirements To Become a Teacher in Kansas

In Kansas, individuals who want to become teachers typically begin with an initial two-year conditional license. To get that license, they must meet the following requirements:

- Hold a bachelor's degree from an accredited college or university
- Complete a Kansas State Board of Education approved teacher preparation program
- Maintain a cumulative GPA of 2.5 on a 4.0 scale
- Pass a content assessment for the subject and grade level they intend to teach (e.g., high school math, elementary education)
- Pass a pedagogy assessment (this tests teaching skills)
- Complete a FBI/KBI background check

When these requirements are met, the teacher receives the two-year conditional license and an endorsement for a particular subject and grade level. If the teacher teaches the subject at the grade level they are endorsed for, that teacher is considered fully qualified.

To continue teaching beyond two years, teachers typically obtain a five-year professional license by completing the Kansas Performance Assessment (a written account of a multiple-week teaching unit in which teachers provide details about their classroom setting, teaching objectives, instructional plan, and assessment plan to demonstrate they can meet State teaching standards). Although it's not required, teachers can choose to earn a 10-year accomplished license, by passing the National Board's advanced performance assessment.

In addition, Kansas allows several other ways to become a teacher, including a restricted license (for mid-career professionals who are completing their education coursework while teaching), a one-year non-renewable license (for individuals who have met all the requirements except the content assessment), a two-year exchange license (for teachers who come from any of eight other states with which Kansas has a reciprocity agreement), and a substitute license (to allow individuals to substitute teach for a limited time period).

**Figure I-2**  
**Summary of Vacant and Out-Of-Field Teaching Positions (FTE)**  
**by Type of District (2004-05)**

District Type	Vacant Positions		Out-of-Field Positions		Total Shortage	
	# of Positions	% of Total Positions	# of Positions	% of Total Positions	# of Positions	% of Total Positions
High Poverty (n=14)	75	0.9%	638	7.7%	713	8.6%
Rural (n=164)	13	0.2%	338	5.6%	350	5.8%
Other (n=122)	66	0.3%	852	4.4%	918	4.7%
<b>Statewide (n=300)</b>	<b>154</b>	<b>0.5%</b>	<b>1,828</b>	<b>5.4%</b>	<b>1,982</b>	<b>5.9%</b>

Source: LPA analysis of data provided by Kansas Department of Education.

The number of vacant and out-of-field teaching positions for 2004-05 are broken down by type of district in *Figure I-2*. As the figure shows, districts with high poverty experienced significantly greater teacher shortages than other types of districts, with almost 9% of their positions either vacant or filled by an out-of-field teacher.

We surveyed 890 principals about teacher vacancies at

their schools, and their perceptions about the causes of teacher shortages. Principals returned 459 valid surveys, for a response rate of 52%. When asked why their school has trouble filling teaching positions, principals from poor districts were much more likely than rural and other districts to cite more difficult working conditions as a problem.

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**Figure I-3  
Summary of Vacant and Out-Of-Field Teaching Positions (FTE)  
by Region (2004-05)**

District Type	Vacant Positions		Out-of-Field Positions		Total Shortage	
	# of Positions	% of Total Positions	# of Positions	% of Total Positions	# of Positions	% of Total Positions
Southwest	24	0.7%	265	7.8%	289	8.5%
Northwest	4	0.2%	131	6.4%	135	6.6%
Northeast	72	0.4%	879	5.2%	951	5.7%
Southeast	54	0.5%	553	4.8%	607	5.2%
<b>Statewide</b>	<b>154</b>	<b>0.5%</b>	<b>1,828</b>	<b>5.4%</b>	<b>1,982</b>	<b>5.9%</b>

Source: LPA analysis of data provided by Kansas Department of Education.

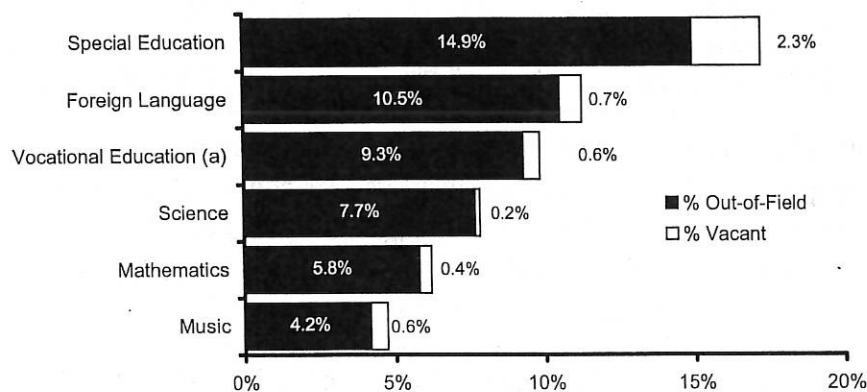
In southwest Kansas, more than 8% of all teaching positions are vacant or filled by teachers who are teaching out-of-field. To determine if the severity of teacher shortages varies in different parts of the State, we grouped all 300 districts into four regions. The results by region are shown in *Figure I-3*. As the figure shows, 8.5% of the teaching positions in the Southwest aren't filled by a fully qualified teacher, compared to the Statewide average of 5.9%.

These results are generally consistent with principals' responses to our survey. Among principals in southwest Kansas, 42% reported leaving at least one position vacant

in the last two years, which was significantly higher than principals in the Northwest (30%), Southeast (25%) and Northeast (23%) regions of the State.

**Teacher shortages are worse for certain subjects such as special education and foreign languages, and for high schools.** As noted in the overview, national trends indicate that teachers for some subjects are in very high demand. We analyzed teacher data for Kansas to determine which subjects were more difficult to fill than others.

**Figure I-4  
Summary of Vacant and Out-of-Field Teaching Positions (FTE)  
by Subject (2004-05)**



(a) This includes teachers assigned to teach family and consumer science, industrial arts, and vocational education.

Source: LPA analysis of data provided by the Kansas Department of Education.

The results by subject are summarized in *Figure I-4*. The worst shortages were in special education, where more than 17% of all positions were either vacant or filled by a teacher who isn't fully qualified. Foreign language teaching positions were next with more than 11% of the positions vacant or under-filled.

These results generally are consistent with the survey responses. Principals cited special education as the most difficult subject to fill, followed

by math, science, vocational education, and foreign language.

*Figure I-4* also shows that almost 15% of all special education positions are filled by teachers who aren't fully qualified. That's because a

significant number of special education teachers are provisionally qualified to teach under waivers granted by the Department. Waivers allow teachers to teach a particular subject while they're in the process of becoming endorsed for that subject. In 2004-05, about 93% of all teaching waivers in Kansas were for special education teachers.

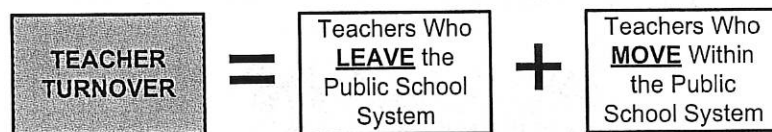
Department officials told us there are many teachers who are endorsed for special education, but choose not to teach it. This contributes to shortages in this area. To address the unmet need, officials told us many school districts encourage current teachers to become special education teachers. Those districts apply to the Department for a waiver so these teachers can begin teaching special education immediately.

In addition to looking at whether teacher shortages are worse for certain subjects, we also analyzed the data to determine whether they vary by school level. We found that in 2004-05, more than 8% of high school teaching positions are either vacant or filled by a teacher who isn't fully qualified. This is significantly higher than for elementary schools (4%) and middle schools (5%).

## CHARACTERISTICS OF TEACHER TURNOVER

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One of the primary causes of teacher shortages is teacher turnover, or the share of total teachers who change jobs in any given year. Total teacher turnover can be viewed as follows:



Teachers who leave the State public school system reduce the overall supply of teachers available to districts. Teachers who move within the public school system can contribute to shortages in specific districts if not enough other teachers move into those districts to satisfy the demand.

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*Each Year, Approximately 9% of Kansas Teachers Leave the Public School System, and Others Move Away From Disadvantaged Districts*

We used the teacher assignment data from the Department and beneficiary lists from the Kansas Public Employee Retirement System (KPERs) to track teachers from one year to the next and identify those who changed schools or left the school system entirely.

**About 3,000 teachers, or 9% of the total teaching force, leave the Kansas public school system each year.** The Statewide turnover data for 1999-00 to 2003-04 are summarized in *Figure I-5*. As the figure shows, almost 9% of all teachers leave Kansas public schools

**Figure I-5  
Statewide Teacher Turnover Information  
1999-00 to 2003-04**

Year	Teachers Leaving Kansas Public Schools			Teachers Moving Between Schools	Total Turnover(a)
	Non- Retirees	Retirees	Total		
1999-00	2,444 7.3%	590 1.8%	3,034 9.1%	2,434 7.3%	5,468 16.4%
2000-01	2,583 7.6%	673 2.0%	3,257 9.6%	2,857 8.4%	6,114 18.0%
2001-02	2,356 6.9%	649 1.9%	3,005 8.9%	2,312 6.8%	5,318 15.7%
2002-03	2,083 6.2%	638 1.9%	2,721 8.1%	2,350 7.0%	5,071 15.2%
2003-04	2,061 6.2%	744 2.2%	2,806 8.4%	2,574 7.7%	5,380 16.2%
<b>Five-Year Average</b>	<b>2,306 6.9%</b>	<b>659 2.0%</b>	<b>2,965 8.8%</b>	<b>2,506 7.5%</b>	<b>5,470 16.3%</b>

(a) may not add due to rounding.

Source: LPA Analysis of data provided by the Kansas Department of Education and Kansas Public Employees Retirement System.

each year, with about 2% retiring. In addition, 7.5% of all teachers move to a different school each year, for a total annual turnover rate of about 16%, which is almost identical to the national rate discussed in the Overview.

Almost one-third of all Kansas teachers leave the public school system within their first three years of teaching. This is consistent with national trends. On the other hand, Kansas' five-year attrition rate is about 36%—significantly less than the national rate of about 50%.

**Teacher attrition is worst among districts with very high poverty.** To determine if turnover was worse in high-poverty districts in Kansas, we analyzed turnover data using the three district types (poverty, rural, and other).

**Figure I-6  
Teacher Turnover Information  
by Type of District (2003-04)**

Type of District	Teachers Leaving Kansas Public Schools			Teachers Moving Between Schools	Total Turnover
	Non- Retirees	Retirees	Total		
High Poverty	561 7.0%	234 2.9%	795 9.9%	983 12.2%	1,777 22.1%
Rural	351 5.8%	136 2.3%	487 8.1%	354 5.9%	842 13.9%
Other	1,149 6.0%	375 2.0%	1,524 8.0%	1,237 6.5%	2,761 14.4%
<b>Overall</b>	<b>2,061 6.2%</b>	<b>744 2.2%</b>	<b>2,806 8.4%</b>	<b>2,574 7.7%</b>	<b>5,380 16.2%</b>

Source: LPA Analysis of data provided by the Kansas Department of Education and Kansas Public Employees Retirement System.

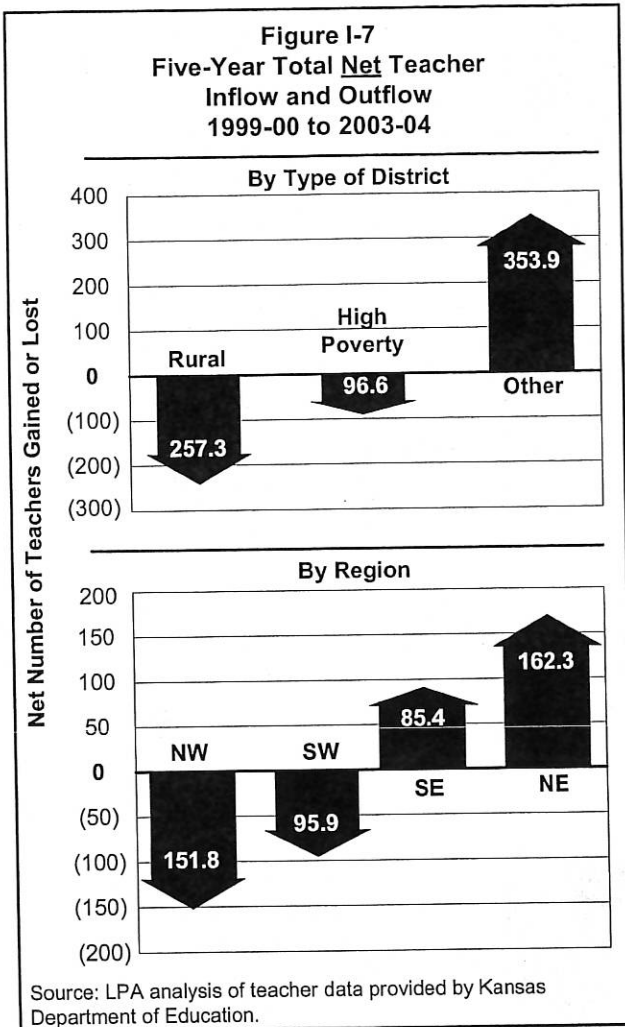
The results are shown in *Figure I-6*. High-poverty districts had the highest percent of teachers leaving the profession – nearly 10%. In addition, high-poverty districts also had the highest percent of teachers moving across schools, more than 12%, for a total turnover rate of more than 22%.

**Teachers who change districts tend to move from west to east, and away from rural and high-poverty districts.** Each year about 2,500 teachers change schools. For about 850 of those teachers, this involves a change in school districts.

To better understand where teachers go when they change districts, we tracked teachers from one year to the next. The net migration (teachers moving in minus teachers moving out) of teachers into or out of different types of districts over the last five years is summarized in *Figure I-7* on the next page.

About half of all teachers who change districts move to a similar type of district. But as *Figure I-7* shows, teachers who move to a

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different type of district tend to move away from rural and high-poverty districts. From 1999-00 to 2003-04, rural districts had a net loss of 257 teachers, and high-poverty districts lost 97 teachers during the same period.

Most teachers who change districts stay within the same region. However, as the figure shows, when teachers do move to a different region, they tend to move from western Kansas to eastern Kansas. From 1999-00 to 2003-04, the net migration from northwest and southwest Kansas to eastern Kansas was about 250 teachers. Northwest Kansas had the greatest net loss (minus 152 teachers), while northeast Kansas had the greatest net gain (plus 162 teachers).

**Other than retirement, principals most frequently cited non-work-related factors as reasons for why teachers move or leave.**

We asked principals for their perceptions as to why teachers move to a different school or leave the profession altogether. The most frequently cited reason why teachers leave the profession was retirement. Non-work related issues, such as spousal relocation or a desire to live in a different community ranked

second. Non-work issues were most often cited as the reason why teachers move to a different school.

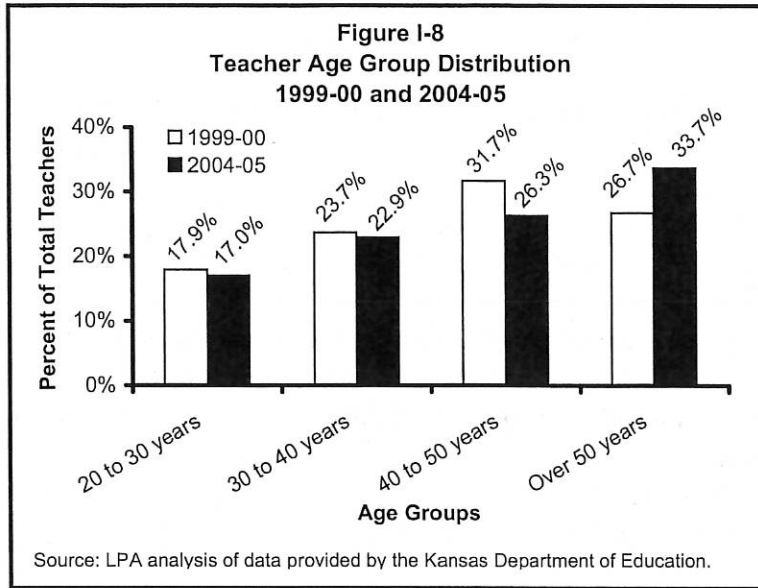
**TRENDS IN THE AVAILABILITY OF TEACHERS**

The previous sections discussed the extent to which there are teacher shortages, and the teacher turnover that may contribute to them. This section looks at trends in the number of teachers who will become eligible for retirement and in the number of potential new teachers in Kansas.

