



# Three Year Education Plan 2011/2012/2013/2014

Published November 30, 2011

Message from Board Chair

It has been another good year at New Heights Learning Services. We continue to develop our program and once again our enrolment is full. Each year there are always new and exciting challenges that arise, and I would like to commend our staff and administration team for once again meeting those challenges and allowing us to continue to provide an exceptional learning environment for our students. I would also like to thank our parents and other supporters for their ongoing efforts in making New Heights a great place to learn. We are fortunate to have such an invested team.

For the coming year we anticipate continued growth in a new facility while maintaining the positive culture that our school currently enjoys.

Thank you,



Dr. Gary Lepine  
Chairman of the Board

Accountability Statement

**The Education Plan for New Heights School & Learning Services Society for the three years commencing September 1, 2011 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.**

**The Board approved the Education Plan for 2011-2014 on November 21<sup>st</sup>, 2011.**

## Foundation Statements

At New Heights School & Learning Services, our vision is to create an environment where each child is valued and is encouraged to strive for independence and success in school, in the community, and in the world around them.

Our mission is to empower each child to build on their strengths, gain confidence, and engage in learning.

Our core values are to:

- Respect the value of every child
- Provide every child the opportunity and support to develop a successful independent life
- Provide continued learning, support and innovation to our students, families, and staff

Through an effective program for individuals on the Autism spectrum and with similar learning differences.



Our team is positive and passionate in everything we do. We are dedicated to providing a safe and caring community with a commitment to success in academics and social development where children are motivated to succeed.

A Profile of New Heights School and Learning Services

Many students have a history of emotional challenges: ongoing problems with peer relationships; teasing by peers because of their different mannerisms and social behaviours; poor coordination which interferes with their ability to succeed in motor activities, and as well, many have academic challenges.

At New Heights we create a safe, accepting, and inclusionary environment where the focus is on each child's strengths rather than their deficits. We have a team of specialists who work together to assist our students to achieve their potential. We have a proven track record of helping children develop the skills and strategies they need to achieve independence and success in school, in the community, and in the world around them.

Our preschool program has successfully provided quality early intervention for children on the Autism spectrum for more than twelve years. Our school program began in 2008 with eight students, and has shown exponential growth each year due to interest and demand. We are now bursting at the seams and actively seeking a new location to continue to grow and provide our exceptional programming.

This is our third year receiving results from the Accountability Pillar Survey in order to effectively complete and report on Alberta Education goals and outcomes.



Trends and Issues



We recognized a need for increased support as our population matures and begins to transition into adulthood. This is of particular importance in our Senior classroom to ensure that students have the skills necessary to live as independently as possible and experience a healthy, holistic lifestyle in the community as adults. To address this need, we increased the staffing in our Senior Class. This allowed us to offer independent programming more closely attuned to our students' strengths, interests, and needs. We will continue to fine tune this area as many of our students come to us at the Senior Class level. We also applied for a grant from Autism Speaks Canada to develop a Life Skills Workroom right in our school building. This grant was approved, and students began using the space in September of this year.

Our enrolment has steadily increased over the past few years, and we have outgrown our present building. Appropriate building sites which would provide us with adequate space for expansion are being considered by our Board's Search committee. Efforts are being made to move to a new location during the term of this plan.

Fundraising activities are being explored in order to expand resources and technology for our students. We are also considering ways of providing bursaries for families in need of financial assistance.

May 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	New Heights School & L.S.S			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	Excellent	Safe and Caring	100.0	100.0	100.0	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	81.7	75.0	64.0	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	97.6	100.0	97.0	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	*	*	n/a	4.2	4.3	4.7	*	*	*
		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)	n/a	PAT: Acceptable	*	*	n/a	79.1	78.3	77.2	*	*	*
		PAT: Excellence	*	*	n/a	19.4	18.3	18.2	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	85.7	n/a	100.0	80.1	79.9	79.8	High	Declined	Acceptable
		Citizenship	97.1	94.6	90.8	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	100.0	n/a	90.6	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	92.9	95.8	97.9	80.1	79.9	78.8	Very High	Maintained	Excellent

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 (\*).

