

**Knox Elementary School**  
**Campus Improvement Plan**  
**2008-2009**

Arlington  
INDEPENDENT SCHOOL DISTRICT



## **Campus Improvement Plan 2008-2009 Knox Elementary School**

### **Overview**

**The faculty and staff of Veda Knox Elementary offer a safe and positive environment that encourages parent and teacher involvement. Veda Knox Elementary, a TEA Recognized Campus, will promote excellence in school performance by increasing our TAKS scores to Exemplary Status.**

**Our Comprehensive Needs Assessment (CAN) was completed by information from various sources. TAKS disaggregation, End of Year Data, and Benchmarks were taken from TRIAND; DRA data was taken from the teachers. Attendance records, discipline records, truancy, and grade level retention records were taken from SASI. Special Ed referrals were taken from the Special Ed Office. Student Data regarding student surveys were gathered by our Family Liaison. Parent Surveys, Parent Involvement Data, Parent Involvement Session Evaluations, and Community Data were gathered by our Family Liaison.**

**Veda Knox Elementary has a diverse population of 596 students which includes infants and toddlers in our Family Literacy Program through students in our 6<sup>th</sup> grade. Eighty seven percent (87.1) of our students are considered economically disadvantaged; however, Veda Knox offers many programs to accommodate their individual needs. Veda Knox Elementary provides English as a Second Language Program for students grades PreK-sixth. Bilingual services are provided for grades PreK through four.**

**Our Title One School Wide Program provides tutoring (as needed) during the day and/or after school for grades first through sixth in all subject areas to ensure instructional support. Kindergarten through sixth grade students visit the math and language arts labs each six weeks where instructional facilitators teach fun learning activities to promote hands-on instruction. Hands on exploration is encouraged in the science lab using the scientific process to conduct experiments. The wireless technology lab is a mobile unit that teachers access to enable all students in their classrooms to work on laptop computers. The computer lab is also visited regularly by kindergarten through sixth grade students to use instructional software that supports their curriculum.**

**Veda Knox, a Title One School Wide Program, is also the home site for many district programs, such as the PTA clothing closet that provides clothes to Arlington ISD families in need. The John Peter Smith Clinic is located at Veda Knox to assist families and students in the district with medical care. The Gifted and Talented Media Center, which services schools all over the district, is also housed on the Veda Knox Elementary Campus.**



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**Faculty and Staff Members have analyzed and disaggregated test information for each student and have chosen areas that will be targeted for improvement which include writing, reading, science, and problem solving. Learning activities and staff development will include continued training in the disaggregation of test information and strategies to increase overall achievement.**

**Goal #1: To develop and implement a system of academic interventions.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1.) Administrator walk throughs 2.) Restart Process 3.) Tutoring	N/A N/A Title I Funds	Administrator Restart Committee Classroom Teachers, Instructional Facilitators	August-June August-June September-May	Checklist Restart Notes Benchmarks
Students identified as needing additional learning time to meet academic standards or to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the RAP committee, which is composed of the child's teacher(s), counselor and other campus staff. (M)	(required by SCE) SCE Accelerated Reading/Math (C/I)	_____	_____	_____

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Receive data @ three weeks on students who are failing. Build relationships with these students.		Teacher, Principal, Assistant Principal, Counselor	Every 3 weeks	Benchmarks, grades
Mail, call, invite parents early as an intervention to come to school and hear the expectations and goals for their children		Teachers, Title I Specialist	First 6 weeks	Attendance
Small group instruction with the teacher as the guide	Title I funds	Teachers	Ongoing	Benchmarks, grades
Restart		Restart chairperson, Teachers	Ongoing	Benchmarks, grades
RAP committee		Counselor, teachers	Ongoing	Benchmarks, grades
Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	(required by NCLB for all campuses) _____	Principal	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	(required by SCE) Title I SCE	Principal	December & April	ERO attendance reports
To attract and retain Highly Qualified teaching staff, teachers are provided the opportunity to participate in a Master's Degree program in a core curriculum subject area. (R/R)	<i>(required by Title I)</i> District Title I funds	State & Federal Program Office	October & February	List of teachers participating in Master's program
_____ Grade level or department level teachers will meet _____ (how often) to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	<i>(required by Title I)</i> _____	Principal	_____ (Match to how often meetings are held)	Teacher meeting agendas

