

Great River School Annual Report for 2010-2011



Great River School

Engaging intellect, shaping character, building community.

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Annual Report on Curriculum, Instruction and Student Achievement

2010-2011 School Board Chair: Deborah Schlick
2010-11 Head of School: Christina Beck

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Submitted to:

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Minnesota Department of Education
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Roseville, MN 55113

October 1, 2011

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Introduction

Great River School in St. Paul, Minnesota, opened its doors in August 2004 as a pioneer in Montessori adolescent education. Serving over 270 students, Great River School is one of five schools nationwide that offers a Montessori based education model for junior high and high school students and one of three Montessori high schools in the United States that offers an International Baccalaureate Diploma Program.

Mission:

Great River School, an urban Montessori learning community, prepares students for their unique roles as responsible and engaged citizens in the world.

Vision:

Great River School integrates academic and social experiences in an environment of civility and trust. The Montessori philosophy and the International Baccalaureate diploma program inform the curriculum and pedagogy, inspiring deep questioning and peaceful action.

Great River School fosters self-expression in a supportive environment that values critical thinking and the richness and strength of a diverse community.

Great River School encourages students to seek new challenges and explore their abilities. Instruction through travel, practical learning, the arts, and micro-economic ventures provide relevant skills to meet the world with compassion and a sense of responsibility.

Core Values:

Great River School seeks to embody and promote the following:

- Montessori Education
- Community, Interdependence, and Sustainability
- Civility, Grace, and Courtesy
- Diversity
- Growth through Challenge

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School Governance

2010-2011 School Year Charter Public School Board
 This table contains information for ALL board members.
 2010-11 Election Date: May 25, 2011
 2011-12 Anticipated Election Month: May 2011

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Phone Number	E-Mail Address	Member Meeting Attendance Rate
Kate Diehn	Member	Teacher Lic. 423610	5/27/2009	7/15/2009	July 2011	651-305-2780 (w) 651-497-5566	kdiehn@greatriverschool.org	55%/100% ^b
Kira Donnelly	Member ^a	Teacher Lic. 373253	3/10/2008	7/23/2008	July 2011	651-305-2780 (w) 651-341-4460	kdonnelly@greatriverschool.org	100%
Sarah Lawrence-Lupton	Member	Teacher Lic. 437321	5/27/2009	7/15/2009	July 2011	651-305-2780 (w) 612-227-4860 (c)	sarah@greatriverschool.org	73%
Cory Olson	Treasurer ^a	Community Member	3/10/2008	7/23/2008	July 2011	651-736-8043 (w) 612-819-4471 (c)	cgolson@mmm.com	73%
Michael Flood	Member	Teacher Lic. 419038	5/27/2009	7/15/2009	July 2012	651-305-2780 (w) 612-986-1400 (c)	mflood@greatriverschool.org	82%
Leigh Hansen	Member	Community Member	5/25/2010	7/28/2010	July 2012	651-767-8540 (w)	leigh.hansen@spps.org	55%
Neal McMahon	Vice-President ^a	Parent	5/27/2009	7/15/2009	July 2012	651-646-6972 (h) 651-335-6007 (c)	noiseworks@me.com	82%
Deborah Schlick	President ^a	Parent	5/27/2009	7/15/2009	July 2012	651-227-6951 (h) 651-292-1568 (w)	dschworth@msn.com	100%
Kate Diehn	Member	Teacher Lic. 423610	5/27/2009	7/15/2009	July 2011	651-305-2780 (w) 651-497-5566	kdiehn@greatriverschool.org	55%/100% ^b
Elizabeth Childs	Member	Parent	5/25/2010	7/28/2010	July 2013	612-824-7169 (h) 612-728-5146 (w) 612-810-8493 (c)	echilds@smumn.edu	91%
John Haine	Secretary ^a	Parent	5/25/2010	7/28/2010	July 2013	763-572-2270 (h) 612-867-2997 (c)	jwhaine@earthlink.net	100%
Nelson Inz	Member	Teacher Lic. 425948	5/25/2010	7/28/2010	July 2013	651-305-2780 (w)	ninz@greatriverschool.org	91%
Aaron Shackle	Member	Teacher Lic. 435812	5/25/2010	7/28/2010	July 2013	651-305-2780 (w) 612-518-3211 (c)	ashackle@greatriverschool.org	64%
Brad Wildman	Member	Teacher Lic. 348788	5/25/2010	7/28/2010	July 2013	651-305-2780 (w) 651-755-4147	bwildman@greatriverschool.org	91%
Christina Beck	Non-	Head of	NA	NA	NA	651-261-8397 (c)	cbeck@greatriverschool.org	100%

*Note: The Bylaws provide that a Director shall hold office until the first meeting of the new fiscal year after his or her successor has been elected, or until the Director's death, resignation, or removal. The fiscal year of the corporation begins on July 1. In light of these rules, the expiration listed is the month in which a successor will be seated.

