



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



Parkland School Division No. 70
Excellence in Education

2011

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School Foundation

FOUNDATIONAL STATEMENTS

EMHS Mission

Ecole Meridian Heights School, in cooperation with parents and community, prepares students to meet challenges with competence.

Belief Statements

We believe:

- our students will achieve enduring success
- our students will develop creative, critical independent thinking skills
- our students will develop healthy physical pursuits
- in promoting a passion for lifelong learning
- optimal learning occurs best from the foundation of healthy relationships
- our students can become responsible citizens both at school and in their community
- in maintaining high learning expectations while respecting diverse learning needs
- each individual has worth and is deserving of being treated with respect and dignity
- our school must have a safe learning environment

Commitment Statements

Therefore we:

- set high academic standards
- provide challenging opportunities across the curriculum
- provide students with opportunities to participate in curricular, co-curricular and extra-curricular athletic activities
- will continue to learn and share our ongoing learning within our school community
- develop positive relationships with students, parents and colleagues
- promote and model responsible local and global citizenship
- provide meaningful and high quality learning activities appropriately differentiated to meet individual learning styles and needs
- consistently model and intentionally reinforce positive character traits
- establish reasonable and enforceable behavioral expectations and apply them in a firm and consistent manner

School Profile

SCHOOL PROFILE

School Name:	Ecole Meridian Heights School
Principal:	Bill Sykes
Address:	4119-43 Street, Stony Plain, AB. T7Z 1R2
Phone:	1-780-963-2289
Fax:	1-780-968-2193
E-mail:	meridian@psd70.ab.ca
Website Address:	www.psd70.ab.ca/meridian
Student Population:	647 students
No. of teachers:	33.2 fte
No. of support staff:	10.9 fte
Grades served:	Kindergarten through grade 9, one CLICK classroom and one MYALT classroom
Programs:	English and French Immersion

Unique features of Ecole Meridian Heights School include:

- well established and integrated, dual track English and French Immersion programming
- we are a “Leader in Me” school
- high expectations for courteous and respectful student behavior
- wide range of exploratory options and extra-curricular programming
- emphasis on student volunteerism in the school and community
- Nine year choir program
- outdoor education camp for grade 6 students and mountain hike for grade 9’s
- Meridian Heights Live: live musical or dramatic guest performances for all students

How we define success for our students?

We recognize that students accomplish the best they are capable of, through diligent effort in the broad range of academic and non-academic pursuits. In addition, we believe we are successful at the school when there is significant interaction between students and staff, regardless of their educational track or grade level. Every student needs to have connections with adults in our building.

What we are most proud of at our school?

We are proud of the many opportunities provided to students to build positive relationships with adults. In addition, the performances of our choirs at each Division level are regularly among

the best in provincial competitions. We are also proud of the high level of parent volunteerism. Students and staff benefit greatly from this teamwork. We are proud to be a dual track French Immersion and English school. We are proud that on a regular basis, Meridian Heights' students equal or exceed the academic achievement levels of their peers in the Division and the Province in both the French Immersion and English programs. Finally, we are particularly proud that Meridian Heights' students are known as being responsible and courteous individuals, both within the school and the community. Our students are Leaders and we are very deliberate about giving all our students opportunities to show leadership.

Quotes from Parent Advocates

“As a family, we chose Ecole Meridian Heights School because of the French Immersion program but over the past decade we have come to appreciate the school for the extra opportunities given to the students to help them “Be the Best They Can Be” as future citizens. This school has a core of committed staff who, through activities such as the Cross Country Running, Bloomsday, Music, Grade 6 camp, and the Meridian Action Club, encourage all children to find success within their own abilities.”

(Parents of students in Grade 3 and Grade 8)



Trends and Issues

- We look forward to the continued efforts of the School Board as they work with all stakeholders in looking at ways to maximize and balance school utilization rates in Stony Plain. Ecole Meridian Heights School values having both strong French and English programs. There has been a steady decline in our English enrolment over the last several years with that trend looking to continue.
- The importance of classroom teachers to be able to meet the learning needs of an increasingly diverse student population is growing every year. With the recognized increased benefits of serving students with diverse needs in their community school settings, and with more students coming to school with higher levels of needs, we are excited to continue to build capacity among our staff through Learning Coaches and continued specific and focused Professional Development.
- We continue to work with our community and school division to offer varied programs in our school. We are excited about offering new programs such as CLICK and MYALT programs to students who reside in and around the Stony Plain area. We will continue to learn and grow as these programs take root in our school.
- We are also discussing the future needs of our school in regards to technology as we try to increase the use of technology in meeting the needs of 21st century learners. We are trying to forecast the future technological needs of our students and make adjustments to our purchases.

