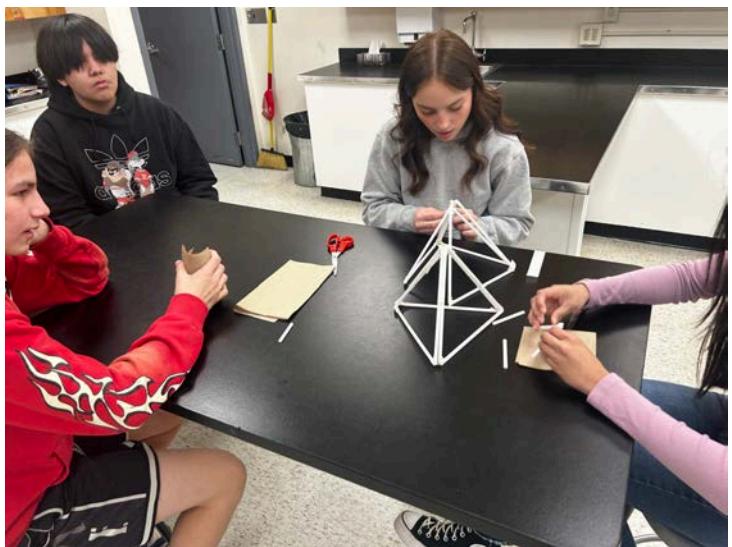


PRAIRIE RIVER JUNIOR HIGH SCHOOL

2024-25 AERR



Mission

Prairie River Junior High School is dedicated to the involvement of students, parents and the community in the creation of a safe, encouraging learning environment that nourishes commitment, fosters responsibility and values excellence.

Vision

Prairie River School guides learners, builds futures, fosters caring and instills hope.



Principal Message: 2024/2025 Annual Education Results Review (AERR)

"The roots of education are bitter, but the fruit is sweet." (Aristotle: Greek philosopher, 384 BC - 322 BC)

I don't imagine that Aristotle was referring to middle school/junior high school, but his words fit our model perfectly. This is an incredibly challenging time (especially socially) as our students come together from different schools and communities (farms, settlements, Town of High Prairie, reserves, etc). Middle school is the perfect storm where adolescence, new peer groups, new class structure, and multiple teachers, all combine to create a time of incredible personal challenge and development. Few, if any, adults ever long for a return to their junior high school days, but there is not a more important time to learn to navigate the complexity of daily life into adulthood. As students push for independence and struggle to discover who they are becoming, I am thankful for the many families who work closely with school staff to support students in so many ways.

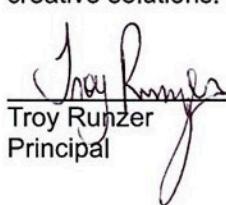
Restorative Practices continues to play a big role at Prairie River. Full disclosure: we often tell students that middle school is where you get to practice making good choices/decisions, and WHEN (not if) mistakes are made, taking responsibility for these mistakes while repairing the affected relationship(s). Quite simply, our partnership with families is critical to students becoming moral, decent and positive citizens in our communities.

Although Prairie River made gains in a number of AERR measures, staff believe that sustained effort must continue in the areas of "creating welcoming, caring, respectful and safe learning environments," particularly in the way that students feel and act toward each other. In 2025/26 we are embarking on a school-wide initiative ("Live Different") to provide our students and student leaders a structure to build a more kind, caring and compassionate environment. Our student leadership has grown dramatically in the past two years, and we are confident that our student body can make major gains using a structured model.

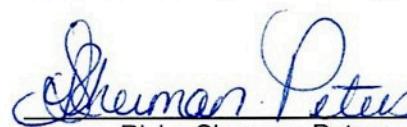
Another area where consistent and continual focus must be maintained is in the area of student academic growth. Although our Provincial Achievements Results (Grade 9 students) did improve from past years ("Improved significantly"), there is always a need to revisit results, as year to year comparisons are not ideal. Examining longitudinal cohort results (evaluating results from the same group of students in their Gr. 6, 9 & 12 years) is likely best practice.

For "in-year" analysis, we rely heavily on our Division wide assessment to guide daily instruction. Highest Level of Achievement (HLAT/writing), Reading Comprehension Assessment Tool (RCAT), and Elk Island Catholic Schools Math Assessment (EICCS/MA), are all assessments that are used to measure growth throughout the year in the critical Literacy and Numeracy areas. Educators (teachers and EAs) use data from these assessments to determine next steps for all students.

Relationships are at the heart of everything that we do at Prairie River - between students, staff and families. We believe that the balance that we provide between academics and extracurriculars is key to developing well-rounded students who will thrive in life. We don't believe that our recent improvement in the past few years is accidental - it is a result of school, central office, and families (including a very active School Council and Parent Travel Association) working together to address issues, while coming up with creative solutions.

