Fairview High School

Annual Education Results Report

2024-2025

www.fairviewhigh.ca

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MESSAGE FROM THE PRINCIPAL

The **Annual Education Results Report for the 2024-2025** school year for Fairview High School was prepared under the direction of the elected Board of Trustees in accordance with the Education Act and the Fiscal Planning and Transparency Act.

I am excited to present the second year of the 2024-2029 Education Plan. Fairview Junior Senior High's goals, strategies, performance measures, budget, and general information can be found within this well-thought-out plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and place a high priority on ensuring all students' mental and emotional wellness needs are met.

The staff at FHS believes "every child deserves a team"; we are committed to collaborative response as a way to respond to the needs of all learners. We also believe regular attendance is crucial for student's educational progress. We strive to develop a safe and engaging learning environment that encourages all students to attend school regularly and achieve to their full potential.

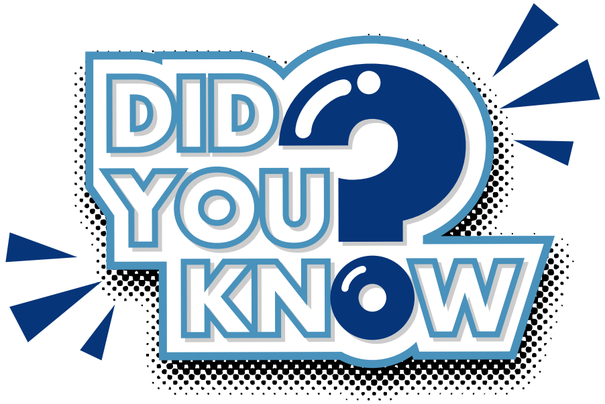
FHS is a learning community that experiences success by challenging the potential of all who come through its doors. We look forward to working with you!

Sherri MacDowall

Sherri MacDowall

ABOUT FAIRVIEW HIGH SCHOOL

FHS is a 7-12 school with 281 students. There are two streams in each of the Junior High grades. In addition to the core curriculum (Mathematics, Language, Science and Social Studies), Junior High students receive instruction in Art, Home Economics, Industrial Arts, and additional option courses. We also offer a Knowledge and Employability Program to a small number of students. In High School, we offer a diverse program of studies that addresses the needs of all learners, including several streams of Mathematics, English, Social Studies, Science, Physics, Biology and Chemistry. Option type courses being offered include Forensics, Cosmetology, Fitness, Psychology, Industrial Arts, and Foods.

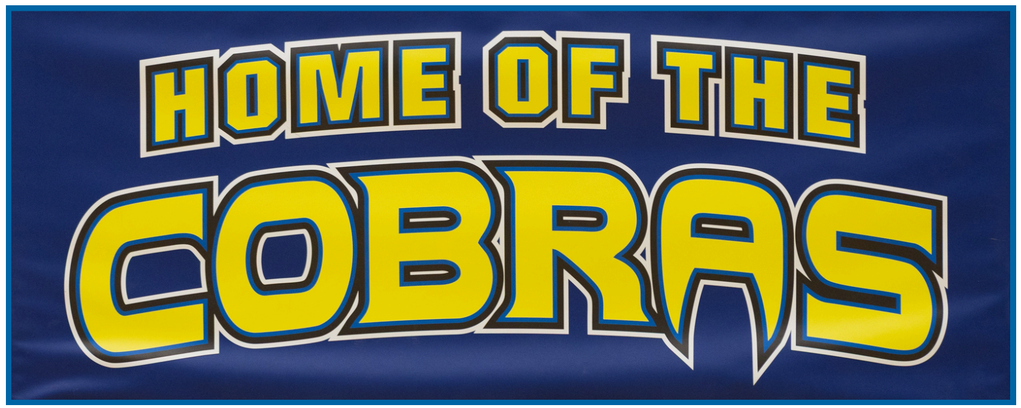


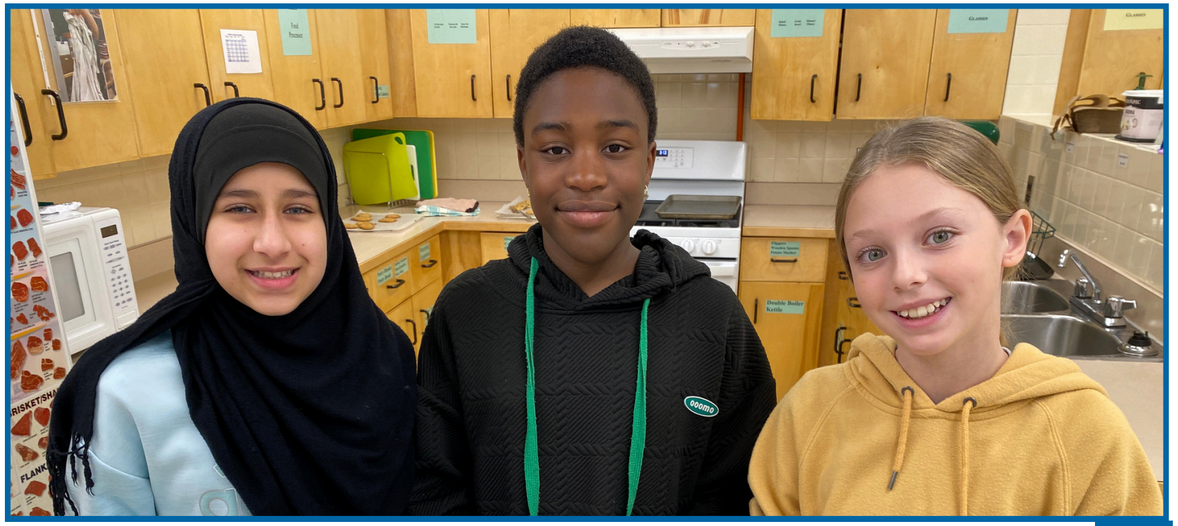
OUR MISSION: Experience Success by Challenging Potential

OUR VISION: FHS is a learning community that experiences success by challenging the potential of all who come through its doors.

281 STUDENTS

32 STAFF





GOAL #1
ALL STUDENTS ARE LITERATE

OUTCOME: **All students are reading and writing at or above grade level or meeting their individualized program goals.**

Alberta Education
OUTCOMES & MEASURES

- Provincial Achievement Tests (PATs) Results
- Diploma Exam (DIPs) Results

Peace River School Division
OUTCOMES & MEASURES

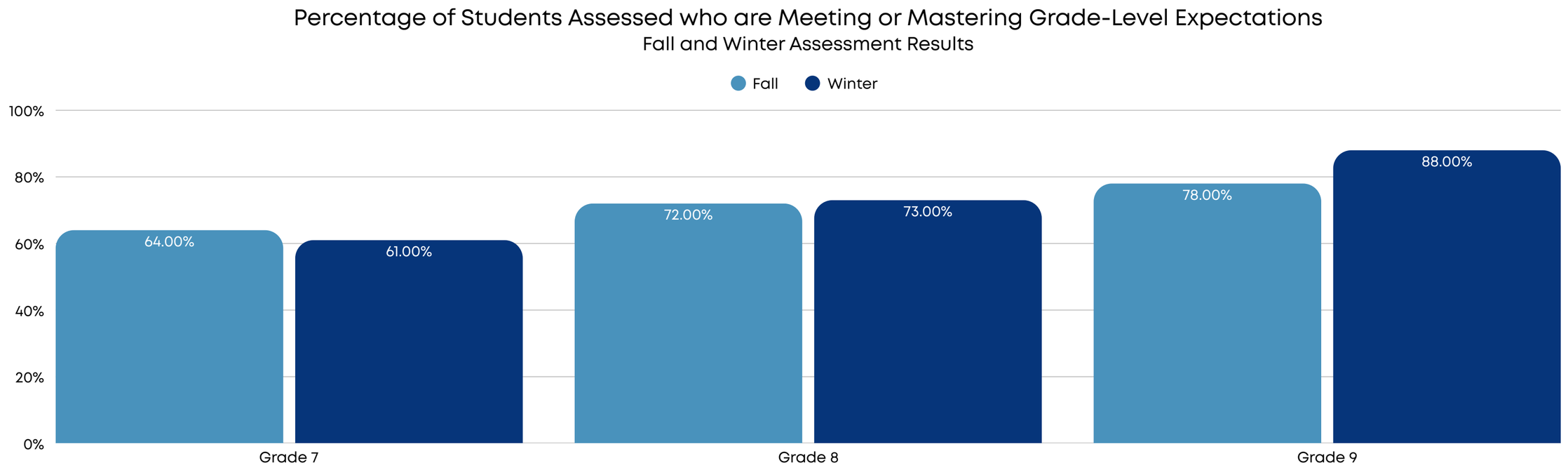
- Divisional Writing Assessment Tool (WAT) for Grades 1-9
- Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12
- Divisional Report Card Data for Grades 1-12
- Divisional Survey Results Regarding Literacy Achievement
  Educators will also use disaggregated literacy achievement results including:
- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.

OUR STRATEGIES

- Prioritize literacy development as a sustained, school-wide focus across all subject areas.
- Use Collaborative Response structures to analyze literacy data, plan targeted instructional responses, and monitor student progress using differentiated practices.
- Protect dedicated literacy instructional time in all classrooms, with administrative support to ensure consistency.
- Teach and reinforce subject-specific vocabulary and academic language, with consistent expectations for sentence structure, clarity, and complete responses.
- Administer the RCAT to all Grades 7–12 students in fall, winter, and spring to inform instruction and targeted supports.
- Administer the division Writing Assessment Tool (WAT) to Grades 7–9 students in fall and winter to identify writing trends and instructional priorities.
- Strengthen writing instruction across disciplines through common expectations and assessment literacy practices.
- Support ongoing professional learning in Collaborative Response, differentiated instruction, assessment literacy, and effective literacy practices.
- Embed Indigenous ways of knowing, cultures, histories, and languages authentically within classroom instruction to support literacy development.

