

2013-2014 SCHOOL IMPROVEMENT PLAN

Magnolia Montessori Academy

1540 NEW JERSEY
Lakeland, FL 33803
863-797-4991

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 14%
Alternative/ESE Center No	Charter School Yes	Minority Rate 38%

School Grades History

2013-14 F	2012-13	2011-12	2010-11
---------------------	----------------	----------------	----------------

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	12
Goals Summary	0
Goals Detail	0
Action Plan for Improvement	0
Part III: Coordination and Integration	16
Appendix 1: Professional Development Plan to Support Goals	0
Appendix 2: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Magnolia Montessori Academy

Principal

Kimberly Scott and Tammi Crotteau

School Advisory Council chair

John Iskra

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Alyssia Totten	Vice President
Nathan Dunham	Board Member
Veronica Kerst	Board Member
Amanda Gaspary	Secretary
Maile Valentine	Parent liaison
Cara Helping	Teacher liaison
Tammi Crotteau	Director of Finance
Kim Scott	Director of Education

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The members of SAC are made up by Magnolia Montessori Academy's Board of Directors, the parent liaison, the teacher liaison and the two school administrators.

Involvement of the SAC in the development of the SIP

The initial school improvement plan was part of our original charter and was written in large part by Amanda Gaspary who is Secretary of the Board. The budget was ratified by the board with all members present.

The rest was written by the Directors of Education and Finance and will be reviewed by the SAC.

Activities of the SAC for the upcoming school year

The SAC participates in monthly meetings to oversee progress or problems regarding the school. They also assess the Directors' effectiveness and provide suggestions.

Projected use of school improvement funds, including the amount allocated to each project

We have not received any school improvement funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kimberly Scott and Tammi Crotteau

Principal	Years as Administrator: 0	Years at Current School: 0
-----------	---------------------------	----------------------------

Credentials

Kim Scott = Bachelors in Education from USF, Mastors in Education from Xavier, Florida teaching license in varying exceptionality for K-12, Elementary education certification K-6 and ESOL endorsed, AMS Primary Montessori Certification.

Performance Record

We are a new school, we have only been open since August 19th.

Asst Principal	Years as Administrator:	Years at Current School:
----------------	-------------------------	--------------------------

Credentials

Performance Record

Classroom Teachers

of classroom teachers

4

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

0%

certified in-field

2, 50%

ESOL endorsed

2, 50%

reading endorsed

1, 25%

with advanced degrees

1, 25%

National Board Certified

, 0%

first-year teachers

, 0%

with 1-5 years of experience

1, 25%

with 6-14 years of experience

3, 75%

with 15 or more years of experience

, 0%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**Recruitment**

In order to hire the most qualified teachers, Magnolia Montessori Academy will advertise the teaching positions locally as well as through Montessori resources. The board will draft an advertisement identifying the school and requesting the submission of both curriculum vitae and a cover letter explaining the applicant's intent. In addition, the board will encourage grassroots advertising like word-of-mouth, internet, community bulletin boards, etc.

Selection

The curriculum vitae and cover letters will be reviewed by the directors. The directors will then

conduct in-person interviews. The ultimate decision on teaching staff will be made by the directors, perhaps in consultation with the members of the board. Hiring the teaching team is a very important decision. The directors

must be vigilant that the teachers are capable of fulfilling the mission and guiding principles of the school. All applicants must at least have a Statement of Eligibility from the Florida Department of Education indicating that they are eligible for a temporary teaching certificate. In addition, all applicants must express a willingness to pursue Montessori training.

Due to the nature of the Montessori method, Magnolia Montessori Academy teachers will be required to expand their education to include the basics of Montessori education and any other professional development necessary to keep current in the teacher's field of specialization. Teachers will also be trained in implementing service learning in and out of the classroom. In addition, any teacher trainings required to use software or computer resources will be conducted throughout the school year. For example, MMA expects that there will be professional development to assist reading teachers or administrators in administering the county and state assessments. Magnolia Montessori Academy is committed to having a staff whose education is current, relevant and varied.

Due to the nature of the Montessori classroom, trainings to assist with development of curriculum, classroom climate, peer interaction and potentially Montessori certification trainings may occur during the school year. Teachers will also be trained in appropriate and effective service learning techniques. Additional trainings may be encouraged outside the school year, during summers or holidays. In addition to Montessori based trainings, there will be additional in-service trainings sponsored by the PCSB or MMA to help provide information about current topics of interest to MMA teachers or administrator. Teachers will also be given opportunities to attend "trade" shows and visit other Montessori schools during the school sessions.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Because our school uses the Montessori teaching methodology, we have multi-age classrooms. This also means we have more than one teacher in our multi-age first through third grade classroom. New teachers are paired with experienced Montessori teachers. The experienced teacher will guide and/or supervise large group lessons, as well as meet at least weekly to discuss progress and growth potential. The Director of Education will also meet with the team monthly. All teachers will also be given at least one day per year to observe in another Montessori classroom, and will have an opportunity to reflect on observations gleaned from this other classroom.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Using all of the data sources defined in question 4 of this section MMA uses the Montessori doctrines of follow the child to design and implement individual lesson plans for each child.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The directors of Magnolia Montessori Academy must be dynamic and competent leaders. The directors shall implement and uphold the school's mission and guiding principles. The Director of Finance looks at all responsibility's from a financial perspective and that the Director of Education reviews all decisions from an educational point of view, they then work together to find the most optimal mix of the two perspectives. In addition, the directors shall be responsible for maintaining professionalism in the following areas:

