



**WETASKIWIN REGIONAL PUBLIC SCHOOLS**



# **Buck Mountain Central School**

## **Improvement Plan**

**and**

## **School Results Report: 2015-2016**



**Wetaskiwin Regional  
Public Schools**

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**For more information regarding the Buck Mountain Central School  
Three-Year Education Plan for 2016-2019 and School Results Report, 2015-2016, please contact:**

**Melissa Humby - Principal  
Buck Mountain Central School  
Box 30  
Buck Lake, AB  
T0C 0T0**

**Phone: 780-388-3900  
Fax: 780-388-3902  
Email: humbym@wrps.ab.ca**

# **ACCOUNTABILITY STATEMENT**

The Buck Mountain Central School Education Plan and School Results Report for 2015/16 was prepared in consultation with parents. This education plan was developed in the context of the jurisdictional Three Year Educational and fiscal plans. Our school is committed to achieving the results laid out in the education plan.

# **PUBLICATION STATEMENT**

Buck Mountain Central School will post this document on our website, with copies being distributed and discussed with our school advisory. Copies will be available from the School.

# **SCHOOL COUNCIL INVOLVEMENT STATEMENT**

Buck Mountain Central School does not have a formal School Council for 2016-17. Instead, we operate with a small, yet dedicated group of parents who provided advice to the school. In addition, the administration meet twice annually with interested parents and students from each grade level. Feedback and advice from both the grade level meetings and parent advisory group are used to complete this plan.

# **SCHOOL PROFILE**

Buck Mountain Central School is a rural school that serves students from Grades 7 to 12. Most of our students are from two elementary feeder schools - Alder Flats Elementary and Winfield Elementary. Currently our student population is 159 students. The School was built in 1991 and is located at the south end of Buck Lake, a beautiful recreational area approximately 102 km west of Wetaskiwin on Highway 13.

We offer a diverse academic program that provides programming for both the vocational and academic-oriented student enriched by a strong fine arts program including: art, drama and band. Buck Mountain also offers a wide range of option courses including: physical education, outdoor education, tundra sports, sports performance, leadership, industrial arts, computers, foods, CTS courses, distance learning and extra-curricular activities and trips.

Our school also offers a wide range of extra-curricular activities including six man football team, basketball teams, volleyball teams, cross country running, track and field, badminton, running club, drama productions, student leadership opportunities, anti-bullying group, and student voice committee.

## **SCHOOL MOTTO**

"Respect - Responsibility - Results!"

## **SCHOOL PRIORITY**

Improve excellence for all students



# SCHOOL IMPROVEMENT PLAN

Buck Mountain Central School has identified the *improvement of excellence* as the school priority for the 2016/17 school year. This priority come directly from staff, consultation with parents and other individuals within the school community through grade level parent/student meetings and parent advisory group meetings. In addition, data from the Accountability Pillar survey, “Tell Them From Me” survey and diploma examination and achievement test reports were used.

**Priority: Improve excellence for ALL Students**

## School Priority for 2016-17:

**All** students are capable of achieving excellence and our goal is to ensure **all** students improve learning.

## School Outcomes:

1. Students demonstrate proficiency in literacy, and numeracy at the same rate as students across the province.
2. Transitioning students into post-secondary and completing high school at the same rate as students across the province.
3. The achievement gap between First Nations, Metis, and Inuit students and all other students is eliminated.
4. Quality teaching results in optimal learning using, (High School Redesign (HSRD), G-Suite, Differentiate Instruction (DI), and Assessment).
5. Promoting Positive School Culture of excellence.

## Measures:

- ☐ High School Completion Rate (3 year)
- ☐ Course completion
- ☐ Class awarded marks
- ☐ Teacher feedback (Staff meetings) & parent feedback
- ☐ Diploma Exams
- ☐ Provincial Achievement Tests
- ☐ Student Surveys (Tell Them From Me, Accountability Pillar, School Surveys)
- ☐ Student Feedback (Student Voice)
- ☐ Professional Development
- ☐ Collaboration Days

# SCHOOL IMPROVEMENT OUTCOMES 2016-17

Achieve **LITERACY** at the same rate as all other students

Strategies	Practice / Action	Measures
Support Reading, Comprehension & Accuracy	<ul style="list-style-type: none"> <li>CORE program – Comprehension, Read Theory (Teachers)</li> <li>Precision Reading – reading accuracy (Teachers)</li> <li>HSRD – Flex blocking, priority, novel extensions (Teachers, Indigenous worker, FSLW)</li> <li>PD days – quality teaching strategies – assessment strategies, DI, GAFE (Teachers, EAs, FSLW)</li> <li>Use of technology – Chromebooks, literacy apps</li> <li>One-to-one support – (LST, FSLW, Indigenous worker, EAs, Teachers)</li> </ul>	<ul style="list-style-type: none"> <li>Increased ELA marks</li> <li>Independent reading increased</li> <li>DIP/PAT results improved</li> <li>Improved site reading</li> <li>Increased precision reading results – accuracy (7-9)</li> <li>Increased comprehension (teacher assessments)</li> <li>Flex attendance</li> <li>Literacy group tracking at/above/below grade level 7-9</li> <li>Spreadsheet 1x monthly track marks</li> <li>Tracking attendance monthly</li> <li>Expectation at 100%</li> <li>Goals tracking</li> </ul>

**Outcome:** Achieve **NUMERACY** at the same rate as all other students

Strategies	Practice / Action	Measures
Support numeracy development	<ul style="list-style-type: none"> <li>HSRD – flex, extra help, re-teaching (Teachers / Indigenous worker)</li> <li>Chromebooks – math games (Teacher)</li> <li>One-to-one support (LST, EAs, Indigenous worker)</li> <li>IXL Math using the chrome books (Teachers)</li> <li>Formative assessment (in the classroom, teaching practices)</li> </ul>	<ul style="list-style-type: none"> <li>PAT / Dip results increase</li> <li>Pass/Fail math</li> <li>Increased math marks (teacher assessments)</li> <li>Increase in basic math skills</li> <li>Flex attendance</li> <li>IXL assessments</li> <li>Goals tracking</li> </ul>

**Outcome:** **COMPLETE HIGH SCHOOL** at the same rate as all other students

Strategies	Practice / Action	Measures
Students complete assignments on time	<ul style="list-style-type: none"> <li>Use of Homework room (FLEX)</li> <li>Communication with parents (FNMI, Teachers, Admin)</li> <li>Flex blocking - PRIORITY(Teachers / Indigenous worker)</li> <li>Watching attendance (Teachers / Admin /indigenous worker)</li> <li>Use of eteacher pages &amp; email</li> <li>Google classroom</li> </ul>	<ul style="list-style-type: none"> <li>Tracking number of phone calls home</li> <li>Chart of periods missed</li> <li>Teacher communication of assignments chart</li> </ul>
Building Healthy Connections (Increasing Positive Interactions)	<ul style="list-style-type: none"> <li>ABC – Anti-bullying collaborative</li> <li>Leadership group – random acts of kindness</li> <li>Afterschool Programs (athletics, clubs)</li> <li>TAG – Teacher advisory groups</li> <li>Peer Mentoring</li> <li>Incentives – attendance &amp; citizenship Family Visits as needed/ requested</li> <li>Beading</li> <li>Orange Shirt Day</li> <li>Cultural Cooking</li> <li>Smudging</li> <li>Drumming</li> </ul>	<ul style="list-style-type: none"> <li>Attendance in groups/clubs</li> <li>Positive interactions increase.</li> <li>Student/staff feedback (TTFM)</li> <li>Increased communication</li> <li>Accountability Pillar</li> </ul>
Increase awareness of anxiety and	<ul style="list-style-type: none"> <li>TAG (Teacher Advisory group) - teaching resiliency skills</li> </ul>	<ul style="list-style-type: none"> <li>TTFM survey</li> <li>Student surveys</li> </ul>

depression and how to manage it	<ul style="list-style-type: none"> <li>• Health Class – Teaching resiliency skills</li> <li>• ABC (anti-bullying collaborative)</li> <li>• Teri – Small group counselling</li> <li>• Teri – One-to-one counselling</li> <li>• Information in the school newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• # of students seeking services</li> <li>• referrals</li> </ul>
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**Outcome:** TRANSITION TO POST SECONDARY or WORKFORCE as the same rate as all other students

Strategies	Action Taken	Data
Increased attendance	<ul style="list-style-type: none"> <li>• Contact with parents (Teachers, Administration, Indigenous Support team)</li> <li>• Attendance letters (Administration)</li> <li>• Attendance incentives (Administration)</li> <li>• Admin meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance</li> <li>• Communication records – letters, # of times phoning home. # of letters home</li> <li>• 100% attendance</li> </ul>
Participate in Student Career Planning	<ul style="list-style-type: none"> <li>• My Blueprint (Career Counsellor)</li> <li>• CALM – resume making</li> <li>• ALIS (Teachers)</li> <li>• Career Counseling (Administration)</li> <li>• Work Experience</li> <li>• TAG – study habits, work ethic, planning, organization (Teachers, Indigenous support team)</li> </ul>	<ul style="list-style-type: none"> <li>• Completion %</li> <li>• Coming to class prepared</li> <li>• Career counseling plan</li> </ul>

## KEY INITIATIVES within the outcomes

**Goal:** Supporting Literacy and Numeracy

**Strategies:**

- Use of a CORE Literacy program - Teaches key elements of an effective reading program:
  - Phonemic awareness
  - Decoding
  - Vocabulary development
  - Fluency
  - Comprehension
- Precision Reading Program – Working on reading accuracy and speed development
- Reading & comprehension development during Flex – small group break out
- IXL math used within classrooms
- Math & Language Arts goals tracking by teachers
- Specific PD for teachers

**Goal:** Use of technology to support the improvement of technology

**Strategies:**

- Bring your own device (BYOD) program at Buck Mountain Central, teaching students & teachers strategies for using devices within the classroom.
- Provide professional development to teachers on G Suite and providing time to develop technological lessons.

