A Great Start!

Wow! $6,000!

And it’s only September!

That’s how much money Ridgeline family members have already given to the Direct Donation Drive, to pay for those educational “extras” that are so important to our children’s education.

And while $6,000 is a tremendous start, this year we need to raise $40,000 to pay for these programs for this school year. If we come up short, the school budget will be in the red, and the Board may be forced to cut programs next year to compensate.

Last year, parents said there were too many fundraisers. As a result, this year the Direct Donation Drive is the primary way we are asking parents to donate to Ridgeline. To reach this goal we must all pull together, and we need every family that can to contribute $370 over the school year.

“Yikes!” you say – “that sounds like a lot of money!” However, it works out to just $37 a month during the school year. My daughter takes a weekly dance class outside of school, and we pay $40 a month for her dance classes. So, I tell myself that for $37 a month both my kids get PE twice a week, access to an amazing counselor if they need it, plus Jennifer Searl’s wonderful music and choir classes. It may not be easy, but it’s so worth it.

Please consider making a tax-deductible donation to Ridgeline where 100 percent of the money raised goes directly to pay for PE, music, counseling and family scholarships. If you can, please complete a purple pledge form and return it to the Ridgeline office as soon as possible. Thank you for supporting our wonderful Ridgeline community!

RCO Co-Conveners,
Cheryle & Rebecca

Where can you find a calendar of RCO events? Want to keep up with our Parent Council? Need to know more about the RCO, why we’re here and what we do?

Visit the RCO blog!
http://ridgelinemontessoriparentgroup.blogspot.com/

Welcome, Betsy Logan, our new PE teacher!
The Mouse, Malia and the Moose
By a Group of Kindergartners

Monday morning the mouse went up the mountain. It was cold, winter weather, so he wore his mittens. He also took some milk and Metamucil along, just in case he got thirsty or sick. The mouse saw Malia at the top. Malia found two marbles. She gave one to the mouse and kept one for herself. A moose came along. She was making messes with mud. They realized she had followed them so she could make them messy too. But the mouse made the moose messy first. He poured Metamucil powder all over the moose. It was magic. It made the moose stop being messy. Then the moose shared his spaghetti and meatballs. They lived happily ever after. The end.

The Movie Theatre and the Magic, Misty Mountain
By Another Group of Kindergartners

Mommy was moving to the movie theater when she saw the magic mountain. The magic mountain was making money. The door to the movie theater was locked, so Mommy climbed down the chimney. She turned the movie projector on, but it didn’t work. She got help from the projectionist. The movie was about a moose and a mouse that made friends and filled each other’s buckets. Suddenly, Mommy was inside the magic mountain. The movie was a portal to the mountain. A friendly dragon was making money in the mountain. He gave a bag of money to Mommy. Mommy went back through the portal to the store. She bought oranges, meat, meatballs and a huge mirror. She took her purchases and money home. She ate lunch with her family. The end.
It has always been our practice to keep parents informed if their son or daughter receives a serious threat of violence or harm at school, but it is important for you to know about a new set of procedures we are implementing to comply with changes to state law.

Oregon law now requires schools to inform parents if their son or daughter’s name appears on a targeted list (i.e., a “hit list”) that threatens violence or harm, or when he or she receives a threat of violence or harm from another student. We will be using the following procedure to inform you if your student either receives or makes a serious threat of violence or harm.

If your son or daughter’s name appears on a list threatening violence or harm, or if he or she receives other threats of violence or harm by another student, we will attempt to meet with you personally, or talk by telephone, within 12 hours of learning about the threat. We will tell you about the threat, who made the threat (if we know), and the action we are taking to respond to it. We will also send you a notice within 24 hours, stating that your son or daughter did receive a threat. Our number one priority will be to make sure that school is safe for your children.

If your son or daughter made the threat, we will let you know that he or she made the threat and the action we are taking, including informing the parents of the student who received the threat that your student made. We are also following a similar process for informing staff when they receive a threat from a student.

Please call Chrystell Reed at 541-681-9662 if you have questions about this process.

---

**Hours of School Supervision**

It is important for you to be aware of the hours that there is no supervision of buildings or grounds at Ridgeline Montessori Public Charter School. The school provides supervision only between the hours of 8:25 a.m. and 3:30 p.m. Monday through Thursday, and from 8:25 a.m. to 1:30 p.m. on Fridays.

---

**Talented and Gifted Education**

Oregon’s Talented and Gifted Act speaks directly to assessing individual needs, and providing appropriate services that meet the rate and level of each student’s learning.

