

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	2376.000	Custodial	11.688000	Salaries	\$13,642,158	93.02%
Weighted	2739.168	Exempt	2.314000	Supplies, Equip., Services	\$1,024,222	06.98%
Regular	2,377	Support	27.000000			
		Teacher	<u>94.000000</u>			
Year Opened	1956	Total 135.002000		Total \$14,666,380		100.00%

School Philosophy

Ross Sheppard High School is a proud community of inquiring learners who embrace challenges and celebrate successes in academics, athletics, fine arts, and service. WE ARE SHEP represents the pride, tradition, and excellence that is exhibited in our halls on a daily basis. We provide a caring, safe and inclusive environment that focuses on engaged teaching and lifelong learning. Ross Sheppard High School believes that all students can thrive and be successful in an environment that is kind, respectful, and safe. Our key strategies to achieve our success are held within the terms of RelationShep, ScholarShep, MentorShep, LeaderShep and PartnerShep. The focus at Ross Sheppard High School is about succession planning for each of our students.

Community Profile

The Ross Sheppard High School community is built upon four key pillars: academics, athletics, fine arts, and service. Academic programming is built around the development of knowledge and achievement of excellence for all learners while recognizing individual aspirations and abilities. The athletics experience opens the doors for all learners to exemplify the internalization of dedication, loyalty, citizenship, and respect at all times. The arts allow the learners to explore and appreciate the world around them by encouraging creativity to showcase versatility and adaptability to develop one's own strength and style. Ross Sheppard High School's motto, Okimawitaw Otatuskewin, Mastery for Service, exemplifies the endless opportunities provided for learners to take the lead with compassion. Our learners are challenged to be internationally-minded leaders who engage in service around their school and in the global community.

Programs and Organization

Ross Sheppard High School supports Academics, Athletics, the Arts, and Service. We offer the International Baccalaureate Diploma Program, French Immersion Program, Chinese Bilingual Program, Global Languages, Knowledge and Employability, Performing and Visual Arts, Sports Performance, Sports Medicine, Career and Technology Studies, Community Living Skills, Interactions, and take great pride in our successful athletic program. Programs that have been expanded on over the past few years at Ross Sheppard High School support a focus on contemporary values to support our inclusive environment: **Student Leadership** - Leadership 15/25/35 builds reflective leaders who focus on collaboration, community building and innovation while working towards common goals. Leadership students work to create meaningful moments that foster our #WeAreShep community spirit. **Black Student Association (BSA)** - Ross Sheppard's Black Students Alliance was established in 2022 and aims to promote positive connections and interactions among Black students at Ross Sheppard High School. The BSA strives to provide empowerment opportunities for students through the creation of a network of support. Black success and excellence within our school and beyond. **Gender and Sexuality Alliance (GSA)** - Shep's GSA is a safe and comfortable space where 2SLGBTQIA+ students and their allies can be together to learn, be in community, and ensure their voices are heard. **Speak Up Shep** - A student-led committee that seeks student input and voice on issues that impact students' lives at the school. Student leaders then meet with the Principal of Ross Sheppard High once a month to discuss and address these issues. **Connect Hub** - The Ross Sheppard High School Connect Hub's purpose is to provide a responsive community-focused approach to the needs of students. Through providing support and resources for student mental health, alternative learning pathways, building community, and uplifting student voice at the school, through providing students with a space that is truly their own. **Kikinaw Leadership with our First Nations, Metis, and Inuit Advisor** - Builds relationships and community among First Nations, Metis, and Inuit students at the school through student advocacy, providing support, connections to the community and post-secondary programs, and providing access to cultural opportunities and ceremonies, including smudging, access to Elders, and opportunities to practice Indigenous culture and spirituality.

School Community Relationships

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

Alberta Health Services, Bent Arrow Traditional Healing Society, Catholic Social Services, Confucius Institute in Edmonton, Edmonton Chinese Bilingual Education Association, Loonie Toons Express, Simons - West Edmonton Mall, YMCA

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 goals that were established for 2023-2024, 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).