**Goal:** Continued development of a school culture of excellence and culture that is safe and caring

**Strategies:**

- Work with staff and students to develop the physical space of the school to ensure our school provides visual support for excellence.

- Work with staff to ensure that our school language and use of it in our communications supports excellence.
- Work with staff to ensure that we demonstrate and recognize the achievement of excellence in our classrooms and school.
- Continue to implement the anti-bullying initiative
- Continue to ensure that Student Voice is heard through the continuation of the Student Voice Committee
- Work with students in learning the importance of caring for others, are learning respect for others and are treated fairly in school.

**Goal: Development of excellence in Indigenous students**

**Strategies:**

- Contact parents and students early and often. Initiate and maintain communication and a relationship.
- Address issues in a positive and supportive way i.e. attendance
- Continue to learn about and appreciate indigenous culture and traditions
- Support indigenous cultural activities within the school

**Goal: Use of High School Redesign (HSRD) to improve excellence**

**Strategies:** *High School Redesign will have the following major components:*

Mastery Learning

- ☐ School based / Out of school professional development for all staff
- ☐ Credit Recovery – opportunity for high school students to redo a unit
- ☐ Teacher Advisory Groups (TAG) – life skills development, career exploration/preparation
- ☐ Precision Reading – reading accuracy and speed development
- ☐ CORE Literacy Program – Read Theory, skill development
- ☐ Math IXL
- ☐ Flex Block Priority

Rigorous and Relevant curriculum

- ☐ Precision Reading
- ☐ CORE – Read Theory
- ☐ Math IXL
- ☐ Curriculum Mapping

Personalization

- ☐ Project based learning
- ☐ Passion projects, one credit wonders, extensional activities
- ☐ Student learner profiles
- ☐ Student Voice Committee
- ☐ Teacher Advisory Groups (TAG)
- ☐ Distance Learning (ADLC) / Outreach
- ☐ Technology – WiFi, chrome books, G-Suite Applications

Flexible Learning Environments

- ☐ Flex Block – additional time, homework completion, on-to-one learning, re-teaching
- ☐ Flipped classroom – high school math
- ☐ SciMatics Class

Educator Roles and Professional Development

- ☐ Collaboration with BMC and Pigeon Lake Staff
- ☐ School PD and High School Redesign PD



# INDIGENOUS SCHOOL OUTCOMES 2016-17

**Outcome:** Achieve **LITERACY** at the same rate as all other students

Strategies	Practice / Action	Measures
Support Reading	<ul style="list-style-type: none"> <li>• CORE Reading program – Comprehension (Teachers)</li> <li>• Precision Reading – reading accuracy / speed</li> <li>• High School Redesign (HSRD) – Flex blocking, priority (Teachers/Indigenous program support team)</li> <li>• Teacher Advisory Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Increased ELA marks</li> <li>• Independent reading increased</li> <li>• DIP/PAT results improved</li> <li>• Improved site reading</li> <li>• Increased precision reading results – accuracy (7-9)</li> <li>• Increased comprehension (Teacher assessments)</li> <li>• Flex attendance</li> <li>• Literacy group tracking at/above/below grade level 7-9</li> <li>• Spreadsheet 2x monthly track marks</li> <li>• Tracking attendance monthly</li> <li>• Expectation at 90%</li> </ul>
Support literacy strategies outside the classroom	<ul style="list-style-type: none"> <li>• Reading program at Alder Flats – special project credits for high school (Indigenous program support team)</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance to Elementary</li> <li>• Number of students participating – 2 students start</li> <li>• Student feedback survey (elementary / secondary)</li> </ul>
Aboriginal resources within the school	<ul style="list-style-type: none"> <li>• Novel Studies during flex – Fatty legs (Teachers)</li> <li>• Connecting with Rocky Mountain Aboriginal Center ARC (Indigenous program support team)</li> <li>• Feather ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• Increased reading</li> <li>• School project mark</li> </ul>

**Outcome:** Achieve **NUMERACY** at the same rate as all other students

Strategies	Practice / Action	Measures
Support numeracy development	<ul style="list-style-type: none"> <li>• High School Redesign – flex block time for extra help</li> <li>• One on one support as needed</li> </ul>	<ul style="list-style-type: none"> <li>• PAT / Dip results increase</li> <li>• Pass/Fail math</li> </ul>

**Outcome:** **COMPLETE HIGH SCHOOL** at the same rate as all other students

Strategies	Practice / Action	Measures
Students complete assignments on time	<ul style="list-style-type: none"> <li>• Afternoon pull out each week (Indigenous program support team)</li> <li>• Communication with parents (Indigenous program support team / Teachers)</li> <li>• Communication with teacher – Indigenous program support chart</li> <li>• Flex blocking (Teachers / Indigenous program support team)</li> <li>• Watching attendance (Teachers / Admin Indigenous program support team)</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking number of phone calls home</li> <li>• Chart of periods missed</li> <li>• Teacher communication of assignments chart</li> </ul>
Relevant cultural practices	<ul style="list-style-type: none"> <li>• Monthly Indigenous program support meetings with students (Indigenous program support team)</li> <li>• Indigenous program educational incentive trips (Indigenous program support)</li> <li>• Family Visits as needed/ requested</li> <li>• Beading</li> <li>• Orange Shirt Day</li> <li>• Cultural Cooking</li> <li>• Smudging</li> <li>• Drumming</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Meeting monthly</li> <li>• 90% attendance/ work caught up</li> </ul>

**Outcome:** TRANSITION TO POST SECONDARY or WORKFORCE as the same rate as all other students

Strategies	Action Taken	Data
Increased attendance	<ul style="list-style-type: none"> <li>• Contact with parents (Teachers, Admin, Indigenous program support team)</li> <li>• Attendance letters home (Indigenous program support team, Admin)</li> <li>• Attendance incentives (Indigenous program support team)</li> <li>• Home visits as needed (Indigenous program support team)</li> <li>• Providing transportation to/from school (Admin , Indigenous program support team)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased FNMI rates</li> <li>• Communication records – letters, # of times phoning home. # of letters home</li> <li>• 90% attendance</li> </ul>
Participate in Student Career Planning	<ul style="list-style-type: none"> <li>• My Blueprint in teacher advisory groups</li> <li>• ALISE (Teachers)</li> <li>• Career Counseling (Admin)</li> <li>• TAG – study habits, work ethic, planning, organization (Indigenous program support team)</li> <li>• Scholarship and College reminders</li> <li>• Connecting with aboriginal Scholarships i.e., TIPP's program</li> </ul>	<ul style="list-style-type: none"> <li>• Completion %</li> <li>• Coming to class prepared</li> <li>• Career counseling plan</li> </ul>

# INDIGENOUS SCHOOL RESULTS FROM 2015-16

Achieve **LITERACY** at the same rate as all other students

Strategies	Action Taken	Data
Support Reading	<ul style="list-style-type: none"> <li>Monthly team meetings and tracking of mark book</li> <li>Precision Reading –accuracy/ speed</li> <li>High School Redesign – flex block reading time, small group skills</li> </ul>	<ul style="list-style-type: none"> <li>MWL tracked and supported students throughout the year</li> <li>_11_ of students were involved in Precision Reading</li> <li>One on one support provided during flex block</li> </ul>
Support literacy strategies outside the classroom	<ul style="list-style-type: none"> <li>Fatty Legs novel study (special project with Alder Flats School)</li> </ul>	<ul style="list-style-type: none"> <li>_3_ student participated in Fatty Legs in Gr. 9 and 11_ once per week for 20 weeks</li> </ul>
Aboriginal resources within the school	<ul style="list-style-type: none"> <li>Connect with Rocky Mountain Aboriginal Center</li> </ul>	<ul style="list-style-type: none"> <li>5 FNMI students graduated; 1 student participated in an Eagle Feather Ceremony</li> <li>Gr. Field trip to ARC regarding ceremonial grounds</li> </ul>

Achieve **NUMERACY** at the same rate as all other students

Strategies	Action Taken	Data
Support numeracy development	<ul style="list-style-type: none"> <li>High School Redesign – flex block</li> <li>One on one support as needed</li> </ul>	<ul style="list-style-type: none"> <li>_11_ students supported one on one</li> </ul>

**COMPLETE HIGH SCHOOL** at the same rate as all other students

Strategies	Action Taken	Data
Students complete assignments on time	<ul style="list-style-type: none"> <li>Afternoon pull out each week</li> <li>Communicate with parents</li> <li>Communicate with teachers</li> <li>Flex block support</li> </ul>	<ul style="list-style-type: none"> <li>5 FNMI students graduated and received Eagle feathers</li> <li>Continual support with the 25 FNMI families throughout the year</li> <li>Continual communication with teachers throughout the year</li> <li>Afternoon pull outs took place for students missing assignments</li> </ul>
Relevant cultural practices	<ul style="list-style-type: none"> <li>Monthly meetings with students</li> <li>Educational incentive trips</li> <li>Monthly TAG meetings</li> <li>Family Visits as needed or requested</li> <li>Smudging</li> </ul>	<ul style="list-style-type: none"> <li>MWL met with each student once per month</li> <li>Attended the University of Alberta Aboriginal Open House with 5 students</li> <li>Approximately _8_ family visits/calls per month</li> <li>Smudging Monday mornings and as needed</li> </ul>