A request to evaluate a student for Talented and Gifted identification can be made by a teacher or a parent. The referral process may be initiated any time during the school year. Students may be determined eligible and qualify for TAG services as academically talented in reading and/or academically talented in math and/or intellectually gifted. Student identification is based on multiple indicators that establish a consistent pattern of acceleration or potential to perform, including behavior, academic performance, and cognitive ability. The identification process includes referral, screening and assessment, eligibility determination, and parent notification.

Ridgeline continues to meet the challenge of the TAG mandate. The Montessori classroom values and educates each child as an individual and we feel strongly that Montessori instruction meets students’ needs at all rates and levels of learning.

---

**Reading and Math Assessments**

Ridgeline students are guided in math and language arts daily. At several key times during the school year, a district standardized assessment will be given to each of our students. If a student scores below the 20th percentile s/he may be recommended by a building team to receive additional instruction in math and/or reading, which is often called “intervention.” You will be notified, by letter, if your child is going to be receiving math and/or reading intervention.
Welcome back returning Ridgeline families, and welcome to our community's new families! Wow, it was so lovely for our staff to actually have a summer. No moving! Thank you so much to all the volunteers who helped us at the end of the summer and as the school year started.

We had such a nice Meet & Greet Tea the second week of school. It was wonderful to see parents getting to know one another, and especially some kinder parents. We have an amazing group of parents this year. There are so many things we have asked for and you have been so willing to step in and fill those needs. We have also had a lot of parents just show up at exactly the right moment to take on a project that is waiting to be done! We really do rely on our volunteers to make Ridgeline the amazing community that it is. When you read of a need in the eNews and you are able to help, we are so appreciative.

Take a look at all the amazing things our parents have done in the first month!

Thank You:
• Darcy Guhl and Rhonda Zimlich for helping in the parking lot
• Thank you to Jen Wyld, Niels Hansen, Kelley Green, John Burridge, Chris Evert, and Renae Myers
• Jen Wyld, for the hours and hours and days of time she has given us, unpacking and organizing supplies
• Louisa Coffman, for volunteering to be the Site Council minute-taker
• Darlene Colborn, for being our minute taker for RCO
• Cheryle Myers, for her second year as the co-convener for the RCO
• Rebecca Gershow, for volunteering to be the co-convener with Cheryle
• Erin McKercher, for writing all the student’s names on the Vision Screening forms
• Amary Taylor, for helping to “dig out” all the stuff in room 11
• Hayden Harker, for all his work before school started – moving lockers, installing a key box, weed whacking, installing a toilet handle, etc. Hayden was willing to jump in and do anything!
• Thank you to Rhonda Zimlich, Tim Danforth, Darlene Colburn, Laura Wayte, Sue Taylor, Adam Johnson, and Jimmy McKenny, for starting the Ridgeline Theatre Guild
• Jessika Whipp, for volunteering in the office weekly during the office staff meetings
• Yaeko Rodrigues, Teresa Myers, and Mark Dwyer, for being our parent Site Council Reps
• Jeff Cook, for organizing our annual Bike & Walk to School Day event
• Darcy Guhl & Rhonda Zimlich, for helping greet parents and direct traffic the first week of school
• Sat Pavan Kaur Khalsa, for volunteering weekly to teach Bhangra dance
• Jenifer Hackstadt, for helping with EVERYTHING computer related. She has become our go-to IT woman!
• Renee Meyers, for helping out with picture day
• Nancy Willcox Trent, for volunteering to be the boxtops coordinator
• Jenifer Hackstadt, for volunteering to be our volunteer tally coordinator
• Christina Heidrick, for making many, many copies and duplicating binders for us
• Jen Boita and Kathee Palfy, for coordinating the PTO (Parent’s Time Out)
• Sarib Khalsa, for donating his company’s time for screen printing the new Ridgeline t-shirts
• And a huge THANK YOU to all the other volunteers who have come and helped!

Thank you!
Volunteer How-to’s –

Signing-In – All visitors and volunteers must sign in and at the office. In order to move throughout the building unescorted, visitors and volunteers MUST have a cleared background check and wear a green badge with their first name on it. Students know that green means “go,” and that an adult with a green badge is safe to travel around the building. Adults coming to school without a cleared background are issued a pink visitor’s badge and they must be escorted from one place to another.

