



LABRADOR SCHOOL BOARD



Rigolet, Labrador

Annual Performance Report
2007-08

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CHAIRPERSON'S MESSAGE

November 30, 2008

Honourable Joan Burke
Minister of Education

Dear Minister Burke:

I am pleased to submit the Labrador School Board's Annual Report for 2007-08. This report has been prepared in accordance with our Board's requirements as a category one entity under the *Transparency and Accountability Act*.

This report covers the final year of our 2006-08 Strategic Plan, which included four areas: Financial Deficit; Student Academic Achievement; Communications; and Fully Implemented By-Laws, Constitution and Policies.

I would like to recognize the contribution of our School Board Trustees and their commitment to improving the K-12 school system in our district. I would also like to thank the senior administration staff for their hard work and dedication to their profession, and for providing the strategic leadership that ensures the Labrador School Board is a professional learning organization focused on students.

My signature below is on behalf of the Board and is indicative of the Board's accountability for the actual results reported.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Goronwy Price', is written in a cursive style.

Goronwy Price, Chairperson
LABRADOR SCHOOL BOARD

Labrador School Board Overview

Vision

The Labrador School Board is a learning organization which graduates all students from a safe and supportive environment enabling them to maximize their potential.

Mission

By 2011, the Labrador School Board engages teachers, support staff, parents/guardians and achieves a two per cent improvement in results in English Language Arts, Mathematics and Science and a two per cent improvement in graduation rates.

Mandate

As per the *Schools Act, 1997* the Labrador School Board is mandated to organize and administer primary, elementary and secondary education within the school district.

Lines of Business

The Labrador School Board's lines of business can be best described under two major headings:

1. Curriculum

Kindergarten to Grade 12 school programs which include the delivery of:

- The prescribed Department of Education curriculum and Board sanctioned programs/curriculum; and
- Programming to support safe schools.

2. Related services including

- Board sanctioned special events which support the curriculum outcomes;
- Identification of and support for students with exceptionalities;
- Career counseling;
- Personal counseling where qualified personnel exist;
- Student transportation; and
- Employee programming to support safe schools where resources permit.

Number of Employees

The Labrador School Board has more than 800 full and part-time employees, of which 352 are full-time teachers and another 60 are substitute teachers to varying degrees on an annual basis. The remaining employees are support staff including native education teachers, student assistants, secretaries, janitors, maintenance personnel, technicians, bus drivers and central office personnel, all of whom provide an important role in ensuring that teacher-student interactions in the learning process are maximized.

Physical Location

The Labrador School Board is both a culturally and geographically diverse district that encompasses a land mass of approximately 280,000 km², an area that is more than three times the size of the island portion of the province. The Board provides educational services to approximately 4309 students in 17 schools which are located in three distinct regions:

- (1) Coastal Labrador - which has eight schools in eight communities spanning from Nain in the north to Black Tickle in the south. These communities are small, isolated, mostly aboriginal settlements with a total student population of 978;
- (2) Western Labrador - which has three schools in two communities with a total student enrolment of 1479; and
- (3) Central Labrador - which has six schools in four communities with a total student enrolment of 1852.

Of the 14 communities under the Board's jurisdiction, seven have a native/aboriginal designation and three others have a significant population of native people as well. As such, the vast majority of the province's First Nations children are educated by the Labrador School Board. In fact, nearly 40 per cent of the District's students are of native ancestry.



Jens Haven School, Nain

Other Key Statistics

Student Population

It is important for the Board to monitor changes in student population in order to make informed decisions with respect to educational resources and infrastructure. The Labrador School District continues to be challenged by a declining student population. The Annual General Return for September 2007 reported an enrolment of 4309 students. However, the district lost approximately 146 students during the period from September 30, 2007 to June 30, 2008.

As well, a recent demographic trend in our school district is the movement of parents and students from coastal Labrador communities to larger urban centres in Labrador, specifically to Happy Valley-Goose Bay. In several North Coast communities, the student population has declined over the past number of years, while in the Upper Lake Melville and Labrador West regions the population has remained relatively stable.

Please see Appendix One, Table One for a detailed breakdown of student population as of June 2008.

Teacher Retention

During the 2003-04 school year, the Labrador School Board formed a retention committee to improve teacher retention in coastal Labrador. The intent was to reduce the number of teachers leaving our coastal schools by ten per cent. The number of resignations during the years 2003 to 2006 has averaged sixteen per cent of the teacher population. The measures taken to improve recruitment include an active and assertive recruitment drive in the spring of each school year, followed by an orientation session in July with representation from the Newfoundland and Labrador Teachers' Association and the Faculty of Education (Memorial University) and a district sponsored orientation session held in late August for all new teachers.

In June 2007, the number of teachers leaving coastal communities declined. This was the result of keeping a higher percentage of teachers in Natuashish for a second year. Unfortunately, 2007-08 saw the majority of those teachers who stayed for two or more years leave at the end of the year. As such, the number of resignations for 2007-08 was higher than in past years at 17 per cent as opposed to 12 per cent in 2006-07.

Please see Appendix One, Table Two for a detailed breakdown of teacher resignations from 2003-08.

Revenues and Expenditures

Please see Appendix One, Table Three for an overview of revenues and expenditures for fiscal year 2007-08. The information is based on the audited financial statements as of June 30, 2008 which start on page 21 of this report.

Shared Commitments

Collaboration with Stakeholders

The Labrador School Board collaborates with a number of stakeholders on local, provincial and federal levels. The Board works co-operatively with the Nunatsiavut Government and its respective agencies which include Torngat Housing Authority; officials within the Nunatsiavut's Department of Education; and other Nunatsiavut Government Agencies. In addition, the Labrador School Board works cooperatively with aboriginal governments, departments and Band councils including: Innu Nation; the Mushuau Innu Band Council; Sheshatshiu Innu Band Council; and federal representatives from Indian and Northern Affairs.

The Labrador School Board collaborates with Labrador West mining companies (Iron Ore Company of Canada and Wabush Mines) to support the educational services to the schools in the Labrador West region of the District. This ongoing relationship requires an administrative commitment by the Labrador School Board since the Board is responsible for managing the funds received from the mining companies.

And finally, the Board works closely with officials at the Department of Education on all aspects of the delivery of the K-12 services provided to students, teachers and stakeholders.

Many of the actions in the following information relate directly to the Strategic Directions applicable to the Board, as communicated by the Minister of Education. Specifically, much of the progress reported relates directly to the directions of "Quality and Accessibility of Educational Programs" and "Innovative and high-performing educational delivery systems." The strategic issues of the board were developed in consideration of these strategic directions.