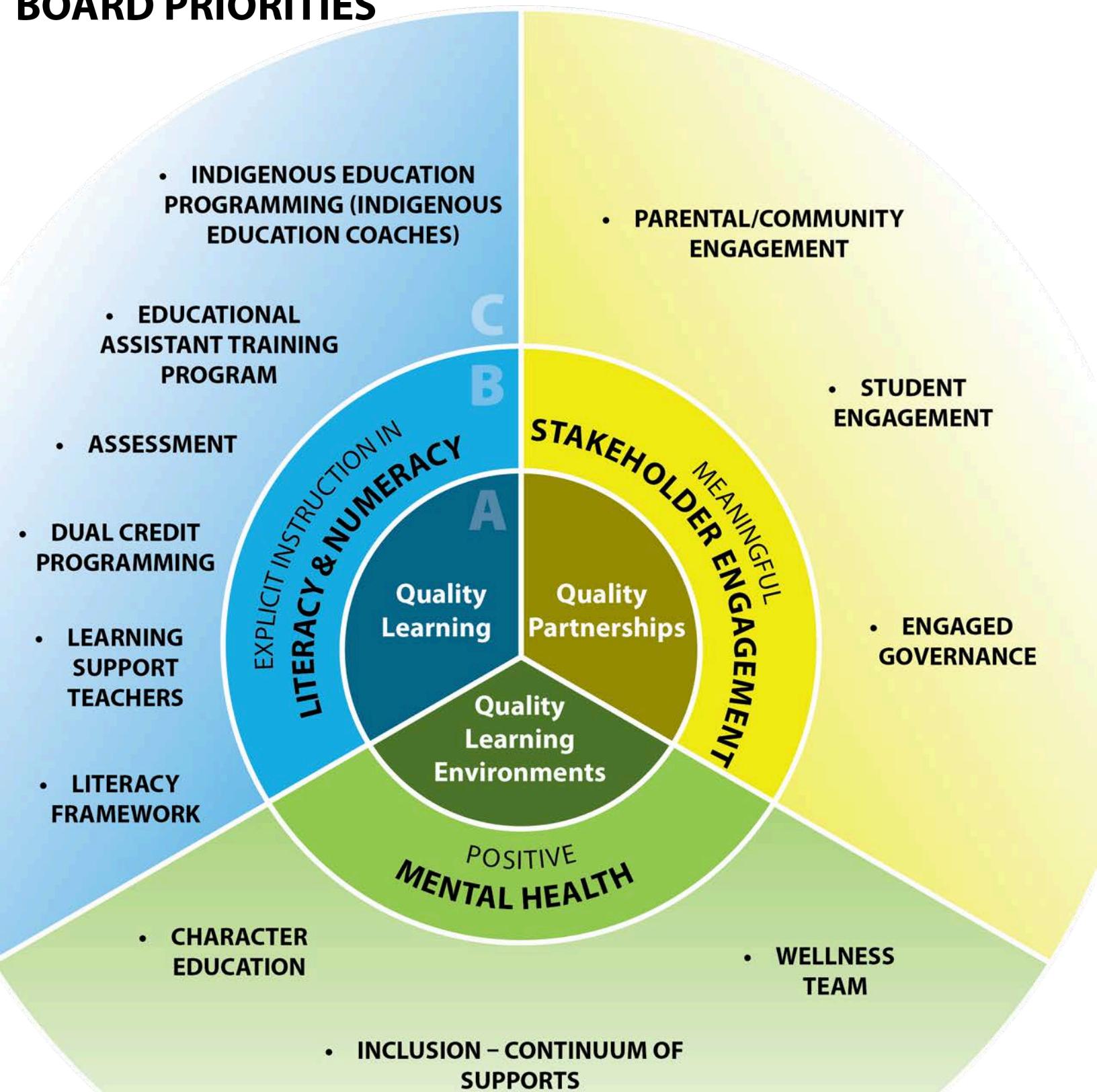


Troy Runzer
Principal



Richa Sherman-Peters
School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES

B. OUTCOMES

C. STRATEGIES

2024-25 COMMUNITY ENGAGEMENT SUMMARY

The High Prairie School Division Board of Trustees have forged changes for the upcoming school years related to report cards, assessment policies (including no-zero practices and late assignment submissions), and reporting tools. At their strategic planning session last year, Trustees reviewed feedback from everyone who attended one of the engagement sessions (in-person and virtual) and the responses from our school/division improvement survey. Using this information, they were able to respond by the following:

PRINTED REPORT CARDS

Printed report cards will be available, effective September 2025.

NEW REPORT CARD FORMAT

A new report card format will be developed in the 2025-26 school year to improve clarity and address the concerns you raised. It will be ready for release in the 2026-27 school year.

NEW DIGITAL TOOL

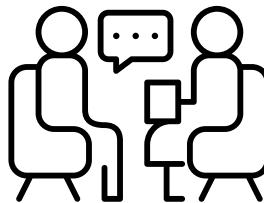
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

REINTRODUCE ZEROS

Lastly, we will be revising our assessment process to reintroduce zeros on uncompleted projects and assignments when no excusable reason is provided.



364
SURVEY
RESPONSES



23
ENGAGEMENT
SESSIONS

ABOUT US

Prairie River Junior High School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake. We provide educational opportunities to the communities of High Prairie, Joussard, Driftpile, Sucker Creek, Kinuso, East Prairie, Peavine, and Grouard.

Prairie River is the only stand-alone junior high school in the Division. This is also the first educational experience where students from diverse communities come together prior to the start of their high school years. Our school day starts at 8:35 and is divided into eight, 41 minutes periods (five periods in the morning, three periods in the afternoon). Periods 1 - 6 are considered “core” programming. The last two periods each day are Career Technology Foundation (CTF) periods where students take part in an extensive selection of programming, from Entrepreneurship, HPE Helpers, Coding, 3-D Printing, Sports Leadership, Foods, Industrial Arts, Yearbook, etc.

Students have one hour for lunch, divided into “first half, and ”second half” - students are encouraged to finish eating during ”first half,” and take part in extracurricular activities during ”second half.” There are board games in the library, coding/3-D printing opportunities, active games in the gym, and quiet visiting time in the lunchroom. Weather permitting, students are always encouraged to enjoy the great outdoors.

