



2010-2011 Annual Educational
Results Report

2011-2014 Education Plan

Keephills School



Keephills School
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Parkland School Division No. 70
Excellence in Education

Updated October 2011

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School Foundation

FOUNDATIONAL STATEMENTS

VISION STATEMENT

Keephills Elementary School is “Making a Difference” by encouraging each student to reach their full potential in a challenging, supportive, and caring environment.

MISSION STATEMENT

The mission of Keephills Elementary School is to collaboratively nurture a supportive and challenging foundation to enable our students to develop their potential.

BELIEFS

Every child has value.

Every child can learn.

Students are diverse and have different academic, social and emotional needs

Participation of the family and community in education is vital

Effective communication is necessary between all partners at school and at home



School Profile

SCHOOL PROFILE

School Name:	Keephills School
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Student Population:	49
No. of teachers:	4 (3.8 FTE including administration)
No. of support staff:	4 (including secretary, custodian, 2 EAs)
Grades Served:	K -6

Unique features of our school include

- Beautiful pine forest setting, surrounded by farms and close to North Saskatchewan river valley
- Rural roots, a history of community support and involvement
- Small population noted for traditional values and a strong work ethic
- Year-round active students who run, ski, skate, swim and play ball
- Growing & Renewing Our World (G.R.O.W.) project sponsored by TransAlta teaching students to respect & care for our environment.

How we define success for our students

Our students leave Keephills with a foundation of self-confidence and self-discipline to become worthwhile individuals and citizens who will help make the world a better place.

What we are most proud of at our school

We are most proud that year after year our school does great things in the realm of academics, sports and community. Through care, personal connections, hard-work, and commitment staff create an atmosphere of high expectations for each child. Our staff and parents model good manners and behavior for students who are expected to act as responsible members of our school community. Our students leave Keephills with a strong academic background, a respect for the natural world around them, an appreciation for leading an active lifestyle and the knowledge and skills to be a positive member of a community.

What makes our school "good" and how do we know

- Keephills is caring, family orientated, and community based. Students and staff demonstrate leadership and success inside and outside our building on a consistent basis.
- Our staff members are life-long learners and committed to using promising practices and developing their professional skills to improve teaching and student achievement.
- Keephills profits from stakeholder commitment, support and cooperation, steeped as we are in the rural tradition of community involvement and support. Many traditions have carried on year to year including a well-attended Christmas concert, the strong School Council, GROW, (Greening and Renewing Our World) gardening project, and a Swim@School Swimming Program supported by the Lions' Club.
- Our beautiful rural location fosters a safe, healthy, curriculum- friendly atmosphere.
- Our parents as well as our larger school community (including Trans-Alta and the Brightbank Lions Club) are very supportive of the students, our school and our programs.

Trends and Issues

EMERGING TRENDS AND ISSUES

The Keephills School Community is a vibrant one. Many parents volunteer on a regular basis for a variety of school events. Although the size of the student population is small, the support given to the school is substantial. The population of Keephills School has declined over the past several years. There are unique factors in the Keephills School area that contribute to the declining population such as industrial growth in the region as well as the growing trend towards urbanization. Keephills School is in a period of evolution.

The Keephills budget is largely dedicated towards staffing. There is a small, but dedicated, teaching and support staff at the school. This provides some challenges in terms of collaboration, as we have a limited number of staff in each division. We are going to actively look for opportunities to “partner” with another small school for Professional Development and Professional Learning Communities in order to create positive collaborative environments for staff. This has been noted throughout the year. Two of the most successful PD activities of the year were the West-End AISI (Alberta Initiative for School Improvement) PD Day and the day that our staff partnered with schools in the West-End and Stony Plain for two Planning and Development days with a focus on assessment and curriculum.

Budgetary constraints also impact in terms of purchasing new resources, new technology, and providing release time for Professional Development. Our School Fundraising Foundation as well as our community partners has been very helpful over the years in aiding staff and students to access all that they need to provide a rich educational experience for the students of Keephills School.



Priorities

Parkland School Division has three priorities for the 2011 – 2014 Three Year Education Plan.