***The Number of Teachers Who Will Be Eligible for Retirement Will Increase In the Near Future***

As is the case with most professions, the teaching force in Kansas is aging as members of the baby boom generation near retirement. We analyzed the teacher data to determine how this new wave of retirements might affect teacher shortages in future years.

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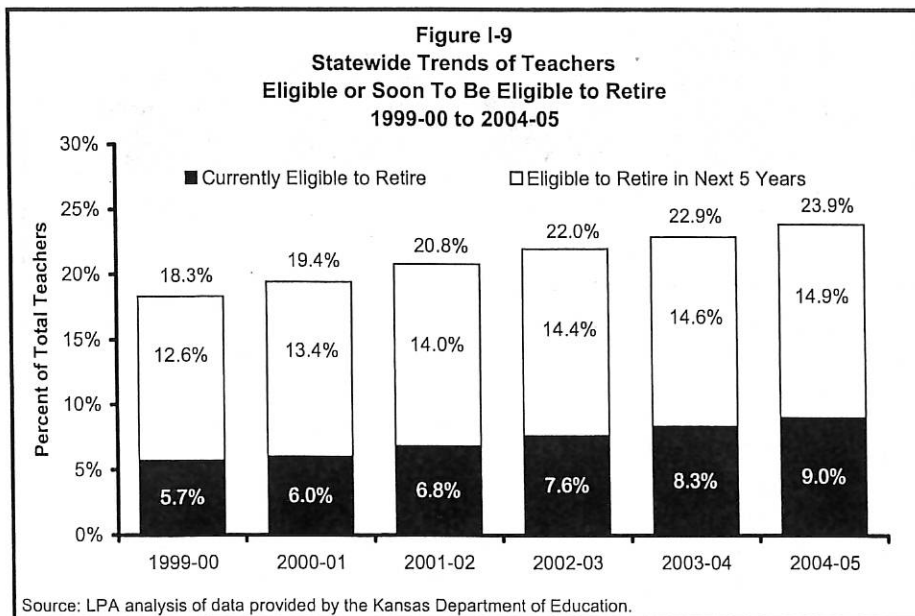
The share of teachers over 50 years of age increased from 27% in 1999-00 to 34% in 2004-05. Using data from the Department of Education, we grouped teachers in Kansas school districts into four separate age groups, and calculated the share of the teaching population that fell into each group. *Figure I-8* compares the age distribution of teachers in 2004-05 to the distribution in 1999-00.

As the figure shows, the share of teachers who are over 50 years of age has grown significantly, while the other age groups declined. In 2004-05, about

one in three teachers was over the age of 50, compared with just one in four in 1999-00.

**Almost 24% of all teachers will be eligible to retire in the next five years.** Kansas teachers are part of the Kansas Public Employee Retirement System and generally can retire with full benefits when their combined age and years of experience reaches 85 retirement points. Using the teacher data containing age and experience, we calculated the number of retirement points teachers had earned to estimate the future impact of teachers retiring.

The results of this analysis for each of the past six years are summarized in *Figure I-9*. In 2004-05, 9% of all teachers had accumulated 85 or more points and were already eligible to retire.



Almost 15% of all teachers had between 75 and 85 points, and will be eligible to retire within the next five years. These two groups have steadily increased over the past six years from 18% in 1999-00 to 24% in 2004-05.

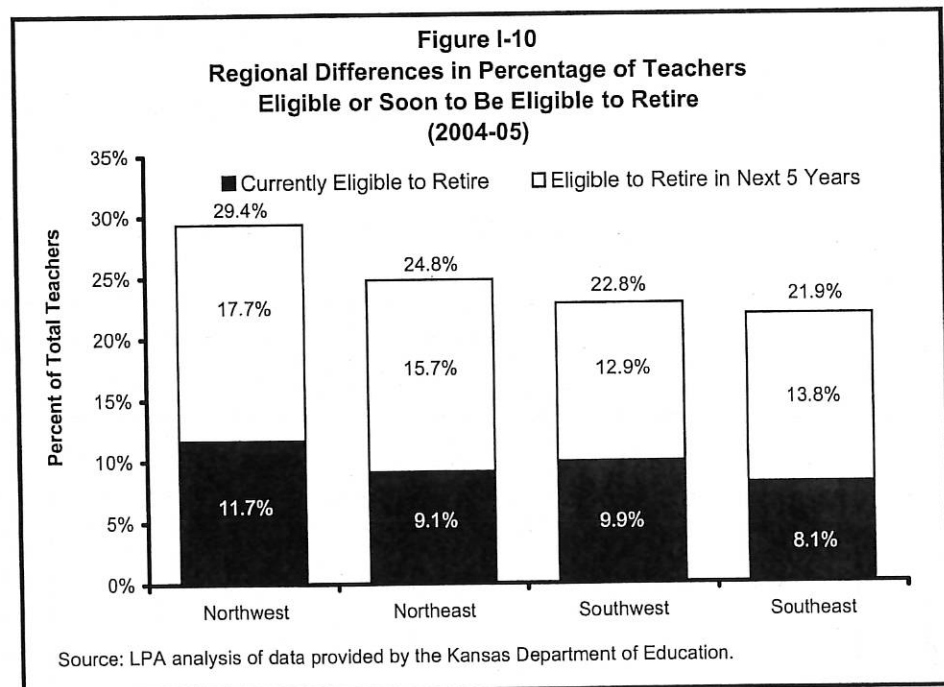
The reader should be aware of some important limitations to this analysis. First, many districts have established early retirement incentive programs to help reduce staffing levels or reward teachers for years of service. We weren't able to factor in how

many teachers might take advantage of these programs and assess the impact on future retirements.

Also, in calculating the number of retirement points a teacher had earned, we had to use the years of teaching experience reported to the Department of Education. If, for example, a teacher worked as a State employee prior to becoming a teacher, only the teaching experience would have been counted in the analysis.

**Northwest Kansas has the highest share of teachers who are or will be eligible for retirement in the next few years, which is likely to worsen the current teaching shortages in that region.** As described earlier, the severity of teacher shortages varies in different parts of the State. We analyzed whether the number of teachers who will soon be eligible to retire also varies in different parts of the State.

The results are shown in *Figure I-10*. As the figure shows, 29.4% of the teachers in northwest Kansas will be eligible to retire in the next five years—the highest for any region in the State.



*The Number of Potential New Teachers Hasn't Increased Significantly Over the Last Six Years*

The supply of new teachers comes from four areas:

- New college graduates who major in education
- Mid-career professionals who become teachers
- Current teachers from other states or private schools
- Former teachers who return to the profession

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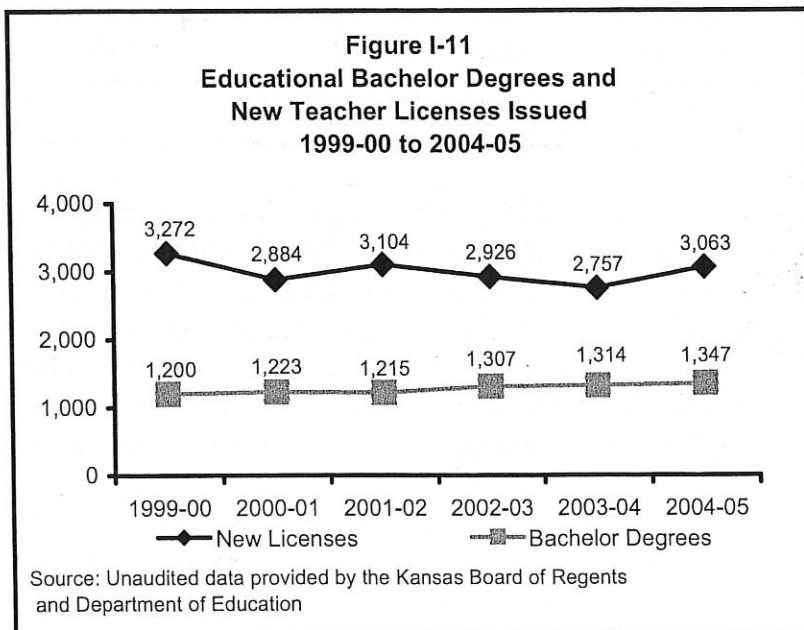
We weren't able to evaluate how many teachers are available from each of these sources. For example, it's difficult to know how many teachers in other states are likely to move to Kansas. However, we were able to assess the number of new education graduates who come from Kansas universities, and indirectly measure the supply of new teachers by looking at the number of new teaching licenses granted by the Department of Education each year.

**The number of students earning bachelor's degrees in education has increased slightly over the past six years.** Data from the Kansas Board of Regents indicates that the number of education bachelor degrees awarded by the six State universities increased from 1,200 to 1,347 over the past six years, as shown in *Figure I-11*. This increase is due in large part to an increase of elementary teacher education majors (from 656 to 792); all other majors remained relatively steady.

Students also earn education degrees from the State's private colleges. According to officials from the Kansas Independent College Association, about 430 students received a bachelor's degree in education from 15 private colleges between July 1, 2004 and June 30, 2005. Information for previous years wasn't available from the Association.

Survey data from four State universities (Kansas University, Kansas State University, Emporia State University, and Wichita

State University) over the past five years shows that about 16% of education graduates leave the State. Education professionals told us that many graduates who leave are originally from another state.



**The Department of Education issued about 3,000 new teaching licenses each of the last six years.** As *Figure I-11* shows, the new licenses issued varies by year, and shows no significant trend over time.



Because of the large amount of data presented in this question, **Figure I-12** provides a summary of the major findings concerning teacher shortages, turnover, age, retirement, and supply.

<b>Figure I-12</b>		
<b>Summary of Kansas Teacher Shortages, Turnover, and Supply (1999-00 and 2004-05)</b>		
	School Year	
	1999-00	2004-05
<b>TEACHER SHORTAGES</b>		
Vacancies	186 0.6%	154 0.5%
Teaching a Class They're Not Fully Qualified to Teach (Out-of-Field)	1,508 4.5%	1,828 5.4%
Fully Licensed	31,934 95.0%	31,837 94.1%
<b>TEACHER TURNOVER (a)</b>		
Teachers Leaving Kansas Schools	3,034 9.1%	2,806 8.4%
Non-Retirees	2,444 7.3%	2,061 6.2%
Retirees	590 1.8%	744 2.2%
Teachers Moving Between Kansas Schools	2,434 7.3%	2,574 7.7%
Total Turnover	5,468 16.4%	5,380 16.2%
<b>TEACHER AGE AND RETIREMENT</b>		
Percent of Teachers Over the Age of 50	26.7%	33.7%
Percent of Teachers Eligible or Soon To Be Eligible To Retire	18.3%	23.9%
<b>TEACHER SUPPLY</b>		
Educational Bachelor Degrees Awarded	1,200	1,347
New Teacher Licenses Issued	3,272	3,063
(a) Data on teacher turnover are from 1999-00 and 2003-04. Source: LPA summary of findings		

**CONCLUSION**

In Kansas, almost 6% of all teaching positions currently are vacant or filled by an unqualified teacher. This situation has remained relatively stable, because there haven't been significant changes in the number of teaching positions, teacher turnover, or teacher supply over the last six years. That situation is likely to change in the near future, as the teaching force continues to age and the number of teachers who are eligible to retire continues to grow.

Unless the State is better able to attract new teachers or retain current teachers, the pending growth in retirement is likely to exacerbate the current teacher shortage, especially in those regions of the State that already are struggling to fill positions with qualified teachers.

3-22

## Question 2: How Do Kansas Teacher Salaries Compare With Other States, and What Does the Research Literature Show About the Relationship Between Statewide Salary Levels and Student Outcomes?

### **ANSWER IN BRIEF:**

*Once differences in regional costs are taken into account, average salaries for all teachers in Kansas ranked 33rd nationally in 2004-05. Salaries for beginning teachers in Kansas rank 6th nationally, but salaries for experienced teachers in Kansas ranked only about 36th. In 2004-05, Kansas' teacher salaries ranked in the middle of 10 states that were identified by education professionals as our competitors. Compared to similar professions, teachers' annual salaries are very low, but their hourly pay is comparable. Finally, researchers have found a positive relationship between teacher salaries and retention, but generally not between teacher salaries and student performance. These and related findings are discussed in the sections that follow.*

### ***In 2004-05, Kansas' Teacher Salaries Ranked 33rd Nationally After Adjusting for Regional Cost Differences***

Several national organizations—such as the American Federation of Teachers, the National Center for Education Statistics, and the National Education Association—compile teacher salary information from state education departments and publish national rankings of teacher salaries. Over the last few years, Kansas' average salary for K-12 teachers generally has ranked about 40th in the nation. The National Education Association's 2004-05 rankings—the most recent rankings available—show Kansas at 42nd in the nation, with an average salary of \$39,190.

Because of reliability issues with salary data, these rankings should be interpreted as approximate indicators of how states compare to one another, not as absolute values. Here's why:

- States don't all report teacher salaries the same way. Some states report only base teacher salaries, while others may include additional bonuses or benefits. For example, Kansas includes supplemental pay for additional duties such as coaching and summer school in its salary figures, and Oregon includes the employer's contribution to the teachers' retirement system.
- Teacher salaries may vary within a state. State-to-state comparisons of teacher salaries rely on a single salary figure to represent the entire state. In reality, teacher salaries may vary significantly across different parts of a state, but this variation isn't captured in the state-level salary figures.
- The cost of labor varies significantly across states. For example, because the cost of labor in Connecticut is 26% higher than the cost of labor in Kansas, we would expect Connecticut teachers

to be paid significantly more. Comparing teacher salaries across these two states without making adjustments for the differences in cost of labor almost ensures that Kansas salaries will rank lower than those in Connecticut.

**After making adjustments for regional differences in overall wages, Kansas' average teacher salaries ranked 33rd in the nation in 2004-05.** In order to make state-level salary figures more comparable, we adjusted them to account for regional cost differences, using a "comparable wage index" recently published by the National Center for Education Statistics.

This index was based on seven years of wage data for about 450 different occupations (excluding teaching). It reflects the fact that workers in most occupations earn higher wages if they live in high-cost-of-living areas or in communities with very few amenities. The adjustment factors we used for all 50 states and the District of Columbia are shown in *Appendix D*.

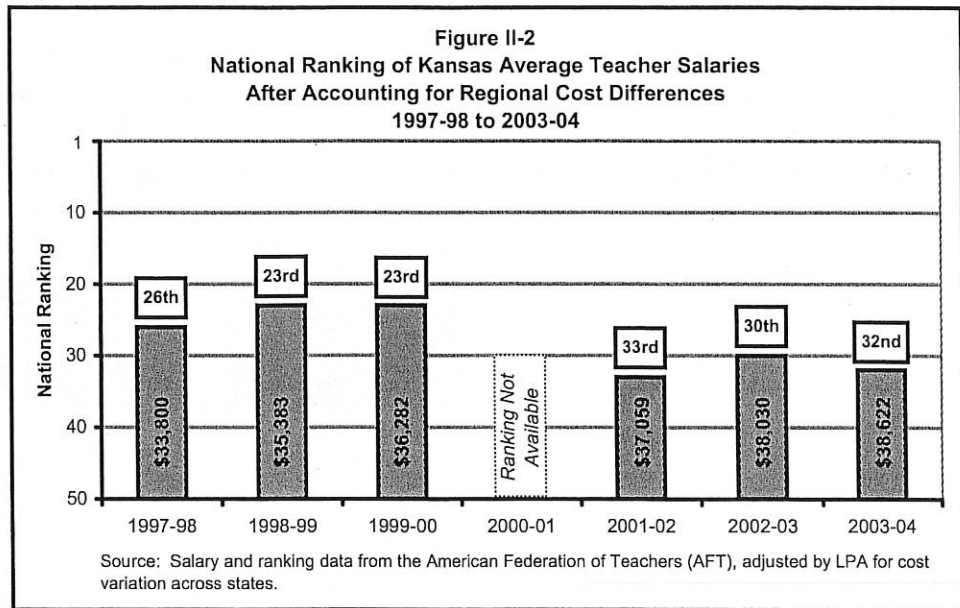
*Figure II-1* shows how Kansas' adjusted salaries compare with other states as compiled by various national organizations. A complete list of the average teacher salaries and national rankings for all states in 2004-05 (before and after adjusting for regional cost differences) is included in *Appendix E*.