Building strong relationships between students, students and staff, and staff and families is always at the forefront of our efforts at Prairie River. We continue to be a “Restorative Practices School,” utilizing a blend of restorative practices and traditional school discipline practices. We have had such a positive working relationship with the vast majority of parents as we seek to support each other and their child as challenges arise - we are incredibly grateful for parent willingness to engage with us as partners.

Middle school is also when we start a concerted effort to have students look toward the future, including planning for high school programing and beyond. We have active exploration of a vast selection of careers in each of our Health classes, utilizing “My Blueprint” software that helps student understand their own personal career opportunities, and the pathway to achieving both life and career goals. For the past 4 years we have taken students to “Skills Canada Provincials” in Edmonton, a showcase competition of over 40 different Trades. Finally, students are encouraged to consider the variety of pathways that can lead to a rewarding and satisfying career. Joining the workforce directly after high school, becoming an entrepreneur, agriculture/agribusiness, college, Trades, university, Trades - all are equally valued “next steps” in a lifelong path.

More than anything, we want our students to experience an engaging, thought provoking, safe and caring environment where they can continue their development as valued members of our larger communities. Communities everywhere are desperate for the next generation of community leaders, and we hope to instill confidence in our young people that they are “up to the task.”

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2025 Required Alberta Education and Childcare Assurance Measures - Overall Summary

Assurance Domain	Measure	Prairie River Jr. High Sch.			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	89.4	80.4	81.6	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	81.8	71.6	71.9	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	27.7	29.8	16.5	62.5	62.5	62.6	Very Low	Improved	Issue
	PAT9: Excellence	2.1	1.2	1.8	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.3	82.1	82.5	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.7	80.3	77.1	84.4	84.0	84.9	Intermediate	Improved	Good
	Access to Supports and Services	90.3	82.7	85.6	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	91.1	75.6	78.2	80.0	79.5	79.1	Very High	Improved	Excellent

Fall 2025 Required Alberta Education and Childcare Assurance Measures - First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Prairie River Jr. High Sch. (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.7	69.4	69.6	n/a	n/a	n/a
	PAT9: Acceptable	19.8	18.0	10.5	41.6	41.4	40.4	Very Low	Improved	Issue
	PAT9: Excellence	0.0	0.0	1.1	6.3	6.1	5.7	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	77.5	76.9	75.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.9	11.8	11.6	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Fall 2025 Required Alberta Education and Childcare Assurance Measures - EAL Summary

Assurance Domain	Measure	Prairie River Jr. High Sch. (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	73.5	72.0	74.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	51.2	52.7	54.0	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.0	10.1	10.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.4	66.3	66.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.8	14.0	13.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed when 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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation										Authority										Province									
	2021		2022		2023		2024		2025		Achievement			Improvement			Overall			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	40	84.8	65	77.4	46	86.9	87	80.4	73	89.4	Very High	Improved	Excellent	877	83.1	993	85.3	994	82.8	1,196	81.8	1,242	84.0	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9							
Parent	5	*	n/a	n/a	3	*	14	76.2	19	91.2	Very High	Improved	Excellent	90	79.2	96	90.9	98	84.9	187	83.3	310	85.4	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6							
Student	31	73.3	53	74.3	37	81.2	60	67.7	43	76.9	High	Maintained	Good	605	74.1	720	71.0	736	69.3	820	67.0	752	70.4	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3							
Teacher	9	96.3	12	80.6	9	92.6	13	97.4	11	100.0	n/a	Improved	n/a	182	96.1	177	94.1	160	94.3	189	95.2	180	96.3	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0							

COMMENTS

Prairie River staff (all teachers and support staff) are highly invested in building appropriate relationships that allow staff to ask more of students when it comes to attending to their studies. “Children don’t care how much you know until they know how much you care” (John Maxwell) - this is the foundation for our programming, and we are seeing slow but steady growth in student attentiveness and engagement. As we strengthen our school culture, our expectation is that academic result improvement will follow.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School										Measure Evaluation										Authority										Province									
	2021		2022		2023		2024		2025		Achievement			Improvement			Overall			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	40	86.7	65	70.9	46	73.2	87	71.6	73	81.8	Very High	Improved	Excellent	876	80.3	993	77.8	994	74.6	1,196	76.3	1,244	77.0	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8							
Parent	5	*	n/a	n/a	3	*	14	60.0	19	81.3	High	Improved	Good	89	71.0	95	73.6	98	68.7	187	69.5	310	69.6	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6							
Student	31	77.9	53	61.8	37	64.1	60	60.9	43	76.7	Very High	Improved	Excellent	605	76.3	721	69.6	736	66.8	820	68.1	754	70.3	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3							
Teacher	9	95.6	12	80.0	9	82.2	13	93.8	11	87.3	Intermediate	Maintained	Acceptable	182	93.4	177	90.3	160	88.4	189	91.3	180	91.1	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5							