- *Teacher practice which provides developmentally responsive curriculum and effective assessment for all students Kindergarten through Grade 12.*
- *Kindergarteners through Grade 12 students demonstrate skills of Citizenship and Social Responsibility.*
- *Strategic System Planning*

The staff of Keephills School is committed to meeting the school and district educational goals, and preparing students to learn, live and work in the 21st Century. Promising practices in 21st Century Learning, Critical Thinking and Assessment strive to improve teaching and student learning. This will include having a responsive curriculum, as well as Assessment for Learning and Assessment of Learning, with an emphasis on criteria-based thinking and problem solving. Keephills staff will utilize the critical thinking model and authentic learning tasks as well as effective assessment practices to increase student achievement levels, enabling students to continue to experience high quality learning opportunities. Utilizing the best practices of the TC² (The Critical Thinking Consortium) Model, as well as Balanced Literacy and Numeracy, students and their parents will engage in opportunities to learn about how children are assessed and taught making their learning more interesting. Self assessment, peer assessment and the creation of student portfolios will assist in students understanding their learning and developing to meet their potential. We will continue to move forward with assessment and reporting, utilizing the new PSD Report Card and Student-Led Conferences. Another focus for this next year will be incorporating technology appropriately into the classroom to improve teaching and student learning.

Through a Character Education program students will develop an understanding of social responsibility and citizenship. The school community will demonstrate the characteristics of active citizenship and social responsibility. We will continue to provide a structure for students to become involved in their community as well as the larger idea of global citizenship. Our students take on a number of projects throughout the year such as Operation Christmas Child, and supporting the local food bank. We also become involved when there is a crisis, such as the earthquake in Japan in 2011. Students will be encouraged to demonstrate leadership qualities in a number of different ways. Our Grade 5 and 6 students will continue to take a more formal leadership role in the Student Council, but there are many opportunities for each child to be a leader in their own way. Our monthly virtue program will continue. We have been using the work of Michele Borba as a focus for the past 2 years. Students will continue to focus on what a particular characteristic looks like and sounds like. Each class will be responsible for hosting a student celebration assembly that has the theme of a particular characteristic. We also include information in our monthly newsletter as well as ideas for demonstrating a virtue outside of the school setting.

21st Century learners and leaders will need to be critical thinkers, problem solvers and creators. They will need to understand literacy and numeracy in different ways. 21st Century citizens will need to be collaborative, respectful and ethical. We will work towards having each of our Keephills students develop the necessary skills to meet their goals and grow as a learner and as a person.

Overview of Achievements

Keephills School is proud of its dedication to continually improve student growth and development. The following is an overview of Keephills School's major accomplishments and achievements in pursuing targeted goals for the 2010/2011 school year.

Results from the 2011 Accountability Pillar demonstrate improved stakeholder satisfaction in the areas:

- 88.9% of teachers, parents and students are satisfied that students model the characteristics of active citizenship. This has improved from the two years previous.
- 77.8% of teachers and parents are satisfied with parental involvement in decisions about their child's education. This has improved from the previous year.

Results from the 2011 Parkland Satisfaction Survey demonstrate improvements in the following areas:

- 100% of parents, staff and students in grades 3 and 6 agree that the school is characterized by dignity, respect and caring.
- 100% of parents and students in grades 3 and 6 agree that the school is a safe environment.
- 100% of staff and students in grades 3 and 6 agree that teachers use computer technologies to help learn.
- 100% of parents and students in grades 3 and 6 agree that the school/teachers provide help and support.
- 100% of staff, parents and students in grades 3 and 6 agree that students are being prepared to be good citizens.

Celebrations:

- Staff and students are growing in their use of learning technologies as an integral part of the teaching/learning process. Staff is growing in their skills to effectively use the Smart Boards, document cameras, FM systems and a variety of unique programs such as Discovery Education, Dreambox Learning, Glogster and Story Bird as part of their instructional practice.
- Staff is developing a deeper understanding of Assessment of and for Learning and, as a result, has continued with a comprehensive assessment and reporting process (e.g. student portfolios, student-led conferences) that allows teachers to communicate students' achievement, growth and development to parents on an ongoing and more in-depth basis.
- Critical thinking skill development through the Alberta Initiative for School Improvement program, (A.I.S.I.) has become embedded throughout Keephills School's daily life and routines, including a number of curriculum and school-based challenges, and has shown carry over into the great results of our Provincial Achievement Tests.

Successes:

- Keephills School is an active participant in the Parkland Hockey Academy. This program provides our students with opportunities for successful physical skill building and team building, as well as mentorship from hockey coaches.
- Technology integration is yet another tool used to meet the needs of our 21st century learners. This included the use of Smart Boards, document cameras, FM systems and web-based learning programs.
- All of our students have had the opportunity to participate in a number of special learning activities including, the Gizmo Guys, an author visit, student plays at Horizon Stage, the Telus World of Science, the Alberta Legislature, and the St. Albert International Children's Festival.
- The Brightbank Lions continued to support the Red Cross Swim@School program which allowed all of our students to take swimming lessons.
- Trans-Alta, the Brightbank Lions, and the Stony Plain Horticultural Society as well as a coordinator and volunteers continue to maintain the GROW Garden program at Keephills School which allows our students the opportunity to learn about the environment and gardening through hands-on activities.