By June 2024, all students at Ross Sheppard High School will demonstrate measurable growth in the areas of literacy and numeracy. Ross Sheppard High School will create targeted intervention English 10-2 classes to support reading, writing, and comprehension for students identified as struggling or below grade level through a detailed and comprehensive investigation of incoming grade 9 students as we align with one of our divisional cornerstones with respect to 'equity'. These classes will look at the specific gaps that students have. The Intervention team, consisting of a literacy specialist and classroom teachers, will create targeted skill building instruction while still focussing on the essential outcomes of the curriculum. Improved student reading, writing and comprehension skills will lead to increased success in diploma courses and thus increase high school graduation rates. Ross Sheppard High School will create a math transition course for students who struggled in the first semester with Math 10C or Competencies in Math 15. The course will provide an adapted Math 10C curriculum which focuses on a transition to Math 20-2. In math, we will continue to identify and collect data on particular units that students struggle the most with in each math course, and discuss/implement new strategies to help students improve in these areas.

At Ross Sheppard High School we will continue trending our three and five year High School completion rates upwards. Assistant Principals will meet with Grade 12 students in their respective 'alpha groups', early in the school year, to ensure that they are on track to graduate, and if not, put a plan in place to ensure that they make it to the finish line successfully by the end of June. Ross Sheppard High School's graduation rates have trended upwards and part of the work being done to support 'At Promise' students are monitored by attendance and achievement. The Student Success Coach will pursue all avenues of succession planning for any students that are showing any signs of being a vulnerable student.

Results Achieved:

At Ross Sheppard High School, we are extremely proud of our accomplishments during the 2023-2024 school year across various disciplines.

Social Studies: Our Social 30-1 diploma results surpassed provincial averages in both January and June, with 100% of students meeting the Acceptable Standard and up to 40.8% achieving the Standard of Excellence. Our collaborative efforts among teachers have contributed to this success.

Fine & Performing Arts: We partnered with the Vancouver Film School for animation students and showcased exceptional work in fashion, photography, music, and drama, with highlights like the Shep Film Fest and the fall production of The Curious Incident of the Dog in the Night-Time.

Science: Our science results were impressive, with nearly all students passing their courses. In Physics 30, 56.7% achieved the Standard of Excellence, while in Chemistry 30, 100% of students passed, and over half reached excellence.

Physical Education: A new field trip for PE 30 students was a success, and our Sports Performance program expanded with more technology integration. Budget management improved, ensuring all field trips were covered without additional expenses.

Mathematics: In Math 30-2, 99% of our students reached the acceptable level and 42% were at the level of excellence. This compared to the province with 91% acceptable and 21% excellence. 29% of the students provincially failed the diploma while we only saw a 5% failure rate at Shep. In Math 30-1, 94% of our students reached the acceptable level and 51% were at the level of excellence. This compared to the province's 93% acceptable - not a real increase for us, but comparing to provinces 40% excellence it shows well for Shep.. Provincially 28% of students failed the diploma while for Shep it was 17%. Along with strong diploma results, we hosted the largest team math competition in Canada and expanded support programs for struggling students.

International Baccalaureate: Our IB program saw growth, with students excelling in 14 out of 16 science courses, notably scoring above the world average in Physics SL.

Connect Hub: This center supported student success through daily homework clubs and structured attendance blocks, resulting in 3,113 credits earned. The initiative significantly contributed to high course completion rates.

Overall, Ross Sheppard High School has seen tremendous growth and success across all areas, showcasing our commitment to student achievement and community development.

By June 2024, Ross Sheppard High School will increase student and staff engagement in all of the committees/clubs within our inclusive and diverse community, which will contribute towards a stronger sense of belonging. As our school population grows, Ross Sheppard High School will continue to add more committees and clubs that represent the increased diversity at school. The goal is to create safe spaces within the school for students to learn about equity, action and diversity, empowering themselves to create a network of support. These groups provide leadership opportunities for students to implement positive change in our world. **By June 2024, Ross Sheppard High School will see continued growth for the First Nations Metis and Inuit students as the 'three and five year' High School completion rates trend upwards.** Through the Interventions offered in Kikinaw (Indigenous support centre), supported by our First Nations, Metis and Inuit advisor, we will provide a sense of belonging and a culture of success where our Indigenous students can flourish. Ross Sheppard teachers will continue to work on 'actions' from indicators presented in the Teacher Quality Standard within dimension #5. Much of our work will focus on the promising practices that come out of the OECD (2017) that represent how ALL students can benefit from healthy interactions between stakeholders.