Core Values

The core values explain the character of the organization promoted within the Labrador School District. The values were designed after the completion of our environmental scan. To ensure our core values are visible throughout the organization it was decided that the actions which needed to be enhanced can be described as follows:

<i>Balance</i>	Each person identifies inequities, prioritizes by the greatest need, and identifies and plans for the utilization of available resources to meet all needs.
<i>Consistency</i>	Each person shall adhere to the constitution, by-laws and policies of the Board.
<i>Reflection</i>	Each person probes for clarity on issues of concern related to governance and operations, and offers options for consideration.
<i>Respect</i>	Each person is given equal opportunity to voice his/her opinion in a supportive environment.
<i>Teamwork</i>	Each person ensures that he/she works well with others on common goals.

Highlights and Accomplishments

Some of the Board's highlights and accomplishments during the 2007-08 school year include:

Safe and Caring Schools

During the 2007-08 school year, an interim safe and caring schools policy was developed and implemented in all schools. The safe and caring school policy includes:

- Guiding Principles;
- Rationale;
- School Compliance guidelines;
- Identification of Roles and Responsibilities;
- Operational guidelines;
- Facilitation and promotion of safe and caring school environment; and
- Guidelines for responding to student behaviours.

The safe and caring school policy was well received by staff throughout the district. One positive outcome was the learning experience for school administrators and teachers in their implementation of school "lock-down" procedures. Every school was required to carry out a "lock-down" exercise during the spring of 2008. The exercise simulated the school's ability to respond to emergency situations, and once completed staff in each school met to discuss the process in efforts to continually improve upon the same.

Assessment and Evaluation Policy

An interim assessment and evaluation policy was developed and implemented during the 2007-08 school year. The policy document was in response to the Board's strategic goal of improving student academic achievement by one per cent in the areas of Mathematics, Science and English Language Arts. The district administration and the Board of Trustees wanted to ensure that student academic achievement remains a priority and the necessary interventions and controls are articulated in policy. A second outcome of this policy relates to the Board's communication strategies and ensuring that stakeholders are informed of the management policies in our schools. The interim assessment and evaluation policy not only clarifies the current assessment and evaluation guidelines, but the policy communicates and articulates the Board's expectations with respect to assessment and evaluation of students to all stakeholders.

Human Resources—Education Officer

The Teacher Allocation Commission Report released in February 2008 recommended that the Labrador School Board be allocated one Instructional Education Officer to support student achievement, school leadership and school development. The Board believes the position is critical to improving student learning by providing leadership support for school administrators. Therefore, the primary duties and responsibilities of the Education Officer will focus on working with school administrators to ensure that they are focused on improving student achievement in their respective schools.

The Board conducted a competition for the position of Instructional Education Officer in the Spring of 2008. After the competition concluded, the Board appointed Mr. Doug Abbass.

Infrastructure and School Maintenance

For the second consecutive year, the Labrador School Board received tremendous financial support for school maintenance and infrastructure from government. This support enabled the Board to address repairs and maintenance issues in all schools throughout the District. During the 2007-08 school year, the Board expended \$1,165,134.

Please see Appendix One, Table Four a breakdown of maintenance expenditures for the 2007-08 year.

Innu Education

During the 2007-08 school year, an Innu Transition Facilitator was appointed to assist in the implementation of self governance in the communities of Sheshatshiu and Natuashish. The Board continued to work cooperatively with government, specifically the Department of Education, the Innu Transition Facilitator, and the respective Innu Directors of Education for the Band Councils in Sheshatshiu and Natuashish on this initiative.

Innu Aimun Language Development

In terms of Innu Aimun language development, 2007-08 was a busy year for the Board with the implementation of a number of new initiatives. Below is a list of some initiatives undertaken for the purposes of strengthening the Innu Language and Culture at Peenamini McKenzie School and Mushuau Innu Natuashish School:

- An Elders Day was held where stories were told to the primary/elementary grades in Innu Aimun.
- Innu staff from Natuashish and Sheshatshiu traveled to Innu Montagnais Centre (ECM) in Sept-Isles to review curriculum materials/programs.
- An Innu Language Specialist and a Program Specialist traveled to the ECM and local schools to review Kindergarten program and curriculum materials.
- A meeting was held with the Director of the ECM to discuss the issues around transitioning to local control and the Director volunteered to come to Labrador to discuss their experience with the transition.
- There was a week-long in-service on the proposed universal spelling program for the Innu staff of Peenamini. This was a Community-University Research Alliance (CURA) project.
- A three day workshop took place for the Innu Staff of Natuashish on the Innu Language Program.
- The Innu Language Specialist traveled to Natuashish to provide an in-service on the Innu Aimun Language Program (K-6).
- Curriculum materials in Innu Aimun have been ordered from ECM for Kindergarten (Mathematics/Language) and supporting materials for grades one to twelve.
- There was a five day workshop for Innu staff of Peenamini McKenzie on Innu Language.
- Innu staff from Peenamini McKenzie and Mushuau Innu Natuashish Schools received Innu Language and Mathematics in-service from an Innu Kindergarten teacher in Ushat.

Student Assistant Training Sessions

Training sessions undertaken in 2007-08 included:

1. Roles and responsibilities of Teacher Assistants: a three day workshop provided to the Teacher Assistants of Peenamini McKenzie/Natuashish schools; and
2. An in-service for Teacher Assistants on the Innu Language Spelling Project.

Cultural Activities

Cultural activities undertaken in 2007-08 included:

1. An in-service on beadwork and tanning hides for Innu teachers of the Innu Aitun 2222 Course;
2. An in-service for the teachers of the on the land course, Natshiniu-Aitun 2222, supplemented with First Aid Training, GPS and other training; and
3. A visit by Innu author David Bouchard to Peenamin McKenzie and Natuashish stressing the importance of culture and roots.

Outcomes of Objectives and Goals

Financial Deficit

The Labrador School Board continues to operate in a fiscally responsible manner and committed in Strategic Plan 2006-08 to drastically address its deficit. The following details the success the Board had over the past two years.

Objective 2007-08:

By 2008, the Labrador School Board has reduced its accumulated deficit by ten per cent from base year 2006 (\$1,056,600.00).

Measure: Deficit reduced by ten per cent

Indicators:

- Debt to equity ratio
- Working capital

Deficit Reduction

During 2007-08, the Board successfully reduced its deficit by 62 per cent from its baseline in 2007. In compliance with the objective, the Board's accumulated deficit of \$1,056,600 in 2006 was further reduced as of June 30, 2008. The targeted reduction of ten per cent would have resulted in a deficit reduction of \$105,660 as of June 30, 2008. The actual deficit reduction was \$856,400 and this amount reflects an 81 per cent reduction.