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Identify and refer pregnant/parenting students (male/female) PRS department for verification.	(required by PRS at Secondary Schools) PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Pregnancy Related Services Coordinator Campus PEP Counselors	End of each six weeks	AISD PEP Database PRS files
Pregnancy Related services will include: counseling services; transportation for the student and/or the student's children, child care, community referrals, instruction related to parenting knowledge and skills, and job readiness training. Also included, CEHI (Compensatory Education Home Instruction) as mandated. CEHI teachers will maintain a log of home instruction dates and times for students out of school per physician order.	(required by PRS at Secondary Schools) PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Campus PEP Counselors	End of each six weeks	AISD PEP Database referral forms PRS file
Documentation (PRS file) will include: verification of pregnancy, CEHI teacher log, PRS entry date, date of delivery, and physician request (s) if necessary, SPED documentation where applicable and PRS exit date.	(required by PRS at Secondary Schools) PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	PRS Coordinator Campus PEP Counselors	December & May	PRS file

**Goal #3: To develop subject area vertical alignment.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
1.) Vertical Alignment meetings	N/A	Instructional Facilitators, Administrators	August-June	Evidence of Lesson Plans & TEKS
2.) Team Meetings	N/A	Teachers, Instructional Facilitators, Administrators	August-June	Agendas & Minutes
3.) Staff Development by Curriculum Specialists	N/A	Instructional Facilitators, Administrators	August-June	Feedback Forms
4.) Language Arts Lab/Math Lab	N/A	Instructional Facilitators	August-June	Teacher Feedback
<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include _____ (Tr)	(required by Title I) Title I	_____	_____	_____

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
1. Interview volunteer parents to identify why they are volunteering, what are they helping with	Title I	Family School Representative	School year	Interview
2. Formal survey of 3-5 questions what are the obstacles preventing you from volunteering; how do you see yourself participating in your child's education; would you attend night activities directed towards your child's education	Title I	Family School Representative	School year	Survey
3. Random survey face to face	Mr. Castillo	Family School Representative	After formal survey	Committee discussion following survey
<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet _____ (how often-at least twice per year) to plan and evaluate family involvement events based upon campus' needs. (FI)	(required by Title I) Title I funds - \$ _____	_____	_____	Event evaluations Staff surveys

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Campus Family Involvement Policy and Compact, which was developed by the FIT team, will be sent to all parents along with each child's first report card. Campus FI Policy will guide the Family Involvement Program. (FI)	(required by Title I) Title I funds - \$_____	_____	End of 1st Six Weeks	_____
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	(required by Title I) _____	_____	Date of meeting	Event evaluation
Teachers will communicate student academic progress and assessment reports with parents _____ (how often) via _____ (method – mail, conference, phone, e-mail, etc.) (FI)	(required by Title I & TEC) _____	_____	_____When?	Teacher documentation of communications with parents
A Community Outreach Library Program for families will be piloted with after school and/or Saturday access.	(required for Atherton, Roark, Short & Webb) \$3000 per campus from Title 1 Funds Arlington Public Library Grant	Lorie Bruns, Library Services Director Julie Moore, Title 1 Library Services Specialist Carole Hagler, Director of State and Federal Programs Campus Librarians Arlington Public Library Staff	Fall, 2008 to Spring, 2009	Library Monthly Activity Report

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Participate in the annual Literacy Fair Day (Razzle Dazzle Reading Day) which promotes reading and parental and community involvement.	(required for Burgin, Farrell, Knox, Short, South Davis, Rankin , Remyse, & Webb) Title I district funding	Lorie Bruns, Library Services Director Carole Hagler, Director of State and Federal Programs Julie Moore, Title 1 Library Services Specialist Title 1 Campus Librarians	Fall, 2008	Event date Published photos and event statistics