^a – Member of the Executive Committee.

^b – Attendance for full year/Attendance during period as a Board Member. Resigned effective after January 2011 Board meeting.

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School Management and Administration

The Head of School, Christina Beck, has worked at all levels of education from early childhood through higher education. She has been a charter school administrator since 2002. Christina’s leadership style is highly collegial. She employs consensus as a decision making tool whenever appropriate and subscribes to a strong mandate system. At Great River School, we have three level coordinators who oversee the daily operation of each of three 2-grade levels. The IB Coordinator and Montessori Director assist in guiding the pedagogical direction of the school and serve on the professional development and communications committees.

This year, Great River School’s administration was reconfigured. We added a college/career counselor, social worker, English language learner teacher and a registrar/tech coordinator. By zeroing in on the specific needs of our student body, we were able to better determine staffing needs and hire individuals with expertise in those areas.

Professional Development Plan for Achieving School Goals

Professional Development Plan for Head of School per Minn. Stat. § 124D.10, subd. 11 (2009)

Goal #1: Achieve GRS Strategic Plan goal for 2010/2011 of increasing the school’s fund balance by 3% to 15%.

Necessary Competencies	Professional Competencies Action Plan	Goal Achievement Action Plan	Resources	Documentation of Action Plans and Goal Achievement
Judgment	Attend board finance workshop	Organize board workshop	Fees for workshop	Hosted workshop by Nonprofits Assistance Fund
Strategic Agility & Innovation	Monitor expenditures			
Managerial courage	Meet weekly with finance manager	Schedule regular time	n/a	Met weekly on Tuesday mornings- 12 months

The projected fund balance for FY11 exceeds 15%.

Professional Development Plan for Achieving School Goals

Goal #2 Supporting Diversity among Students and Staff

Students of diverse backgrounds should be welcomed and included at GRS, and efforts should be made to recruit staff that better reflect the diversity of the student body. Staff and students should have opportunities to better understand diverse cultural perspectives and background through training and experience. On a yearly basis, recruiting efforts for both students and staff should include outreach to diverse communities. At least once each year, a learning opportunity should be provided for both students and staff on cultural differences and appreciation.

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Necessary Competencies	Professional Competencies Action Plan	Goal Achievement Action Plan	Resources	Documentation of Action Plans and Goal Achievement
Developing others	Work with consultants to bring fresh information to faculty	Arrange for faculty workshop on intercultural competency	Nehrwr Abdul-Wahid @ One Ummah Consulting	Full day workshop was held during Fall inservice
Understanding own strengths and weaknesses	Identify areas of growth	Strengthen diversity committee & action plan	Committee of faculty & parents; board support	Committee met regularly throughout school year
Sensitivity	Attend workshop on consensus building and on intercultural competency	Infuse cultural life of school with opportunities for education	Partnerships with eco-ed, TCA and MACS	

Faculty and staff learning opportunities were provided via the workshop and diversity committee meetings. 50% of new hires for the school year were representatives of diverse communities.

Discussions have provided an opportunity to:

- Assess individual skills
- Assess multiple perspectives on the issues
- Prioritize several specific and important tasks
- Identify several methods of approaching school development with regard to diversity
 - the physical school environment
 - family intake and exit meetings
 - increase support for students in order to strengthen retention
 - further professional development around diversity
- Develop momentum toward carrying out concrete actions next year, based on lots of mutual processing of critical information this year. Plans include a student-led white privilege workshop.
- Recognize the need for this Diversity Committee to connect with the professional development committee, and other committees in the school
- Evaluate GRS's mission and adjust GRS's vision with regard to diversity

Goal #3 : From the GRS Strategic Plan: Improve and stabilize facility

Necessary Competencies	Professional Competencies Action Plan	Goal Achievement Action Plan	Resources	Documentation of Action Plans and Goal Achievement

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Priority setting	Convene stakeholders for input.	Connect with resources who can help us	CSDC, current landowners provided Vice President of Corporate Development to assist the board in a series of strategic planning meetings.	Board/Faculty met jointly to identify options and needed info.
Strategic Agility & Innovation	Negotiate options with landowners			Building committee met regularly to determine best outcome
Organizational skills				

Professional Development Plan Performance Results:

GRS renegotiated lease with current building owners and signed a lease for an additional 9,921 sq/ft. in the neighboring building.

