

# **I. Enrollment and Demographic Overview**

## **A. Provide the enrollment and demographic information for the current school year.**

2015-16 ENROLLMENT & DEMOGRAPHIC INFORMATION		
Carmel		
	#	%
Total Enrollment	189	
# of Students on Waiting List		
Gender		
# Male	100	53
# Female	89	47
Ethnicity/Race		
# White	136	72.0
# Black	25	13.2
# Hispanic	9	4.8
# Asian	2	1.0
# Native American	1	.5
# Other (Mult-racial)	16	8.5
Special Populations		
# Students with IEPs	56	30
# English Language Learners	8	4
# Homeless Students	6	3
# Eligible for Free and Reduced Lunch	24	13

## **B. Provide enrollment information for length of charter contract (ADM count).**

	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Total Student Enrollment Carmel</b>	104	104	130	128	131	127	129	131	159	158	160	170	186

**C. Provide the student attendance information for the length of the charter contract.**

<b>Carmel</b>	<b>Year 1*</b>	<b>Year 2*</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
<b>Grade</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>K</b>													
<b>1</b>													
<b>2</b>													
<b>3</b>													
<b>4</b>													
<b>5</b>													
<b>6</b>													
<b>7</b>													
<b>8</b>													
<b>9</b>						95.3	92.5	94.5	93.0	90.9	95.2	94.4	
<b>10</b>						95.1	94.3	94.1	92.7	93.1	93.6	95.5	
<b>11</b>						93.6	94.2	93.8	92.4	92.2	90.0	91.7	
<b>12</b>						95.7	96.4	95.5	94.3	93.1	92.3	95.9	
<b>All Grades</b>			93.0	98.0	97.0	94.8	95.0	94.7	93.3	92.7	92.2	95.0	92.5

\* Attendance information for 2002-2003 and 2003-2004 is unavailable. Options-Carmel was sponsored by the Carmel-Clay Schools at that time.

**D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the charter contract based on the previous December 1 count.**

<b>Carmel</b>	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>		<b>Year 7</b>		<b>Year 8</b>		<b>Year 9</b>		<b>Year 10</b>		<b>Year 11</b>		<b>Year 12</b>		<b>Year 13</b>	
	<b>2002-2003</b>		<b>2003-2004</b>		<b>2004-2005</b>		<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>		<b>2008-2009</b>		<b>2009-2010</b>		<b>2010-2011</b>		<b>2011-2012</b>		<b>2012-2013</b>		<b>2013-2014</b>		<b>2014-2015</b>	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	0	0	0	0	4	3	6	5	5	4	5	4	5	4	5	4	4	3	4	3	4	3	5	3	5	3
Blind or Low Vision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cognitive Disability	0	0	0	0	0	0	0	0	1	.8	1	.8	0	0	1	.8	1	.6	0	0	0	0	0	0	0	0
Deaf or Hard of Hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deaf-Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emotional Disability	6	6	8	8	17	13	19	15	17	13	16	13	16	12	20	15	18	11	15	9	14	9	19	11	16	9
Language or Speech Impairment	3	3	2	2	1	.8	3	2	2	2	0	0	3	2	0	0	2	1	0	0	0	0	0	0	1	.5
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	.6	0	0	0	0
Specific Learning Disability	21	20	22	21	18	14	20	16	12	9	6	5	16	12	15	11	18	11	20	13	17	11	13	8	13	7
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Health Impaired	0	0	0	0	4	3	5	4	6	5	5	4	4	3	8	6	6	4	10	6	7	4	6	4	9	5
<b>Total</b>	<b>30</b>	<b>29</b>	<b>32</b>	<b>31</b>	<b>40</b>	<b>31</b>	<b>52</b>	<b>41</b>	<b>45</b>	<b>34</b>	<b>33</b>	<b>26</b>	<b>44</b>	<b>34</b>	<b>49</b>	<b>37</b>	<b>47</b>	<b>30</b>	<b>49</b>	<b>31</b>	<b>43</b>	<b>27</b>	<b>43</b>	<b>25</b>	<b>44</b>	<b>24</b>

**E. Provide the number and percentage of ELL students for length of charter contract.**

ELL STUDENT POPULATION - Carmel																									
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	2	1	6	4	7	4	7	4