**TRANSITION TO POST SECONDARY/WORKFORCE** as the same rate as all other students

Strategies	Action Taken	Data
Increased attendance	<ul style="list-style-type: none"> <li>Provide transportation</li> <li>Contact with parents (call or home visit)</li> <li>Attendance letters home</li> <li>Attendance incentives (90%)</li> </ul>	<ul style="list-style-type: none"> <li>Attendance averaged 80 +% throughout the year for FNMI students</li> <li>_4_ parent contacts were made each month</li> <li>4 Attendance letters were sent home</li> <li>Attending post-secondary field trips and novel study at Alder Flats</li> </ul>
Participate in Student Career Planning	<ul style="list-style-type: none"> <li>MyBlueprint</li> <li>ALIS</li> <li>Career Counselling</li> <li>TAG (Teacher Advisor Groups)</li> </ul>	<ul style="list-style-type: none"> <li>All students completed my Blueprint</li> <li>Students were provided with one on one meetings around careers</li> </ul>

# School Results Report: 2015-16

Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2016  
School: 3102 Buck Mountain Central School



Measure Category	Measure Category Evaluation	Measure	Buck Mountain Central School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	<a href="#">Safe and Caring</a>	84.7	89.0	89.2	89.5	89.2	89.1	High	Declined	Acceptable
Student Learning Opportunities	Excellent	<a href="#">Program of Studies</a>	73.6	75.6	73.9	81.9	81.3	81.4	Intermediate	Maintained	Acceptable
		<a href="#">Education Quality</a>	91.0	85.6	88.2	90.1	89.5	89.5	Very High	Maintained	Excellent
		<a href="#">Drop Out Rate</a>	0.9	1.1	2.9	3.2	3.5	3.5	Very High	Improved	Excellent
		<a href="#">High School Completion Rate (3 yr)</a>	92.3	72.6	81.0	76.5	76.5	75.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Issue	<a href="#">PAT: Acceptable</a>	77.4	77.5	69.9	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		<a href="#">PAT: Excellence</a>	12.1	11.7	11.6	19.4	18.8	18.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	75.0	79.7	81.9	85.0	85.2	85.1	Low	Maintained	Issue
		<a href="#">Diploma: Excellence</a>	1.4	4.3	7.0	21.0	21.0	20.5	Very Low	Maintained	Concern
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	50.4	50.2	45.1	54.6	54.4	53.5	Intermediate	Maintained	Acceptable
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	44.4	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	<a href="#">Transition Rate (6 yr)</a>	52.1	54.4	57.7	59.4	59.7	59.3	Intermediate	Maintained	Acceptable
		<a href="#">Work Preparation</a>	100.0	83.3	83.6	82.6	82.0	81.1	Very High	Improved	Excellent
		<a href="#">Citizenship</a>	74.3	73.0	80.6	83.9	83.5	83.4	Intermediate	Declined	Issue
Parental Involvement	Concern	<a href="#">Parental Involvement</a>	69.8	76.3	83.7	80.9	80.7	80.5	Very Low	Maintained	Concern
Continuous Improvement	Concern	<a href="#">School Improvement</a>	62.0	80.3	79.0	81.2	79.6	80.0	Very Low	Declined Significantly	Concern

## Comment on Results

### Safe and Caring:

- BMC had a significant drop in the safe and caring measure from 2015-16. Upon discussions with teachers they were confused by some of the questions being asked and an answer of "I don't know" affects the results negatively.
- 9% of Teachers disagreed with Students are safe on the way to and from your school.
- 9% of teachers disagree with Students treat each other well at your school
- We only had a few parent participants complete the survey.
- We had a number of students indicating "I don't know" which negatively affects the results.
- The TTFM results indicated the grade 7s, 8s and 10s had a lower sense of belonging as compared to the province.
- The TTFM results indicated the grade 7s, 8s, 9s and 11s had lower results on positive relationship as compared to the province.

### Student Learning opportunities:

- Received a high ranking indicating our staff, students and community are satisfied with the opportunities students receive at BMC and that we include a broad program of studies.
- People are satisfied with the quality of education provided by BMC
- BMC has a very low dropout rate of 1 or less
- BMC has a high completion rate

### Student Learning Achievement (grade K-9):

- Still presenting as an issue.
- All students wrote the PAT exams
- Overall we had a slight decline in acceptable standard but an increase in standard of excellence from 2015-2016. However, if you look at the 3 year rolling averages, BMC has increased in both acceptable standard and Standard of excellence. We are still listed as an issue because our averages are still below the province of Alberta.

Student Learning Achievement (grade 10-12):

- Both Acceptable standard and standard of excellence dropped from 2015 to 2016.
- Our 3 year rolling averages, BMC increased in both acceptable and excellence. We are still listed as an issue because our averages are still below the province of Alberta.
- Diploma exam participation rate (4+ exams) increased from the previous year

Preparation for life Long learning, World of Work and Citizenship:

- BMCs transition rate decreased
- Work preparation increased significantly from the previous year to 100%
- Citizenship increased from the previous year.

Parent Involvement:

- This measure has been declining since 2013 (See comments below)

Continuous Improvement:

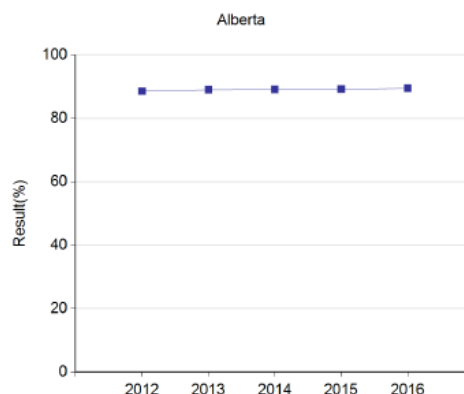
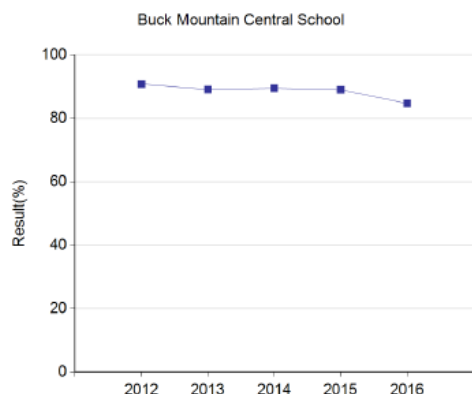
- Declined significantly from the previous year. (See comments below)

# Safe and Caring Schools

## Safe and Caring Schools

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.

Buck Mountain Central School										Alberta									
2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
74	90.8	75	89.1	185	89.5	178	89.0	162	84.7	200,954	88.6	206,648	89.0	256,297	89.1	309,172	89.2	284,589	89.5



### Comments on Results:

Significant drop from 2015 of 89.0 % to 84.7%. Upon consultation with staff, some answered “I don’t know” which impacts the results. Staff also indicated some concerns around students being safe at school on a regular basis and to and from school.

We only had 5 parents complete the survey, leaving no data from parents.

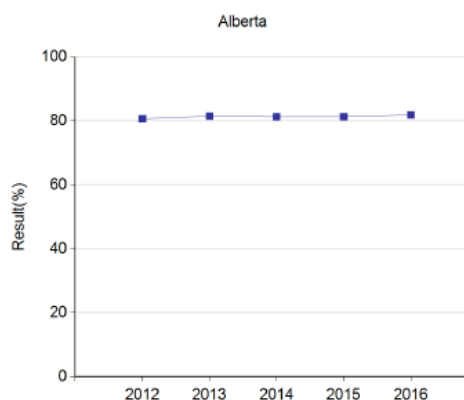
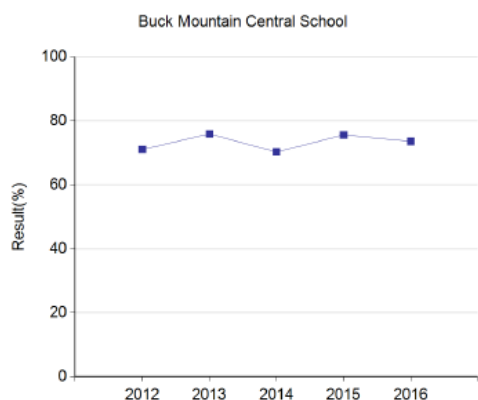
Students indicated concerns around being treated fairly by adults, feeling safe a school on a regular basis, as well as to and from school.

# Student Learning Opportunities

## Program of Studies

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.