<b>Figure II-1 National Ranking of Kansas Average Teacher Salaries After Accounting for Regional Cost Differences</b>			
Year	National Center for Education Statistics (NCES)	National Education Association (NEA)	American Federation of Teachers (AFT)
	Salary (Rank)		
2000-01	\$37,341 (29)	n/a	n/a
2001-02	\$37,910 (32)	\$37,093 (32)	\$37,059 (33)
2002-03	\$38,123 (31)	\$37,795 (35)	\$38,030 (30)
2003-04	n/a	\$38,623 (34)	\$38,622 (32)
2004-05	n/a	\$39,190 (33)	n/a

Source: Salary and rank data from NCES, NEA, and AFT, adjusted by LPA for cost variation across states.  
Note: NCES salaries adjusted for inflation, NEA and AFT not adjusted for inflation.

**Kansas' average teacher salary rank peaked at 23rd in 1998-99 and 1999-00, but fell to 32nd by 2003-04.** *Figure II-2* shows the changes in Kansas average teacher salary and its national ranking over the last eight years. As the figure shows, Kansas' ranking has remained stable over the last three years, but a substantial decline occurred by 2001-02.

3-24



Kansas' rank declined because its teacher salaries didn't grow as quickly as salaries in other states. The average state increased teacher salaries by 6.5% from 1999-00 to 2001-02; Kansas' average salaries increased by 2.1% during the same timeframe. This may have been due to slow growth in State funding for education, as base funding per student grew by only 2.7% during this time period.

Kansas' teacher salary ranking may improve in future years as a result of the significant funding increases passed by the Legislature during the 2005 and 2006 sessions.

***Kansas' Starting Salaries Rank 6th Nationally, But Salaries for Experienced Teachers Rank Only About 36th***

Salary is one factor involved in attracting and retaining teachers. Salaries for beginning teachers may reflect the competitiveness of Kansas in attracting new teachers, while salaries for experienced teachers may reflect the State's competitiveness in retaining current teachers.

**Figure II-3**  
Kansas Teacher Salary Ranking For New and Experienced Teachers  
(1999-00)

Education & Experience	Salary (Rank)
<b>Teachers with No Experience</b>	
Bachelor's degree	\$25,102 (6)
Master's degree	\$27,307 (6)
Master's degree +30 college credit hours	\$28,828 (10)
<b>Experienced Teachers</b>	
Master's degree w/ 20 years experience	\$36,186 (36)
Highest Step on Salary Schedule	\$41,194 (37)

Source: Salary and ranking data from NCES, adjusted by LPA for cost variation across states.

Figure II-3 shows the average Kansas teacher salary based on education level and experience. As the figure shows, Kansas' average salary for new teachers ranks in the top 10, but falls to about 36th for experienced teachers. This may indicate that the long-term earning potential for teachers is limited.

3-25

***Kansas' Average Teacher Salary Ranked in the Middle of 10 Competing States in 2004-05***

Officials from the Department of Education, State universities, and various education interest groups identified a total of 10 neighboring, large, or rapidly-growing states, to which Kansas is most likely to lose teachers. **Figure II-4** shows that Kansas ranks 6th in average teacher salaries compared to the 10 competing states, after adjusting them for regional cost differences.

**Figure II-4  
Comparison of Adjusted Average Teacher Salaries  
Between Kansas and 10 Competitor States  
(2004-05)**

State	Average Teacher Salary
California	\$45,315
Iowa	\$41,165
Nebraska	\$40,693
Colorado	\$40,383
Arizona	\$39,744
<b>KANSAS</b>	<b>\$39,190</b>
Florida	\$38,556
Nevada	\$37,288
Oklahoma	\$37,098
Missouri	\$37,064
Texas	\$34,511

Source: Salary data from NEA, adjusted by LPA for cost variation across states.

Because average teacher salaries varied so significantly between these states—even after regional cost adjustments—we looked to

**Figure II-5  
Comparison of Adjusted Teacher Salaries Between Select Cities in  
Kansas, Missouri, and Texas (2004)**

City	Average Teacher Salary
Houston	\$50,062
San Antonio	\$47,329
Dallas	\$46,537
St. Louis (MO/IL)	\$44,650
Austin	\$42,436
<b>WICHITA</b>	<b>\$41,215</b>
<b>KANSAS CITY (MO/KS)</b>	<b>\$41,060</b>

Source: U.S. Bureau of Labor Statistics' Metropolitan Area Occupational Employment and Wage Estimates report (2004), adjusted by LPA for regional cost variation.

see whether demographic differences in the workforce were driving these variations. However, our review of average teacher age, education level, and experience in each of our 10 competing states didn't identify any clear patterns that could help explain the variations.

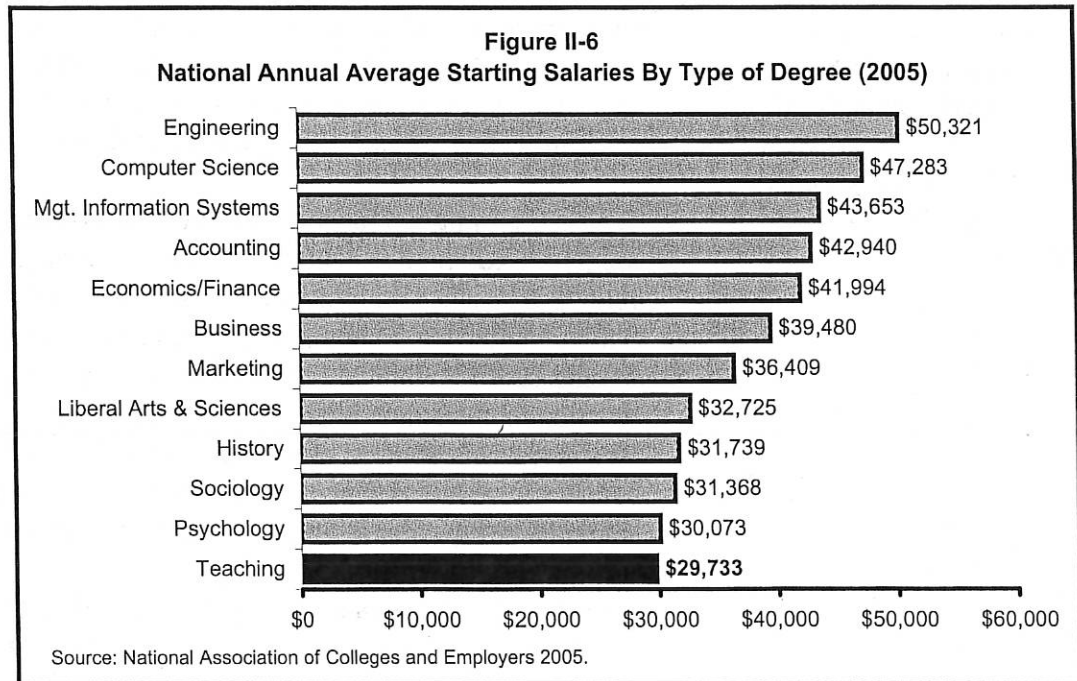
Because of the substantial variation in teacher salaries within states, however, these state-level salary rankings should be interpreted with caution. For example, **Figure II-5** shows that teacher salaries in the large metropolitan areas of bottom-ranked Texas and Missouri were significantly higher than salaries in Wichita and Kansas City.

3-26

***Annual Salaries for Teachers Are Low Compared to Similar Professions, but Their Hourly Pay Is Comparable***

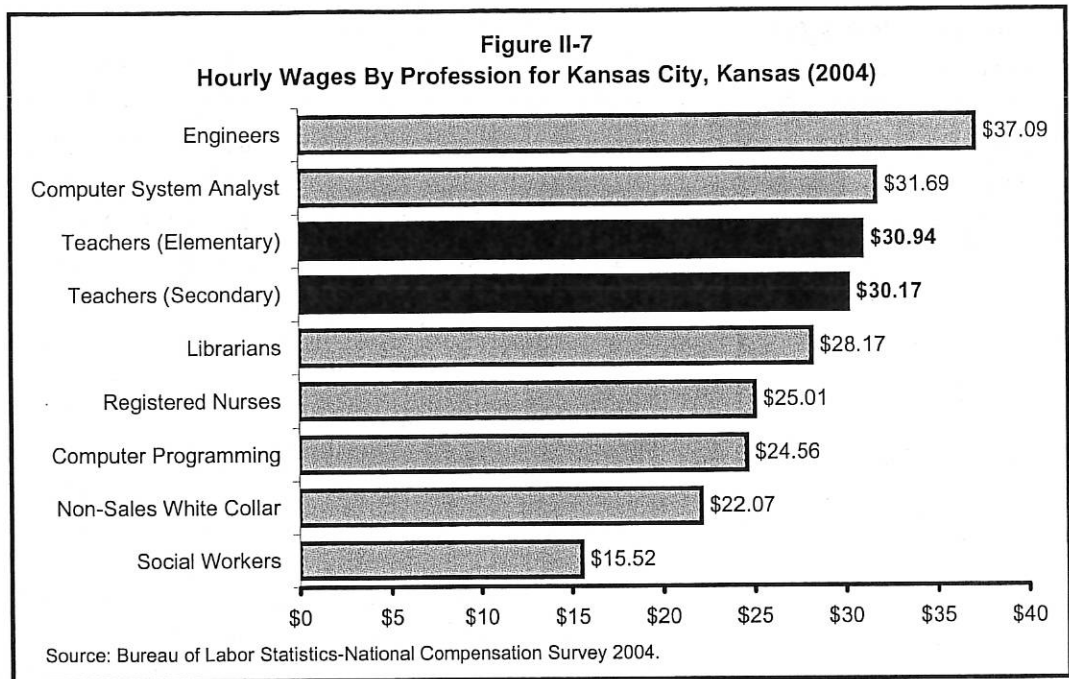
Making meaningful comparisons between teacher salaries and salaries in other professions can be difficult. On the one hand, comparing annual earnings understates teachers' compensation because it doesn't take into account that most teachers work about 9-10 months each year. On the other hand, comparing hourly earnings can be deceiving because it may imply that teachers are earning income at this rate throughout the entire year (even when school is out of session). The following comparisons should be viewed in light of these limitations.

**Nationally, the annual salary for new teaching graduates is the lowest among 12 types of bachelor degrees.** This information is summarized in *Figure II-6*. When comparing salaries among professions, Department of Education officials told us it's important to keep in mind that teachers work many extra hours to do such things as grade tests, hold parent-teacher conferences, and help with extracurricular activities. That may be true, but we think a similar argument can be made for individuals in most professional careers.



**In the Kansas City area, teachers' hourly wages are competitive with professions that have similar education requirements.** We considered professions to be similar to teaching if they required a four- to five-year bachelors degree, as teaching does. *Figure II-7* on the next page shows the Bureau of Labor Statistics' hourly wage rate for nine similar professions. As the figure shows, teachers earn about \$30 an hour, a respectable wage among similar professions.

3-27



***Researchers Have Found a Positive Relationship Between Salaries and Retention, But Not Between Salaries and Student Performance***

One reason for studying teacher salary levels is to ensure that they are sufficient to attract and retain enough quality teachers to meet the State’s education needs. In addition, because of the increasing importance placed on student outcomes, many are interested in knowing whether teacher salaries affect those outcomes.

**Researchers have found a positive relationship between teacher salaries and teacher retention.** Salary levels presumably affect retention because individuals will stay in a particular job if they’re paid enough. We reviewed one research summary and two additional studies dealing with the relationship between salaries and retention or attrition to determine if there’s empirical support for this assumption. The research summary, as well as one of the studies, found that salaries have an influence on teacher retention, while one study found no relationship. These findings are summarized in **Figure II-8**.

This research shows a generally positive relationship between salaries and retention. However, the authors acknowledge that their overall findings should be interpreted with caution. Here’s why:

- Allen’s research summary found strong support for a relationship between salary and retention, but also found moderate evidence that working conditions are more important than salary in retaining teachers.
- Imazeki’s study found that higher salaries reduce the overall number of teachers that leave teaching (attrition), but it could take wage increases of more than 15-20% to reduce attrition in urban districts to levels of average districts.

3-28

Figure II-8 Relationship Between Salaries and Teacher Retention			
Study	Description	Relationship	Conclusion
<b>Research Summary</b>			
Allen (2005)	Review of 28 studies examining the relationship between teacher salaries and recruitment and retention.	Positive	Strong support for the conclusion that compensation plays a role in the recruitment and retention of teachers.  Moderate support for the notion that relative salary between districts is more important than absolute salary.
<b>Studies</b>			
Imazeki (2005)	Examines the relationship between teacher salaries and teacher attrition, both exits and transfers.	Positive	Higher salaries for more experienced teachers reduces attrition. Increasing salary levels reduces the number of teachers <u>leaving</u> the profession, but not the number of teachers <u>moving between</u> school districts.
Scafidi, Sjoquist, and Stinebrickner (2003)	Georgia-based study of the relationship between teacher salaries and attrition because of higher salaries in other occupations.	No Relationship	No evidence of an important relationship between teacher pay and attrition. Few teachers took a non-education job in Georgia that paid more than the state's minimum teaching salary.
Source: LPA summary of research. See Appendix F for complete bibliography.			

- While Scafidi's study between salaries and retention found no relationship, the authors state that across-the-board pay raises may not be an effective method of retaining teachers.

**Researchers haven't found a positive relationship between teacher salaries and student performance.** The emphasis placed on student outcomes by the State's accreditation standards and the federal No Child Left Behind Act makes any potential relationship between teacher salaries and student performance even more important. However, the relationship between teacher salaries and student performance isn't a simple one, and it's unlikely that raising salaries will directly improve performance.

Rather, some researchers think increasing teacher salaries may indirectly improve performance by helping schools attract and retain better teachers. This relationship is summarized in *Figure II-9* on the next page.