Results Achieved: Ross Sheppard High School had many improvements and some flattering results in this area with the following as some major successes: The Student Leadership program showed that enrollment increased by 122%, organizing major events such as a record-breaking Bikeathon that raised \$110,000 for the Kids with Cancer Society. Within the area of Indigenous Leadership, students were able to secure multiple grants and organized workshops on cultural arts, Cree language, and more. The program continues to grow, with many students pursuing post-secondary education. Our Indigenous Leadership program grew to 64 students, securing multiple grants and hosting workshops in Indigenous arts and Cree language. The program continues to foster strong connections and community involvement, with many students moving on to post-secondary education. In Athletics, Shep celebrated five city championships and hosted our first athletic banquet with over 300 attendees. Overall, Ross Sheppard High School has seen tremendous growth and success across all areas, showcasing the value and importance to creating a sense of belonging and a safe space for students to be proud of.

By June 2024, Ross Sheppard High School will continue to build activities, events and supports that contribute to a culture of positivity through relationship building and improved mental health. There will be an increased student leadership participation, leading to more student ownership of positive school culture. Friday morning mingling for staff to come together and connect will provide the conduit to continue to build effective relationships. Professional Learning Days will include a devoted portion for staff to engage in wellness activities. Sustainable mental health-focused activities for students held at lunch, led by the student services department. Continued school-wide 'culture building' events such as Shep Rallies, holiday activities, student showcases, and frequent student-led initiatives at athletics events will draw more participation and increase school spirit. There will be an intentional increased number of student volunteers in support of community service and events. Shep will provide safe spaces and give students coping strategies for generalized anxiety, depression, stress, self-harm and test anxiety. Moreover, we will perform at-risk assessments for our most vulnerable students and create safety plans. In addition, we will liaise with family, teachers, and stakeholders to support students with their mental health recovery plans. Focusing on our grade 9 transitioning documents from junior high schools, we will continue to check in with grade 10 students identified as at-risk/at promise.

Results Achieved: Ross Sheppard High School had some very prescriptive and targeted Professional Learning Plans that tried to meet the needs of staff for the year. A dedicated schedule and commitment to SHep rallies and student life action was on display that really built student culture as there was an increase to many activities, club participation and events in and out of the school. Student Services provided some very thorough interventions to support students who were challenged by mental health. One of our biggest areas of growth to which created many educational benefits at Shep was the data analysis for all incoming grade nine students. This work, done in the summer prior to the school year, developed some understanding and gave our school an opportunity to assess and plan for the following school year.

What were the biggest challenges encountered in 2023-2024?

The school has faced several challenges across different departments:

1. Math & Science Gaps: Incoming grade 10 students have shown weaknesses in basic numerical skills, making algebra and other high school math content more difficult. Summer school courses often leave students underprepared for higher-level courses, especially in science, where lab skills and deeper content understanding are lacking.
2. Social Studies 30-2 Results: While progress has been made, there is still a need for better differentiation and alignment between sections, particularly in achieving the Standard of Excellence, where results lag behind provincial averages.
3. Program Enrollment & Equipment Issues: Enrollment in Design Studies and Fine Arts, particularly Drama, has been decreasing. The Foods program struggles with outdated equipment and budgetary concerns.
4. Shorter Class Times: The reduction in class duration has limited time for teachers to address foundational knowledge gaps in science, leading to increased challenges in delivering the full curriculum.
5. Staffing & Scheduling: Adjusting to staff changes and maintaining collaborative planning time for teachers has been difficult. Additionally, managing schedules for PE classes and coaching responsibilities has been challenging, especially with a reduction in PE class offerings.
6. Administrative Transition: Transitioning to new admin staff during the middle of registration caused stress and disruption, with a lack of the usual organizational guidance, leading to additional strain on the department.
7. Complex Student Needs: There has been an increase in the number of students with complex behavioral issues who do not fit into traditional support programs like CLS, K&E, or Interactions. These students require more tailored interventions.
8. Connect Hub Challenges: The Hub is often overwhelmed, especially in meeting math-related needs, and resources are stretched. The variety of academic and non-academic support required—such as food, clothing, emotional support, and transportation—demands significant energy and resources from the staff.
9. Indigenous Program Growth: While the Kikinaw program is growing and supporting Indigenous students, the increasing complexity of student needs, including mental health and social support, has created a demand for more staffing, resources, and grant funding to sustain cultural and academic initiatives.