Goal One: Success for Every Student

Within the context of a K-6 school, Keephills School will provide developmentally responsive curriculum and continue to achieve excellence in learner outcomes for all students.

Keephills staff will utilize the critical thinking model and authentic learning tasks as well as effective assessment and instructional practices to increase student engagement and achievement.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Targets				
	Current Result	Previous 3-yr Avg.	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.	95.8	96.4	96.5	97	97.5
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	16.7	28.4	18	19	20

Provincial Achievement Tests (PAT) Results Course by Course Summary by Students Enrolled (completed in October)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	100.0	37.5	100.0	16.7	92.3	38.5	100.0	22.2	100.0	12.5	100	15
	Authority	86.3	16.9	85.0	15.4	84.0	15.4	88.7	15.9	86.9	16.5		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	50.0	100	50
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.2	26.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	School	93.8	6.3	100.0	25.0	92.3	0.0	90.9	27.3	100.0	12.5	100	15
	Authority	82.7	16.6	85.0	17.2	83.6	13.2	87.3	18.3	83.3	14.9		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	87.5	12.5	90	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.2	12.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	87.5	25.0	100.0	50.0	92.3	38.5	100.0	36.4	87.5	25.0	90	27
	Authority	79.3	25.8	80.5	23.5	78.7	21.4	80.7	23.7	73.5	20.4		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	81.8	18.2	87.5	25.0	90	27
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	72.4	13.6	67.9	12.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		

			2007	2008	2009	2010	2011
Grade 3	English Language Arts 3	Students Enrolled	16	12	13	9	8
		Acceptable Standard (%)	100	100	92.3	100	100
		Standard of Excellence (%)	37.5	16.7	38.5	22.2	12.5
	Mathematics 3	Students Enrolled	16	12	13	9	8





		Acceptable Standard (%)	100	100	84.6	n/a	100
		Standard of Excellence (%)	25	16.7	15.4	n/a	50
Grade 6	English Language Arts 6	Students Enrolled	16	12	13	11	8
		Acceptable Standard (%)	93.8	100	92.3	90.9	100
		Standard of Excellence (%)	6.3	25	0	27.3	12.5
	Mathematics 6	Students Enrolled	16	12	13	11	8
		Acceptable Standard (%)	75	91.7	100	n/a	87.5
		Standard of Excellence (%)	6.3	25	23.1	n/a	12.5
	Science 6	Students Enrolled	16	12	13	11	8
		Acceptable Standard (%)	87.5	100	92.3	100	87.5
		Standard of Excellence (%)	25	50	38.5	36.4	25
	Social Studies 6	Students Enrolled	16	12	13	11	8
		Acceptable Standard (%)	81.3	91.7	n/a	81.8	87.5
		Standard of Excellence (%)	12.5	41.7	n/a	18.2	25

Comments on Results:

- Success in all areas this year can be attributed to an experienced staff that understands best teaching practices within combined grade level settings.
- Accountability through engaging learning activities, inquiry based processes, critical thinking models, and quality assessments, have proven to contribute to the educational advancement of all students at Keephills School.
- A strong character education program and the small class size work well to create responsible leaders and independent learners.
- Most of the students here seek to understand on their own accord, and are willing to collaborate with peers to secure a greater understanding of concepts.
- The small school setting allows us to target at-risk students quickly and put supports in place where needed.
- Based on the results in the category of Excellence for our test results, a more targeted approach to strive for higher rewards in the area of writing for both grade 3 and 6 would be an appropriate goal.

Strategies:

- Participate in PSD's AISI project on Critical Thinking and utilizing the TC² model in classrooms
- Utilize assessment for and assessment of learning to guide teaching and improve student learning; continue with collaborative staff professional learning in this area, including developing competency with evaluating curricular skills
- Differentiate instruction for students to enable all learners to access the curriculum content; continue with staff development
- Use learning technology when appropriate to improve student engagement and learning, including SMARTboards, web-based software such as Dreambox and Starfall, and other tools.
- Reflecting on past practices, and guiding the students toward working for excellence.

