



Connections for Learning & Forest Green School

2011 – 2014 Education Planning 2010/11 Annual Educational Results Report

Parkland School Division No. 70
Excellence in Education

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School Profile
FOREST GREEN

Principal: Michael Hubick
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Student Population: 250
Number of teachers: 19
Number of support staff: 11
Grades Served: K-6

School Profile
CONNECTIONS FOR LEARNING

Principal: Michael Hubick
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Student Population: 196
Number of teachers: 11
Number of support staff: 9
Grades Served: K-12

School Foundation

Mission:

Through building relationships and a clear vision, we can create opportunities for every student, staff member, and parent to become a leader.

Vision:

Creating opportunities so that everyone can be a leader.

Motto:

Caring, sharing and learning together

Beliefs: At Forest Green School and Connections for Learning we believe:

- ✓ All decisions are made with the focus of what is best for our students first.
- ✓ Every child has the right to an education.
- ✓ Everyone can be a leader.
- ✓ Programs must be responsive to the needs of the 21st century learner and ensure that students will have the opportunity to become contributing and valued global citizens.
- ✓ Students are entitled to quality educational programs that foster the development of knowledge, skills and attitudes.
- ✓ Students can learn and experience success and are responsible for participating in the achievement of their educational success.
- ✓ Students are entitled to an optimal learning environment where each individual is valued, accepted, and respected; and has a part in their own education.
- ✓ Education is child-centered and focuses on the development of the whole child.
- ✓ Parent input and collaboration is encouraged and beneficial to the success of the students in our care.
- ✓ The success of the student is a shared responsibility of students, parents, school, and community.
- ✓ We want to encourage all to become lifelong learners!

“I have been in the Stony Creek program since grade seven. I really like the Stony Creek program because I’ve been learning more here, and the way my teacher teaches us is very to the point. I do wish that more kids came to this program. I’ve been getting further ahead in math and every day at Stony Creek is like a new adventure, you can have so much fun learning here!”

Grade 8 student in the Stony Creek Program



Description of the School:

Forest Green School and Connections for Learning (CFL) and Brighbank Academy, under the umbrella of CFL, work as a collaborative team to meet the needs of each individual student (K-12) within our care. Although we serve students with varying needs at both sites, we believe that sharing best practice between staff will give us more opportunities to enable students to be successful.

At our school sites, we believe that ALL participants can be leaders (students, staff and parents). We find different ways to encourage all to find their passion and sustain their love of learning for their lifetime. Programs such as “Responsible Contributions” help us work towards our goals of developing empowered leaders, who are respectful and responsible global citizens.

Forest Green and CFL believe in being responsive to the needs of our students. Providing opportunities for innovative teaching and learning not only engages students, but it also ensures that we are preparing them for their future. This teaching and learning is sometimes done through the use of technology as we believe technological literacy is one element that will contribute to student success in their future.

Students have the opportunity to partake in many activities including, but not limited to, a strong music program, various sports teams and individual athletic opportunities, student-led assemblies, and student council. For CFL students, some of these opportunities are provided in collaboration with our neighbor, Ecole Meridian Heights School. Staff is always willing to adapt within our school to meet the needs and interests of our students. Providing these extracurricular activities encourages a love of school while helping to build strong relationships. This is important to us in that we know through research and experience that students who have strong bonds with staff have a greater likelihood of success in school.

The Balanced Literacy approach is a major focus of the Forest Green School and CFL for all K-9 teachers. Teachers are trained and practice these effective strategies to make sure that students have strong foundations in the area of literacy. Balanced Literacy techniques permeate all

“As a small community school, Forest Green School provides a unique educational experience. The students have the advantage of being part of a supportive and caring network of staff, parents and students. At the same time, the high quality of education is evident in the innovative, student-centered approaches teachers bring to their classrooms to actively engage students in their learning; including collaborative projects, classroom blogs, student lead assemblies, and the progressive use of technology in instruction.”

Parent of a grade 2 and 4 Forest Green student.



“My personal experience with Connections for Learning has been very positive. The atmosphere is so great. Everybody is always willing to help and ready to go the extra mile. My schoolwork performance has benefited so much in my short time here. It is definitely a great school for opportunities!”

Grade 11 student
Connections for
Learning



subjects taught at our school sites. Having a resident Balanced Literacy facilitator at Forest Green ensures that we are not only implementing these practices, but we are leaders in our division and province.

Within our school sites, we believe that parental involvement provides more opportunities for our students to be successful. Parents are encouraged to take part in different functions of our schools including the school advisory council, classroom volunteers, school dances, pancake breakfasts, and our Parent Partnership program, just to name a few. We provide many opportunities for parents not only to learn about what is going on at our school through our monthly newsletter and website, but through school and classroom blogs, they have the opportunity to communicate with staff and learn along with their children.

Working with intention as a school community will give us the opportunity to enable all students to become leaders.

How we define success for our students?

Students at Forest Green School and CFL leave our school knowing that they are leaders in our community. Leadership is not defined by position but rather by how we interact and contribute to our community. It is important that students are given the opportunity to share their passions, collaborate with others, share ideas, and be respectful to the ideas of others. Students feel safe and are willing to take risks in their learning so that they can be fully engaged in the learning process. Success for students ensures that the best learning environment is created to meet the needs of each individual. Every child has the opportunity to learn and to become a leader.

Unique features of our school include:

- An emphasis on collaboration across our school sites
- K-12 school structure.
- Strong emphasis on effective learning using technology integration in school programs.
- Strong emphasis on leadership for all.
- A broad range of extracurricular opportunities through clubs and teams.
- Focus on individualized learning.
- Stop Now and Plan program (SNAP) working with Safe and Caring Schools on implementing effective practices to support positive behavior.

What makes our school ‘good’ and how do we know?

The learning environment of Forest Green and CFL is characterized by collaboration. Best practices are shared between the sites to ensure that the best learning practices are used with all students. Parents are welcomed into the process so that they can learn alongside their children and help us to understand how to best meet the needs of each child. Our school is very responsive to the learning needs and interests of students so we work hard to ensure that we have the opportunity to engage each child in a way that is personally meaningful for them.

What we are most proud of at our school:

Our students do some amazing things in our school. To focus on one area would definitely leave out the strengths of others. When encouraging student to lead in their passion area, you will soon see how varied and talented our students are. Public speaking, abilities in the arts, athletics, technology, and academics are just a few of the amazing things that we see within our school. Giving the students the opportunity to pursue their interests and bring them into the classroom is what will keep them engaged and ensure that their learning stays relevant to their needs. In short, our students are what we are most proud of.



“Forest Green School is a wonderful small community focused school. I love the warmth, the welcome, and the care the staff take to foster an inviting environment which in turn fosters a great learning environment for my child. Staff are interested in and value each child. Each student is unique and special and they all learn in many different ways and the teachers at Forest Green School know this and teach accordingly. I value our teachers they are professional, personal, and have an enthusiasm to teach as well as to learn. They are a great example to the Forest Green student body and to their parents.”

Parent of a Forest Green student.

Trends

TRENDS: The future in Education in the Province of Alberta has never been brighter! Innovations, Research and Best Practices and Initiatives driven from the ministry level will continue to influence our work with children in remarkable ways. They can be best categorized as follows:

- **Inclusion:** We will continue to build capacity through research and sharing of best practices in order to better understand and deliver a responsive program that supports all children's needs and development within their community.
- **Pedagogy and Assessment:** We will continue to place a major emphasis on pedagogy and assessment with a keen focus on raising academic achievement and reporting as we prepare to implement the new PSD report card in September 2012.
- **Critical Thinking:** We will continue to focus attention on critical thinking recognizing that this, when done effectively, will result in maximum growth in developing creativity and critical thinking in our students and ourselves.
- **Cross Ministry Collaboration:** As the expectation for collaboration between provincial ministries continues to evolve we will remember our role as educators in supporting collaboration for the holistic benefit of our students and their families.
- **Emerging Technologies:** Forest Green and Connections for Learning are focusing on ways that we can most successfully prepare our students to be responsible digital citizens.