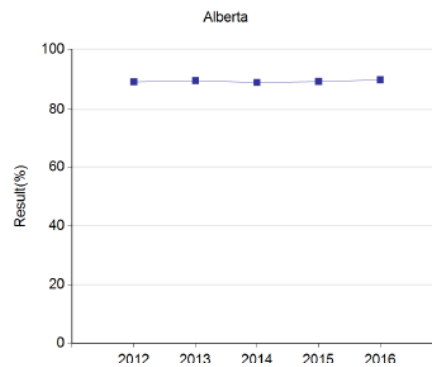
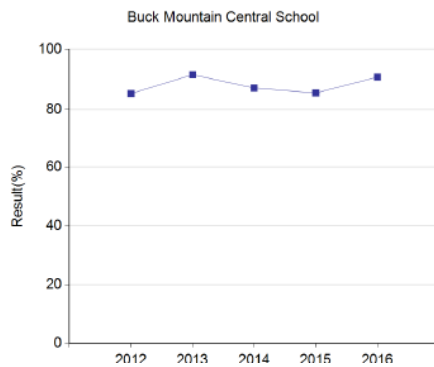
Buck Mountain Central School										Alberta									
2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
74	71.1	75	75.9	187	70.3	178	75.6	162	73.6	148,090	80.7	149,530	81.5	183,681	81.3	216,359	81.3	198,841	81.9



## Education Quality

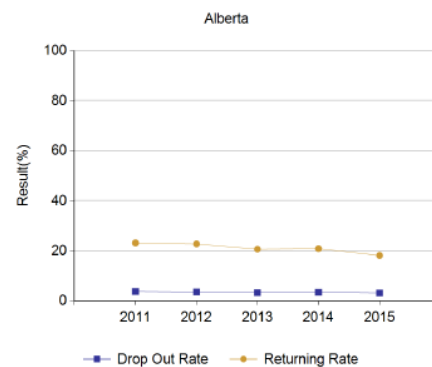
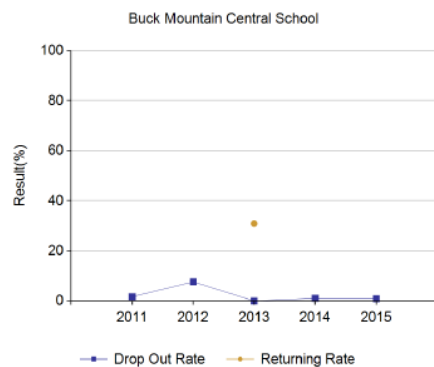
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Buck Mountain Central School										Alberta									
2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
74	85.4	75	91.8	187	87.3	178	85.6	162	91.0	201,116	89.4	206,853	89.8	259,083	89.2	310,056	89.5	285,217	90.1



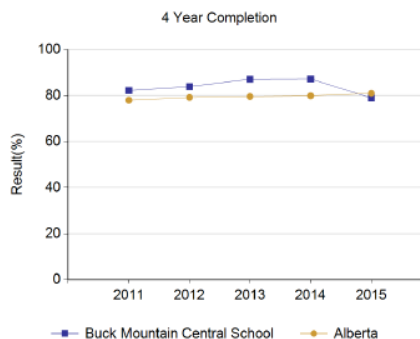
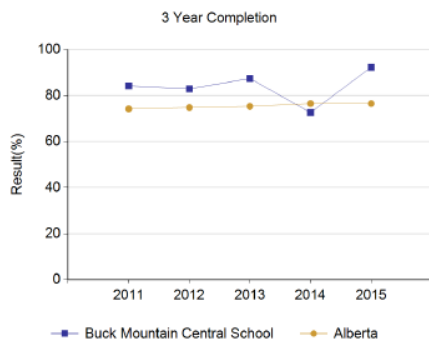
## Drop Out Rate

	Buck Mountain Central School										Alberta									
	2011		2012		2013		2014		2015		2011		2012		2013		2014		2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	106	1.7	84	7.7	51	0.0	91	1.1	106	0.9	179,393	3.8	179,427	3.6	177,748	3.3	179,794	3.5	180,104	3.2
Returning Rate	3	*	2	*	7	30.9	n/a	n/a	1	*	9,918	23.2	9,044	22.8	8,553	20.7	7,733	20.9	7,960	18.2



## High School Completion

	Buck Mountain Central School										Alberta									
	2011		2012		2013		2014		2015		2011		2012		2013		2014		2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	28	84.2	23	82.9	22	87.4	18	72.6	24	92.3	45,059	74.2	45,143	74.8	45,052	75.3	44,328	76.5	43,810	76.5
4 Year Completion	38	82.2	28	83.9	23	87.1	22	87.2	18	79.0	45,812	78.0	45,141	79.2	45,239	79.6	45,101	79.9	44,394	81.0
5 Year Completion	26	81.2	38	85.1	28	86.6	23	87.1	22	87.1	45,566	79.4	45,815	80.6	45,151	81.5	45,243	82.0	45,111	82.1



# Provincial Achievement Tests

**Achievement Tests:** Percentage of students who achieve the acceptable standard and percentage who achieve the standard of excellence on provincial achievement tests. (Results are for only those students who wrote the tests).

For each graph

● Acceptable Standard (%)    ✦ Standard of Excellence (%)

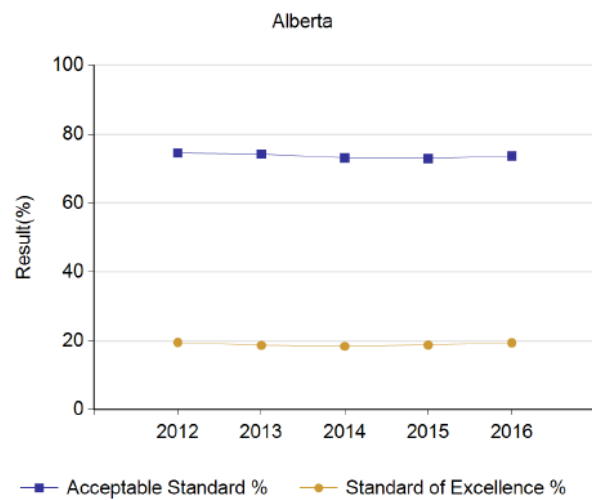
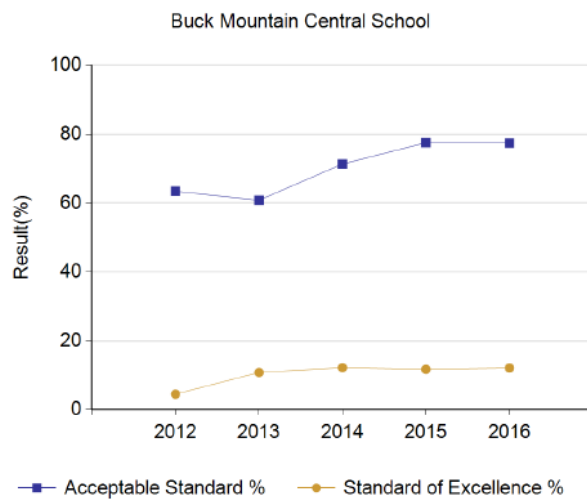
BMC 2016 Overall PAT Results (number writing)

Acceptable Standard: 77.4 %

Standard of Excellence: 12.1%

Participation Rate: 31

	Buck Mountain Central School					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
N	28	30	42	30	31	87,280	77,241	91,327	93,095	93,217
Acceptable Standard %	63.4	60.8	71.3	77.5	77.4	74.5	74.2	73.1	72.9	73.6
Standard of Excellence %	4.5	10.8	12.2	11.7	12.1	19.5	18.7	18.4	18.8	19.4

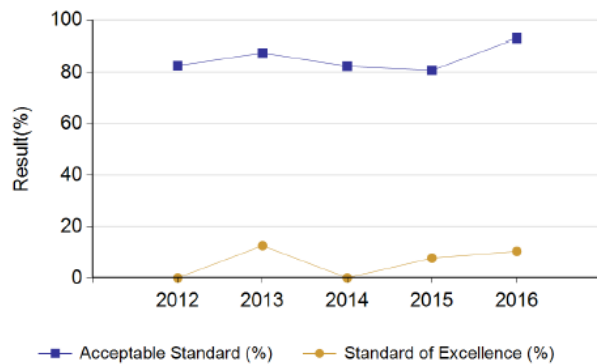




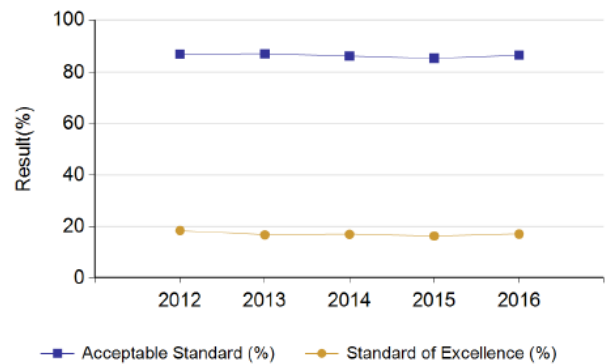
## Language Arts 9

2016 Results  
Acceptable Standard: 93.1%  
Standard of Excellence: 10.3%  
Participation #: 29

Results Based on Number Writing  
Buck Mountain Central School



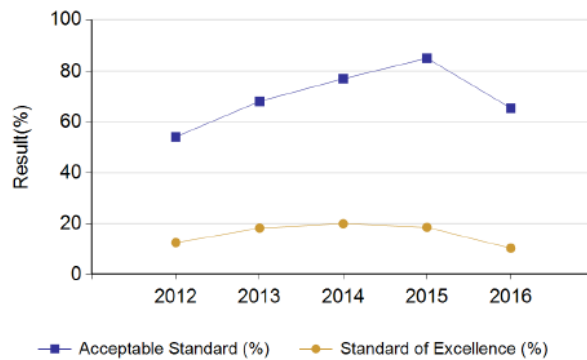
Results Based on Number Writing  
Alberta