## Goal One: Success for Every Student

*Outcome: Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	*	n/a	*	*	*
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	n/a	*	*	*

**Note: Participation in Achievement Tests**—All of our students who meet the criteria and possess the skills necessary to participate will do so. A decision will be made on an individual basis through a collaborative process involving teachers, parents, and psychologists as to the suitability of a particular student's participation in achievement testing. A determination will be made regarding underlying conditions which might adversely affect the student's participation (i.e. anxiety, depression, frustration, etc) and whether provisions need to be made to accommodate students needs (i.e. scribes, readers, extra time, etc). New Heights is committed to maximizing individual student performance, and targets are set for each student, which are reflected in their Individual Program Plans. Setting a group target for a student population comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year is inappropriate. We would expect to see considerable variability over time in our performance data, which would reflect the changing profiles of individual students within our population.

### Strategies


- Continue individualized programming according to the needs of the student, to lead to independence
- Continue to help students learn strategies to help them achieve and succeed
- Focus on comprehension, memory retention, communication, and team (social) skills



\*\* The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

**Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).**

Outcome: Students achieve educational outcomes.



Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation		
			Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations.**	n/a	n/a	n/a	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	n/a	*	*	*
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a
	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>▫ Continue individualized programming according to the needs of the student, to lead to independence.</li> <li>▫ Continue to help students learn strategies to help them achieve and succeed</li> <li>▫ Focus on comprehension, memory retention, communication, and team (social) skills</li> </ul>				

\*\* The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

1. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
2. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
3. **Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).**

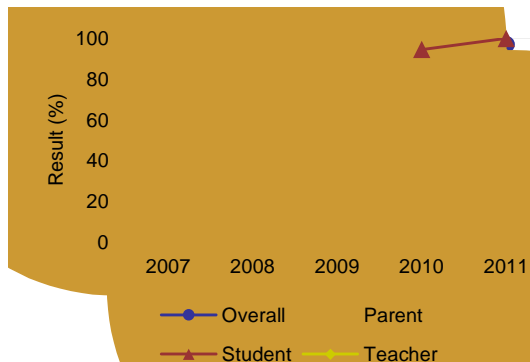
Outcome: Students are prepared for the 21<sup>st</sup> century.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation		
			Achievement	Improvement	Overall
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	97.1	90.8	Very High	Maintained	Excellent
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.	85.7	100.0	High	Declined	Acceptable
<b>Strategies</b> <ul style="list-style-type: none"> <li>▫ Emphasize citizenship in English and Social Studies classes, as well as through social skills directly taught to students</li> <li>▫ Offer community building activities such as lunch time sports clubs, math club, art club, and cooking club</li> <li>▫ Celebrate community building with a whole school assembly once per month, recognizing students who have shown characteristics of citizenship</li> </ul>					
		<ul style="list-style-type: none"> <li>▫ Provide opportunities for discussion, instruction, and new initiatives for parents, students, and staff as part of our AISI project involving generalizing self-regulation strategies and community life skills.</li> <li>▫ Continue our partnership with Autism Asperger's Friendship Society, and further develop our relationship with the Sinneave Family Foundation</li> <li>▫ Provide transition plans, active communication, and support</li> <li>▫ Continue to teach social skills, communication skills, and life skills directly to students as part of regular classroom programming in every classroom</li> <li>▫ Continue to offer individualized program planning matched to each student's needs, strengths, and interests</li> </ul>			
<ul style="list-style-type: none"> <li>▫ Continue to teach the Life Skills program in the Senior Class, and use the newly built "Life Skills Workroom" (created through a grant provided by Autism Speaks Canada) to offer more frequent "hands on" programming to students. Skills such as cooking, cleaning &amp; home care, safety, hygiene &amp; self care, budgeting, time/money management, and career exploration are taught through our Life Skills program.</li> <li>▫ Increase staff in the Senior classroom to ensure all students are provided exceptional programming as they prepare to transition into independent adult life.</li> <li>▫ Continue to have students taking part in frequent community outings (i.e. library and gym), increase community services and visits to workplace sites, and increase visits from a variety of workplaces to help teach the expectations of the workplace</li> </ul>					

