

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	160.000	Custodial	2.000000	Salaries	\$1,644,039	96.42%
Weighted	219.227	Exempt	0.000000	Supplies, Equip., Services	\$61,124	03.58%
Regular	176	Support	5.500000			
		Teacher	<u>9.950430</u>			
Year Opened	1966	<b>Total</b>	<b>17.450430</b>	<b>Total</b>	<b>\$1,705,163</b>	<b>100.00%</b>

### School Philosophy

Waverley School aspires to provide high levels of learning in a supportive and inclusive environment for all of our students. We are committed to enhancing pathways for student success, encouraging professional collaboration and learning for all staff, and providing a structured environment encouraging attainable achievement results for every student. We envision a school that is responsive to the needs of our school community and challenges each child to develop core 21st century competencies in a safe, supportive, welcoming and motivating environment.

### Community Profile

Waverley School is located in the Kenilworth community in South East Edmonton. The attendance area is bound by 75th Street on the West; on the North by 90th Avenue to Ottewell Road; North to 92nd Avenue and East to 50th Street, and on the South by the Sherwood Park Freeway. In addition, Waverley is the designated receiving school for students from the Oak Ridge/Maple Ridge Community. In September 2022, the Cogito Alternative Program was established as an alternative program for students, and currently offers the program in kindergarten to grade 2. Many students in the Cogito Program come from communities outside the Waverley School area. Our school benefits from parental involvement and support of the Waverley School Council and Waverley Parent Fundraising Committee.

The school leases space to the following:

- Specialized Services Program (SSP)
- Children's Autism Services Edmonton (CASE)
- Waverley Daycare

### Programs and Organization

Waverley School serves Kindergarten through Grade 6 students in an inclusive, Regular Program. The Cogito Alternative Program is offered to students in Kindergarten up to Grade 2. The Cogito Program is a knowledge-based program with clearly-defined standards of achievement and measurable learning objectives. Teacher specialists provide Music (Grade K-6) and French as a Second Language (Grades 4 - 6 in the Regular Program; Grade 1 & 2 in Cogito). A teacher specialist provides literacy and numeracy intervention for students that have been identified to receive intervention support (push in and pull out models).

### School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Waverley Daycare

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Through our cornerstone values, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy.

By June 2023, students at Waverley School will demonstrate growth in the areas of reading, writing and mathematics. Qualitative and quantitative data will be collected from both internal and external sources.

Data will be collected and student growth will be measured through assessments such as HLAT Writing, Fountas and Pinnell, CAT4, Provincial Screening Assessments, and teacher professional judgement (informed by observation, conversation, and student products) in the determination of school-awarded marks. Data from the Provincial Assurance Survey, Division Feedback Survey, and regular monitoring of other relevant data sources will be used to measure and report this growth.

### Results Achieved:

#### Reading

CAT 4 results indicated that in the Fall, 23.1% of our students were reading at a national stanine 4 or above. This increased to 64.3% in the Spring.

Fountas & Pinnell BAS assessments indicated 61% of students in grades 1-6 were reading at or above grade level in June, 2023.

Based on results using provincial literacy and numeracy screeners, 18 students in grade 1, and 15 students in grades 2-4 received over 200 hours of literacy and numeracy intervention (pull out, small group support). All 33 students demonstrated growth in literacy and numeracy, as indicated by post intervention screening assessments.

PAT results for grade 6 students improved from last year with 90% of the students achieving an acceptable or higher level in their reading (55% acceptable; 35% excellence, 10% below)

#### Writing

HLAT results indicated that 57.7% of Waverley students in grades 1-6 wrote at or above grade level on their tests in April.

PAT results for grade 6 students improved from last year with 100% of the students achieving an acceptable or higher level in their writing (85% acceptable; 15% excellence).

#### Mathematics

CAT 4 results include:

- For total math, 46.2% of students were at stanine 4 and above in the Fall, 71.4% in the Spring
- For computation, only 15.2% of students were at stanine 4 and above in the Fall, but this increased to 71.4% in the Spring

PAT results for grade 6 students improved from last year with 85% of the students achieving an acceptable or higher level on their math tests (70% acceptable; 15% excellence, 15% below)

#### Internal Qualitative Data

100% of all grade 6 students participated in one to one conferencing with their teacher at least once every reporting period where they discussed a significant piece of writing, and received specific, meaningful feedback for improvement in writing.

100% of students in Division 1 participated in guided reading.

