



Prairie River Junior High School

**Annual Education Results Report
2022-23**



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, Jossard, Driftpile, Sucker Creek, Kinuso, East Prairie, Peavine, and Grouard.

Principal's Message

Prairie River Junior High is the only stand-alone Junior High in High Prairie School Division. Our focus is solely on this age group and how best to support them. Our students come from different communities, with different backgrounds and needs.

Our staff also come from a diverse background. Many staff have travelled and taught overseas, bringing with them the knowledge and experience from working with people from different cultures. Likewise, we have many staff who are local to the area, often having been born and raised here. The combination of this diverse staff helps to create a very inclusive and positive school culture. Forming relationships and seeking to understand student, family and community needs is at the very foundation of all that we do at Prairie River Junior High School.

Our student enrollment currently sits at 74 grade 7 students, 49 grade 8 students and 57 grade 9 students. Our total student population is 180

The school culture at Prairie River is based on our foundational 3A's (Academics, Arts, and Athletics), and 3R's (Responsible, Reliable, and Respectful). In an effort to make more progress in each of these areas we have become a "Restorative Practices School." Restorative Practices seeks to change the personal relationship dynamic between all members of our school community. Taking responsibility for our actions, and rebuilding damaged relationships are two critical elements that are a focus for each of us during the school year.

As an extension of Restorative Practices, we redesigned our traditional Parent/Teacher Interviews, to become more warm and welcoming, with a focus on building relationships. We started the year with a very well attended “Family Night Dinner,” and Meet and Greet. We will build upon that success as we move to a modified Parent/Student/Teacher model that will become a series of “Family Nights” that start with a dinner, and includes mini workshops focused on Restorative Practices, Elder Storytelling, Book Fairs, and fun activities in the gym.

Prairie River Junior High School Council/Parent Travel Club

Our School Council has been very busy building strong relationships throughout our school community. Our School Council hosted a seminar early in the year entitled, “Effective Engagement in Your School Community” (presented by Alberta School Councils’ Association). From this seminar, the executive took a number of initiatives forward to grow school community involvement in school council business. Our Parent Travel Club (a separate, but critical body) also brought some increased attention to all the wonderful support (particularly financial) that this body provides our students and school in general.

Include school council input on the AERR here.

Fall 2023 Required Alberta Education 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	86.9	77.4	77.4	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	73.2	70.9	76.6	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	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	3.2	24.3	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.4	1.8	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	86.1	79.3	83.8	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.5	76.5	76.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.8	85.1	85.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	91.1	67.8	78.2	79.1	78.8	80.3	Very High	Maintained	Excellent

Fall 2023 Required Alberta Education Assurance Measures - Overall 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	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	2.9	16.2	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.2	0.0	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	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 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 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).
4. 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.
5. 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.
6. 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.
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.
8. 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.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																																							
	School													Authority										Province																															
	2019					2020					2021					2022					2023					Measure Evaluation					2019					2020					2021					2022					2023				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%																	
Overall	57	65.1	79	82.2	40	86.7	65	70.9	46	73.2	Intermediate	Maintained	Acceptable	944	73.2	1,084	78.3	876	80.3	993	77.8	994	74.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3																						
Parent	11	58.2	9	86.4	5	*	n/a	n/a	3	*	*	*	*	157	69.1	177	73.0	89	71.0	95	73.6	98	68.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4																						
Student	38	70.5	56	68.8	31	77.9	53	61.8	37	64.1	Intermediate	Maintained	Acceptable	620	64.4	714	72.0	605	76.3	721	69.6	736	66.8	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3																						
Teacher	8	66.7	14	91.4	9	95.6	12	80.0	9	82.2	Low	Maintained	Issue	167	86.0	193	90.0	182	93.4	177	90.3	160	88.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3																						