COMMENTS

Each of the past few years have seen consistent improvement with regard to the active citizenship demonstrated by our students. We are working hard to develop leadership capacity within every student, knowing that not every student has the desire to take on a leadership role. For those students who don’t desire a higher profile, formal style of leadership opportunity, there are countless smaller ways that they can take advantage of that are equally important in the development of a positive school culture.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)												Target	Target
		2021		2022		2023		2024		2025		2025		2026	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	n/a	n/a	36.2	1.4	*	*	51.8	1.8	48.8	2.3	55.0	3.5	55.0	3.5
	Authority	n/a	n/a	52.9	2.2	44.8	3.9	57.5	4.4	60.3	4.5				
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1				
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*	*
	Authority	n/a	n/a	31.3	0	*	*	11.8	0	16.7	0				
	Province	n/a	n/a	50.5	5	50.2	5.7	49.6	5.6	47.4	5.2				
Mathematics 9	School	n/a	n/a	13	0	*	*	13.3	1.7	10.6	2.1	25	3	20	3.0
	Authority	n/a	n/a	29.8	3.1	28.9	4.9	27.4	3.9	31.5	4.9				
	Province	n/a	n/a	53	16.7	54.4	13.5	52.7	14	51.7	14				
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*	20	2.0
	Authority	n/a	n/a	50	0	*	*	15.4	0	*	*				
	Province	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11				
Science 9	School	n/a	n/a	24.6	1.4	*	*	26.7	1.7	36.2	2.1	32	3	40	5.0
	Authority	n/a	n/a	48.2	7.5	38.2	6.1	47.8	7.8	52.5	9.8				
	Province	n/a	n/a	68	22.6	66.3	20.1	67.6	20.8	68.6	21.1				
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*	*	*
	Authority	n/a	n/a	46.7	26.7	*	*	30.8	0	*	*				
	Province	n/a	n/a	57.8	11	52.9	10.9	52.3	8.9	50.3	7.9				
Social Studies 9	School	n/a	n/a	23.2	4.3	*	*	31	0	17	2.1	35	2	30	3.0
	Authority	n/a	n/a	38.4	5.6	32.2	7.4	40.4	4.8	41.5	7.2				
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1				
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*	*	*
	Authority	n/a	n/a	33.3	11.1	*	*	33.3	0	*	*				
	Province	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1607 Prairie River Junior High School

Course	Measure	Prairie River Jr. High Sch.						Alberta				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	43	48.8	56	51.8	59,391	69.8	57,676	70.4
	Standard of Excellence	Very Low	Maintained	Concern	43	2.3	56	1.8	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	*	*	*	4	*	n/a	n/a	1,469	5.2	1,360	5.6
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	47	10.6	60	13.3	58,911	51.7	57,012	53.5
	Standard of Excellence	Very Low	Maintained	Concern	47	2.1	60	1.7	58,911	14.0	57,012	13.7
Science 9	Acceptable Standard	Very Low	Improved	Issue	47	36.2	60	26.7	59,453	68.6	57,692	66.9
	Standard of Excellence	Very Low	Maintained	Concern	47	2.1	60	1.7	59,453	21.1	57,692	20.5
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	47	17.0	58	31.0	59,472	60.5	57,717	59.4
	Standard of Excellence	Very Low	Improved	Issue	47	2.1	58	0.0	59,472	17.1	57,717	15.8

School: 1607 Prairie River Junior High School (FNMI)

Course	Measure	Prairie River Jr. High Sch. (FNMI)						Alberta (FNMI)				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	27	40.7	29	34.5	4,495	50.7	4,420	49.3
	Standard of Excellence	Very Low	Maintained	Concern	27	0.0	29	0.0	4,495	4.7	4,420	4.5
K&E English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	400	43.5	343	43.3
	Standard of Excellence	*	*	*	2	*	n/a	n/a	400	5.3	343	4.3
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	29	6.9	30	3.3	4,390	27.4	4,279	28.7
	Standard of Excellence	Very Low	Maintained	Concern	29	0.0	30	0.0	4,390	4.7	4,279	4.3
Science 9	Acceptable Standard	Very Low	Improved	Issue	29	27.6	30	16.7	4,512	47.7	4,429	44.1
	Standard of Excellence	Very Low	Maintained	Concern	29	0.0	30	0.0	4,512	8.9	4,429	7.8
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	29	6.9	28	14.3	4,528	38.6	4,446	36.6
	Standard of Excellence	Very Low	Maintained	Concern	29	0.0	28	0.0	4,528	6.4	4,446	5.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.
6. 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.

COMMENTS

In no universe is the data for our PAT results acceptable. Year to year comparisons are not ideal when analyzing differentials from year to year. There is often significant difference between cohorts of students - something that only a longitudinal analysis would reveal (looking at PAT/Diploma exams over the educational career of a cohort of students in their Gr. 6, 9, and 12 years). Having said this, even comparing this year's results to the previous three year average indicates a troubling inconsistency that will compel us to examine (in particular) our assessment practices across all of the core classes.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (NUMERACY)

Numeracy Data			2020-21		2021-22		2022-23		2023-24				2024-25								
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#		%	#		%	#		%	#	%	#		%	#	%	#
MIPI EICS	Grade 7	Requires Attention	49	28.6	10	63	66.0	31	54	81.0	34	78	63.2	48	65.7	46	49	ND	ND	ND	ND
		May Require Attention		62.9	22		19.1	9		14.3	6		28.9	22	15.7	11		ND	ND	ND	ND
		Does Not Require Attention		8.6	3		14.9	7		4.8	2		7.9	6	18.6	13		ND	ND	ND	ND
	Grade 8	Requires Attention	56	57.7	15	62	64.2	34	69	78.4	40	50	81.1	30	57.5	23	73	ND	ND	ND	ND
		May Require Attention		26.9	7		17.0	9		11.8	6		5.4	2	27.5	11		ND	ND	ND	ND
		Does Not Require Attention		15.4	4		18.9	10		9.8	5		13.5	5	15.0	6		ND	ND	ND	ND
	Grade 9	Requires Attention	46	52.6	10	72	80.4	45	66	74.5	35	58	85.0	34	77.8	21	51	ND	ND	ND	ND
		May Require Attention		26.3	5		14.3	8		19.1	9		15.0	6	14.8	4		ND	ND	ND	ND
		Does Not Require Attention		21.1	4		5.4	3		6.4	3		0.0	0	7.4	2		ND	ND	ND	ND