Issues and Future Challenges

While each of the trends above in itself presents cause for optimism it to raises the question: How will all of this be accomplished? To that end, the most significant issue that lies ahead is in that of helping all participants in this process understand the vision and direction so that they may choose to engage in the processes of fulfilling the vision. This will bring rise to unprecedented levels of collaboration, communication and participation from all involved. We must also remain cognizant that in education that each collaborator will bring a varied level of expertise and experience in any of these areas. It is our shared responsibility to assist in raising the collective capacity. It is also our individual responsibility to reflect and take action in our own professional learning journey. The never ending issue of access to resources to accomplish our goals will remain only if we stifle our own creativity by holding on too tightly to paradigms of the past while trying to implement those of the future. We must give ourselves permission to let go of some things in order to replace them with proven best practices, research proven innovations and action research. Finally, we must remain steadfast in our belief that we collectively and through creative and collaborative action either hold the materials, tools and abilities or possess the ability to access them in order to create that which we will become. Speaking from a place of idealism, we have no issues only challenges for which we will find appropriate and creative solutions using our vision as a touchstone as we work towards it together. This is a process of continuous improvement.

Priorities

Parkland School Division has three priorities for the 2010 – 2013 Three Year Education Plan.

- ✓ Developmentally responsive curriculum and effective assessment.
- ✓ Students demonstrating citizenship and social responsibility.
- ✓ Strategic system planning.

How are CFL and Forest Green Schools going to ensure these priorities are incorporated into the Three Year Education Plan?

Forest Green School, Brightbank Academy and Connections for Learning believe in collaborating and sharing best practices. Through our shared professional development plan, our education staff has the opportunity to focus on school and division goals and work to implement best practices. Working with staff leaders in these shared areas, gives us the opportunity to not only learn more about effective strategies in different education areas, but it also gives us the opportunity to ensure that these strategies are tailored to meet the needs of our specific students. While best practices are being shared amongst our staff, leadership is being developed across the sites to ensure the ongoing growth.

Through critical creative thinking practices, teachers will continually provide a learning environment where students become collaborators negotiating and exchanging ideas resulting in them making personal contributions to learning. Students are encouraged to be reflective and critical by analyzing a variety of learning situations. Teachers will provide and enhance the ways that learning takes place ensuring that students have the flexibility to be engaged in their learning and develop attitudes of life-long learning.

Critical thinking and successful technology integration have been a major focus for staff in our school sites in the 2010-2011 school year. To ensure that this becomes a more successful practice, two professional development teams joined together to create digital portfolios. In its early stages staff report that this has given students the opportunity to reflect and self-assess their learning, analyze work, and collaborate with others within the school. Through technology integration, students will also learn how to successfully become digital citizens while creating a product that will be beneficial to them long after their time within our school. It is important for our students that we create a “real world” setting in the school in which they can safely become digital citizens. Although critical thinking and technology integration have been successful practices within

our school already, embedding them together with a focus on necessary curricular links will only enhance the learning of our students and staff.

Students, parents and staff at Forest Green and Connections for Learning can all be leaders who contribute to the culture and climate of our school. Staff members will consistently look for opportunities for students to lead within the classroom and school community. Ensuring that they are engaged and finding each child's passion will provide a climate that is conducive to the learning for each student and improve opportunities for success. Students will be provided with the opportunity to lead in school wide activities such as student-led assemblies, student-led conferences, and student generated initiatives. By providing and being open to these opportunities, students will take more ownership of their education and become lifelong learners.

By having our students focus on thinking locally and then globally, our students will understand the importance of not only the culture of others, but their own identity. It is essential that we work with all of our students to develop a sense of self, while also appreciating the similarities and differences in others. Through this self-awareness, we believe we cannot only build upon the traditions and culture of FNMI students, but of our entire school community.

Overview of Achievements

At Forest Green School and Connections for Learning, we are very proud of some of the great learning environments that have been created to serve our students this year. Working at three different sites presents definite challenges, but staff has worked diligently to share best practices for learning to move forward. Below are some of the initiatives that we have seen great success in.

Student Assessment

From K-12, Forest Green and Connections for Learning worked diligently to take out the “big ideas” from the curriculum and implement them into our reporting system. Through this process, pedagogy became more defined and staff learned to work with the end in mind. What was critical to this process was that expectations are clearly defined for our students to ensure that they know the expectations within the classroom. It was also imperative that although curriculum and learning objectives were clarified for students, we have seen that staff has opened up different avenues to students for achieving these objectives. This idea of “personalized learning” has increased student learning within the classroom.

To help with successful reporting, Forest Green hosted their first “Student-Led Conferences” with parents. Students led in the sharing of their learning, and openly discussed their strengths and weakness with parents, while displaying some of their best work. This was a highly successful activity and was well received by the school community.

Through this journey, Forest Green and CFL have prepared and embraced Parkland School Division’s goal for Action on Assessment.

Digital Portfolios

Moving forward with student assessment, every student in Forest Green and CFL has created some level of a digital portfolio. This does not only create skills for our students that are beneficial to our ever changing world, they also help to bring a positive digital identity to students, help them understand the importance of digital footprints, while also having students continuously assess their own learning.

We are excited to see the continuous development of this initiative as the portfolios will be passed on developed for every year that students are within our programs. The vision is that we will be able to create a digital space where students will not only be able to show evidence of their learning, but will also be a space where they can continuously grow in their literacy aptitudes.

To ensure that this project was successful, all teaching staff took on creating their own classroom blog to develop the skills alongside students. This was something that not only helped us to build our own skills as a school community, but also showed the importance of role modeling learning alongside our students. Staff has built the necessary skills to not only continue this practice next year, but to further their own use of this technology to improve learning opportunities for students.

As we move forward into the next year, we would like to continue on focusing on the above listed initiatives and adjust them in order to respond to the changing needs of our students.

Assessment: We will continue to focus on including students and parents in the assessment process. Assessment is something we do in collaboration with students rather than something we do to students. It is through building this habit that students grow in the area of self assessment and critical thinking.

Critical Thinking: We will continue to focus our attention in professional development in this area as part of the ongoing AISI project. By regularly using the language of creative and critical thinking students continue to be challenged to be thoughtful of their decisions and processes to arrive at them.

Citizenship and Social Responsibility: In order to continue our focus on the area of citizenship and social responsibility we will look for ways in which we can reach out into our community. This can be achieved through activities such as the annual Terry Fox Run and the Kinnette Christmas Hamper Project. Connections are also being established with a local seniors' community and first nations community.

In order to build a common language and framework for citizenship and social responsibility we will undertake staff training in the 7 Habits of Highly Effective People as we explore and plan implementation of The Leader in Me for September 2012 within the variety of programs we offer.

Goal One: Success for Every Student – CFL

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	45.6	36.4	50	55	60
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.**	4.4	1.9	5	7	9

**includes all students registered in the grade and ungraded students at the same age

Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled

			2007	2008	2009	2010	2011
Grade 3	English Language Arts 3	Students Enrolled	6	3	8	4	12
		Acceptable Standard (%)	33.3	*	62.5	*	75
		Standard of Excellence (%)	0	*	0	*	8.3
		Students Writing	2	2	6	0	10
		Acceptable Standard (%)	*	*	89.1	n/a	90
	Standard of Excellence (%)	*	*	0	n/a	10	
	Mathematics 3	Students Enrolled	6	3	8	4	12
		Acceptable Standard (%)	33.3	*	62.5	*	75.0
		Standard of Excellence (%)	16.7	*	12.5	*	8.3
		Students Writing	2	2	6	0	10
Acceptable Standard (%)		*	*	83.3	n/a	90	
Standard of Excellence (%)	*	*	16.7	n/a	10		
Grade 6	English Language Arts 6	Students Enrolled	9	3	8	4	13
		Acceptable Standard (%)	55.6	*	62.5	*	53.8
		Standard of Excellence (%)	0	*	12.5	*	7.7
		Students Writing	6	2	5	2	7
		Acceptable Standard (%)	83.3	*	*	*	100
	Standard of Excellence (%)	0	*	*	*	14.3	
	Mathematics 6	Students Enrolled	9	3	8	4	13
		Acceptable Standard (%)	22.2	*	62.5	*	30.8
		Standard of Excellence (%)	0	*	0	*	0
		Students Writing	6	2	5	3	8
		Acceptable Standard (%)	33.3	*	*	*	50
	Standard of Excellence (%)	0	*	*	*	0	
	Science 6	Students Enrolled	9	3	8	4	13
		Acceptable Standard (%)	44.4	*	62.5	*	30.8
		Standard of Excellence (%)	0	*	0	*	7.7
		Students Writing	7	2	5	3	7
		Acceptable Standard (%)	57.1	*	*	*	57.1
	Standard of Excellence (%)	0	*	*	*	14.3	
	Social Studies 6	Students Enrolled	9	3	8	4	13
		Acceptable Standard (%)	66.7	*	62.5	*	23.1
		Standard of Excellence (%)	0	*	0	*	0
		Students Writing	7	2	5	3	7
		Acceptable Standard (%)	85.7	*	*	*	42.9
	Standard of Excellence (%)	0	*	*	*	0	

