

Granbury Independent School District
Stars Accelerated High School
2018-2019 Improvement Plan

Mission Statement

The Mission of STARS Accelerated High School is to provide students who may be in an at-risk situation a non-traditional education program that will provide them the guidance to become responsible citizens who exhibit appropriate social and academic skills and are able to access services to help achieve post-secondary goals.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Value Statement

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2018

Demographics

Demographics Summary

STARS Accelerated High School is a non-traditional High School in Granbury ISD. STARS is a "school of choice."

Demographics Summary for the current 2018-2019 school year

STARS Accelerated High School has 38 students enrolled. Of that:

- 16% Hispanic,
- 76% White/ Non Hispanic,
- 3% African American,
- 5% American Indian
- 3% are Two or More Races

Socio Economically (numbers that we presently have available) -

- 66% of its students reported to be Economically Disadvantaged,
- 3% are English Language Learners
- 11% of STARS students receive Special Education services.
- 16% of its students are considered Homeless.
- 45% of the students have had Career and Technology Courses

STARS student Population at the beginning of the 2018 school year consist of

- 43% 12th graders,
- 29% 11th graders,

- 23% 10th graders
- 6% 9th graders

Demographics Strengths

Demographics Strengths

STARS Accelerated High School's main focus is assisting students who are non-traditional students who may be at-risk of not graduating to earn a high school diploma and can benefit from attending Stars Accelerated High School which will assist in achieving post-secondary opportunities.

- Accelerated Program -classes generally last 6 to 9 weeks
- Low student to teacher ratio
- Self paced classes
- Students attend 7 hours a day
- Transportation and meals are provided
- Teachers are invested in the program

Problem Statements Identifying Demographics Needs

Problem Statement 1: STARS Accelerated HS's overall attendance rate over the past year increased from 81% to 86%, however has not met the 90% goal.

Root Cause: Student issues at home, poor history of attendance, low student resiliency, low parent support for consistent attendance

Student Achievement

Student Achievement Summary

Last year STARS Accelerated HS graduated 46 students. This was an increase over the last school year.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Summary

STARS HS culture and climate is self-paced, more individualized, and includes high expectations for all students enrolled. Social issues and pressures inherent at a traditional high school are minimized allowing for more focus on learning and individualized teaching. The school climate and culture allows us to meet the needs of all student groups through constant communication, counseling, and formative assessments.

School Culture and Climate Strengths

School Culture and Climate Strengths

We are able to facilitate close relationships with our students. Since we have a smaller number of students, we have the opportunity to be more supportive and caring on an individual basis assisting students in navigating challenges that keep them from obtaining their goals. Students now attend 4 to 7 hours per day depending on the number of credits they need to graduate. Transportation is provided at the beginning and end of the day. Breakfast and lunch are available to students. We provide counseling as needed and work to help students make connections after graduation with either vocational schools or community colleges by having students complete the FAFSA, TSI testing, and Texas Common Application prior to leaving us or just after they graduate.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The attendance rate at STARS HS needs to increase overall in order to prevent students not finishing their program. **Root Cause:** Student issues at home, poor history of attendance, low student resiliency, low parent support for consistent attendance

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the staff at STARS are highly qualified. Staff retention is high.

We have eight STARS staff members: four core teachers who are full time, two part time teachers for Spanish and CTE, one part time Inclusion support Aide, one secretary, and principal.

In addition, we have one counselor and one special education teacher who serve both STARS and the Behavior Transition Center (BTC).

Staff Quality, Recruitment, and Retention Strengths

We can create a much more consistent environment for all our students when our staff retention rate remains high. Current staff is dedicated to the mission/vision of STARS.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: All staff continues to need staff development in order to increase student productivity and offer better learning opportunities that include use of technology and PBL. **Root Cause:** Using Odysseyware instruction exclusively can be a challenge to keep student interest and provide quality learning.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are given an opportunity to earn credit at an accelerated rate.

Instruction is delivered through developed courses using the TEKS. Computer-based programs, such as Odysseyware, Learning Ally, and many other supplemental sources are used to deliver instruction as well as the use of textbooks. Project based learning, field trips, and partnerships with local organizations through a grant from GEF enhance learning opportunities for students.