Priorities

Developmentally responsive curriculum and assessment

- Our school is going to ensure that our work will include the continued implementation of new assessment pieces into all grades. Our division groups will meet each month to align assessment practices and continue to prepare for the new reporting format.
- Increase the level of technology available at the point of instruction so that the use of technology can become seamless and integrated in everyday teaching and learning.
- Continue to develop our school website as the major form of communication between school and home.
- In each division, teachers will review and analyze the results on the previous year's PATs and identify areas for improvement.
- Continue to implement embedded Critical Thinking strategies in regular classroom instruction.

Citizenship and Social Responsibility

- THE LEADER IN ME. We are continuing our exciting work in regards to implementing the new Leader in Me program in our school. We have in-serviced staff and will continue to give information to our students and parents around each of the habits. Our goal is to become a Lighthouse school in three years. Our Lighthouse team will finalize our three year plan.
- Expanded use of student led conferencing in classrooms.
- We continue to have the homeroom concept for our grade seven to nine classes giving all of our students a key adult in the building for them to connect with and go to if they struggle.
- Continue to provide volunteerism opportunities for our students
- Continue to offer a wide range of extra-curricular opportunities to engage students

Overview of Achievements

Satisfaction Survey Results

Our satisfaction survey data from the spring of 2011 indicates a 93% parent satisfaction with the overall quality of education offered to their children. As a school, we are proud of the learning opportunities that we offer students, and we will continue to strive to reach a 100% target each year.

Our satisfaction survey data also indicates the following areas of success:

- Level of parent satisfaction:
 - o with progress and achievement of their children – 96%
 - o students are being prepared to be good citizens – 96%
 - o responsive programming and curriculum – 90%
 - o satisfaction with opportunities for involvement in decision making – 89%

- Level of Grade 9 student satisfaction
 - o our school is a safe environment – 92%
 - o teachers use technologies to help them learn – 95%
 - o students know how they should behave – 98%
 - o overall quality of education – 89%

Provincial Achievement Test Results

We are pleased again this year with the overall results we have achieved on the Provincial Achievement Tests. Our results indicate the following areas of success:

- Our students wrote thirteen different exams and in 9 of 13 exams, the number of our students achieving the acceptable standard exceeded the Provincial average, in some cases by more than 10%.
- 100% of our Grade three French Immersion students achieved the acceptable standard on the French Language Arts test.
- On five exams, 94.7% or higher achieved the acceptable standard.

In addition to the above successes indicated in our survey data and PAT results, we are also extremely proud of the work done by students and staff in a number of other areas that have benefitted our school:

- The Leader in Me is something we are excited to continue at our school. This year our entire staff have received additional training and we have now sent almost half of our staff to Leadership days, with the goal to have all staff members have that opportunity in the 2011 – 2012 school year.
- We continue to increase the number of staff who are choosing to have student led conferences instead of the traditional parent teacher interview. As part of our plan to move towards a more comprehensive reporting model, more and more of our teachers will adopt this model, which we believe gives parents a much better understanding of what their children are accomplishing at school.
- Our collaboration with Stony Plain Central School and High Park School led to another successful year of the grade 7-9 travelling option program in Stony Plain. Students from the three schools were able to access a wide variety of option courses while developing relationships with those who will be their future high school classmates.

Goal One: Success for Every Student

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.**	90.0	90.1	91	91	92
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	19.2	19.5	20	21	22

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

		Results (in percentages)									
		2007		2008		2009		2010		2011	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	83.1	9.1	87.7	12.3	91.7	31.9	93.3	20.0	94.9	27.1
	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
French Language Arts 3	School	n/a	n/a	n/a	n/a	86.1	25.0	92.5	32.5	94.7	31.6
	Authority	n/a	n/a	n/a	n/a	89.5	19.3	84.1	22.2	90.5	20.3
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.1	32.2
	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	89.5	22.4	94.6	25.7	92.8	16.9	85.5	18.8	93.8	23.4
	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
French Language Arts 6	School	96.4	32.1	97.0	9.1	88.6	17.1	93.3	6.7	92.3	7.7
	Authority	93.3	20.0	94.3	9.4	88.5	15.4	92.5	7.5	85.5	5.5
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	87.5	14.1
	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	82.9	27.6	89.2	27.0	80.7	14.5	79.7	24.6	82.8	21.9
	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	69.6	13.0	70.3	6.3
	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
English Language Arts 9	School	94.9	12.8	92.3	18.5	97.4	13.0	93.8	21.5	96.9	18.5
	Authority	85.2	13.7	80.4	12.7	82.9	13.5	82.2	11.6	84.6	13.4

French Language Arts 9	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3
	School	88.5	7.7	100.0	42.1	96.7	26.7	92.3	23.1	95.7	8.7
	Authority	84.2	10.5	100.0	34.5	80.5	19.5	80.6	16.7	95.0	7.5
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.8	9.2
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.4	14.2
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3
Science 9	School	80.8	6.4	86.2	15.4	92.2	13.0	84.6	20.0	84.6	18.5
	Authority	72.0	10.8	71.1	10.1	75.0	14.9	74.9	14.1	80.8	21.2
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	80.0	30.8	72.3	15.4
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	70.4	17.8	67.5	14.8
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0

Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled (To be completed October)

Comments on Results:

- We are pleased to have maintained a high level of achievement on the PAT's. We did see a drop in standard of excellence in about half of the exams. This is a concern that will be looked at through analysis of the exams.