All students in K-6 (Regular and Cogito Programs) were taught math using a common resource (Jump Math) and were exposed to a common math language

All students in Division 1 (Regular Program) receive explicit teaching in phonics using the Jolly Phonics & Grammar Program and all students in Division 1 (Cogito Program)

received explicit teaching in phonics using Literacy MAP

Alberta Education Assurance Survey Results:

Measure of Education Quality was maintained at 90%, a measure consistently achieved at this level for the last 3 years

Division Feedback Survey

77% of students indicate they get help for their learning  
75% of students feel the feedback received about learning is helpful  
88% of families feel their child's learning needs are supported at school  
84% of teachers believe they have the knowledge and skills to support students in literacy; 83% in numeracy

Through our cornerstone values, staff in the McNally Catchment will advance action toward anti-racism and reconciliation.

By June 2023, Waverley School staff will demonstrate evidence of action in support of the educational experiences and achievements of Indigenous learners. Qualitative and quantitative data will be collected from both internal and external sources.

Evidence of this work will include data that responds to the recommendations in The Organization for Economic Cooperation and Development (OECD) report of promising practices. These include: the implementation of high expectations that are frequently and well-communicated to our learning community regarding student achievement; improved attendance patterns; increased and improved family engagement opportunities, a focus on equity in the classroom; and the provision of equitable access to supports and interventions for all students.

**Results Achieved:**

100% of Waverley staff have indicated they are aware of what the Division is doing to support anti-racism and equity in schools, and 100% of staff believe the Division is taking actions that support truth and reconciliation. 100% of the staff feel Waverley is taking steps to support a sense of belonging for everyone.

In support of the educational experiences and achievements of Indigenous learners, staff engaged in the following:

- school-based professional learning on anti-racism
- catchment-based professional learning with Charlene Bearhead
- school-based collaboration on 3 professional learning days in dedicated collaboration teams focused on anti-racism, diversity and equity

In support of the educational experiences and achievements of Indigenous learners, we have responded to the recommendations in the OECD report and taken action that could benefit all students, staff and families at Waverley. Those actions included:

- communicating high expectations to students in class, and communicating these expectations to families through monthly newsletters, progress reports, parent conferences, and regular communication from teachers and administration
- accessing external supports for students with attendance concerns; several students who accessed these supports through SLS demonstrated an improvement in their attendance by the end of the year
- providing families with engagement opportunities such as volunteering for fieldtrips and in-class activities, Indigenous Games Day, book fairs, School Council meetings, student-led conferences, Meet the Staff night, and personalized invitations to monthly school assemblies when their child was receiving a student recognition
- meeting and communicating regularly with the Specialized Learning Services team to identify and access support for all students who could benefit from targeted intervention and support from external partners

The Division Survey Results indicate:

- 75% of students feel the school takes actions that support truth and reconciliation
- 75% of students feel that adults at the school care about them
- 94% of families have a positive relationship with staff to support their child's learning in school
- 88% of families believe their child's learning needs are supported at school
- 91% of families feel staff care about their child

Through our cornerstone values, the McNally Catchment will continue to engage in a comprehensive approach to focus on staff and student well-being.

By June 2023, Waverley School will provide multiple opportunities to build a sense of belonging and enhance our school culture in support of the social, emotional, and physical health of the whole school community. Qualitative and quantitative data will be collected from both internal and external sources.

Indicators of success and measurement of progress may be collected from staff and student opportunities to participate in mental health school and Catchment events or activities, ongoing communication and feedback between staff and families, school initiatives, one to one conversations, school team collaboration and our results from internal school feedback forms, the Dr. Ungar Resiliency survey, the Assurance Survey and the Division Feedback Survey.

**Results Achieved:**

We continued to provide students, staff and families many opportunities that build a sense of belonging and enhance our school culture in support of the social, emotional and physical health of the entire school community. Families attended virtual and in-person school council meetings throughout the year and were invited to attend monthly school assemblies that occurred in-person. For all students who were receiving student recognitions, our teachers contacted parents and personally invited them to attend the assembly and share in the recognition of their child. As a result, family attendance at each monthly assembly increased, and qualitative data collected throughout the year (conferences, emails, phone calls, in person meetings) reflected an increase in positive comments indicating that they appreciated the meaningful recognitions of their child, and felt very welcome and connected to the school community as a result.

AEA results indicated an increase in parental involvement from 74.7% to 77%.