LITERACY ACHIEVEMENT RESULTS

Divisional Writing Assessment Tool (WAT): Grade 7-9

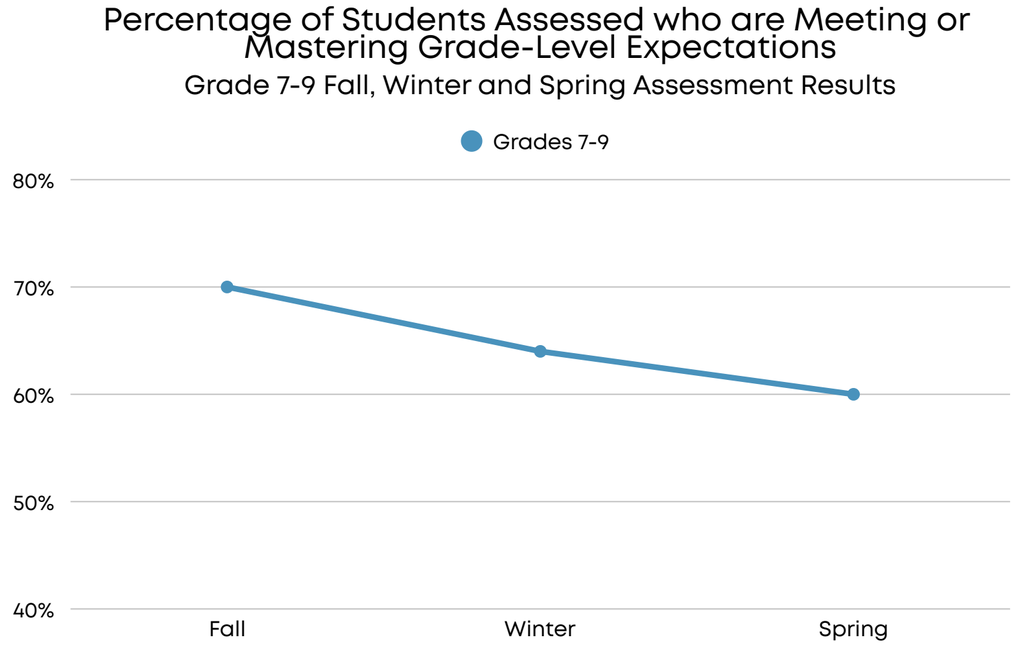


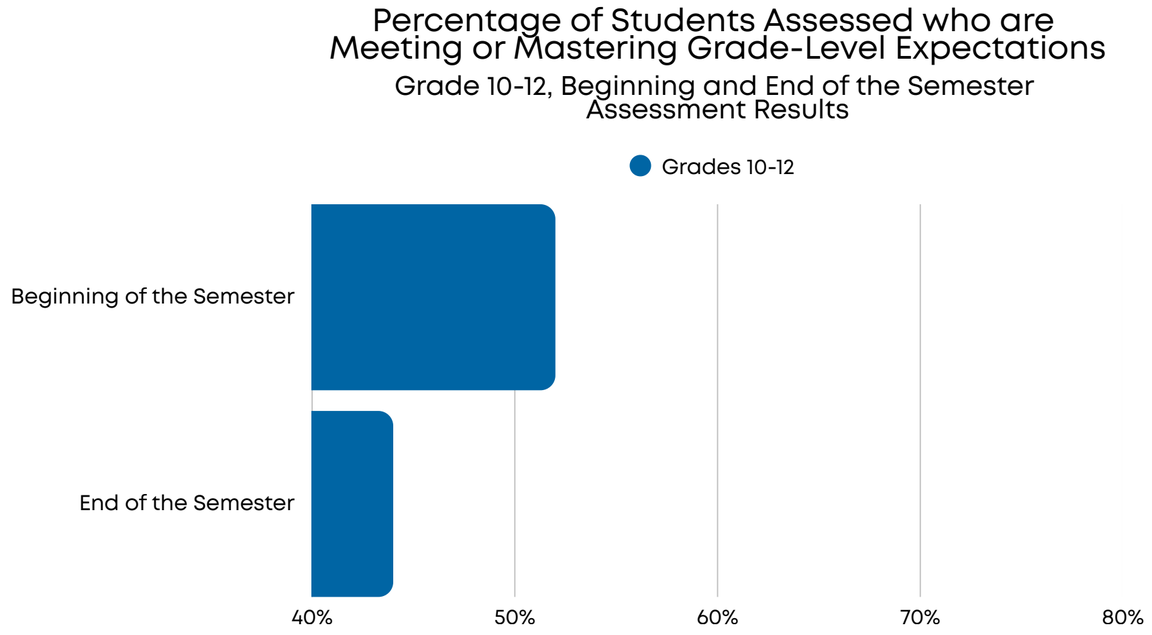
Summary

Fairview High School's Literacy Achievement Results on the Divisional Writing Assessment Tool point to meaningful development in writing skills across grades 7 to 9, and the assessment continues to guide teachers as they adjust instruction in organization, mechanics, and content. The strong growth shown by the grade 9 cohort, increasing from 78 percent in the fall to 88 percent in the winter, along with the steady improvement demonstrated by grade 8 students, highlights the dedication of staff and students to building solid writing foundations. These results also speak to the supportive, purposeful learning environment that the school works to foster every day. At the same time, the grade 7 results, which shifted from 64 percent to 61 percent, offer a valuable opportunity to strengthen early junior high writing supports. By refining transition practices and enhancing targeted instruction, Fairview High School is well positioned to help grade 7 students build confidence and achieve continued growth with current grade level outcomes.

LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT): Grade 7-12



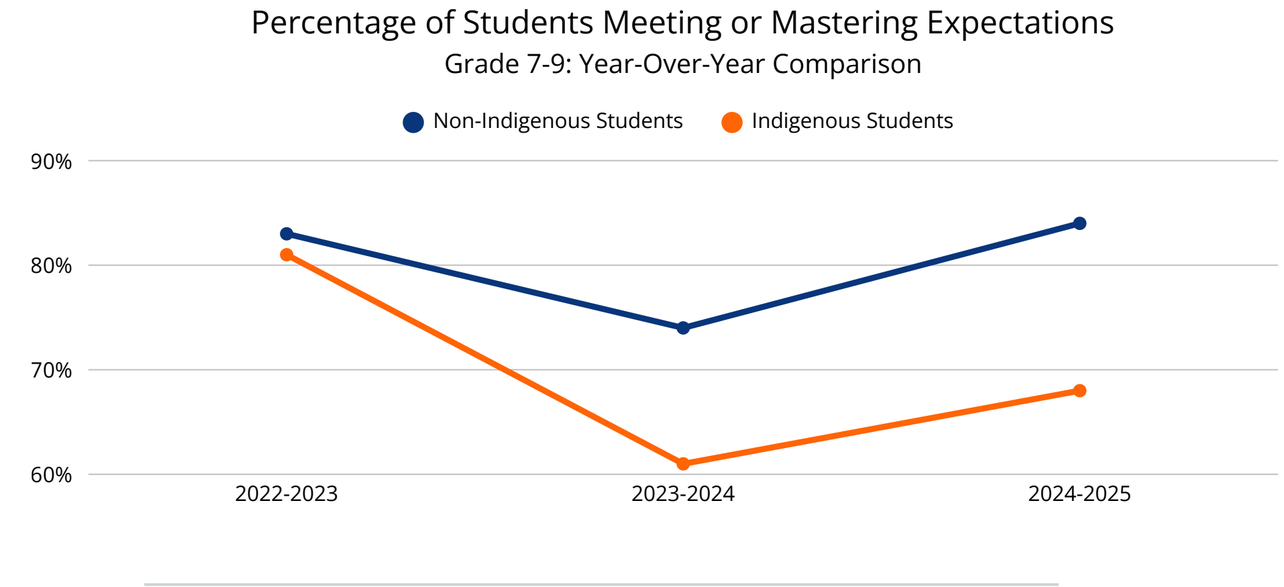


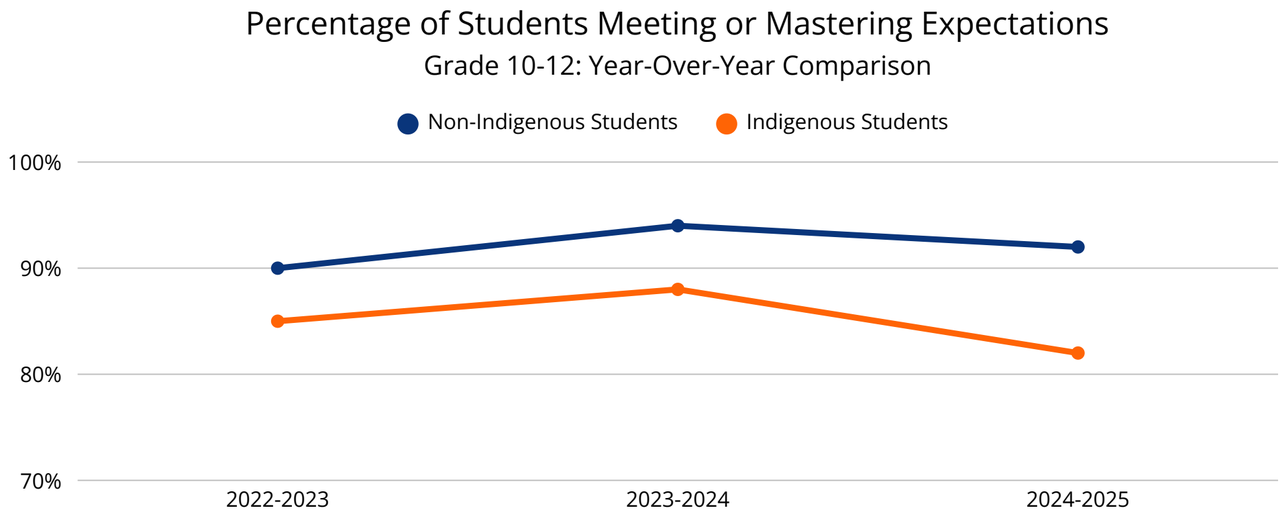
Summary

Fairview High School's Literacy Achievement Results highlight our ongoing dedication to building strong reading and writing skills across all grades. In the Reading Comprehension Assessment Tool (RCAT) for grades 7 to 12, we observed that while students in grades 7 to 9 started with 70 percent meeting or mastering expectations in the fall, this percentage shifted to 64 percent in the winter and 60 percent in the spring, indicating areas for continued support and targeted instruction. Meanwhile, in grades 10 to 12, we began the semester with 52 percent of students meeting or mastering expectations, but this dropped to 44 percent by the semester's end, pointing to the need for more focused interventions. Overall, these results reflect both our achievements and the areas where we can continue to grow, ensuring that all students thrive in a supportive learning environment.