Legend:
Fall: September - January
ND: No data collected for the corresponding grade/school year
Spring: February - June

COMMENTS

Prairie River administered the Junior High Math Assessment (screen) only this past year. Due to an administrative oversight neither the MIPI nor the Elk Island Catholic Math assessment was written. Our screen showed profoundly low levels of academic performance in the Numeracy domain. This data did lead to the creation of a blended Math classroom which offered enhanced supports, as well as a modified and/or Knowledge and Employability (K&E) programming.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (LITERACY)

Literacy Data			2020-21 ¹				2021-22				2022-23				2023-24				2024-25			
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
OCA RCAT	Grade 7	Limited	49	62.5	20	ND	ND	63	43.4	23	ND	ND	54	51.2	21	75.8	25	78	70.6	36	67.3	35
		Acceptable		37.5	12	ND	ND		47.2	25	ND	ND		48.8	20	24.2	8		15.7	8	0.0	0
		Excellence		0.0	0	ND	ND		9.4	5	ND	ND		0.0	0	0.0	0		13.7	7	32.7	17
	Grade 8	Limited	56	35.1	13	ND	ND	62	32.5	13	ND	ND	69	50.0	28	65.7	23	50	56.0	14	17.9	5
		Acceptable		59.5	22	ND	ND		30.0	12	ND	ND		50.0	28	34.3	12		36.0	9	75.0	21
		Excellence		5.4	2	ND	ND		37.5	15	ND	ND		0.0	0	0.0	0		8.0	2	7.1	2
	Grade 9	Limited	46	56.0	14	ND	ND	72	43.5	20	ND	ND	66	30.2	16	37.2	16	58	55.6	15	50.0	17
		Acceptable		28.0	7	ND	ND		32.6	15	ND	ND		50.9	27	58.1	25		33.3	9	50.0	17
		Excellence		16.0	4	ND	ND		23.9	11	ND	ND		18.9	10	4.7	2		11.1	3	0.0	0
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications																			

Literacy Data			2023-24				2024-25				COMMENTS												
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		READING COMPREHENSION		RCAT results were inconsistent across a full year of instruction. In Grades 7 & 9 Spring results were either flat, or even down from the Fall writing.								
				%	#	%	#		%	#	%	#			Having had only small amounts of growth in past years (Grade 7-9) using conventional programming, Our Grade 8 students took part in a dramatically different program (Edubest) in the believe that improved results would materialize. A nearly 40% decrease in the numbers of students comprehending at the Limited level was promising. An increase of over 30% for students comprehending at the “Adequate” level was equally impressive.								
HLAT	Grade 7	Poor	78	33.3	25	0.0	0	49	0.0	0	0.0	0	73	0.0	0	0.0	0	0.0	0	0.0	0		
		Limited		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0	0.0	0	0.0	0		
		Adequate		66.7	50	47.1	24		100.0	23	91.4	32		0.0	0	5.7	2	0.0	0	2.9	1		
		Proficient		0.0	0	51.0	26		0.0	0	0.0	0		0.0	0	0.0	0	0.0	0	0.0	0		
		Exemplary		0.0	0	2.0	1		0.0	0	0.0	0		0.0	0	0.0	0	0.0	0	0.0	0		
	Grade 8	Poor	50	0.0	0	0.0	0	73	0.0	0	0.0	0	51	0.0	0	0.0	0	0.0	0	0.0	0		
		Limited		0.0	0	0.0	0		75.0	6	90.2	46		25.0	2	9.8	5	0.0	0	0.0	0		
		Adequate		100.0	21	55.6	20		0.0	0	0.0	0		0.0	0	0.0	0	0.0	0	0.0	0		
		Proficient		0.0	0	41.7	15		0.0	0	0.0	0		0.0	0	0.0	0	0.0	0	0.0	0		
		Exemplary		0.0	0	2.8	1		0.0	0	0.0	0		0.0	0	0.0	0	0.0	0	0.0	0		
	Grade 9	Poor	58	56.1	23	0.0	0	51	0.0	0	0.0	0	51	0.0	0	0.0	0	0.0	0	0.0	0		
		Limited		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0	0.0	0	0.0	0		
		Adequate		43.9	18	79.2	38		0.0	0	85.0	34		0.0	0	7.5	3	0.0	0	7.5	3		
		Proficient		0.0	0	12.5	6		0.0	0	0.0	0		0.0	0	0.0	0	0.0	0	0.0	0		
		Exemplary		0.0	0	8.3	4		0.0	0	0.0	0		0.0	0	0.0	0	0.0	0	0.0	0		
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																							

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	40	85.8	65	79.3	46	86.1	88	82.1	73	88.3	High	Maintained	Good	876	86.7	994	87.8	995	84.8	1,197	85.2	1,244	86.6	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	5	*	n/a	n/a	3	*	14	77.4	19	87.7	Very High	Maintained	Excellent	90	80.4	96	86.9	98	79.1	187	79.8	310	82.0	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	31	80.8	53	80.8	37	85.3	61	80.6	43	84.9	Intermediate	Maintained	Acceptable	604	86.0	721	84.8	737	83.7	822	83.2	754	83.4	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	9	90.7	12	77.8	9	87.0	13	88.5	11	92.4	Intermediate	Maintained	Acceptable	182	93.7	177	91.7	160	91.6	188	92.6	180	94.3	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

COMMENTS

While the results for this domain are generally positive, the consensus of Prairie River staff is that we have very far to go in terms of overall program improvement. We believe that improvements to our school culture must continue, with particular focus on how students treat and speak to each other. At the same time, we absolutely must continue to have the difficult conversations regarding assessment practices and best practices. Finally, our focus on nurturing student vocational interest and knowledge of a wide variety of careers, through the exposure to job readiness positions, post- secondary information, and exposure to authentic Trades opportunities will be critical to developing a more extensive overall educational experience.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

Frequent class visits were undertaken by both school administrators in all classrooms. Two teachers on probationary contracts were evaluated throughout the year (4 official evaluation visits for each probationary teacher), with supports being provided as necessary. Both teachers had successful years and were offered continuing contracts in the following year.