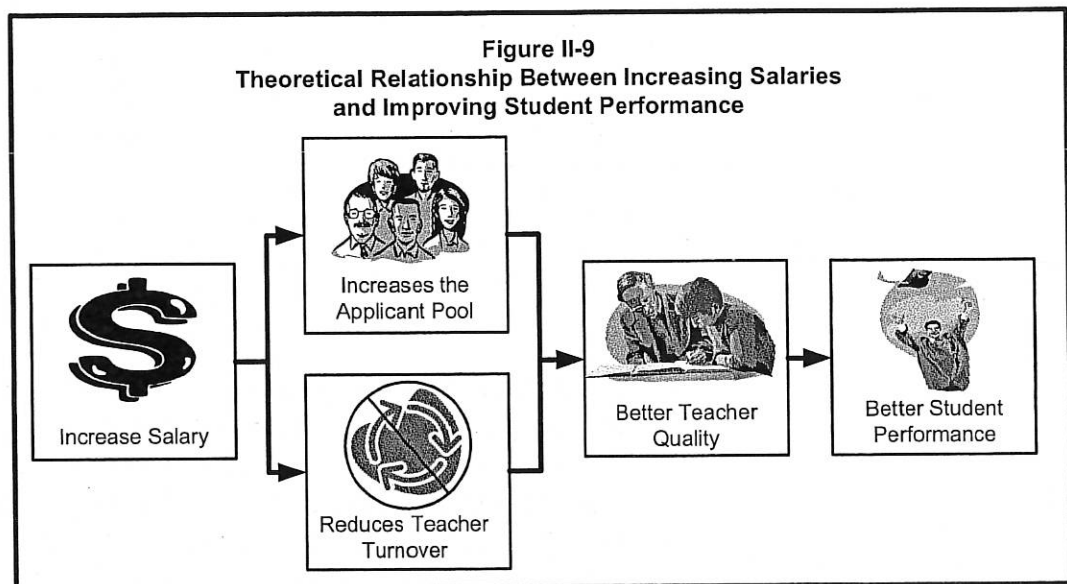
In addition to the complexity of the basic relationship between teacher salaries and student performance, researchers have identified other problems that make this a difficult relationship to study:

- It's difficult to measure the quality of a teacher. To study the hypothesis that higher salaries increase teacher quality, which in turn affects student performance, it's essential to be able to identify high-quality teachers. However, teaching assessment scores and college



grades— often used as measures of teacher quality— are indirect and generally poor indicators of a teacher's ability.

- Most schools don't pay teachers based upon ability. Because most teacher pay scales are based on education and experience instead of teacher effectiveness, it's difficult for researchers to detect a relationship between teacher pay and teacher quality.
- Schools don't always hire the best teachers at the most efficient salaries. Because of tenure arrangements, the teacher labor market isn't as fluid as other professional markets and may not respond as quickly to salary changes.
- Teaching bonuses and other compensation for difficult working conditions cloud the data. In some instances, teachers are paid more to work in "hard-to-fill" schools, which makes it difficult to separate the increase in salary to fill the position from increases to attract better quality teachers.



We reviewed three research summaries and two additional studies that examined the relationship between teacher salaries and either student performance or teacher quality. Only one of the studies (Page and Loeb, 2000) found a strong relationship between increasing teacher salaries and improving student outcomes, while the research summaries and the other study found a weak or no relationship. These findings are summarized in *Figure II-10*.

In assessing the relationship between teacher salaries and teacher quality, one researcher pointed out that across-the-board salary increases would encourage both good and bad teachers to remain in the profession. Additionally, researchers in two of the studies concluded that targeted salary increases might be a more effective policy decision rather than across-the-board salary increases.

**Figure II-10  
Relationship Between Teacher Salaries and Student Performance**

Study	Description	Relationship	Conclusion
<b>Research Summaries</b>			
Greenwald, Hedges, and Laine (1994)	Statistical analysis of the results of 38 studies that examined the relationship between teacher salaries and student performance.	Weak Positive	The effects of teacher salary on student performance are generally positive, but their magnitude is too small to be of practical importance.
Hanushek (2003)	Review of 89 publications that contain 118 estimates of the relationship of teacher salary and student performance.	No Relationship	Of the 118 estimates studied, 73 were statistically insignificant, while 20 had a statistically significant positive relationship, and 7 had a statistically significant negative relationship between teacher salaries and student performance.
Allen (2005)	Review of seven studies examining the relationship between teacher compensation and quality of teachers.	Inconclusive	Research is inconclusive regarding whether financial incentives have any impact on teacher quality.
<b>Studies</b>			
Page and Loeb (2000)	Longitudinal study on 30 years of state-based census data examining the relationship between teacher salaries and student dropout rates.	Positive	Raising teacher wages by 10% would reduce drop out rates by 3%-6%.
Hanushek, Kain and Rivkin (1999)	Study of how changes in teacher salary schedules affect the make-up of the teacher workforce, and how salaries impact teacher mobility and student performance.	No Relationship	Research found no consistent relationships between salaries and student outcomes.
Source: LPA summary of research. See Appendix F for complete bibliography.			

**CONCLUSION**

Kansas ranks very low in national comparisons of teacher salaries. Even after adjusting for regional differences in labor costs, Kansas teacher salaries still rank in the bottom half of all states. For many people, the State's low ranking may raise concerns that teacher salaries in Kansas aren't adequate to attract and retain enough quality teachers, and in the end this may hurt student performance. It's reasonable to think that salary levels play a key role in attracting and retaining teachers, and there's fairly strong evidence that increasing teacher salaries will improve teacher retention. However, because there's no clear evidence linking teacher salaries to student achievement, across-the-board salary increases are unlikely to be an efficient means of improving performance.

### Question 3: What Are the Best Practices for Attracting, Developing, and Retaining High-Quality Teachers and School Principals In Different Types of School Districts?

**ANSWER IN BRIEF:**

*According to the education literature, best practices for attracting teachers include improving compensation, increasing recruitment efforts, and reducing barriers to becoming a teacher. For teacher retention, establishing mentoring programs was the most often discussed strategy. Other best practices for retaining teachers include developing teacher preparation and transition programs, improving working conditions, and increasing pay for some teachers. To develop teachers, best practices include dedicating adequate resources to training that is specifically targeted to teachers' needs.*

*To attract principals, a variety of recruitment strategies and financial incentives, as well as developing alternative paths to principalship, can be used. Finally, to develop principals, best practices suggest providing practical training that incorporates current research and offers opportunities for peer support and coaching. These and related findings are discussed in the sections that follow.*

To determine best practices for attracting, retaining, and developing teachers and principals, we reviewed a large body of literature and compiled specific strategies for each area. This review included the Standard & Poor's report on the State's "blue ribbon" schools. These strategies are useful for all districts; however, we've identified strategies that are particularly useful for isolated rural or high-poverty urban districts.

Each strategy is categorized as best implemented at the State level or at the district level. To find out whether Kansas already has implemented any of the State-level strategies, we interviewed officials at the Kansas Department of Education and Kansas Public Employees Retirement System. We didn't try to identify whether school districts had implemented district-level strategies. Throughout this question, the information is laid out in several figures.

Typically, best practices are defined as those things already determined to be effective. However, few of the strategies discussed in the literature had empirical evidence supporting them. Most are based on what states and districts currently are doing, though a few ideas have data or anecdotal evidence indicating the strategy appears to be successful. Lastly, it should be noted that several strategies were mentioned as useful in several areas. For example, a strategy that is useful for attracting teachers may also be useful for retaining teachers. Therefore, there may be some overlap in the figures presented here.

***To Attract Teachers,  
Best Practices  
Include Improving  
Compensation,  
Increasing Recruitment  
Efforts, and Reducing  
Barriers Into the  
Profession***

Four overarching best practices for attracting teachers emerged from our review as follows:

- Improve salary and benefits by raising beginning salaries and restructuring salary schedules to include merit-, market-, or education-based pay components. Other strategies include paying for health insurance and increasing retirement benefits.
- Offer or improve other financial incentives, such as providing signing bonuses, tax credits, on-site day care, or housing aid.
- Use innovative recruitment strategies, such as implementing “grow-your-own” teacher programs, partnering with universities, and aggressively marketing the teaching profession. The box below describes grow-your-own programs in more detail.
- Reduce barriers to becoming a teacher by streamlining the hiring process and allowing alternative licensing options.

*Figure III-1*, starting on the next page, provides more details within these four areas.

In addition to these four main best practices, another best practice for attracting teachers involves improving working conditions. However, because this practice also helps with teacher retention, it’s discussed in the next section.

**“Grow-Your-Own” Programs Help Attract Teachers Close To Home**

School districts that are located in high-poverty and rural areas often have difficulties finding teachers. Such districts often spend scarce resources training new teachers, only to lose them to a more attractive district.

Research shows that teachers prefer to teach close to where they grew up, prompting many districts to implement “grow-your-own” teacher programs. These programs encourage high school students, community members, and non-teaching school personnel from the area to pursue a teaching career. As part of the program, the school district may offer prospective teachers financial assistance if they commit to teaching a certain number of years in the district.

One example is the Paraprofessional Teacher Training program in California. In 1995, California established a “grow-your-own” program to help paraprofessionals in hard-to-fill schools become teachers. California expanded the program in 1999, and allocated about \$6.6 million in recent school years to provide grants for districts or consortia to pay for tuition, fees, and books on behalf of prospective teachers. More than 1,000 program participants have graduated since the program’s inception in 1995.

Some districts also have used “grow-your-own” programs to attract administrators as well. For example, through a program in Portland, Oregon, district officials identify potential principals among the district’s teaching staff. These prospective administrators are trained in the district’s operations, priorities, and culture, and participate in internships and a mentoring program. Within three years of the program’s inception, 21 teachers had moved into administrative positions, or were in the process of doing so.

**Figure III-1  
Best Practices for Attracting Teachers**

Category	Best Implemented at What Level?	Specific Strategies	Especially Useful For?	
			Rural	High-Poverty
<b>IMPROVE SALARY AND BENEFITS</b>				
Restructure Salary Schedules  (See box on page 31)	District	A. Create a <i>merit-based</i> pay component that rewards teachers whose students perform better.		
	District	B. Create a <i>skills-based</i> pay component that rewards teachers for attaining knowledge and skills that are shown to contribute to student learning. This could include bonuses for attending additional professional development, receiving National Board Certification, or attaining an advanced degree.		
	District	C. Increase beginning salaries to be more competitive with other professions.		
	State	D. Create a <i>market-based</i> pay component to pay higher salaries for teachers who teach in <u>hard-to-fill districts</u> or <u>difficult-to-staff subjects</u> .  Note: The difficult-to-staff subject bonuses are best implemented at the district level  <i>Is the State doing this?</i> <b>NO</b>	X	X
Improve Benefits	District	E. Pay for health insurance.		
	State	F. Make retirement benefits more attractive by:  1. Offering employer-matched contributions to retirement accounts similar to a 401(k). 2. Lifting restrictions on retirement earnings to entice retired teachers back into the classroom. 3. Providing retirement credits for years taught. 4. Converting sick leave into retirement credits.  <i>Is the State doing this?</i> 1. <b>NO</b> 2. <b>YES</b> - Teachers can teach and collect retirement if they teach at a different district than they retired from. However, starting July 1, 2006, school districts that employ retirees from another district must pay 13.75% of the employee's salary to KPERS. Teachers going back to the district they retired from are restricted to \$20,000 in annual earnings before retirement benefits are reduced. 3. <b>YES</b> - Teachers are part of KPERS, and collect retirement points based on age and years of service. Unlike State employees, teachers become members immediately (State employees wait a year). 4. <b>NO</b> - Only teachers who were employed before July 1, 1993, can use sick leave as part of their salary computation in determining benefits.		

3-34

**Figure III-1  
Best Practices for Attracting Teachers**

Category	Best Implemented at What Level?	Specific Strategies	Especially Useful For?	
			Rural	High-Poverty
<b>PROVIDE OTHER FINANCIAL INCENTIVES</b>				
<b>Bonuses</b> (See box on page 32)	<b>District</b>	G. Provide signing and/or annual bonuses to entice teachers to hard-to-fill districts or difficult-to-staff subjects.	X	X
<b>Education Incentives</b>	<b>State</b>	H. Create scholarships or loan forgiveness programs to attract more students into the teaching profession or to attract teachers into a particular district or subject.  <i>Is the State doing this? YES</i> - Recipients of the <i>Kansas Teacher Service Scholarship</i> are awarded a \$5,000 scholarship for every year they agree to teach a difficult-to-fill subject area or in a hard-to-fill geographic area. In 2004-05, 89 students received this scholarship.  Recipients of the <i>Math &amp; Science Teacher Service Scholarship</i> are awarded \$5,000 for every two years they agree to teach math or science.  Recipients of the <i>Kansas Special Education Teacher Service Scholarship</i> are awarded \$3,000 per semester for a one-year program that leads to a special education endorsement. In exchange, they must agree to teach special education in a Kansas public or accredited private school for three years.  In addition, education students can apply for federal scholarships or loan programs that are in place for teaching in a low-income or subject matter shortage area.	X	X
<b>Other Financial Perks</b>	<b>District</b>	I. Provide housing aid such as moving costs, down payments, or free rent.	X	X
	<b>District</b>	J. Provide on-site or subsidized day care.		
	<b>State</b>	K. Provide income tax credits to encourage teachers to teach in hard-to-fill districts.  <i>Is the State doing this? NO</i>	X	X

**Figure III-1  
Best Practices for Attracting Teachers**

Category	Best Implemented at What Level?	Specific Strategies	Especially Useful For?	
			Rural	High-Poverty
<b>USE INNOVATIVE RECRUITMENT STRATEGIES</b>				
Marketing	District	L. Create special recruitment staff or teams within the district to recruit teachers.		
	District	M. Attend college job fairs.		
	State	N. Provide State grants for low-performing districts to improve recruitment efforts. <i>Is the State doing this? NO</i>		X
	State	O. Create a recruitment team at the <u>State</u> level to assist districts with recruitment issues and to encourage students to enter the teaching profession. <i>Is the State doing this? NO</i> - Department of Education officials haven't formally asked for such staff but indicated it was needed.	X	X
Partnering with Universities	District	P. Establish a partnership with a university to: <ul style="list-style-type: none"> <li>1. Encourage district students to become education majors at the university and allow university students to student-teach in the district.</li> <li>2. Provide grants for teacher trainees to work in the classroom while they earn their teacher credentials.</li> <li>3. Encourage the university to offer course work that emphasizes rural or urban issues.</li> </ul>	X	X
"Grow-Your-Own" Programs (See box on page 27)	District	Q. Provide financial and other support to non-teaching staff or individuals within the community to become teachers, or to train current teachers in additional subjects.	X	X

3-36

**Figure III-1  
Best Practices for Attracting Teachers**

Category	Best Implemented at What Level?	Specific Strategies	Especially Useful For?	
			Rural	High-Poverty
<b>REDUCE BARRIERS TO ENTRY</b>				
Speed Up Hiring Process	District	R. Streamline hiring procedures, using technology for faster determination such as online applications, telephone interviews, etc.		
	State	S. Ensure budget is known early enough to allow timely hiring. <i>Is the State doing this? NOT UNTIL RECENTLY</i> - Under the new three-year school finance plan districts should be able to better anticipate how much funding they will have, which will aid hiring decisions.		
Reduce Barriers for Non-Traditional Entries and Entries from Other States	State	T. Allow or expand alternative licensing options. <i>Is the State doing this? YES</i> - The State provides a restricted license as an alternate path to teaching. Kansas also manages the federal "Transition to Teaching" grants, which pay for online classes for individuals teaching in hard-to-fill districts and working toward full licensure.		
	State	U. Enter into reciprocity agreements with other states to allow teachers from those states to more easily teach in Kansas. <i>Is the State doing this? YES</i> - Kansas has a reciprocity agreement with eight other states. Also, Kansas has teacher exchange agreements with China and Spain.		

Source: LPA summary of literature review and interviews with officials from the Kansas Department of Education and the Kansas Public Employees Retirement System.

**An Alternative Pay Schedule Model**

For the past five years, the Teacher Advancement Program has been used, primarily in Arizona and South Carolina, as an alternative method of evaluating and compensating teachers. More than 60 schools—mostly elementary and middle schools—use this program to attract, retain, and develop high-quality teachers.

Merit-based pay systems often face concerns about bias and subjectivity in measuring teacher effectiveness. Under the Program, schools try to avoid these concerns by rewarding teachers for student performance, use of sound teaching methods, and taking on additional responsibilities such as mentoring or sitting on committees.

As part of the Program, teachers' performance is reviewed by multiple evaluators. One typical measure of teacher effectiveness—average student performance—has been replaced with a measurement of how much each student's performance improved during the year. In addition, the Program fosters cooperation among teachers by making school-wide performance one of the factors determining individual compensation.