**F. Provide the number and percentage of homeless students for length of charter contract.**

HOMELESS STUDENT POPULATION - Carmel																									
Year 1*		Year 2*		Year 3*		Year 4*		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
								5	4	24	19	8	6	10	8	7	4	2	1	2	1	3	2	3	2

*\*Data prior to year 5 is unavailable.*

**G. Provide the number and percentage of High Ability students for length of charter contract.**

HIGH ABILITY STUDENT POPULATION - Carmel																									
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. Executive Summary

### *Description of the school*

Recognized by the Indiana Department of Education as a full alternative high school, Options–Carmel adds unique educational opportunities for students who need an alternative to the large, traditional high schools in the area. In a highly personalized educational program driven by Individualized Service Plans (ISP), Options maintains high expectations for all, but recognizes that success is defined differently for each student.

The Options Charter School-Carmel educates 185 students from twenty-five (25) school corporations in ten (10) different counties throughout the State of Indiana. (See chart below.) It is located at 530 West Carmel Drive in the southwest quadrant of the city. Though most students opt into the traditional school day program (a full day of classes, 8:00 – 3:00, 6 period day), students facing challenges making that schedule difficult, may be placed in an on-line hybrid or night school option.

Students come to Options for a variety of reasons. These reasons are reported on the 2015 Alternative Learning Report (DOE-AL). The 2015 report is typical of reasons for alternative eligibility enrollment:

Reason for Attendance	Number
Student has withdrawn or intends to withdraw before graduation	11
Student has failed to comply academically and would benefit from instruction offered in a manner different from instruction available in a traditional school.	148
Student is a parent or an expectant parent and is unable to regularly attend the traditional school program.	11
Student is employed and employment is necessary for the support of the student or student's immediate family and/or interferes with a part of the student's instructional day.	7
The student is a disruptive student (as defined in <a href="#">IC 20-30-8-2</a> ).	7

As a “late intervention” model, Options is frequently ranked as a low-performing school on the state's school accountability framework. However, more than 70% of its students enter five (5) or more credits behind their peers, and Indiana has yet to adopt an alternative accountability system that would recognize and reward the

progress of its students. Nonetheless, Options-Carmel received a full five-year renewal from its authorizer in 2011, and has been operating at full capacity since charter schools in Indiana first opened in 2002.

Though the enrollment is mostly White (73.6%), the non-white population makes this school the most diverse of the 9 Hamilton county high schools. While Asians represent one of the largest ethnic groups in Hamilton County (5.6%), second only to the White population (88.2%), they represent only 1% of the Options-Carmel student body. The second and third largest ethnic groups represented at Options-Carmel are African Americans (13.2%) and students from more than one racial group (8.5%) respectively. The Hispanic population at Options-Carmel (4.8%) is also slightly higher than that of Hamilton County (3.8%). The high percentage of non-White students at Options-Carmel does present a challenge because 100% of the Options-Carmel staff is White. While the teachers are all highly effective professionals with a strong desire to work with at-risk youth, they do not reflect the same diversity that exists among the student population. It should be noted, however, that there has been little opportunity to hire teachers of color because save one staff member who retired in 2014, teacher retention from year to year has been extremely high (90%).

School Corporation	County	Number of Students	Percentage of Students
Zionsville (0630)	Boone	4	2.1%
Lebanon (0665)	Boone	3	1.6%
Frankfort (1170)	Clinton	3	1.6%
Hamilton-Southeastern (3005)	Hamilton	12	6.3%
Hamilton Heights (3025)	Hamilton	2	1.1%
Westfield (3030)	Hamilton	28	14.8%
Sheridan (3055)	Hamilton	4	2.1%
Carmel (3060)	Hamilton	60	31.7%
Noblesville (3070)	Hamilton	12	6.3%
Kokomo (3500)	Tipton	1	0.5%
Clark-Pleasant (4145)	Johnson	1	0.5%
Gary (4690)	Lake	1	0.5%
South Madison (5255)	Madison	1	0.5%
Alexandria (5265)	Madison	1	0.5%
Decatur Township (5300)	Marion	1	0.5%
Franklin Township (5310)	Marion	2	1.1%
Lawrence Township (5330)	Marion	4	2.1%
Pike Township (5350)	Marion	11	5.8%
Warren Township (5360)	Marion	3	1.6%
Washington Township (5370)	Marion	23	12.2%
Indianapolis Public Schools	Marion	9	4.8%