LITERACY ACHIEVEMENT RESULTS

FHS Report Card Data as Reported by Teachers

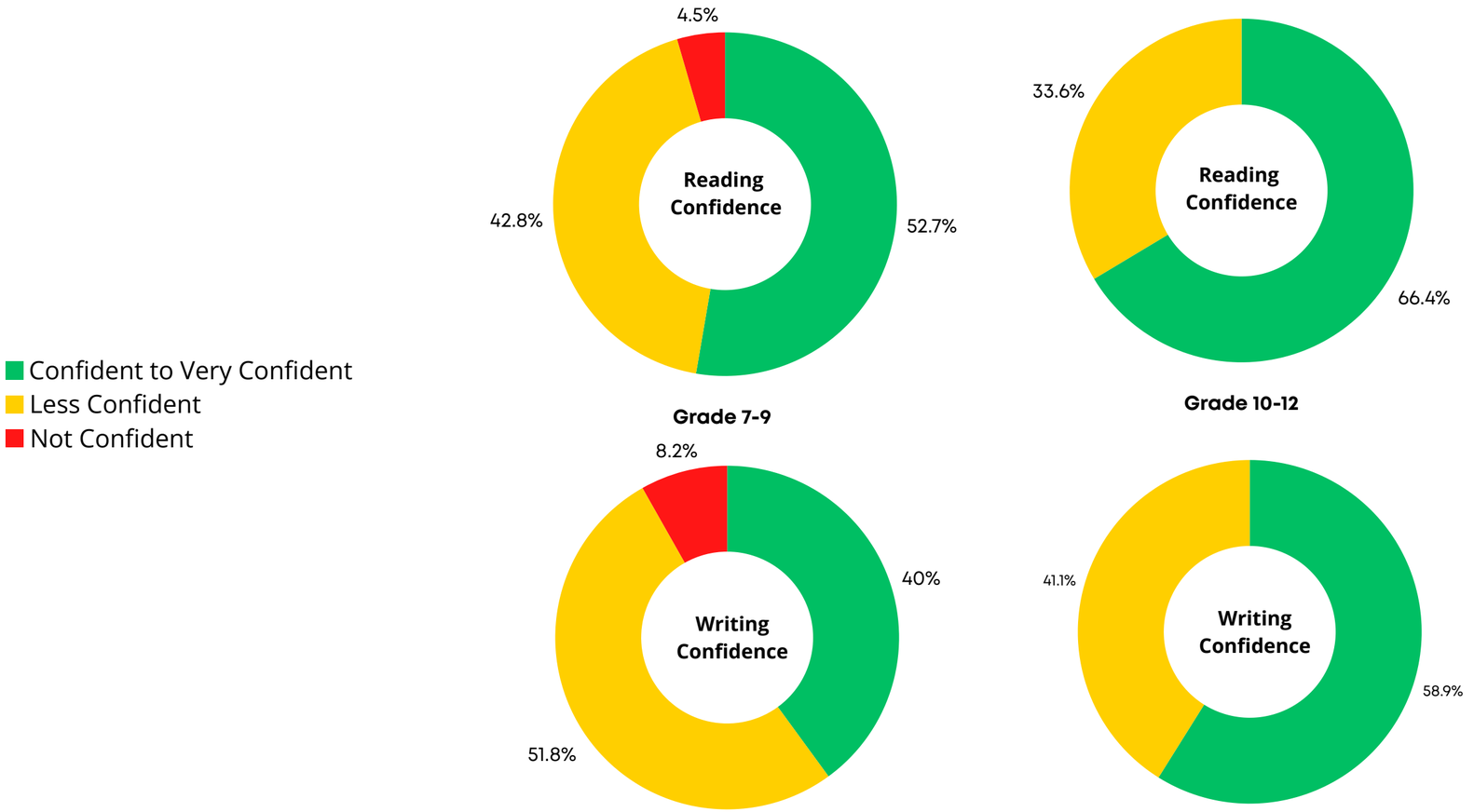




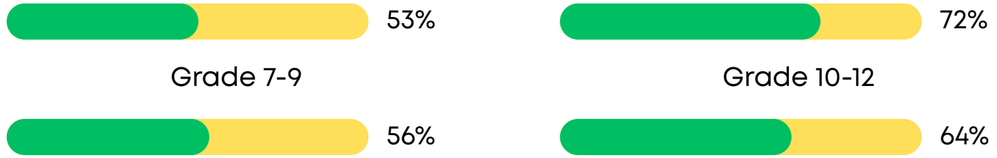
Summary

Fairview High School's Literacy Achievement Results reflect our commitment to supporting all students' growth in reading and writing. Over the past few years, we've seen positive trends in many areas, with students in higher grades often achieving strong proficiency levels. While we've also encountered areas that need attention, particularly in ensuring equitable support for Indigenous and non-Indigenous students, our data reflect a dedicated effort to foster growth and improvement. We are committed to refining our practices and providing targeted interventions to help every student reach their full potential.

LITERACY ACHIEVEMENT RESULTS



Percentage of Students who were Confident or Very Confident in Reading and Writing in 2023-2024 Survey

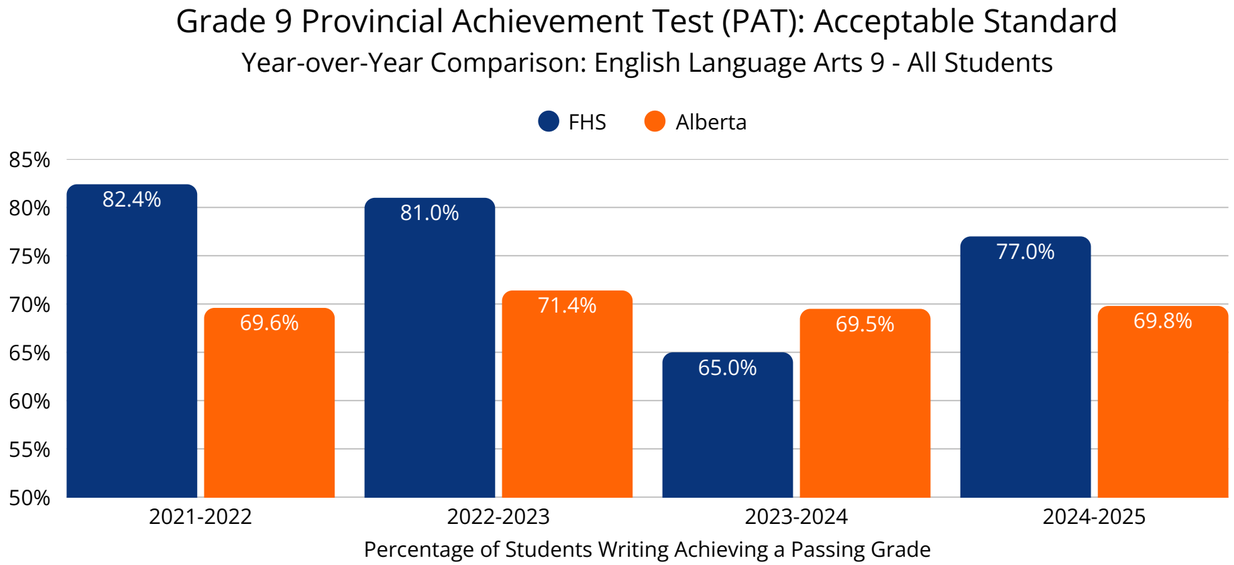


Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

Reading confidence in grades 10 to 12 has slightly declined compared to the previous year and writing confidence has also experienced a minor drop. In grades 7 to 9, reading confidence remains relatively strong, while writing confidence is somewhat lower. Overall, these results highlight areas for growth and the ongoing need to support student confidence in literacy.

LITERACY ACHIEVEMENT RESULTS

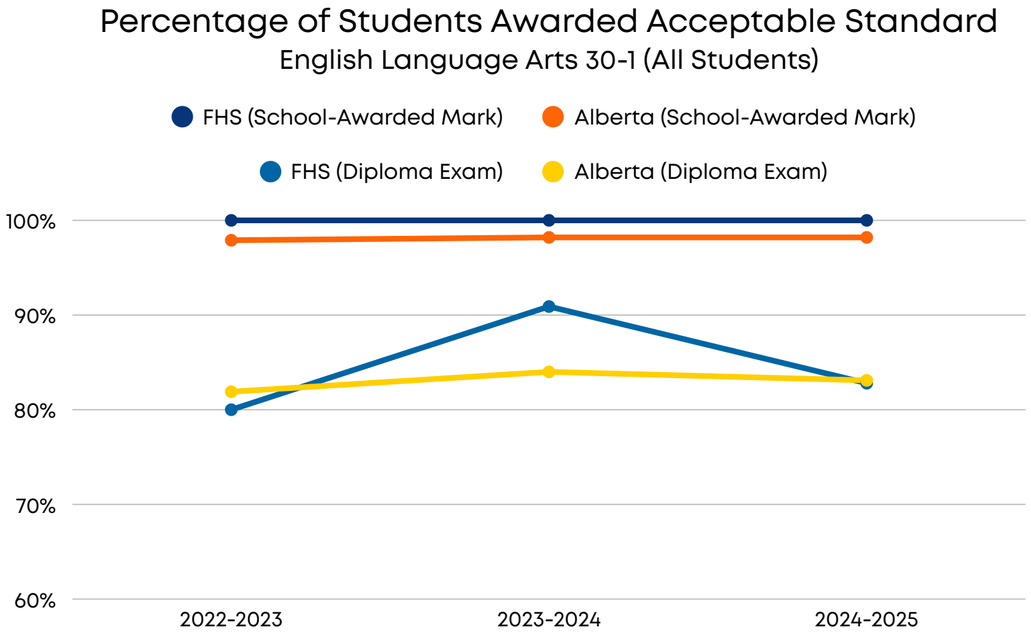


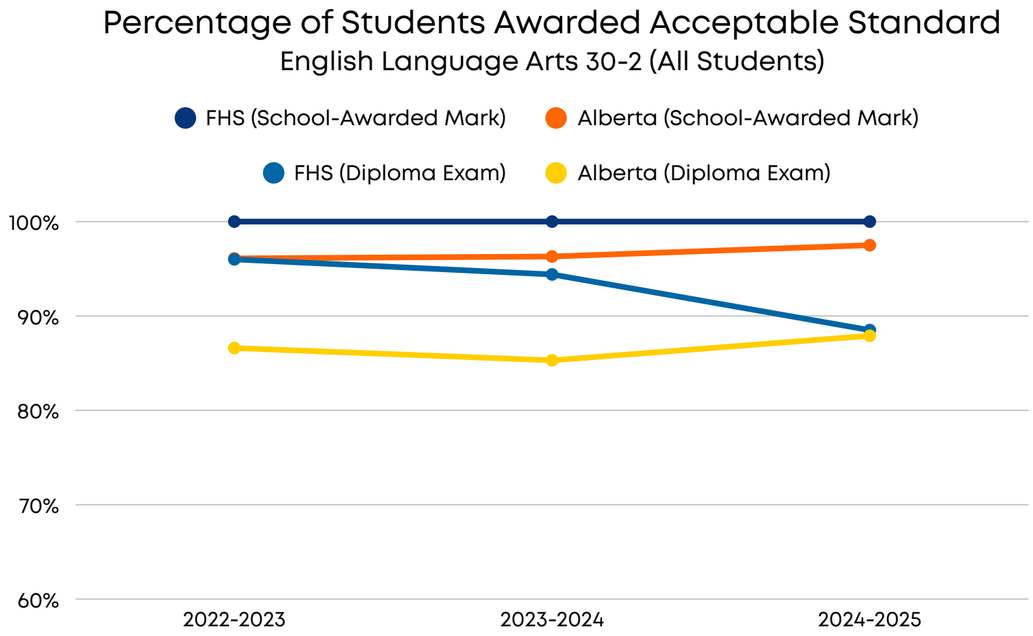
Summary

Over the past few years, Fairview High School's Grade 9 English Language Arts Provincial Achievement Test results have demonstrated both strong performance and areas for improvement. While the school consistently outperformed the provincial average in 2021-22 and 2022-23, there was a dip in 2023-24. However, the results from 2024-25 show a significant rebound, with Fairview achieving 77%—again surpassing the provincial average. This rebound highlights the school's resilience and commitment to academic excellence, while also pointing to the importance of maintaining consistent support and targeted interventions to ensure ongoing student success.