The excess deficit reduction is directly attributed to the following factors: provision of one time funding by the Department of Education to assist with repairs and maintenance costs; lower than anticipated salary costs relating to reduced sick leave usage and unavailability of replacement workers; and additional Aboriginal funding was provided for professional development. This unanticipated funding enabled the Labrador School Board to exceed its expected 10 per cent debt reduction from base year 2006.

Debt to equity ratio

For the 2007-08 period, the Board's debt to equity ratio increased from .17 to .19. Debt to equity ratio excludes accrued teacher severance since this is paid by the Department of Education. The increase in debt to equity ratio is directly attributed to the following:

- Deferred grants
- Other payables include long term debt and accrued support staff severance

Deferred grants represent funding increases received from the Department of Education for which expenditures were not incurred prior to the fiscal year end. The bulk of the deferred grants will be expended during the summer period.

Other payables are comprised of current trade payables and accruals, as well as long term debt and support staff. The long term debt has increased as a result of the financing for the acquisition of new buses. In addition, other payables include staff severance accruals as per the NAPE Collective Agreement.

Working Capital

During 2007-08, the Board's work capital ratio went from 1.3 to 1.25. This is due to an increase in deferred revenue reflected as current liability.

As of June 30, 2008 the board's working capital showed current assets to be \$8,407,428 and current liabilities to be \$6,728,672.

Please see Appendix One, Table Five for a complete breakdown of revenues and expenditures from 2001 to 2008, and Table Six for a complete breakdown of the Board's deficit from 2001 to 2008.

Goal One: By June 30, 2008 the Labrador School Board's accumulated deficit will be reduced by ten per cent to increase benefits for students.

Measure: Deficit Reduction

Indicators:

- Debt to equity ratio
- Working capital

Debt to equity ratio

For the 2006-08 period, the Board's debt to equity ratio went from .16 to .19. Debt to equity ratio excludes accrued teacher severance since this is paid by the Department of Education. The increase in debt to equity ratio is directly attributed to reasons previously mentioned in the debt to equity ratio section noted on page seven of this report.

Working Capital

In the 2006-08 period, the Board successfully improved its working capital ratio from 1.17 to 1.25, an increase of 0.08. This change is reflected in the Board's increase in cash flow and a decrease in the deficit.

<u>Working Capital</u>	<u>2006</u>	<u>2008</u>
Current Assets	\$5,816,251	\$8,407,428
Current Liabilities	\$5,000,633	\$6,728,672
Working Capital Ratio	1.17	1.25

In summary, the Labrador School Board's goal of a 10 per cent reduction in its accumulated deficit by June 30, 2008 was exceeded by 81 per cent due to unexpected funding from government during the 2006-07 school year. The successful achievement of the 2006-07 and 2007-08 objectives have enabled the Labrador School Board to achieve its goal of reducing the accumulated deficit.

Student Academic Achievement

The Labrador School Board identified student academic achievement as a strategic issue. The Labrador School Board's goal for 2006-08 was to increase student academic achievement by one per cent in Mathematics, Science and English Language Arts.

Objective 2007-08:

By 2008, the Labrador School Board has improved student academic achievement by one per cent in Math, English Language Arts and Science.

Measure: Increased Student Achievement

Indicators:

- Increased results on provincial CRTs from 2006-08
- Increased results on District criterion referenced tests from 2006-08
- Increased results on provincial public examinations

Increased results on provincial CRTs from 2006-08 and Increased results on District criterion referenced tests from 2006-08

The results of Criterion Reference Tests (Provincial/District) and Public Examinations indicate an overall increase in student achievement in the areas of Mathematics, English Language Arts and Science. These increases have not consistently met the strategic plan's goal of increasing student achievement by one per cent. The majority of marks increased, with some climbing as high as 28 per cent. However, those that did experience a decrease were only moderately lower than in 2006. While the overall CRT results have moved in the desired direction, there were several areas where achievement has decreased. Results in these areas are affected by a number of factors including changes to teachers, testing instruments and the group of students.

While more students are entering the academic math curriculum, fewer are entering academic English Language Arts. English Language Arts results are decreasing provincially as well. This is thought to be a result of the introduction of new technology, such as e-mail and the internet.

The results vary by grade level and subject, as follows:

Mathematics

Provincial Primary, Elementary and Intermediate Mathematics results demonstrate an improvement in student achievement.

A comparison of Primary Mathematics results from 2006 to 2008 demonstrates the following:

- Multiple Choice results demonstrate an average increase of ten per cent.
- Mathematics Rubrics results demonstrate an average increase of four per cent.

A comparison of Elementary Mathematics results from 2006 to 2008 demonstrates the following:

- Multiple Choice results demonstrate an average increase of two per cent.
- Mathematics Rubrics results demonstrate an average increase of twenty-eight per cent.

A comparison of Intermediate Mathematics results from 2006 to 2008 demonstrates the following:

- Multiple Choice results demonstrate an average increase of five per cent.

District Common Mathematics Assessment results in grades seven, eight and Mathematics 1204 demonstrate a pattern of improvement in achievement. A comparison of grade seven, eight and Mathematics 1204 from 2006 to 2008 demonstrates the following:

- Grade Seven Mathematics results indicate an average increase of ten per cent.
- Grade Eight Mathematics results indicate an average increase of eighteen per cent.
- Mathematics 1204 results indicate an average increase of seven per cent.

English Language Arts

Provincial Primary, Elementary and Intermediate English Language Arts results demonstrate an inconsistency in student achievement, depending upon the grade level and instrument used in the assessment. The comparison of Primary English Language Arts results from 2006 to 2008 demonstrates the following:

- Multiple Choice results demonstrate an average increase of four per cent.
- Process Writing Rubrics results demonstrate an average decrease of thirteen per cent.
- Language Arts Rubrics results demonstrates an average increase of six per cent.

A comparison of Elementary English Language Arts results from 2006 to 2008 demonstrates the following:

- Multiple Choice results demonstrate an average increase of five per cent.
- Process Writing results demonstrate an average decrease of four per cent.
- Language Arts Rubrics results demonstrate an average decrease of one per cent.

A comparison of Intermediate English Language Arts results from 2006 to 2008 demonstrates the following:

- Multiple Choice results demonstrate an average increase of eleven per cent.
- Language Arts Rubrics results demonstrate an average increase of thirteen per cent.

While the overall CRT results have moved in the desired direction, there were several areas where achievement has decreased. Results in these areas are affected by a number of factors including changes to teachers, testing instruments and the group of students.

Science

It is necessary to note that the Department of Education does not require criterion reference testing for Science in grades three, six and nine. However, the Labrador School Board does assess grade seven science students each year for the purpose of establishing baseline data. A comparison of Grade 7 Science from 2006 to 2008 demonstrates a decrease in the overall average by four per cent in 2006 but the average did increase by three per cent in 2007.