(5385)			
South Putnam Comm Schls (6705)	Putnam	1	0.5%
Manchester Comm Schools (8045)	Wabash	1	0.5%
Unknown (9999)	N/A	1	0.5%

### ***Schools' Purpose***

The Options program exists for students who have dropped out, or are contemplating dropping out, those who are experiencing significant social and emotional or behavioral barriers, students who have fallen behind academically, and students who are challenged with additional obstacles (e.g. teen parenting, homelessness) requiring intervention strategies not utilized in other public school settings. It is for this reason that the Indiana Department of Education recognizes the Options Charter Schools as a full-time alternative program.

These students were at best underserved or ignored in the area traditional public schools when its doors were first opened in the Carmel community in 2002. The need for additional seats prompted the opening of a second school in Noblesville in 2006. By virtue of the number of students served in Hamilton and surrounding counties, the need for an alternative to the traditional high school programs still exists. While remaining a small school community, Options–Carmel has increased enrollment from 158 (2012) to 185 students (current).

The school's mission reads:

The Options Charter Schools provide a caring community to students seeking an alternative to the traditional high school program. Utilizing a variety of innovative approaches, we focus on the educational success as well as the health and wellness of each student. Our goal is to develop responsible individuals who are skilled problem solvers and caring and productive citizens."

In 2012, the Options community developed and adopted the following core values:

- In an intentional and purposeful way, each student is supported and valued at school.
- Though high expectations are consistent for all, success is defined differently for each student.
- Teachers are most effective when empowered to innovate, create and inspire.

We believe that the Options Charter Schools will provide:

- Purposeful, relevant and powerful educational experiences;

- A safe, caring and healthy environment that promotes freedom of thought and respect for diversity;
- The opportunity for each student to graduate with the skills, attitude, knowledge, and compassion to be a contributing member of society and a life-long learner;
- The flexibility to meet the varied needs of its learners through different instructional techniques and settings;
- A student-centered environment where every student has an adult advocate;
- A place that appreciates and encourages creativity as an integral part of every student's educational experience.

The academic curriculum, developed by content area specialists, is based upon the Indiana Academic Standards and all classes are aligned with Indiana High School Course Titles. In addition to the core curriculum that Options-Carmel offers, partnerships with Ivy Tech and the J. Everett Light Vocational Technical School allow students the opportunity to earn dual high school/college credits and credits for in-demand skills, skills that have practical connections to career pathways, and even career certifications.

The greatest challenge Options-Carmel faces is the state accountability model, as it is currently applied to Options; and the public's perception of A-F grading of schools. Options-Carmel *may* be one the state's highest performing alternative schools; however, no tool, common to all high school alternative programs, exists to validate that assertion. The Indiana Department of Education's "work around" model, to inflate cohort numbers artificially, creates an A-F grade for Options without determining the school's success. Though our authorizer has allowed additional data, these measures are not publicly understood, publicized or widely accepted as valid. With the support of our authorizer and the State Board of Education, Options must help create an alternative accountability model that will effectively identify high-performing alternative schools.

### **Achievements and Notable Improvements**

After fourteen years of service to this community, Options-Carmel is in its best position ever to improve the lives of students who might otherwise leave high school without the requisite skills to succeed. Overcoming the financial challenges faced by small charter schools, Options-Carmel has increased its end-of fiscal year cash balance from \$19,450 (2012) to \$351,221 (2015). With the current facility lease expiring in 2021, the leadership intends to pursue plans to purchase land and build a facility that will ultimately improve the financial position even more.

While most of the innovative educational program of the original charter still exists, the school has been able to adapt to the changing needs of a rapidly evolving society. In 2014, Options added a night school program for students who needed to work, or care for family during the traditional school day. Additionally, the availability of

online course instruction has added flexibility that keep students in school and working toward their diplomas. With these barriers to success removed, Options-Carmel is filled to capacity.