LITERACY ACHIEVEMENT RESULTS

Diploma Exam Results: ELA 30-1 & 30-2





Summary

Across recent years, Fairview High School has consistently demonstrated strong performance in English Language Arts 30-1 and 30-2 diploma exams. In the 2022-23 and 2023-24 school years, Fairview often outpaced the provincial average, particularly in the school-awarded marks. While the 2024-25 school year showed a slight improvement in school-awarded marks for both courses, the diploma exam results for 30-1 and 30-2 remained relatively stable and closely aligned with the provincial averages. This consistency highlights the school's dedication to academic excellence. Moving forward, there is an opportunity to further align the diploma exam results with the school-awarded marks and ensure that all students consistently meet and exceed the acceptable standard.

LITERACY ACHIEVEMENT RESULTS

General Statement

Overall, Fairview High School's literacy achievement results reflect a learning community that is committed to strong instruction, meaningful assessment practices, and continuous improvement. While the school has demonstrated steady strengths in several areas, including strong school-awarded results and encouraging growth trends across multiple grade levels, the data also point to areas where deeper support and targeted strategies can help ensure more consistent performance across assessments.

Factors that Affected Results

Several factors contributed to the patterns seen in the literacy data. Variations in student confidence, particularly in writing, likely influenced performance across grades. Shifts in cohort composition and individual learning needs may also have contributed to year-to-year changes, especially where Indigenous and non-Indigenous achievement patterns diverged. The differences between school-awarded marks and diploma exam results suggest that assessment format, exam readiness, and student familiarity with provincial testing expectations played a role.

Next Steps

Fairview High School will continue to provide targeted support to help all students strengthen their reading and writing skills. Teachers will focus on strategies that build confidence and address specific learning needs, including equitable support for Indigenous students. Students will also engage in more practice with assessment-style tasks to enhance readiness and success on provincial exams.

GOAL #2
ALL STUDENTS ARE NUMERATE

OUTCOME: **All students are performing at or above grade level or meeting their individualized program goals.**

Alberta Education
OUTCOMES & MEASURES

- Provincial Achievement Tests (PATs) Results
- Diploma Exam (DIPs) Results

Peace River School Division
OUTCOMES & MEASURES

- Numeracy Common Assessment Tool (NCAT) Data for Grades 5-9
- Aggregate Academic Performance Report (Report Card Summary Data) for Grades 1-12

Educators will also use disaggregated numeracy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.

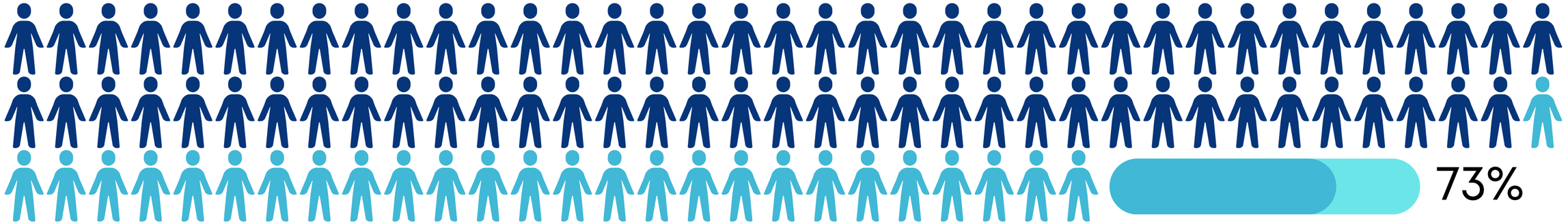
OUR STRATEGIES

- Prioritize numeracy development as a school-wide focus, with administration supporting high-quality instructional practices that strengthen mathematical understanding and skills.
- Use Collaborative Response structures to analyze numeracy data, plan targeted instructional responses, and monitor student progress using differentiated practices.
- Administer common numeracy assessments to inform instruction:
  - Grade 7 EICS Math Assessment (fall and mid-March)
  - MIPI for Grades 8–10 (fall)
  - NCAT in Grades 7–9 throughout the school year
- Use assessment data intentionally to identify gaps, adjust instruction, and provide timely supports and interventions.
- Implement consistent instructional and assessment schedules for Grades 7–9 Mathematics to ensure alignment and coherence across classrooms.
- Strengthen assessment literacy in mathematics through the use of common language, criteria, and feedback practices that support student learning.
- Engage in collaborative development of common assessments focused on core mathematical outcomes across grade levels.
- Support ongoing professional learning in Collaborative Response, differentiated instruction, differentiated assessment, and effective numeracy teaching practices.
- Embed Indigenous ways of knowing, cultures, histories, and languages authentically within numeracy instruction to support multiple ways of thinking and problem-solving.

NUMERACY ACHIEVEMENT RESULTS

Numeracy Common Assessment Tool (NCAT): Grade 7-9

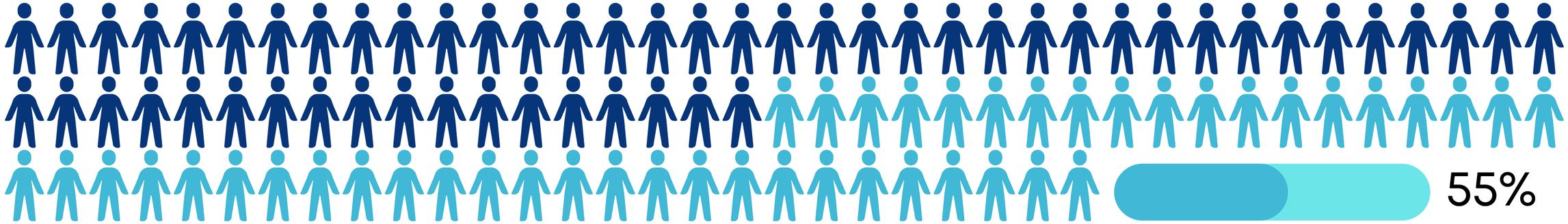
Percentage of Students Meeting or Mastering Grade Level Expectations - Winter Assessment



Summary

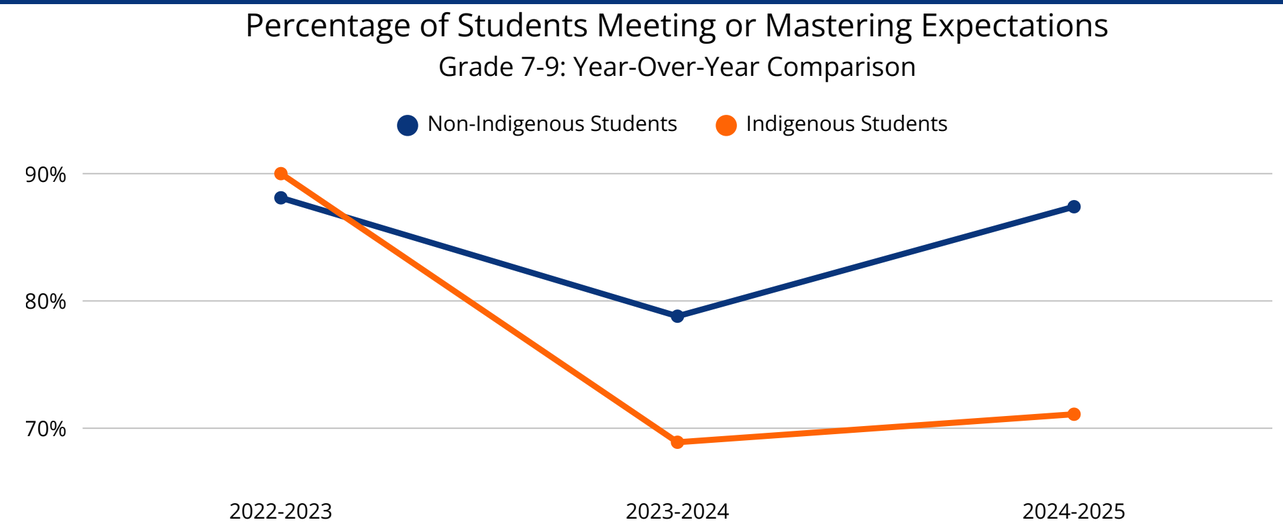
In the recent Numeracy Common Assessment Tool results for grades 7 to 9, we noted that 73% of students met or mastered grade-level expectations in the winter, while that percentage dropped to 55% in the spring. Although it's encouraging that many students initially met expectations, the spring decline suggests we can do more to maintain momentum. Moving forward, we will focus on consistent, targeted interventions and also encourage students to approach these assessments with a positive and engaged mindset. By fostering a culture of dedication and regular attendance, we can help all students achieve their best potential and ensure continuous progress.