Increased results on provincial public examinations

Provincial Public Exam results demonstrate an overall increase in achievement depending upon the course. A comparison of Public Exam results for 2006 to 2008 by course demonstrates the following:

- Eight out of eleven courses demonstrate an increase of between one and seventeen per cent.
- One course maintained its level of achievement while two public examination courses (World Geography and Biology) demonstrate a decreased achievement level of one per cent.

While overall results have moved in the desired direction there were several areas where achievement decreased. It should be noted that results in these areas are affected by a number of factors including changes to teachers, tests, and the group of students.

Goal Two: By June 30, 2008, the Labrador School Board has increased student academic achievement by one per cent in Math, Science and English Languages Arts.

Measure: Increased Achievement

Indicators: Facts obtained by comparison of school-based results on provincial CRTs from 2002-08
Facts obtained by comparison of school district results on district CRTs: 2000-08
Comparison in results in provincial CRTs from 2006-08
Comparison in results in school/districts and public exams
Comparison in results in common exams in Math 1204
Increase in attendance by school from 2006-08
Increased percentage of students enrolled in academic and honours courses compared to the percentage enrolled in 2006-08

As indicated above the Board did not meet its goal in all areas, but did have success in the majority of areas. The following details the 2006-08 indicators:

Facts obtained by comparison of school-based results from provincial CRTs from 2002-08

Grade 3 English Language Arts Rubrics percentage of students achieving 3 and above

2002 – 62 per cent

2008 – 65 per cent

Grade 6 English Language Arts CRT results--Rubrics percentage of students achieving 3 and above

2002 – 63 per cent

2008 – 83 per cent

Grade 6 Mathematics CRT results

Multiple Choice

2002 – Average of 70

2008 – Average of 72

Statistically, the District has met and surpassed its goal of improving achievement by one per cent in the areas of Language Arts and Mathematics as indicated by the comparison.

Facts obtained by comparison of school district results on district CRTs: 2000–08

Unfortunately, the Board did not capture this information for 2000. As such, for comparative purposes we are using the available data from 2002.

Grade 7 Science – Common Assessment

2002 – Average of 51

2008 – Average of 52

Grade 4 English District CRTs--Rubrics percentage of students achieving 3 and above

2002 – 36 per cent

2008 – 77 per cent

The District has met or surpassed its goal of increasing student achievement by one per cent.

Comparison in results in provincial CRTs from 2006 – 08

Grade 3 English Language Arts CRT results

Multiple Choice

2006 – average of 81

2008 – average of 85

English Language Arts Rubrics – Percentage of students performing at 3 and above

2002 – 50 per cent

2008 – 55 per cent

While the overall CRT results have moved in the desired direction, there were several areas where achievement has decreased. The results in English Language Arts are decreasing provincially as well. This is thought to be a result of the introduction of new technology, such as e-mail and the internet.

Grade 3 Mathematics CRT results

Multiple Choice

2006 – average of 65

2008 – average of 67

Mathematics Rubrics – Percentage of students performing at 3 and above

2006 – 20 per cent

2008 – 59 per cent

Grade 6 English Language Arts CRT results

Multiple Choice

2006 – average of 81

2008 – average of 85

While overall results have moved in the desired direction, there were several areas where achievement decreased. It should be noted that results in these areas are affected by a number of factors including changes to teachers, tests, and the group of students.

English Language Arts Rubrics – Percentage of students performing at 3 and above

2006 – 77 per cent

2008 – 76 per cent

Grade 6 Mathematics CRT results

Multiple Choice

2006 – average of 62

2008 – average of 72

Mathematics Rubrics – Percentage of students performing at 3 and above

2006 – 22 per cent

2008 – 50 per cent

Grade 9 English Language Arts CRT results

Multiple Choice

2006 – average of 66

2008 – average of 77

English Language Arts Rubrics – Percentage of students performing at 3 and above

2006 – 57 per cent

2008 – 70 per cent

Grade 9 Mathematics CRT results

Multiple Choice

2006 – average of 58

2008 – average of 63

With one exception, all increased by at least one per cent.

Comparison in results in school/districts and public exams

District Mathematics results from Common Assessments

Grade 7:	2006 – average of 52
	2008 – average of 62
Grade 8:	2006 – average of 42
	2008 – average of 60

District Science results from Common Assessments

Grade 7:	2006 – average of 56
	2008 – average of 52

While the overall CRT results have moved in the desired direction, there were several areas where achievement has decreased. Results in these areas are affected by a number of factors including changes to teachers, testing instruments and the group of students.

District results for English Language Arts, percentage of students achieving 3 and above

Grade 4:	2006 – 51 per cent
	2008 – 63 per cent
Grade 7:	2006 – 44 per cent
	2008 – 65 per cent

Public Exam Results

Biology 3201

2006 – average of 61
2008 – average of 60

Mathematics 3204

2006 – average of 54
2008 – average of 57

Chemistry 3202

2006 – average of 61
2008 – average of 63

Mathematics 3205

2006 – average of 71
2008 – average of 85

Physics 3204

2006 – average of 67
2008 – average of 67

English 3201

2006 – average of 58
2008 – average of 64

The results of Criterion Reference Tests (Provincial/District) and Public Examinations indicate an overall increase in student achievement in the areas of Mathematics, English Language Arts and Science. These increases have not consistently met the strategic plan's goal of increasing student achievement by one per cent and results vary by grade level and subject. Results in these areas are affected by a number of factors including changes to teachers, testing instruments and the group of students.

Provincial Public Exam results demonstrate an overall increase in achievement depending upon the course and a comparison of Public Exam results for 2006 to 2008 by course demonstrates the following:

- Four out of six courses demonstrate an increase of between one and fourteen per cent.
- One course maintained its level of achievement while one public examination course (Biology 3201) demonstrated a decrease in the achievement level of one per cent.

Comparison in results in common exams in Math 1204

Mathematics 1204 - average results
2006 – average of 35
2008 – average of 53

Results from the 1204 Common Mathematics Exam indicate that the District has achieved and surpassed its goal of improving achievement by one per cent.

Increase in attendance by school from 2006-08

District Student by average:
2006 – 84 per cent
2008 – 86 per cent

Attendance statistics indicate that student attendance has improved by two per cent.

Increased percentage of students enrolled in academic and honours courses compared to the percentage enrolled in 2006-08

Academic (English)
2006 – 74 per cent
2008 – 67 per cent

While the overall CRT results have moved in the desired direction, there were several areas where achievement has decreased. Results in these areas are affected by a number of factors including changes to teachers, testing instruments and the group of students.