With improved processes for monitoring progress, the Individualized Service Plan (ISP) has become the primary tool for individualized instruction and student growth. Options has found that while strong relationships and high academic expectations are key, the heart to the success in alternative education lies within the development, implementation, and tracking of these ISPs for students. Professional development is provided to Options' staff members on an annual basis to ensure standardization of goal writing and ISP tracking. Staff members are also given instruction sheets to help them teach students how to write meaningful goals as well as sample goals.

After an external evaluation of educational practices during the 2014-2015 school year, Options hired Navigator Learning and Dr. Susan Pagen to work with staff and administration on the project "Curriculum Mapping and High Impact Teaching Strategies." Though these processes are just starting, the school is on track to strengthen its academic outcomes through a more rigorous and relevant curriculum and teaching strategies designed for maximum student engagement.

Over the next three years, Options-Carmel will continue aggressive program development to meet the needs of its students. One area of increased offerings will be with Career and Technical Education (CTE). At the August 2016 meeting, the Board of Directors approved a three-phase plan for development of the CTE program. The chart below shows how participation has grown.

### **PHASE 1**

- Identify certifications, licenses or credentials that can be earned by Options School students by graduation including credentials that:
  - Are state and nationally recognized (portable)
  - Local/regional employers ask for, accept and/or value
  - Can be earned through a training program or experience in which Options students can participate from their local school
  - Are open to those who are under 18 as well as those over 18
- Explore the use of the ACT National Career Readiness Certificate (NCRC) to meet certification requirements:
  - Research cost of the assessments, requirements for earning, employers who accept NCRC
  - Find and detail what training programs are available
- Research what current and/or additional CTE courses could be offered at Options school(s):
  - Including teacher requirements

- Programs and costs for current teachers to earn licensing credentials to be eligible to teach CTE courses
- Approximate state funding would accrue given various enrollment levels
- Requirements for being approved by state to offer courses

## **PHASE 2**

- Reach out to local/regional employers to identify entry-level assessments, verifications and/or criteria applicants must meet in order to be considered for employment
  - Research regional employers with the highest demand for entry-level workers (paying at least medium to high wages)
  - Reach out to these employers and discover what assessments or tests are currently being used for hiring
  - Identify employers who are willing to share assessments as “pre-tests” for interested students
  - Explore development of local employer credentials that could lead to priority or advanced consideration for employment for students who pass

## **PHASE 3**

- Explore avenues for finding funding to support the earning of both work-based learning experiences and certifications or credentials valued by employers
  - Connect with potential funding sources including the Indiana Department of Workforce Development, Project Lead the Way, Region 5 Works Council, regional workforce improvement board and other sources
  - Explore regional and state grant opportunities for supporting this effort
- Work with Options Charter Schools teachers of career-related courses to:
  - Research curriculum to support student preparation for earning identified certifications and/or credentials
  - Develop, to the extent needed, resources and content for helping students earn credentials

Though subjective evaluations or testimonials may often not be considered significant, Options is proud of the overwhelmingly positive comments from our students and parents.

Great Schools ([greatschools.org](https://greatschools.org)) reviews - 4 of 5 stars  
 YP Reviews ([yellowpages.com](https://yellowpages.com)) reviews - 5 of 5 stars

One specific example is included below:

"Our children have been attending here for several years now and we have found that they offer a diverse curriculum, appropriate emphasis on academics, and an amazing sense of community." An in-house survey was also created to measure the students' overall satisfaction with the Options-Carmel school. The summary statements below are reflective of the data that has been compiled.

1. The students are happy at Options and believe that the adults in the building care about them and want to see them succeed.
2. They believe that they have a voice in decision-making.
3. They believe that the school sets high standards and promotes academic success for all students.
4. They believe that the school handles disciplinary issues well, and fosters an appreciation of student diversity.
5. The majority strongly agree that the school is a safe place for both students and staff alike. There are no serious problems with gangs, weapons or vandalism, nor are there problems with bullying or physical fighting; however, they do see alcohol, drug use and theft as moderate to severe problems in the school. (Note: The administration and staff have put measures in place to address these issues.)

## Academic Performance Overview

The data below represents the current data in the standard Academic Performance Overview. We will be ready to complete this section as the alternative accountability model is finalized.