**Goal #5: To prevent campus violence and ensure appropriate methods of intervention.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
1. Fire/lock down drill		teachers, administrators	2008-2009	Walk throughs by administrators
2. Badges for visitors identifying where they are going.		office staff, teachers	2008-2009	
3. IDs for all staff and programs		teachers, administrators, staff	2008-2009	
4. Reminder to students to not open doors		teachers, staff	2008-2009	
5. Monitoring at dismissal		teachers, staff	2008-2009	
6. Safety Patrol		teachers	2008-2009	
7. Notes on communicator		teachers	2008-2009	
8. Boys Town Training for all staff		Administrator	2008-2009	



## Campus Improvement Plan 2008-2009 Knox Elementary School

### Bibliography

Other attachments:

- SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I) *(required by Title I & SCE)*
- SBDM Team List which includes parents *(required by TEC §11.251)*
- List of interventions (RTI tier 2 & 3) provided at the campus (M) *(required by Title I & SCE)*

## Veda Knox Elementary School Campus Improvement Plan 2008-09

<b>Grade 3 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	65	83%	51	86%	3%	62	89%	2%	90%	1%
<b>Afri Amer</b>	1	*	3	*	*	11	100%	*	90%	-10%
<b>Hispanic</b>	53	79%	44	86%	7%	43	84%	-3%	85%	1%
<b>White</b>	7	100%	3	*	*	7	100%	*	100%	0%
<b>Eco Disadv</b>	59	81%	49	86%	4%	56	88%	2%	90%	3%
<b>LEP</b>	45	80%	30	83%	3%	34	82%	-1%	85%	3%
<b>SpEd</b>	1	*	3	*	*	2	*	*		

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<b>Grade 4 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	49	80%	62	84%	4%	50	76%	-8%	90%	14%
<b>Afri Amer</b>	6	67%	4	*	*	*	*	*	88%	#VALUE!
<b>Hispanic</b>	36	81%	49	82%	1%	45	78%	-4%	88%	10%
<b>White</b>	7	86%	6	100%	14%	5	60%	-40%	100%	40%
<b>Eco Disadv</b>	44	80%	58	84%	5%	44	75%	-9%	85%	10%
<b>LEP</b>	30	80%	42	83%	3%	29	76%	-7%	85%	9%
<b>SpEd</b>	1	*	2	*	*	6	50%	*		

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<b>Grade 5 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	67	81%	53	83%	2%	54	89%	6%	95%	6%
<b>Afri Amer</b>	5	80%	8	88%	8%	4	*	*	90%	#VALUE!
<b>Hispanic</b>	56	79%	39	85%	6%	41	88%	3%	90%	2%
<b>White</b>	5	100%	6	67%	-33%	7	100%	33%	100%	0%
<b>Eco Disadv</b>	50	78%	46	83%	5%	51	88%	6%	90%	2%
<b>LEP</b>	44	77%	11	64%	-14%	34	94%	30%	95%	1%
<b>SpEd</b>	4	*	1	*	*	3	*	*		

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<b>Grade 6 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	51	92%	73	95%	2%	46	100%	5%	95%	-5%
<b>Afri Amer</b>	5	100%	6	100%	0%	6	100%	0%	95%	-5%
<b>Hispanic</b>	35	89%	61	93%	5%	34	100%	7%	95%	-5%
<b>White</b>	11	100%	5	100%	0%	5	100%	0%	95%	-5%
<b>Eco Disadv</b>	39	90%	58	95%	5%	36	100%	5%	95%	-5%
<b>LEP</b>	22	82%	21	81%	-1%	12	100%	19%	95%	-5%
<b>SpEd</b>	2	*	2	*	*	2	*	*		