Overall, the school is working to address foundational academic gaps, support struggling students, and manage staffing and resource constraints amidst growing program needs.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

Ross Sheppard High School will look to develop a numeracy program with self embedded tutoring and assessment work outside of school hours. To improve the Math and

Results and Implications

Science Gaps there will be a continued collection of data to support the needed areas for improvement. Social Studies will continue the work in collaboration and streamlining all assessments so that there is equity amongst the classes as we continue to build on some strong provincial averages. In Career Technology Studies there will be a continued promotion of options that are offered for students to take part in after transitioning from Junior High. Programs that require new equipment will prioritize the needs and replace what needs attention immediately. With an increase in the number of students with complex behavioral issues who do not fit into traditional support programs like CLS, K&E, or Interactions Ross Sheppard High School will be looking to interventions that support more effectively. The Connect Hub will look at streamlining what they offer in their space outside of the academic needs. They have been extremely busy dealing with some high needs that possibly could be referred to Student Services. With the growth of our Indigenous Program it will be important to build partnerships with other organizations such as Bent Arrow that will help support the complexity of student needs, including mental health and social support.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7053 Ross Sheppard School

Assurance Domain	Measure	Ross Sheppard 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	84.7	82.1	82.3	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	79.3	79.8	80.2	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	83.6	86.5	83.9	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	91.6	87.6	86.0	88.1	88.6	87.3	High	Improved Significantly	Good
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	88.8	85.7	85.7	81.5	80.3	80.3	Very High	Improved Significantly	Excellent
Diploma: Excellence	28.5	23.6	23.6	22.6	21.2	21.2	Very High	Improved Significantly	Excellent	
Teaching & Leading	Education Quality	87.9	84.8	86.2	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.3	83.9	84.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.8	83.7	83.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	72.6	72.0	71.1	79.5	79.1	78.9	Low	Maintained	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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 2025, all students at Ross Sheppard High School will continue to demonstrate measurable growth in literacy and numeracy. Targeted interventions will support struggling students in English 10-2, focusing on reading, writing, and comprehension. The intervention team, including a literacy specialist and teachers, will address specific gaps through assessments and past achievement data. Improved literacy will boost success in diploma courses and increase graduation rates. A math transition course will help students who struggled with Math 10C or Math 15, focusing on transitioning to Math 20-2. Data collection on challenging math units will guide strategies to improve student performance. The after-school numeracy program will provide tutoring and extended support. Interventions will also address literacy gaps through English Language Learning, Knowledge & Employability programs, and targeted classes offering modified pacing and specific literacy strategies. To continue to improve our already outstanding graduation rates, Assistant Principals will meet early with Grade 12 students to ensure they are on track and create plans for those at risk. The school's attendance tracking program and Student Success Coaches will support diverse learners and vulnerable students. The Connect Hub will focus on students with chronic absenteeism, rebuilding accountability and engagement to support course completion and graduation.

What data will you use to track continuous improvement?

Attendance Teachers Standard Setting Diplomas Grade 9 Provincial Achievement Assessments Teacher Awarded Marks HLATSDIBELS for Literacy Interventions MIPI Qualitative and Quantitative measures Communication with parents to track progress Success Coach through Anecdotal Evidence

Division Priority 2

By June 2025, Ross Sheppard High School aims to increase student and staff participation in committees and clubs that foster a sense of belonging in our inclusive and diverse community. We will continue expanding clubs to reflect the growing diversity of our school, creating safe spaces for students to learn about equity, action, and diversity, and empowering them to build networks of support. These groups will provide leadership opportunities for students to implement positive change. Through Kikinaw, supported by our First Nations, Métis, and Inuit advisor, we will nurture a sense of belonging and foster success for our Indigenous students. Teachers will also focus on actions from the Teacher Quality Standard, particularly in fostering healthy interactions among all stakeholders based on promising practices from the OECD. The growth and development of our Black Student Alliance will create opportunities for students to feel empowered and promote their identity through major events at Shep. One of our key goals this year is to revive the IB Student Committee, fostering a collaborative environment within the IB department. This includes mentoring pre-IB teachers and building stronger relationships with the community, particularly parents and feeder schools. Through these efforts, we aim to enhance support for IB students and create a more connected and cohesive learning experience. At Ross Sheppard, we value genuine connections and seek to recognize the unique contributions of staff and students. By understanding their passions and talents, we can help them excel and feel motivated. As a large school, we will use professional development to build a strong, inclusive team culture, addressing sensitive topics to ensure everyone feels part of the group without suppressing individuality. School leaders will model and encourage actions that create an environment where every voice is heard and valued. We will prioritize belonging, allowing diversity to flourish, ideas to thrive, and people to feel empowered.