Comments on Results

Citizenship has a complex formula as we work to improve these results. We have a multi-faceted approach to improving this measure. Developing opportunities for students to serve the school and greater community is part of improving school culture. Encouraging student leadership in a wide variety of areas (student-led assemblies, Youth Council for Reconciliation, Peer-led Restorative Practices – are three examples of this). Continuing our emphasis on our character education 3A's (Academic, Athletic, Artistic) and 3 R's (Responsible, Respectful, Reliable) philosophy will also continue.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	40	84.8	65	77.4	46	86.9	n/a	Improved	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	5	*	n/a	n/a	3	*	*	*	*	n/a	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	31	73.3	53	74.3	37	81.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	9	96.3	12	80.6	9	92.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Comments on Results

As staff, we have highlighted the importance of making our classroom setting and lessons more engaging. Teachers and Educational Assistants are exploring ways to make lessons more relevant, connecting the learning to real life experiences wherever possible. Part of our earlier Professional Development has also been a discussion and consensus-building regarding best practices (both for instruction and assessment) in terms of engaging students.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																																							
	School										Measure Evaluation						Authority								Province														
	2018		2019		2020		2021		2022		Achievement			Improvement			Overall			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%										N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	43	1.1	55	4.7	63	1.3	59	4.4	49	1.6	Very High	Maintained	Excellent	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5						
Returning Rate	n/a	n/a	1	*	3	*	1	*	3	*	n/a	n/a	n/a	67	25.0	66	13.5	69	15.8	62	19.0	91	18.3	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2						

Comments on Results

Although provincial regulations mandate compulsory school attendance up to age 16, we do monitor closely for signs that students and families may be becoming detached from the school. We make frequent contacts to encourage school attendance, and to help support any needs or issues that may be dissuading students from attending school.

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									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	57	83.4	79	86.3	40	79.9	64	93.1	46	86.2	Very High	Maintained	Excellent	647	78.5	825	82.1	594	80.5	694	82.4	696	82.4	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	11	64.0	9	81.7	5	*	n/a	n/a	3	*	*	*	*	157	77.0	177	77.8	90	78.6	95	81.5	98	78.5	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	38	90.8	56	83.6	31	72.8	52	88.3	37	78.1	Very High	Maintained	Excellent	323	71.1	455	80.0	322	76.2	422	77.8	438	79.1	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	8	95.3	14	93.8	9	87.0	12	97.9	9	94.4	Very High	Maintained	Excellent	167	87.3	193	88.6	182	86.8	177	87.9	160	89.6	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Comments on Results

We are encouraged by these results, and attribute much of the program satisfaction to staff willingness to stretch themselves when it comes to offering Career Technology Foundation (CTF, formerly “Options”) course offerings. Families and students, in particular, appear to enjoy and benefit from a diverse course offering.

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										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	57	87.3	79	88.2	40	91.4	65	85.4	46	79.5	Low	Declined	Issue	944	84.1	1,083	86.5	877	87.3	994	87.4	994	84.4	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	11	87.0	9	88.9	5	*	n/a	n/a	3	*	*	*	*	157	82.1	177	83.6	90	81.6	96	86.8	98	82.5	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	38	87.3	56	77.3	31	82.9	53	79.2	37	70.1	Very Low	Maintained	Concern	620	77.3	713	80.7	605	83.5	721	79.6	736	78.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	8	87.5	14	98.6	9	100.0	12	91.7	9	88.9	Low	Maintained	Issue	167	92.9	193	95.1	182	96.7	177	95.7	160	92.7	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Comments on Results

The “Safe and Caring” domain is another area where a complex set of factors are all at play. Citizenship, engagement, student leadership opportunities and school routines and structure are all elements that need to be addressed in order for us to experience systemic, long-term improvement. More consistency in our school routines, improved communication between all stakeholders, and higher expectations for both students and staff in building a more positive and powerful school culture is central to making improvements in this domain.