Competency Development Results:

A comprehensive 10-year plan was developed and passed by the board.

2010-11 School Management and Faculty Information

This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher

Name	File Folder Number	Assignment	Years Employed by the School	Left During 10/11	Not Returning 11/12
Christina Beck	334509	Head of School	2		
Lydia McAnerney		Enrollment/Development Coordinator	6		
Dionne Dillard		Front Desk Coordinator	1		✓
Aaron Lichtov		Registrar/IT coordinator	1		
Andria Sibert		Office Manager	4		
Tobias Leuthner		Special ed ass't	1		
Anders Gurda		Special ed ass't	1		✓
Colleen Straiton		Special ed ass't	3		✓
Mary Donovan	294835	Special ed ass't	5		
Dalton Gunderson		Maintenance	1		
Laura Thoemke		Office assistant	5		
Marcus Walker		Athletic Director	6		
Lynn Snyder		College/Career Counselor	1		
Seth Tupper	446337	Social Worker	1		
Dean Walczyk		Finance Manager	2		
Erica Tesdell	243629	English Language Learner	1		

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2010-11 Teaching Faculty Information

Name	File Folder Number	Assignment/ Subject	Left During 10/11	Not Returning 11/12
Andrea Christensen	429882	A3 English Guide		
Aaron Shackle	435812	PE/Health Guide		✓
Ben Moudry	397056	A1 Social Studies Guide, Montessori Coordinator		
Brad Wildman	348788	A3 Special Education Guide		
Caroline Miesle	422229	Vocal Music Guide		
Emily Blue		Spanish Guide		
Enrique Garita	998280	Spanish Guide		
Kate Diehn	423610	A2 English Guide		
Kira Donnelly	373253	A1 Math Guide		
Mary Gantenbein	354379	A1 English & Theatre Guide		
Melanie Peterson-Nafziger	432493	A3 Social Studies Guide, IB Coordinator		
Michael Flood	419038	A3 Math Guide		
Mike Sweet	444822	A1 Science Guide		
Molly Keenan	426385	A2 Social Studies Guide		
Nelson Inz	425948	A3 Social Studies Guide		
Randi McClure	455871	Visual Arts Guide		
Russ Heitman	450457	Interim Math guide		
Sam O'Brien	444810	Visual Arts Guide		
Sarah Lawrence-Lupton	437321	A1 Special Education Guide		
Sheila Sullivan	326242	A3 Science Guide		
Tami Limberg	440216	A2 Science Guide A2 Level Coordinator		
Zachary Scott	444768	Instrumental Music Guide		

For the second consecutive year, faculty retention rates exceeded 90%.

The faculty received training in crisis prevention (CPI), intercultural competency, differentiated instruction, and Montessori education.

Looking forward, we intend to:

- Hire a third special education teacher so there will be one per level.
- Hire a permanent math teacher for A2
- Retain Russ Heitman as a science (chemistry) teacher to enable GRS to offer physics AND chemistry electives concurrently.
- Expand Intro to Spanish to 7th grade by making Emily Blue full time
- Roll health into CAS (creativity/action/service) rotation as a 15-week 9th grade seminar to open up elective opportunities

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School Admissions and Enrollment

Target enrollment numbers are determined annually and driven by a combination of the budget and various aspects of our program. With a focus on small class sizes and a low student-to-teacher ratio, we balance the financial needs with the ideal classroom environment. The number of openings for each grade is set by our Board of Directors in January of each year.

The open enrollment period is October 1 to January 31 with a lottery held on February 1 if there are more applications than openings. Returning students are guaranteed a space and declare their enrollment intentions at the same time. Siblings of current students and children of teaching faculty are given preference.

Parents/guardians who want to enroll their child can choose between an online or paper application that must be submitted by 3:30 pm on January 31. A copy of the application for 2010-2011 is attached.