Strategies:

- Create and maintain regular, embedded collaboration time during PD days at specific grade and subject levels targeting literacy and numeracy as part of our work on assessment and reporting.
- Search out supports and strategies like Balanced Literacy and Power of 10 to help classroom teachers teach these skills to all learners.
- Through the Leader in Me program, have students set and track goals specifically related to their learning in literacy and numeracy.
- Continue the AISI focus of embedded Critical Thinking strategies into teaching and learning.

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.	77.9	82.4	80	81	82
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.	63.9	77.4	75	77	78

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	180	82.5	91	83.0	190	83.4	205	80.9	170	77.9
Parent	45	75.8	43	79.4	30	75.2	37	71.9	27	68.9
Student	117	72.7	26	81.3	135	77.3	139	73.7	115	69.0
Teacher	18	98.9	22	88.2	25	97.6	29	97.2	28	95.7

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	61	76.7	65	85.0	55	72.3	63	75.0	54	63.9
Parent	43	53.5	43	79.1	30	56.7	36	50.0	26	38.5
Teacher	18	100.0	22	90.0	25	88.0	27	100.0	28	89.3

Comments on Results:

We are confused by our results in this category, specifically the responses from the parents. On our school division satisfaction survey results, our parents were 96% in agreement that our students are being prepared to be good citizens. We are, at this point, unsure of the cause of the discrepancy.

Strategies:

- Continue our work with The Leader in Me program to teach our students skills, attributes, and habits that will help them be successful as students, citizens, and in the world of work.
- Continue the AISI focus of embedded Critical Thinking strategies into teaching and learning.
- Staff will demonstrate attitudes of caring, advising and mentoring as they respond to individual and group needs.
- Continue to expand our accessibility and expertise in the integration of technology in teaching and learning.
- Teachers will employ instructional practices which place students at the center of the learning process through the planning and implementation of cross curricular, inter-disciplinary projects at all grade levels.

Goal Two: Transformed Education Through Collaboration

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.	86.2	90.6	88	89	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.	85.7	87.3	87	88	89
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.	84.7	87.7	86	87	88

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	180	90.4	91	89.1	190	92.5	205	90.2	171	86.2
Parent	45	78.5	43	86.4	30	84.7	37	79.6	27	71.9
Student	117	93.7	26	87.1	135	92.7	139	90.0	115	88.5
Teacher	18	99.1	22	93.9	25	100.0	29	100.0	29	98.2

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	128	89.5	91	85.9	123	90.8	137	85.1	118	85.7
Parent	45	84.3	43	81.2	30	86.1	37	76.4	27	77.0
Student	65	87.7	26	85.0	68	89.3	71	81.0	62	83.6
Teacher	18	96.5	22	91.5	25	97.0	29	97.8	29	96.5

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	180	88.6	91	88.6	190	87.6	205	87.0	170	84.7
Parent	45	80.0	43	85.4	30	81.1	37	82.2	27	78.8
Student	117	89.1	26	93.1	135	84.1	139	81.8	115	80.4
Teacher	18	96.6	22	87.2	25	97.6	29	97.2	28	94.9

Comments on Results:

The challenge here is to determine reasons for the general discrepancy between the teacher responses, which are quite high, and the responses from the students and parents, which tend to be lower.

Strategies:

- Engage students and parents, through conversations and blogging, to determine the concerns they have in these areas.
- Continue our work with The Leader in Me and modeling the habits.
- Continue with our technology plan to add more SMART technology into the school and develop greater opportunities for technology use at the point of instruction.
- Counseling services and supports will continue and the School Based Support Team will work together with students and parents and, when necessary, outside agencies.
- Continue to offer the tri-school option program giving a great amount of choice to grade 7-9 students in their exploratory courses. Also, K-6 students will continue to be provided access to technology, PE and fine arts opportunities.

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.	78.4	79.5	80	81	82
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.	78.0	83.4	80	81	82

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	63	75.0	65	75.5	55	86.0	66	77.1	55	78.4
Parent	45	59.9	43	62.8	30	76.0	37	59.9	27	70.4
Teacher	18	90.0	22	88.2	25	96.0	29	94.4	28	86.4

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	179	81.7	90	82.5	190	83.9	205	83.7	170	78.0
Parent	44	77.3	43	83.7	30	73.3	37	78.4	27	63.0
Student	117	90.2	26	92.3	135	86.4	139	83.1	115	85.2
Teacher	18	77.8	21	71.4	25	92.0	29	89.7	28	85.7

Comments on Results:

Parental involvement is a key to student success. We need to improve in this area as 70% satisfaction is not acceptable. We also want to always be improving and we want our school community to see that improvement.