A survey of teachers' attitudes toward the Program shows that collegiality and teachers' satisfaction have remained strong. Also, after three years of results in Arizona and two years from South Carolina, 68% of schools using the Program have outperformed schools not using the program.



**A New Bonus Program Implemented in Wichita  
Created a Dispute With the Teachers' Union**

For the 2005-06 school year, the Wichita school district (USD 259) implemented a bonus program designed to attract and retain teachers in schools with especially high poverty. Under the program, full-time teachers in schools with at least 64% of the students on free or reduced-price lunch received a \$1,500 bonus.

The Unified Teachers of Wichita (the teachers' union) has filed a complaint with the Kansas Department of Labor, contending the bonus program is subject to collective bargaining because it benefits a large number of district employees. The union also claims the district ended negotiations quickly and implemented the program on its own. According to district officials, the district initially attempted to negotiate with the teachers' union, but district officials claim the union rejected the program and declined to negotiate any further. After the union rejected the program, the district proceeded with the plan, contending that K.S.A. 72-8246(2)(b) gives it the authority to implement bonuses without the union's approval.

The Department of Labor has scheduled a hearing for the union's complaint for June 2006. A ruling is anticipated in July 2006.

***To Improve Teacher Retention, Best Practices Include Developing Preparation and Transition Programs, Improving Working Conditions, and Increasing Pay***

As described in Question 1, 30% of all teachers in Kansas leave the profession within their first three years of teaching. This makes strategies that focus on teacher retention essential.

Three overarching best practices emerge for teacher retention, as follows:

- Create high-quality preparation and transition programs by requiring education students to go through programs that offer hands-on experience in diverse settings, and by implementing mentoring programs for new teachers.
- Improve teacher working conditions by allowing teachers more autonomy within their classroom and by promoting interaction among teachers.
- Increase earning potential by increasing maximum salaries and offering longevity bonuses.

**Figure III-2**, starting on the next page, provides more details within these three areas.

Although we didn't attempt to determine which of these strategies are most effective, establishing mentoring programs was the most often discussed strategy to aid retention. The box on page 35 provides more details on mentoring programs.

**Figure III-2  
Best Practices to Aid in Retention of Teachers**

Category	Best Implemented at What Level?	Specific Strategies	Especially Useful For?	
			Rural	High-Poverty
<b>CREATE HIGH-QUALITY PREPARATION AND TRANSITION PROGRAMS</b>				
Preparation	State	<p>A. Have education students go through a well-designed 4-5 year program, as opposed to less stringent alternative licensing programs. Teachers graduating from regular education programs may stay in teaching longer than those who gain teaching licenses through alternative pathways.</p> <p><i>Note: This strategy is inconsistent with the best practice to offer alternative licensing programs as a means to reduce barriers to enter the teaching profession later in life. (Figure III-1, Strategy T)</i></p> <p><i>Is the State doing this? YES</i> - As described in the profile box on page 8, Kansas requires the completion of an approved teacher preparation program. While the State also offers alternative routes, these routes are designed to allow individuals to start teaching for a limited time while finishing regular licensing requirements.</p>		
	State	<p>B. Provide more hands-on experience during college by offering observation and student-teaching opportunities in diverse settings.</p> <p><i>Is the State doing this? YES</i> - At a minimum, education students must complete 15 hours of early field experience and 12 weeks of student teaching. Some universities, such as Kansas State and Emporia, use a model that provides extensive hands-on experience. Because of the expense, many universities don't use this model.</p> <p>As part of the accreditation process, universities must demonstrate they offer training in diverse settings.</p>		
Transition to Classroom	State	<p>C. Implement a <u>mandatory</u> orientation or mentoring program.</p> <p><i>Is the State doing this? NO</i> - In 2000-01, the Department of Education implemented a mentoring program available to all Kansas districts. However, the one-year program is voluntary and only one-fourth of the districts participate.</p>		
	State	<p>D. Provide extra pay to teachers who serve as mentors.</p> <p><i>Is the State doing this? YES</i> - For those districts that participate in the State program, the State pays \$1,000 to teachers who serve as mentors.</p>		
	District	<p>E. Make new teachers feel welcome by providing opportunities for them to meet community members and to get involved in community activities.</p>	X	
	District	<p>F. Recruit from rural or high-poverty areas to teach in rural or high-poverty districts.</p>	X	X
	District	<p>G. Provide training to new teachers to become more sensitized to issues of poverty and rural districts.</p>	X	X
	District	<p>H. Use technology to help teachers stay connected to friends, family and colleagues by offering free or reduced-cost Internet, e-mail service, or cell phones.</p>	X	
	District	<p>I. Assign newest teachers to less challenging schools.</p>		X

**Figure III-2  
Best Practices to Aid in Retention of Teachers**

Category	Best Implemented at What Level?	Specific Strategies	Especially Useful For?	
			Rural	High-Poverty
<b>IMPROVE TEACHER WORKING CONDITIONS</b>				
Within the Classroom	District	J. Restructure schools and classrooms to create smaller learning communities in order to foster collegiality among teachers.		X
	District	K. Hire teaching assistants to help teachers with classroom activities.		
	District	L. Allow teachers more autonomy to make decisions regarding curriculum content and discipline issues.		
	District	M. Make the classroom environment more attractive by keeping the classroom in good repair.		X
Within the School	District	N. Provide strong administrative support to teachers by having open door policies and providing adequate classroom supplies.		
	District	O. Address safety and discipline issues by strictly enforcing rules and taking adequate security measures.		X
	District	P. Allow more time for teachers to collaborate and build relationships between colleagues.		
<b>INCREASE EARNING POTENTIAL (SALARY ISSUES UNIQUE TO RETENTION)</b>				
Salaries	District	Q. Increase maximum salary to encourage teachers with experience to continue teaching.		
Other Financial Perks	District	R. Provide annual bonuses to teachers who teach for a certain length of time.		
	State	S. Provide income tax credits to teachers who teach for a certain amount of time. <i>Is the State doing this? NO</i>		

Source: LPA summary of literature review and interviews with officials from the Kansas Department of Education.

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### Mentoring Programs Help Improve Teacher Retention

Developing a quality mentoring program is one of the most often-cited strategies in education literature for helping retain new teachers. Many new teachers enter their first classroom with very little "real life" exposure to the challenges they will face. Isolated from their colleagues, they often are left to cope with the pressure on their own, and many burn out and leave teaching within a few years.

Through mentoring programs, new teachers are paired with experienced teachers to receive guidance, feedback, and support as they adjust to teaching. The components of a successful mentoring program include:

- having trained mentors who work with the new teacher for at least one year
- earmarking funds to support the program and provide additional pay to teachers who become mentors
- monitoring the progress of new teachers, and evaluating the program's effectiveness

According to the education literature, schools that have used mentoring programs have reduced turnover among new teachers. Some of the most successful programs are shown below:

<b>Successful Mentoring Programs</b>		
Program Name	Location	Retention Rate
Pathways to Teaching Careers	Savannah, Georgia	100% over 5 years
Framework for Inducting, Retaining, and Supporting Teachers	Thibodaux Parish, Louisiana	88% over 3 years
Teacher Induction Program	Corpus Christi, Texas	100% over 5 years
New Teacher Project	Santa Cruz, California	95% over 12 years
Source: "Teacher Isolation: How Mentoring Can Help" by K.L. Heider		

***To Develop Teachers, Best Practices Include Dedicating Adequate Resources to Training That Is Targeted to Teachers' Needs***

Three overarching best practices emerge for teacher professional development, as follows:

- Commit adequate resources to professional development by earmarking funds for training, paying advanced education training costs, and offering more time for professional development.
- Provide targeted professional development by linking development to assessments and by giving schools greater control over professional development.
- Provide a variety of professional development opportunities such as conferences, in-house training, and using technology to facilitate development.

*Figure III-3*, on the next page, provides more details within these three areas.

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**Figure III-3  
Best Practices for Teacher Professional Development**

Category	Best Implemented at What Level?	Specific Strategies	Especially Useful For?	
			Rural	High-Poverty
<b>COMMIT ADEQUATE RESOURCES FOR PROFESSIONAL DEVELOPMENT</b>				
Commit Adequate Financial Resources	State	A. Earmark State funding for professional development by establishing a separate source of State funds or requiring districts to spend a certain amount on professional development.  <i>Is the State doing this? YES</i> - K.S.A. 72-9601 et seq. created a program for State funding of professional development. The Legislature appropriated \$1.75 million for 2006-07, but this is short of the \$7-8 million the Department of Education calculated it would take to fully fund the program.		
	District	B. Provide scholarships or loan forgiveness for advanced education degrees.		
	District	C. Pay National Board Certification fees to encourage teachers to obtain advanced educational skills.		
Commit Adequate Time Resources	District	D. Extend contract year to allow for more training time.		
	District	E. Offer development opportunities during the summer.		
	District	F. Provide time off from classroom for training, studying, or taking tests.		
<b>PROVIDE TARGETED PROFESSIONAL DEVELOPMENT</b>				
School Level Training	District	G. Give schools greater control over professional development so they can provide targeted training based on the specific needs of the school.		
	District	H. Conduct a district-wide needs assessment in order to identify potential training topics.		
	District	I. Review teacher evaluations to assess the areas in which teachers need training.		
<b>PROVIDE A VARIETY OF PROFESSIONAL DEVELOPMENT SOURCES</b>				
In-House Training	District	J. Provide in-house training using district staff.		
	District	K. Provide time for new teachers to visit other classrooms so they can see other techniques and ideas.		
	District	L. Conduct principal tours of classrooms to identify deficiencies and provide feedback.		
Training From Outside Sources	District	M. Regularly send teachers to conferences or other off-site training to expose them to new ideas.		
	District	N. Provide technology such as online courses and video conferencing to enhance professional development opportunities for teachers in more isolated rural areas.	X	X
Source: LPA summary of literature review and interviews with officials from the Kansas Department of Education.				

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***To Attract Principals,  
Best Practices  
Include a Variety of  
Recruitment Strategies,  
Financial Incentives, and  
Alternative Paths to  
Principalship***

In reviewing the literature, we found much less information on what attracts individuals to become principals. None of the strategies we found were State-level strategies, and very few were identified as being especially advantageous in high-poverty or rural school districts.

Three overarching best practices emerge for attracting principals, as follows:

- Use innovative recruitment strategies such as building partnerships with universities, providing field-based internships, or using "grow-your-own" principals strategies.
- Provide financial incentives including increased salaries, tax credits, and relocation assistance.
- Reduce barriers to becoming a principal by allowing candidates who demonstrate the appropriate skills to become a principal, even if they don't have any teaching experience.

*Figure III-4*, on the next page, provides more details within these three areas.

According to the literature we reviewed, the necessary skill set to be an effective principal has dramatically changed for today's schools. Not only do principals have to have outstanding leadership abilities, but they also must be able to effectively deal with a variety of personnel, budget, and technological issues.

Because of the emphasis in leadership and management skills, some have suggested eliminating requirements that principals have experience as teachers. They suggest this could broaden the number of potential principals and ultimately lead to better quality principals.

The literature cites very few strategies for retaining principals. Some strategies, such as mentoring and co-principalships, were cited as ways to aid retention, but will be covered under professional development in the following section.

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***To Develop Principals,  
Best Practices Include  
Providing Practical  
Training That  
Incorporates Current  
Research and Offers  
Opportunities For Peer  
Support and Coaching***

Three overarching best practices emerge for principal professional development, as follows:

- Provide practical training, such as training on budgets, cases studies, and problem-solving.
- Include opportunities for peer support and leadership coaching, such as support groups, training with peer principals, and supervisor walk throughs.
- Offer development through a variety of providers, such as outside agencies, university personnel, or national conferences.

**Figure III-4  
Best Practices for Attracting Principals**

Category	Best Implemented at What Level?	Specific Strategies	Especially Useful For?	
			Rural	High-Poverty
<b>CREATE INNOVATIVE RECRUITMENT STRATEGIES</b>				
Recruitment Strategies	District	A. Partner with a university to help identify students graduating from administrative programs.		
	District	B. Provide field-based internships to give prospective principals experience in the school.		
	District	C. Develop "Grow-Your-Own" programs that identify school staff that have leadership potential, and provide them opportunities to develop administrative and leadership skills.  (See box on page 27)		
	District	D. Use assessment centers, profiling instruments, and scouts to identify prospective principals.		
<b>PROVIDE FINANCIAL INCENTIVES</b>				
Salary	District	E. Increase principal salaries.		
Other Financial Incentives	State	F. Offer income tax credits for principals.  <i>Is the State doing this? NO</i>		
	District	G. Provide housing aid such as moving costs, down payments, or free rent.	X	X
<b>REDUCE BARRIERS TO ENTRY</b>				
Establish Criteria for Principals	State	H. Allow non-teachers to become principals. (Increasingly, principals need strong management skills so broadening the pool of applicants to include all candidates who possess these skills may increase the quality of principals.)  <i>Is the State doing this? NO</i> - Potential principals currently are required to have at least three years of experience as "licensed school staff." In addition to teachers, licensed school staff can include school psychologists, social workers, and librarians, but Department officials told us those staff rarely become principals.		
	District	I. Require candidates to be able to demonstrate necessary temperament and skills, such as preparing budgets, managing personnel, and having technological knowledge.		

Source: LPA summary of literature review and interviews with the Kansas Department of Education

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Figure III-5 provides more details within these three areas.

<b>Figure III-5 Best Practices for <u>Developing Principals</u></b>		
Category	Best Implemented at What Level?	Specific Strategies
<b>PROFESSIONAL DEVELOPMENT SHOULD INCLUDE PRACTICAL TRAINING</b>		
Types of Training	District	A. Principal development should include practical training such as: 1. visits to other schools to expose them to new ideas. 2. budget training. 3. exercises, case studies, and role playing.
Content	District	B. Content should be tied to specific goals and reflect current research in school leadership.
<b>PRINCIPAL DEVELOPMENT SHOULD INCLUDE OPPORTUNITIES FOR PEER SUPPORT AND LEADERSHIP</b>		
Group and One-on-One Development Opportunities	District	C. Train principals in cohorts so that they learn and gain new ideas from each other.
	District	D. Help principals develop support groups so they can discuss and solve problems together.
	District	E. Superintendents should tour schools to identify and address principals' weaknesses.
	District	F. Require leadership coaching to refine skills.
<b>PRINCIPAL DEVELOPMENT SHOULD INCLUDE A VARIETY OF PROVIDERS TO INCORPORATE NEW IDEAS</b>		
Types of Providers	District	G. Use outside agencies to provide training such as: 1. National experts 2. University personnel 3. National or regional conferences
Source: LPA summary of literature review and interviews with officials the Kansas Department of Education.		

**CONCLUSION**

As discussed in Question 1, Kansas currently is facing a shortage of qualified teachers, and the pending retirements of the baby boom generation are likely to make the situation worse. To address future shortages, Kansas would benefit from a comprehensive plan that includes both State- and district-level strategies to attract, retain, and develop teachers.

The best practices we've compiled in this question provide policymakers with a list of ideas suggested by education experts or implemented in other states. Unfortunately, while there are lots of ideas, few of them have been demonstrated to be effective through sound empirical research. Evaluating the long-term effectiveness of any strategies will be an important component as the State moves to address teacher shortages.



**APPENDIX A**  
**Scope Statement**

This appendix contains the scope statement approved by the 2010 Commission for this audit on February 24, 2006.

**K-12 Education: Reviewing Issues Related to  
Developing and Retaining Teachers and School Principals**

The recently completed Legislative Post Audit education cost study included an examination of how teacher salaries vary in different parts of the State. Because that study didn't assess the overall level of teacher salaries, members of the 2010 Commission expressed an interest at their January 2006 meeting in knowing how Kansas teacher salaries compare with other states, when adjusted for such things as cost of living. Specifically, they expressed concerns that salaries in Kansas may not be sufficient to attract enough quality individuals to the teaching profession or to compete with other states. Members wanted to know what effect increasing salaries might have on the quality of teachers in the State, and ultimately, how that might affect student educational outcomes.