Grade 9	English Language Arts 9	Students Enrolled	34	29	26	22	28
		Acceptable Standard (%)	32.4	48.3	19.2	31.8	50.0
		Standard of Excellence (%)	2.9	0	0	0	0
		Students Writing	17	21	12	16	16
		Acceptable Standard (%)	64.7	66.7	41.7	43.8	87.5
		Standard of Excellence (%)	5.9	0	0	0	0
	English Lang Arts 9 KAE	Students Enrolled	n/a	n/a	n/a	1	2
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	*
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	*
		Students Writing	n/a	n/a	n/a	0	2
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	*
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	*
	Mathematics 9	Students Enrolled	34	29	26	18	22
		Acceptable Standard (%)	23.5	13.8	11.5	33.3	18.2
		Standard of Excellence (%)	2.9	0	0	0	0
		Students Writing	18	17	11	14	11
		Acceptable Standard (%)	44.4	23.5	27.3	50	36.4
		Standard of Excellence (%)	5.6	0	0	0	0
	Mathematics 9 KAE	Students Enrolled	n/a	n/a	n/a	5	7
		Acceptable Standard (%)	n/a	n/a	n/a	*	28.6
		Standard of Excellence (%)	n/a	n/a	n/a	*	0
		Students Writing	n/a	n/a	n/a	5	4
		Acceptable Standard (%)	n/a	n/a	n/a	*	*
		Standard of Excellence (%)	n/a	n/a	n/a	*	*
	Science 9	Students Enrolled	34	29	26	22	24
		Acceptable Standard (%)	26.5	20.7	15.4	27.3	29.2
		Standard of Excellence (%)	8.8	0	0	0	4.2
		Students Writing	16	21	11	17	16
		Acceptable Standard (%)	56.3	28.6	36.4	35.3	43.8
		Standard of Excellence (%)	18.8	0	0	0	6.3
	Science 9 KAE	Students Enrolled	n/a	n/a	0	1	5
		Acceptable Standard (%)	n/a	n/a	n/a	*	*
		Standard of Excellence (%)	n/a	n/a	n/a	*	*
		Students Writing	n/a	n/a	n/a	1	5
		Acceptable Standard (%)	n/a	n/a	n/a	*	*
		Standard of Excellence (%)	n/a	n/a	n/a	*	*
	Social Studies 9	Students Enrolled	34	28	26	22	27
		Acceptable Standard (%)	26.5	28.6	n/a	36.4	22.2
		Standard of Excellence (%)	2.9	3.6	n/a	0	3.7
		Students Writing	16	20	17	22	14
		Acceptable Standard (%)	56.3	40	n/a	47.1	42.9
		Standard of Excellence (%)	6.3	5.0	n/a	0	7.1
Social Studies 9 KAE	Students Enrolled	n/a	n/a	n/a	1	3	
	Acceptable Standard (%)	n/a	n/a	n/a	*	*	
	Standard of Excellence (%)	n/a	n/a	n/a	*	*	
	Students Writing	n/a	n/a	n/a	1	3	
	Acceptable Standard (%)	n/a	n/a	n/a	*	*	
	Standard of Excellence (%)	n/a	n/a	n/a	*	*	

*data suppressed when there are than fewer than 6 results reported

Comments on Results:

- PAT test results show that a large number of students reached the Acceptable Standard of achievement at grades 3, 6 and 9. However focus must now be given in the area of taking this a step beyond in order to see more students achieve the Standard of Excellence.
- 90% of the students who wrote in grade 3 achieved the Acceptable Standard in Math. A relatively low number of students achieved this standard in grades 6 and 9. Overall attention must also be given in Math in order to see a higher percentage of students achieve the Standard of Excellence.
- Overall a small percentage of students in grades 6 and 9 reached the Acceptable Standard in Social Studies and Science. In most cases fewer than 50% reached the acceptable standard with science 6 surpassing this with 57.1% at acceptable standard.

Note:

1. In all testing categories reported the sample size is very small ranging from 7-16 with an average of 8.6 students writing each test. Small sample sizes such as these can create large swings in the data year over year.
2. It is noteworthy that students represented in this data are enrolled in a variety of non-traditional program structures ranging from Home Education programming to on campus outreach students with many of the students at the grade 9 level registering mid-year having come from other school sites. Many of these students are at risk academically.

Strategies:

- Further analysis of this data is required to make educated programming decisions. Analysis will be undertaken on a per pupil basis looking at the individual's performance on PAT tests and the program structures in which they reside. This analysis will be undertaken by the staff of CFL, lead by school administration. Programming recommendations as they emerge will be discussed further with appropriate members of Learning Services and documented accordingly. Decisions will be made based on available resources, personnel and the anticipated benefits in both short and long term.
- A committee stuck to look at the future implementation of the Leader in Me process will look specifically at how this process can significantly influence student and staff academic goal setting through the use of the tools such as the data notebook.

Goal One: Success for Every Student: FOREST GREEN

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	68.1	72.4	74.0	76.0	78.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	9.6	10.0	12.0	14.0	16.0

** includes all students at the grade and ungraded students at the same age.

Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled

			2007	2008	2009	2010	2011
Grade 3	English Language Arts 3	Students Enrolled	35	33	31	33	30
		Acceptable Standard (%)	74.3	75.8	67.7	78.8	70.0
		Standard of Excellence (%)	5.7	15.2	16.1	6.1	6.7
		Students Writing	31	31	25	29	30
		Acceptable Standard (%)	83.9	80.6	84.0	89.7	70.0
	Mathematics 3	Standard of Excellence (%)	6.5	16.1	20.0	6.9	6.7
		Students Enrolled	35	33	31	33	30
		Acceptable Standard (%)	68.6	78.8	61.3	N/A	56.7
		Standard of Excellence (%)	5.7	12.1	19.4	N/A	10.0
		Students Writing	31	31	24	29	29
Grade 6	English Language Arts 6	Acceptable Standard (%)	77.4	83.9	79.2	N/A	58.6
		Standard of Excellence (%)	6.5	12.9	25.0	N/A	3.0
		Students Enrolled	37	28	27	36	32
		Acceptable Standard (%)	75.7	78.6	59.3	97.2	75.0
		Standard of Excellence (%)	13.5	21.4	3.7	11.1	9.4
		Students Writing	36	28	21	36	30
	Mathematics 6	Acceptable Standard (%)	77.8	78.6	76.2	97.2	80.0
		Standard of Excellence (%)	13.9	21.4	4.8	11.1	10.0
		Students Enrolled	37	28	27	35	32
		Acceptable Standard (%)	67.6	89.3	70.4	N/A	65.6
		Standard of Excellence (%)	8.1	14.3	3.7	N/A	6.3
		Students Writing	35	28	26	33	27
	Science 6	Acceptable Standard (%)	71.4	89.3	73.1	N/A	77.8
		Standard of Excellence (%)	8.6	14.3	3.8	N/A	7.4
		Students Enrolled	37	28	27	36	33
		Acceptable Standard (%)	59.5	82.1	77.8	66.7	75.7
		Standard of Excellence (%)	18.9	14.3	18.5	5.6	25.2
		Students Writing	32	28	24	29	28
Social Studies 6	Acceptable Standard (%)	68.8	82.1	87.5	82.8	67.9	
	Standard of Excellence (%)	21.9	14.3	20.8	6.9	14.3	
	Students Enrolled	37	28	27	36	32	
	Acceptable Standard (%)	70.3	78.6	N/A	66.7	56.3	
	Standard of Excellence (%)	13.5	14.3	N/A	8.3	9.4	
	Students Writing	35	28	26	31	28	
			74.3	78.6	N/A	77.4	64.3
			14.3	14.3	N/A	9.7	10.7

Comments on Results:

- Student participation rates are high near 100% in most testing areas.
- PAT test results in grade 3 are significantly lower than previous years. They are also significantly lower than provincial results.
- PAT test results in grade 6 are close to those in the province when considering acceptable standard in English Language Arts and Math. The results for the same grade lag behind their provincial counterparts significantly however, in Science and Social Studies.
- The rate of students achieving the Standard of Excellence in grades 3 and 6 is significantly lower than that of their provincial counterparts.