Curriculum, Instruction, and Assessment Strengths

Our teachers use a combination of computer programs and print based materials for their classes. Teachers serve as facilitators, offering one on one instruction and small group activities. Teachers develop individualized plans based on student needs. They get to know their students well and change up the curriculum depending on how a student responds to instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: CTE opportunities are limited by our current Odysseyware program. **Root Cause:** Odysseyware only offers certain classes and some of them are not as "user friendly" as they could be and are not related to what we'd like to see students learning for CTE.

Parent and Community Engagement

Parent and Community Engagement Summary

We involve families from the beginning in the interview process to the end with an exit meeting and graduation celebration. Parents and their student sign the contract for STARS that emphasizes commitment to the program including 90% attendance, consistent academic progress, and behavioral expectations. Student progress reports are mailed home every three weeks. Additional conferences are called as needed if a student is losing focus or if an attendance contract becomes necessary. School Messenger is used to communicate absences. School messenger, remind, and social media are used to relay upcoming information, holidays, and testing dates and any other related information.

Parent and Community Engagement Strengths

We keep in constant communication with parents regarding progress and attendance. We mail three week progress reports and call conferences when necessary to stimulate student progress. We facilitate meetings with parents when students are not meeting their progress goals. Our counselor is knowledgeable about resources in the community to assist families in need.

At a "ceremonial Hanging of their STAR" when all courses have been completed and the student has graduated, parents are invited to campus in order to participate in this milestone event. Our counselor then meets with student and parent in an exit meeting discussing future plans for the student.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent support for consistent attendance is an issue for many students. **Root Cause:** Parents are unwilling to require their student to attend school consistently and provide avenues for the student to be absent. We also have many adult students who are living on their own.

School Context and Organization

School Context and Organization Summary

When a student enrolls at STARS, an individualized/graduation plan is created for him or her. The plan is created with student involvement and his or her specific needs in mind. In order to maximize the amount of time spent on instruction, instructional time in class is 1 hour and 10 minutes.

School Context and Organization Strengths

Our strength is in the staff's ability to work one on one with the students in developing individual plans to meet the needs of each student. Our program is designed to cover the state requirements for each subject area in an accelerated program.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Our students continue not to access as many post-secondary opportunities as they could in order to increase their ability to earn after high school. **Root Cause:** Family situations, lack of parental support, lack of knowledge and financial stressors all keep our students from accessing post-secondary education.

Technology

Technology Summary

Each classroom has 8-10 computers per classroom for each student to work on Odysseyware. In addition, we have added a cart of Chromebooks and students are using Google for more of their classwork. All staff have their own computer. The majority of classwork is computer-based. Students use a variety of programs to do research and projects.

Technology Strengths

STARS strengths include:

- Access to wireless internet throughout each classroom.
- High student to computer ratio
- Access to Chromebooks

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers still need to incorporate more use of a wider variety of technology (Google apps, Prezi, etc) in their daily classroom activities. **Root Cause:** Some teachers are not comfortable with the use of technology and how it applies to student learning.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals


Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: The staff at STARS Accelerated HS will create a positive and welcoming school climate that focuses on increasing the attendance rate to 90% or better.

Evaluation Data Source(s) 1: Utilizing PIEMS to track daily attendance

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) 1. Student and parent will attend an interview before the student is enrolled. Expectations for attendance will be discussed and student will sign an attendance contract.	Principal and counselor	student enrollment records; attendance records				
2) Improve student attendance through a positive reward system. a. Sonic Friday at the end of the six weeks b. Incentive breakfast/lunch c. Dress up Days d. Field Trip participation e. Senior Shirts	Principal, counselor, attendance clerk	Increase in overall attendance				
3) 3. Parent involvement in student attendance through: three week progress report, parent phone calls, parent conference, attendance contract, and truancy filings.	Principal and counselor	Increase in attendance and graduation rate.				
4) "What You Do Matters" incentive program will continue to increase recognition for students who work diligently, accomplish a short-term goal, improve attendance, or behave in a way that increases positive relationships on campus.	All faculty, principal, counselor, and secretary	Increase in a positive environment among students, increased student productivity, positive rapport between teachers/students, increase in the attendance rate and student graduation rate.				
5) Daily posting of attendance which will include number absent, number tardy & daily attendance percentage. Daily attendance percentage will also be a part of daily announcements. Daily student attendance incentive when 90% goal is met.	Principal and attendance clerk	Increase overall attendance				


6) Restorative practices integrated in the daily culture of our campus. A few strategies are: 1) Sparks 2) Get to know you circles 3) 2-minute connect 4) Repair circles	All staff	Building relationships between student to student and student to staff and staff to parents. Creating a culture of care of respect.				
						