Goal One: Success for Every Student

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.	88.9	85.8	89	90	92
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	54.5	86.0	65	70	75





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	24	72.1	23	93.0	22	84.0	50	80.4	36	88.9
Parent	10	67.3	3	*	6	82.1	16	87.2	11	90.7
Student	14	76.8	16	85.9	10	70.0	34	73.5	25	87.0
Teacher	n/a	n/a	7	100.0	6	100.0	3	*	5	*
								10	67.3	3

Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	10	50.0	7	71.4	6	100.0	15	86.7	11	54.5
Parent	10	50.0	3	*	5	*	15	86.7	11	54.5
Teacher	n/a	n/a	7	71.4	6	100.0	3	*	5	*

Comments on Results:

- Teaching skills, attitudes and behaviors that will translate into the world of work seems to be an area of concern for our parents; some of this is likely result of being an elementary school.
- We need a more efficient way of communicating the skills and attitudes that we teach and how they correspond to what employers are looking for in the 21st century.
- Sometimes the small population causes big jumps and significant differences one way or the other, when it comes to survey results.

Strategies:

- Utilization of the new PSD report card with an emphasis on skills ; unpacking the curriculum to develop assessment plans that have methods to teach and assess curricular skills
- Articles in newsletters that speak to the skills and links being made across subjects to the world of work; have speakers in once per month to all classrooms, speaking about specific occupations and what is required to achieve career goals
- Continue to focus on citizenship and social responsibility through classroom work, whole-school activities and the “Virtue of the Month” (Michele Borba)
- Utilize technology in classrooms and with students to improve teaching and student learning

Goal Two: Transformed Education Through Collaboration

The Keephills School community will prepare all students for the 21st century by providing a diversified school experience including a strong academic foundation, Fine Arts experiences, collaboration, communication, and citizenship and social responsibility.

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.	85.7	94.2	86	88	90
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.	70.5	86.9	72	75	80
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.	82.3	85.8	83	84	85

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	24	94.0	23	98.4	22	92.6	50	91.5	36	85.7
Parent	10	91.5	3	*	6	87.9	16	94.8	11	79.4
Student	14	96.4	16	96.9	10	90.0	34	88.2	25	92.0
Teacher	n/a	n/a	7	100.0	6	100.0	3	*	5	*

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	10	76.6	7	96.4	12	86.3	16	78.1	11	70.5
Parent	10	76.6	3	*	6	83.0	16	78.1	11	70.5
Student	n/a	n/a	7	96.4	6	89.6	3	*	5	*
Teacher	10	76.6	7	96.4	12	86.3	16	78.1	11	70.5

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	24	86.7	23	92.5	22	82.0	50	82.8	36	82.3
Parent	10	83.3	3	*	6	82.1	16	86.8	11	90.9
Student	14	90.0	16	85.0	10	64.0	34	78.8	25	73.6
Teacher	n/a	n/a	7	100.0	6	100.0	3	*	5	*

Comments on Results:

- Being a smaller school it is difficult to provide some of the programming that is available in larger schools, specifically to our middle years students.
- Our results on the PATs, as well our report card results indicate that academically our students receive a very strong education, both in knowledge and skills.
- Our students are involved in music, drama (in Language Arts) and art throughout the year.

Strategies:

- Provide collaborative activities for students in the classroom, and staff in their Professional Learning – partnering with West End schools and other schools with the same focus
- Promote Fine Arts activities (concerts, assemblies etc) to the parents and the larger community; continue participation in the Visual Arts Celebration and Word Works as well as attending drama production and other arts activities
- Ensure that through portfolios students demonstrate to their parents the work that they are doing in the Arts and Phys. Ed.
- Continued work on character and citizenship education at the school (Michele Borba or the Covey “Leader in Me” model)
- Celebrate positive behavior choices by students at assemblies throughout the year
- Provide opportunities for student leadership and active citizenship at the local and the global level; celebrate successes in these areas



Goal Two: Transformed Education Through Collaboration

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.	77.8	84.9	79	80	83
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.	62.7	77.5	65	70	75

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	10	60.0	7	100.0	12	78.8	16	75.9	11	77.8
Parent	10	60.0	3	*	6	57.7	16	75.9	11	77.8
Teacher	n/a	n/a	7	100.0	6	100.0	3	*	5	*

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	24	85.0	23	83.5	22	66.7	50	82.4	36	62.7
Parent	10	70.0	3	*	6	83.3	16	100.0	11	45.5
Student	14	100.0	16	81.3	10	50.0	34	64.7	25	80.0
Teacher	n/a	n/a	7	85.7	6	66.7	3	*	5	*

Comments on Results:

- Parents have the opportunity to be involved with the school and their child's education; the teachers are in frequent communication with all parents.
- The School Council is small, but dedicated as is the separate Keephills Fundraising Foundation.
- Unfortunately as the school population has decreased there are fewer parents who are available to be involved on a regular basis at the school.
- Also as the school's enrolment has decreased and the budget has become primarily focused on staffing, there has been less money to spend in certain areas such as field trips and guest speakers. However, Keephills students have had a number of opportunities in both of these areas.