For safety reasons, it is imperative that we know who is in the building at all times. Please sign in and out on the visitor log clipboard each time you volunteer. We also require that you wear your GREEN name badge, which means that you have a cleared background check and you are allowed to move freely through the school. If you see an adult with a pink tag, he/she needs to be escorted, and an adult without a badge needs to be directed to the office. We appreciate your co-operation with all of this, and remember—it is all for the safety of the students, yours included!

Volunteer Green Badges are kept in two binders in the main office. They are alphabetized by the volunteer’s first name. Find your name badge, place it in a plastic sleeve, and clip it to a prominent place on your clothing. When you are leaving, sign out, return your badge to the binder, and log your volunteer hours.

LOG YOUR HOURS

Ridgeline needs to know how much time you all are putting in! We so appreciate the help, AND the hours need to be recorded. The school uses volunteer hours when applying for grants in order to show involvement in the Ridgeline community. Cannot remember the exact date you volunteered for something? No worries. Simply write the month (if you know that much), or “Eric’s class field trip to the Science Factory: 3 hours.” We will do the rest. Thanks!

Logging Hours –

All volunteer may record hours online by setting up an account on the Ridgeline Website. If you wish to record them on paper, here are the procedures. There is a Volunteer Hours Log binder with alphabet tabs on the little table in the corner by the front window of the office. Blank volunteer log sheets are in the front. When you want to log hours for the first time, take a sheet from the back, write your name at the top, record your hours, and insert the sheet between the alphabet tabs.

Importance of Logging Hours - Not only does the act of logging volunteer hours show your volunteer time, it also helps Ridgeline when we are applying for grants. Even if you have reached your 40 hours, please continue to record your hours as it helps show parent involvement and commitment to our school. Especially in this financial climate, we will be applying for lots of grants.

The 40 Hour Commitment – Let’s break it down. There are approximately 40 weeks in the school year. So that’s 4 hours per month, 1 hour per week, or 12 minutes per day! Start early and it’s easy to get all those hours logged. And remember, going to meetings like the RCO (parent council), Site Council, and the Board Meeting count towards your volunteer hours! What a deal. You may also log 5 hours for parent education. There is a parent education section in our library. You may check out books, read them at home and log the hours.

Thank you all for being here and for your commitment to Ridgeline. Watch for volunteer opportunities in the weekly eNews.

Ridgeline Montessori Public Charter School requires criminal background checks on all volunteers who will be performing tasks that could put them in close and unsupervised contact with students. Our purpose is to help assure parents and the community that our students are safe while at school. You may already know that all school employees complete a more extensive criminal check before they are hired.

Volunteers who meet one or more of the following criteria must fill out a confidential volunteer background check form:

- the volunteer will have unsupervised contact with students;
- the volunteer has a regular and ongoing assignment at the school;
- the volunteer will be off campus with students in an unsupervised situation, e.g. driving students on field trips;
- the volunteer is a mentor to a student or students;
- the volunteer is a coach or activity director; or
- the volunteer is unknown to the school or department staff.

Our school very much depends on the contributions of volunteers! If you have any questions about this rule or about volunteer opportunities at our school, please contact the office.
Each month we feature an outstanding volunteer. This month’s feature is Ridgeline Dad, Hayden Harker.

This is my daughter’s second year at Ridgeline. She enjoyed last year in kindergarten, and we are all very excited for this year. We love how friendly everyone is. Of course, a year at Ridgeline comes with a price: Volunteer hours! I’ll admit that last year I, along with Steph, was intimidated by the prospect of completing so many volunteer hours. In retrospect, volunteering at Ridgeline has been fun for me, because I have gotten to do a wide variety of jobs. I’ve moved shelves. I’ve moved lockers. I’ve shoveled wood chips. I’ve stuffed envelopes. I’ve sold Christmas trees. I don’t always know what I’m getting myself into when I show up, which has been half the fun.

Of course, like everyone else, making the time in my schedule to volunteer can be tricky. I find that it works best for me to fit some hours in before the fall term starts at the university, because that’s when life at our house really gets crazy! Even though it can be tricky, when I think of how happy my daughter is at Ridgeline, I feel that the time I spend volunteering gives the teachers and everyone else more time to do what they do best—teach our children.
The Big One
By Eric Bear, Lower Elementary Teacher

One of the most enjoyable things I get to do as a teacher at the beginning of the year is to present the Five Great Lessons. The first of these is also the most fun for me. The Story of the Universe is so big that I cannot do it justice, but I surely try. It is also an attempt to offer a “cosmic education” in the literal sense, as stated in Ridgeline’s Core Values. The Story of the Universe is simply Montessori’s attempt to offer the child the entire universe as a platform for learning. As is typical in her philosophy, Montessori began with the big picture and then came to the miniscule before expanding again. The Great Lessons are very humbling, which is the whole point. She wanted to make sure every child understood that they were carried on the shoulders of giants whose labors allowed them to experience all the privileges they enjoyed. We hope to continue that idea in our modern classrooms.

