

Koinonia Christian School  
Red Deer Society



# **Three-Year Education Plan**

2026-2029

# Preamble

As we prepare to serve our learning community in 2026–2027, our theme, *Kingdom Witnesses*, calls us to faithfully reflect Christ in every aspect of learning, leadership, discipleship, and service. In a world increasingly searching for truth, hope, and purpose, we believe Christian education is not merely academic preparation, but the formation of students who know Christ, walk in wisdom, and bear witness to His Kingdom in their homes, churches, communities, and future vocations.

Charles Spurgeon once wrote, “Every Christian is either a missionary or an imposter.” This conviction challenges and inspires us as we seek to cultivate students who understand that following Christ is not confined to church walls, but is lived out daily through learning, character, relationships, service, and witness. It continues to shape the mission of Koinonia Christian School Red Deer Society as we pursue Christ-centered education that integrates faith and learning across every subject, activity, and relationship.

KCSRDS recognizes that meaningful engagement and reconciliation are built through long-term relationships, listening, learning, and trust. The school authority remains committed to growing in understanding and identifying opportunities for authentic collaboration that align with its mission and values.

As stewards of the resources, responsibilities, and opportunities entrusted to us, we remain committed to serving the families who have placed their confidence in our schools. Through our campus program, Emmaus Learning Community, and Koinonia@Home, we continue to partner with parents in the sacred calling of raising and educating children in a distinctly Christian environment grounded in biblical truth and academic excellence.

The priorities outlined in this Education Plan reflect our continued commitment to developing students who flourish academically, spiritually, and relationally. Our first priority, Student Learning, focuses on strengthening literacy and numeracy instruction so that students are equipped with the foundational skills necessary for success in learning and life. Our second priority, Discipleship, seeks to intentionally form students in biblical understanding, Christian worldview, character, and faithful service as followers of Christ. Our third priority, Building Community Engagement, emphasizes strong partnerships between school, home, church, and the broader community as together we cultivate a learning culture rooted in faith, support, and shared purpose. Through these priorities, we seek to faithfully fulfill both our educational responsibilities and our calling to prepare students to live as Kingdom witnesses in the world around them.

We are grateful for the many ways God has worked through our students, staff, families, and broader community this past year. As we look ahead to the coming school year, we do so with humility, gratitude, and confidence in Christ our King, trusting Him to continue transforming lives for His glory.

This Three-Year Education Plan is a living document. The plan will be reviewed annually by school and authority leadership, the Board of Directors, and key stakeholders to ensure it reflects current evidence from provincial results, local measures, stakeholder engagement, and emerging student needs. Strategies may be refined each year through the AERR and annual planning cycle while maintaining continuity with the authority’s long-term priorities. To download the latest version of this document please visit, <https://www.koinonia.ca/who-we-are>.

*“But in your hearts honor Christ as holy,  
always being prepared to make a defense to anyone who asks you for a reason for the hope that is in you;  
yet do it with gentleness and respect.” 1 Peter 3:15*

# Accountability Statement

The Education Plan for Koinonia Christian School Red Deer Society, commencing September 1, 2026, was prepared under the direction of the Board of Directors in accordance with its responsibilities under the Education Act, the Independent Schools Regulation, and the Education Grants Regulation. This plan was developed in the context of Alberta Education and Childcare's assurance requirements, the provincial government's business and fiscal plans, and evidence from provincial and local measures.

The Board has used performance results, stakeholder engagement, and local evidence to develop this plan and is committed to implementing the strategies contained within it to improve student learning, student growth, discipleship, community engagement, and public assurance.

The Board reviewed and approved the 2026–2029 Education Plan on May 22, 2026. A signed copy is retained by the school authority.



**Conrad Tycholaz**  
*Board Chair*



**Gregg McNeil**  
*Executive Principal*

**Signed in Original**

**Signed in Original**

---

Signature

---

Date

---

Signature

---

Date

# Table of Contents

- Preamble ..... 2
- Accountability Statement ..... 3
- Vision ..... 5
- Mission ..... 5
- Parents are Key Stakeholders ..... 5
- What are Our Priorities for Improvement? ..... 6
- Reflection on Previous Results ..... 6
- Priority 1: Improve Student Learning in Literacy and Numeracy ..... 7
  - Literacy ..... 7
  - Numeracy ..... 8
- Priority 2: Discipleship ..... 9
  - Bible Curriculum ..... 9
  - Core Values ..... 10
  - Service ..... 10
- Priority 3: Building Community Engagement ..... 11
  - Board of Governors ..... 11
  - Parental Involvement ..... 12
  - Capital Project – Koinonia Project 2028 ..... 12
- Budget Summary for 2025-2026 ..... 14