**Measure History**

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

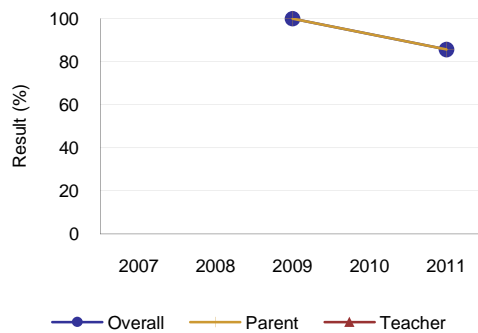
	2009		2010		2011	
	N	%	N	%	N	%
Overall	11	87.0	13	94.6	27	97.1
Parent	11	87.0	5	*	7	94.3
Student	n/a	n/a	13	94.6	20	100.0
Teacher	3	*	1	*	n/a	n/a



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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

	2009		2010		2011	
	N	%	N	%	N	%
Overall	10	100.0	n/a	n/a	7	85.7
Parent	10	100.0	5	*	7	85.7
Teacher	3	*	1	*	n/a	n/a



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## 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.	May 2011 Evaluation		
			Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.6	97.0	Very High	Maintained	Excellent
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.	81.7	64.0	Very High	Maintained	Excellent
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.	100.0	100.0	Very High	Maintained	Excellent

### Strategies

- Continue to offer a program of studies focused on helping each student achieve academic success and develop independent work habits. Continue to focus on the enhancement of social skills and the building of confidence and self esteem through providing students with the understanding and strategies they require to perform optimally.
- Continue to offer physical education, health, art, and music as part of our regular school programming.
- Continue to offer Speech Therapy, Occupational Therapy, and Psychology on site to enhance personal and academic skills, communication skills, social growth and development. Create a Program Assistant position to provide for consistency and enhance therapy programming in the classrooms.
- Maintain small class sizes and student/teacher ratio.
- Continue to teach and implement strategies for learning based on learner strengths and needs, and evaluate these strategies on a regular basis.

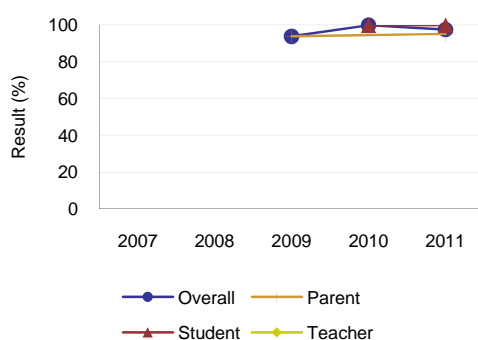


- Emphasize comprehension, memory retention, communication skills, regulatory skills, and social skills in our programming and through Individual Program Plans, following Alberta Learning's Program of Studies with accommodations and modifications as required.
- Continue to reinforce the need for teachers, staff, students, and families to work collaboratively to ensure a safe, secure, and predictable learning environment
- Develop behavior plans where appropriate.
- Teach and practice social skills, communication, and safety
- Continue to have therapists and program assistant on site to enhance programs and provide input to effectively implement strategies in the classroom

**Measure History**

Overall teacher, parent and student satisfaction with the overall quality of basic education.

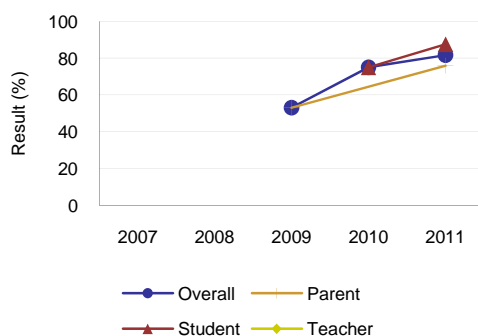
	2009		2010		2011	
	N	%	N	%	N	%
Overall	11	93.9	13	100.0	27	97.6
Parent	11	93.9	5	*	7	95.2
Student	n/a	n/a	13	100.0	20	100.0
Teacher	3	*	1	*	n/a	n/a



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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.

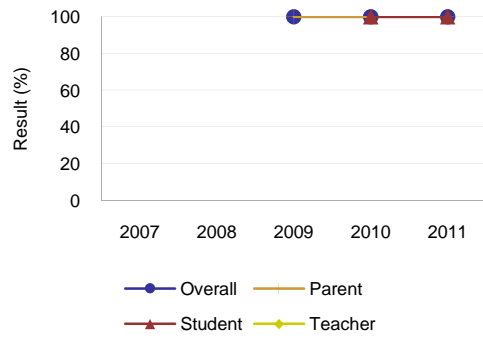
	2009		2010		2011	
	N	%	N	%	N	%
Overall	11	53.1	6	75.0	15	81.7
Parent	11	53.1	5	*	7	75.9
Student	n/a	n/a	6	75.0	8	87.5
Teacher	3	*	1	*	n/a	n/a



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).