Percentage of Students Meeting or Mastering Grade Level Expectations - Spring Assessment Assessment



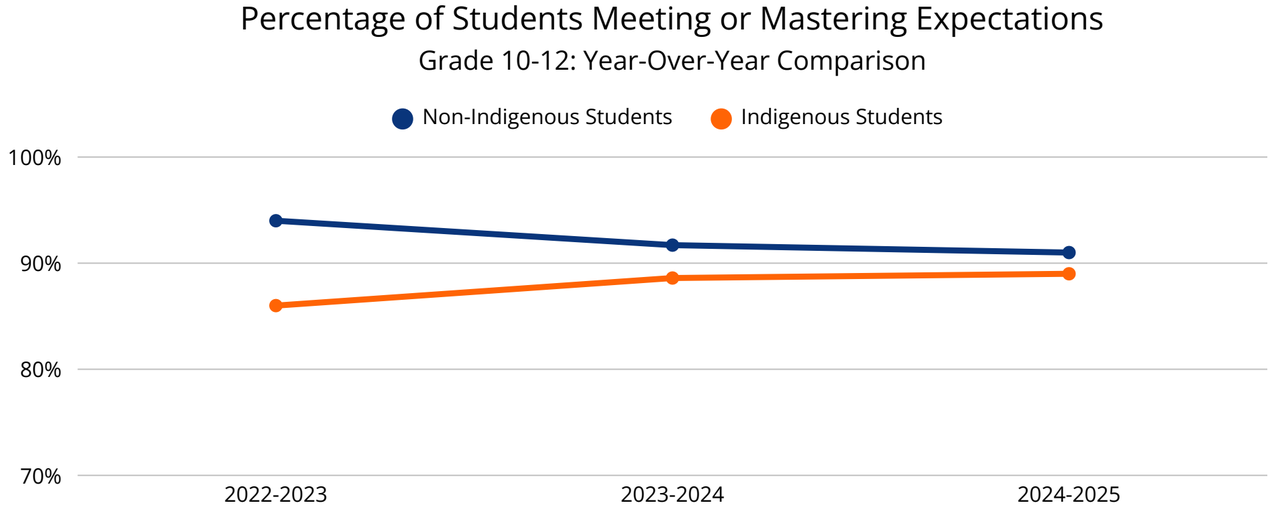
NUMERACY ACHIEVEMENT RESULTS

FHS Report Card Data as Reported by Teachers

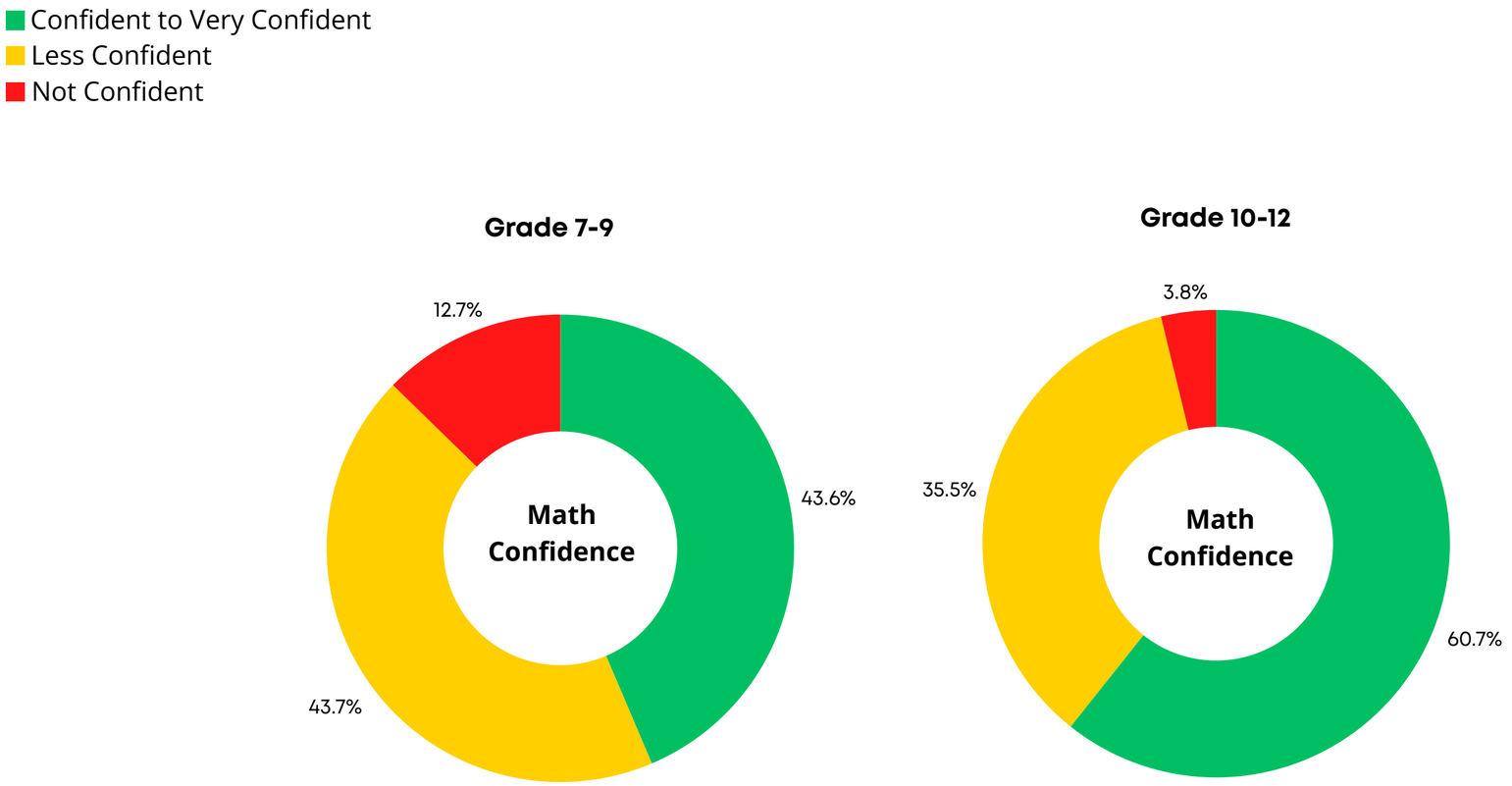


Summary

Fairview High School's numeracy achievement results for grades 7 to 12 reveal dynamic trends over recent years. While non-Indigenous students in grades 10 to 12 have consistently performed at a high level, it's encouraging to see Indigenous students in grades 10 to 12 also maintaining strong achievement, particularly in the most recent year. However, in grades 7 to 9, we noticed a gap in performance that highlights areas for growth. Moving forward, we will focus on providing additional support and resources, fostering consistent attendance, and encouraging all students to engage fully in their learning. By doing so, we can help ensure equitable achievement and continued growth for every student.



NUMERACY ACHIEVEMENT RESULTS



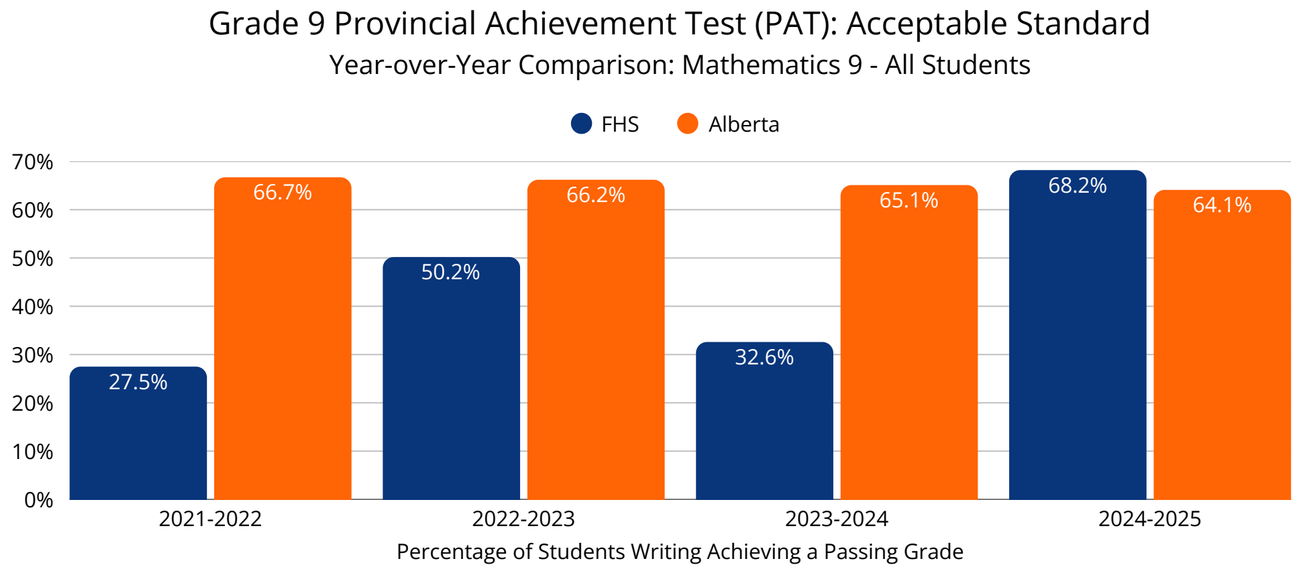
Percentage of Students who were Confident or Very Confident in Math in 2023-2024 Survey

Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

The PRSD survey results on math confidence for grades 7 to 12 show that, for grades 7 to 9, confidence levels remained steady, with about 43.6% of students feeling confident. For grades 10 to 12, there was a positive trend, with confidence increasing to 60.7%, reflecting growth from the previous year. These insights suggest that while students are generally confident in math, there's still room to further boost engagement and support, especially in the earlier grades.