## Veda Knox Elementary School Campus Improvement Plan 2008-09

<b>Grade 3 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	66	80%	50	80%	0%	58	66%	-14%	85%	19%
<b>Afri Amer</b>	1	*	3	*	*	10	50%	*	80%	30%
<b>Hispanic</b>	54	78%	43	81%	4%	41	68%	-13%	85%	17%
<b>White</b>	7	86%	3	*	*	6	67%	*	85%	18%
<b>Eco Disadv</b>	60	78%	49	80%	1%	55	67%	-12%	85%	18%
<b>LEP</b>	46	76%	30	80%	4%	33	67%	-13%	85%	18%
<b>SpEd</b>	1	*	2	*	*	3	*	*		

  

<b>Grade 4 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	50	80%	62	82%	2%	50	86%	4%	90%	4%
<b>Afri Amer</b>	7	57%	4	*	*	*	*	*		
<b>Hispanic</b>	36	83%	49	80%	-4%	45	84%	5%	90%	6%
<b>White</b>	7	86%	6	100%	14%	5	100%	0%	100%	0%
<b>Eco Disadv</b>	44	77%	58	81%	4%	44	84%	3%	90%	6%
<b>LEP</b>	30	83%	42	79%	-5%	29	83%	4%	90%	7%
<b>SpEd</b>	1	*	2	*	*	6	50%	*		

  

<b>Grade 5 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	67	88%	53	91%	3%	55	89%	-1%	95%	6%
<b>Afri Amer</b>	5	100%	8	88%	-13%	4	*	*	90%	#VALUE!
<b>Hispanic</b>	56	86%	39	90%	4%	42	90%	1%	90%	0%
<b>White</b>	5	100%	6	100%	0%	7	86%	-14%	90%	4%
<b>Eco Disadv</b>	50	86%	46	91%	5%	52	88%	-3%	90%	2%
<b>LEP</b>	44	84%	11	91%	7%	35	94%	3%	94%	0%
<b>SpEd</b>	4	*	1	*	*	3	*	*		

  

<b>Grade 6 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	51	90%	73	81%	-9%	46	89%	8%	95%	6%
<b>Afri Amer</b>	5	100%	6	83%	-17%	6	100%	17%	100%	0%
<b>Hispanic</b>	35	89%	61	80%	-8%	34	88%	8%	95%	7%
<b>White</b>	11	91%	5	80%	-11%	5	80%	0%	90%	10%
<b>Eco Disadv</b>	39	92%	58	84%	-8%	36	94%	10%	95%	1%
<b>LEP</b>	22	86%	21	67%	-20%	12	100%	33%	100%	0%
<b>SpEd</b>	2	*	2	*	*	2	*	*		

## Veda Knox Elementary School Campus Improvement Plan 2008-09

<b>Grade 4 TAKS-Writing</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	47	91%	61	90%	-1%	47	94%	3%	95%	1%
<b>Afri Amer</b>	6	83%	3	*	*	*	*	*	90%	#VALUE!
<b>Hispanic</b>	35	91%	49	90%	-2%	43	93%	3%	93%	0%
<b>White</b>	6	100%	6	100%	0%	4	*	*	100%	#VALUE!
<b>Eco Disadv</b>	43	91%	56	89%	-1%	42	93%	4%	93%	0%
<b>LEP</b>	30	90%	43	88%	-2%	29	90%	1%	90%	0%
<b>SpEd</b>	1	*	1	*	*	6	50%	*		

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<b>Grade 5 TAKS-Science</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	68	74%	54	89%	15%	57	77%	-11%	95%	18%
<b>Afri Amer</b>	5	60%	8	88%	28%	4	*	*	90%	#VALUE!
<b>Hispanic</b>	57	72%	40	87%	15%	43	72%	-15%	90%	18%
<b>White</b>	5	100%	6	100%	0%	8	100%	0%	100%	0%
<b>Eco Disadv</b>	51	73%	46	87%	14%	53	75%	-11%	95%	20%
<b>LEP</b>	45	67%	11	91%	24%	36	78%	-13%	95%	17%
<b>SpEd</b>	4	*	2	*	*	5	80%	*		