# Vision

## **Devoted to Christ. Dedicated to students and families.**

Our learning community is a ministry to families who choose our school programs. Our educational philosophy is based on a God-centered view of man. Since God created and sustains all things through His Son, Jesus Christ, we are devoted to honoring and glorifying Him in all we do. As man is made in God's image with a unique capacity to know and respond to God personally, we are dedicated to supporting families who believe in raising their children in the "discipline and instruction of the Lord" (Ephesians 6:4, ESV).

# Mission

## **To assist parents in Christian education by developing excellence in faith, moral character, and academics, and promoting lifestyles related to Christian witness.**

We believe parental responsibility for the education of their children is an inalienable right given to them by God. It is our privilege to provide educational choices to parents seeking an independently governed Christian option for the instructional needs of their family.

Koinonia (pronounced Koy-no-NEE-uh) is an ancient Greek word meaning Christian fellowship with God and others who hold common beliefs. While our community includes people from a variety of denominations, Koinonia families, faculty, and staff hold the essential truths detailed in our Statement of Faith in common. This unity provides a strong foundation for discipling students in all programs offered by our school authority, including families who choose Home Education.

Within this mission, KCSRDS seeks to support Alberta's assurance goals by helping students grow academically, spiritually, socially, and vocationally through excellent instruction, meaningful learning opportunities, responsible governance, and a distinctly Christian understanding of service and citizenship.

# Parents are Key Stakeholders

Since its beginning 43 years ago, the Board of Directors of Koinonia Christian School Red Deer Society (KCSRDS), comprised mostly of parents representing the variety of programs offered by the school authority, have volunteered their time to ensure continuous improvement and accountability for its programs. Tremendous change has occurred since beginning operation of three distinct schools two years ago. Standing firm on the core principles of its Statement of Faith in a time of cultural change has led to demographic changes in the school community. Changes to the funding structures, economy, and quality assurance requirements have also had an impact on school operations and strategic planning.

We are especially grateful for the ongoing development of three Parent Advisory Councils in our unique school communities which builds on the rich Koinonia tradition of parents as primary decision-makers. Their involvement strengthens our work. The discussions held within our KCSRDS schools and with community stakeholders about improvements in student literacy, student discipleship and building community engagement were inspiring and instructive. The outcomes, measures, and strategies are grounded in these conversations and collaborative work sessions. Furthermore, these outcomes focus on the core role of rigorous academic programming and supporting the social, emotional, and spiritual wellbeing of our students and staff. Responding to local and societal contexts of the campus school (RDKCS), the Emmaus Learning Community (ELC), and Koinonia@Home (K@H) is essential to sustaining the trust and confidence of our education partners who value student learning and growth as ambassadors of Christ (2 Corinthians 5:20).



# What are Our Priorities for Improvement?

After considering the unique contexts of each KCSRDS school community, the areas of improvement chosen through engagement with parents, students, staff and community stakeholders remain strongly focused on improving student learning in the following areas:

- student literacy and numeracy
- discipleship
- building community engagement

As engagement has grown this past year, more parents and stakeholders understand the importance of their unique contributions and responsibility for assurance of student growth and achievement. The action plans and strategies in this year's Education Plan reflect a commitment to build on this growth in engagement.

Engagement used to inform this plan included Parent Advisory Council meetings, parent and staff surveys, student feedback, staff collaboration meetings, leadership team reviews, Board planning discussions, parent information meetings, conversations with community and church partners, and review of provincial and local results. These engagement methods helped identify strengths, emerging needs, and priority areas for improvement. Our Parent Advisory Council plays an important role in advising and providing feedback on academic programs, initiatives, school culture and structures. The Parent Advisory Councils serve in an advisory capacity and provide structured feedback to school leadership and the Board. They do not replace the authority of the Board of Directors but strengthen governance by ensuring parent voice is regularly heard in planning, communication, school improvement, and community-building.

Evidence-based school improvement is a complex process that takes time to establish. Continuous improvement will be supported in 2026-2029 by further collaboration through enhanced communication structures, employment of a variety of stakeholder engagement strategies, and refinement of timely, triangulated assessment that informs strategic actions and professional leading and teaching practices.