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.

	2009		2010		2011	
	N	%	N	%	N	%
Overall	11	100.0	13	100.0	27	100.0
Parent	11	100.0	5	*	7	100.0
Student	n/a	n/a	13	100.0	20	100.0
Teacher	3	*	1	*	n/a	n/a



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

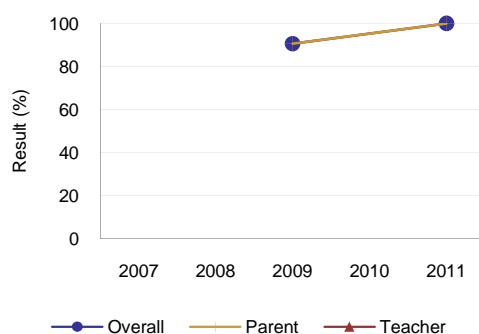
Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation		
			Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	90.6	Very High	Maintained	Excellent
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.	92.9	97.9	Very High	Maintained	Excellent
<b>Strategies</b> <ul style="list-style-type: none"> <li>▫ Continue our multidisciplinary team approach to each individual student, including students, teachers, educational assistants, parents, administration, and therapists.</li> <li>▫ Continue our Individual Program Plan process with team involvement, and meet throughout the year to evaluate and discuss student progress, improvements, and concerns</li> <li>▫ Continue to increase parent awareness, responsibility, and communication through our monthly newsletter and PAC (Parent Advisory Council) meetings and events</li> <li>▫ Create a part time position (Community Liaison) dedicated to enhancing areas of communication between school and family, and school and community (ie website, newsletter). This position will also help increase the efficiency of fundraising efforts for the school.</li> <li>▫ Increase PAC responsibility and event attendance through maintaining a reasonable mandatory base participation.</li> </ul>					
			<ul style="list-style-type: none"> <li>▫ Continue to earnestly seek and explore building possibilities for relocation.</li> <li>▫ Allocate time and budget to professional development and AISI project support and research.</li> <li>▫ Provide time for teacher and school initiated research and development, and provide opportunities for Professional Development focusing on the areas of Autism and children with learning differences.</li> <li>▫ Continue to enhance and make changes to the New Heights website, newsletter, and brochures to improve communication to parents, students, staff, and the community.</li> <li>▫ Build Board of Directors organizational capacity to enhance the Board's ability to advocate on behalf of the school and jurisdiction.</li> <li>▫ Continue to strengthen infrastructure by identifying, formalizing, and documenting processes, policies, and procedures</li> </ul>		

**Measure History**

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

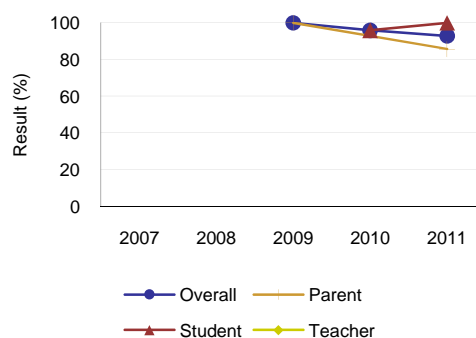
	2009		2010		2011	
	N	%	N	%	N	%
Overall	11	90.6	n/a	n/a	7	100.0
Parent	11	90.6	5	*	7	100.0
Teacher	3	*	1	*	n/a	n/a



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

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.