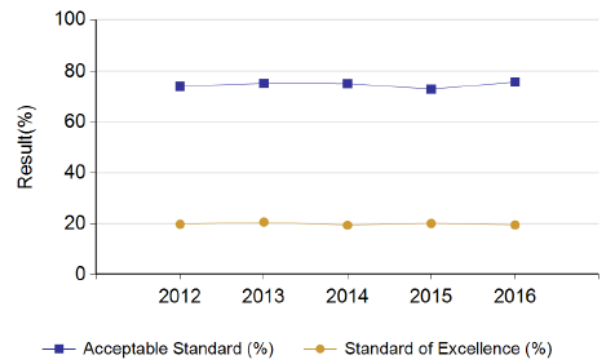
## Mathematics 9

2016 Results  
Acceptable Standard: 65.5%  
Standard of Excellence: 10.3%  
Participation #: 29

Results Based on Number Writing  
Buck Mountain Central School



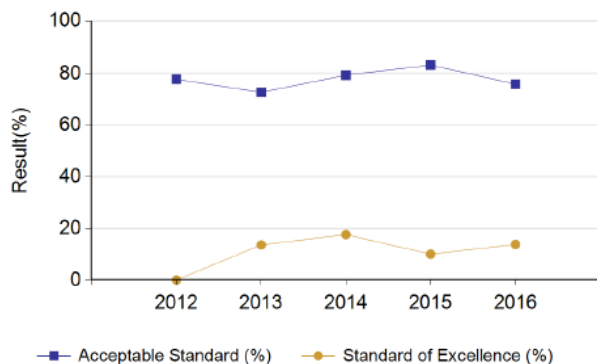
Results Based on Number Writing  
Alberta



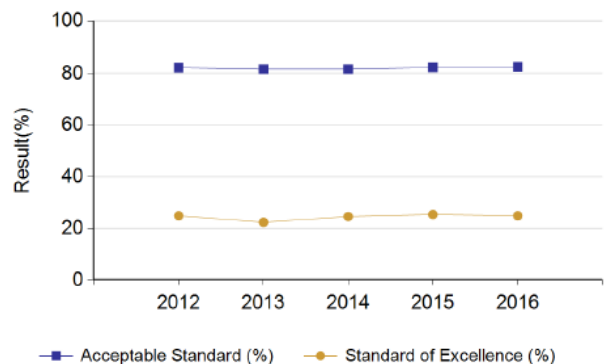
## Science 9

2016 Results  
Acceptable Standard: 75.9%  
Standard of Excellence: 13.8%  
Participation #: 29

Results Based on Number Writing  
Buck Mountain Central School



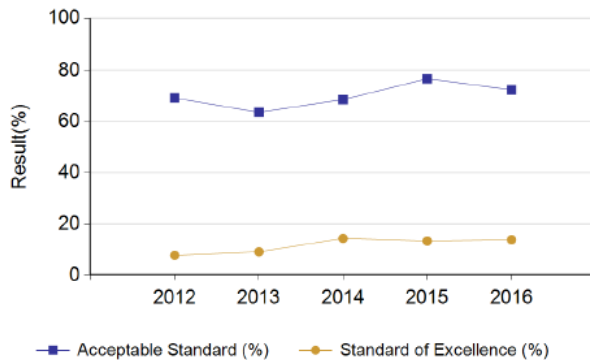
Results Based on Number Writing  
Alberta



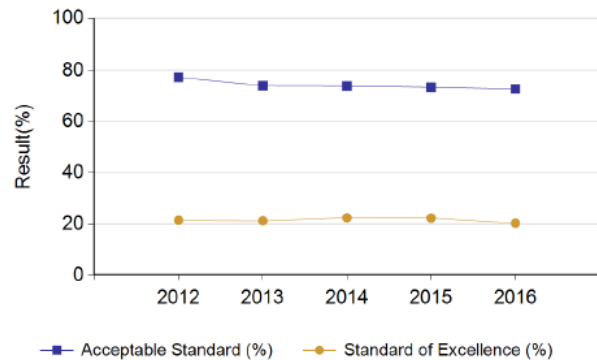
## Social Studies 9

2016 Results  
Acceptable Standard: 72.4%  
Standard of Excellence: 13.8%  
Participation #: 30

Results Based on Number Writing  
Buck Mountain Central School



Results Based on Number Writing  
Alberta



### Comments on Results:

The 2015-16 PAT overall, acceptable standards was improved over last year. The ELA results exceeded excellence and standard of excellence as compared to other years.

**ELA:** All students wrote; acceptable standard increased by 15.3%; standard of excellence increased 2.9%; below acceptable decreased 11.6%. Overall great year!

**Math:** Retiring teacher; all students wrote; acceptable standard decreased by 19.7%; standard of excellence decreased by 8.2%; below acceptable increased by 19.7%.

**Science:** Teacher new to teaching course; all students wrote; acceptable standard decreased by 7.4%; standard of excellence increased by 0.05%; below acceptable decreased 0.08%.

**Social:** Teacher new to teaching course; all students wrote; acceptable standard decreased by 4.3%; standard of excellence increased by 3.8%; below acceptable increased by 10.9%. Overall great year in comparing to the province, the province did worse as compared to 2015. Possibly a harder test?

(Course 2016)	Enrolled	Writing	%
English Language Arts	29	29	100
Math	29	29	100
Science	29	29	100
Social	29	29	100

As you can see from the chart above, Buck Mountain had 100% participation rate in all subjects. We feel that writing the PAT exam provides our students with experience writing tests and prepares them for the grade 12 diplomas.

	Buck Mountain Central School				
	2012	2013	2014	2015	2016
N	28	30	42	30	31
Acceptable Standard %	63.4	60.8	71.3	77.5	77.4
Standard of Excellence %	4.5	10.8	12.2	11.7	12.1

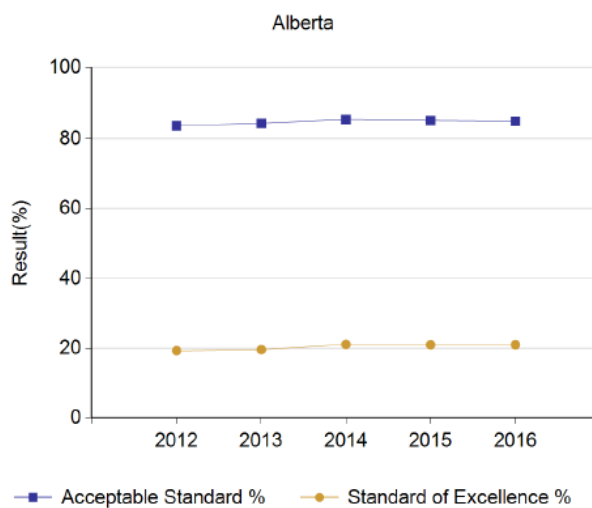
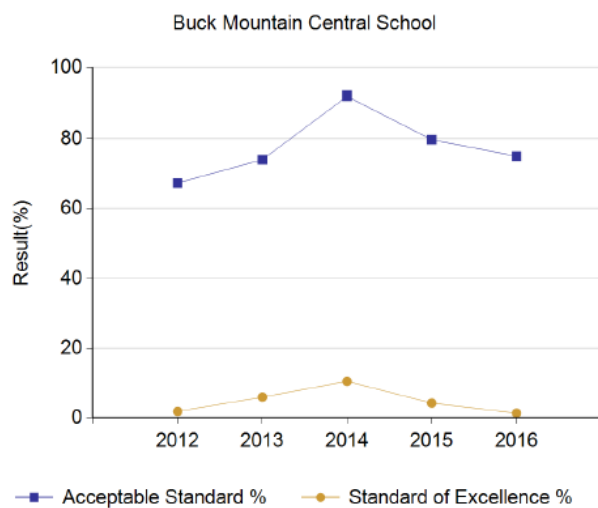
As you can see from the chart above, Buck Mountain has been increasing our acceptable standard. Standard of excellence did drop a bit in 2015 but increased again in 2016.