Strategies:

- Improved and timely communication home regarding curricular objectives, classroom activities, individual student successes and concerns.
- Greater use of our new website including having forms and other pieces of information available on line and having a parent input and feedback section available.
- A greater number of teachers using student led conferences to inform parents about their child's progress.

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

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.	*	94.1	95	95	96
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	11.8	12	13	14

Comments on Results: The results have been suppressed because the number of FNMI students who wrote the PAT's is less than 6.

Strategies:

- Teachers develop and deliver culturally sensitive strategies to teach, value and support the success of each FNMI student in our school.
- Teachers monitor the success of FNMI students on a regular basis.

Meeting the Needs of Diverse Learners

- We have a counselor/special education coordinator in our school who continues to oversee and work with the learning teams of our special education students. These teams include the student, parents, teachers, Educational Assistants the counselor, and school administration. Through his work in conjunction with the learning teams, we have also accessed outside agencies to assist us with coordinating the needs of our students while outside of our building.
- Within our building we continue to monitor the success of our students through the IPP and RPA system. We also have accessed testing outside of our school where needed. We have over 90% of our students meeting their IPP goals.
- We also continue to develop a school based support team approach in our building that will give a more formal opportunity for teachers to gather the expertise in the building together to plan for students that are struggling.
- Our timetables reflect exploratory opportunities for middle years learners and an in-school schedule that provides all K-6 students with access to technology, PE and fine arts opportunities.
- Staff use interactive and assistive technologies in their classrooms. This use continues to grow as we increase the accessibility and expertise within the school.
- We closely monitor attendance as we believe this is a very important factor for success for all our learners.

Professional Development Plans

- The professional development plan for the 2011-2012 school year will focus on a few different areas.
 - The Leader in Me – As a staff, we will continue on the journey we have begun to become a Lighthouse school. We will continue to seek out opportunities to have all of our staff attend a Leadership day by the end of the 2011-2012 school year. Time will also be given on PD days for staff to work collaboratively to plan activities and strategies to fully implement this program in their classrooms and throughout our school.
 - Comprehensive Reporting – This will also be a big focus for our staff next year. We will be implementing the new report card in the 2012-2013 school year. We will rely not only on the expertise in our own building but also look to those outside of our building who have knowledge and expertise to share with us as we develop our assessment and reporting plan to coincide with the direction of Comprehensive Reporting.
 - Critical Thinking – This AISI initiative has been a fantastic tool for our teachers. We will continue to train and work with our Lead Teachers to have all of our teachers feeling comfortable integrating criteria based learning across curricula.
 - SMART technology and Laptop use – We continue to build on the accessibility of technology at the point of instruction in our school. Staff will be given the opportunity to attend workshops and in-services to build their knowledge and abilities in using these devices as integrated tools in their instruction.

Many of these PD opportunities will occur on PD days. However, staff, while developing their own professional growth plans, will choose at least one of these areas to develop over the course of the school year.

Future Challenges

- As we prepare to move to the new report card in the 2012-2013 school year, there will be some challenges. Teachers will be challenged to rethink some of their teaching and assessment practices. While they are willing to do that, understanding the value in a more comprehensive reporting system, the challenge comes in making sure they as a staff are supported and given the time and opportunities for collaborative planning and additional professional development. A further challenge will be to prepare our school community for a way of reporting that is quite unfamiliar to them. We will do this through conversations, through the students, through our school council, through our newsletter, and through our website.
- Like many other schools, we continue to wonder what role student owned devices can have in our schools, particularly as our school becomes wireless accessible to students. While we do not have the answers, we look forward to figuring them out.
- We are pleased to be able to continue to add engaging technologies into our classrooms. Laptops, SMART boards and tablet technologies are things that we will look to continue to add to our school. Besides the financial challenges inherent with these devices, the additional challenge is to build capacity and expertise to the point that the integration of these tools into the teaching and learning becomes effortless and seamless.
- On the Accountability Pillar survey, only 38% of parents who responded feel like our school is teaching attitudes and behaviors that prepare their children for success at work after finishing school. The challenge will be to dig deeper and find out, from the parent perspective, what we are missing. We will seek that further clarification through different ways of communication, including a school blog that we can post questions on and receive feedback.