Alberta Education's Business Plan's goals for 2026-2029 include:

- Students are successful
- First Nation, Metis and Inuit students in Alberta are successful
- Students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
- K-12 Education system and workforce are well managed.

KCSRDS priorities align with Alberta Education and Childcare's provincial direction. Priority 1 supports student success through focused literacy and numeracy improvement. Priority 2 supports student formation, citizenship, and learning opportunities through Christian discipleship, worldview formation, service, and meaningful engagement with First Nations, Métis, and Inuit perspectives. Priority 3 supports strong governance, parent partnership, community engagement, and long-term organizational sustainability.

## Reflection on Previous Results

Review of previous AERR results, provincial achievement results, diploma results, local screening data, and stakeholder feedback identified several strengths and areas for growth. High school English results remain a relative strength, while Grade 9 English Language Arts, Grade 9 Mathematics, and some mathematics diploma results indicate the need for continued focus on literacy, numeracy, assessment, and instructional consistency. Local screening data also shows the importance of early identification, intervention, and growth tracking, especially as KCSRDS expands screening beyond provincial minimum requirements. Because several cohorts are small, results are interpreted cautiously and supplemented with local classroom evidence, teacher assessment, student growth data, and stakeholder feedback. These findings directly informed the selection of literacy/numeracy, discipleship, and community engagement as the authority's three priorities.

**“Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.”**

# Priority 1: Improve Student Learning in Literacy and Numeracy

## Literacy

### Outcome

Improve student literacy achievement and growth across all grade levels through intentional, cross-curricular literacy instruction and evidence-informed practices.

### Measure

#### Provincial Measures

- PAT Results
- Diploma Exam Results
- Fall and Spring Literacy Screening Data – NOTE: We are expanding this beyond Provincial requirements utilizing the TOSREC, TOSWRE and TOSWRF for grades 1-9
- Alberta Education Assurance Survey
- High School Completion Rates (if applicable)
- Attendance/engagement data
- Growth from fall to spring screening results
- Percentage of students moving out of at-risk categories
- Progress of students receiving targeted intervention
- Emmaus Learning Community student progress toward individualized literacy/numeracy goals
- Evidence from scheduled data review meetings

#### Local Measures

- Classroom-based reading and writing assessments
- Teacher formative assessment data
- Student growth measures
- Local student and parent survey data regarding confidence and engagement in literacy.

### Strategy

1. Implement school-wide literacy screening in Fall and Spring to identify student strengths, gaps, and intervention needs.
2. Utilize rich texts and cross-curricular literacy instruction across subject areas to strengthen reading comprehension, vocabulary development, critical thinking, and written communication.
3. Develop targeted intervention supports for students requiring additional literacy assistance, including students with identified learning needs within Emmaus Learning Community.
4. Support teachers through professional development focused on:
  - a. Structured literacy practices;
  - b. Reading comprehension strategies;
  - c. Writing instruction;
  - d. Vocabulary acquisition;
  - e. Supporting diverse learners.
5. Increase opportunities for students to engage in authentic writing, discussion, oral communication, and presentation across grade levels using rich texts and formation of writing towards big writes at each grade level, using formative assessment to build writing skills.
6. Utilize collaborative teacher planning and instructional walkthroughs to improve consistency in literacy instruction.
7. Monitor progress regularly through data reviews and instructional team meetings.
8. Explore appropriate credit-recognition pathways for Emmaus Learning Community students where programming, achievement, and individual learning plans support the assignment of high school credits or other recognized evidence of learning.

Grade	Literacy Screening At-Risk (%)					
	Sep 2023	Jun 2024	Sep 2024	Jun 2025	Sep 2025	2026 Target
1	n/a	12.5	0	0	0	0
2	0	0	0	14.3	0	0
3	n/a	n/a	15.4	15.4	30	15

## Numeracy

### Outcome

Improve student numeracy achievement and conceptual understanding of mathematics across all grade levels.