While more students are entering the academic math curriculum, fewer are entering academic English Language Arts. English Language Arts results are decreasing provincially as well. This is thought to be a result of the introduction of new technology, such as e-mail and the internet.

Academic/Honours (Mathematics)
2006 – 53 versus 19 per cent
2008 – 56 versus 24 per cent

The percentage of students enrolled in academic and honours courses show that an increased number of students are taking academic/honours Mathematics and the percentage of students taking academic English is decreasing.

The achievement of the Strategic Plan's goal of increasing student achievement was met through the following District Initiatives:

Number of schools implementing School Development Plans focused on Student Achievement;
2006 – 6
2008 – 17

Provincial Numeracy Support positions to support Mathematics in schools;
2006 – 0 teachers
2008 – 3 teachers

Focused teacher in-service in Mathematics, Science, English; and

School administrators received two focus-group sessions on how to improve student achievement during Leadership at Work sessions.

In summary, the Labrador School Board has met its one per cent increase in student achievement in the areas of Mathematics, Science and English Language Arts. While the increase of one per cent does represent progress in the areas of Mathematics, Science and English Language Arts, the Board does recognize there are inconsistencies in the levels of achievement.

Communications

In consultation with stakeholders, the Board members identified difficulties in communication as a significant issue. The five reasons for the issue are: inability of the Board to meet more than four times per year to conduct business because of fiscal constraints; inability to guarantee that Board meetings will be held throughout the district because of inclement weather; the size of the district; the physical distances between schools; and the insufficient technological supports at the central office. The following details the Labrador School Board's progress toward meeting the following objective:

Objective 2007-08:

By 2008, the Labrador School Board will have implemented its communication plan.

Measure: Implemented Communications Plan

Indicators:

- Publicly released plan
- Monitored stakeholder feedback to Board communications
- Tracked the number of complaints in 2006 compared with the number in 2008
- Monitored and tracked stakeholders' usage of the Board's website

Unfortunately, due to competing educational and operational demands, the Board did not meet its objective for 2007-08. However, the following details progress toward same:

Publicly released plan

The Board did not finalize its communications plan by June 2008. Due to priorities and commitments such as the development of the Board's Constitution, By-laws and governance policies, combined with the release of Government's Commission reports (Teacher Allocation Commission and ISSP Commission), the Board was unable to complete this work within this reporting period. It is anticipated that the communication plan will be finalized and implemented in the upcoming year.

Monitored stakeholder feedback to Board Communications

The Board monitored stakeholder feedback to Board communications. The Board used several methods including: feedback from parents and school councils; website usage; e-mail; and telephone follow-up as the most frequent means to respond to stakeholder feedback. The Board forwarded a news release

following every Board meeting to media groups and stakeholders including: local media stations such as CBC and CFLN Labrador; local newspapers; school administrators (for dissemination to school staff), and officials at the Department of Education.

Tracked the number of complaints in 2006 compared with the number in 2008

The Board monitored and responded to complaints from various stakeholders. All complaints were investigated and a response to each was provided in a timely manner. During the reporting period (2006-08), the following number of complaints were brought forward and discussed at the Board table.

Number of written complaints	Period
2	2006-07
2	2007-08

Monitored and tracked stakeholders' usage of the Board's website

In terms of monitoring and tracking stakeholder usage of the Board's website, there was a counter set up to monitor the number of "hits" on the website; however, the counter was inadvertently removed during an upgrade to the district website. As such, statistics for 2008 are unavailable.

The number of page loads increased from 107,109 in 2006 to 148,877 in 2007. In addition, the number of first time visitors has increased from 67,467 to 99,511 and this represents a growth of forty three per cent from 2006 to 2007.

Please see Appendix One, Figure One for a breakdown of website usage statistics for 2006 and 2007.

Goal Three: By June 30, 2008 the Labrador School Board has implemented its communications plan in an effort to better inform stakeholders.

Measure: Implemented

Indicators:

- Stakeholder feedback to Board communications
- Number of complaints in 2006 compared with the number in 2008
- Number of presentations to the Board in 2006 compared with the number in 2008
- Number of focus groups in 2006 compared with the number in 2008
- Number of school council meetings attended by trustees in 2006 compared with the number in 2008
- Number of sub-regional committee meetings per year chaired by Board members
- Number of media releases in 2006 compared with number in 2008
- Number of senior administration/parent meetings in 2006 compared with the number in 2008

As indicated in the 2006-07 Annual Report and above, the Board was not successful in the full development and implementation of its communications plan due to competing educational and operational demands. However, the following details the actions implemented toward this goal of better informing stakeholders:

Stakeholder feedback to Board Communications

The Board received no formal feedback from the public with respect to Board communications and as a result, the Board is unable to measure the level of stakeholder feedback to Board communications during this reporting period.

Number of complaints in 2006 compared with the number in 2008

Number of written complaints	Period
2	2006-07
2	2007-08

Number of Presentations to the Board in 2006 compared with the number in 2008

Number of Presentations to the Board	Period
5	2006-07
4	2007-08

Number of focus groups in 2006 compared with the number in 2008

Number of focus groups	Period
2	2006-07
0	2007-08

The reason for the decrease in the number of focus group sessions was in 2006-2007, both the Teacher Allocation Commission and the ISSP/Pathways Commission visited the district. In 2007-08, these commissions had completed their work.

Number of school council meetings attended by trustees in 2006 compared with the number in 2008

Number of school council meetings	Period
3	2006-07
3	2007-08

Number of sub-regional committee meetings per year chaired by Board members

Number of Sub-regional meetings	Period
3	2006-07
3	2007-08

Number of media releases in 2006 compared with number in 2008

Number of media releases	Period
4	2006-07
4	2007-08

Number of Senior administration/parent meetings in 2006 compared with the number in 2008

Number of meetings	Period
5	2006-07
2	2007-08

In summary, the Board did not publicly release its communications plan by June 2008. However, Board communications with stakeholders did occur on regular basis (i.e. media releases) throughout the school year.

Fully Implemented By-laws, Constitution and Policies

The Board identified that it was not in compliance with the *Schools Act, 1997* because it did not have a constitution and by-laws. It was also recognized that the governance policies would need to be revised when the constitution and by-laws were approved. The Labrador School Board sought to achieve the following objective:

Objective 2007-08:

By 2008, the Labrador School Board has implemented the constitution, by-laws and policies.

Measure: Implementation of constitution, by-laws and policies

Indicators:

- Constitution, by-laws and policies approved by Minister of Education
- Copies of constitution, by-laws and policies forwarded to respective schools
- Released publicly

The Board completed a substantial amount of work toward the achievement of this objective and has submitted the necessary documentation to the Department of Education. However, as of June 30, 2008 the constitution, by-laws and policies were not completed as they are still undergoing analysis within the department. The Board will continue to work with the department in efforts to finalize these in the very near future.