**Campus Improvement Plan 2008-2009**  
Knox Elementary

**State Compensatory Education**

**Intended Purpose - to increase the academic achievement and reduce the drop out rate of students**

**Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC**

<b>Description</b>	<b>Acct Code</b>	<b>Original Budget</b>	<b>09/30/2008 Budget</b>
Comp. Ed. Budget			
SUBSTITUTE TEACHERS	199.11.6112.00.157.9.30.0.04	0.00	450.00
SALARIES-TEACH & OTH PROF	199.11.6119.00.157.9.30.0.00	31,672.07	31,672.07
TUTORIAL SERVICES	199.11.6119.02.157.9.30.0.00	6,806.00	6,806.00
CONTRACT ADDENDA-STIPEND	199.11.6119.09.157.9.30.0.00	465.00	465.00
MEDICARE	199.11.6141.00.157.9.30.0.04	0.00	6.53
MEDICARE	199.11.6141.00.157.9.30.0.00	456.98	456.98
FICA	199.11.6141.01.157.9.30.0.04	0.00	27.90
SAL & WAGES-SUPPORT PERS	199.31.6129.00.157.9.30.0.00	23,463.00	23,463.00
<b>TOTAL</b>		<b>62,863.05</b>	<b>63,347.48</b>
FTE Count			
PERSONNEL			1.62
<b>TOTAL</b>			<b>1.62</b>



**Campus Improvement Plan 2008-2009**  
Knox Elementary

**Title I, Part A:**

**Intended Purpose - to enable all children to meet the state student performance standards**

**Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards**

<b>Description</b>	<b>Acct Code</b>	<b>Original Budget</b>	<b>09/30/2008 Budget</b>
FTE Count			
PERSONNEL			3.38
<b>TOTAL</b>			<b>3.38</b>
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.157.9.24.0.00	126,031.00	69,699.00
TUTORIAL SERVICES	211.11.6119.02.157.9.24.0.00	86,883.00	86,883.00
MEDICARE	211.11.6141.00.157.9.24.0.00	0.00	2,314.00
HEALTH INSURANCE	211.11.6142.01.157.9.24.0.00	0.00	6,240.00
TEACHER RETIREMENT	211.11.6146.00.157.9.24.0.00	0.00	12,096.00
TRS-CARE CONTRIBUTION	211.11.6146.01.157.9.24.0.00	0.00	847.00
READING MATERIALS	211.11.6329.00.157.9.24.0.00	0.00	5,000.00
GENERAL SUPPLIES	211.11.6399.01.157.9.24.0.00	10,000.00	15,346.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.157.9.24.0.00	0.00	75.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.157.9.24.0.00	0.00	2,000.00
EMPLOYEE TRAVEL	211.13.6411.00.157.9.24.0.00	2,812.00	736.00
EXTRA DUTY-SUPPORT PERS	211.61.6121.00.157.9.24.0.00	0.00	500.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.157.9.24.0.00	0.00	19,000.00
MEDICARE	211.61.6141.00.157.9.24.0.00	0.00	284.00
HEALTH INSURANCE	211.61.6142.01.157.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.157.9.24.0.00	0.00	1,478.00
TRS-CARE CONTRIBUTION	211.61.6146.01.157.9.24.0.00	0.00	108.00
GENERAL SUPPLIES	211.61.6399.01.157.9.24.0.00	1,480.00	1,380.00
EMPLOYEE TRAVEL	211.61.6411.00.157.9.24.0.00	800.00	800.00

DIST TRANS FOR STDNT TRAV	211.61.6494.00.157.9.24.0.00	0.00	100.00
MISC OPERATING EXPENSES	211.61.6499.00.157.9.24.0.00	25.00	25.00
<b>TOTAL</b>		228,031.00	228,031.00