	2009		2010		2011	
	N	%	N	%	N	%
Overall	10	100.0	13	95.8	27	92.9
Parent	10	100.0	5	*	7	85.7
Student	n/a	n/a	13	95.8	20	100.0
Teacher	3	*	1	*	n/a	n/a



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

*Outcome: FNMI students are engaged in learning.*

#### **Strategies**

- Continue our multidisciplinary team approach to each individual student, including students, teachers, educational assistants, parents, administration, and therapists.
- Continue our Individual Program Plan process with team involvement, and meet throughout the year to evaluate and discuss student progress, improvements, and concerns
- Emphasize citizenship in English and Social Studies classes, as well as through social skills directly taught to students

## Budget Summary

- The school commits to balanced budgets on an annual basis.
- Given a new building opportunity becomes available for a move September 2012, the school will continue to increase enrolment by 10% per annum over the next three years.
- For the 2011/2012 school year, the school will continue to follow its debt repayment plan to eliminate the society's debt within this fiscal year.
- For the 2011/2012 school year, the school will continue its financial support of:

Our innovative AISI project; our emphasis on supportive staffing (including Occupational Therapy, Speech Therapy, and Psychology on staff); and ensuring appropriate supplies and supports for growing and additional classrooms, programs, certificated and non-certificated staff, and students.

A part time certificated position was created in our Senior Class to focus on Life Skills programming, as well as Career and Life Management and options courses. Our Senior Class now consists of two Teachers, and an Educational Assistant, along with support from our Occupational Therapist, Speech Language Pathologist, Psychologists, and Program Assistant. As our students mature and begin to transition into adulthood, we realized that there was a need for increased support in the classroom.

- New noncertificated positions have been created this year. A Program Assistant position to provide for consistency and enhance therapy programming in the classrooms; and a part time Community Liaison to enhance communication with our parent community and with the Calgary community, as well as strengthen fundraising efforts.

The anticipated revenue from Alberta Education for the 2011/2012 school year, based on the budgeted enrolment projection is \$1,004,216.

**To contact our Budget Report Form for the 2011/2012 year or for additional budget information, please contact the New Heights office at 403-240-1312.**

**See Appendix A and B for supporting budget evidence.**

**Note: Information on donations and fundraising can be found in the Financial Statement. Please contact the New Heights office at 403-240-1312 for Financial Statement information.**

### Summary of Facility and Capital Plans

Our goal is to maintain our school and community energy and spirit through:

- Continuing to have our Search Committee actively seek an appropriate space, with the intention of finding a building for relocation of the school where we can continue to expand our student population and meet a growing need in the community.
- Reorganizing our existing space to most effectively use our current space to most appropriately accommodate our students and staff in the 2011/2012 school year.

- Implementing our Life Skills Workroom (made possible through a grant from Autism Speaks Canada) in our Senior Program, by building the room onsite and using it to enhance regular programming through the week
- Enhancing our classroom supports and equipment through a grant from Allies for Autism, to help our students regulate and demonstrate availability for learning.



### Parental Involvement

New Heights parents are actively involved in all areas of their child's education. Our Parent Advisory Council meets once a month, and is actively planning and providing family activities and fundraising events throughout the school year. As a growing school, growing family base, and growing PAC, the goals reflected in this report are touched on throughout the year as we reflect on the purpose and need of this school, and the impact that families have.

Our Parent Advisory Council has had input into the 3 Year Plan through their discussions at monthly meetings. At the meetings, as well as through our school newsletter, parents are made aware of the Accountability Pillar and their role in it, and the impact that it has in keeping our school accountable and growing.

In addition, New Heights sent out surveys to our families in the Spring 2011, providing an outlet to expand on the objectives mentioned in this report, giving New Heights more information on what we are doing well, and where we need to improve. These surveys were useful and informative, and we plan to continue this process each Spring.

### Deadlines and Communication

The information in this plan will be available to the public through a link on our website at [www.newheightscalgary.com](http://www.newheightscalgary.com).