Strategies:

- Continue collaboration with other schools, the Keephills School Council/Keephills Fundraising Foundation
- Ensure that parents are informed and participating in the PSD System Review of the western portion of the division
- Have opportunities for parents to give feedback on school issues such as the new report card, including survey questions on Facebook and the new website
- Communicate with parents through traditional means such as newsletters, but also provide information and opportunities for input through email, insideKeephills, and the new Keephills Facebook page and Keephills School website.



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

Keephills School staff will use promising teaching, learning and assessment strategies to prepare FNMI students to be successful academically and socially.

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	n/a	n/a			
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			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	*	n/a			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a			

Comments on Results:

- Due to the low population of identified FNMI students at Keephills School the survey data is suppressed.

Strategies:

- Communicate with known families of aboriginal children to register their child's status
- Continue to develop and celebrate character and citizenship education at the school (Michele Borba or the Covey "Leader in Me" model)
- Implement Student Support Teams (including teacher, administration, support staff, support services) to support at-risk students
- Continue to access SHIP Services when appropriate
- Provide opportunities for student leadership and active citizenship at the local and the global level
- Participation in PSD's AISI project on Critical Thinking and utilizing that model in a meaningful way in classrooms
- Infuse the aboriginal perspective in subject areas, especially Social Studies and Language Arts through appropriate resources
- Collaborate with other schools in the jurisdiction to allow staff, students and parents the opportunity to learn about FNMI culture



Meeting the Needs of Diverse Learners

At Keephills School we are proud of our dedication to work collaboratively with families and a variety of support services to continually improve the ways in which we meet the diverse needs of learners. Each of our classrooms, are combined grade classrooms which lends itself to differentiation.

Students are given the opportunity to learn, and to demonstrate their learning in a variety of ways. Teachers give students support in class, as well as extra time or materials to support their learning.

Services and Supports:

At Keephills School, the Special Education Key Contact works with a variety of service providers to support the program for the needs of students. These programs and supports included the following:

- Speech Language support is provided to students who require one on one and /or small group intervention in both receptive and expressive language.
- A Transition Liaison worker to Children's Mental Health, (TLC) provides mental health information, support and referrals for specific students and their families requiring this type of support. The TLC worker also works with small groups of students providing support in areas such as relationship building and problem solving. This year there was a Girl's Group that worked with all of the Grade 5 and 6 girls to build relationships.
- Contracted psychologists continue to be used to assess and support programming for students with special needs.
- Referrals to appropriate placements within Parkland School Division continue to be made when necessary.
- An Educational Assistant, (EA), has worked with a number of students in Grades 5 and 6 within the whole group, individually and in small-group situations to support their learning.
- Currently there is an Educational Assistant working with the Kg, Gr.1, Gr.2 combined class, as well as an EA working primarily, one on one with a student in Gr. 4 who has needs requiring select attention.

Professional Development Plans

Effective staff Professional Development improves teaching practices and student learning and achievement. Staff will be asked to consider the Parkland School Division Growth Plan as well as the Keephills School Education Plan when they create their individual plans for Professional Growth. The goals created by staff should be S.M.A.R.T. in nature; they should be specific, measurable, attainable, realistic, and include a timeframe.

As much as possible Keephills School staff will engage in opportunities to collaborate within the building and with other schools for Professional Development. Opportunities for joint-PD days as well as Professional Learning Communities that encompass staff from several buildings will be explored. Professional Learning will focus on the area of Critical Thinking in general, and Critical Thinking in the subject area of Mathematics, as per the Keephills School AISI plan. Staff will be exploring how the Critical Thinking model will help students to be 21st Century learners and citizens. There are several PD sessions scheduled for the AISI Lead Teacher and staff in the area of Critical Thinking. PD funds as well as AISI funds will support work in these areas.

Support staff will continue to have an important role to play with the learning of all students, especially those who are considered to be at risk or who require additional support. Support staff will also be encouraged to plan for their own professional growth and seek opportunities to improve their own learning and their work with students. Support staff will be encouraged to attend the EA Conference as well as other sessions as appropriate.