Budget Report

École Meridian Heights

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Preliminary Budget	2011-12 Preliminary Budget
ECS Regular Allocation	\$230,272	\$230,272
ECS Regular Enrolment	65students	65students
ESC Regular Allocation Rate	\$3,542.64	\$3,542.64
Grade 1 Allocation	\$474,714	\$474,714
Grade 1 Allocation Rate	\$7,085.29	\$7,085.29
Grade 1 Enrolment	67students	67students
Grade 2 Allocation	\$318,838	\$318,838
Grade 2 Allocation Rate	\$7,085.29	\$7,085.29
Grade 2 Enrolment	45students	45students
Grade 3 Allocation	\$432,203	\$432,203
Grade 3 Allocation Rate	\$7,085.29	\$7,085.29
Grade 3 Enrolment	61students	61students
Grade 4 Allocation	\$322,887	\$322,887
Grade 4 Allocation Rate	\$5,567.01	\$5,567.01
Grade 4 Enrolment	58students	58students
Grade 5 Allocation	\$339,962	\$339,962
Grade 5 Allocation Rate	\$5,666.03	\$5,666.03
Grade 5 Enrolment	60students	60students
Grade 6 Allocation	\$345,628	\$345,628
Grade 6 Allocation Rate	\$5,666.03	\$5,666.03
Grade 6 Enrolment	61students	61students
Grade 7 Allocation	\$345,765	\$345,765
Grade 7 Allocation Rate	\$5,319.47	\$5,319.47
Grade 7 Enrolment	65students	65students

Budget

Grade 8 Allocation		\$393,641		\$3
Grade 8 Allocation Rate	\$5,319.47		\$5,319.47	
Grade 8 Enrolment	74students		74students	
Grade 9 Allocation		\$393,641		\$3
Grade 9 Allocation Rate	\$5,319.47		\$5,319.47	
Grade 9 Enrolment	74students		74students	
Class Size Adjustment		(\$21,985)		(\$
4 CSI Adjustment	(\$11,346)		\$6,659	
5-6 CSI Adjustment	(\$23,688)		\$13,901	
7-9 CSI Adjustment	\$73,021		(\$3,346)	
CSI Adjustment K-3	(\$59,972)		(\$84,733)	
Level 6 Code 42 Allocation		\$102,319		\$1
Level 6 Code 42 Allocation Rate	\$17,053.10		\$17,053.10	
Level 6 Code 42 Enrolment	6students		6students	
Level 6 Code 44 Allocation		\$119,372		\$
Level 6 Code 44 Allocation Rate	\$17,053.10		\$17,053.10	
Level 6 Code 44 Enrolment	7students		4students	

Site Allocation	2011-12 Preliminary Budget	2011-12 Preliminary Budget
French Immersion Grade 1-6 Allocation	Working Copy \$43,403	\$43,403
French Immersion Grade 1-6 Allocation Rate	\$165.03	\$165.03
FRIM Grade 1-6 Enrolment	263students	263students
French Immersion Grade 7-9 Allocation	\$16,503	\$16,503
French Immersion Grade 7-9 Allocation Rate	\$165.03	\$165.03
FRIM Grade 7-9 Enrolment	100students	100students
FNMI Allocation	\$24,119	\$24,119
Allocation Weighting Factor	\$5,501	\$5,501
FNMI Enrollments (331-334)	23students	23students
FNMI factor	\$0.1906	\$0.1906
AISI Allocation	\$36,530	\$36,530
Transfers to from Other Sites	(\$4,005)	(\$4,005)
Surplus / Deficit Carryforward	\$92	\$92
Total Site Allocation	\$3,913,897	\$3,817,204
% of Revenue And Allocations To Budget Center	99%	99%

Individuals	2011-12 Preliminary Budget	2011-12 Preliminary Budget
School Based Course Material Fees	Working Copy \$40,000	\$40,000
Total Individuals	\$40,000	\$40,000
% of Revenue And Allocations To Budget Center	1%	1%

Total Revenue And Allocations To Budget Center	\$3,953,897	\$3,857,204
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Expenditures

Certificated	2011-12 Preliminary Budget	2011-12 Preliminary Budget
Total Certificated	Working Copy \$3,329,022	\$3,254,939
% of Expenditures	84%	84%

Uncertificated	2011-12 Preliminary Budget	2011-12 Preliminary Budget
Total Uncertificated	Working Copy \$374,415	\$351,106
% of Expenditures	9%	9%

Personnel	2011-12 Preliminary Budget	2011-12 Preliminary Budget
Total Personnel	Working Copy \$65,433	\$65,433
% of Expenditures	2%	2%