During classroom visits administrators encouraged the many positives that were taking place. General observations were provided as feedback to all teachers, to be used in their own personal development. Teachers each created Professional Growth Plans at the start of the school year. These plans focused on individual teacher desires for improvement or learning in specific areas. These plans were discussed at the start of the year, and revisited two more times prior to the end of the year. Resources/funding was provided on an “as needed” basis, depending on the nature of professional learning sought.

Two major professional development initiatives were supported/funded during this school year:

- Pam Harris: “Math is Figureoutable” (5 teachers took part in this “in-person” training)
- Interscholastic Athletic Administrators Association Conference (Saskatoon) - our Athletic Director attended this conference.

Provincial, national and international Numeracy assessments have shown consistent decline for the past several years. Our Numeracy assessments at Prairie River reflect what classroom teachers already knew - our students generally struggle with Math outcomes, in many cases struggle greatly with multi-year delays. Numeracy is a very complex area of study, but critically important to lifelong success for most people. Societal attitudes toward Math make our task of improving Math fluency even more difficult. It is for this reason that we are focusing a lot of time and energy on moving from a “fixed mindset” (“I’m not a Math person”), to a “growth mindset” (“I may struggle with Math, but I can get better at mathematical thinking”). Our school-wide professional learning focuses on changing the way that we think and talk about learning potential.

Given our creation of a Blended Program classroom to support (primarily) Numeracy, we felt that additional training and attention were required to support students who were two or more years delayed in Math programming. Administration and our Learning Support Teacher (LST) worked closely with the blended classroom teacher to build a program that supported students, wherever they were in the Numeracy continuum. Results look promising, as students who are significantly “below grade level” receive programming that results in significant gains being made, and students in the full, “at or near grade level” class get more teacher/EA supports to master grade level material.

ASSURANCE DOMAIN: LEARNING SUPPORTS

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Authority										Province														
	2021					2022					2023					2024					2025					2021					2022				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	40	91.6	65	85.1	46	88.8	87	82.7	73	90.3	Very High	Maintained	Excellent	876	83.2	992	83.2	993	81.4	1,197	81.6	1,242	84.0	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1		
Parent	5	*	n/a	n/a	3	*	14	73.5	19	89.1	Very High	Improved	Excellent	90	74.7	96	78.4	98	76.5	187	74.5	310	77.4	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5		
Student	31	90.0	53	80.3	37	82.1	60	79.2	43	85.3	High	Maintained	Good	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7		
Teacher	9	93.2	12	90.0	9	95.6	13	95.4	11	96.4	Very High	Maintained	Excellent	182	90.8	177	89.7	160	86.7	189	89.2	180	92.3	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0		

COMMENTS

At Prairie River we are fortunate to have a number of highly skilled, veteran staff who are able to either support exceptional student needs (universal classroom supports), or to know how to use the referral process effectively to get the necessary supports for students. Having a dedicated Learning Support Teacher (LST) who works closely with teachers in the development of Individual Education Plans is critical in order that staff do not become overwhelmed by the magnitude of exceptional needs within our student population. The presence of significant Mental Health/Wellness (Wellness Worker and HOSTs) supports is likewise a big part of our promising results in this domain

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Authority										Province														
	2021					2022					2023					2024					2025					2021					2022				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	40	88.3	65	76.5	46	74.5	87	80.3	73	85.7	Intermediate	Improved	Good	877	84.7	994	83.3	994	80.3	1,197	81.3	1,245	82.5	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4		
Parent	5	*	n/a	n/a	3	*	14	74.1	19	83.7	Intermediate	Maintained	Acceptable	90	79.0	96	81.3	98	77.5	187	77.8	310	78.7	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2		
Student	31	79.8	53	66.2	37	66.4	60	72.2	43	80.1	High	Improved	Good	605	79.3	721	74.3	736	72.5	821	73.5	755	74.6	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7		
Teacher	9	96.8	12	86.9	9	82.5	13	94.5	11	93.5	Intermediate	Maintained	Acceptable	182	95.7	177	94.4	160	90.7	189	92.5	180	94.1	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3		

COMMENTS

While generally trending in a positive direction, this domain continues to possess troubling data when we look at specific responses from students. For example, students have expressed their discomfort at the manner that many of their classmates speak to and about each other. Responses of this nature were sufficiently concerning that we sought programming in the coming year (“Live Different”) to address this particular issue. “Live Different” has a peer mentorship/student leadership component that we believe will have positive long term benefits in this domain.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSD school annually reviews their response to intervention, inclusive of:

- the universal, targeted, and intensive supports available,
- the process by which teachers collaborate to implement strategies,
- support networks for updates about student progression,
- display their continuum of supports in a designated area where staff have easy access.

FIRST NATION, MÉTIS, AND INUIT PROGRAMMING (INDIGENOUS EDUCATION COACHES)

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model supports all staff in meeting the Teaching Quality Standard (TQS) #5 through professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. They are moving future generations forward in creating a more inclusive Canada. A continued and focused area for the Indigenous Education Team is to promote and advance calls to action in Truth and Reconciliation.