NUMERACY ACHIEVEMENT RESULTS

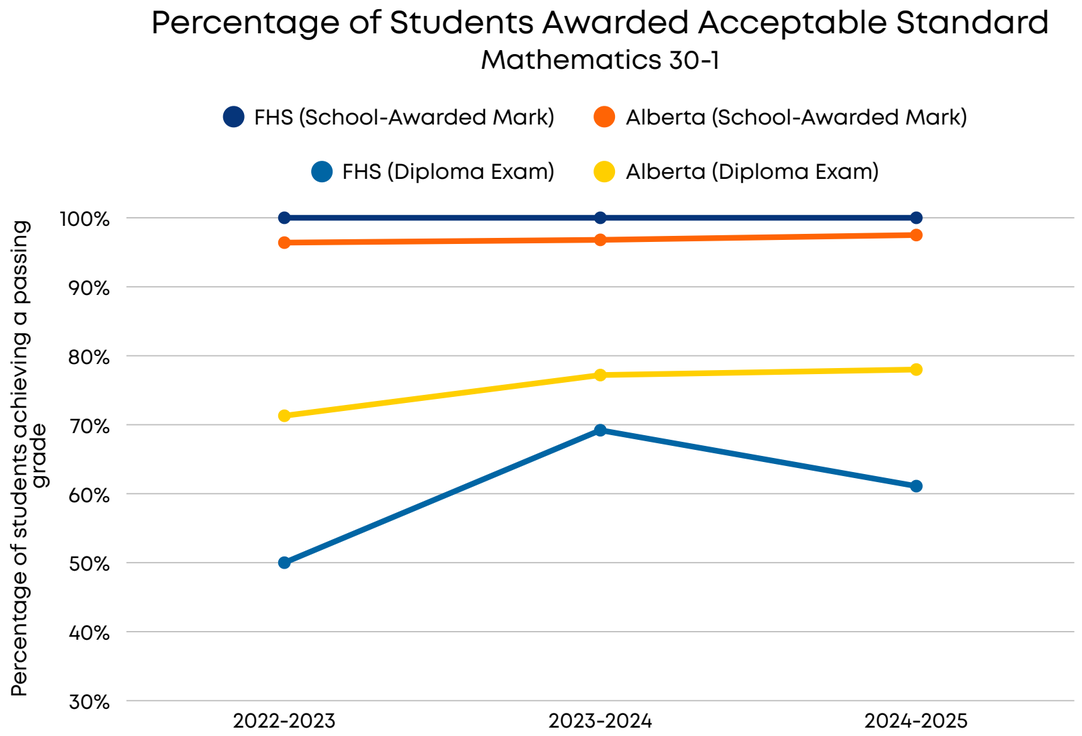


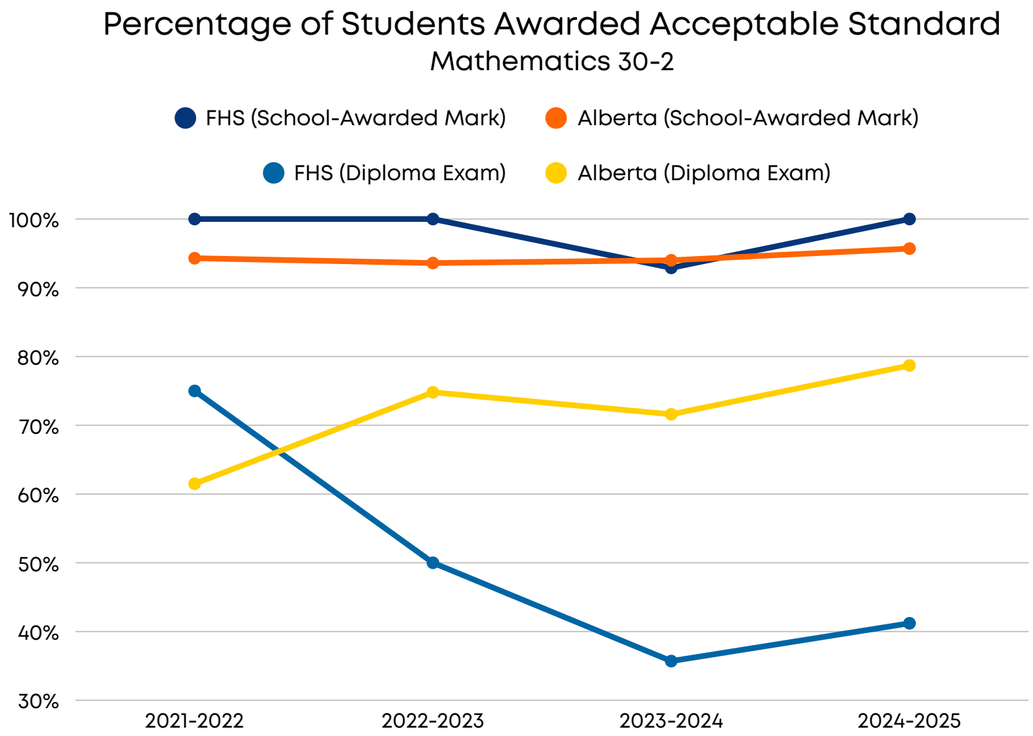
Summary

In the Grade 9 Provincial Achievement Tests for numeracy, Fairview High School showed notable progress over the past few years. While the school initially lagged behind the provincial average, there was a significant improvement in the most recent year. In 2024-25, Fairview achieved 68.2%, surpassing the provincial average of 64.1%. This improvement reflects the dedicated efforts to provide additional classroom time and targeted preparation for the provincial exam. While there's still room to grow, this upward trend highlights the positive impact of focused interventions and student dedication.

NUMERACY ACHIEVEMENT RESULTS

Diploma Exam Results: MATH 30-1 & 30-2





Summary

In recent years, Fairview High School's Math 30-1 and Math 30-2 diploma exam results have shown distinct patterns. For Math 30-1, while the school-awarded marks remained strong at 100%, the diploma exam results initially showed a gap, improving from 50% in 2022-23 to 61% in 2024-25, narrowing the gap with the provincial average. In Math 30-2, the school-awarded marks also remained high, but the diploma exam results showed a decrease, from 50% in 2022-23 to 41.2% in 2024-25, indicating challenges in aligning with provincial standards. Overall, these results highlight the ongoing need to strengthen both student preparation and engagement with diploma assessments. While teachers can continue refining instructional practices, student performance is heavily influenced by their mindset and commitment, particularly in Math 30-2. We have noticed a trend where some students approach the exam with the expectation of passing regardless of results, which limits their motivation to fully engage. Shifting this mindset and encouraging students to take these assessments seriously will be a key factor in improving outcomes, as meaningful gains rely not only on teacher support but also on students' active participation.

NUMERACY ACHIEVEMENT RESULTS

General Statement

Fairview High School's numeracy achievement results across various assessments and diploma exams have shown both progress and areas for improvement. Over the past few years, we've seen notable gains in certain areas, such as the school-awarded marks, though challenges persist in aligning diploma exam results with provincial averages.

Factors that Affected Results

Several factors contributed to the trends observed in numeracy achievement. Fairview High School has added additional teaching support for grade 9 students to prepare for the Provincial Achievement Test, providing targeted instruction and extra practice opportunities. In courses such as Math 30-2, student engagement with the diploma exam continues to be a factor influencing outcomes. Some students approach the assessment with limited motivation, which can affect performance.

Next Steps

Looking ahead, it's crucial to foster a stronger sense of ownership and engagement among students by emphasizing the importance of thorough preparation. Continued professional development for teachers will remain important, but equally essential is helping students understand the significance of these assessments and encouraging them to engage fully. Through a combination of student motivation and targeted support, we can work towards closing the gap and enhancing overall performance.

GOAL #3
ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME: **All students' academic, physical, and social-emotional needs are met within a culture of inclusion**

Alberta Education
OUTCOMES & MEASURES

- Data regarding participation in PATs
- Data regarding participation in DIPs
- Data regarding High School Completion Rates
- Alberta Assurance Survey Data - Overall Summary Results

Peace River School Division
OUTCOMES & MEASURES

- PowerSchool/Dossier attendance Data
- PRSD Student Assurance Survey Data

Educators will also use the following qualitative data:

- Implementation of: a school-wide attendance plan; a school-wide, classroom and individual Positive Behaviour Support Plans (PBSPs)
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of Supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

OUR STRATEGIES

- Strengthen inclusive school culture by supporting staff learning in inclusionary education practices and culturally responsive teaching.
- Deepen foundational knowledge of First Nations, Métis, and Inuit perspectives through professional learning and connections with Indigenous Elders, Knowledge Keepers, and community members.
- Provide access to learner-centred programming and supports that respond to diverse learning needs and promote student success.
- Support flexible learning pathways, including the Virtual Education Program, for students who benefit from alternative learning environments.
- Promote student and staff health and wellness through school-based initiatives and proactive supports.
- Maintain and strengthen community partnerships to support student mental health, well-being, and wrap-around services.
- Ensure equitable access to universal social-emotional supports that foster safe, caring, and inclusive learning environments.
- Uphold and support the Division's anti-racism policy, reinforcing equity, belonging, and respect for all students and staff.

INCLUSIVE EDUCATION PRACTICES

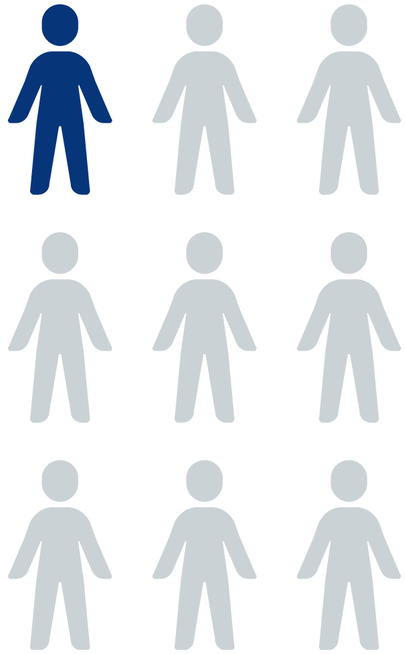
Behavioural Support Plans, Individual Program Plans & Attendance

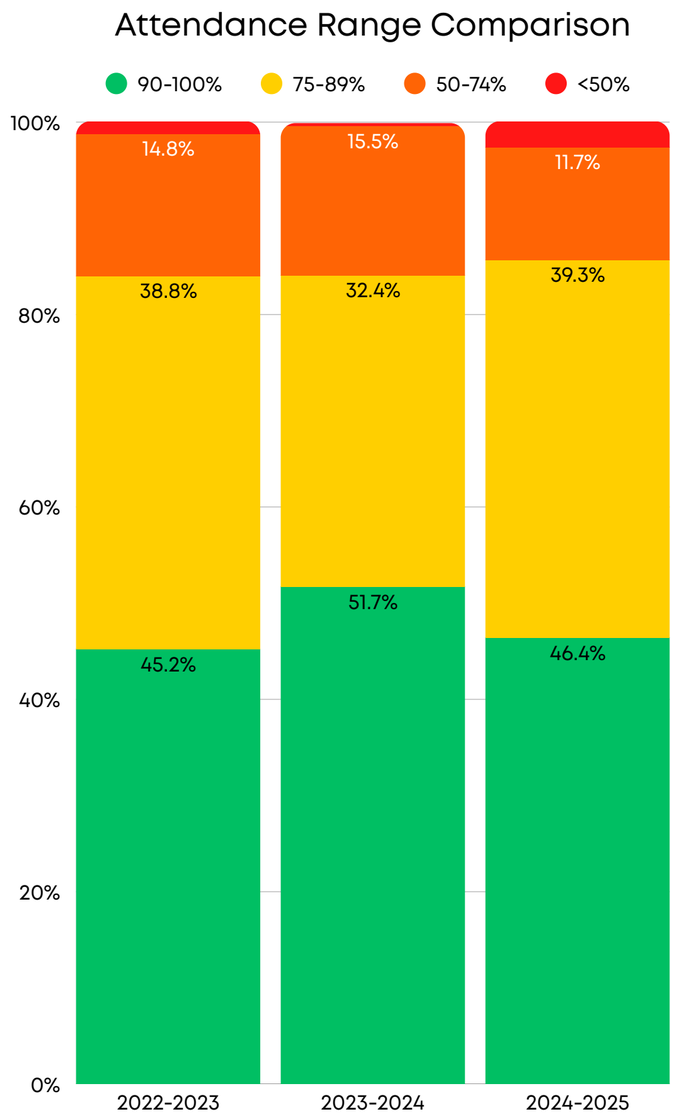
Number of BSPs Implemented

15

Number of IPPs Implemented

24





Over the past three school years, our school has shown a positive trend in inclusive education practices. We've consistently implemented Behavioural Support Plans (BSPs) and Individual Program Plans (IPPs), reflecting our commitment to tailored student support. Approximately 1 in 9 students were provided with specialized supports at FHS as part of their educational programming. This does not necessarily include those students who have medical support plans.