Constitution, by-laws and policies approved by Minister of Education

Copies of Board's Constitution and By-laws were forward to the Department of Education for Ministerial approval. However, at the end of this reporting period, the Department of Education was still reviewing the final documents and, as such, approval was not granted.

Copies of constitution, by-laws and policies forwarded to respective schools

School principals were provided with a draft copy of the Board's constitution and by-laws in the fall of 2007.

In terms of governance policies, this work was not completed by June 30, 2008, and this was largely due to competing educational and operational demands. This was further complicated by a vacancy in the district administrative team at the end of August 2007, which was not filled until late October 2007. It is anticipated that work on the governance policies will continue in the upcoming school year.

Released publicly

As the Board is still working with the department to finalize the documents, they were not released to the public.

Goal Four: By June 30, 2008 the Labrador School Board has full implementation of by-laws, constitution, and policies to achieve consistency of services to stakeholders.

Measure: Implementation

Indicators:

- Minutes of the Board meeting conditionally approving the constitution and by-laws
- Ministerial approval of the constitution and by-laws
- Minutes of the Board meeting approving the governance policies
- Analysis to demonstrate that all Board decisions reflect the application of the constitution, by-laws and policies

Unfortunately, as stated above, at the end of this reporting period, final approval was still pending. However, the Board has taken all necessary steps and continues to work with the Department of Education toward the achievement of this goal.

Minutes of Board meetings conditionally approving the constitution and by-laws

The Board minutes indicate that the Board did conditionally approve the constitution and by-laws.

Ministerial approval of the constitution and by-laws

As stated previously, the Board continues to work with the department on final approval.

Minutes of the Board meeting approving the governance policies

The Board minutes indicate that the Board did conditionally approve the governance policies.

Analysis to demonstrate that all Board decisions reflect the application of the constitution, by-laws and policies

Given that the constitution and by-laws have not been finalized, the Board has not conducted an analysis.

Opportunities and Challenges Ahead

Henry Gordon Academy Gymnasium

In 2007-08, the Board continued to collaborate with government with respect to the community gymnasium in Cartwright. While not successful this past year, the Board will continue to work with the Department of Education to ascertain a solution and meet the physical education needs of the Henry Gordon Academy students.

Teacher Housing

Each year, the Board asks teachers who are leaving the school district to complete an exit survey. From an analysis of the exit surveys, teacher housing continues to be a concern raised by most teachers who choose to leave our coastal schools. The lack of quality housing in some communities has made it difficult to attract and retain teachers in these areas.

However, it is not only our coastal communities experiencing housing issues. The high cost of housing has also caused concern in Labrador West. In the past year, there are fewer apartments available and those that are available are very expensive. The Board apartments relieved some of the problem, but as the economy continues to grow in Labrador West, the problem of teachers finding affordable places to live will continue to be a challenging one.

Specialty Areas

The Human Resources Department continues to have difficulties in recruiting in the specialty areas. Guidance, Music, Physical Education, and Student Services positions continued to be difficult to fill throughout the district.

The Itinerant Guidance persons continue to satisfy some of the needs of our coastal communities. Although this may not be the ideal situation, there has been success in many of our schools. Positions requiring specialty training such as Music and Physical Education, and even some of the more mainstream areas such as Mathematics and French, are becoming very difficult to fill with qualified persons. This trend is not only being found in Labrador but throughout the province.

Funding for Skilled Workers

A second challenge that has created stress is the Board's ability to attract, hire and retain skilled workers to complete the necessary maintenance projects in our respective schools. The shortage of workers did impact the Board's ability to complete maintenance projects in a timely and effective manner. Since the labor pool in Labrador is small, the Labrador School Board must compete with companies such as Voisey's Bay Nickel, Iron Ore Company of Canada, Wabush Mines and other private sector companies for skilled trades' workers who are seeking higher salaries with those companies.

FINANCIAL STATEMENTS

A copy of the financial summary for the period ending June 30, 2008 is included.

LABRADOR SCHOOL BOARD

Balance Sheet
June 30, 2008

2008 2007

Assets

Current assets:

Cash (Supp. Info. 1)	\$ 151,388	100,408
Short term investments (Supp. Info. 2)	3,225,000	1,680,000
Accounts receivable (Note 2)	4,970,853	5,363,244
Prepaid expenses (Supp. Info 3)	<u>60,187</u>	<u>66,733</u>

Total current assets	8,407,428	7,210,385
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Property, plant and equipment (Schedule 8)	<u>43,331,756</u>	<u>43,031,692</u>
	<u>\$ 51,739,184</u>	<u>50,242,077</u>

Liabilities and Board Equity

Current liabilities:

Bank indebtedness (Note 3)	\$ 119,687	169,303
Accounts payable and accruals (Note 4)	6,406,041	5,170,751
Current maturities (Schedules 9B)	<u>202,944</u>	<u>202,943</u>

Total current liabilities	6,728,672	5,542,997
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Long-term debt (Schedule 9)	892,193	1,095,138
Accrued support staff severance	821,189	805,844
Accrued teacher severance	5,505,851	5,347,266

Board equity:

Investment in capital assets (Note 6)	43,341,077	43,041,013
Board deficiency (Note 7)	(5,705,493)	(5,869,585)
Restricted fund - Labrador West School Committee (Note 5)	<u>155,695</u>	<u>279,404</u>

Total Board equity	<u>37,791,279</u>	<u>37,450,832</u>
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Commitments (Note 8)

Contingent liabilities (Note 10)	<u>\$ 51,739,184</u>	<u>50,242,077</u>
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Approved:

_____ **Director**

_____ **Director**

See accompanying notes

LABRADOR SCHOOL BOARD

Statement of Current Revenues, Expenditures and Board Deficiency

Year ended June 30, 2008	2008	2007
Current revenues (Schedule 1):		
Local taxation	\$ -	-
Provincial Government grants	39,024,372	36,920,545
Donations	-	-
Ancillary services	213,480	192,817
Miscellaneous	5,419,559	4,613,866
	<u>44,657,411</u>	<u>41,727,228</u>
Current expenditures:		
Administration (Schedule 2)	1,521,841	1,369,938
Instruction (Schedule 3)	34,881,489	33,070,876
Operations and maintenance (Schedule 4)	5,217,174	4,527,775
Pupil transportation (Schedule 5)	2,418,753	2,146,378
Ancillary services (Schedule 6)	179,194	180,533
Interest expenses (Schedule 9C)	52	6,910
Miscellaneous expenses (Schedule 7)	-	-
	<u>44,218,503</u>	<u>41,302,410</u>
23 111		
Excess (deficiency) of revenue over expenditure before teacher severance, summer pay and transfer to capital	438,908	424,818
Teacher severance	(138,064)	55,007
Teacher summer pay	(158,585)	28,042
Non-teaching severance	-	-
Transfer to Capital Fund	(2 9,002)	(9,388)
Net increase (decrease) in Board equity	113,257	498,479
Board deficit, beginning of period	(5,869,585)	(6,458,862)
Adjustments (Note 7)	50,835	90,798
Board deficit, ending	<u>\$(5,705,493)</u>	<u>(5,869,585)</u>

The financial information was extracted (with permission from the Labrador School Board's (LSB) auditors, Walters Hoffe & Co.) from the audited financial statements of the LSB for the year ended June 30, 2008. The LSB's auditors expressed an unqualified opinion in their auditor's report dated July 27, 2008. Copies of the auditor's report and financial statements are available upon request by telephone (709) 896-2431.