Organization—The directors are responsible for creating an organized management team for the school. The directors seek to promote peaceful and effective communication for the staff in order to ensure smooth day to day running of the school. The directors work toward harmony in all relationships through a carefully prepared environment. Both directors are also responsible for working conditions, training and discipline of staff.

Planning and Analysis—Both directors will work closely together and with the board to strategize about school effectiveness and improvement. The Director of Education is responsible for analyzing student assessment, verifying the effectiveness of the curricular approach, and maintaining assessment-informed instruction. If either director discovers educational deficiencies in the school's program, he or she is responsible for changing it. Both directors are also responsible for planning the school calendar and implementing any board decisions.

Curriculum Development—The Director of Education works closely with the board and teachers to develop and implement curriculum to improve student learning. The Director of Education ensures that the Montessori method is being used appropriately and offers feedback when necessary. Both directors evaluate any suggestions for new materials or texts.

Personnel—The Director of Education is responsible for the on-site personnel who look to her as a resource for improving community and learning. The director assures that the staff fully understands the tenets of Montessori education and ensures adherence to Magnolia Montessori Academy's mission and vision.

Program and Service Support - Both directors shall work closely with staff, parents and students to develop curricular programs to enhance the learning community at Magnolia Montessori. Both directors are responsible for the safety of the students and the staff. The Director of Education oversees the assessment and evaluation of student progress and assists the teachers in developing standards for student achievement.

Finance—The Director of Finance is responsible for all monthly and annual reporting of revenue, expenditure and fund balances and reporting these to the board. The director shall maintain the daily finances of the school in an efficient and careful manner to ensure that the school is fiscally responsible. In addition, the Director of Finance is responsible for complying with the Polk County School Board requirements for financial documents and reports in the manner expected. In addition, the Director of Finance is responsible for keeping current in establishing and maintaining appropriate financial documentation as required by applicable Florida law.

Enrollment—Both directors are responsible for all aspects of enrollment for the school including applications, admissions, suspensions and dismissals and will share responsibilities in the areas. In addition, the director must strategize with the board about effective community awareness techniques to increase interest in the school.

Community Relationships—Both directors represents the school and must maintain a positive community image. MMA expects that the directors of the school will serve as spokespersons for the school to the larger community. To further this end, the directors must be passionate about the Montessori Method and be able to serve as envoy for Montessori education to the community. In addition, the directors must be at the forefront of parent/student relationships through positive and effective parent contact as well as a visible part of the Parent Community Organization meetings.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

MMA has chosen the Charlotte Danielson model as a system of evaluation for measuring the effectiveness of our administration and staff.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Magnolia Montessori Academy uses Discover testing for kindergarten through 5th grade 3 times per year. FAIR testing for Kindergarten. We also track progress using Montessori Compass which is specific to the lessons taught in the Montessori classroom. As a public charter school MMA also utilizes the state standard testing(FCAT, Paarc)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Montessori Compass system not only tracks individual student progress in the specific Montessori lessons it allows parents to see and monitor this progress as well as giving teachers an daily avenue for explaining student progress. Parents can only see their own children but teachers can look at their class in a myriad of ways.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kim Scott	Director of Education
Heidi Reed	Teacher
Cara Helpling	Teacher
Jorge Haro	Teacher
Susan Stewart	Teacher

How the school-based LLT functions

Our literacy leadership team consists of our school’s Director of Education, Grade level lead Montessori Teachers, and Montessori paraprofessionals. We include literacy across the curriculum and have activities and events focused on literacy throughout the school year. Classroom activities include discussions, read-alouds, and promoting Accelerated Reader. Staff activities include monthly meetings and updates where staff shares best practices and professional Montessori-focused literacy articles. We will also involve parents by including them in school activities and events that promote literacy, including our first annual Books’ Day in April.