While teaching the Story of the Universe, my students are introduced to creation stories from around the world. I try to tell a story from every continent and even encourage students to write their own story. The last story I tell is the scientists’ story. This story receives the most sustained attention because I use it as a platform to jump off into many other areas of the curriculum. For example, after sharing the scientists’ story I can discuss the scientific method, laws of attraction, birth and death of stars, our solar system, gravity, the gigantic stars that dwarf our own sun, possibilities of life elsewhere, and we can even build models of atoms using the Neils Bohr Diagram. Throughout the year I refer back to these lessons as we continue to move forward into other areas, such as The Story of Life, The Coming of Humans, The Story of Language, and the Story of Numbers. Each of these stories has supplemental lessons and extensions. A student could do research on these topics all year long if they were so inclined.

As wonderful as the other Great Lessons are, my favorite will always be the first. Presenting a student with the gift of the whole cosmos is a sublime feeling. There is only the opening of every door so that nothing is to be left unexplored if so desired. Can you imagine hearing that the scientists’ best estimate of the stars in the universe is roughly seventy sextillion? Your children can! That is more stars in the universe than there are grains of sand on every beach and desert in the world. Astronomers estimate there are about 100 thousand million stars in the Milky Way alone. Just a little humbling, and that information is available as a result of lifetimes spent in the pursuit of knowledge. Can you imagine your next campout with your children looking up into the Milky Way and talking about the immensity of the scene before you? Your children can!

Mindful at Ridgeline
By Sharon Dursi Martin

Ridgeline teachers have decided this year to learn more about sharing the practice of mindfulness with students. Mindfulness is simply the practice of being present in life and aware of what’s happening while it’s actually happening! Calculating, planning, building up knowledge, imagining the future and evaluating the past are all really important ways that children use their brains inside and outside of the classroom. But there is also an immense amount of knowledge that they can gain from knowing the moment, from being in touch with their own unfolding thoughts, feelings and sensations. Mindfulness allows children to “be where their feet are” without trying to change anything. Jon Kabat-Zinn, a pioneer in mindfulness research, described the experience:

“You have felt it. Let’s explore one of those times now. Remember doing something you really, really enjoyed. . . . . . . . Really. Stop reading this and close your eyes and take a few moments to remember that time right now. . . . . . . . . . . . . . . . . . . . How did you feel as you recalled it? Did you notice there was little room left for distracting thoughts or feelings? Bringing our fullness of attention into anything is mindfulness. You step fully into the moment. There is a sense of completeness, of enoughness. These are the moments of our lives when we feel most at home.”

Yes! It’s no surprise that there is a growing movement to teach mindfulness techniques in public schools across the country. At Ridgeline, we started the year with training from John Russell, who has 20 years of experience sharing mindful meditation practices with youth, from kindergartners to teens. After sharing some techniques with the adults here, he offered a short meditation session with the children in Sarah’s class. It was very peaceful right up until the fire drill cut it short!! Later in October, Deanna English, an expert in Mindfulness Based Stress Reduction, will offer another in-depth training for our staff. Want to know more? Jon Kabat-Zinn’s book “Full Catastrophe Living” is a good place to start!
Stone Soup –

Our big all-school community event in November is the annual Stone Soup feast which takes place this year on Friday, November 22nd (the day before Thanksgiving break). Students will bring vegetables the day before and slice them in the classroom. Volunteers cook them into a vegetable soup that the school enjoys at lunchtime the following day. This year we are going to do things a little differently. The Ridgeline Theatre Guild is producing a production of the Stone Soup fable. They will perform the play twice, once for each half of the school. After seeing the play, students will line up for their soup and head back to their classroom with a buddy classroom. Parents are welcome to join us. Please check in the week of Stone Soup for scheduling.