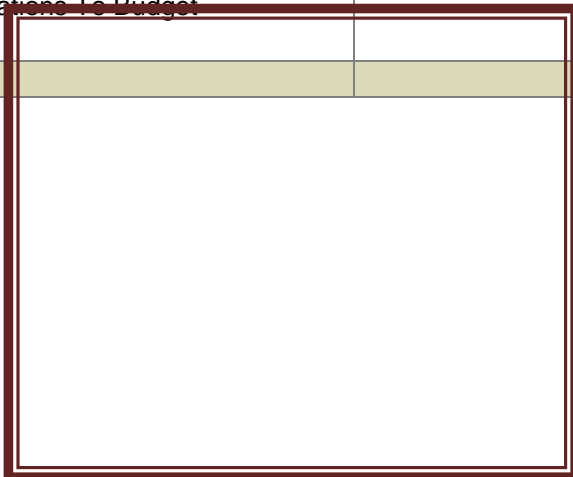
Contracted/General Services and Supplies	2011-12 Preliminary Budget	2011-12 Preliminary Budget
Other Prof/ Tech Services	Working Copy \$30,000	\$30,000
Postage	\$800	\$800
Printing	\$1,000	\$1,000
Advertising	\$500	\$500
Telephone & Fax	\$7,500	\$7,500
Travel	\$1,500	\$1,500
Subsistence	\$500	\$500
Staff Development	\$20,000	\$20,000
Contracted Transportation	\$11,000	\$11,000
Maint & Repair Equipment	\$6,000	\$6,000
Equipment Rental	\$1,000	\$1,000
Membership Fees	\$500	\$500
Registration Fees	\$1,000	\$1,000
Supplies	\$37,000	\$37,000
Textbooks	21 \$11,000	\$11,000

Contracted/General Services and Supplies	2011-12 Preliminary Budget	2011-12 Preliminary Budget
Media Materials	\$5,000	
Software	\$1,000	
Furniture & Equip Under 5000	\$7,000	
Technology Intergration	\$16,000	
Labour Transfer to other sites	\$7,000	
Supplies & Services Transfers to other sites	\$20,000	
Transfer to Reserves (Contingencies)	\$427	
Total Contracted/General Services and Supplies	\$185,727	\$
% of Expenditures	5%	

Total Expenditures	\$3,954,597	\$
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Summary

	2011-12 Preliminary Budget	2011-12 Preliminary Budget
Total Revenues and Allocations To Budget	\$3,953,897	\$3,8
Total Expenditures	\$3,954,597	\$3,8
Variance	(\$699)	



Parkland Satisfaction Survey (2010/11) 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 our school's 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 who completed the 2010-11 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	23%	24%	n=8	14%	94%	90%	92%	73%	98%	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)	93%	90%	92%	92%	89%	83%	100%	98%	
School Characterized by dignity, respect, and caring	84%	87%	94%	95%	75%	86%	96%	87%	
Dignity & Respect			88%	91%	76%	78%			
Friends at school			95%	98%	95%	97%			
Safe environment:	84%	88%	96%	93%	92%	87%	87%	89%	
Building			96%	96%	92%	93%			
Classroom			62%	80%	80%	87%			
Grounds									
Students are treated fairly	89%	91%	93%	93%	73%	80%	100%	96%	
Satisfaction with the variety of program choices available	91%	84%			78%	79%	95%	95%	
Teachers use computer technologies to help learn	79%	89%	94%	95%	95%	86%	98%	90%	
Technology improves student learning			90%	92%	85%	83%			
The School/Teachers provide help and support	84%	87%	95%	96%	83%	83%			
Process to respond to needs of at-risk students							81%	83%	
Parents satisfaction with access to special needs services ¹	63%	71%							
Parents satisfaction with timeliness of special needs services ¹	75%	72%							
Students with special needs are meeting their IPP goals ¹	71%	76%					89%	88%	
Responsive Programming / Curriculum	90%	88%					81%	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%			66%	73%	100%	86%
Students are prepared for post-secondary studies		78%			77%	81%		
Students have information re: next steps in learning programs	82%	88%			52%	84%		
Satisfaction with career planning assistance		54%			41%	68%		
Students are being prepared to be good citizens	96%	92%	99%	96%	78%	75%	98%	93%
Students know how they should behave			96%	99%	98%	97%		
Satisfaction with progress and achievement of your child	96%	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%					93%	82%
School's effort to involve parents in child's learning experiences	77%	86%					100%	95%
Satisfaction with involvement of special needs specialists ¹	63%	65%						
Satisfaction with quality of special education services overall ¹	75%	71%						
School Council has meaningful role							100%	90%
Teachers are available discuss child's education	86%	93%						
School always works to improve the quality of education offered	85%	89%					98%	98%
Way school informs about progress & achievement	80%	86%	94%	94%	86%	86%	100%	98%
Satisfaction with communications from the school/Division	87%	89%					89%	88%
Satisfaction that educational dollars are well spent in school	75%	80%						
Access to Professional Development activities							91%	90%
Quality of professional development activities							82%	87%

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

A.I.S.I.

AISI project-Critical thinking at École Meridian Heights

Our school had two AISI Lead Teachers:

- Jacqueline Victoor
- Cindy Hopley

Main goal: To improve student achievement and engagement in grades K-9 through the promotion of critical thinking.