### Measure

#### Provincial Measures

- PAT Results
- Diploma Exam Results
- Fall and Spring Numeracy Screening Data – NOTE: We are expanding this beyond Provincial requirements utilizing the WRAT for grades 1-9
- Alberta Education Assurance Survey
- High School Completion Rates (if applicable)
- Attendance/engagement data
- Growth from fall to spring screening results
- Percentage of students moving out of at-risk categories
- Progress of students receiving targeted intervention
- Emmaus Learning Community student progress toward individualized literacy/numeracy goals
- Evidence from scheduled data review meetings

#### Local Measures

- Classroom-based math assessments
- Teacher formative assessment data
- Student growth measures
- Teacher assessment data regarding conceptual understanding and mathematical reasoning

### Strategy

1. Implement school-wide numeracy screening and progress monitoring to identify student strengths and learning gaps.
2. Improve mathematics instruction through a focus on conceptual understanding, mathematical reasoning, problem-solving, and real-world application.
3. Provide professional development in evidence-informed numeracy instruction and intervention strategies.
4. Increase the use of manipulatives, visual models, and inquiry-based learning approaches to deepen conceptual understanding.
5. Support teachers in aligning instruction and assessment practices with the updated Alberta curriculum and learning outcomes.
6. Develop intervention and enrichment opportunities for students requiring additional support or challenge.
7. Utilize collaborative planning and instructional leadership to strengthen consistency in numeracy instruction across grade levels.
8. Explore appropriate credit-recognition pathways for Emmaus Learning Community students where programming, achievement, and individual learning plans support the assignment of high school credits or other recognized evidence of learning.

Grade	Numeracy Screening At-Risk (%)					
	Sep 2023	Jun 2024	Sep 2024	Jun 2025	Sep 2025	2026 Target
1	n/a	n/a	0	10	12.5	10
2	0	0	0	14.3	11.1	8
3	15.4	7.7	7.7	7.7	33.3	15

Assessment Area	Acceptable Standard (%)			
	2023	2024	2025	2026 Target
Grade 6 English Language Arts PAT	66.7	n/a	n/a	70
Grade 6 Mathematics PAT	72.2	35.9	n/a	75
Grade 9 English Language Arts PAT	31.7	51.4	20	50
Grade 9 Mathematics PAT	30	35.9	5.7	50
English 30-1 Diploma	95.2	93.8	94.1	95
English 30-2 Diploma	100	91.7	100	95
Mathematics 30-1 Diploma	76.9	66.7	60	65
Mathematics 30-2 Diploma	66.7	66.7	n/a	65

\* Data values have been suppressed where the number of students is fewer than 6.

## Priority 2: Discipleship

### Bible Curriculum

#### Outcome

Develop and implement a comprehensive Kindergarten to Grade 12 Bible curriculum that strengthens biblical literacy, worldview formation, discernment, faith application, and Christian service.

#### Measure

- Student demonstration of biblical literacy, worldview understanding, and faith application through age-appropriate assessments, reflections, presentations, service projects, and classroom evidence.
- Local Bible assessments
- Student faith and worldview surveys
- Parent survey data
  - Provincial Measures – Parent satisfaction
  - Local Measures – Parent feedback on new Bible Curriculum
- Classroom assessment evidence
- Student participation in bible memory, discipleship and service opportunities
- Teacher implementation feedback.

## Strategy

1. Implement a vertically aligned K–12 Bible curriculum focused on:
  - a. Biblical literacy;
  - b. Christian worldview;
  - c. Discernment;
  - d. Spiritual disciplines;
  - e. Faith application;
  - f. Christian service.
2. Ensure Bible curriculum implementation includes both knowledge and formation: biblical literacy, Christian worldview, discernment, character, service, and respectful engagement with others.
3. Provide professional development and collaborative planning opportunities to support effective Bible instruction.
4. Integrate biblical worldview and discipleship principles across subject areas and school culture.
5. Develop age-appropriate assessment tools to measure student understanding and application of biblical concepts.
6. Support chapel programming, classroom devotions, prayer, worship, and spiritual mentoring opportunities.
7. Encourage students to apply biblical principles through relationships, leadership, and service.

## Core Values

### Outcome

Establish and embed shared core values that define the discipleship culture of Koinonia Christian Schools Red Deer through the framework of Transform, Renew, Serve.

### Measure

- Local student and parent survey data
- Student behaviour and conduct data
- Classroom implementation evidence
- Staff feedback regarding school culture and student engagement

### Strategy

1. Implement the Transform, Renew, Serve discipleship framework across all school programs and grade levels.
2. Connect the Transform, Renew, Serve framework to student conduct, restorative practices, leadership opportunities, service learning, and classroom culture so that values are consistently taught, practiced, and reflected upon.
3. Support teachers in developing classroom culture plans and behaviour expectations aligned with the shared core values.
4. Integrate the core values into:
  - a. Student conduct expectations;
  - b. Chapel programming;
  - c. Classroom discussions;
  - d. Recognition programs;
  - e. School-wide initiatives.
5. Develop age-appropriate resources and teachable tools to help students understand and apply the core values in daily life.
6. Provide ongoing staff collaboration and professional development focused on discipleship, culture formation, and restorative practices.
7. Regularly communicate the core values to parents and stakeholders through newsletters, school events, and community engagement.