“The ‘Stone Soup’ is a fable that illustrates the importance of sharing and cooperation. Ridgeline students and their families re-enact these values when they bring and prepare foods for our community meal. Families are invited to participate.” - Cheri Spies

For our new families here is one version of the Stone Soup story -

Once upon a time, somewhere in Eastern Europe, there was a great famine. People jealously hoarded whatever food they could find, hiding it even from their friends and neighbors. One day a peddler drove his wagon into a village, sold a few of his wares, and began asking questions as if he planned to stay the night. "There's not a bite to eat in the whole province," he was told. "Better keep on moving on."

"Oh I have everything I need," he said. "In fact, I was thinking of making some stone soup to share with all of you." He pulled an iron cauldron from his wagon, filled it with water, and built a fire under it. Then, with great ceremony, he drew an ordinary-looking stone from a velvet bag and dropped it into the water.

By now, hearing the rumor of food, most of the villagers had come to the square or now watched from their windows. As the peddler sniffed the "broth" and licked his lips in anticipation, their hunger began to overcome their skepticism.

"Ahh," the peddler said to himself rather loudly, "I do like a tasty soup. Of course, stone soup with CABBAGE - that's to beat."

Soon a villager approached hesitantly, holding a cabbage he'd retrieved from its hiding place, and added it to the pot. "Capital!" cried the peddler. "You know, I once had stone soup with cabbage and a bit of salt beef as well, and it was fit for a king."

The village butcher managed to find some salt beef and so it went, through potatoes, onions, carrots, mushrooms, and so on, until there was indeed a delicious meal for all!
We are excited to pull back the curtains and present to you: The Ridgeline Theatre Guild. This is a new organization on our campus that helps to facilitate the productions happening in our theater space. It is primarily run by parents, though we have a few students and staff on board as well. “But what is it we do?” you ask.

The Ridgeline Theatre Guild will act within the best interest of the school in order to provide support for the stage productions taking place within the theater’s space. This includes school-wide presentations as well as classroom performances and can even include productions from outside of the school. For instance, if your child is in a dance class and they are looking for a recital location, recommend our theater space and let them know that we can offer production assistance as well. Within our already established resources, we have members with extensive experience with lighting, sound, stage management, production management, wardrobe, make-up, scheduling, direction and blocking. We can also offer assistance with music (many of our members have far-reaching musical backgrounds).

Our intention with the Guild is to provide support for people or groups who want to host a production within the space. For instance, we have two upcoming productions we are supporting: A Talent Show slated for December 6 and a theatrical production of “Stone Soup,” which will be performed on November 22 during the Stone Soup community celebration at school. Darcy Guhl will be heading up the talent show. And Darlene Colborn is the acting stage manager for the Stone Soup production (see below for more about Stone Soup). If you have a production you are interested in hosting, please let us know.

**We are currently meeting each Thursday at 3:20 in the theater space. All are welcome.**

Each meeting has been a bit different, and we are taking turns facilitating these meetings, so there is not a single point of contact for the Guild. If you wish to contact the theater group and cannot make in on Thursdays, please feel free to send an email to one of the following: Rhonda Zimlich at rzimlich@gmail.com; Tim Danforth at tmdanforth@comcast.net; Darlene Colborn at dcolborn@earthlink.net; Laura Wayte at decherwayte@gmail.com; Sue Taylor at zamni33@aol.com; or Adam Johnson at vferrar@gmail.com.
October Budget-to-Actual Report
By Chrystell Reed

One of my goals for this school year is to provide parents with timely information regarding Ridgeline Montessori’s budget. Included you will find Ridgeline’s Budget-to-Actual Report for July 1, 2013 – September 30, 2013. Below I have listed the revenue and expense categories, along with the subcategories, to make it easier to understand.

Revenue from Local Sources – Program fees, field trip collections, facility rentals, extended day kindergarten tuition, general fund fundraising (RCO – DDD) and Capital Campaign fundraising

Revenue from State Sources – Per pupil funding received from the state

Salaries – Faculty salary expense

Associated Payroll Costs – Insurance benefits (medical, dental, life and disability), unemployment, workers compensation insurance, payroll taxes and PERS (Public Employees Retirement System)

Purchased Services – Training, professional development, music specialist, property services (utilities, repairs, cleaning, etc.), travel, field trips, communication (printing, postage, advertising, internet, telephone), legal and accounting

Supplies and Materials – Computers, periodicals, durable materials, consumable supplies, and books

Capital Outlay – Expenditure for improvement of site

Other Objects – Payment of interest and principal, dues, fees, liability insurance, depreciation, taxes and licenses

It is evident from reviewing the Budget-to-Actual Report that we received $5,073 more than expected from local sources, in large part due to a higher number of kindergarten families being able to pay for extended day kindergarten. A strong start to the Direct Donation Drive and continued support for the Capital Campaign also help account for this boon.