The Division Survey was completed by 24 families, an increase from 3 families last year. As a result, we had enough responses to be able to view feedback. Results indicate:

- 91% of families say their child feels like they belong at school
- 85% of the families feel welcome in their child's community
- 91% feel their child is safe at school
- 76% of families feel connected to the school

Through a partnership with the McNally Mental Health Wellness Coach, teachers took advantage and shared monthly virtual mental health workshops with their students from grades 1-6. All staff also participated in school collaboration committees and focused on student and staff wellness, belonging, school culture and mental health.

Division Survey results indicate staff:

- feel safe in the workplace (100%)
- feel a sense of belonging (100%)
- feel Waverley is a respectful workplace (100%)
- feel the school is a place where all students feel they belong (100%)
- feel Waverley is taking steps to support a sense of belonging for everyone (100%)

Students in grades 4-6 completed the Resilience Surveys (Dr. Ungar), and targeted supports were provided for all students who identified as having low overall engagement and/or low overall resilience, such as access to mental health or social work therapy (SLS), one to one academic support, small group academic intervention, extra curricular opportunities, Safe Space office support, daily/weekly check ins (by staff they trust), regular communication with parents, check ins to build relationships with administrator. Regular school-wide events honoring Indigenous culture and our commitment to truth and reconciliation included Orange Shirt Day activities, a Pow Wow dance, and an Indigenous Games Day.

AEA results show that Student Learning Engagement was maintained at 80.9%, Citizenship increased from 80.2% to 81.9%, and Welcoming, Caring Respectful and Safe Learning Environments maintained at 85.5%

Division Survey results indicate students:

- felt staff know them as a person (80%)
- have at least one adult in school who they would go to for help (80%)
- feel safe at school (66%)
- feel like they belong (67%)
- feel the adults at school care about them (75%)

**What were the biggest challenges encountered in 2022-2023?**

- The complexity of student and family needs keep increasing, with higher and immediate levels of supports needed for many students from K-6
- The level of, and access to, supports needed for students, staff and families pertaining to their emotional and mental health
- Some students entering the Cogito Program lacking the foundational skills of literacy, independence, focus and endurance required to meet its unique demands
- The operational impact of staffing shortages (Teacher, Support, Custodial)

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

- Continue to prioritize mental health supports and access to targeted intervention for all students, as we continue to hear from rightsholders that mental health is of significant concern
- Provide staff with resources and professional development opportunities to support new curriculum instruction, and evidence-based literacy and mathematics instruction
- Increase the opportunities for students in grades 1-6 to complete more "on-demand" writing, followed by individual conferencing, to increase their preparation to complete the HLAT in April
- Provide staff collaboration opportunities that align with school goals and Division Priorities
- Continue to implement the best practices outlined in the OECD report to ensure we are doing our best to support all students, and to help everyone feel welcome, safe, and that they belong
- Develop an action plan for students who demonstrate low engagement to help them feel more connected at school with the goal that it will have a positive impact on their academic, social and emotional development, and instill greater feeling of safety and belonging.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7189 Waverley School

Assurance Domain	Measure	Waverley School			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	80.0	80.2	80.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.9	80.2	77.5	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	72.7	82.4*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	4.5	5.9*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.0	90.5	90.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.5	86.1	86.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	74.3	80.2	80.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	77.0	74.7	79.3	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

#### Division Priority 1

By June 2024, all students will demonstrate measured growth in reading, writing and mathematics.

Achievement of this goal will be supported by:

- A commitment by all division 1 teachers (Regular and Cogito programs) to use decodable books in their classrooms and home reading programs
- Division 1 staff implementation of an explicit and systematic reading program using Jolly Phonics & Grammar (Regular K-3) and Literacy MAP (Cogito K-3)
- Monitoring all students for growth and providing targeted literacy support in grades 1 - 6 intervention using the UFLI Foundations Program and Leveled Literacy Intervention (LLI)
- Implementing at least one "on demand" writing task per reporting term, followed by one to one teacher/student conferences to discuss the writing and provide meaningful feedback for writing improvement
- The continued use of Jump Math in the Cogito and Regular programs in grades K-6 and the use of common math language across all grades and programs
- Small group and one to one numeracy support for all students working below grade level in mathematics

#### What data will you use to track continuous improvement?

BAS (at, above or below grade level); provincial screening assessments; intervention results (Division 1: phonics-based, Division 2: leveled literacy intervention); CAT4; teacher observation (guided reading, writing conferences), HLATs.