	BMC			Province	
Course (2016)	Acceptable Standard	Standard Excellence	Number students	Acceptable Standard	Standard Excellence
ELA	93.1	10.3	29	86.7	17.1
Math	65.5	10.3	29	66.7	17.2
Science	75.9	13.8	29	73.5	22.5
Social	72.4	13.8	29	64.0	18.3

# Diploma Exams

**Diploma Examinations:** Percentage of students who achieve the acceptable standard and percentage who achieve the standard of excellence on diploma examinations. For each graph:

● Acceptable Standard (%)    ● Standard of Excellence (%)



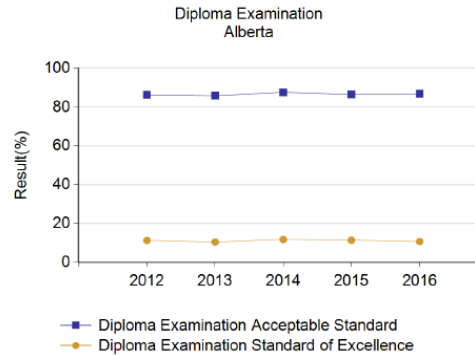
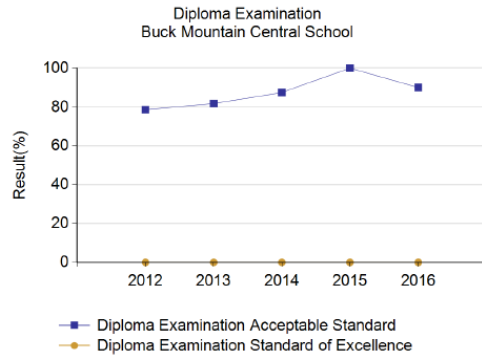
## English Language Arts 30-1

### English Lang Arts 30-1

	Buck Mountain Central School					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Students Writing	14	11	8	10	10	29,479	29,034	28,788	28,166	29,730
Diploma Examination Acceptable Standard (%)	78.6	81.8	87.5	100.0	90.0	86.3	85.9	87.6	86.5	86.8
Diploma Examination Standard of Excellence (%)	0.0	0.0	0.0	0.0	0.0	11.3	10.4	11.8	11.4	10.7
School Awarded Acceptable Standard (%)	92.9	100.0	100.0	100.0	100.0	97.2	97.1	97.2	97.5	97.8
School Awarded Standard of Excellence (%)	14.3	9.1	25.0	10.0	30.0	30.6	30.7	30.7	31.9	32.2

#### 2016 Results

Acceptable Standard: 100.0%  
Standard of Excellence: 0%  
Participation #: 10



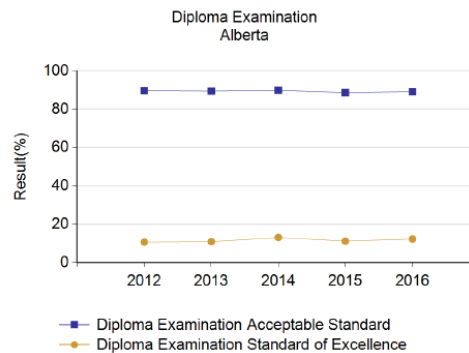
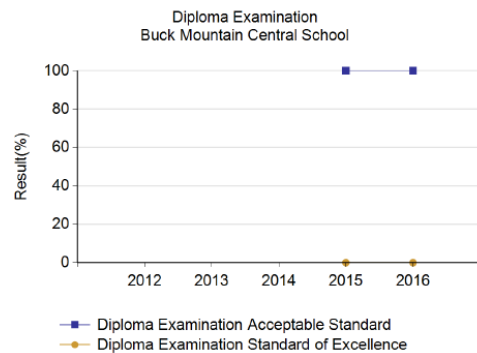
## English Language Arts 30-2

### English Lang Arts 30-2

	Buck Mountain Central School					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Students Writing	4	5	5	10	15	14,685	15,383	15,985	16,391	16,707
Diploma Examination Acceptable Standard (%)	*	*	*	100.0	100.0	89.6	89.4	89.8	88.6	89.1
Diploma Examination Standard of Excellence (%)	*	*	*	0.0	0.0	10.7	10.9	13.1	11.2	12.3
School Awarded Acceptable Standard (%)	*	*	*	100.0	93.3	93.4	93.8	94.7	94.4	95.6
School Awarded Standard of Excellence (%)	*	*	*	10.0	6.7	11.1	11.8	13.5	13.4	13.2

#### 2016 Results

Acceptable Standard: 100.0%  
Standard of Excellence: 0%  
Participation #: 15



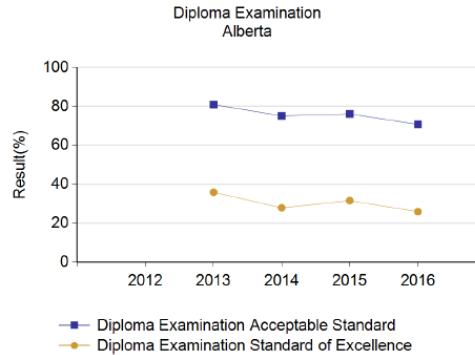
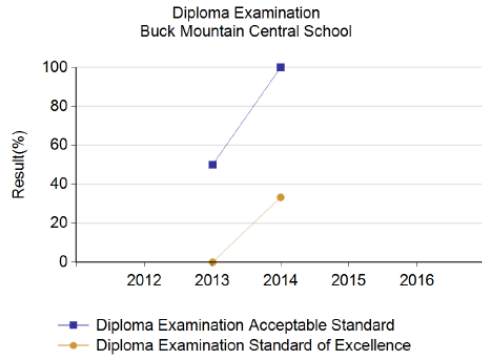
## Mathematics 30-1

### Mathematics 30-1

	Buck Mountain Central School					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Students Writing	n/a	6	6	4	5	n/a	19,897	21,358	20,951	20,492
Diploma Examination Acceptable Standard (%)	n/a	50.0	100.0	*	*	n/a	80.9	75.1	76.1	70.7
Diploma Examination Standard of Excellence (%)	n/a	0.0	33.3	*	*	n/a	35.9	27.9	31.6	25.9
School Awarded Acceptable Standard (%)	n/a	100.0	100.0	*	*	n/a	95.9	95.6	95.9	96.4
School Awarded Standard of Excellence (%)	n/a	33.3	83.3	*	*	n/a	44.2	46.1	49.0	50.7

#### 2016 Results

Less than 6 students wrote the exam, so the results are not published.



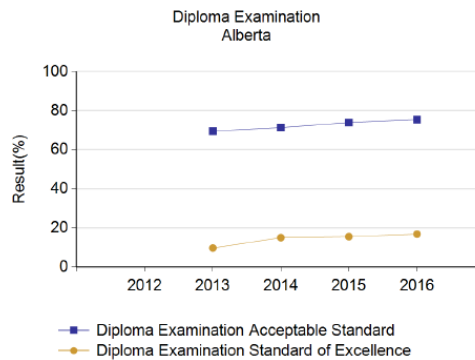
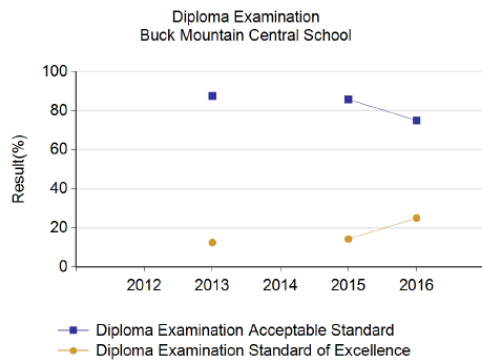
## Mathematics 30-2

### Mathematics 30-2

	Buck Mountain Central School					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Students Writing	n/a	8	4	7	8	n/a	9,692	11,991	12,591	13,631
Diploma Examination Acceptable Standard (%)	n/a	87.5	*	85.7	75.0	n/a	69.5	71.3	73.9	75.4
Diploma Examination Standard of Excellence (%)	n/a	12.5	*	14.3	25.0	n/a	9.7	15.0	15.5	16.8
School Awarded Acceptable Standard (%)	n/a	87.5	*	100.0	87.5	n/a	91.6	92.8	93.2	94.7
School Awarded Standard of Excellence (%)	n/a	0.0	*	14.3	0.0	n/a	18.9	21.1	23.8	24.9

#### 2016 Results

Acceptable Standard: 75%  
Standard of Excellence: 25%  
Participation #: 8



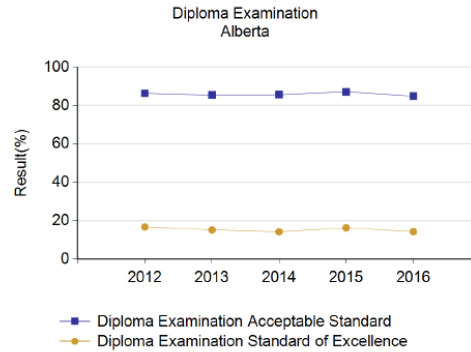
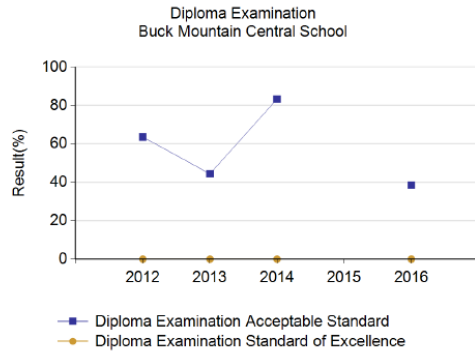
## Social 30-1

### Social Studies 30-1

	Buck Mountain Central School					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Students Writing	11	9	6	2	13	23,542	22,478	22,050	21,080	22,494
Diploma Examination Acceptable Standard (%)	63.6	44.4	83.3	*	38.5	86.3	85.4	85.6	87.1	84.9
Diploma Examination Standard of Excellence (%)	0.0	0.0	0.0	*	0.0	16.7	15.2	14.2	16.2	14.3
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	*	100.0	98.5	98.6	98.6	98.8	99.0
School Awarded Standard of Excellence (%)	18.2	22.2	33.3	*	38.5	35.9	37.7	37.6	39.2	40.8