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: STARS HS students will graduate on an accelerated plan depending on individual student needs.

Evaluation Data Source(s) 2: Transcripts, student schedules, course completion timelines

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students will be part of the planning process in order to find the most efficient path to graduation.	Principal and counselor	Number of students completing all credits required for graduation and earning a diploma.				
2) Students qualifying as homeless under McKinney Vento will be provided with graduation regalia depending on their need.	Counselor	List of students receiving a cap and gown to participate in graduation ceremonies.				
						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Develop an effective plan to improve academic performance of all students in targeted areas.

Evaluation Data Source(s) 1: Students will participate in an increased number of science courses and PBL based learning opportunities.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Design courses that utilize higher level thinking skills through the implementation of PBL strategies in all courses.	Principal, staff	Course syllabus and student participation/presentation				
2) Chemistry and physics participation will be increased through the use of a hands-on/TEKS based, Outdoor Learning lab syllabus rather than utilizing the Odysseyware curriculum.	Principal/science instructor/counselor	Increase in student scheduling into these courses resulting in more students graduation with an endorsement.				
3) Teachers will increase the writing of grants through GEF to purchase learning materials that are not already allocated through the current budget.	Principal/Faculty	STARS will obtain at least one GEF grant each school year that will directly affect student instruction/opportunity.				
						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Students achieving Approaches or better on the English I & II EOCs will be increased to 90%.

Evaluation Data Source(s) 2: Student score reports

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Instruction will focus on specific test taking strategies tailored to specific student needs based on testing data.	Principal/English instructor	Students will achieve Approaches or higher				
2) English instructor will increase the number of writing opportunities available in the classroom	Principal/English instructor	Students will achieve Approaches or higher				
3) Increase the number of professional development opportunities for ELA teacher; as well as work with District ELA Coordinator on a regular basis.	Principal/English instructor	Number of PD opportunities attended. Number of times meeting with District ELA Coordinator.				
4) Participate in district Common Assessments and benchmarks with review of data in DMAC to drive instruction.	Principal/counselor/instructor	Data is used to create strategies for students.				
						

Goal 3: We will provide an optimal technology infrastructure to support the on-going transformation of programs, services, and tools throughout every facet of the district.

Performance Objective 1: Students will be provided the opportunity to utilize technology in the classroom.

Evaluation Data Source(s) 1: Increased participation in use of technology in all classrooms (PBL, Google, screen castify, swivel robot, etc).

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students will utilize computer based courses where appropriate.	Principal/faculty	Completion of courses				
2) Teachers will increase participation in district/service center offered trainings to increase knowledge of technology implementation for their discipline.	Principal	Number of PD opportunities attended by teachers.				
3) Students will create project rich lessons utilizing available technology.	Principal/faculty	Technology rich lessons				
						

Goal 4: We will commit to evaluate, update, and invest in safe, state-of-the-art facilities providing optimal environments for all current and future programs for students.

Performance Objective 1: STARS HS will utilize its expanded space to develop and implement a safe and updated space for all its students.

Evaluation Data Source(s) 1: Addition of technology and security cameras

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Maintenance and technology requests will be utilized to increase security and technology available to students.	Principal	Security cameras will be in place. A secure entrance will be established. Technology will be upgraded in all classrooms.				

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Students will be allowed to use flexible end of day scheduling to accommodate work schedules and transportation/family needs.

Evaluation Data Source(s) 1: Number of students who are using the flexible options during the day.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Questions during the interview process will relate specifically to discovering out a student's individual needs and plans for working outside of school.	Counselor/principal	Number of students utilizing a flexible afternoon schedule.				

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: All STARS teachers will have a 70 minute conference period for planning.