## Service

### Outcome

Increase student understanding of how to serve those around them, particularly those with different lived experiences through meaningful learning opportunities, authentic relationships, and Christian service learning that supports truth, reconciliation, humility, and respect.

### Measure

- Student participation in service-learning opportunities
- Number of community partnerships developed
- Student reflection and feedback

- Parent and community feedback
- Participation rates in local and international service initiatives

## Strategy

KCSRDS will continue developing authentic relationships with Indigenous individuals and communities, Christian ministries, and community organizations in ways that support mutual learning, respectful engagement, and meaningful opportunities for students to serve alongside and learn from others. As these relationships develop over time, the school authority will seek opportunities to thoughtfully integrate Indigenous perspectives, experiences, and voices into student learning and community engagement initiatives.

1. Develop local and international partnerships that provide authentic Christian service opportunities for students.
2. Develop authentic partnerships with Indigenous Christian leaders, ministries, and educational partners.
3. Create age-appropriate opportunities for service, listening, relationship-building, and student reflection.
4. Use student reflections, participation data, and partner feedback to evaluate whether activities are meaningful, respectful, and aligned with the school's Christian mission.
5. Implement age-appropriate Christian service-learning experiences across all grade levels.
  - a. Elementary students will participate in:
    - i. School-based service projects;
    - ii. Community outreach initiatives;
    - iii. Pen pal and relationship-building opportunities with partner organizations.
  - b. Junior and Senior High students will participate in:
    - i. Community service projects;
    - ii. Leadership opportunities;
    - iii. Long-term partnerships with local and international ministries and organizations.
6. Encourage students to reflect on service experiences through classroom discussion, journaling, presentations, and faith integration activities.
7. Promote a culture of servant leadership modeled after Christ through mentorship and intentional discipleship opportunities.

# Priority 3: Building Community Engagement

## Board of Governors

### Outcome

Strengthen board governance and leadership capacity to support long-term organizational sustainability, accountability, and strategic growth.

### Measure

- Board self-evaluation results
- Completion of governance training and professional development
- Progress toward strategic plan goals
- Annual policy review completion
- Compliance with Alberta Education assurance and reporting requirements.

### Strategy

1. Use the Education Plan, AERR, budget, stakeholder engagement, and Board policy review cycle as connected governance tools so that Board decisions remain evidence-informed, mission-aligned, and focused on student learning, discipleship, and long-term sustainability.
2. Continue implementation of a policy governance framework focused on strategic leadership and organizational accountability.
3. Provide ongoing governance training and professional development for board members.
4. Conduct annual board self-evaluations and governance reviews to identify areas for growth and improvement.
5. Ensure regular review and updating of policies, administrative procedures, and governance practices.
6. Strengthen alignment between board priorities, the Annual Education Plan, the Annual Education Results Report (AERR), and operational planning.
7. Enhance leadership succession planning and organizational capacity building.
8. Maintain compliance with all Alberta Education assurance, reporting, financial, and operational requirements.

# Parental Involvement

## Outcome

Increase parent participation and engagement in school life and learning partnerships.

## Measure

- Parent attendance at:
  - Chapels;
  - Community events;
  - Parent-teacher interviews;
  - Information nights;
  - Volunteer opportunities.
- Parent survey data
- Volunteer participation rates
- Communication engagement metrics
- Parent Advisory Council participation and feedback
- Parent response rates to surveys
- Parent attendance at engagement meetings and information nights
- Evidence that parent feedback influenced planning, communication, or school improvement decisions

## Strategy

1. Establish an annual parent engagement cycle that includes PAC meetings, surveys, information evenings, parent education opportunities, and reporting back to parents on how feedback was considered.
2. Increase opportunities for meaningful parent involvement in school activities and student learning.
3. Strengthen communication between home and school through newsletters, digital communication platforms, and regular updates.
4. Continue to host community-building events that foster relationships between families, staff, churches, and the broader community.
5. Encourage parent participation in volunteer opportunities, mentorship, and school initiatives.
6. Provide parent education and support opportunities related to discipleship, student learning, and child development.
7. Strengthen partnerships with churches and community organizations that support the mission of the school authority.