Expenses are under budget by $11,161 due to some building repair/improvement being completed later than expected, liability insurance costing less than projected, and a six-month PERS waiting period for some of our new employees. It should be noted that the overage in supplies and materials is due to the purchase of Ridgeline t-shirts, which RCO will be selling throughout the school year.

I hope you find this information helpful and informative. For more in-depth financial review, please consider attending a board meeting. Budget-to-actual information will be included in the Ridgeline Reader throughout the year. Please contact me if you have any questions.

Thank you to everyone who has already donated to the Direct Donation Drive and the Capital Campaign, whether you have set up regular monthly contributions or made a one-time donation. Either way helps! Fundraising is a vital part of our budget; $80,000 in total. The RCO’s goal for the DDD is $40,000 to provide Physical Education and Music instruction to our students along with counseling support and scholarships for field trips and supply fees. The budget also reflects raising $40,000 through the Capital Campaign to begin to pay off the down-payment note held by Eugene Christian School. To learn more about the Capital Campaign or—better yet—to get involved, contact Capital Campaign Coordinator, Peter Fritsch at peter.fritsch@ridgeline.org.

This year the Capital Campaign Committee is reaching out to businesses and donors in the larger community. If you know of a business or potential donor please contact Ellen Wojahn at ellen.wojahn@ridgeline.org or Jennifer Wilson at jennifer.wilson@ridgeline.org. They are happy to share Ridgeline’s beautiful new prospectus with you and with the possible donor. We do great work here at Ridgeline Montessori, and there are people out there who would love to support our community, our children, and free Montessori education. Help us to reach out and connect with all the people and businesses who believe in the work we do at Ridgeline Montessori and want to support our continued success!

<table>
<thead>
<tr>
<th>Ordinary Income/Expense</th>
<th>Jul - Sep 13</th>
<th>Budget</th>
<th>$ Over Budget</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000 Revenue from Local Sources</td>
<td>25,642.36</td>
<td>20,568.90</td>
<td>5,073.46</td>
<td>124.67%</td>
</tr>
<tr>
<td>3000 Revenue from State Sources</td>
<td>364,515.00</td>
<td>364,721.00</td>
<td>-70.00</td>
<td>99.98%</td>
</tr>
<tr>
<td>Total Income</td>
<td>390,257.36</td>
<td>385,289.90</td>
<td>5,003.46</td>
<td>101.3%</td>
</tr>
<tr>
<td>Gross Profit</td>
<td>390,257.36</td>
<td>385,289.90</td>
<td>5,003.46</td>
<td>101.3%</td>
</tr>
<tr>
<td>Expense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 Salaries</td>
<td>117,917.32</td>
<td>118,740.27</td>
<td>-522.95</td>
<td>99.31%</td>
</tr>
<tr>
<td>200 Associated Payroll Costs</td>
<td>56,685.29</td>
<td>56,874.71</td>
<td>-1,189.42</td>
<td>97.91%</td>
</tr>
<tr>
<td>300 Purchased Services</td>
<td>25,549.24</td>
<td>33,051.76</td>
<td>-7,502.52</td>
<td>77.3%</td>
</tr>
<tr>
<td>400 Supplies and Materials</td>
<td>21,321.00</td>
<td>20,032.68</td>
<td>1,288.32</td>
<td>106.43%</td>
</tr>
<tr>
<td>500 Capital Outlay</td>
<td>24,800</td>
<td>275.00</td>
<td>-250.40</td>
<td>8.96%</td>
</tr>
<tr>
<td>600 Other Objects</td>
<td>26,704.97</td>
<td>29,388.57</td>
<td>-2,683.60</td>
<td>90.87%</td>
</tr>
<tr>
<td>Total Expense</td>
<td>247,202.42</td>
<td>259,362.99</td>
<td>-11,160.57</td>
<td>95.66%</td>
</tr>
<tr>
<td>Net Ordinary Income</td>
<td>143,090.94</td>
<td>126,928.91</td>
<td>16,164.03</td>
<td>112.74%</td>
</tr>
<tr>
<td>Net Income</td>
<td>143,090.94</td>
<td>126,928.91</td>
<td>16,164.03</td>
<td>112.74%</td>
</tr>
</tbody>
</table>