What data will you use to track continuous improvement?

Attendance Teachers Standard Setting Diplomas Grade 9 Provincial Achievement Assessments Teacher Awarded Marks HLATSDIBELS for Literacy Interventions MIPI Qualitative and Quantitative measures Communication with parents to track progress Success Coach through Anecdotal Evidence

Division Priority 3

By June 2025, Ross Sheppard High School will continue to build activities, events and supports that contribute to a culture of positivity through relationship building and improved mental health. There will be an increased student leadership participation, leading to more student ownership of positive school culture. Friday morning mingling for staff to come together and connect will provide the necessary consistent connections building relationships. Inside all Professional Learning Days there will be a devoted portion for staff to engage in staff wellness activities. Sustainable mental health focused activities for students held at lunch, led by the student services department. We will continue supporting students with a strong focus on their future, including post-secondary plans and career pathways, which has significantly enhanced our succession planning over the past four years. There have been less requests on mental health challenges compared to previous years. Additionally, our scholarship and post-secondary Google Classrooms have been well-received, helping us efficiently update students and parents with important information.

Continued school-wide 'culture building' events such as Shep Rallies, holiday activities, student showcases, and frequent student-led initiatives at athletics events, drawing more participation, will increase school spirit. There will be an intentional increased number of student volunteers in support of community service and events. Shep will provide safe spaces and give students coping strategies for generalized anxiety, depression, stress, self-harm and test anxiety. Moreover, we will perform At-Risk assessments for our most vulnerable students and create safety plans. In addition, we will liaise with family, teachers, and stakeholders to support students with their mental health recovery plans. Focusing on our grade 9 transitioning documents from junior high schools, we will continue to check in with grade 10 students identified as at-risk/at promise.

What data will you use to track continuous improvement?

Attendance Teachers Standard Setting Diplomas Grade 9 Provincial Achievement Assessments Teacher Awarded Marks HLA TSD IBELS for Literacy Interventions MIPI Qualitative and Quantitative measures Communication with parents to track progress Success Coach through Anecdotal Evidence

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		13,976,842		14,666,380
Internal Revenue		0		0
REVENUE TOTAL		13,976,842		14,666,380
Classroom	79.375000	8,578,302	81.125000	8,767,428
Leadership	9.000000	1,246,744	9.125000	1,260,253
Teaching - Other	3.750000	405,274	3.750000	405,274
Teacher Supply	.000000	275,000	.000000	396,500
TOTAL TEACHER	92.125000	10,505,320	94.000000	10,829,455
(% of Budget)		75.16%		73.84%
Exempt	2.000000	230,848	2.314000	254,006
Exempt (Hourly/OT)	.000000	30,868	.000000	40,000
Support	25.800000	1,589,605	27.000000	1,655,099
Support (Supply/OT)	.000000	20,984	.000000	32,000
Custodial	11.063000	748,700	11.688000	781,598
Custodial (Supply/OT)	.000000	33,000	.000000	50,000
TOTAL NON-TEACHER	38.862999	2,654,005	41.001999	2,812,703
(% of Budget)		18.99%		19.18%
TOTAL STAFF	130.987999	13,159,325	135.001999	13,642,158
(% of Budget)		94.15%		93.02%
SUPPLIES, EQUIPMENT AND SERVICES		612,007		758,712
INTERNAL SERVICES		192,010		252,010
OTHER INTEREST AND CHARGES		13,500		13,500
TOTAL SES		817,517		1,024,222
(% of Budget)		5.85%		6.98%
TOTAL AMOUNT BUDGETED		13,976,842		14,666,380