This model allows Indigenous learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to Grade 12 will be respectful, authentic, and genuine and will include consultations with Elders and Knowledge Keepers within our local context.

ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School										Measure Evaluation										Authority										Province									
	2021		2022		2023		2024		2025		Achievement			Improvement			Overall			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	9	88.9	12	67.8	9	91.1	27	75.6	30	91.1	Very High	Improved	Excellent	272	77.6	272	75.8	256	77.8	376	78.5	490	79.4	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0							
Parent	5	*	n/a	n/a	3	*	14	74.6	19	91.2	Very High	Improved	Excellent	90	68.5	95	69.5	98	68.4	187	72.6	310	72.3	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6							
Teacher	9	88.9	12	67.8	9	91.1	13	76.6	11	90.9	High	Maintained	Good	182	86.7	177	82.2	158	87.3	189	84.4	180	86.5	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3							

COMMENTS

The Division has worked hard to hear the voice of parents. Part of this focus took part at the school level where we did significant outreach to bring families into our school and speak with them about their children's education. At Prairie River we have been hosting Family Nights for four years - opportunities for families to come and enjoy a shared meal while informally connecting with Prairie River staff. Often framed around fun activities, these events have been very well attended. We have seen our family numbers increase from our traditional Parent/Teacher Interviews (PTI's) where we averaged 25 attendees, to our Family Night format that sees up to 200 people join us. Our philosophy is that, on any given night, families still need to prepare a family meal - if we can bring people together around a meal, it makes for a great opportunity to get to know each other and build relationships.

Responses to Alberta Education surveys have also steadily increased, from a non-reportable 2021, to 19 parent responses for our 2025 survey. The increase in our completed parent surveys gives us a much more accurate picture of how our parents perceive the effectiveness of Prairie River programming.

SUPPLEMENTAL MEASURES

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Measure Evaluation					Authority					Province																	
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024		2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Drop Out Rate	63	1.3	59	4.4	49	1.6	61	2.8	51	0.0	Very High	Improved	Excellent	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	1,059	7.6	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
Returning Rate	3	*	1	*	3	*	1	*	2	*	n/a	n/a	n/a	69	15.8	62	19.0	91	18.3	90	16.9	87	21.1	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2

COMMENTS

The data for this domain indeed shows improvement, however the role of our Junior High in this instance is somewhat unclear. We will state that a “student dropout” at any stage of a student’s life is an indication of struggles that lasted far longer than the moment that a student actually decides to leave school.

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School					Measure Evaluation					Authority					Province																	
	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		2021		2022		2023		2024		2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	9	92.6	12	83.3	9	59.3	12	77.8	11	97.0	Very High	Improved	Excellent	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	9	92.6	12	83.3	9	59.3	12	77.8	11	97.0	Very High	Improved	Excellent	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

COMMENTS

The Division has supported some highly individualized professional development for teachers in general. A great deal of school-based PD is highly specific, often with a focus on a teacher’s individual discipline. At Prairie River our PD Days are generally divided into three parts: Literacy (Science of Reading), Numeracy (Pam Harris), as well as sessions on Executive Functioning and building school culture.

SUPPLEMENTAL MEASURES

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	9	94.4	12	80.0	9	80.0	26	77.8	30	90.0	Very High	Improved	Excellent	265	76.9	269	79.5	251	78.8	363	78.0	473	79.7	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	5	*	n/a	3	*	13	68.0	19	80.0	Very High	Maintained	Excellent	84	63.9	94	69.3	95	69.1	177	67.2	297	70.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5	
Teacher	9	94.4	12	80.0	9	80.0	13	87.5	11	100.0	Very High	Improved	Excellent	181	89.8	175	89.7	156	88.5	186	88.8	176	88.7	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

COMMENTS

We are thankful that our focus on lifelong learning is finding its way into daily discussion with students, who appear to be continuing these conversations with parents. This will be an ongoing effort from school staff, families and community members (including our business sectors).

Program of Studies – Measure Details

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.

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	40	79.9	64	93.1	46	86.2	87	82.5	73	81.1	High	Declined	Acceptable	594	80.5	694	82.4	696	82.4	855	84.3	919	83.0	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	5	*	n/a	3	*	14	81.3	19	85.2	Very High	Maintained	Excellent	90	78.6	95	81.5	98	78.5	187	84.0	307	81.2	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4	
Student	31	72.8	52	88.3	37	78.1	60	77.2	43	74.6	High	Maintained	Good	322	76.2	422	77.8	438	79.1	479	77.7	432	78.3	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	9	87.0	12	97.9	9	94.4	13	89.1	11	83.3	Intermediate	Maintained	Acceptable	182	86.8	177	87.9	160	89.6	189	91.2	180	89.5	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

COMMENTS

The decline for this domain has been slight, but of note. Given our small number of students sampled, it may be a difference in the responses from only a few students, and even fewer teachers. Again, this domain is worth continued monitoring and vigilance to determine any emerging trend.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	40	93.1	65	86.0	46	91.0	87	81.6	73	89.1	High	Maintained	Good	876	83.4	992	84.2	993	81.6	1,197	81.8	1,242	83.4	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	5	*	n/a	n/a	3	*	14	70.7	19	85.2	High	Improved	Good	90	72.1	96	78.1	98	72.5	187	70.9	310	74.5	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	31	90.0	53	80.3	37	82.1	60	79.2	43	85.3	High	Maintained	Good	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	9	96.3	12	91.7	9	100.0	13	94.9	11	97.0	High	Maintained	Good	182	93.9	177	92.8	160	91.4	189	93.4	180	93.7	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

COMMENTS

We have made a concerted effort to access the right supports, as early as possible, for students in need of specialized supports. Middle School is a time of great turmoil and angst for a significant number of students. Our restorative practice approach, combined with significant wellness and mental health supports has allowed us to ensure that students with complex needs get the support that they require.