#### Division Priority 3

By June 2024, we will provide students, staff and families engagement opportunities that will grow our school culture and increase a sense of belonging and connection to Waverley School by all rightsholders. Students will demonstrate growth in their sense of belonging and connection to Waverley School.

Achievement of this goal will be supported by:

- developing and implementing a school wide plan to support meaningful relationship building between staff, students and families to support an increased sense of community and belonging that is responsive to culture, diversity and equity
- dedicating monthly collaboration time to develop and facilitate engagement opportunities, gather evidence of improvement and identify and implement strategies aligned with our goals
- providing professional development opportunities for all staff in the areas of anti-racism, equity and reconciliation to increase efficacy in collaboration and capacity in leadership

#### What data will you use to track continuous improvement?

Staff observations related to student connectedness, weekly check ins by the administrator with students who have low engagement indicators, collaboration with families, and student attendance & participation in extracurricular activities. We will also look at results from the AEA Survey, Division Feedback Survey, Youth Resilience Survey and family participation in engagement opportunities.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,662,267		1,705,163
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,662,267</b>		<b>1,705,163</b>
Classroom	9.410000	1,013,205	8.950430	963,722
Leadership	1.000000	138,671	1.000000	138,334
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	25,000	.000000	25,000
<b>TOTAL TEACHER</b>	<b>10.410000</b>	<b>1,176,876</b>	<b>9.950430</b>	<b>1,127,056</b>
<b>(% of Budget)</b>		<b>70.8%</b>		<b>66.1%</b>
Exempt (Hourly/OT)	.000000	8,000	.000000	8,000
Support	4.000000	259,368	5.500000	348,750
Support (Supply/OT)	.000000	4,000	.000000	4,000
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	9,000	.000000	5,000
<b>TOTAL NON-TEACHER</b>	<b>6.000000</b>	<b>431,601</b>	<b>7.500000</b>	<b>516,983</b>
<b>(% of Budget)</b>		<b>25.96%</b>		<b>30.32%</b>
<b>TOTAL STAFF</b>	<b>16.410000</b>	<b>1,608,477</b>	<b>17.450430</b>	<b>1,644,039</b>
<b>(% of Budget)</b>		<b>96.76%</b>		<b>96.42%</b>
SUPPLIES, EQUIPMENT AND SERVICES		36,991		42,213
INTERNAL SERVICES		16,799		18,911
<b>TOTAL SES</b>		<b>53,790</b>		<b>61,124</b>
<b>(% of Budget)</b>		<b>3.24%</b>		<b>3.58%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,662,267</b>		<b>1,705,163</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$491,917	95.73%
Weighted	0.000	Exempt	4.000000	Supplies, Equip., Services	\$21,919	04.27%
Regular	0	Support	0.000000			
		Teacher	<u>0.000000</u>			
Year Opened		<b>Total</b>	<b>4.000000</b>	<b>Total</b>	<b>\$513,836</b>	100.00%

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**School Community Relationships**

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Waverley Daycare

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		513,836		513,836
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>513,836</b>		<b>513,836</b>
Teacher Supply	.000000	11,820	.000000	11,820
<b>TOTAL NON-TEACHER</b>	<b>.000000</b>	<b>11,820</b>	<b>.000000</b>	<b>11,820</b>
<b>(% of Budget)</b>		<b>2.3%</b>		<b>2.3%</b>
Exempt	4.000000	459,729	4.000000	459,729
Exempt (Hourly/OT)	.000000	20,368	.000000	20,368
Support	.000000	0	.000000	0
Support (Supply/OT)	.000000	0	.000000	0
<b>TOTAL NON-TEACHER</b>	<b>4.000000</b>	<b>480,097</b>	<b>4.000000</b>	<b>480,097</b>
<b>(% of Budget)</b>		<b>93.43%</b>		<b>93.43%</b>
<b>TOTAL STAFF</b>	<b>4.000000</b>	<b>491,917</b>	<b>4.000000</b>	<b>491,917</b>
<b>(% of Budget)</b>		<b>95.73%</b>		<b>95.73%</b>
SUPPLIES, EQUIPMENT AND SERVICES		21,919		21,919
INTERNAL SERVICES		0		0
<b>TOTAL SES</b>		<b>21,919</b>		<b>21,919</b>
<b>(% of Budget)</b>		<b>4.27%</b>		<b>4.27%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>513,836</b>		<b>513,836</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0