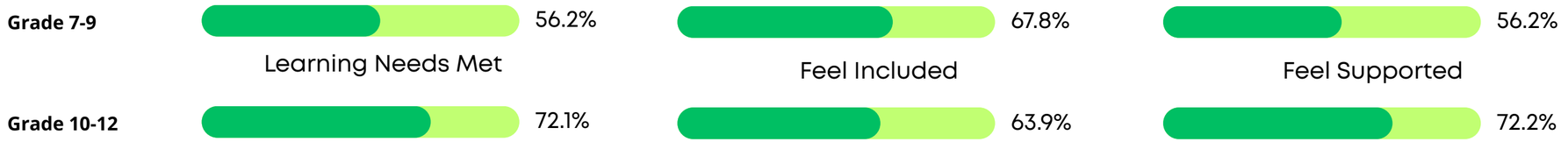
Attendance data reveals that while we saw a notable increase in students with high attendance (90–100%) in the 2023–2024 school year, there was a slight dip in the following year.

Although we've seen improvements in certain attendance categories, the increase in the percentage of students with less than 50% attendance in 2024–2025 suggests the need for ongoing, proactive interventions. Our new strategies, like attendance letters and enhanced communication through PowerSchool, will be vital in ensuring that parents are well-informed and that we can support students who need additional engagement. These efforts aim to foster stronger home-school partnerships and create more opportunities for re-engagement.

INCLUSIVE EDUCATION PRACTICES

PRSD Student Assurance Survey Results: Inclusion

Percentage of Students who were Confident or Very Confident in Reading and Writing in 2023-2024 Survey



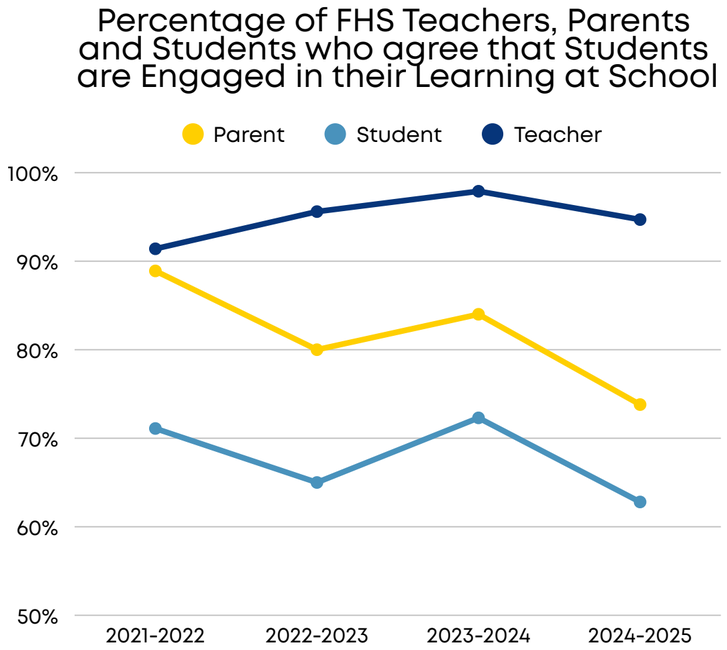
Summary

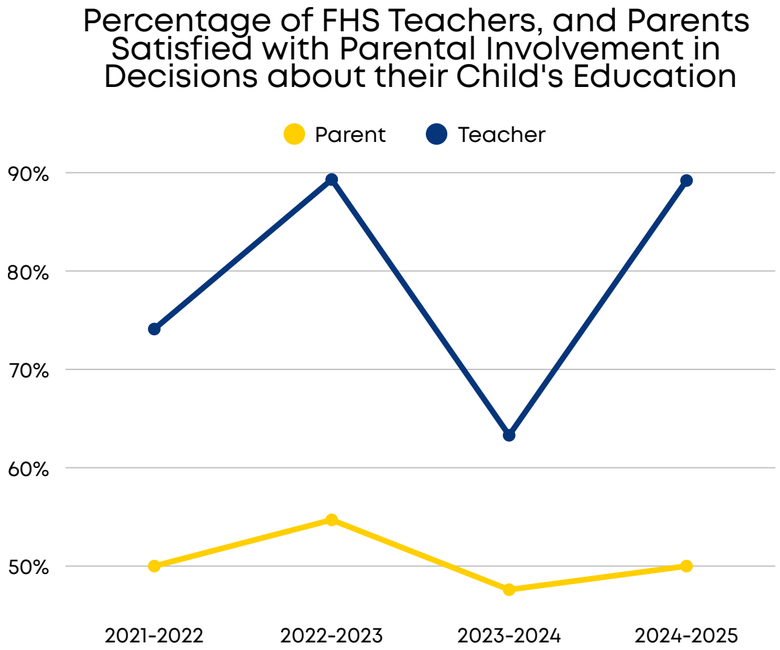
The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being disagree and 5 being Agree, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

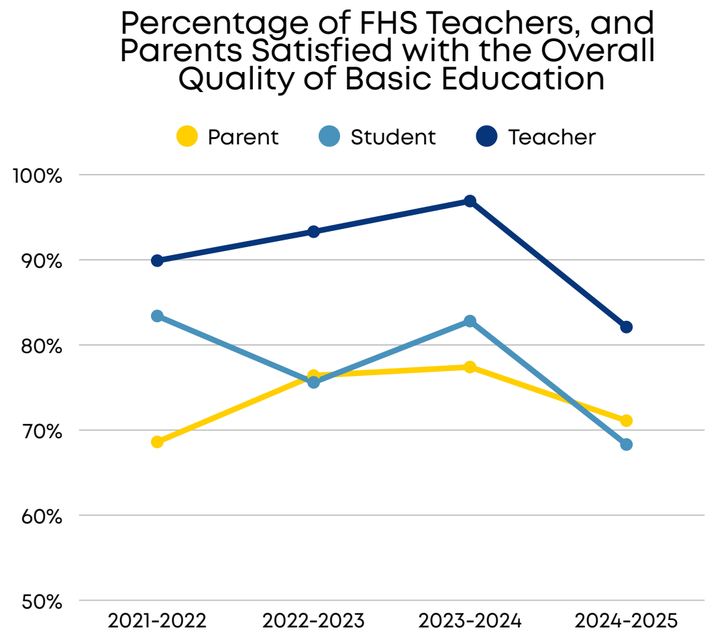
Overall, the FHS Student Assurance Survey shows that a majority of students in both grades 7–9 and 10–12 feel that their learning needs are met, and they generally feel included and supported, with high percentages in the green category. Compared to the previous year, we see slight improvements in how students perceive their learning needs being met. However, there are still small percentages of students who feel less supported, especially at the senior high level, indicating room for continued focus on fostering inclusivity and support.

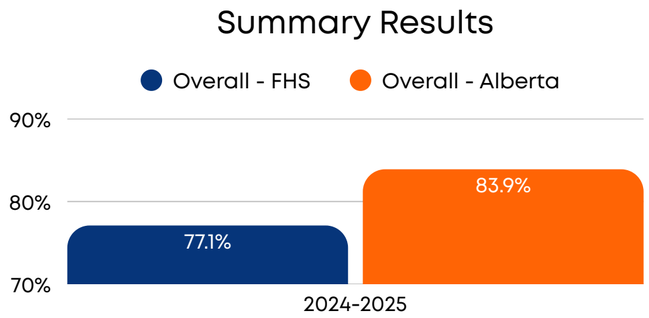
INCLUSIVE EDUCATION PRACTICES

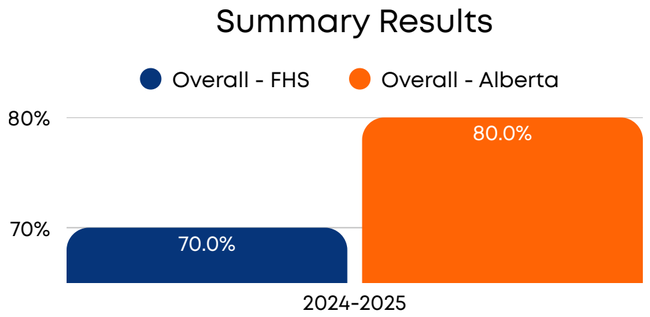
Alberta Education Assurance Measures: Percentage of students, parents and teachers who agree...

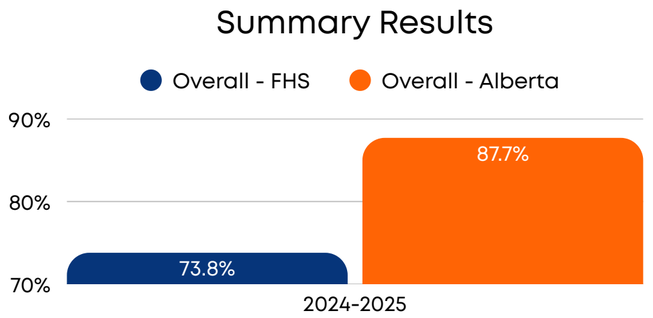








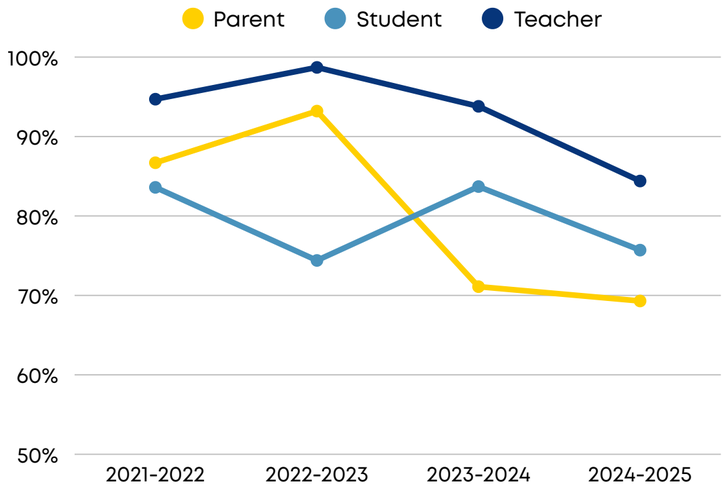




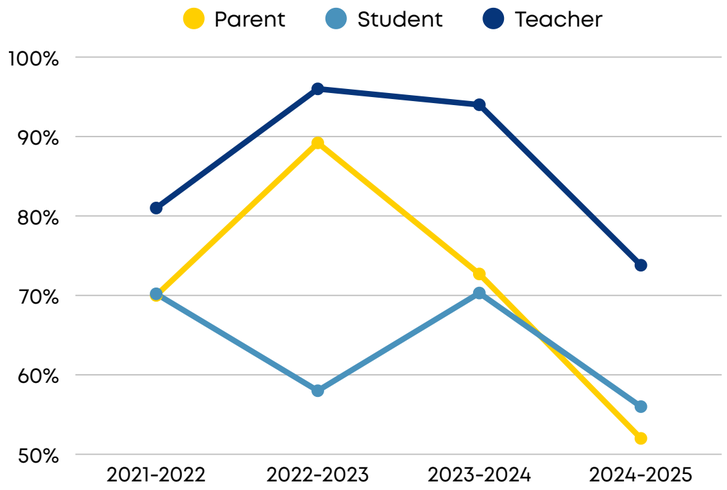
INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures: Percentage of students, parents and teachers who agree...