SUPPLEMENTAL MEASURES

Safe and Caring – Measure Details

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.

	School										Authority										Province																										
	2021					2022					2023					2024					2025					2021					2022					2023					2024					2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%												
Overall	40	91.4	65	85.4	46	79.5	87	84.3	73	89.3	Very High	Improved	Excellent	877	87.3	994	87.4	994	84.4	1,196	85.0	1,244	85.5	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3														
Parent	5	*	n/a	n/a	3	*	14	78.6	19	87.1	High	Maintained	Good	90	81.6	96	86.8	98	82.5	187	81.6	310	82.4	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9														
Student	31	82.9	53	79.2	37	70.1	60	80.4	43	84.6	Very High	Maintained	Excellent	605	83.5	721	79.6	736	78.1	820	79.2	754	79.2	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6														
Teacher	9	100.0	12	91.7	9	88.9	13	93.8	11	96.4	Very High	Maintained	Excellent	182	96.7	177	95.7	160	92.7	189	94.2	180	94.8	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4														

COMMENTS

These results are encouraging, and suggest that we are headed in the right direction with our character education program and general school culture development efforts. Having said this, the only true measure of success in this domain would be to replicate this result over many consecutive years.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School										Authority										Province																										
	2021					2022					2023					2024					2025					2021					2022					2023					2024					2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%												
Overall	40	84.3	65	85.0	46	73.8	87	82.8	73	85.8	Very High	Maintained	Excellent	870	81.0	986	83.7	991	78.8	1,193	82.2	1,235	82.3	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1														
Parent	5	*	n/a	n/a	3	*	14	75.0	19	76.6	Very High	Maintained	Excellent	87	71.1	93	79.6	96	73.8	185	76.1	305	75.1	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4														
Student	31	85.2	53	81.6	37	77.6	60	86.7	43	86.9	High	Maintained	Good	601	85.2	716	84.1	736	83.2	819	86.0	751	86.3	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8														
Teacher	9	83.3	12	88.4	9	70.0	13	86.7	11	93.8	Very High	Maintained	Excellent	182	86.7	177	87.5	159	79.3	189	84.4	179	85.4	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1														

COMMENTS

At Prairie River we have an amazing staff (Teachers and EA's) who willingly “stretch” to support offering unconventional programming that draws much student interest. Three examples that stand out are Agriculture/Agribusiness, 3-D Printing/Coding and Entrepreneurship offerings as part of our Career Technology Foundation (CTF) programming at the end of every day (last 2 periods). Programs such as these are clearly making a difference for many students.

SUPPLEMENTAL MEASURES

School Improvement – Measure Details

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.

	School										Measure Evaluation										Authority										Province									
	2021		2022		2023		2024		2025		Achievement		Improvement		Overall		2021		2022		2023		2024		2025		2021		2022		2023		2024		2025					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	40	87.5	65	80.8	45	74.5	85	78.3	72	92.7	Very High	Improved Significantly	Excellent	Excellent	850	76.7	974	71.1	980	75.4	1,173	79.5	1,206	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6						
Parent	5	*	n/a	3	*	14	64.3	18	94.4	Very High	Improved Significantly	Excellent	Excellent	79	68.4	92	56.5	96	69.8	181	74.6	293	78.5	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4							
Student	31	75.0	53	78.3	37	74.0	60	79.7	43	83.7	Very High	Maintained	Excellent	Excellent	600	79.8	718	72.6	731	73.5	814	75.7	743	76.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4						
Teacher	9	100.0	12	83.3	8	75.0	11	90.9	11	100.0	Very High	Improved	Excellent	Excellent	171	81.9	164	84.1	153	83.0	178	88.2	170	89.4	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1						

COMMENT

We are thankful to note that Prairie River has been part of a general improvement in this domain throughout the Division. We see the effort being put in by staff at our school and at all Division facilities. We believe that our results (with the exception of disappointing PAT results) are a reflection of the efforts of Division staff at all levels, in all departments, with the support of families and the surrounding community .

Work Preparation – Measure Details

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.

	School										Measure Evaluation										Authority										Province									
	2021		2022		2023		2024		2025		Achievement		Improvement		Overall		2021		2022		2023		2024		2025		2021		2022		2023		2024		2025					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	9	100.0	12	83.3	8	100.0	26	73.1	30	89.5	Very High	Maintained	Excellent	Excellent	261	80.7	266	82.5	241	79.5	354	81.4	462	82.7	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7						
Parent	5	*	n/a	n/a	3	*	13	53.8	19	78.9	Very High	Improved	Excellent	Excellent	82	65.9	92	70.7	90	68.9	170	69.4	289	72.3	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0						
Teacher	9	100.0	12	83.3	8	100.0	13	92.3	11	100.0	Very High	Maintained	Excellent	Excellent	179	95.5	174	94.3	151	90.1	184	93.5	173	93.1	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4						

COMMENTS

We have made efforts to change the conversation in our classrooms and hallways for the past few years. We want students to be actively thinking of the future, and their place within it. Exploring possibilities, goal setting, understanding their own deeply held values, with a focus on lifelong learning - we have been part of some great discussions/conversations over the past few years. Again, it appears that these conversations have continued at home - reinforcing the critical importance of the home/school partnership.