Significant Outcomes:

1. Teachers began to gain understanding of vocabulary, theory and the model for critical thinking.
2. Teachers enhanced collegiality and collaboration while sharing new professional learning.
3. Students and staff began using some critical thinking vocabulary and lessons in their classrooms.
4. Teachers have begun to embed critical thinking in their teaching practice.

What worked well?

- School based Lead Teachers had common prep time.
- The Critical thinking resources in the areas of Language Arts, Math and Science, shared at AISI Lead Teacher meetings at PSD Central Office.
- The professional interactions among Lead Teachers and our own school staff.
- We completed our first school wide challenge this year.
- This year we sent teachers, other than the Lead Teachers, to 4 different critical thinking PD sessions (LA and Math).
- The PD days in our school when our whole staff could learn and practice the critical thinking model.
- In the results of Parkland School Division's 2010-11 Satisfaction survey from our school "97% of staff believes that the school's AISI work is improving teaching and learning in our school."
- On this year's EMHS AISI survey, 85% of our staff reported trying at least one critical challenge in their classrooms.

What did not work well?

- The challenge remains to convince all staff that critical thinking can and should be embedded in the curriculum in all subjects and at all grade levels.

Sharing and celebrating:

- Some classroom newsletters and our school newsletter now include a critical thinking component.
- We have a critical thinking showcase on our website as well as easy links to critical thinking resources for our teachers and school community.
- We, as AISI Lead teachers, prepared a year end PowerPoint, which we presented to PSD 70's AISI Lead Teacher cohort group, highlighting our school's journey. We included notes, teacher feedback, photographs and similar artifacts.
- We also shared a parent version of this PowerPoint at May 2011 Parent Council meeting.
- We had the PSD Critical Thinking brochure distributed to all of our families.

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Ecole Meridian Heights 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	Good	Safe and Caring	84.7	87.0	87.7	88.1	87.6	86.6	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	85.7	85.1	87.3	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	86.2	90.2	90.6	89.4	89.2	88.9	Intermediate	Declined	Issue
		Drop Out Rate	0.8	2.0	1.1	4.2	4.3	4.7	Very High	Maintained	Excellent
		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	91.0	88.0	90.1	79.3	79.1	78.0	Very High	Maintained	Excellent
		PAT: Excellence	19.5	20.1	19.5	19.6	19.4	18.5	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	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	63.9	75.0	77.4	80.1	79.9	79.8	Very Low	Declined	Concern
		Citizenship	77.9	80.9	82.4	81.9	81.4	79.9	High	Declined	Acceptable
Parental Involvement	Acceptable	Parental Involvement	78.4	77.1	79.5	79.9	80.0	79.4	Intermediate	Maintained	Acceptable
Continuous Improvement	Acceptable	School Improvement	78.0	83.7	83.4	80.1	79.9	78.8	High	Declined	Acceptable

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. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
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: _____

École Broxton Park

Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
ECS Regular Allocation	\$549,110	\$577,434
ECS Regular Enrolment	155 students	178 students
ESC Regular Allocation Rate	\$3,542.64	\$3,244.01
ECS Mild & Mod Allocation	\$20,262	\$19,750
ECS Mild & Mod Allocation Rate	\$2,894.63	\$2,821.48
ECS Mild Moderate & Gifted Enrolment	7 students	7 students
ECS PUF Allocation	\$98,681	\$96,669
Grade 1 Allocation	\$644,761	\$456,253
Grade 1 Allocation Rate	\$7,085.29	\$6,809.74
Grade 1 Enrolment	91 students	67 students
Grade 2 Allocation	\$474,714	\$497,111
Grade 2 Allocation Rate	\$7,085.29	\$6,809.74
Grade 2 Enrolment	67 students	73 students
Grade 3 Allocation	\$495,970	\$429,014
Grade 3 Allocation Rate	\$7,085.29	\$6,809.74
Grade 3 Enrolment	70 students	63 students
Grade 4 Allocation	\$367,423	\$286,063
Grade 4 Allocation Rate	\$5,567.01	\$5,201.14
Grade 4 Enrolment	66 students	55 students
Grade 5 Allocation	\$317,298	\$270,459
Grade 5 Allocation Rate	\$5,666.03	\$5,201.14
Grade 5 Enrolment	56 students	52 students
Grade 6 Allocation	\$300,300	\$234,051
Grade 6 Allocation Rate	\$5,666.03	\$5,201.14
Grade 6 Enrolment	53 students	45 students
Grade 7 Allocation	\$234,057	\$219,038
Grade 7 Allocation Rate	\$5,319.47	\$5,093.90
Grade 7 Enrolment	44 students	43 students
Grade 8 Allocation	\$234,057	\$254,695
Grade 8 Allocation Rate	\$5,319.47	\$5,093.90
Grade 8 Enrolment	44 students	50 students
Grade 9 Allocation	\$244,695	\$259,789
Grade 9 Allocation Rate	\$5,319.47	\$5,093.90
Grade 9 Enrolment	46 students	51 students
Level 6 Code 41 Allocation	\$17,053	\$19,035
Level 6 Code 41 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 41 Enrolment	1 students	1 students
Level 6 Code 42 Allocation	\$136,425	\$209,386
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	8 students	11 students