Strategies:

- Further data analysis is required to make educated programming decisions. Analysis will be undertaken by the teaching staff lead by administration. Programming recommendations, as they emerge, will be discussed with the area superintendent and documented accordingly. Decisions will be made based on available resources, personnel and the anticipated benefits in both short and long term.
- A committee stuck to look at the future implementation of the Leader in Me process will look specifically at how this process can significantly influence student and staff academic goal setting through the use of the tools such as the data notebook.

Goal One: Success for Every Student – CFL

Outcome: Students achieve educational outcomes.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Overall percentage of students who achieved the acceptable standard on diploma examinations.**	*	*	85	85	85
Overall percentage of students who achieved the standard of excellence on diploma examinations.	*	*	15	15	15
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	14.4	4.8	20	25	30
Drop Out Rate - annual dropout rate of students aged 14 to 18	8.6	11.1	8	7	6
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	14.4	4.8	20	25	30
High school to post-secondary transition rate within six years of entering Grade 10.	*	19.9	20	25	30
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	26.7	38.6	30	35	40

*data suppressed when there are than fewer than 6 results reported

Diploma Exam Results Course By Course Summary By Students Writing.

		2007	2008	2009	2010	2011
Social Studies 30	Students Writing	*	*	*	*	1
	Acceptable Standard %	*	*	*	*	*
	Standard of Excellence %	*	*	*	*	*
Social Studies 30-1	Students Writing	*	*	*	*	1
	Acceptable Standard %	*	*	*	*	*
	Standard of Excellence %	*	*	*	*	*

*data suppressed when there are than fewer than 6 results reported

Diploma Final Course Marks By Course Summary By Students Writing.

		2007	2008	2009	2010	2011
Social Studies 30	Students Writing	**N/A	N/A	N/A	N/A	1
	Acceptable Standard %	N/A	N/A	N/A	N/A	*
	Standard of Excellence %	N/A	N/A	N/A	N/A	*
Social Studies 30-1	Students Writing	N/A	N/A	N/A	N/A	1
	Acceptable Standard %	N/A	N/A	N/A	N/A	*
	Standard of Excellence %	N/A	N/A	N/A	N/A	*

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote this exam in the corresponding year.

Measure History

High school completion rate of students within three years of entering Grade 10.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	6	0	3	*	7	0	14	0	7	14.4
4 Year Completion	6	35.2	5	*	4	*	7	0.0	14	14.7
5 Year Completion	5	*	6	34.8	5	*	4	*	7	29.7

Annual dropout rate of students aged 14 to 18.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	52	17.6	4.9	9.9	62	10.0	76	14.6	67	8.6
Returning Rate	10	38	11	0.0	6	0.0	8	16.7	13	18.5

*data suppressed when there are than fewer than 6 results reported

Percentage of students writing four or more diploma exams within three years of entering Grade 10.

	2006	2007	2008	2009	2010
N	6	3	7	14	7
% Writing 0 Exams	100	*	84.9	84.6	71.2
% Writing 1+ Exams	0.0	*	15.1	15.4	28.8
% Writing 2+ Exams	0.0	*	15.1	7.7	14.4
% Writing 3+ Exams	0.0	*	0.0	0.0	14.4
% Writing 4+ Exams	0.0	*	0.0	0.0	14.4
% Writing 5+ Exams	0.0	*	0.0	0.0	0.0
% Writing 6+ Exams	0.0	*	0.0	0.0	0.0

	2006	2007	2008	2009	2010
N	6	3	7	14	7
English 30 / English Language Arts 30-1	0.0	*	0.0	0.0	14.3
English 33 / English Language Arts 30-2	0.0	*	0.0	0.0	0.0
Total of 1 or more English Diploma Exams	0.0	*	0.0	0.0	14.3
Social Studies 30	0.0	*	14.3	7.1	14.3
Social Studies 30-1	**N/A	N/A	0.0	0.0	0.0
Social Studies 33	0.0	*	0.0	7.1	14.3
Social Studies 30-2	N/A	N/A	0.0	0.0	0.0
Total of 1 or more Social Diploma Exams	0.0	*	14.3	14.3	28.6
Mathematics 30 / Pure Mathematics 30	0.0	*	14.3	14.3	28.6
Mathematics 33 / Applied Mathematics 30	0.0	*	0.0	0.0	0.0
Total of 1 or more Math Diploma Exams	0.0	*	14.3	0.0	14.3
Biology 30	0.0	*	0.0	7.1	0.0
Chemistry 30 Old	0.0	*	0.0	0.0	0.0
Chemistry 30	N/A	N/A	N/A	0.0	0.0
Physics 30 Old	0.0	*	0.0	0.0	0.0
Physics 30	N/A	N/A	N/A	0.0	0.0
Science 30	0.0	*	0.0	0.0	14.3
Total of 1 or more Science Diploma Exams	0.0	*	0.0	7.1	14.3
Français 30	0.0	*	0.0	0.0	0.0
French Language Arts 30	0.0	*	0.0	0.0	0.0
Total of 1 or more French Diploma Exams	0.0	*	0.0	0.0	0.0

High school to post-secondary transition rate of students within six years of entering Grade 10.

	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
4 Year	6	17.6	5	*	4	*	7	0.0	14	0.0
6 Year	2	*	5	*	6	19.9	5	*	4	*

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	2006	2007	2008	2009	2010
Total Grade 12 Students	7	19	11	16	15
Percent Eligible for Scholarship	57.1	52.6	45.5	43.8	26.7

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2006	7	3	42.9	4	57.1	0	0.0	4	57.1
2007	19	9	47.4	9	47.4	4	21.1	10	52.6
2008	11	5	45.5	4	36.4	1	9.1	5	45.5
2009	16	7	43.8	5	31.3	1	6.3	7	43.8
2010	15	4	26.7	4	26.7	0	0.0	4	26.7

Comments on Results:

- Due to the nature of the high school programming and clientele at Connections for Learning, it is important to examine results on a case by case basis. There are a great number of factors that impact these results that are unique. It is certainly our hope that a very high percentage of our students will experience success in our program. This success may result in the student taking many different paths that may lead them to graduation and the worlds of work and post secondary education or a return to a more conventional high school setting. As we strive to improve our effectiveness for students many of these measures in the previous tables are difficult to interpret and do not present a clear picture. One major factor for this is the relatively small sample size of students we have and the multitude of directions each individual program takes. Further students who may have been enrolled at CFL and moved on to secondary school elsewhere are lost on our data and included on their current school date.

Strategies:

Goal One: Success for Every Student – CFL

Outcome: Students are prepared for the 21st century.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.8	78.3	85	87	90
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100	88.9	90	92	95

Measure History										
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	7	50.0	N/A	N/A	15	80.5	15	70.5	29	83.8
Parent	7	50.0	3	*	5	*	8	72.5	2	*
Student	**N/A	N/A	N/A	N/A	7	68.6	7	68.6	21	67.5
Teacher	N/A	N/A	N/A	N/A	8	92.5	4	*	8	100.0

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	7	71.4	N/A	N/A	8	100.0	6	66.7	8	100.0
Parent	7	71.4	3	*	5	*	6	66.7	2	*
Teacher	N/A	N/A	N/A	N/A	8	100.0	4	*	8	100.0

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Comments on Results:

- The student response to this survey question, although consistent with previous years, requires some examination.