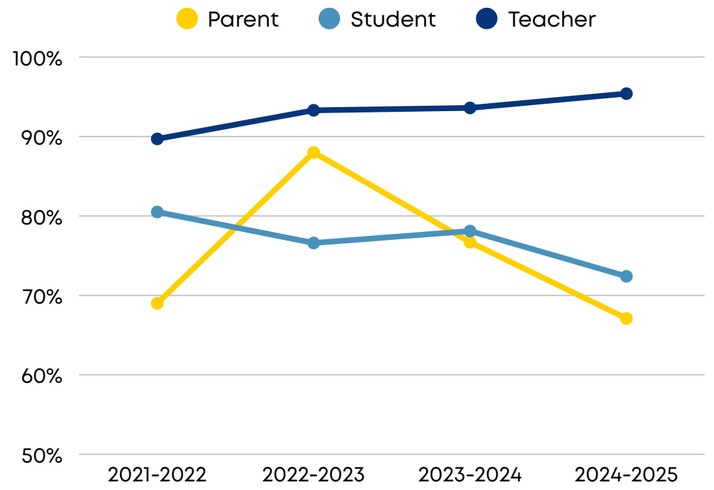
Percentage of FHS Teachers, Parents and Students who agree that their Learning Environments are Welcoming, Caring, Respectful and Safe



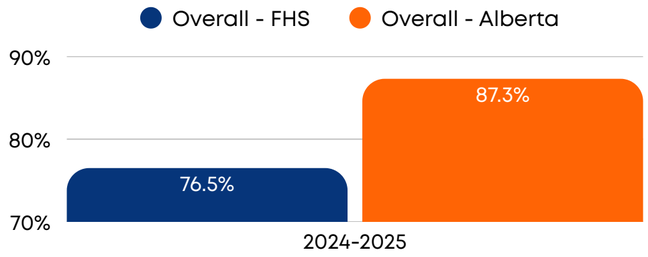
Percentage of FHS Teachers, and Parents who are Satisfied that Students Model the Characteristics of Active Citizenship



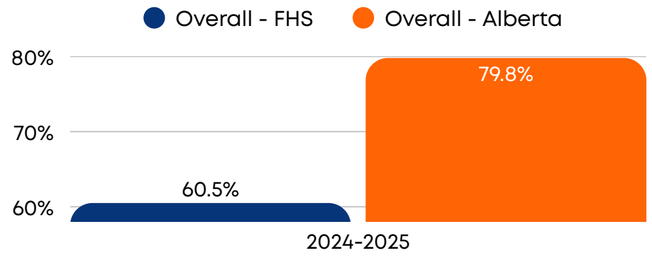
Percentage of FHS Teachers, and Parents who agree that Students have Access to the Appropriate Supports and Services at School



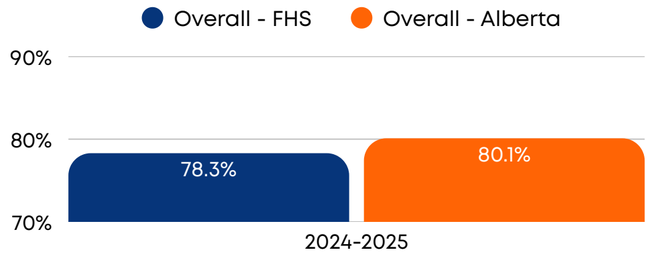
Summary Results



Summary Results



Summary Results



All Students

	Fairview High School													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	**45**	**93.5**	**41**	**88.5**	**45**	**89.6**	**41**	**86.2**	**47**	**93.6**	Very High	Maintained	Excellent	**46,245**	**83.4**	**47,675**	**83.2**	**48,340**	**80.7**	**49,297**	**80.4**	**51,148**	**81.4**
4 Year Completion	53	91.6	45	95.9	41	90.7	46	92.2	41	86.4	Intermediate	Maintained	Acceptable	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	**44**	**91.1**	**53**	**93.8**	**45**	**95.8**	**41**	**92.9**	**46**	**94.6**	Very High	Maintained	Excellent	**44,972**	**86.2**	**45,344**	**87.1**	**46,238**	**88.6**	**47,659**	**88.1**	**48,295**	**87.1**

INCLUSIVE EDUCATION PRACTICES

General Statement

Over the past several years, Fairview High School has demonstrated strengths in certain areas, such as consistently high teacher satisfaction and strong three-year high school completion rates, which often surpass the provincial averages. However, we've also seen some declines in parent and student perceptions regarding engagement, inclusion, and the accessibility of appropriate supports. The overall results indicate that while Fairview High School often outperforms the provincial average in high school completion rates, there's still room for growth in fostering stronger parent and student engagement and creating more inclusive and supportive environments.

Factors that Affected Results

The variations in satisfaction and perception at Fairview High School have been influenced by factors such as shifts in parental involvement and fluctuations in student support services. Additionally, the recent influx of new staff due to retirements has also played a role, as the school community adjusts to new teaching styles and approaches.

Next Steps

To address the identified factors and enhance overall outcomes, we will focus on several targeted strategies. We'll support staff learning in inclusive education practices and culturally responsive teaching, and deepen our foundational knowledge of FNMI perspectives through professional learning and connections with Indigenous Elders and community members. We'll also provide learner-centered programming and supports tailored to diverse learning needs, and promote flexible learning pathways, including virtual education programs for students who benefit from alternative environments. Additionally, we'll emphasize student and staff health and wellness through school-based initiatives and proactive supports, and maintain robust community partnerships to bolster mental health and wrap-around services. We'll also share information for families to access social-emotional supports and uphold the division's anti-racism policy to reinforce equity, belonging, and respect for all.

This approach ensures that we're not only addressing immediate needs but also fostering a long-term, positive impact on the school community.

Budget Report

Peace River School Division No. 10
2024-2025 Spring Budget Rev 1

SCHOOL: Fairview High

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Total AB ED: Service & Supports	**$125,894**	**$113,487**
% of Revenue and Allocations to Budget Center	**100%**	**100%**

Total Revenue and Allocations to Budget Center	**$125,894**	**$113,487**

Expenditures

Contracted Services	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Pd Expenses - Certificated	$1,000	$1,000
Pd Expenses-Uncertificated	$500	$500
Student Awards	$4,000	$4,000
Staff & Public Relations	$3,000	$3,000
Postage & Telephone	$500	$1,500
Meeting Expenses	$1,000	$1,000
Mileage Personal Vehicle	$1,000	$0
Field Trips	$4,000	$3,500
Bldg Ground Maintenance	$2,700	$2,700
Equipment Maintenance	$1,500	$600
Total Contracted Services	**$19,200**	**$17,800**
% of Expenditures	**15%**	**16%**

Supplies	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Supplies	$93,994	$81,674
Library Supplies	$1,500	$1,800
Furniture & Equipment	$4,000	$6,613
Total Supplies	**$99,494**	**$90,087**
% of Expenditures	**79%**	**79%**

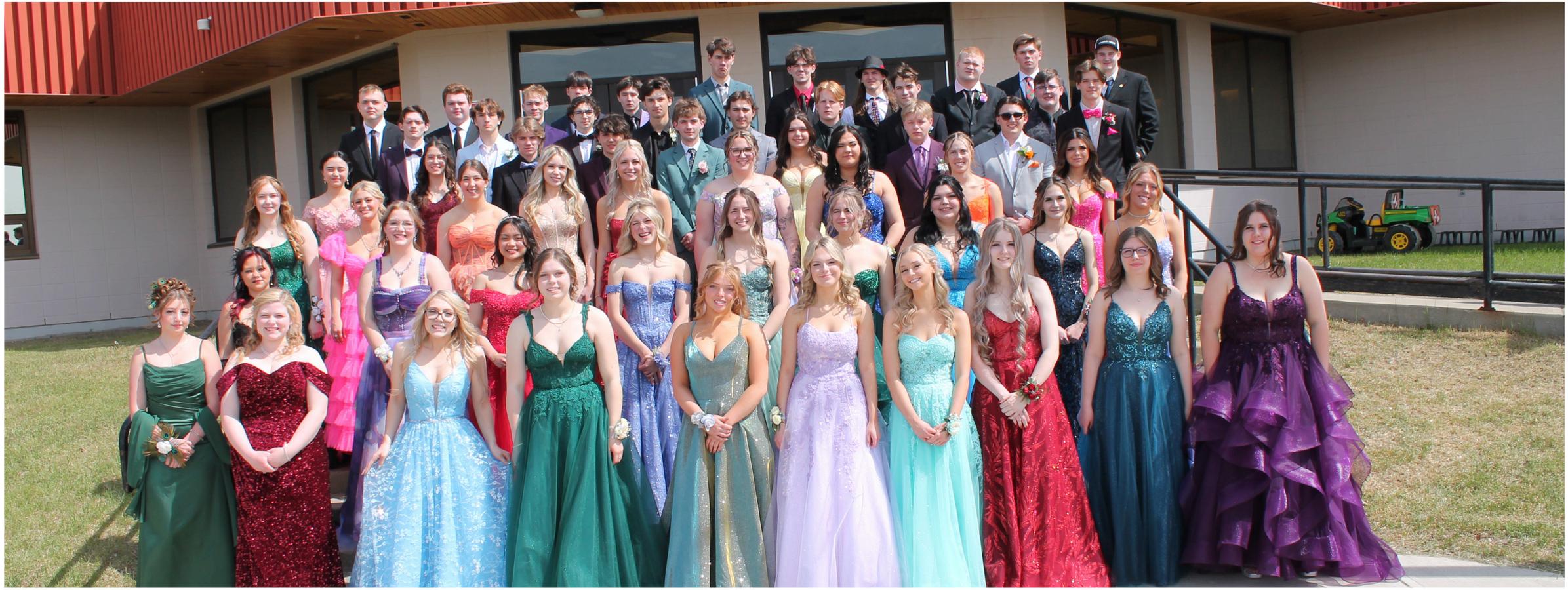
Uncertificated	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Uncertificated Subs	$300	$1,000
Total Uncertificated	**$300**	**$1,000**
% of Expenditures	**0%**	**1%**

Certificated	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Certificated Subs	$6,900	$4,600
Days of School Certified Subs	30.00 Days	20.00 Days
Certified: Substitute Teacher: Daily Rate	$230.00	$230.00
Total Certificated	**$6,900**	**$4,600**
% of Expenditures	**5%**	**4%**

Total Expenditures	**$125,894**	**$113,487**

Summary

	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Total Revenues and Allocations To Budget	$125,894	$113,487
Total Expenditures	$125,894	$113,487
Variance	**$0**	**$0**



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