FINANCIAL SUMMARY

LABRADOR SCHOOL BOARD

AS AT JUNE 30, 2008

(extracted from the Labrador School Board's June 30, 2008 audited financial statements)

	<u>2008</u>	<u>2007</u>
Assets	<u>\$ 51,739,184</u>	<u>\$ 50,242,077</u>
Liabilities and Board Equity		
Liabilities	\$ 13,947,905	\$ 12,791,245
Board Equity	<u>\$ 37,791,279</u>	<u>\$ 37,450,832</u>
Total Liabilities and Board Equity	<u>\$ 51,739,184</u>	<u>\$ 50,242,077</u>
Board deficit	<u>\$ (5,705,493)</u>	<u>\$ (5,869,585)</u>
Board Deficit Composition		
Board Deficit	\$(5,705,493)	\$(5,869,585)
Less: Teacher Severance Pay	<u>5,505,851</u>	<u>5,347,266</u>
Board Surplus (Deficit) less Teacher Severance Pay	(199,642)	(522,319)
Less: Deficit upon Consolidation (Jan. 1/97)	<u>(504,281)</u>	<u>(504,281)</u>
Net Board Surplus (Deficit) since Consolidation	<u>\$ 304,639</u>	<u>\$ (18,038)</u>

The teacher severance pay, although included as part of the overall deficit of the Labrador School Board, is not the financial responsibility of the Labrador School Board. It is the financial responsibility of the Department of Education and is included in the Labrador School Board's financial statements as per government reporting policy. Consequently, the portion of the Board's deficit that is the responsibility of the Labrador School Board is \$199,642 for 2008 and \$522,319 for 2007

These figures include an opening deficit upon consolidation of the former school Boards of \$504,281, which became the responsibility of the new Board plus any deficit(s) since consolidation. Adhering to its Deficit Reduction Plan and its Strategic Plan, the Board managed to reduce its accumulated deficit by 58% while maintaining a focus on programs. The net surplus (deficit) since consolidation (1997) is \$304,639 for 2008 and (\$18,038) for 2008.

Appendix One

Table 1—Student Population as of June 2008

CHANGE IN STUDENT POPULATION																			
	K	Gd. 1	Gd. 2	Gd. 3	Gd. 4	Gd. 5	Gd. 6	Gd. 7	Gd. 8	Gd. 9	L. I	L. II	L. III	L. IV	Total Sept. 2007	Total Sept. 2006	Change	Total June 2008	Change Sept. 07 June 08
JHMS	22	19	29	19	16	19	18	20	29	14	38	25	12	6	286	303	-17	263	-23
MINS	33	16	26	22	18	23	13	18	6	15	16	8	3		217	197	+20	214	-3
ACMS	16	10	12	10	12	15	14	15	16	15	13	15	3	5	171	169	+2	143	-28
BLMS	4	5	1	6	4	4	2	5	5	5	5	6	5		57	59	-2	50	-7
JCEMS	6	1	6	3	8	4	2	6	4	9	7	11	8	3	78	89	-11	79	+1
NLA	4	3	4	7	2	2	1	3	2	2	8	4	4		46	59	-13	41	-5
HGA	4	4	5	9	5	2	5	11	11	10	14	6	6		92	104	-12	87	-5
SPS		4	1	5	2	1	3	1	1	2	4	2	5		31	43	-12	29	-2
LMS	6	5	9	9	6	6	9	12	6	7	10	8	11	1	105	118	-13	96	-9
MLS						1	1		2						4	4		4	
PMKS	36	32	37	31	22	26	28	27	26	23	37	38	8		371	351	+20	342	-29
PPS	77	82	90	113											362	394	-32	361	-1
QPMS						102	111	102							427	425	+2	422	-5
MMC					112				111	111	127	100	116	18	583	597	-14	554	-29
APLPS	96	97	96	112											401	413	-12	402	+1
JRSMS					116	117	115	122							470	449	+21	481	+11
MHS									103	114	154	114	107	16	608	637	-29	595	-13
Totals	304	278	316	346	323	322	322	342	322	327	433	337	288	49	4309	4411	-102	4163	-146

Table 2—Teacher Resignations from the period 2003 to 2008

Number of Resignations in June						
School	2003	2004	2005	2006	2007	2008
JHM	4	5	3	3	4	2
MINS	3	10	6	8	7	13
ACM	5	3	4	7	0	4
BLM	1	0	0	1	0	0
JCE	4	1	3	0	1	1
NLA	1	0	1	0	0	0
HGA	1	0	2	0	1	0
STP	0	1	2	0	1	2
Total	19 (15%)	20 (17%)	21 (17%)	19(15%)	14 (12%)	22 (17%)

* In June 2004, one school accounted for 50% of the resignations, and in 2008 this same school accounted for 59% of the resignations.