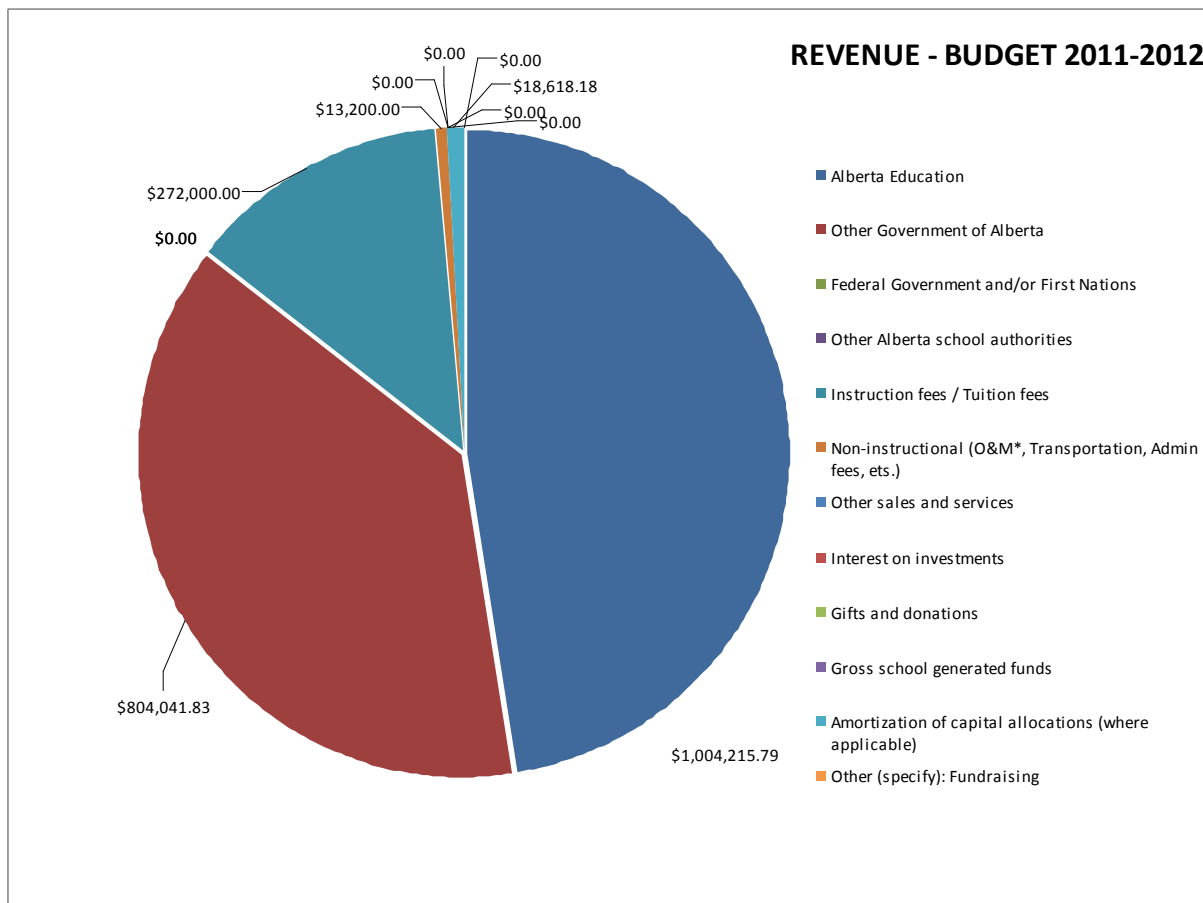
The New Heights AISI project annual report is also posted through a link on our website at [www.newheightscalgary.com](http://www.newheightscalgary.com).

The New Heights Board of Directors approved this plan at their meeting on November 21<sup>st</sup>, 2011.

Our parents and staff will be notified of the New Heights Three Year Education Plan through our December school newsletter and in regular Parent Advisory Council meetings and staff meetings.

Appendix A: Budgeted Revenues 2011/2012

Alberta Education	\$1,004,215.79
Other Government of Alberta	\$804,041.83
Federal Government and/or First Nations	\$0.00
Other Alberta school authorities	\$0.00
Instruction fees / Tuition fees	\$272,000.00
Non-instructional (O&M*, Transportation, Admin fees, etc.)	\$13,200.00
Other sales and services	\$0.00
Interest on investments	\$0.00
Gifts and donations	\$0.00
Gross school generated funds	\$0.00
Amortization of capital allocations (where applicable)	\$18,618.18
Other (specify):	\$0.00
<b>TOTAL REVENUES</b>	<b>\$2,112,075.80</b>



Appendix B: Budgeted Expenditures 2011/2012

Certificated salaries	\$358,000.00
Certificated benefits	\$74,000.00
Non-certificated salaries and wages	\$691,297.46
Non-certificated Benefits	\$135,859.39
Services, contracts and supplies	\$719,236.23
Gross school generated funds	\$0.00
Amortization of capital assets	\$20,105.46
Interest on capital debt	\$2,640.00
<b>TOTAL EXPENSES</b>	<b>\$2,001,138.54</b>

