

Prairie Christian Academy



Annual Education Business Report 2021/2022 – 2023/2024

*Golden Hills
School Division
#75*





Transforming Lives

Mr. D. Hern
Principal

Miss D. Lockhart
Associate Principal

Box 68, 411 11th Avenue North
Three Hills, AB, T0M 2A0

Greetings in the Name of the Lord,

The staff at Prairie Christian Academy would like to thank you for your interest in our school. We believe that as an alternative public school in Golden Hills School Division, PCA offers a unique opportunity for parents and teachers to join together in the incredibly important task of educating your children in the context of a Christian worldview.

We are blessed to work and study in this great facility with 13 grades of children under the same roof. At PCA, we strive to provide a rich and supportive environment for students with a staff of dedicated Christian educators. At the elementary level, our music program includes an elementary choir/drama program and a gradually progressing band program. These students never fail to impress. We also offer athletic programs starting with our Sabre Tykes through upper elementary in volleyball, basketball and badminton and our Junior Sabres program that introduces Division 2 students to various athletics.

At the secondary level, we offer a full range of academic courses as well as opportunities in Art, Drama, Visual and Industrial Arts as well as Junior and Senior High Band. We also offer an extensive array of classes through our Distance Learning partners at Northstar Academy and Golden Hills Learning Academy that provides flexibility in scheduling classes for those that need it. Our outstanding extra-curricular programs include international travel, and local and worldwide missions opportunities as well as a full slate of athletics teams with an enviable record at both the ASAA zone and provincial levels.

If you are looking for an environment in which your child will be challenged and nurtured to achieve their best academically, athletically, socially and emotionally while immersed in a culture that honours Christ as Lord, Prairie Christian Academy is that place.

Yours in Christ,

Darryl Hern
Principal

Mission Statement

Inspiring learners to discover, discern, and defend Truth.



Values Statement

We believe and value...

- Strong Partnerships with Parents
 - We are committed to PCA and parents working together to educate students to know Jesus Christ as Saviour and Lord, and to pursue Godly character and lifelong service.
- The Word of God
 - We believe the Bible as the authoritative Word of God, inerrant in all that it affirms, and is the standard for belief and practice.
- A Christian World View
 - We are committed to teaching our students a biblically grounded worldview within Alberta Learning's Program of Studies and selected Christian curricula.
- Life Long Learning
 - We endeavour to develop critical thinking skills in our students so that they may apply biblical knowledge and wisdom to life-long learning.
- High Expectations
 - We believe students and staff of PCA should honour God by striving to put their best efforts into academics, co-curricular activities, and Christian outreach ventures.

- Exemplary Staff
 - We are committed to attracting and developing highly qualified Christian teachers and support staff who are mature and devout in their faith, are biblically literate, and exemplify Christ-likeness.
 - We believe all our teachers should display and stimulate in their students' intellectual curiosity, a love of learning, and desire to integrate faith and learning.
- Strong Relationships
 - We foster God-honouring relationships among faculty, students, the home and the community.
- Character Development
 - We strive to develop godly character in both staff and students, and are committed to developing leadership potential in our students.
- Individual Worth
 - We believe all students have intrinsic worth being created by and in the image of God.
 - We believe all students can be inspired to discover and use their gifts and talents in service for Christ's Kingdom.
- Biblical Stewardship
 - We value biblical stewardship of time, talents and resources.
- Good Citizenship
 - We are committed to assisting students to become wise and exemplary citizens, characterized by participation and promotion of family, church, government, and community.



Profile

Prairie Christian Academy is an alternate status school, located in the growing community of Three Hills, operating as a part of the Golden Hills School Division. We are a fully funded public school offering a distinctive evangelical Christian program that begins in the classroom but extends throughout all aspects of our school community. We are a K–12 school with enrolment of approximately 300 students. We also operate a dormitory for grade 9 –12 students with a current population of approximately 30 students, many of which are International Students.

History

Prairie Christian Academy has been operating since 2003 as part of GHSD and continues the Christian School traditions of Prairie Bible Institute. Our origin stems from 1938 when Prairie General Education formed as an extension of Prairie Bible Institute. Back then, Prairie's founder, J. Fergus Kirk was concerned that his children and others in the community had a Christ centered education. Growing from the original class of 11, PCA now has over 300 students in its pre-Kindergarten to Grade 12 programs. Students have come from all over the world to study in these halls and graduate into hundreds of vocations and careers.

In September 2003 steps were made to form Prairie Christian Academy, an alternate public school under the Golden Hills School District. This decision not only increased resources for our educational system, but also gave the primary stakeholders – the parents – more of a governing position in their children's education. The distinctive of Biblically based teaching and discipleship is still at the cornerstone of Prairie Christian Academy. We embrace the godly heritage that is ours and look forward to the future of continuing to provide quality education that is fully integrated with God's word and Christian principles. In September 2016, we amalgamated into a modernized building with K-12 on the same site.