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

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Level 6 Code 43 Allocation	\$102,319	\$152,281
Level 6 Code 43 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 43 Enrolment	6 students	8 students
Level 6 Code 44 Allocation	\$477,487	\$456,842
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	28 students	24 students
Special Needs Pending	\$0	\$76,140
Level 6 Code 46 Allocation Rate	\$17,053.10	\$19,035.10
Pending Level 6 Enrolment	0 students	4 students
French Immersion Grade 1-6 Allocation	\$36,802	\$30,403
French Immersion Grade 1-6 Allocation Rate	\$165.03	\$187.67
FRIM Grade 1-6 Enrolment	223 students	162 students
French Immersion Grade 7-9 Allocation	\$6,766	\$11,260
French Immersion Grade 7-9 Allocation Rate	\$165.03	\$187.67
FRIM Grade 7-9 Enrolment	41 students	60 students
First Nation Grade 7-9 Allocation	\$0	\$386
First Nation Grade 7-9 Allocation Rate	\$396.07	\$386.06
Grade 7_9 First Nation Enrolment	students	1 students
Grade 7_9 First Nation Enrolment (330)	0 students	
FNMI Allocation	\$7,339	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	7 students	
FNMI factor	\$0.1906	
Approved Special Allocation	\$334,975	\$758,996
AISI Allocation	\$51,790	\$64,028
Innovative Technology Funding Allocation	\$0	\$18,049
Transfers to from Other Sites	(\$401,452)	(\$252,271)
Surplus / Deficit Carryforward	\$0	\$939
Salary Conversion	(\$203,800)	
Total Site Allocation	\$4,547,031	\$5,145,800
% of Revenue And Allocations To Budget Center	98%	95%

Provincial Priority Targeted Funding	2011-12 Finalized Budget	2010-2011 Finalized Budget
Children and Youth with Complex Needs	\$67,000	
Total Provincial Priority Targeted Funding	\$67,000	
% of Revenue And Allocations To Budget Center	1%	

Other - Government of Alberta	2011-12 Finalized Budget	2010-2011 Finalized Budget
SSSP	\$0	\$236,474
Total Other - Government of Alberta	\$0	\$236,474
% of Revenue And Allocations To Budget Center	0%	4%

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$15,000	\$15,000
Total Individuals	\$15,000	\$15,000
% of Revenue And Allocations To Budget Center	0%	0%

Total Revenue And Allocations To Budget Center	\$4,629,031	\$5,397,274
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* - See the notes section for details about Line Item notes on this page

Expenditures

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Certificated	\$3,210,829	\$3,364,416
% of Expenditures	69%	62%

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Uncertificated	\$1,018,416	\$1,635,198
% of Expenditures	22%	30%

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Personnel	\$143,125	\$121,407
% of Expenditures	3%	2%

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Services	\$4,500	\$2,000
Other Prof/ Tech Services	\$40,000	\$50,000
Postage	\$750	\$750
Printing	\$1,000	\$1,000
Advertising	\$1,500	\$1,500
Telephone & Fax	\$8,311	\$8,311
Travel	\$3,000	\$10,000
Subsistence	\$1,000	\$2,500
Staff Development	\$20,000	\$20,000
Contracted Transportation	\$13,500	\$15,000
Maint & Repair Equipment	\$6,500	\$5,000
Equipment Rental	\$1,000	\$5,000
Membership Fees	\$1,500	\$1,000
Registration Fees	\$0	\$500
Supplies	\$65,000	\$65,000
Textbooks	\$20,000	\$20,000
Media Materials	\$6,000	\$6,000
Software	\$1,500	\$1,500
Furniture & Equip Under 5000	\$15,000	\$12,000
Technology Intergration	\$35,000	\$34,479
Labour Transfer to other sites	\$2,000	\$10,000
Supplies & Services Transfers to other sites	\$9,600	\$4,714
Total Contracted/General Services and Supplies	\$256,661	\$276,254
% of Expenditures	6%	5%

Total Expenditures	\$4,629,031	\$5,397,275
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Summary

	2011-12 Finalized Budget	2010-2011 Finalized Budget
Total Revenues and Allocations To Budget	\$4,629,031	\$5,397,274
Total Expenditures	\$4,629,031	\$5,397,275
Variance	\$0	(\$1)

Notes

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