Evaluation Data Source(s) 2: Master schedule

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) The master schedule will include conference periods for all core teachers.	Counselor/principal	Master schedule				

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: STARS HS will utilize its expanded space to increase opportunities for students to participate in community outreach.

Evaluation Data Source(s) 1: Number of student participating in these activities.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students will choose service opportunities and create goals for participation in the following but not limited to: 1) GISD's Day of Service 2) Veteran's Day Out - Fall and Spring	Counselor/principal/faculty	Number of students participating in community outreach project.				

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: The number of speakers at STARS HS will increase to at least once a month.

Evaluation Data Source(s) 2: STARS Speaker schedule - Number of speakers per month

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) The speakers bureau and other resources will be utilized to bring in guest speakers who are relevant to student interests/needs STARS has a Speaker schedule that breaks the day into 1 hour classes instead of 1hr 10 minutes. This time is purposefully created to have time for speakers.	Counselor	Speakers schedule that reflects a guest speaker at least one time per six weeks.				

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 3: Graduating seniors will complete the TSI, ApplyTexas application along with FAFSA prior to graduation.

Evaluation Data Source(s) 3: Senior Checklist:
TSI Completions, Completed applications/FAFSA

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) 1) Seniors and parents will participate with the counselor in graduation meetings and activities to prepare them for graduation. 2) Students will have the opportunity to participate in the TSI at Weatherford College before graduation	Counselor/principal/instructors	1) Number of students completing the application/parent sign in sheets/meeting agendas 2) Goal is for all students to have taken the TSI before graduation				

State Compensatory

Budget for Stars Accelerated High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Please see addendum	6117 Career Ladder - Locally Defined	\$0.00
6100 Subtotal:		\$0.00

Personnel for Stars Accelerated High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Gutierrez	Foreign Language Teacher	State Comp Ed	0.5
Greg Brown	Science Teacher	State Comp Ed	1
Margaret Rodriquez	Principal	State Comp Ed	0.5
Matt Holley	Teacher	State Comp Ed	0.5
Rhonda Naylor	SS Teacher	State Comp Ed	1
Susan Halbert	ELA Teacher	State Comp Ed	1
Terry Keith	Math Teacher	State Comp Ed	1
Vivi Wright	Secretary	State Comp Ed	0.5

Addendums

		2018-19		2018-19		2018-19		2018-19	
FND	T FC OBJ SO ORG F PI	FND	T FC OBJ SO ORG F PI	Original Budget	Revised Budget	FYTD Activity	Available Funds		
199	E 11 6112 00 002 0 26 000			4,462.00	4,462.00		4,462.00		
199	E 11 6116 00 002 0 26 820			1,000.00	1,000.00		1,000.00		
199	E 11 6117 00 002 0 26 000			305,969.00	305,969.00		305,969.00		
199	E 11 6125 00 002 0 23 000			9,724.00	9,724.00		9,724.00		
199	E 11 6141 00 002 0 23 000			141.00	141.00		141.00		
199	E 11 6141 00 002 0 26 000			4,409.00	4,409.00		4,409.00		
199	E 11 6141 00 002 0 26 820			10.00	10.00		10.00		
199	E 11 6142 00 002 0 23 000			11.00	11.00		11.00		
199	E 11 6142 00 002 0 26 000			16,896.00	16,896.00		16,896.00		
199	E 11 6143 00 002 0 23 000			94.00	94.00		94.00		
199	E 11 6143 00 002 0 26 000			2,948.00	2,948.00		2,948.00		
199	E 11 6144 00 002 0 23 000			783.00	783.00		783.00		
199	E 11 6144 00 002 0 26 000			20,030.00	20,030.00		20,030.00		
199	E 11 6145 00 002 0 23 000			8.00	8.00		8.00		
199	E 11 6145 00 002 0 26 000			258.00	258.00		258.00		
199	E 11 6146 00 002 0 23 000			219.00	219.00		219.00		
199	E 11 6146 00 002 0 26 000			10,299.00	10,299.00		10,299.00		
199	E 11 6268 00 002 0 26 000			2,600.00	2,600.00		175.82		
199	E 11 6297 TP 002 0 26 990				3,950.00		0.20		
199	E 11 6299 LL 002 0 26 000			25.00	25.00		25.00		
199	E 11 6325 00 002 0 26 370			100.00	100.00		6.61		
199	E 11 6395 00 002 0 26 000			1,200.00	1,200.00		614.56		
199	E 11 6395 00 002 0 26 180			700.00	700.00		700.00		
199	E 11 6395 00 002 0 26 370			700.00	700.00		700.00		
199	E 11 6395 00 002 0 26 390			700.00	700.00		700.00		
199	E 11 6396 00 002 0 26 000			200.00	200.00		159.81		
199	E 11 6397 00 002 0 26 990				131.00				
199	E 11 6397 CC 002 0 26 000			300.00	300.00				
199	E 11 6397 CR 002 0 24 000			2,000.00	2,000.00	2,000.00			
199	E 11 6397 EL 002 0 25 000			750.00	750.00		750.00		
199	E 11 6397 RP 002 0 26 990				5,973.00		5,883.00		
199	E 11 6411 00 002 0 26 820			500.00	500.00		500.00		
199	E 11 6412 00 002 0 26 000			1,000.00	1,000.00		1,000.00		
199	E 11 6495 00 002 0 26 000			150.00	150.00		150.00		
199	E 11 6498 00 002 0 26 000			700.00	700.00		700.00		
199	E 11 6645 RP 002 0 26 990				1,299.00				
199	E 13 6239 00 002 0 26 000			150.00	150.00		150.00		
199	E 13 6411 00 002 0 26 000			2,100.00	2,100.00		2,100.00		
199	E 23 6117 00 002 0 26 000			39,967.00	39,967.00		39,967.00		
199	E 23 6125 00 002 0 26 000			16,075.00	16,075.00		16,075.00		