Strategies:

- A focus group discussion with a sample of students at Connections for Learning will be undertaken to further understand this result and to explore student input into further intentional programming in this area.
- A group of staff will be exploring the Leader in Me in preparation for implementation in September 2012.
- Continued support will be given to the Leaders Changing Future (LCF) initiative at Connections for Learning.

Goal One: Success for Every Student – FOREST GREEN

Outcome: Students are prepared for the 21st century.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets		
			2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.1	85.3	86	90	95
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.4	78.3	80	82	84

Measure History										
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	6	73.3	44	88.5	40	84.8	57	86.9	65	84.1
Parent	6	73.3	8	86.1	5	*	13	86.2	14	78.6
Student	N/A	N/A	28	79.5	31	71.8	30	77.5	35	86.3
Teacher	N/A	N/A	8	100	9	97.8	14	97.1	16	87.5

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	6	50	16	100	9	77.8	25	74.7	29	82.4
Parent	6	50	8	100	5	*	11	63.6	14	71.4
Teacher	N/A	N/A	8	100	9	77.8	14	85.7	15	93.3

*data suppressed when there are than fewer than 6 results reported

Comments on Results:

- Overall, the results to survey responses in this area are quite promising and relatively consistent with those of previous years. Parent responses however seem to lag behind those of students and staff.

Strategies:

- A staff committee has been struck to examine the Leader in Me process. All teaching staff and some support staff will be trained in the 7 Habits of Highly Effective People this year. This will be done in preparation for the implementation of The Leader in Me in September 2012. Parents have been informed through the school council and early indicators are that they are excited to see this implementation come to fruition.

Goal Two: Transformed Education Through Collaboration – CFL

Outcome: Students have access to programming and supports to enable their learning.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.7	89.5	91	93	95
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	59.5	48.7	60	65	70
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.3	87.1	92	94	96

Measure History										
Overall teacher, parent and student satisfaction with the overall quality of basic education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	7	71.4	N/A	N/A	15	92.3	15	83.6	29	92.7
Parent	7	71.4	3	*	5	*	8	95.8	2	*
Student	**N/A	N/A	N/A	N/A	7	92.9	7	71.4	21	87.5
Teacher	N/A	N/A	N/A	N/A	8	91.7	4	*	8	97.9

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	7	52.9	N/A	N/A	15	55.8	15	30.9	15	59.5
Parent	7	52.9	3	*	5	*	8	42.2	2	*
Student	**N/A	N/A	N/A	N/A	7	38.2	7	19.6	7	51.8
Teacher	N/A	N/A	N/A	N/A	8	73.3	4	*	8	67.3

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	7	62.9	N/A	N/A	15	94.1	15	75.9	29	91.3
Parent	7	62.9	3	*	5	*	8	77.5	2	*
Student	**N/A	N/A	N/A	N/A	7	88.2	7	74.3	21	85.0
Teacher	N/A	N/A	N/A	N/A	8	100.0	4	*	8	97.5

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Comments on Results:

- Generally it appears that students and staff are satisfied with the basic educational offerings at Connections for Learning. The co-curricular and options type offerings seem to be an area of concern in terms of their availability, however.

Strategies:

- Staff and administration will undertake exploration and examination of the areas in which programming may be enhanced. Work is in fact currently underway to examine how the “boxy” type module based model might be replaced to some extent with approaches that would include alternative delivery models that would align more closely with contemporary uses of technology. Some of this exploration will include looking at program delivery models for Outreach and blended Home Education programs in the province and beyond.

Goal Two: Transformed Education Through Collaboration – FOREST GREEN

Outcome: Students have access to programming and supports to enable their learning.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.1	96.3	97.0	97.0	97.0
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	89.4	91.1	92	93	94
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.0	91.7	92	93	94

Measure History										
Overall teacher, parent and student satisfaction with the overall quality of basic education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	6	83.3	44	95.4	40	98.4	57	96.3	65	94.1
Parent	6	83.3	8	91.7	5	*	13	92.3	14	83.3
Student	**N/A	N/A	28	94.6	31	96.7	30	96.7	35	100
Teacher	N/A	N/A	8	100	9	100	14	100	16	98.9

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.										
	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	6	70.2	16	88.7	9	94.4	27	89.4	30	89.4
Parent	6	70.2	8	88.3	5	*	13	87.9	14	86.6
Student	**N/A	N/A	8	89.1	9	94.4	14	91.0	16	92.2
Teacher	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	6	80.0	44	92.1	40	93.2	57	94.0	65	88.0
Parent	6	80.0	8	92.5	5	*	13	96.9	14	84.3
Student	**N/A	N/A	28	86.4	31	86.5	30	88.0	35	88.6
Teacher	N/A	N/A	8	97.4	9	100	14	97.1	16	91.1

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Comments on Results:

- Parents, students and staff recognize this area as one of strength for Forest Green.
- There seems to have been a substantial decline in the parental response to the survey question regarding their level of satisfaction that students are safe at school and that they are learning the importance of caring for others.

Strategies:

- As previously mentioned, staff will be preparing for the implementation of the Leader in Me process in September 2012. Parents, through the school council, will be involved in discussions of how they might support the school in this implementation.

Goal Two: Transformed Education Through Collaboration - CFL

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.3	89.1	94	95	96
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.6	78.3	80	82	84

Measure History

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	7	77.1	**N/A	N/A	8	87.5	8	87.5	8	92.3
Parent	7	77.1	3	*	5	*	8	87.5	2	*
Teacher	N/A	N/A	N/A	N/A	8	87.5	4	*	8	92.3

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	7	71.4	N/A	N/A	15	76.6	15	79.5	29	78.6
Parent	7	71.4	3	*	5	*	6	87.2	2	*
Student	N/A	N/A	N/A	N/A	7	78.6	7	71.4	21	82.1
Teacher	N/A	N/A	N/A	N/A	8	75.0	4	*	8	75.0

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Comments on Results:

- For Connections for Learning, teachers agree that parents are involved in decision making with respect to their child's education. Unfortunately, due to the low response rate of parents this is an area for which we have no parental input.

Strategies:

- Through regular conversation with parents; teachers and administration will attempt to gain insight of parent satisfaction in this area.

Goal Two: Transformed Education Through Collaboration – FOREST GREEN

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.5	87.9	90	92	94
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.1	82.6	84	85	86

Measure History

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	6	86.7	16	86.0	9	88.9	27	89.4	30	85.5
Parent	6	86.7	8	76.9	5	*	13	81.7	14	81.2
Teacher	**N/A	N/A	8	95.5	9	88.9	14	97.1	16	89.7

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	6	100	42	98.7	40	84.8	56	83.8	65	79.1
Parent	6	100	8	100	5	*	13	92.3	14	71.4
Student	N/A	N/A	26	96.2	31	80.6	30	90.0	35	97.1
Teacher	N/A	N/A	8	100	9	88.9	13	69.2	16	68.8

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Comments on Results:

- At Forest Green there appears to be a high level of satisfaction that parents are involved in decision that affect their child's education.
- Staff and parents seem to be reporting some level of concern relative to their satisfaction that the jurisdiction has improved or stayed the same in the last 3 years.

Strategies:

- Parents will be encouraged to be involved in parent teacher interviews and student led conferences as well as the Individual program Plan planning process as appropriate.

Goal Three: Success For First Nation, Métis, and Inuit (FNMI) Students - CFL

Outcome: FNMI students are engaged in learning.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	8.6	8.6	10	15	30
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	**N/A	N/A	38	40	45
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	*	23.8	25	30	40
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	4.2	5	6	7
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	N/A	N/A	85	85	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	N/A	N/A	15	15	15
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	N/A	N/A	70	75	80
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	90	95	100
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	N/A	30	32	34

*data suppressed when there are than fewer than 6 results reported

** N/A in the above table indicates that no students wrote the exam in the corresponding year.

Goal Three: Success For First Nation, Métis, and Inuit (FNMI) Students – FOREST GREEN

Outcome: FNMI students are engaged in learning.