# Capital Project – Koinonia Project 2028

## Outcome

The capital project (Koinonia Project 2028) will be advanced as part of the authority's broader mission to strengthen student learning, inclusive programming, discipleship, community engagement, and long-term sustainability.

## Measure

- Progress toward land acquisition and development milestones
- Capital fundraising progress
- Community and donor engagement metrics
- Enrollment growth
- Development of partnerships and funding opportunities
- Advancement of Alberta Education capital grant application processes

## Strategy

1. Continue strategic planning and development for the Koinonia Project 2028 capital initiative.
2. Pursue provincial capital funding opportunities and maintain alignment with Alberta Education priorities and requirements.
3. Strengthen donor development, legacy giving, and community fundraising initiatives.
4. Increase stakeholder engagement through vision-casting events, communication campaigns, and partnership development.
5. Develop long-term facility plans that support:
  - a. Expanded student enrollment;
  - b. Enhanced learning environments;
  - c. Support for diverse learners;

- d. Community and ministry impact.
- 6. Build relationships with churches, businesses, community leaders, and supporters who align with the mission and vision of the authority.
- 7. Continue evaluating operational growth needs including transportation, programming expansion, athletics, student supports, and facility utilization.

### Plan for Implementation, Resources and Review

Priority	Human Resources	Financial Resources	Interim Measures	Review Cycle
Student Learning	Principal, teachers, EAs, instructional leads, Emmaus staff	Screeners, intervention resources, PD, assessment tools	Fall/spring screening, PAT/Diploma data, classroom data	Fall baseline, January review, spring review, AERR
Discipleship	Principal, Bible teachers, chaplains/devotion leaders, service-learning leads	Bible curriculum resources, chapel/service supports, PD	Student surveys, service participation, curriculum implementation evidence	Leadership review each term
Community Engagement	Board, Head of School, Principal, PACs, admin/business staff	Communication tools, engagement events, capital campaign costs	PAC feedback, event attendance, donor/community engagement	Board reporting and annual planning

KCSRDS will align human and financial resources with the three priorities in this Education Plan. Resource allocation will be reviewed annually through the budget process, leadership planning, Board reporting, stakeholder engagement, and the AERR cycle.

### Monitoring and Accountability

The Education Plan for 2026-2029 will be reviewed throughout each school year to reflect current research, context and effectiveness of strategies. Monitoring will be accomplished through:

- Leadership team reviews;
- School and authority data analysis;
- Student achievement and growth monitoring;
- Stakeholder surveys;
- Board reporting;
- Classroom observations and instructional walkthroughs;
- Annual Education Results Report (AERR) processes.

School leadership will regularly review progress toward outcomes and adjust strategies as necessary to ensure continuous improvement and alignment with the mission of Koinonia Christian Schools Red Deer Society and the expectations of Alberta Education.

# Budget Summary for 2025-2026

Inquiries about the budget or audited financial statements can be made by contacting the school office at 403-346-1818 or through the website at <https://www.koinonia.ca/contact>.

The school audited financial statement can be found here, and a detailed version of the **2026-2027** school budget can be found below.

Budget Summary 2026-2027						
	2026-2027 Budget	2026-2027 %	2025-2026 Budget	2025-2026 %	2024-2025 Actual	2024-2025 Actual
<b>Revenue</b>						
Alberta Education Grants	\$3 231 641	79%	\$3,803,049	86%	\$3 486 346	85%
Tuition/Fees	\$462 313	12%	\$388,514	9%	\$336 580	9%
Donations/Fundraising	\$10 000	0%	\$30,000	1%	\$19 052	1%
Other	\$385 820	9%	\$206,843	5%	\$249 796	6%
<b>Total Revenue</b>	<b>\$4 089 774</b>		<b>\$4,428,406</b>		<b>\$4 091 774</b>	
<b>Expenses</b>						
Salaries Benefits	\$2 805 947	69%	\$2,889,776	65%	\$2 540 144	69%
Services/Contracts/Supplies	\$1 253 948	31%	\$1,525,485	35%	\$1 161 390	31%
<b>Total Expenses</b>	<b>\$4 059 895</b>		<b>\$4,415,261</b>		<b>\$3 701 534</b>	
Surplus (Deficit)	\$29 879		\$13,145		\$390 240	