Applications received after the January 31 deadline were placed on the waiting list for the appropriate grade. Should openings occur during the spring and summer, the next student on the waiting list will be contacted. Once a student is enrolled, we send out an additional enrollment information form to be completed with an enrollment contract.

All new students and their parents/guardians meet with at least one teacher at a Family Meeting that lasts approximately 30 minutes. This meeting allows both the school and the new student and his/her family to get more information that will help support the student when he/she matriculates.

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the 2008-09, 2009-10, 2010-11 and estimated 2011-2012 enrollment. Data based on October 1 Average Daily Membership (ADM).

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Attrition / Retention Rates
2008-09	0	0	0	0	0	0	0	45	49	46	34	36	21	10 % / 90%
2009-10	0	0	0	0	0	0	0	49	50	46	50	39	29	13% / 87%
2010-11	0	0	0	0	0	0	0	54	46	48	43	43	32	19% / 81%
2011-2012 est.	0	0	0	0	0	0	0	47	45	48	42	43	40	12% / 88%

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Academic Program / Performance

<http://education.state.mn.us/ReportCard2005/index.do>

Students Awards & Honors

Student Name(s)	Grade(s)	Awards
Molly Longtine	7	3rd place in Center For School Change Charter School Essay Contest
Donovan O'Dowd	11	Top 200 high school basketball players in Minnesota by <i>MN Sporting News</i>
Andrew Mercer-Taylor	12	Earned IB diploma; National Merit Scholarship Winner
Caitlin Hirschberger	11	Poem published in "New Voices 2011: fiction and poetry by MN high school writers"
Alex Hathaway, Caitlin Hirschberger	11	Top two performers of GRS district level Poetry Out Loud school competition
Allison Jones, Patrick Cusick, Genny McDaniel, Zoe Brielmaier	11	Third Place for their Solutions Showcase in the World Affairs Challenge "Food: Feeding the Planet Sustainably in the 21st Century"
Isaura Lira Greene	9	Poem published in <i>New Moon</i> magazine
Nick Anderson	12	Basketball award - All Conference
Emmett Ruff	12	Earned the IB diploma
First Robotics Team		Placed 22nd out of 60 in regional competition
Ellen Brand, Ben Ihlenfeldt, Olivia Olson, Teanna Rouillard	11 & 12	Nobel Peace Prize Forum: participated in 2-day conference at Luther College focused on peace studies.
Caitlin Hirschberger, Teanna Rouillard, Peter Casey, Allison Jones, Ben Ihlenfeldt	11	PeaceJam: participated in 2-day workshop focused on leadership skills and peace studies.
Caitlin, Teanna, Rylee Cameron, Olivia Olson, Ellen Brand, Allison Jones, Rose G, Sam Aiken, Ben I	11 & 12	A3 Peer Mediation Team: All peer mediation team members at GRS completed a two-part training covering the basics of peer mediation and circle-keeping.
Ellen Aiken, Grace Scoonover, Eliza Skoler, Kristine Yang	9 & 10	A2 Peer Mediation Team
Chloe P-N, Emma OB, Lucia DA, Bridget P, Naomi LWH, Norah Swift, Eleanor Schanilec	7 & 8	A1 Peer Mediation Team

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MCA Proficiency: GRS Compared to the State of MN

		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Math							
All Grades							
	GRS	49	50	60	59	67	63
	State	58	59	60	64	65	56
Grade 11							
	GRS					44	56
	State					44	49
Grade 8							
	GRS					72	62
	State					58	53
Grade 7							
	GRS					79	69
	State					63	52
Reading							
All Grades							
	GRS	68	68	78	85	90	90
	State	72	65	71	72	72	75
Grade 10							
	GRS					78	90
	State					76	75
Grade 8							
	GRS					98	91
	State					69	68
Grade 7							
	GRS					96	89
	State					67	70
Science							
High School							
	GRS					<i>not tested</i>	68
	State					52	54
Grade 8							

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GRS				46	68	58
State				43	49	44

Class of 2011 Graduate Data:

22/30 attending college 73.3%

4/30 gap year (includes travel, volunteer programs)13.3%

2/30 deferral (admitted to a college but will start the following year after a gap year) 6.7%

2/30 unknown/still deciding 6.7%

Innovative Practices

Peer mediation is a process wherein trained mediators (students) work with their peers (other students) to mediate a stressful situation, disagreement or other conflict between one or more students. The goal is for students to exit the mediation, whether it is between two students or a larger group, with students able to move on from the situation. Sometimes, behaviors can change as a result of the mediation. Sometimes, it is not clear a change has taken place right away or even if a change should take place. Rather, the important result is that communication has occurred and students can leave the mediation knowing they have been heard and the issues aired. In the 8 mediations and 2 circles that took place this past year, all 21 students were able to voice their feelings and comments as well as understand how their actions affected others.