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	*	*	25	30	40
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	*	5	6	7

*data suppressed when there are than fewer than 6 results reported.

Comments on Results:

- All provincial data is suppressed in this area. In many of the assessed areas above, no baseline data exists for CFL or Forest Green. Targets have been set to reflect current provincial levels of achievement. The reason no baseline data exists is the sample size is too small to report.

Strategies:

- Attempts will be made to collect other forms of data for FNMI learners at CFL and Forest Green in order to better understand the needs and achievements of these students.

Meeting the Needs of Diverse Learners

Within Forest Green School and Connections for Learning, we have wide access to several supports to ensure that we create a highly inclusive environment for students. Between the three school sites of Forest Green, Connections for Learning, and Brightbank, staff work diligently to create an environment that is collaborative and personalized for students.

Working closely with Parkland School Division's Learning Services department, our Special Education team looks at the needs of students to ensure that they have the supports that they need to be successful. We also believe that it is imperative that parents are involved in this process to understand the needs of their child.

At Forest Green School, we are happy to be the home of the Early Years Alternative Program (EYALT) that has helped students become extremely successful in a regular classroom setting. Within this program, students work on developing strong social skills. As students gain confidence, we help with a transition plan to see them succeed in the regular classroom.

Connections for Learning (CFL) has several programs that are fits for children, as opposed to programs that children fit into. With a Parent Partnership, Stony Creek, Outreach, and other programs, there are a wide range of opportunities that have helped students achieve individual success in an environment that is more conducive to their learning needs. CFL is a unique collection of programs that serves students from all over Parkland School Division.

We define inclusion as creating the program that fits the learner rather than the learner that fits the program!

Professional Development Plans and AISI

Forest Green and Connections for Learning have staff members with skill sets in many different areas. We set out to tap in to these areas of strength in our professional growth planning.

Although the contexts are varied within the range of programming at CFL and Forest Green the overall professional development needs remain the same. Staff are challenged to take new ideas in and find ways of contextualizing them to their particular and diverse work environments. Having this blend and range of programming is enriching for all staff as we learn together.

The two main focal areas of the PD plan are as follows:

1. Critical and Creative Thinking (AISI)
2. Assessment and Reporting Methodologies

The following themes permeate these two focal areas as we engage ourselves in reflection, assessment and application:

1. Inclusive Education
2. Innovation in Technology
3. Developmentally Appropriate Curriculum
4. Leadership
5. Citizenship and Social Responsibility
6. Student achievement

Parkland Satisfaction Survey (2010/11) Spring Results – CFL

Parkland's Satisfaction Survey was administered to a grade-specific sample of parents and students, and to all staff. The tables below show schools satisfaction results in relation to the jurisdiction's goals. The percentages listed represent the percent of respondents who indicated "strongly agree" or "agree" on the student survey, or the number of respondents who indicated "very satisfied" or "satisfied" on all other surveys. In schools where there were fewer than 6 respondents in a group, i.e. under 6 staff members responding to the survey, results have not been included to ensure anonymity. Results that have been suppressed are indicated by (-). Grey areas of the table indicate that a result is not available because the question was not asked to that group. The response rates are the percentage of parents, students, and staff that completed the 2009 - 2010 Satisfaction Survey.

SATISFACTION SURVEY RESPONSE RATES										
	Parents with students in Grades 2, 5, 8, 11		Special Education Parents		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School	Parkland Division	# of surveys returned	Parkland Division	School	Parkland Division	School	Parkland Division	School	Parkland Division
Survey Response Rates	18%	24%	n=3	14%	97%	90%	100%	73%	83%	78%

SATISFACTION LEVELS RELATED TO GOAL 1: High quality learning opportunities for all.									
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff		
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	
Overall quality of education / I like my school (gr. 3/6)	88%	90%	93%	92%	85%	83%	100%	98%	
School Characterized by dignity, respect, and caring	89%	87%	93%	95%	95%	86%	85%	87%	
Dignity & Respect			93%	91%	95%	78%			
Friends at school			100%	98%	90%	97%			
Safe environment:	89%	88%	96%	93%	95%	87%	95%	89%	
Building			96%	96%	95%	93%			
Classroom			93%	87%					
Grounds	56%	80%	93%	87%					
Students are treated fairly	75%	91%	96%	93%	95%	80%	100%	96%	
Satisfaction with the variety of program choices available	88%	84%			70%	79%	100%	95%	
Teachers use computer technologies to help learn	56%	89%	93%	95%	80%	86%	79%	90%	
Technology improves student learning			96%	92%	85%	83%			
The School/Teachers provide help and support	100%	87%	96%	96%	89%	83%			
Process to respond to needs of at-risk students							100%	83%	
Parents satisfaction with access to special needs services ¹	-	71%							
Parents satisfaction with timeliness of special needs services ¹	-	72%							
Students with special needs are meeting their IPP goals ¹	-	76%					100%	88%	
Responsive Programming / Curriculum	83%	88%					80%	89%	

Note 1: Answered by parents with children that receive special needs assistance in school.

SATISFACTION LEVELS RELATED TO GOAL 2: Excellent Learner Outcomes Achieved by Students.

	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Students are prepared for world of work		74%			90%	73%	100%	86%
Students are prepared for post-secondary studies		78%			94%	81%		
Students have information re: next steps in learning programs	86%	88%			95%	84%		
Satisfaction with career planning assistance		54%			74%	68%		
Students are being prepared to be good citizens	89%	92%	100%	96%	75%	75%	95%	93%
Students know how they should behave			100%	99%	100%	97%		
Satisfaction with progress and achievement of your child	89%	90%						

SATISFACTION LEVELS RELATED TO GOAL 4: Highly Responsive and Responsible Jurisdiction.

	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Satisfaction with opportunity for involvement in decision making	100%	86%					79%	82%
School's effort to involve parents in child's learning experiences	89%	86%					100%	95%
Satisfaction with involvement of special needs specialists ¹	-	65%						
Satisfaction with quality of special education services overall ¹	-	71%						
School Council has meaningful role							67%	90%
Teachers are available discuss child's education	100%	93%						
School always works to improve the quality of education offered	86%	89%					100%	98%
Way school informs about progress & achievement	100%	86%	89%	94%	89%	86%	100%	98%
Satisfaction with communications from the school/Division	100%	89%					94%	88%
Satisfaction that educational dollars are well spent in school	67%	80%						
Access to Professional Development activities							95%	90%
Quality of professional development activities							94%	87%

Note 1: Answered by parents with children that receive special needs assistance in school.

Parkland Satisfaction Survey (2010/11) Spring Results – FOREST GREEN

Parkland's Satisfaction Survey was administered to a grade-specific sample of parents and students, and to all staff. The tables below show schools satisfaction results in relation to the jurisdiction's goals. The percentages listed represent the percent of respondents who indicated "strongly agree" or "agree" on the student survey, or the number of respondents who indicated "very satisfied" or "satisfied" on all other surveys. In schools where there were fewer than 6 respondents in a group, i.e. under 6 staff members responding to the survey, results have not been included to ensure anonymity. Results that have been suppressed are indicated by (-). Grey areas of the table indicate that a result is not available because the question was not asked to that group. The response rates are the percentage of parents, students, and staff that completed the 2009 - 2010 Satisfaction Survey.