In addition, several members expressed concerns about the adequacy of the State's efforts to assist school districts in developing and retaining quality teachers and school principals. There was a particular emphasis on the adequacy of professional development programs to ensure teachers and principals develop strong leadership skills, learn about new and innovative teaching methodologies, and are retained within Kansas' teacher workforce.

This performance audit would address the following questions:

**1. What factors contribute to the shortage of teachers in Kansas?** To answer this question, we would consult with Department of Education staff and analyze Department data to identify trends in teacher turnover and staffing positions in the State. We'd also look at trends in the number of "under-filled" positions (positions filled by teachers that aren't endorsed to fill those positions). We would survey school districts that are experiencing staffing shortages to find out what factors contribute to those shortages, including identifying the states to which Kansas is most likely to lose teachers.

**2. How do Kansas teacher salaries compare with other states?** To answer this question, we would review the latest NCES data on teacher salaries for Kansas and other states, taking into account such factors as differences in cost of living. We would survey a sample of other states for additional information regarding possible reasons for variations in the salaries, such as differences in unionization rates, the average education and experience of teachers, teacher certification processes, and the way salaries are set in each state.

**3. What does the research literature show about the relationship between Statewide salary levels and student outcomes?** We would gather and review any studies available on the effect of raising the overall level of teacher salaries on attracting and retaining teachers, as well as the relationship between Statewide salary levels and student outcomes.

**4. What are the best practices for attracting, developing, and retaining high-quality teachers and school principals in different types of school districts?** We would gather and review literature, surveys, and studies, as well as consult with Department of Education staff, to identify best practices for attracting, developing, and retaining teachers and school principals. We would review the Standard & Poor's report on the State's "blue ribbon" schools to determine what they do to attract and develop staff. We'd also contact officials in other states to find out what they do to help districts build and retain a quality teaching staff.

Estimated completion time: 10-12 weeks

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## APPENDIX B

### Kansas Principal Survey on Teacher Attrition

This appendix contains the results of a survey of public school principals. We e-mailed surveys to 890 principals across the State of Kansas based on an e-mail list received from the Department of Education. Overall, we received 459 completed surveys, for a response rate of 52%. The survey was designed to obtain principals' perceptions about the nature and cause of teacher shortages and the reasons teachers leave a particular school or leave the profession altogether.

**Question 1: For what grade level are you the principal?**

School	#	%
Elementary	162	35.3%
Middle	101	22.0%
High	196	42.7%

**Question 2: What is your school's average annual teacher turnover rate?**

Turnover Rate	#	%
3% or less	174	39.1%
4-6%	107	24.0%
7-9%	84	18.9%
10-12%	54	12.1%
13% +	26	5.8%

**Question 3: Where do teachers go when they leave your school?**

Answer	Average <sup>(a)</sup>
Stay in Teaching	67.6%
Quit Teaching	32.4%

<sup>(a)</sup> Respondents had to respond to both answers (with their response totaling 100%). The results shown represent the overall average for each response.

**Question 4: Where do teachers go when they leave your school but stay in teaching?**

Answer	Never		Rarely		Sometimes		Frequently		Always	
	#	%	#	%	#	%	#	%	#	%
Another school within your district	167	37.4%	132	29.5%	102	22.8%	41	9.2%	5	1.1%
Another district within Kansas	8	1.8%	31	6.9%	138	30.8%	233	52.0%	38	8.5%
Private school within Kansas	213	51.1%	177	42.4%	27	6.5%	0	0.0%	0	0.0%
Another state	59	13.8%	189	44.3%	153	35.8%	26	6.1%	0	0.0%
Return to college for advanced degree (intend to remain in teaching)	124	29.3%	198	46.8%	95	22.5%	6	1.4%	0	0.0%

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**Question 5: Why do teachers leave your school but teach somewhere else?**

Answer	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	#	%	#	%	#	%	#	%	#	%
Better base salary	56	12.9%	85	19.6%	92	21.2%	124	28.6%	77	17.7%
Better fringe benefits (e.g. bonuses, extra duty pay)	56	13.1%	98	22.8%	95	22.1%	126	29.4%	54	12.6%
Better work environment (e.g. parental support, less demanding students)	100	23.1%	173	40.0%	83	19.2%	56	13.0%	20	4.6%
Better work conditions (e.g. curriculum freedom, smaller class size, less paperwork)	94	21.8%	192	44.4%	94	21.8%	36	8.3%	16	3.7%
Non-work related reasons (e.g. spouse relocated, desire bigger/smaller community)	8	1.8%	8	1.8%	38	8.7%	214	48.7%	171	39.0%

**Question 6: Why do teachers leave your school and stop teaching?**

Answer	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	#	%	#	%	#	%	#	%	#	%
Better salary and benefits	61	14.4%	76	18.0%	79	18.7%	123	29.1%	84	19.9%
Better working environment (e.g. better hours, less stress)	67	15.8%	101	23.9%	93	22.0%	106	25.1%	56	13.2%
Frustration with teaching environment (e.g. student violence/ discipline, poor perception of profession)	70	16.5%	112	26.4%	86	20.2%	103	24.2%	54	12.7%
Frustration with teaching conditions (e.g. increasing non-teaching duties, increasing paperwork)	51	12.1%	91	21.5%	86	20.3%	123	29.1%	72	17.0%
Non-work related reasons (e.g. spouse relocated, desire bigger/smaller community)	22	5.2%	37	8.8%	98	23.2%	200	47.4%	65	15.4%
Retirement	11	2.5%	12	2.7%	30	6.8%	154	35.1%	232	52.8%

**Question 7: Are the reasons teachers cite for leaving your school different today than they were 10 years ago?**

Answer	#	%
Yes	112	38.1%
No	182	61.9%

**Question 8: Over the past two years, did your school have to leave one or more teaching positions vacant?**

Answer	#	%
Yes	123	26.9%
No	334	73.1%

**Question 9: How have teacher's reasons for leaving changed over the last 10 years? (open-ended)**

Reasons Given	#
NCLB as it relates to increases in paperwork, non-teaching duties, testing requirements	94
Salary/benefit changes	43
No parental support or too many expectations from parents	25
Student discipline, attitude and demographic changes	22
Other including issues related to curriculum, retirement, funding, certification, and technology	53

**Question 10: Over the past two years, what has been the cause of the teacher vacancies in your school?**

Causes Given	#	%
Enrollment growth	15	8.7%
Class-size reduction efforts	14	8.1%
State or district policy changes (increase in graduation requirements that require different/more classes)	15	8.7%
Teachers leaving (includes retiring)	95	55.2%
Other (please specify)	33	19.2%

**Question 11: Why does your school have difficulties filling vacant teaching positions?**

Answer	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	#	%	#	%	#	%	#	%	#	%
Not enough qualified applicants (qualified means teachers endorsed in fields needed)	0	0.0%	7	5.7%	1	0.8%	41	33.3%	74	60.2%
Screening, interviews, and hiring decisions take too long (applicant goes elsewhere)	25	20.5%	56	45.9%	22	18.0%	16	13.1%	3	2.5%
Not competitive with salaries and benefits	9	7.4%	29	24.0%	23	19.0%	34	28.1%	26	21.5%
More difficult working conditions (e.g. desirable facilities, high number of poor and/or bilingual students)	20	16.4%	50	41.0%	18	14.8%	24	19.7%	10	8.2%
Located in a less desirable community (e.g. fewer social amenities, shopping)	18	14.8%	24	19.7%	14	11.5%	36	29.5%	30	24.6%

**Question 12: What approaches has your school taken to address these teacher vacancies?**

Answer	Never		Rarely		Sometimes		Frequently		Always	
	#	%	#	%	#	%	#	%	#	%
Changed class schedules (e.g. cut classes, combined classes)	24	20.3%	12	10.2%	47	39.8%	24	20.3%	11	9.3%
Used teachers not endorsed in the field they teach	26	21.8%	28	23.5%	36	30.3%	23	19.3%	6	5.0%
Used/hired staff not (yet) licensed to teach	50	42.7%	19	16.2%	27	23.1%	15	12.8%	6	5.1%
Used/hired substitutes to teach	35	29.2%	20	16.7%	37	30.8%	25	20.8%	3	2.5%
Used school administrators to teach	75	62.5%	28	23.3%	15	12.5%	2	1.7%	0	0.0%

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**Question 13: Over the past two years, what teaching positions has your school had difficulties filling?**

Subject	Never		Rarely		Sometimes		Frequently		Always	
	#	%	#	%	#	%	#	%	#	%
Art	43	50.6%	23	27.1%	13	15.3%	3	3.5%	3	3.5%
Business	38	47.5%	15	18.8%	16	20.0%	7	8.8%	4	5.0%
Computer Technology/ Programming	33	37.1%	19	21.3%	13	14.6%	14	15.7%	10	11.2%
ESL (English as a Second Language)	26	40.6%	7	10.9%	11	17.2%	12	18.8%	8	12.5%
Foreign Language	21	23.3%	9	10.0%	16	17.8%	16	17.8%	28	31.1%
Health/Physical Education	59	68.6%	16	18.6%	10	11.6%	1	1.2%	0	0.0%
Math	13	13.3%	9	9.2%	17	17.3%	25	25.5%	34	34.7%
Music	21	21.4%	14	14.3%	30	30.6%	16	16.3%	17	17.3%
Science	16	15.8%	9	8.9%	21	20.8%	21	20.8%	34	33.7%
Social Sciences/ Language Arts	27	27.0%	28	28.0%	27	27.0%	10	10.0%	8	8.0%
Special Education	13	13.4%	5	5.2%	10	10.3%	27	27.8%	42	43.3%
Vocational/ Technology Education	19	23.5%	7	8.6%	15	18.5%	16	19.8%	24	29.6%
Other	19	40.4%	3	6.4%	10	21.3%	9	19.1%	6	12.8%

**Question 14: Over the past two years, have other states tried or succeeded in recruiting teachers away from your school?**

Answer	#	%
Yes	75	16.5%
No	379	83.5%

**Question 15: What methods did other states employ to recruit your teachers?**

Answer	#	%
Other state SCHOOL contacted my teacher directly (e.g. phone, mail, email)	29	26.4%
Other state AGENCY contacted my teacher directly (e.g. phone, mail, email)	7	6.4%
Other state attended/held a job fair in my geographic area	33	30.0%
Other state advertised on TV/billboards/ internet/etc	36	32.7%
Other (please specify)	5	4.5%

**APPENDIX C  
Kansas Teacher Migration Information**

This appendix summarizes teacher migration patterns between different types of districts and different parts of the State from 2000 to 2004. Each year we counted the number of teachers that changed district types (e.g., from a high-poverty district to a rural district) or moved across regions. The number of teachers who move into a district from a different type of district are counted as "inflow." The number of teachers who move out of a district to a different type of district are counted as "outflow." Net migration is number of teachers gained or lost as a result of migration (inflow minus outflow).

There are two summary tables (by region and by district type) that show the migration patterns for all five years combined. There are also individual tables that show the migration patterns for each individual year.

**Kansas Teacher Migration Data**

**Total 2000-04 by Region**

Total	Inflow	Outflow	Net
NE	504.1	(341.8)	162.3
SE	490.5	(405.1)	85.4
SW	232.8	(328.8)	(95.9)
NW	127.8	(279.6)	(151.8)
<b>Total</b>	<b>1355.2</b>	<b>(1355.2)</b>	<b>0.0</b>

**Total 2000-04 by District Type**

Total	Inflow	Outflow	Net
Poverty	564.4	(661.0)	(96.6)
Rural	462.3	(719.6)	(257.3)
Other	1065.0	(711.1)	353.9
<b>Total</b>	<b>2091.7</b>	<b>(2091.7)</b>	<b>0.0</b>

**By Region**

2000	Inflow	Outflow	Net
NE	133.5	(78.0)	55.5
SE	122.0	(86.0)	36.0
SW	45.5	(87.3)	(41.8)
NW	30.3	(80.0)	(49.6)
<b>Total</b>	<b>331.2</b>	<b>(331.2)</b>	<b>0.0</b>

**By District Type**

2000	Inflow	Outflow	Net
Poverty	113.3	(170.7)	(57.4)
Rural	101.2	(180.3)	(79.0)
Other	282.8	(146.3)	136.4
<b>Total</b>	<b>497.3</b>	<b>(497.3)</b>	<b>0.0</b>

**2001**

Inflow	Outflow	Net	
NE	129.1	(82.7)	46.4
SE	117.1	(109.3)	7.8
SW	65.2	(74.0)	(8.8)
NW	28.5	(74.0)	(45.5)
<b>Total</b>	<b>339.9</b>	<b>(339.9)</b>	<b>0.0</b>

**2001**

Inflow	Outflow	Net	
Poverty	134.6	(149.9)	(15.3)
Rural	93.6	(168.7)	(75.1)
Other	247.2	(156.8)	90.4
<b>Total</b>	<b>475.4</b>	<b>(475.4)</b>	<b>0.0</b>

**2002**

Inflow	Outflow	Net	
NE	95.2	(56.0)	39.2
SE	78.0	(82.5)	(4.5)
SW	48.0	(57.5)	(9.5)
NW	26.5	(51.7)	(25.2)
<b>Total</b>	<b>247.7</b>	<b>(247.7)</b>	<b>0.0</b>

**2002**

Inflow	Outflow	Net	
Poverty	103.0	(108.5)	(5.5)
Rural	86.5	(133.0)	(46.5)
Other	185.5	(133.5)	52.0
<b>Total</b>	<b>375.0</b>	<b>(375.0)</b>	<b>0.0</b>

**2003**

Inflow	Outflow	Net	
NE	69.3	(52.7)	16.7
SE	73.0	(66.3)	6.7
SW	36.6	(47.5)	(10.8)
NW	24.0	(36.5)	(12.5)
<b>Total</b>	<b>202.9</b>	<b>(202.9)</b>	<b>0.0</b>

**2003**

Inflow	Outflow	Net	
Poverty	92.0	(93.6)	(1.6)
Rural	71.7	(116.1)	(44.5)
Other	162.0	(116.0)	46.1
<b>Total</b>	<b>325.7</b>	<b>(325.7)</b>	<b>0.0</b>

**2004**

Inflow	Outflow	Net	
NE	77.0	(72.5)	4.5
SE	100.5	(61.0)	39.5
SW	37.5	(62.5)	(25.0)
NW	18.5	(37.5)	(19.0)
<b>Total</b>	<b>233.4</b>	<b>(233.4)</b>	<b>0.0</b>

**2004**

Inflow	Outflow	Net	
Poverty	121.5	(138.3)	(16.8)
Rural	109.3	(121.5)	(12.2)
Other	187.5	(158.5)	29.0
<b>Total</b>	<b>418.3</b>	<b>(418.3)</b>	<b>0.0</b>

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**APPENDIX D**  
**Comparable Wage Index for All 50 States and the District of Columbia**

This appendix contains the adjustment factor we used to account for differences in regional costs. In developing the index, researchers studied several years of wage data for numerous occupations to see how wages vary regionally. The U.S. factor of "1.000" represents the baseline with which to compare each state. The adjustment factor for each state is determined by calculating the value needed to raise or lower the state's cost of living to match the U.S. average.