** June 2005 resignations included 3 retirements.

Table 3 – Revenue & Expenditures

Revenue 2008		Expenditures 2008	
Provincial Government	\$39,361,032	Administration	\$1,521,841
Rental	213,480	Instruction	35,178,138
Interest	101,761	Operations and maintenance	5,217,174
Native Peoples'	2,322,388	Pupil Transportation	2,418,753
Innu education	1,824,063	Operation of Teacher Residences	179,194
Mining Company's	525,000	Transfer to Capital Fund	29,002
Francophone	49,425	Interest expense	52
Grenfell	67,182		
Aboriginal education	193,080		
Total Revenue	<u>\$44,657,411</u>	Total Expenditures	<u>\$44,544,154</u>

Table 4 – Maintenance Expenditures for the period 2007-08

	Heating	Glass	Blinds/ Flooring	Painting	Hardware	Electrical	Roofing	PA/Alarm	Access.	Roadways	Miscell	Total
Jens Haven Memorial	17,235	91,092		684	1,606	2,101		6,408	605		80,229	199,960
Amos Comenius	23,265	31,278				225		874			5,087	60,729
J.C. Erhardt	2,208	191		62		351		825			2,076	5,712
Northern Lights Academy	931							858			7,487	9,275
Lake Melville	14,839	715		142	6,525	16,583		820		7,911	8,775	56,310
Robert Leckie School	0										0	0
Mealy Mountain Collegiate	1,845	54,982		1,958		7,441		3,833	1,148	16,522	29,750	117,479
Peacock Elementary	5,694	8,197		864	4,813	8,188		9,108	445	14,827	39,494	91,630
Mud Lake Elementary	0										140	140
Henry Gordon Academy	1,962		3,403	934	244	8,962		569			15,114	31,187
Queen of Peace	14,376	10,577	4,720	3,508	886	9,900		1,821		34,985	17,927	98,700
St. Peter's	5,666		387	298				1,004			10,654	18,008
Menihek High	991	721	16,167	4,669	728	26,707		2,450	5,544	1,362	70,812	130,149
A.P. Low	12,924	491	105	1,368	191	36,420		2,454	302	491	28,202	82,950
J.R. Smallwood	28,185	3,092		2,045	3,787	20,576		1,921	11,077	936	49,702	121,321
Peenamain McKenzie	11,303	12,044	7,391	2,510	5,490	20,813		1,565	191	10,717	37,790	109,814
B.L. Morrision	5,689					6,379		545		720	3,265	16,599
B.O. East	961				5	574		302		1,979	6,082	9,903
B.O. West		0	0	0	0	948		330			3,990	5,268
	148,074	213,381	32,173	19,041	24,275	166,167	0	35,686	19,312	90,449	416,575	1,165,134

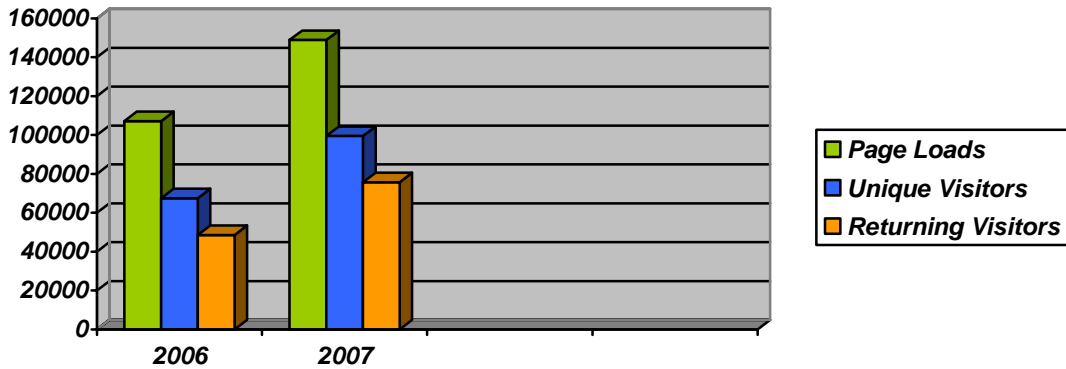
Table 5 – Deficit Reduction

Deficit Reduction								
	2001	2002	June 2003	2004	2005	2006	2007	2008
Current Revenues:	\$36,251,316	\$35,562,759	\$40,361,401	\$39,605,200	\$38,474,178	\$39,964,287	\$41,727,228	\$44,657,411
Current Expenditures:	37,002,372	35,707,700	39,793,180	39,156,600	38,243,222	39,589,117	41,274,368	44,377,088
Excess of revenue over expenditure (expenditure over revenue) before transfer to capital	(751,056)	(144,941)	568,221	448,600	230,956	375,170	452,860	280,323
Transfer to capital/from	(67,470)	(66,550)	(345,117)	(186,107)	(84,850)	(326,517)	(9,388)	(29,002)
Excess of expenditure over revenue for before severance pay accrual adjustments	(818,526)	(211,491)	223,104	262,493	146,106	48,653	443,472	251,321
Severance pay accrual adjustments								
Non-teaching	(47,838)	(96,670)	(70,459)	(143,245)	(61,395)	0	0	0
Teaching	(122,022)	156,041	(435,253)	(245,496)	124,981	(25,865)	55,007	(138,064)
	(169,860)	59,371	(505,712)	(388,741)	63,586	(25,865)	55,007	(138,064)
Excess of expenditure over revenue for year	(988,386)	(152,120)	(282,608)	(126,248)	209,692	22,788	498,479	113,257
Less Teacher severance pay	122,022	(156,041)	435,253	245,496	(124,981)	25,865	(55,007)	138,064
Excess of revenue over expenditure less teacher severance pay	(\$866,364)	(\$308,161)	\$152,645	\$119,248	\$84,711	\$48,653	\$443,472	\$251,321

Table 6 – Deficit Analysis

Deficit Analysis								
	2001	2002	2003	2004	2005	2006	2007	2008
Deficit restated less teacher accrued severance	(\$1,586,889)	(\$1,816,402)	(\$1,444,702)	(\$1,314,807)	(\$1,229,156)	(\$1,056,589)	(\$522,319)	(\$199,642)
Deficit composition								
Opening Deficit Jan 1, 1997	(502,810)	(502,810)	(502,810)	(502,810)	(502,810)	(502,810)	(502,810)	(502,810)
Housing:	(470,500)	(625,700)	(588,000)	(542,600)	(466,700)	(354,100)	(241,800)	(188,100)
Operations:	(612,100)	(686,400)	(352,400)	(267,900)	(258,200)	(198,200)	223,900	491,268
Accumulated Deficit June 30, 2008	(\$1,585,410)	(\$1,814,910)	(\$1,443,210)	(\$1,313,310)	(\$1,227,710)	(\$1,055,110)	(\$520,710)	(\$199,642)
Housing:								
Davis Inlet	(\$41,100)	(\$75,600)	(\$67,200)	(\$67,200)	(\$67,200)	\$0	\$0	\$0
South Coast	(90,400)	(110,100)	(126,800)	(121,400)	(117,100)	(117,100)	(138,600)	(138,600)
North Coast	(339,000)	(440,000)	(394,000)	(354,000)	(282,400)	(237,000)	(103,200)	(49,500)
	(\$470,500.00)	(\$625,700.00)	(\$588,000.00)	(\$542,600.00)	(\$466,700.00)	(\$354,100.00)	(\$241,800.00)	(\$188,100.00)

Figure 1- Website Usage Statistics- 2006 and 2007



2006	107,109	67,467	48,608
2007	148,877	99,511	75,666