All staff will continue to develop an understanding of promising practices in assessment and reporting and will embed those in their classroom practice. Staff will be encouraged to attend PD opportunities which relate to these areas. As a school division this will become increasingly important as the new district-wide report card is utilized. The new report card is curriculum-focused and identifies the skills that students should demonstrate in each subject area. Staff will need to develop planning and assessment practices that will ensure that these skills are taught and assessed. This is a slight departure from current practices for some teachers and will require professional learning. The Alberta Assessment Consortium, (AAC) conference will be taking place at the end of October. Edmonton Regional Learning Consortium, (ERLC) sessions are scheduled which deal specifically with Assessment. Other resources include: Understanding by Design series (Wiggins and McTighe); Teaching Student-Centered Mathematics (Van de Walle); Classroom Assessment for Student Learning (Stiggins, Arter, Chappuis & Chappuis); Making Classroom Assessment Work (Davies); AAC website and resources. Teacher practice will reflect some of the current research in assessment including clearly identifying outcomes for and with students, creating and utilizing rubrics, and providing timely and meaningful feedback. We will continue our journey in curriculum-based reporting and we will be using the new PSD report card with the process skills focus. We will also continue to include differentiation for the individual learner. There are a number of excellent resources by Carol Ann Tomlinson (Differentiation that Works) that will help us to explore how to meet the needs of all learners in the most inclusive setting possible.

Staff will continue to identify and explore high-leverage technology strategies that enhance teaching and improve student learning. These include the appropriate use of SMARTboards, document cameras as well as other technologies such as e-portfolios.

Ongoing Professional Development that is focused on encouraging school, classroom and student success is vital. The Professional Learning Community is a powerful strategy that will allow staff to have professional conversations and to work on those areas that have been identified as important through the Keephills School Education Plan and their own Professional Growth Plan.

Future Challenges

One of the greatest challenges facing Keephills School is maintaining viability and quality programs and services as the student population decreases. This decrease is largely due to increased industrialization of the area and the reduction of arable and habitable land. The school population has decreased substantially over the past four years and as a result the school budget, which is largely dependent on student population, has also decreased. Staff has been reduced as the student numbers have decreased. Keephills School is evolving and changing. Managing this evolution will be a definite challenge to undertake in conjunction with Parkland School Division as they perform a system review of all the schools in the western portion of PSD in the fall of 2011.

The school has maintained a quality environment for academics as well as other activities, but this is not without its challenges. Many activities take place in Edmonton, Spruce Grove, or Stony Plain, which for Keephills School involves significant transportation charges.

Services for students and families, such as mental health, are also located in Stony Plain, Spruce Grove or Edmonton, which can make it challenging for some families to access them.



Budget

Keephills

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
ECS Regular Allocation	\$24,799	\$24,799
ECS Regular Enrolment	7 students	7 students
ESC Regular Allocation Rate	\$3,542.64	\$3,542.64
Grade 1 Allocation	\$42,512	\$56,682
Grade 1 Allocation Rate	\$7,085.29	\$7,085.29
Grade 1 Enrolment	6 students	8 students
Grade 2 Allocation	\$28,341	\$35,426
Grade 2 Allocation Rate	\$7,085.29	\$7,085.29
Grade 2 Enrolment	4 students	5 students
Grade 3 Allocation	\$21,256	\$21,256
Grade 3 Allocation Rate	\$7,085.29	\$7,085.29
Grade 3 Enrolment	3 students	3 students
Grade 4 Allocation	\$44,536	\$44,536
Grade 4 Allocation Rate	\$5,567.01	\$5,567.01
Grade 4 Enrolment	8 students	8 students
Grade 5 Allocation	\$39,662	\$39,662
Grade 5 Allocation Rate	\$5,666.03	\$5,666.03
Grade 5 Enrolment	7 students	7 students
Grade 6 Allocation	\$67,992	\$50,994
Grade 6 Allocation Rate	\$5,666.03	\$5,666.03
Grade 6 Enrolment	12 students	9 students
Small School Grade 1-6 Allocation	\$117,950	\$116,900
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	40 students	40 students
Total Enrolment Grade 1-3	13 students	16 students
FNMI Allocation	\$2,097	\$2,097
Allocation Weighting Factor	\$5,501	\$5,501
FNMI Enrollments (331-334)	2 students	2 students
FNMI factor	\$0.1906	\$0.1906
Approved Special Allocation	\$119,710	\$119,710
AISI Allocation	\$16,306	\$16,306
Transfers to from Other Sites	(\$5,339)	(\$5,339)
Total Site Allocation	\$519,822	\$523,030
% of Revenue And Allocations To Budget Center	100%	100%

Individuals	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
School Based Course Material Fees	\$1,500	\$1,500
Total Individuals	\$1,500	\$1,500
% of Revenue And Allocations To Budget Center	0%	0%

Total Revenue And Allocations To Budget Center	\$521,322	\$524,530
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Budget

Expenditures

Certificated	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Total Certificated	\$412,050	\$412,050
% of Expenditures	79%	79%