		2018-19		2018-19		2018-19		2018-19	
FND	T FC OBJ SO ORG F PI	FND	T FC OBJ SO ORG F PI	Original Budget	Revised Budget	FYTD Activity	Available Funds		
199	E 23 6135 00 002 0 26 000			210.00	210.00		210.00		
199	E 23 6141 00 002 0 26 000			816.00	816.00		816.00		
199	E 23 6142 00 002 0 26 000			4,222.00	4,222.00		4,222.00		
199	E 23 6143 00 002 0 26 000			546.00	546.00		546.00		
199	E 23 6144 00 002 0 26 000			3,440.00	3,440.00		3,440.00		
199	E 23 6145 00 002 0 26 000			48.00	48.00		48.00		
199	E 23 6146 00 002 0 26 000			2,096.00	2,096.00		2,096.00		
199	E 23 6395 00 002 0 26 000			1,200.00	1,200.00		1,200.00		
199	E 23 6397 PL 002 0 99 000			500.00	500.00				
199	E 23 6411 00 002 0 26 000			2,000.00	2,000.00		2,000.00		
199	E 23 6495 00 002 0 26 000			300.00	300.00		60.00		
199	E 23 6498 00 002 0 26 000			2,100.00	2,100.00		1,670.00		
199	E 31 6117 00 002 0 26 000			26,004.00	26,004.00		26,004.00		
199	E 31 6141 00 002 0 26 000			377.00	377.00		377.00		
199	E 31 6142 00 002 0 26 000			1,689.00	1,689.00		1,689.00		
199	E 31 6143 00 002 0 26 000			252.00	252.00		252.00		
199	E 31 6144 00 002 0 26 000			1,662.00	1,662.00		1,662.00		
199	E 31 6145 00 002 0 26 000			22.00	22.00		22.00		
199	E 31 6146 00 002 0 26 000			921.00	921.00		921.00		
199	E 31 6395 00 002 0 26 000			100.00	100.00		100.00		
199	E 33 6399 00 002 0 99 000			300.00	300.00		300.00		
199	E 51 6246 MN 002 0 99 000			400.00	400.00		337.00		
199	E 51 6256 00 002 0 99 000			550.00	550.00		415.00		
199	E 51 6257 00 002 0 26 990						-999.98		
Grand Expense Totals				496,933.00	508,286.00	2,000.00	495,005.02		

Number of Accounts: 64

***** End of report *****