- “ Peer mediation is important because it helps students solve their conflicts and situations they can’t deal with by themselves. It keeps situations from escalating to fights. I think we would have more fights at our school if we didn’t have the peer mediation program. It is a good thing and we should keep having it at our school. I am especially grateful to the teachers who helped us learn how to be good peer mediators. I liked being able to help other kids solve their problems.”

7th grade Peer Mediator

Great River School’s fusion of International Baccalaureate and Montessori education is working. The bustling energy of occupations in Adolescent 1, the industrious work of micro-economies in the Adolescent 2 and the burgeoning independence of CAS in Adolescent 3 provide a foundation for students to stand on as they gain the skill set necessary to succeed in today’s society such as entrepreneurship and innovative and collaborative thinking.

Great River also offers Spanish, visual arts, vocal and instrumental music classes as electives. We’re increasing offerings at a time when most schools are shrinking elective offerings based on the belief that a balanced curriculum provides the best possible education for our student population.

Program Challenges

The Great River School Foundation was founded as a separate non-profit to raise money in support of GRS activities, faculty and students. Managing the day-to-day transactions between the two organizations

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proved unnecessarily cumbersome. It was decided to dissolve the Foundation and bring fundraising back in-house.

Of utmost concern is the 83% graduation rate for the Class of 2011. This drop in the graduation rate can be attributed to rigorous course and credit requirements of the school and a failure to adequately offer courses for credit recovery. We have contracted with Americorps to have a full-time Promise Fellow volunteer here next year whose focus will be working with at-risk students.

Finance

Great River School maintained a healthy financial status over the course of the 2010- 2011 school year. Despite to state funding holdbacks of 30%, the school was able to maintain an adequate cash balance with the assistance of short term borrowing through a line of credit at University Bank.

Oversight and monitoring of the school's financial position occur monthly at the meeting of the Board of Directors who receive a report on the school expenditures and revenues and how the expenditures and revenues compare to budgeted amounts.

The Board approved the 2010-2011 budget in June 2010. The school has met and continues to meet all guidelines and deadlines related to state reporting including an annual audit of the school and its financial position. During FY10 some issues involving check processing were noted. This is one area that was improved upon during the FY11 school year. Information regarding financial data related to the school can be found on the school's website www.greatriverschool.org and any questions can be directed to Dean Walczak at 612-396-3694. Included in Appendix A is a summary of the unaudited financial data as of 06/30/2011 including: adopted and revised budgets, revenues and expenditures, and the balance sheet.

Authorizer

Great River School is authorized by:

Hamline University School of Education

Barbara Swanson, Charter School Committee Chair
1536 Hewitt Avenue
Saint Paul, MN 55104-1284
Phone: 651-523-2600
Fax: 651-523-2489

Hamline University Liaison to Great River School: Barbara Swanson bswanson@gw.hamline.edu

The Graduate School of Education at Hamline University has sponsored Great River School continuously since its first year of operation in 2004. In the Fall of 2010, Hamline University officially notified Great River School that it would no longer be authorizing charter schools as of June 30, 2011. A committee made up of faculty, administrative, board and parent members was formed and an authorizer search began. Great River School identified Novation Educational Opportunities as its first choice for authorizer and submitted an intention to apply. The Novation board accepted GRS's application, which was ultimately approved by the Commissioner of Education effective July 1, 2011. Hamline University assisted Great River School and the transfer process and remained active until the transfer was effective. A representative visited the school in February 2011 to meet with the authorizer search committee, and again in April 2011 to meet with faculty, students, parents and administration. Additionally, Christina Beck attended two meetings at Hamline: one in October with other charter school directors and Dr. Sheila Wright to discuss Hamline's decision to cease its charter sponsor status and a second with Dr. Barbara Swanson to discuss goals and oversight.