Uncertificated	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Total Uncertificated	\$82,974	\$82,974
% of Expenditures	16%	16%

Personnel	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Total Personnel	\$3,167	\$3,167
% of Expenditures	1%	1%

Contracted/General Services and Supplies	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Miscellaneous Services	\$250	\$250
Other Prof/ Tech Services	\$1,800	\$1,800
Postage	\$400	\$400
Printing	\$1,000	\$1,000
Advertising	\$100	\$100
Telephone & Fax	\$4,800	\$4,800
Staff Development	\$1,100	\$1,100
Contracted Transportation	\$800	\$800
Maint & Repair Equipment	\$100	\$100
Supplies	\$6,612	\$7,000
Textbooks	\$1,000	\$1,150
Software	\$500	\$500
Furniture & Equip Under 5000	\$1,000	\$1,000
Technology Intergration	\$1,000	\$1,000
Labour Transfer to other sites	\$2,669	\$5,339
Total Contracted/General Services and Supplies	\$23,131	\$26,339
% of Expenditures	4%	5%

Total Expenditures	\$521,322	\$524,530
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Summary

	2011-12 Preliminary Budget Workin	2011-12 Preliminary Budget
Total Revenues and Allocations To Budget	\$521,322	\$524,530
Total Expenditures	\$521,322	\$524,530
Variance	\$0	\$0





Parkland Satisfaction Survey (2010-2011) Spring Results

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 2010- 2011 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	
	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division
Survey Response Rates	38%	24%	n=1	14%	100%	90%		73%	86%	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)	67%	90%	94%	92%		83%	100%	98%	
School Characterized by dignity, respect, and caring	100%	87%	100%	95%		86%	100%	87%	
Dignity & Respect			100%	91%		78%			
Friends at school					100%	98%			
Safe environment:	100%	88%	100%	93%		87%	83%	89%	
Building									
Classroom			100%	96%		93%			
Grounds	100%	80%	100%	87%					
Students are treated fairly	83%	91%	100%	93%		80%	100%	96%	
Satisfaction with the variety of program choices available	50%	84%				79%	100%	95%	
Teachers use computer technologies to help learn	83%	89%	100%	95%		86%	100%	90%	
Technology improves student learning			100%	92%		83%			
The School/Teachers provide help and support	100%	87%	100%	96%		83%			
Process to respond to needs of at-risk students							33%	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%					80%	88%	
Responsive Programming / Curriculum	83%	88%					100%	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	80%	88%				84%		
Satisfaction with career planning assistance		54%				68%		
Students are being prepared to be good citizens	100%	92%	100%	96%		75%	100%	93%
Students know how they should behave			100%	99%		97%		
Satisfaction with progress and achievement of your child	83%	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%					50%	82%
School's effort to involve parents in child's learning experiences	83%	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							100%	90%
Teachers are available discuss child's education	100%	93%						
School always works to improve the quality of education offered	80%	89%					100%	98%
Way school informs about progress & achievement	83%	86%	87%	94%		86%	100%	98%
Satisfaction with communications from the school/Division	83%	89%					67%	88%
Satisfaction that educational dollars are well spent in school	83%	80%						
Access to Professional Development activities							67%	90%
Quality of professional development activities							80%	87%

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



A.I.S.I.

Alberta Initiative for School Improvement

Summary:

The focus of our AISI project has been to create independent learners, develop higher level thinking skills and improve student achievement and engagement in grades K-6 through the promotion of critical thinking. As a result of the work done in AISI:

- Our students are becoming more efficient problem solvers and critical thinkers.
- Students are developing a sense of intrinsic motivation to learn.
- Our teachers are embedding critical thinking into their teaching practices
- A common language around critical thinking is being developed.
- Our students should be well prepared for life and work environments.

The AISI project at Keephills School focuses on the priority area of pedagogy and practice which provides developmentally responsive curriculum for all students in Kindergarten to Grade 6.

Due to our lead teacher moving on this year, one of our goals is to train another lead teacher who will in turn collaborate with the rest of the staff to ensure that everyone is on track and effective at demonstrating the Critical Thinking model.

Staff will decide which areas lend themselves the most naturally to the critical thinking process and develop authentic learning experiences and assessments that will have students working with criteria and making judgments.