<b>NCES Comparable Wage Index</b>			
State	Adjustment Factor	State	Adjustment Factor
<b>United States 1.000</b>			
District of Columbia	1.154	Utah	0.932
New Jersey	1.153	Arizona	0.923
New York	1.122	South Carolina	0.919
California	1.092	Florida	0.911
Connecticut	1.080	New Hampshire	0.907
Massachusetts	1.057	Louisiana	0.900
Maryland	1.044	Missouri	0.899
Virginia	1.033	Kentucky	0.898
Illinois	1.031	Indiana	0.895
Texas	1.016	Alabama	0.887
Washington	1.014	New Mexico	0.877
Delaware	1.002	Mississippi	0.868
Nevada	0.995	Oklahoma	0.856
Michigan	0.994	<b>Kansas</b>	<b>0.855</b>
Georgia	0.992	West Virginia	0.849
Rhode Island	0.988	Idaho	0.840
Alaska	0.979	Arkansas	0.838
Pennsylvania	0.970	Iowa	0.838
Hawaii	0.968	Vermont	0.832
Minnesota	0.966	Nebraska	0.829
Ohio	0.962	Maine	0.822
North Carolina	0.956	Wyoming	0.804
Oregon	0.944	North Dakota	0.786
Tennessee	0.939	South Dakota	0.781
Wisconsin	0.939	Montana	0.748
Colorado	0.935		

Source: Taylor, L.L., and Fowler, W.J., Jr. (2006). A Comparable Wage Approach to Geographic Cost Adjustment.



## APPENDIX E

### Average Teacher Salary Before and After Regional Cost Adjustment

This appendix contains both unadjusted and adjusted average teacher salaries for the 50 states and District of Columbia. Salaries labeled "Reported Salary" are those reported by the National Education Association. Salaries labeled "Adjusted Salary" have been adjusted by LPA using the Comparable Wage Index so that all salaries are reported in Kansas dollars.

<b>Average Salary of Public School Teachers (2004-05)</b>				
State	Reported Salary	Rank	Adjusted Salary (in Kansas \$)	Rank
Michigan	\$55,693	6	\$47,905	1
Connecticut	\$58,688	1	\$46,461	2
Pennsylvania	\$52,700	10	\$46,452	3
Rhode Island	\$53,473	9	\$46,275	4
Illinois	\$55,629	7	\$46,133	5
Oregon	\$50,790	14	\$46,002	6
Alaska	\$52,424	11	\$45,784	7
Vermont	\$44,535	21	\$45,766	8
California	\$57,876	3	\$45,315	9
Indiana	\$46,851	17	\$44,757	10
Massachusetts	\$54,596	8	\$44,162	11
Montana	\$38,485	46	\$43,990	12
Delaware	\$50,869	13	\$43,406	13
District of Columbia	\$58,456	2	\$43,310	14
Ohio	\$48,692	15	\$43,276	15
Wyoming	\$40,392	37	\$42,954	16
Idaho	\$42,122	30	\$42,874	17
Maryland	\$52,331	12	\$42,857	18
New York	\$56,200	5	\$42,826	19
Maine	\$40,940	35	\$42,584	20
New Jersey	\$56,600	4	\$41,971	21
Minnesota	\$46,906	16	\$41,516	22
New Hampshire	\$43,941	24	\$41,422	23
Arkansas	\$40,495	36	\$41,316	24
Iowa	\$40,347	38	\$41,165	25
Nebraska	\$39,456	40	\$40,693	26
Colorado	\$44,161	23	\$40,383	27
Georgia	\$46,526	18	\$40,101	28
Arizona	\$42,905	28	\$39,744	29
North Dakota	\$36,449	50	\$39,649	30
Wisconsin	\$43,466	25	\$39,578	31
South Carolina	\$42,207	29	\$39,268	32
<b>KANSAS</b>	<b>\$39,190</b>	<b>42</b>	<b>\$39,190</b>	<b>33</b>
Hawaii	\$44,273	22	\$39,105	34
Kentucky	\$41,002	34	\$39,039	35
North Carolina	\$43,313	27	\$38,737	36
West Virginia	\$38,360	47	\$38,631	37
Florida	\$41,081	32	\$38,556	38
Washington	\$45,712	19	\$38,544	39
New Mexico	\$39,328	41	\$38,341	40
Tennessee	\$41,527	31	\$37,812	41
Alabama	\$38,863	45	\$37,461	42
Nevada	\$43,394	26	\$37,288	43
South Dakota	\$34,040	51	\$37,265	44
Oklahoma	\$37,141	48	\$37,098	45
Missouri	\$38,971	43	\$37,064	46
Virginia	\$44,763	20	\$37,050	47
Louisiana	\$38,880	44	\$36,936	48
Utah	\$39,965	39	\$36,663	49
Mississippi	\$36,590	49	\$36,042	50
Texas	\$41,009	33	\$34,511	51

Source: Salary and rank data from NEA, adjusted by LPA for cost variation across states.

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## APPENDIX F

### **Bibliography of Research About the Relationship Between Teacher Salary and Student Outcomes and Teacher Retention**

This appendix lists the three research summaries and four individual studies we reviewed that examined the relationships between teacher salaries and teacher retention and student outcomes. To identify the studies for our review, we spoke with officials from the Kansas Department of Education, education professors from several universities, and searched the internet.

#### Research summaries:

1. Allen, M. B., 2005. Eight Questions on Teacher Recruitment and Retention: What Does the Research Say? Education Commission of the States.
2. Greenwald, R., Hedges, L., & Laine, R., 1994. When Reinventing the Wheel Is Not Necessary. *Journal of Education Finance*, 20, 1-20.
3. Hanushek, E., 2003. The Failure of Input-Based Schooling Policies. *The Economic Journal*, 113, F64-F98

#### Other Studies

4. Hanushek, E., Kain, J., & Rivkin, S., 1999. Do Higher Salaries Buy Better Teachers? University of Rochester and National Bureau of Economic Research, Paper presented during the annual meeting of the American Economic Association, New York, January 3-5, 1999.
5. Imazeki, J. 2005. Teacher Salaries and Teacher Attrition. *Economics of Education Review*, 431-449.
6. Page, M. & Loeb, S., 2000. Examining the Link between Teacher Wages and Student Outcomes: The Importance of Alternative Labor Market Opportunities and Non-Pecuniary Variations. *The Review of Economics and Statistics*, 82(3): 393-408.
7. Scafidi, Sjoquist, D., & Skinebrickner, T., 2003. Do Teachers Really Leave for Higher Paying Jobs in Alternative Occupations? University of Western Ontario, London, Ontario Canada N6A 5C2.

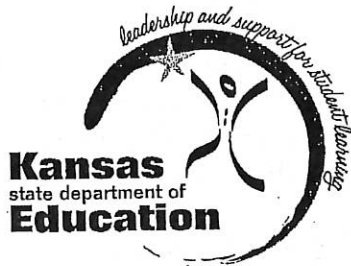
## APPENDIX G

### Agency Response

On June 12, 2006, we provided copies of the draft audit report to the Department of Education. Its response is included as this Appendix.

Department officials pointed out a number of minor concerns they had related to our discussions of education graduates and special education teachers, as well as other terminology we used in the draft report. Based on the Department's concerns, we've incorporated several changes in the final report:

- **Education Graduates From Private Colleges** – We contacted officials from the Kansas Independent College Association and have incorporated additional information on page 15 of the report.
- **Special Education Teachers** – We revised language on page 10 of the report to note that Department officials think one reason for the shortage of special education teachers is that many teachers who are endorsed in this area choose not to teach it.
- **Salary Comparisons Within Kansas** – Because Question 2 of the scope statement for this audit only addressed comparisons of teacher salaries across states, no changes were made. The approved scope statement is included as Appendix A of this report.
- **Terminology Concerns**
  - ▶ **“Out-of-Field” Teachers**: We've classified teachers with a provisional license or who have been granted a teaching waiver as “out-of-field.” Although these teachers have a plan in place to obtain the proper endorsements for the subjects they teach, they aren't yet fully licensed. Our way of categorizing teachers is consistent with the categories the Department uses in its annual Licensed Personnel Report, and similar to the federal No Child Left Behind Act, which designates only fully licensed teachers as “highly qualified.”
  - ▶ **Alternate Routes to Getting a Teaching License**: We revised our discussion of requirements to become a teacher on page 8 so it's consistent with the Department's terminology.
  - ▶ **Vocational Education Teachers**: We added a footnote to Figure I-4 on page 9 to clarify that this subject includes teachers assigned to teach family and consumer science, industrial arts, as well as vocational education.

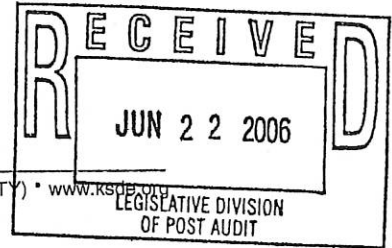


## Office of the Commissioner

785-296-2302  
785-291-3791 (fax)

120 SE 10th Avenue • Topeka, KS 66612-1182 • 785-296-6338 (TTY) • www.ksde.org

June 22, 2006



Barbara J. Hinton  
Legislative Post Auditor  
Legislative Division of Post Audit  
Legislature of Kansas Department of Education  
800 Southwest Jackson Street, Suite 1200  
Topeka, Kansas 66612-2212

Dear Auditor Hinton:

Thank you for the opportunity to respond to your recently completed performance audit, *K-12 Education: Reviewing Issues Related to Developing and Retaining Teachers and School Principals*.

We believe the report is well-written and should be of interest to many groups interested in education in Kansas. There are only a few items for which we have concerns:

- Data from private colleges has been omitted from this report and yet the private colleges supply about 1/3 of the new teachers each year; Dr. Doug Penner, Director of the Kansas Independent Colleges would have that information.
- Data on special education teachers in your report is misleading in that Kansas currently has 7,366 teachers who hold some kind of special education endorsement to fill 4,503 possible assignments. We believe many teachers are unwilling to be employed as special education teachers or they are unwilling to complete the requirements for the waiver or provisional when a general education position comes open and they can move into that setting.
- It is difficult for us to understand why salary comparisons did not include a comparison among teachers in the four quadrants of Kansas and make some kind of adjustment for cost-of-living in those regions. A national comparison is one type of comparison, to be sure, but an in-state comparison would also yield useful data.
- Finally, we have some concerns with the use of terminology in the report. We understand that we have some acronyms that are difficult but we would be happy to explain. That which we have the most concerns relate to the following terms:
  - out-of-field*—you have considered anyone on a provisional or waiver to be an out-of-field teacher. For NCLB purposes, the teachers would be teachers having a plan to become highly qualified; each teacher on a provisional or waiver has submitted a plan that allows them to gain the full endorsement.
  - Alternate route* – we don't consider a two-year exchange, a one year temporary nonrenewable or a substitute license to be an alternate route to license. Some of these are types of licenses that provide access to practice while completing a couple of requirements; while the latter one never requires the individual to

complete a program. Our one alternative route to licensure in Kansas is the restricted license which allows an individual with a degree in a field to gain immediate access to practice while completing a minimum of 18 hours of professional education coursework. Some applicants for this license have received funding from the federal government through a Transition to Teaching grant. A substitute license or the exchange or the temporary license would not be considered alternative routes except by your staff.

*Vocational Education*- we believe this term is not clearly defined in your report. Are you referencing individuals who have gone to college to complete a vocational education endorsement on a license or are you referencing individuals who have received a vocational certificate based on their expertise in a given field and who train young people in a particular trade? There are two distinct fields that serve vocational needs.

If we can assist you further in the final draft of your report, please do not hesitate to contact me. Again, thank you for the opportunity to address particular issues in the report.

Sincerely,



Bob Corkins,  
Commissioner of Education

Cc: Tom Foster, Deputy Commissioner  
Martha S. Gage, Director, TEAL  
Susan Helbert, Ass't. Director, TEAL



# KANSAS BOARD OF REGENTS

1000 SW JACKSON • SUITE 520 • TOPEKA, KS 66612-1368

TELEPHONE – 785-296-3421  
FAX – 785-296-0983  
www.kansasregents.org

**House Education Committee**  
**March 1, 2007**

*Testimony in Support of Senate Bill 22*

**Dr. Roxanne Kelly**  
**Director of Academic Services**

Good morning Mr. Chairman and Members of the Committee. My name is Roxanne Kelly and I am the Director of Academic Services for the Kansas Board of Regents. I am here on behalf of the Board to testify in support of Senate Bill 22, legislation that would establish the Teacher Education Competitive Grant Program. Senate Bill 22 was introduced by the Legislative Educational Planning Committee on January 8, and it was unanimously approved by the Senate on February 8.

## **Looming Teacher Shortage**

In July 2006, the Legislative Division of Post Audit (LPA) reported its findings concerning the Kansas teacher shortage in a document entitled “School Districts Performance Audit Reports, K-12 Education: Reviewing Issues Related to Developing and Retaining Teachers and School Principals.” Findings included the fact that the percentage of teachers who are eligible to retire has consistently grown over the past six years. The audit projects that 24% of all teachers in Kansas will be eligible to retire in the next five years. This estimate does not account for early retirement options provided by some districts which could increase the percent of teachers who actually do retire over the next five years.

This problem is not unique to Kansas. In a March 2006 report published by the U.S. Department of Education, the states of Missouri, Oklahoma and Nebraska all report teacher shortages in areas similar to those in Kansas – math, science and special education. The National Education Association (NEA) calls the turnover “historic” and estimates that more than 2 million new teachers will be needed to fill the gap in the next decade. California alone projects over 100,000 new teachers will be needed within the next ten years. The demand for teachers nationwide only compounds the problems in our state.

The LPA found approximately 6% of teaching positions are either unfilled or filled by a teacher who is teaching out-of-field. Of the nearly 34,000 teaching positions across Kansas only 154 remain unfilled while over 1,800 are filled by teachers who are teaching “out-of-field.” “Out-of-field” is defined as those teachers who have not earned the required endorsement or credential for their assigned grade level or content area or do not have a valid teaching license. The Colleges of Education at the state universities, in conjunction with the Kansas State Department of Education, have made modest gains in helping to address filling vacancies noted

House Education Committee  
Date: 3-1-07  
Attachment # 2-1

in the report. As the audit notes there are very few unfilled teaching positions, however, a larger number of teachers are teaching in areas outside their area of expertise. Math and science are two areas commonly pointed to as experiencing this problem. In addition, the audit revealed that there was a high incidence of special education teachers choosing to move into regular education classrooms leaving a shortfall in the area of special education.

The audit also uncovered a pattern of movement out of high-poverty areas into more suburban settings as well as from less-populated settings in the west to more-populated settings in the eastern parts of Kansas and out of the state. Four of the state universities reported that 16% of teachers prepared in Kansas leave the state.

### **KBOR Proposal Responds to Critical State Issue**

In response to specific recommendations in the LPA report, the Board engaged its staff and the College of Education Deans to develop a two-pronged approach. The proposal is similar to that used to begin to address the nursing shortage last year.

- I. Create a \$2.75 million pool of funding administered by Board for a competitive grant program whereby public postsecondary institutions would bring forward proposals, specifically targeted at increasing the supply of teachers, especially in geographic and subject areas with shortages. The grants would be matched on the basis of \$2 from the teacher education grant program for \$1 from the institution receiving the grant. This proposal is before you in the form of Senate Bill 22.
- II. Consolidate, streamline and simplify the existing teacher scholarship programs into a new Comprehensive Teacher Scholarship Program and add \$1.0 million in new funding in order to increase the funding to \$2.0 million. This proposal, which is embodied in Senate Bill 23, was unanimously approved by the Senate on February 21 and was recently referred to this Committee for consideration.

The Governor's budget recommends \$2 million dollars to address both these issues, \$1 million for teacher scholarships, and \$1 million for the competitive grant program.

### **Competitive Grant Program**

Teacher education programs in the state universities are at capacity. Most Colleges of Education report there are waiting lists for the programs as well. The universities want to produce adequate numbers of highly qualified teachers to serve Kansas students. In order to expand the pool of qualified applicants for all teaching positions additional funding is needed for:

- Additional qualified faculty to teach and supervise teacher candidates. Teacher education is labor intensive, particularly during the field experience and student teaching phases of the process. It is essential that there are adequate numbers of qualified faculty to ensure the teacher candidates receive the best training and experiences possible.