SATISFACTION SURVEY RESPONSE RATES										
	Parents with students in Grades 2, 5, 8, 11		Special Education Parents		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School	Parkland Division	# of surveys returned	Parkland Division	School	Parkland Division	School	Parkland Division	School	Parkland Division
Survey Response Rates	28%	24%	n=2	14%	97%	90%		73%	82%	78%

SATISFACTION LEVELS RELATED TO GOAL 1: High quality learning opportunities for all.									
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff		
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	
Overall quality of education / I like my school (gr. 3/6)	94%	90%	90%	92%		83%	100%	98%	
School Characterized by dignity, respect, and caring	89%	87%	97%	95%		86%	82%	87%	
Dignity & Respect			94%	91%		78%			
Friends at school			98%	98%		97%			
Safe environment:	94%	88%	92%	93%		87%	96%	89%	
Building			94%	96%		93%			
Classroom			72%	80%	85%	87%			
Grounds									
Students are treated fairly	94%	91%	93%	93%		80%	89%	96%	
Satisfaction with the variety of program choices available	76%	84%				79%	96%	95%	
Teachers use computer technologies to help learn	89%	89%	100%	95%		86%	96%	90%	
Technology improves student learning			98%	92%		83%			
The School/Teachers provide help and support	94%	87%	95%	96%		83%			
Process to respond to needs of at-risk students							93%	83%	
Parents satisfaction with access to special needs services ¹	-	71%							
Parents satisfaction with timeliness of special needs services ¹	-	72%							
Students with special needs are meeting their IPP goals ¹	-	76%					96%	88%	
Responsive Programming / Curriculum	88%	88%					90%	89%	

Note 1: Answered by parents with children that receive special needs assistance in school.

SATISFACTION LEVELS RELATED TO GOAL 2: Excellent Learner Outcomes Achieved by Students.

	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Students are prepared for world of work		74%				73%		86%
Students are prepared for post-secondary studies		78%				81%		
Students have information re: next steps in learning programs	49%	88%				84%		
Satisfaction with career planning assistance		54%				68%		
Students are being prepared to be good citizens	83%	92%	92%	96%		75%	93%	93%
Students know how they should behave			100%	99%		97%		
Satisfaction with progress and achievement of your child	95%	90%						

SATISFACTION LEVELS RELATED TO GOAL 4: Highly Responsive and Responsible Jurisdiction.

	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Satisfaction with opportunity for involvement in decision making	89%	86%					85%	82%
School's effort to involve parents in child's learning experiences	94%	86%					100%	95%
Satisfaction with involvement of special needs specialists ¹	-	65%						
Satisfaction with quality of special education services overall ¹	-	71%						
School Council has meaningful role							96%	90%
Teachers are available discuss child's education	100%	93%						
School always works to improve the quality of education offered	100%	89%					100%	98%
Way school informs about progress & achievement	95%	86%	97%	94%		86%	100%	98%
Satisfaction with communications from the school/Division	89%	89%					88%	88%
Satisfaction that educational dollars are well spent in school	76%	80%						
Access to Professional Development activities							93%	90%
Quality of professional development activities							89%	87%

Note 1: Answered by parents with children that receive special needs assistance in school.

School Education Plan Approval Form

School Name: Connections for Learning & Forest Green School

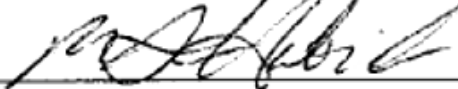
Principal: Mr. Michael Hubick

1. I, KARISSA SPARKING (School Council Chairperson/Advisory Council Member (circle)) certify that the proposed School Education plan was developed in consultation with parents and that the School Council has/will have opportunities to develop strategies in support of the school education plan. (Make reference to numbers of meetings and number of parents represented) as outlined following:

• meeting Spring 2011 (8-10 parents) - School Council
• meeting November 2011 meetings fall 2011

Signature:  Date: _____

2. I, Mike Hubick (Principal) certify that the proposed School Education Plan was developed according to the parameters and guidelines outlined in Parkland School Division's current School-Based Education Planning Manual.

Principal's Signature:  Date: Nov 22/2011

3. Amendments required prior to Superintendent's approval:
- _____
- _____

4. The proposed School Education Plan was developed according to the parameters and guidelines outlined in Parkland School Division's School-Based Education Planning Manual.

Superintendent's Signature: _____ Date: _____

Forest Green

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
ECS Regular Allocation	\$106,279	\$149,224
ECS Regular Enrolment	30 students	46 students
ESC Regular Allocation Rate	\$3,542.64	\$3,244.01
ECS PUF Allocation	\$9,162	\$9,162
Grade 1 Allocation	\$290,497	\$238,341
Grade 1 Allocation Rate	\$7,085.29	\$6,809.74
Grade 1 Enrolment	41 students	35 students
Grade 2 Allocation	\$212,559	\$258,770
Grade 2 Allocation Rate	\$7,085.29	\$6,809.74
Grade 2 Enrolment	30 students	38 students
Grade 3 Allocation	\$297,582	\$238,341
Grade 3 Allocation Rate	\$7,085.29	\$6,809.74
Grade 3 Enrolment	42 students	35 students
Grade 4 Allocation	\$178,144	\$187,241
Grade 4 Allocation Rate	\$5,567.01	\$5,201.14
Grade 4 Enrolment	32 students	36 students
Grade 5 Allocation	\$209,643	\$161,235
Grade 5 Allocation Rate	\$5,666.03	\$5,201.14
Grade 5 Enrolment	37 students	31 students
Grade 6 Allocation	\$175,647	\$161,235
Grade 6 Allocation Rate	\$5,666.03	\$5,201.14
Grade 6 Enrolment	31 students	31 students
Level 6 Code 42 Allocation	\$51,159	\$247,456
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	3 students	13 students
Level 6 Code 43 Allocation	\$0	\$19,035
Level 6 Code 43 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 43 Enrolment	0 students	1 students
Level 6 Code 44 Allocation	\$17,053	\$38,070
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	1 students	2 students
Small School Grade 1-6 Allocation	\$82,950	\$84,700
Small School Grade 1-6 Allocation Rate	\$350.00	\$350.00
Small School Grade 1-6 Enrolment Factor	350 students	350 students
Small School Maximum Factor	325 students	325 students
Total Enrolment Gr1-12	213 students	206 students
Total Enrolment Grade 1-3	113 students	108 students
First Nation Grade ECS Allocation	\$1,584	\$1,544
ECS First Nation Enrolment	students	4 students
ECS First Nation Enrolment (330)	4 students	
First Nation Grade ECS Allocation Rate	\$396.07	\$386.06

* - See the notes section for details about Line Item notes on this page

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
First Nation Grade 1-6 Allocation	\$9,902	\$6,563
First Nation Grade 1-6 Allocation Rate	\$396.07	\$386.06
Grade 1-3 First Nation Enrolment	students	9 students
Grade 1-3 First Nation Enrolment (330)	11 students	
Grade 4 - 6 First Nation Enrolment	students	8 students
Grade 4 - 6 First Nation Enrolment (330)	14 students	
First Nation Liaison Worker	\$47,141	\$41,422
FNMI Allocation	\$9,436	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	9 students	
FNMI factor	\$0.1906	
Approved Special Allocation	(\$5,000)	\$0
AISI Allocation	\$33,632	\$41,579
Innovative Technology Funding Allocation	\$0	\$6,606
Transfers to from Other Sites	(\$94,826)	(\$1,335)
Surplus / Deficit Carryforward	\$129,706	\$115,779
Salary Conversion	(\$63,592)	
Total Site Allocation	\$1,698,659	\$2,004,970
% of Revenue And Allocations To Budget Center	96%	97%

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$14,000	\$14,000
Total Individuals	\$14,000	\$14,000
% of Revenue And Allocations To Budget Center	1%	1%

Other	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Revenue	\$54,000	\$46,307
Total Other	\$54,000	\$46,307
% of Revenue And Allocations To Budget Center	3%	2%

Total Revenue And Allocations To Budget Center	\$1,766,659	\$2,065,277
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Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$1,447,181	\$1,498,641
% of Expenditures	82%	73%

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$250,843	\$365,375
% of Expenditures	14%	18%

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	(\$31,870)	(\$58,193)
% of Expenditures	-2%	-3%

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Services	\$10,001	\$18,000
Support Services	\$14,842	\$2,000
Other Prof/ Tech Services	\$4,000	\$8,400