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Future Plans

Great River School is entering a year of intensive strategic planning. Because our strategic plan runs through fiscal year '12, the executive committee intends to oversee the creation of a new 5-year plan with input from all constituents and stakeholders. The Great River School Board has also agreed to extend the number of grades offered in 2012-2013. A decision on the configuration will be made in the Fall of 2011. Once this decision is made, we will ask our authorizer to file an affidavit with MDE. The school also intends to rent an additional 9,921 square feet of space in the neighboring building. This space will be used for language and music classrooms and provide space for student support services such as social work and English language learning.

Non-Profit Status – Reports could include verification of the school’s active nonprofit status which can be found at: <http://www.ag.state.mn.us/Charities/CharitySearch.asp>

Great River School maintains an active nonprofit status with the State of Minnesota Attorney General.

Organization Name	GREAT RIVER SCHOOL
Federal ID#	341975307
For Fiscal Year Ending	6/30/2010

Income

Direct Public Support	\$174,676
Government Grants	\$2,397,555
Other Revenue	\$93,205
Total Revenue	\$2,665,436

Expenses

Amount Spent for Program or Charitable Purposes	\$1,972,189
Management/General Expense	\$505,052
Fundraising Expense	\$0
Total Expenses	\$2,477,241

Excess/Deficit	\$188,195
Total Assets	\$689,775
Total Liabilities	\$260,500
End of Year Fund Bal/Net Worth	\$429,275

GRS unaudited Expense and Revenue - Actual to Budget

Summary

6/30/2011

Actual vs. Budget YTD (12 months) 100%**Revenue**

2010-2011	YTD Actual	
Gen Ed 10-11	\$ 1,873,773	
Lease 10-11	\$ 375,417	
Sped 10-11	\$ 195,203	
IB	\$ 11,924	
Fed Special Education	\$ 98,441	
Fed Stimulus	\$ 56,731	
Fed prof Dev	\$ 1,281	
Student Activity - sec	\$ 72,163	
Gifts and Bequests	\$ 131,212	
Fundraising	\$ 2,086	
Misc	\$ 57,304	
TOTAL REVENUE	\$2,875,535	106%

line of credit

	YTD Actual	
Administration	\$ 520,827	
General Education	\$ 1,344,372	
Special Education	\$ 196,945	
Fed Special Education	\$ 104,001	
Instructional Support	\$ 20,656	
Student Support Services	\$ 33,916	
Lease and Maintenance	\$ 586,108	
TOTAL EXPENSE	\$ 2,806,825	108%

\$ 68,709

Proposed Budget Revised budget

\$	1,845,704	\$	1,845,704
\$	369,460	\$	369,460
\$	213,685	\$	213,685
\$	4,500	\$	4,500
\$	45,392	\$	83,261
\$	42,046	\$	51,000
\$	47,001	\$	47,001
\$	123,500	\$	110,000
\$	5,364	\$	2,400
\$	17,881	\$	14,000

\$2,714,533	\$	2,741,011	
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\$	450,958	\$	473,291
\$	1,153,461	\$	1,231,664
\$	192,941	\$	167,327
\$	25,000	\$	73,911
\$	24,289	\$	24,289
\$	77,744	\$	36,040
\$	568,511	\$	584,887
\$	2,492,904	\$	2,591,409

GRS Unaudited balance sheet FY11

Balance Sheet

Assets	6/30/2011
Main Cash Account	\$ 57,136.90
Accounts Receivable	\$ 8,177.98
Due from MDE	\$ 775,141.99
Due from Federal thru MDE	\$ 22,149.62
Prepaid Expenditures and Deposits	\$ 14,831.00
SI Seattle	\$ 180.22
SI Costa Rica	\$ 80.31
SI California	\$ 1,233.46
Prepaid Expenditures - DC	\$ 2,011.90
Prepaid Expenditures-Missing Back-up	\$ 607.70
Total Assets	\$ 881,551
Liabilities	
Salaries and Wages Payable	\$(143,675.17)
Short Term Indebtedness	\$(254,699.34)
Accounts Payable	\$ (31,758.45)
Other Accts Payable	\$ (133.39)
Accounts Payable Accrual	\$ (6,000.00)
Other EE Deductions	\$ (45.00)
ADVANCE PAY	\$ 321.42
Total Liabilities	\$ (435,990)
Fund Balance	
Unreserved/Undesignated Fund Balance	\$ 445,561