- Expansion of innovative approaches to teacher education that are currently being used across the state. In 2004, Emporia State University, Fort Hays State University and Pittsburg State University, were given additional funding to provide alternative avenues for teacher education. One of the approaches was to develop partnerships with community colleges and, in some instances, included developing satellite locations at colleges. Over 150 teacher candidates have participated, or are participating in, these alternative avenues for teacher education. Replicating these types of partnerships with community colleges in a more rural setting may help to address the issue of migration to the more populated areas of the state.
- Expansion of the teacher education opportunities that currently exist including new teacher training, offering courses and programs for those teachers who are teaching outside of their area of endorsement, as well as expanding the pipeline to fill the openings anticipated over the next five years as a result of retirements.

Specifically, the Board supports Senate Bill 22 which establishes the teacher education competitive grant program. These grants would be made available to the public universities and would focus on hard-to-fill teaching disciplines and underserved areas in the state.

Thank you for the opportunity to comment. I would be happy to answer any questions that you may have.



**Testimony on SB 95 - School finance and pupils residing in  
certain facilities  
House Education Committee**

**by Heather Morgan  
Director of Public and Legislative Affairs**

**March 1, 2007**



J. Russell Jennings  
Commissioner  
785-296-0042  
[rjennings@ksjja.org](mailto:rjennings@ksjja.org)

Heather Morgan  
Director of Public and Legislative Affairs  
785-296-5543  
[hmorgan@ksjja.org](mailto:hmorgan@ksjja.org)

House Education Committee  
Date: 3-1-07  
Attachment # 5-1

The Juvenile Justice Authority urges your support of SB 95. SB 95 corrects a conflict in statute which incorrectly identifies Level VI facilities as juvenile detention facilities, removes references to Level VI facilities (which will be a term no longer used after July 1, 2007), removes references to specific facilities in statute by covering all facilities falling into a specific category as evidenced by certification and licensure, and updates this statute to reflect current practices relating to these facilities.

SB 95 corrects the current statute, which labels Level VI facilities as juvenile detention facilities. Level VI facilities are not juvenile detention facilities, but are treatment facilities focused on helping mentally ill youth. Clarifying this statute is important because it was highlighted in a report from the Centers for Medicaid and Medicare Services (CMS) last year, in which CMS claimed that because Level VI facilities were being defined as juvenile detention facilities they had no responsibility to participate in funding of these facilities. CMS does not participate in funding detention facilities, or any facility, which is being used to detain youth instead of incarceration. Though federal funding for these facilities was not effected by the report, correcting the statute would help alleviate Level VI facilities being confused as detention facilities.

On July 1, 2007 most Level V and Level VI facilities in the state will transition to a category of facility defined by CMS as psychiatric residential treatment facilities (PRTF's). This term will functionally replace the term's Level V and Level VI in the Kansas residential service system. SB 95 would update the statute to reflect this change. SB 95 also removes the references to individual treatment facilities. Facilities currently listed in the statute contain facilities that have gone out of business, Level V facilities, and Level VI facilities. By removing the references to individual facilities it allows the statute to stay current regardless of business changes by identifying anyone certified and licensed as a PRTF as eligible to have residents counted in this way under the school finance formula under the direction of the Department of Education.

SB 95 also updates the language relating to pupils who are enrolled in USD 259, but reside at the Judge James V. Riddel Boys Ranch (JRBR). Current statute identifies these youth as being under the custody of the Secretary of Social and Rehabilitation Services. JRBR currently houses only youth who are under the custody of the Commissioner of Juvenile Justice. This has been their practice for a number of years. SB 95 cleans up statutory language to reflect current programmatic usage at JRBR.

The Juvenile Justice Authority urges your favorable consideration of SB 95. I would be happy to stand for any questions.

5-2

Robert Drummond  
TLC for Children and Families, Inc.  
President



Bruce Linhos  
Executive Director

Community Agencies Serving Children and Families

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212 S.W. 7th Street Topeka, Kansas 66603  
(785) 235-KIDS fax: (785) 235-8697 e-mail: blinhos@childally.org  
Website: www.childally.org

**Testimony in Support of SB 95  
House Education Committee  
March 1, 2007**

The Children's Alliance is the state's association of private non profit child welfare agencies. Member agencies provide an array of service for youth both in the custody of the Department of Social and Rehabilitation Services as well as those under the Juvenile Justice Authority. Services provided by member agencies include family preservation, foster care, group and residential treatment. It is the residential treatment programs that will be impacted by this bill.

SB 95 will clarify the language that has previously incorrectly defined some residential treatment programs by name in a statute that identifies these programs as detention centers. This legislation is particularly necessary now because as of July 1, Kansas will be instituting a new array of psychiatric residential treatment facilities (PRTF). This new designation of PRTF is complies with Medicaid requirements. Detention is not a service that is eligible for Medicaid funding. The language in SB 95 clarifies that the facilities caring for these children are indeed in compliance with Medicaid rules and eligible for Medicaid funding. This bill allows the students in these facilities to be accurately classified for purposes of the Department of Education financing formula.

We request the committees support for SB 95

Bruce Linhos  
Executive Director  
Children's Alliance of Kansas

House Education Committee  
Date: 3-1-07  
Attachment # 6



## 2007 LEGISLATIVE SESSION~

### 2007 POLICY AGENDA~

#### SERVING A RURAL POPULATION

*The needs, perspectives and culture of our rural and frontier population shall be reflected in decisions and policies that shape services to children and families at all levels.*

#### MENTAL HEALTH AND BEHAVIORAL SERVICES

*All children in the child welfare system will have access to quality, and timely mental health and behavioral health services designed to sustain and reunite families.*

#### MANAGING POSITIVE SYSTEMS CHANGE

*System changes that impact children and families must be adequately funded, accompanied by plans to build system capacity, and have a process for monitoring and evaluating performance against outcomes.*

#### House Committee on Education Support for SB 95 March 1, 2007

**St. Francis Academy** has a rich history of serving troubled youth and their families over the past 60 years. We provide a range of services to youth and their families from family preservation, foster care, drug and alcohol services, restorative justice programs, and residential services and supports. As this state continues to evolve in organizing service delivery to the children and families of Kansas, St. Francis continues to focus its efforts on how we build the capacity and the menu of services for youths in our care while at the same time managing the available funding to ensure positive outcomes.

**SB 95** will assist in bringing clarification to the roles and responsibilities set out by the state agency for services such as ours, by updating the statute to reflect changes in the psychiatric residential treatment systems. St. Francis Academy stands in support of the testimony provided by the Juvenile Justice Authority, the Children's Alliance and agrees with the changes. Particularly removing references to individual facilities provides the flexibility that this state needs in assuring services remain contemporary to the needs of children and families. This allows the state to stay current regardless of business changes and allows certified and licensed psychiatric treatment centers as they will be called, to be eligible to have residents counted accurately under the school finance formula directed by the Department of Education.

We ask for your favorable support and passage of this bill that will increase clarity and function of the system. Respectfully submitted,

Melissa Ness, JD, MSW - Legislative Coordinator

*The system serving children and families will reflect regional differences, ensure access to critical services and effectively manage change.*

For more information contact [mlness@cox.net](mailto:mlness@cox.net)

House Education Committee  
Date: 3-1-07  
Attachment # 7

**SENATE BILL No. 69**

By Committee on Education

1-11

10 AN ACT concerning school districts; relating to school finance; amend-  
11 ing K.S.A. 2006 Supp. 72-6449 and 72-6451 and repealing the existing  
12 sections.

13  
14 *Be it enacted by the Legislature of the State of Kansas:*

15 Section 1. K.S.A. 2006 Supp. 72-6449 is hereby amended to read as  
16 follows: 72-6449. (a) As used in this section, "school district" or "district"  
17 means a school district authorized to make a levy under this section.

18 (b) The board of education of any district may levy a tax on the taxable  
19 tangible property within the district for the purpose of financing the costs  
20 incurred by the state that are attributable directly to assignment of the  
21 cost of living weighting to the enrollment of the district. There is hereby  
22 established in every school district a fund which shall be called the cost  
23 of living fund, which fund shall consist of all moneys deposited therein  
24 or transferred thereto in accordance with law. All moneys derived from  
25 a tax imposed pursuant to this section shall be credited to the cost of  
26 living fund. The proceeds from the tax levied by a district credited to the  
27 cost of living fund shall be remitted to the state treasurer in accordance  
28 with the provisions of K.S.A. 75-4215, and amendments thereto. Upon  
29 receipt of each such remittance, the state treasurer shall deposit the entire  
30 amount in the state treasury to the credit of the state school district fi-  
31 nance fund.

32 (c) The state board of education shall determine whether a district  
33 may levy a tax under this section as follows:

34 (1) Determine the statewide average appraised value of single family  
35 residences for the calendar year preceding the current school year;

36 (2) multiply the amount determined under (1) by 1.25;

37 (3) determine the average appraised value of single family residences  
38 in each school district for the calendar year preceding the current school  
39 year; and

40 (4) subtract the amount determined under (2) from the amount de-  
41 termined under (3). If the amount determined for the district under (4)  
42 is a positive number and the district is authorized to adopt and has  
43 adopted a local option budget in an amount equal to the state prescribed

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1 percentage in the current school year ~~which equals at least 25%~~, the  
2 district qualifies for assignment of cost of living weighting and may levy  
3 a tax on the taxable tangible property of the district for the purpose of  
4 financing the costs that are attributable directly to assignment of the cost  
5 of living weighting to enrollment of the district.

equal to the state prescribed percentage

6 (d) Except as provided by subsection (e), no tax may be levied under  
7 this section unless the board of education adopts a resolution authorizing  
8 such a tax levy and publishes the resolution at least once in a newspaper  
9 having general circulation in the district. Except as provided by subsection  
10 (e), the resolution shall be published in substantial compliance with the  
11 following form:

(5) Once a district is authorized to levy a tax under this section, such district shall remain authorized to make if the amount determined under (4) is a positive number and if the district continues to adopt a local option budget in an amount equal to the state prescribed percentage in effect in the school year in which the district first was authorized to make such levy. The provisions of this paragraph shall apply in school year 2005-2006 and each school year thereafter.

12 Unified School District No. \_\_\_\_\_  
13 \_\_\_\_\_ County, Kansas.

14 RESOLUTION

15 Be It Resolved that:

16 The board of education of the above-named school district shall be authorized to levy an  
17 ad valorem tax in an amount not to exceed the amount necessary to finance the costs  
18 attributable directly to the assignment of cost of living weighting to the enrollment of the  
19 district. The ad valorem tax authorized by this resolution may be levied unless a petition in  
20 opposition to the same, signed by not less than 5% of the qualified electors of the school  
21 district, is filed with the county election officer of the home county of the school district  
22 within 30 days after the publication of this resolution. If a petition is filed, the county election  
23 officer shall submit the question of whether the levy of such a tax shall be authorized in  
24 accordance with the provisions of this resolution to the electors of the school district at the  
25 next general election of the school district, as is specified by the board of education of the  
26 school district.

27 CERTIFICATE

28 This is to certify that the above resolution was duly adopted by the board of education of  
29 Unified School District No. \_\_\_\_\_, \_\_\_\_\_ County, Kansas, on the \_\_\_\_\_ day of  
30 \_\_\_\_\_, (year)\_\_\_\_\_.

31 \_\_\_\_\_  
32 Clerk of the board of education.

33 All of the blanks in the resolution shall be filled. If no petition as spec-  
34 ified above is filed in accordance with the provisions of the resolution,  
35 the resolution authorizing the ad valorem tax levy shall become effective.  
36 If a petition is filed as provided in the resolution, the board may notify  
37 the county election officer to submit the question of whether such tax  
38 levy shall be authorized. If the board fails to notify the county election  
39 officer within 30 days after a petition is filed, the resolution shall be  
40 deemed abandoned and of no force and effect and no like resolution shall  
41 be adopted by the board within the nine months following publication of  
42 the resolution. If a majority of the votes cast in an election conducted  
43 pursuant to this provision are in favor of the resolution, such resolution

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1 shall be effective on the date of such election. If a majority of the votes  
2 cast are not in favor of the resolution, the resolution shall be deemed of  
3 no effect and no like resolution shall be adopted by the board within the  
4 nine months following such election.

5 ~~(e) Any resolution adopted pursuant to this section for school year  
6 2005-2006 shall not be subject to the provisions of subsection (d) relating  
7 to publication, protest or election.~~

8 Sec. 2. K.S.A. 2006 Supp. 72-6451 is hereby amended to read as  
9 follows: 72-6451. (a) As used in this section:

10 (1) "School district" or "district" means a school district which: (A)  
11 Has a declining enrollment; and (B) ~~for school year 2005-2006, has~~  
12 ~~adopted a local option budget in an amount which equals at least 25%;~~  
13 ~~or (C) for school year 2006-2007 and each school year thereafter, has~~  
14 ~~adopted a local option budget in an amount which equals the state pre-~~  
15 ~~scribed percentage at the time the district applies to the state board of~~  
16 ~~tax appeals for authority to make a levy pursuant to this section.~~

has adopted a local option budget in an amount which equals  
the state prescribed percentage in the school year in which  
the district first applies to the state board of tax appeals  
for authority to make a levy pursuant to this section.

17 (2) "Declining enrollment" means an enrollment which has declined  
18 in amount from that of the preceding school year.

19 (b) (1) A school district may levy an ad valorem tax on the taxable  
20 tangible property of the district each year for a period of time not to  
21 exceed two years in an amount not to exceed the amount authorized by  
22 the state board of tax appeals under this subsection for the purpose of  
23 financing the costs incurred by the state that are directly attributable to  
24 assignment of declining enrollment weighting to enrollment of the dis-  
25 trict. The state board of tax appeals may authorize the district to make a  
26 levy which will produce an amount that is not greater than the amount  
27 of revenues lost as a result of the declining enrollment of the district.  
28 Such amount shall not exceed 5% of the general fund budget of the  
29 district in the school year in which the district applies to the state board  
30 of tax appeals for authority to make a levy pursuant to this section.

Once a district is authorized to make a levy pursuant to  
this section, such district shall remain authorized to make  
such levy if the district has a declining enrollment and if the  
district continues to adopt a local option budget in an  
amount equal to the state prescribed percentage in effect  
in the school year in which the district first was authorized to  
make such levy. The provisions of this section shall apply  
in school year 2005-2006 and each school year thereafter.

31 (2) ~~The board of tax appeals shall certify to the state board the amount~~  
32 ~~authorized to be produced by the levy of a tax under this section.~~

33 (3) The state board shall prescribe guidelines for the data that school  
34 districts shall include in cases before the state board of tax appeals pur-  
35 suant to this section.

36 (c) A district may levy the tax authorized pursuant to this section for  
37 a period of time not to exceed two years unless authority to make such  
38 levy is renewed by the state board of tax appeals. The state board of tax  
39 appeals may renew the authority to make such levy for periods of time  
40 not to exceed two years.

41 (d) The state board shall provide to the state board of tax appeals  
42 such school data and information requested by the state board of tax  
43 appeals and any other information deemed necessary by the state board.

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1 (e) There is hereby established in every district a fund which shall be  
2 called the declining enrollment fund. Such fund shall consist of all moneys  
3 deposited therein or transferred thereto according to law. The proceeds  
4 from the tax levied by a district under authority of this section shall be  
5 credited to the declining enrollment fund of the district. The proceeds  
6 from the tax levied by a district credited to the declining enrollment fund  
7 shall be remitted to the state treasurer in accordance with the provisions  
8 of K.S.A. 75-4215, and amendments thereto. Upon receipt of each such  
9 remittance, the state treasurer shall deposit the entire amount in the state  
10 treasury to the credit of the state school district finance fund.

11 Sec. 3. K.S.A. 2006 Supp. 72-6449 and 72-6451 are hereby repealed.

12 Sec. 4. This act shall take effect and be in force from and after its  
13 publication in the ~~statute book~~ **Kansas register**.