#### 2016 Results

Acceptable Standard: 38.5%  
Standard of Excellence: 0.0%  
Participation #:13



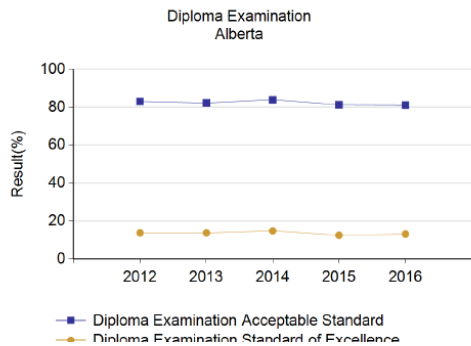
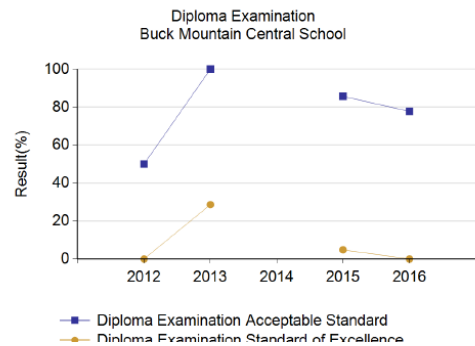
## Social 30-2

### Social Studies 30-2

	Buck Mountain Central School					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Students Writing	6	7	3	21	9	17,308	18,232	19,249	19,698	19,790
Diploma Examination Acceptable Standard (%)	50.0	100.0	*	85.7	77.8	83.0	82.2	83.9	81.3	81.1
Diploma Examination Standard of Excellence (%)	0.0	28.6	*	4.8	0.0	13.7	13.7	14.8	12.5	13.1
School Awarded Acceptable Standard (%)	100.0	100.0	*	100.0	88.9	94.0	94.3	94.3	95.2	95.6
School Awarded Standard of Excellence (%)	16.7	0.0	*	9.5	11.1	13.9	15.1	16.9	17.6	17.5

#### 2016 Results

Acceptable Standard: 77.8%  
Standard of Excellence: 0.0%  
Participation #:9



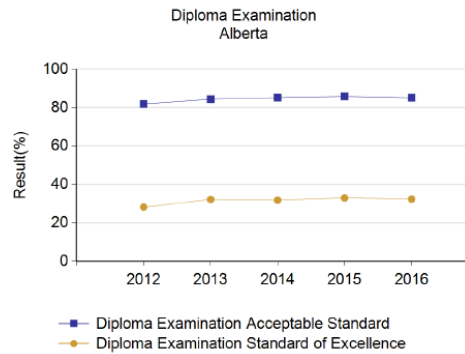
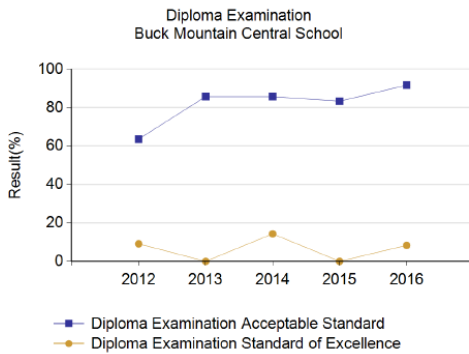
## Biology 30

### Biology 30

	Buck Mountain Central School					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Students Writing	11	7	7	12	12	23,390	22,429	21,733	21,256	22,539
Diploma Examination Acceptable Standard (%)	63.6	85.7	85.7	83.3	91.7	81.9	84.4	85.2	85.8	85.1
Diploma Examination Standard of Excellence (%)	9.1	0.0	14.3	0.0	8.3	28.2	32.2	31.8	33.0	32.4
School Awarded Acceptable Standard (%)	100.0	100.0	100.0	100.0	100.0	96.1	96.0	96.2	96.4	97.1
School Awarded Standard of Excellence (%)	27.3	14.3	57.1	0.0	25.0	42.0	42.9	43.6	45.2	47.0

#### 2016 Results

Acceptable Standard: 91.7%  
Standard of Excellence: 8.3%  
Participation #:12



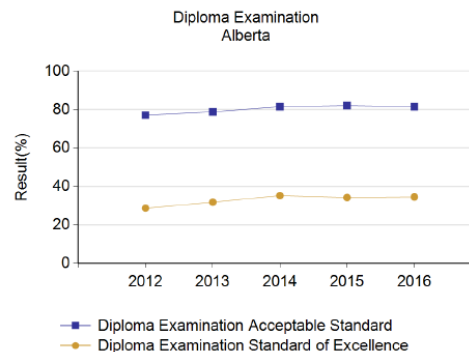
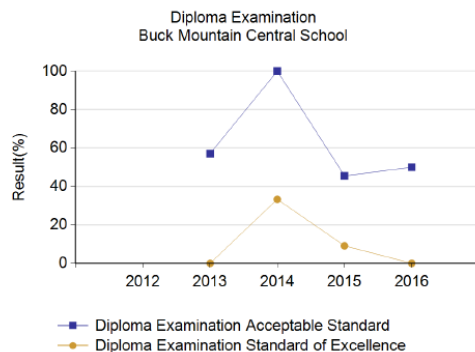
## Chemistry 30

### Chemistry 30

	Buck Mountain Central School					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Students Writing	5	7	6	11	12	19,958	16,159	19,142	19,077	19,265
Diploma Examination Acceptable Standard (%)	*	57.1	100.0	45.5	50.0	77.1	78.8	81.5	82.1	81.5
Diploma Examination Standard of Excellence (%)	*	0.0	33.3	9.1	0.0	28.7	31.8	35.2	34.2	34.5
School Awarded Acceptable Standard (%)	*	85.7	100.0	90.9	100.0	95.9	95.4	96.3	96.2	96.9
School Awarded Standard of Excellence (%)	*	14.3	16.7	9.1	0.0	42.6	41.9	46.1	46.9	49.5

#### 2016 Results

Acceptable Standard: 50.0%  
Standard of Excellence: 0.0%  
Participation #:12



## Physics 30

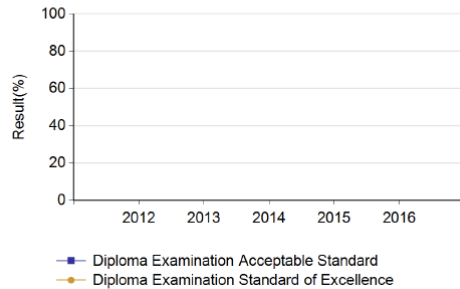
### Physics 30

	Buck Mountain Central School					Alberta				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Students Writing	1	4	3	3	1	10,604	9,011	10,782	10,586	10,291
Diploma Examination Acceptable Standard (%)	*	*	*	*	*	81.1	81.5	83.2	83.9	85.8
Diploma Examination Standard of Excellence (%)	*	*	*	*	*	30.5	30.4	34.3	35.8	39.8
School Awarded Acceptable Standard (%)	*	*	*	*	*	96.5	96.2	96.3	96.8	97.3
School Awarded Standard of Excellence (%)	*	*	*	*	*	46.0	45.5	49.7	51.4	53.9

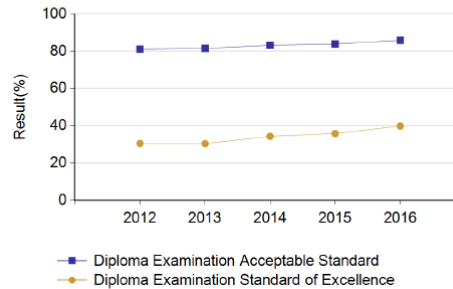
#### 2016 Results

Less than 6 students wrote the exam, so the results are not published.

Diploma Examination  
Buck Mountain Central School



Diploma Examination  
Alberta



#### Comments on Results:

The 2015-16 grade 12 class was again small. There were only 27 registered grade 12 students and, in several subjects, less than 10 students were enrolled. Thus, even more so than the past few years, small numbers greatly impacted the results.

Some of the trends of the past few years continued in 2015/16:

- Smaller number of students in each of the diploma courses (often under 10 students)
- 2015-16 year we offered combined classes in math 30-1/-2 (two separate curriculums taught in the same class is difficult)
- Math 30-3 and Physics 30 was combined as well.
- New teachers teaching diploma courses for the first time due to school FTE changes (Social 30-1, English 30-1)
- Acceptable Standard decreased
- Standard of Excellence decreased

Course (2015)	BMC			Province	
	Acceptable Standard	Standard of Excellence	Number of students	Acceptable Standard	Standard of Excellence
ELA 30-1	100%	0	10	86.8	10.7
ELA 30-2	100%	0	15	89.1	12.3
Math 30-1	*	*	5	70.7	25.9
Math 30-2	75	25	8	75.4	16.8
Social 30-1	38.5	0	13	84.9	14.3
Social 30-2	77.8	0	9	81.1	13.1
Biology 30	91.7	8.3	12	85.1	32.4
Chemistry 30	50.0	0	12	81.5	34.5
Physics 30	*	*	1	85.8	39.8

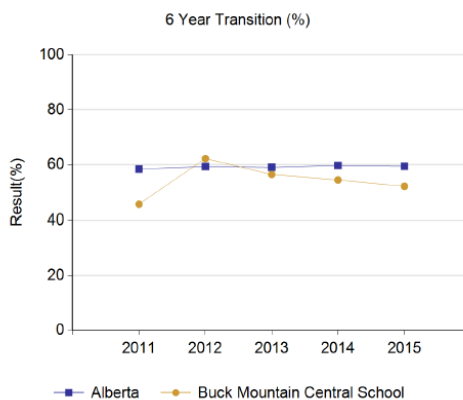
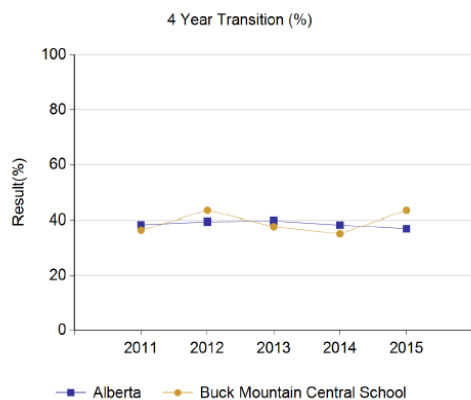
**TREND:** An interesting piece of data that had revealed itself after looking through both the PAT and DIP data has been looking back at the 2013 PATs. Those grade 9 students scored significantly lower on all PATs on both the standard of excellence and the acceptable standard. This group of students from 2013 is the students who wrote the DIPs for 2016. These students posed a number of difficulties for the past three years. They were a very apathetic group who seemed to be happy scoring low scores. Our DIP committee met regularly to try to overcome their anxieties and lack of effort.