* - See the notes section for details about Line Item notes on this page

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Postage	\$700	\$1,000
Printing	\$3,500	\$3,000
Advertising	\$0	\$500
Telephone & Fax	\$6,800	\$6,800
Subsistence	\$2,000	\$4,500
Staff Development	\$15,713	\$23,000
Contracted Transportation	\$2,200	\$1,400
Maint & Repair Equipment	\$1,800	\$1,800
Equipment Rental	\$500	\$500
Membership Fees	\$450	\$0
Supplies	\$12,900	\$21,900
Textbooks	\$2,100	\$8,500
Media Materials	\$4,000	\$10,000
Software	\$500	\$2,000
Furniture & Equip Under 5000	\$2,500	\$10,000
Technology Intergration	\$4,000	\$70,000
Labour Transfer to other sites	\$7,000	\$10,000
Supplies & Services Transfers to other sites	\$5,000	\$11,000
Transfer to Reserves (Contingencies)	\$0	\$45,154
Total Contracted/General Services and Supplies	\$100,506	\$259,454
% of Expenditures	6%	13%

Total Expenditures	\$1,766,660	\$2,065,277
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Summary

	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Revenues and Allocations To Budget	\$1,766,659	\$2,065,277
Total Expenditures	\$1,766,660	\$2,065,277
Variance	\$0	\$0

Notes

* - See the notes section for details about Line Item notes on this page

Connections for Learning

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Grade 1 Allocation	\$85,023	\$115,766
Grade 1 Allocation Rate	\$7,085.29	\$6,809.74
Grade 1 Enrolment	12 students	17 students
Grade 2 Allocation	\$113,365	\$102,146
Grade 2 Allocation Rate	\$7,085.29	\$6,809.74
Grade 2 Enrolment	16 students	15 students
Grade 3 Allocation	\$113,365	\$81,717
Grade 3 Allocation Rate	\$7,085.29	\$6,809.74
Grade 3 Enrolment	16 students	12 students
Grade 4 Allocation	\$100,206	\$88,419
Grade 4 Allocation Rate	\$5,567.01	\$5,201.14
Grade 4 Enrolment	18 students	17 students
Grade 5 Allocation	\$96,323	\$109,224
Grade 5 Allocation Rate	\$5,666.03	\$5,201.14
Grade 5 Enrolment	17 students	21 students
Grade 6 Allocation	\$62,326	\$98,822
Grade 6 Allocation Rate	\$5,666.03	\$5,201.14
Grade 6 Enrolment	11 students	19 students
Grade 7 Allocation	\$85,111	\$71,315
Grade 7 Allocation Rate	\$5,319.47	\$5,093.90
Grade 7 Enrolment	16 students	14 students
Grade 8 Allocation	\$85,111	\$91,690
Grade 8 Allocation Rate	\$5,319.47	\$5,093.90
Grade 8 Enrolment	16 students	18 students
Grade 9 Allocation	\$117,028	\$101,878
Grade 9 Allocation Rate	\$5,319.47	\$5,093.90
Grade 9 Enrolment	22 students	20 students
Grade 10 Allocation	\$51,324	\$40,748
CEU FTE Factor	35.00 CEU	35.00 CEU
Grade 10 Allocation Rate	\$5,132.43	\$4,986.66
Grade 10 CEU Average Factor	25.00 CEU	22.00 CEU
Grade 10 Enrolment	14 students	13 students
Grade 11 Allocation	\$46,925	\$22,796
CEU FTE Factor	35.00 CEU	35.00 CEU
Grade 11 Allocation Rate	\$5,132.43	\$4,986.66
Grade 11 CEU Average Factor	20.00 CEU	20.00 CEU
Grade 11 Enrolment	16 students	8 students
Grade 12 Allocation	\$30,795	\$19,947
CEU FTE Factor	35.00 CEU	35.00 CEU
Grade 12 CEU Average Factor	15.00 CEU	10.00 CEU
Grade 12 Allocation Rate	\$5,132.43	\$4,986.66
Grade 12 Enrolment	14 students	14 students

* - See the notes section for details about Line Item notes on this page

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Home Ed Allocation	\$21,690	\$16,263
Home Ed Allocation Rate	\$1,668.45	\$1,626.29
Home Ed Grades 1-12 Enrolment	13 students	10 students
CTS Allocation	\$4,326	\$5,115
CTS CEUs Tier 1	50 CEU	30 CEU
CTS CEUs Tier 2	10 CEU	10 CEU
CTS CEUs Tier 3	25 students	50 students
CTS Tier 1 Allocation Rate	\$40.86	\$39.83
CTS Tier 2 Allocation Rate	\$51.46	\$49.97
CTS Tier 3 Allocation Rate	\$70.73	\$68.41
Level 6 Code 42 Allocation	\$102,319	\$76,140
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	6 students	4 students
Level 6 Code 44 Allocation	\$85,266	\$0
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	5 students	0 students
Special Needs Pending	\$0	\$38,070
Level 6 Code 46 Allocation Rate	\$17,053.10	\$19,035.10
Pending Level 6 Enrolment	0 students	2 students
Outreach Allocation	\$66,426	\$63,541
Outreach Allocation Rate	\$66,425.50	\$63,540.75
FNMI Allocation	\$24,115	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	23 students	
FNMI factor	\$0.1906	
Approved Special Allocation	\$0	\$4,977
Bright Bank Institutional Allocation		\$238,351
AISI Allocation	\$32,129	\$39,721
Innovative Technology Funding Allocation	\$0	\$5,307
Transfers to from Other Sites	\$129,070	\$72,000
Surplus / Deficit Carryforward	\$69,112	\$85,700
Salary Conversion	(\$18,149)	
Total Site Allocation	\$1,503,206	\$1,589,652
% of Revenue And Allocations To Budget Center	84%	100%

Alberta Education - Other	2011-12 Finalized Budget	2010-2011 Finalized Budget
Institutional Programs	\$255,191	
Total Alberta Education - Other	\$255,191	
% of Revenue And Allocations To Budget Center	14%	

Provincial Priority Targeted Funding	2011-12 Finalized Budget	2010-2011 Finalized Budget
Children and Youth with Complex Needs	\$26,690	
Total Provincial Priority Targeted Funding	\$26,690	
% of Revenue And Allocations To Budget Center	1%	

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$2,430	\$3,030
Total Individuals	\$2,430	\$3,030
% of Revenue And Allocations To Budget Center	0%	0%

* - See the notes section for details about Line Item notes on this page

Total Revenue And Allocations To Budget Center	\$1,787,517	\$1,592,682
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Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$1,010,552	\$937,373
% of Expenditures	57%	59%

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$385,524	\$310,495
% of Expenditures	22%	19%

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	\$70,613	\$73,570
% of Expenditures	4%	5%

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Services	\$63,736	\$75,912
Support Services	\$20,469	\$14,600
Other Prof/ Tech Services	\$13,000	\$7,000
Postage	\$2,200	\$2,500
Printing	\$100	\$0
Advertising	\$500	\$500
Electricity	\$11,000	\$0
Natural Gas	\$15,400	\$25,000
Water and Sewer	\$1,150	\$800
Telephone & Fax	\$7,500	\$12,500
Travel	\$5,000	\$2,000
Subsistence	\$1,000	\$800
Staff Development	\$14,405	\$4,000
Contracted Transportation	\$2,500	\$2,700
Maint & Repair Equipment	\$1,000	\$1,500
Equipment Rental	\$1,850	\$1,500
Facility Rental	\$600	
Membership Fees	\$90	\$0
Supplies	\$19,476	\$24,140
Textbooks	\$18,500	\$22,000
Media Materials	\$2,500	\$6,500
Software	\$4,820	\$500
Furniture & Equip Under 5000	\$1,500	\$2,000
Technology Intergration	\$13,500	\$32,000
Labour Transfer to other sites	\$8,500	\$11,500
Supplies & Services Transfers to other sites	\$8,600	\$8,000
Transfer to Reserves (Contingencies)	\$81,931	\$13,291
Total Contracted/General Services and Supplies	\$320,827	\$271,243
% of Expenditures	18%	17%

Total Expenditures	\$1,787,517	\$1,592,682
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* - See the notes section for details about Line Item notes on this page

Summary

	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Revenues and Allocations To Budget	\$1,787,517	\$1,592,682
Total Expenditures	\$1,787,517	\$1,592,682
Variance	\$0	\$0

Notes

* - See the notes section for details about Line Item notes on this page