	AYP	PL 121	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2003-04	No		n/a	n/a	n/a	7.4%	9.2%	12.4%	n/a	n/a	n/a
SY 2004-05	No		n/a	n/a	n/a	17.6%	16.2%	11.9%	n/a	n/a	n/a
SY 2005-06	No	Probation	n/a	n/a	n/a	11.5%	8.2%	11.2%	n/a	n/a	n/a
SY 2006-07	No	Probation	n/a	n/a	n/a	66.7%	17.2%	12.6%	n/a	n/a	n/a
SY 2007-08	Yes	Acad Progress	n/a	n/a	n/a	31.0%	11.1%	5.8%	n/a	n/a	n/a
SY 2008-09	n/a	n/a	n/a	n/a	n/a	72.7%	12.6%	22.2%	n/a	n/a	n/a
SY 2009-10	No	Probation	F	n/a	n/a	50.0%	33.3%	40.0%	n/a	n/a	n/a
SY 2010-11	No	n/a	C	Corrective action	Falls far below	71.4%	56.3%	62.5%	n/a	n/a	n/a
SY 2011-2012	n/a	n/a	F	Not applicable due to IDOE policy change	Falls far below	33.3%	28.6%	80.0%	n/a	n/a	n/a
SY 2012-2013						35.7%	44.4%	42.9%	n/a	n/a	n/a
SY 2013-2014									n/a	n/a	n/a

\* No growth data on DOE

Graduation Rate	2007		2008		2009		2010		2011		2012		2013		2014	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
	11/29	22.4	16/45	35.6	24/63	38.1	24/62	38.7	23/43	53.5	27/66	40.9	25	45.5	12	30.0

## **Organizational Performance**

CSAPPHIRE – This process has allowed us to take a hard look at all of our policies and procedures. Though most are adequate, we are in the process of updating some of these documents.

Required Responses:

### **3. Governance and Management**

There are currently no plans to alter governance and management of the school in any way.

### **4. Transportation**

Transportation is not provided. There are no plans to provide transportation in the future.

### **5. Facility**

The facility is provided through a lease with terms through 2021. As noted in the Executive Summary, the school is positioned to pursue building ownership or new construction after that time.

### **6. Educational Service Providers**

Options does not intend to contract with an education service provider (ESP).

\*Numbers based on FY2015 final pre-audit numbers

<b>FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY</b>			Meets
			Does Not Meet
			Falls Far Below
<b>1. NEAR TERM INDICATORS</b>			
<b>1.a.</b>	<b>Current Ratio (Working Capital Ratio)</b>	Current Assets divided by Current Liabilities	3.19
<b>1.b.</b>	<b>Cash to Current Liabilities</b>	Cash divided by Current Liabilities	3.19
<b>1.c.</b>	<b>Unrestricted Days Cash</b>	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	106.72
<b>1.d.</b>	<b>Enrollment Variance</b>	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	1.05
<b>1.e.</b>	<b>Default</b>		No
<b>2. SUSTAINABILITY INDICATORS</b>			
<b>2.a.</b>	<b>Total Margin</b>	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	18.33%
<b>2.b.</b>	<b>Debt to Asset Ratio</b>	Total Liabilities divided by Total Assets	0.27
<b>2.c.</b>	<b>Cash Flow</b>	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	\$351,221
<b>2.d.</b>	<b>Debt Service Coverage Ratio</b>	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	1.42

<b>Financial Performance Framework – Data Points</b>	
Current Assets	\$351,221
Current Liabilities	\$93,198
Cash	\$351,221
Unrestricted Cash	\$351,221
Total Expenses	\$1,211,038
Depreciation Expenses	\$9,836
Enrollment Projection in Charter School Board-Approved Budget	180
Actual Enrollment	189
Default	No
Net Income	\$271,846
Total Revenue	\$1,482,884
Aggregated Total Margin	18.33%
Total 3 Year Net Income	\$319,299
Total 3 Year Revenues	\$3,865,259
Total Liabilities	\$110,102
Total Assets	\$351,221
Year 1 Total Cash	\$13,340
Year 2 Total Cash	\$92,076
Year 3 Total Cash	\$351,221
Depreciation	\$9,836
Interest	\$0
Interest Expense	\$0
Annual Principal, Interest, and Lease Payments	\$198,333 Lease