# Preparation for Life Long Learning, World of Work, Citizenship

## 4 Year transition Rate

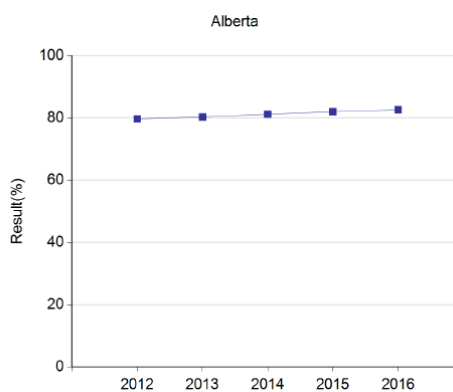
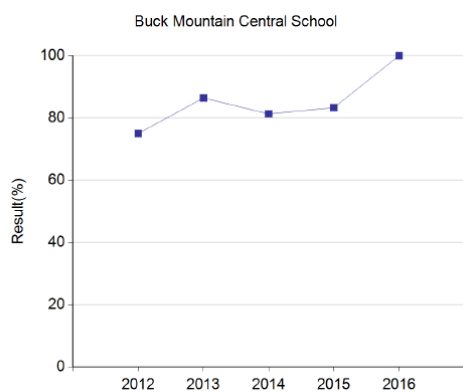
	Buck Mountain Central School										Alberta									
	2011		2012		2013		2014		2015		2011		2012		2013		2014		2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	38	36.4	28	43.4	23	37.7	22	35.2	18	43.4	45,812	38.4	45,141	39.4	45,239	39.7	45,101	38.3	44,394	37.0
6 Year Transition	26	45.6	26	62.2	38	56.4	28	54.4	23	52.1	45,708	58.4	45,554	59.3	45,803	59.0	45,131	59.7	45,231	59.4



## Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

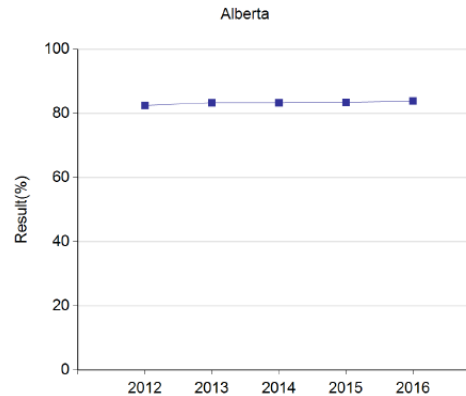
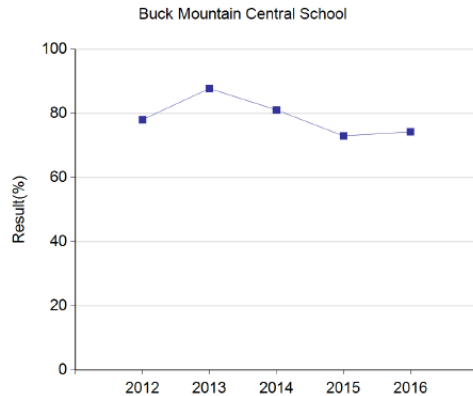
Buck Mountain Central School										Alberta									
2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18	75.0	21	86.4	20	81.3	24	83.3	11	100.0	60,173	79.7	59,039	80.3	57,035	81.2	58,549	82.0	61,412	82.6



## Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Buck Mountain Central School										Alberta									
2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
74	78.1	75	87.8	186	81.1	178	73.0	162	74.3	201,016	82.5	206,735	83.4	258,603	83.4	309,506	83.5	284,921	83.9



### Comments on Results:

**Transition Rate:** The transition to post-secondary rate of Buck Mountain has increased slightly from 2015 (73.0%) to 2016 (74.3%). BMC scored 6.4% higher than the province. BMC graduates are continuing on to post-secondary immediately after high school.

**Work Preparation:** The satisfaction level on this measure increased since 2015 (83.3% to 2016 100.0%) and is above the provincial rate of (2016) 82.6%.

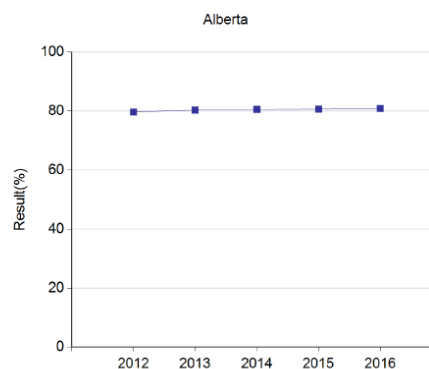
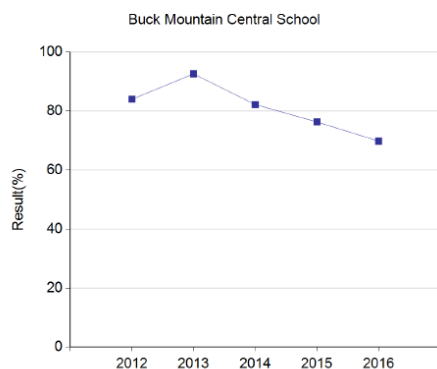
**Citizenship:** The satisfaction level on this measure increased since 2015 (73.0%) to 2016 (74.3%).

## Parental Involvement

### Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Buck Mountain Central School										Alberta									
2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
18	84.0	21	92.6	21	82.2	24	76.3	11	69.8	61,459	79.7	60,350	80.3	59,298	80.6	60,757	80.7	63,739	80.9



### Comments on Results:

Parental Involvement continues to drop from year to year at BMC. Only 5 parents took the time to complete the accountability survey leaving the school with no results. Our percentage dropped from 76.3% (2015) to 69.8% (2016).

Teachers expressed concerns in the areas of:

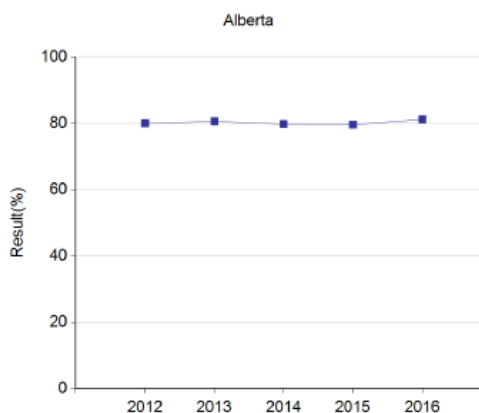
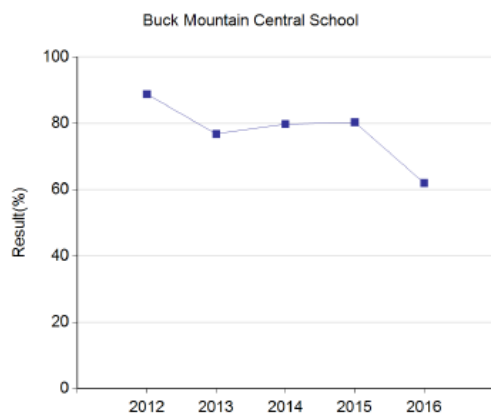
- Parents and guardians involved in decisions about their child's schooling
- Low involvement in decision at school
- Low involvement in attendance at meetings, and events

## Continuous Improvement

### Continuous Improvement

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

Buck Mountain Central School										Alberta									
2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
73	88.8	75	76.8	180	79.8	176	80.3	162	62.0	198,652	80.0	204,015	80.6	254,953	79.8	305,456	79.6	282,880	81.2



### Comments on Results:

Continuous improvement took a significant drop from last year 80.3% (2015) to 62.0 % (2016).

In analyzing the feedback, it appears that a number of teachers were unsure of the question being asked on the survey and answered "I don't know". I don't know answers come back as a negative. In addition, 9% of teachers indicated there was a decline in quality of education.

Lastly, only 5 parents completed the survey, leaving us with no data from parents.

# Budget Report

## Summary of the Buck Mountain School Budget

			2016/17
<b><u>Budget Summary</u></b>			Budget
			\$
<b>Revenues</b>			
Program Band			3,750
FNMI Allocation			3,000
Home Ec.			850
Industrial Arts			950
Lockers			950
Shared Services			1,592,776
<b>Total Revenue</b>			1,602,276
<b>Expenditures</b>			
Certified Staff			1,131,509
Uncertified Staff			201,696
Program Expenses			6,500
Services Contracts and Fees			61,500
<b>Total Expenditures</b>			1,602,276
<b>Surplus (Deficit)</b>			0