Staff

Teachers

Assignment

Rachel Sailer	Kindergarten
Lisa Dau	Kindergarten
Daphne Isaak	Grade 1
Diana Friesen	Grade 2
Kyla Catte	Grade 3
Keely Nigh	Grade 4
Barry Sommer	Grade 5 (AM) and Music
Julie Nickel	Grade 5 (PM)
Cam Rothfus	Grade 6
Denise Lockhart	Administration; Special Education; Early Literacy
Kevin Wiens	Grade 7; Math, Science, PE
Patty Brown	Grade 8; ELA; Social Studies; Bible
Steve Zabolotney	Grade 9; Industrial Arts; Social Studies; English
Stan Guedes	Math; Physics; Philosophy of Man
Peter Yeo	Science, Senior High Humanities, ESL
Krista Strom	Chemistry; Biology, Science; Foods
Darryl Hern	Administration; Academic Counseling, Athletic Director

Support Staff

Assignment

Irene Dobson	Administrative Assistant
Joelle Sept	Administrative Assistant
Trisha Rector	Librarian
Donna Steffen	Educational Assistant
Liz Allert	Educational Assistant
Mackenzie Matthews	Educational Assistant
Marilyn Burden	ESL Assistant
Yvonne Wilson	Family & Community Resource Worker

Custodial/Maintenance Staff

Bruce Janz	Maintenance Supervisor
Denis Pelland	Caretaker
Ivani Andries	Caretaker

PCA Society Staff

Assignment

David Amendt	Executive Director
Sheila Adkins	Women's Residence Director
Floyd Cotton	Men's Residence Director
Christy Wideman	Administrative Assistant; Chapel Coordinator

Trends and Opportunities

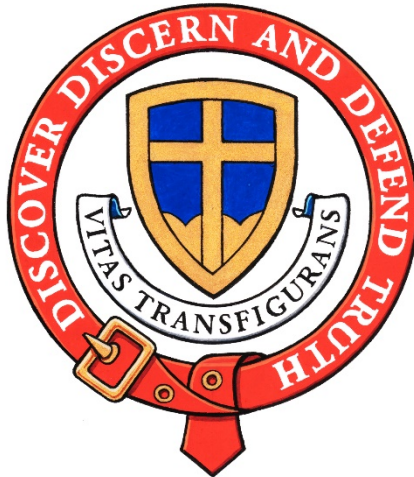
Trends

The Covid-19 pandemic continues to create challenges for our school, but we are blessed that we have been able to keep in person learning for the last while. PCA, with the support of our society, became debt free as we paid off the monies owing from our portion of the modernization five years ago. In addition, we recently were able to develop the field to the north of the school with a new playground, sport court, baseball diamond and 100 metre track. We have secondary classes that are spearheading learning opportunities with our elementary classes. We continue to see amazing relationships being developed between the different ages in our school. We look forward to many years of serving our community in this facility.

PCA teachers continue to focus on developing deep learning skills in our students that allow them to become critical thinkers who are increasingly able to apply their knowledge in novel situations. As well, teachers continue to work on Powerful Learning Strategies with their colleagues throughout Golden Hills during the division based collaborative days. Through these collaborative groups, we are also working on prioritizing the curricula in our core subject areas of Junior High.

Educating students for the 21st century is a complex task which will see the continued development of skills to use technology to gain a deeper understanding of God's world and our place in it. Outcomes based reporting system will be further refined for grades 1-6 which will give students and their parents more detailed information about their accomplishments of the learning objectives in each class. We, along with GHSD, have also expanded our Junior High report card to include learning outcomes as well as percentages. Golden Hills uses PowerSchool as a student records system, which features an excellent portal that allows parents and students to monitor marks and attendance from home, school or on their mobile devices.





Opportunities

This year has presented some challenges primarily due to the COVID situation in Alberta. Our numbers continue to be down slightly from a couple of years ago, but we are hopeful that as we emerge from the pandemic our student count will rebound. These lower numbers have obvious impacts on class structuring, budgeting, staffing and so on.

We have been very pleased to see how awesome the attitudes of our students has been with respect to the safety protocols required by the pandemic. We have had very few issues with students in these areas. As we are unable to carry out our foreign missions trip this year, we are focusing on local emphasis to address areas where we can help our community even more than in the past. We know that this pandemic will not last forever and we look forward to the day when we can again pick up some of the areas we have had to drop over the last couple of years.