2010-2011 Accountability Pillar Summary

Measure Category	Measure Category Evaluation	Measure	Keephills School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	82.3	82.8	85.8	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	70.5	78.1	86.9	80.9	80.5	80.1	Low	Maintained	Issue
		Education Quality	85.7	91.5	94.2	89.4	89.2	88.9	Intermediate	Declined	Issue
		Drop Out Rate	n/a	n/a	n/a	4.2	4.3	4.7	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	96.8	92.3	95.4	79.1	78.3	77.2	Very High	Maintained	Excellent
		PAT: Excellence	29.0	25.6	26.4	19.4	18.3	18.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	54.5	86.7	86.0	80.1	79.9	79.8	Very Low	Declined	Concern
		Citizenship	88.9	80.4	85.8	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Acceptable	Parental Involvement	77.8	75.9	84.9	79.9	80.0	79.4	Intermediate	Maintained	Acceptable
Continuous Improvement	Concern	School Improvement	62.7	82.4	77.5	80.1	79.9	78.8	Very Low	Declined	Concern

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



School Education Plan Approval Form

School Name: _____

Principal: _____

1. I, _____ (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:

Signature: _____ Date: _____

2. I, _____ (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: _____

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: _____

Keephills

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
ECS Regular Allocation	\$21,256	\$29,196
ECS Regular Enrolment	6 students	9 students
ESC Regular Allocation Rate	\$3,542.64	\$3,244.01
Grade 1 Allocation	\$42,512	\$34,049
Grade 1 Allocation Rate	\$7,085.29	\$6,809.74
Grade 1 Enrolment	6 students	5 students
Grade 2 Allocation	\$28,341	\$34,049
Grade 2 Allocation Rate	\$7,085.29	\$6,809.74
Grade 2 Enrolment	4 students	5 students
Grade 3 Allocation	\$28,341	\$54,478
Grade 3 Allocation Rate	\$7,085.29	\$6,809.74
Grade 3 Enrolment	4 students	8 students
Grade 4 Allocation	\$44,536	\$46,810
Grade 4 Allocation Rate	\$5,567.01	\$5,201.14
Grade 4 Enrolment	8 students	9 students
Grade 5 Allocation	\$39,662	\$57,213
Grade 5 Allocation Rate	\$5,666.03	\$5,201.14
Grade 5 Enrolment	7 students	11 students
Grade 6 Allocation	\$79,324	\$41,609
Grade 6 Allocation Rate	\$5,666.03	\$5,201.14
Grade 6 Enrolment	14 students	8 students
Level 6 Code 42 Allocation	\$34,106	\$0
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	2 students	0 students
Level 6 Code 44 Allocation	\$0	\$19,035
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	0 students	1 students
Special Needs Pending	\$0	\$19,035
Level 6 Code 46 Allocation Rate	\$17,053.10	\$19,035.10
Pending Level 6 Enrolment	0 students	1 students
Small School Grade 1-6 Allocation	\$117,600	\$116,200
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	43 students	46 students
Total Enrolment Grade 1-3	14 students	18 students
FNMI Allocation	\$7,339	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	7 students	
FNMI factor	\$0.1906	
Approved Special Allocation	\$119,710	\$119,884
AISI Allocation	\$26,379	\$32,612
Innovative Technology Funding Allocation	\$0	\$2,780

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

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Transfers to from Other Sites	(\$1,861)	(\$5,339)
Surplus / Deficit Carryforward	\$0	(\$44,116)
Salary Conversion	(\$25,971)	
Total Site Allocation	\$561,275	\$557,495
% of Revenue And Allocations To Budget Center	100%	100%

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$1,500	\$1,500
Total Individuals	\$1,500	\$1,500
% of Revenue And Allocations To Budget Center	0%	0%

Total Revenue And Allocations To Budget Center	\$562,775	\$558,995
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Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$367,292	\$437,294
% of Expenditures	65%	78%

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$120,880	\$93,342
% of Expenditures	21%	17%

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	\$7,389	\$2,020
% of Expenditures	1%	0%

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Services	\$250	\$250
Support Services	\$10,073	\$0
Other Prof/ Tech Services	\$1,800	\$1,800
Postage	\$400	\$400
Printing	\$4,000	\$1,000
Advertising	\$500	\$100
Telephone & Fax	\$4,800	\$4,800
Staff Development	\$6,000	\$1,100
Contracted Transportation	\$2,800	\$800
Maint & Repair Equipment	\$100	\$100
Supplies	\$27,272	\$7,000
Textbooks	\$2,350	\$1,150
Software	\$1,500	\$500
Furniture & Equip Under 5000	\$1,200	\$1,000
Technology Intergration	\$1,500	\$1,000
Labour Transfer to other sites	\$2,669	\$5,339
Total Contracted/General Services and Supplies	\$67,214	\$26,339
% of Expenditures	12%	5%

Total Expenditures	\$562,776	\$558,995
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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	\$562,775	\$558,995
Total Expenditures	\$562,776	\$558,995
Variance	\$0	\$0

Notes

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