Major initiatives of the LLT

AR Reader, Books Day in April, Book Fair

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Montessori Method is individualized for each student, so essentially every student has their own plan. Reading is a top priority on each student’s plan. Reading all types of fiction and non-fiction

materials (newspaper articles, short stories, textbooks, dictionaries, etc.) are essential to the reading skill growth of each student, and various non-fiction and fiction reading materials will be provided to each student by every teacher. Teachers contribute to every student's reading gains by stressing skills like phonics, re-reading material, taking time, reading carefully, using context clues, and taking comprehension quizzes on the Accelerated Reader program. Teachers will ensure that each student has a place to read that is quiet and helps them focus and concentrate. Students will be assessed for reading growth using the Discovery reading test.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Magnolia Montessori Academy offers a preschool for children ages three and four. The children participate in a multi year classroom that transitions directly to Kindergarten in the same classroom. Children coming from Non-Montessori classrooms also have all of the preschool materials available to help fill in for any missing lessons.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

By using the Montessori philosophy of Follow the Child we allow each child the freedom to make choices of things that interest them within the structured framework of our classroom and curriculum,

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

By using the Montessori philosophy of Follow the Child we allow each child the freedom to make choices of things that interest them within the structured framework of our classroom and curriculum,

Strategies for improving student readiness for the public postsecondary level

By using the Montessori philosophy of Follow the Child we allow each child the freedom to make choices of things that interest them within the structured framework of our classroom and curriculum,

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			85%
Students scoring at or above Achievement Level 4			23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			85%
Students scoring at or above Level 7			20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			85%
Students in lowest 25% making learning gains (FCAT 2.0)			60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			85%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			85%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5			85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			40%

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			85%
Students scoring at or above Achievement Level 4			40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			85%
Students scoring at or above Level 7			40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			40%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			85%
Students scoring at or above Achievement Level 4			40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			85%
Students scoring at or above Level 7			40%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			5
Participation in STEM-related experiences provided for students			90%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			5%
Students retained, pursuant to s. 1008.25, F.S.			5%
Students who are not proficient in reading by third grade			5%
Students who receive two or more behavior referrals			5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are required to complete 20 hours of volunteer activities for the school. They are encouraged by this requirement to attend Parent Community organization meetings, field trips, classroom activities and weekend projects and fundraising.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Volunteer hours			90%

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Magnolia Montessori Academy
 BUDGET - OPERATING FUND
 2012-13, 2013-14
 2013-2014
 FUND BALANCE 7/1 -
 FTE 71
 REVENUE OPERATING FUND
 FL. EDUC. FINANCE PROGRAM 430,000.00
 ARRA FUNDS 0.00
 CAPITAL OUTLAY 0.00
 INTEREST
 GIFTS & DONATIONS 6,000.00
 PRE-SCHOOL TUITION 100,000.00
 TOTAL REVENUE 536,000.00
 TOTAL FUNDS AVAILABLE 536,000.00
 OPERATING EXPENSES
 ACCOUNT NAME OPERATING FUND
 Salaries-Teachers 194,200.00
 Salaries-Ast Teachers 105,040.00
 Supplies-Instructional 15,000.00
 Textbooks-Instructional -
 Equipment-Instructional 4,000.00
 Software-Instructional
 Salaries-Sub Teachers 7,841.00
 INSTRUCTIONAL 326,081.00
 Other Purchased Services 1,000.00
 Supplies-Student Support 500.00
 PUPIL PERSONNEL SVCS 1,500.00
 Travel - Instructional -
 INSTR STAFF TRNG SVCS -
 Contracted Services-Admin/Gov -
 Contracted Services-Audit 5,000.00
 Contracted Services-Legal -
 Liability Insurance-Board 1,000.00
 Training & Development -
 BOARD 6,000.00
 Salaries-Admin Dir of Education 50,000.00
 Salaries-Admin- Dir of Finance 33,900.00
 Admin secretary 11,300.00
 Travel-Admin 200.00
 Postage 315.00
 Advertising 250.00
 Supplies-Admin 1,000.00
 Equipment-Admin 3,000.00
 Dues & Fees-Admin 500.00
 Misc Expense 500.00

PCSB Admin Fee 21,500.00
SCHOOL ADM 122,465.00
Rent 50,000.00
CONTRACTED SERVICES - FISCAL -
Contracted Services-Transportation
TRANSPORTATION -
Bldg Insurance-Operations/GL 6,000.00
Telephone & Cell 2,400.00
Other Purchased Services 1,000.00
Utilities
Supplies-Operations 1,000.00
OPERATION OF PLANT 10,400.00
TOTAL OPERATING EXPENSES 516,446.00
CURRENT YEAR NET INCOME(LOSS) 19,554.00
ENDING FUND BALANCE 6/30 19,554.00
FUND BAL. RESERVED FOR CAPITAL OUTLAY 0.00
UNRESERVED FUND BALANCE 6/30 19,554.00
UNRESERVED FUND BAL as % OF AVAIL FUNDS 3.65%
RESERVED FUND BAL. AS % OF AVAIL FUNDS 0.00%