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Prairie Christian Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.4	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	89.1	91.2	90.2	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	100.0	100.0	95.4	83.4	80.3	79.6	Very High	Improved	Excellent
	5-year High School Completion	96.3	100.0	96.7	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	79.3	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	26.1	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	23.6	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.3	91.1	92.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.5	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.5	91.0	89.5	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

1. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Prairie Christian Academy			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	63.6	57.1	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	1.0	0.0	0.5	2.6	2.7	2.6	Very High	Maintained	Excellent
Program of Studies	80.5	81.4	85.0	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	88.9	79.2	82.7	68.0	66.6	64.9	Very High	Maintained	Excellent
Safe and Caring	92.9	95.5	95.0	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	86.4	93.7	91.7	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	60.5	44.6	48.1	60.0	60.3	59.5	Intermediate	Maintained	Acceptable
Work Preparation	87.5	100.0	90.3	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

1. For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Desired Outcome One: Every student is successful*Specific Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Targets			
	2017	2018	2019	2020	2021	2022	2023	2024	2025
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	95.8	90	96.2	100	100	95	95	95	95
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	41	46	61	n/a	n/a	55	60	62	64
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.3	1.4	0	0	1	0	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	56	45	42	45	61	55	57	59	61
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	86	82	88	79	89	87	87	89	89

Comment on Results

Due to the COVID situation, diploma exams and PATs were not written in 2020-2021, which has made it difficult to analyze our situation for this year. We continue to focus on identifying areas for improvement and always working on methods to improve our results. We did see fairly steady results in these areas again this year.

Strategies

Teachers continue to work on developing deep thinking that leads students to stronger critical analysis and with developing strategies to support our ESL students.

*Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.***Comment on Results**

Again, the lack of testing data makes analysis challenging. However, teachers continue to work to identify areas for improvement based on classroom results and to implement changes where needed.

Strategies

We continue to work with our teachers through learning coaches, mentorship, regular supervision by administration and encouraging them in their work with the collaboration groups. Since we do not have PAT data, teachers will use classroom data and collaboration to determine areas for growth.

Specific Outcome: Students are prepared for life after high school.

Performance Measure	Results (in percentages)					Targets			
	2017	2018	2019	2020	2021	2021	2022	2023	2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86	90	90	91	89	90	91	92	93
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	88	86	85	100	88	90	91	92	93

Comment on Results

These results continue to be a source of strength for our school as we encourage our students and community to be actively involved locally, provincially and around the world. We were not able to hold any missions trips last year, which likely contributed to the slight dip we did see.

Strategies

We continue to develop students through Christian service hours and our local and faraway missions where we are able. We continue to see student-led initiatives in many areas and this year will continue with a leadership and discipleship option for our senior high students in semester 2.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Targets			
	2017	2018	2019	2020	2021	2021	2022	2023	2024
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83	84	89	81	81	85	85	87	87

Comment on Results

We did see a slight drop for the second year, likely due in large part to at home learning and decreased athletics and fine arts opportunities.

Strategies

We continue to solicit input from students as to what areas they would like to see course and extracurricular choices, and to maintain our communication with parents to seek their input as well.

Desired Outcome Three: Alberta's education system is governed effectively*Specific Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Targets			
	2017	2018	2019	2020	2021	2021	2022	2023	2024
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93	92	93	91	88	92	92	93	94
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	85	88	89	92	88	88	90	91	92
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87	90	88	91	78	91	88	88	88

Comment on Results

We continue to see very strong results in these areas. It is indicative that we are doing a very good job in communicating with our community and showing the good things that we are doing at PCA. We did see quite a drop in parent involvement, and I would surmise that this is due in large part to the Covid implications.

Strategies

As mentioned, communication with parents continues to be a priority and we have made great strides in this area. We continue to work closely with parents to ensure they feel satisfied with their input into the school.

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

Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Targets		
	2017	2018	2019	2020	2021	2021	2022	2023	2024
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94	94	96	95	93	95	96	96	96
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	84	87	95	94	87	95	92	92	92

Comment on Results

Our results continue to show that PCA is a safe and caring environment. This is an area of focus through our Bible curricula and through our chapel programs. We have also continued to bring in speakers that focus on health and wellness as well as addressing societal issues.

Strategies

We continue to include the whole school community as much as possible to ensure that we are always pushing forward and to make sure that students feel that they are part of a safe and caring environment.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific Outcome: *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

Comment on Results

PCA has too few FNMI students for results to be reported.

Strategies

We value diversity at PCA and while we only have a few FNMI students, we have a thriving International program and work hard to blend all members of our community in strong relationships. Our social studies classes in particular incorporate many different viewpoints into everyday classes. Our international students and our FNMI students are welcomed as valued members of the community and strong relationships are a foundation of our school. We also continue to address societal issues affecting our students and ensure all students feel safe and cared for at school.

Goal Five: Spiritual Growth for PCA Students and Staff

Outcome: *Students and staff deepening their walk with the Lord.*

Strategies:

1. We continue to work on developing strong bonds between elementary and secondary students and staff. Our goal for the school continues to be building a culture that supports a community of believers based on a Biblical worldview. Our mission statement, “Inspiring learners to discover, discern, and defend Truth”, is a focus of our staff development with an eye to how we can make this a reality for our students.
2. This year our staff devotions are led by our PCAS Executive Director and are focused on the book of John. Our school theme is “Love is a verb, not just a vibe” from 1 John 3:18.



Budgeted Operating Expenses – 2021 – 2022			%
Allocation (included prior year carry-over)		2,061,546	
Staffing	Certificated	\$1,821,975	88%
	Non-certificated	\$161,166	8%
Supplies and Services		\$78,405	4%