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	56	76.4	79	87.1	40	87.5	65	80.8	45	74.5	Intermediate	Declined	Issue	934	77.4	1,083	81.1	850	76.7	974	71.1	980	75.4	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	10	70.0	9	88.9	5	*	n/a	n/a	3	*	*	*	*	150	73.3	176	76.7	79	68.4	92	56.5	96	69.8	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	38	84.2	56	72.3	31	75.0	53	78.3	37	74.0	Intermediate	Maintained	Acceptable	617	73.1	714	81.0	600	79.8	718	72.6	731	73.5	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	8	75.0	14	100.0	9	100.0	12	83.3	8	75.0	Intermediate	Declined	Issue	167	85.6	193	85.5	171	81.9	164	84.1	153	83.0	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Comments on Results

The measure of this domain is very concerning for us at our school and within our Division. This is another highly complex domain that factors in a number of areas, including academics, school culture, Safe and Caring elements, extra curricular opportunities, student leadership opportunities, etc. This was the first full year of “regular” (non-Covid) programming, and we were re-establishing routines, structures and programs that had been firmly established prior to Covid. We feel that this category has the greatest potential (and the greatest need) for change in the coming year(s).

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										Authority										Province																			
	2019					2020					2021					2022					2023					Measure Evaluation					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	18	68.8	23	90.9	9	100.0	12	83.3	8	100.0	Very High	Improved	Excellent	317	73.2	359	80.3	261	80.7	266	82.5	241	79.5	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1							
Parent	10	50.0	9	88.9	5	*	n/a	n/a	3	*	*	*	*	151	59.6	169	71.6	82	65.9	92	70.7	90	68.9	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0							
Teacher	8	87.5	14	92.9	9	100.0	12	83.3	8	100.0	Very High	Improved	Excellent	166	86.7	190	88.9	179	95.5	174	94.3	151	90.1	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3							

Comments on Results

While these results are encouraging on the surface, we will require a longer term view regarding this domain. This year we focused on seeking Parent/Guardian feedback regarding high school course selection. We also encouraged all Grade 9 students to complete HCS 3000 (an online job safety course for high school credit), and to arrange Summer employment that would also earn high school credit. We have maintained a very deliberate message to all students, encouraging them to examine their learning styles, areas of interest (job/career, academic or personal interest) as they continue to move toward their high school years.

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																																
	2019					2020					2021					2022					2023					Measure Evaluation					2019					2020					2021					2022					2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%																		
Overall	18	60.6	23	78.0	9	94.4	12	80.0	9	80.0	High	Maintained	Good	317	66.1	367	73.2	265	76.9	269	79.5	251	78.8	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4																						
Parent	10	61.1	9	66.7	5	*	n/a	n/a	3	*	*	*	*	150	51.4	174	62.7	84	63.9	94	69.3	95	69.1	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4																						
Teacher	8	60.0	14	89.3	9	94.4	12	80.0	9	80.0	Intermediate	Maintained	Acceptable	167	80.9	193	83.6	181	89.8	175	89.7	156	88.5	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3																						

Comments on Results

The Lifelong Learning domain has much in common with the Work Preparation domain insofar as we believe that fostering the notion of “lifelong learning” is a core goal that will benefit every facet of a student’s life, through their school career and throughout adulthood. Our belief is that, as we strive to create more engaging and relevant programming, students will join us on our lifelong learning adventure.

Provincial Achievement Test Results

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	59.2	0.0	n/a	n/a	n/a	n/a	36.2	1.4	*	*	47.0	5.0
	Authority	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2	44.8	3.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
Mathematics 9	School	33.3	0.0	n/a	n/a	n/a	n/a	13.0	0.0	*	*	35.0	3.5
	Authority	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1	28.9	4.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
Science 9	School	69.2	12.8	n/a	n/a	n/a	n/a	24.6	1.4	*	*	38.0	7.0
	Authority	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5	38.2	6.1		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
Social Studies 9	School	44.0	2.0	n/a	n/a	n/a	n/a	23.2	4.3	*	*	25.0	2.0
	Authority	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6	32.2	7.4		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Prairie River Jr. High Sch.								Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Language Arts 9	Acceptable Standard	*	*	*	62	*	n/a	n/a	56,255	71.4	n/a	n/a	
	Standard of Excellence	*	*	*	62	*	n/a	n/a	56,255	13.4	n/a	n/a	
Mathematics 9	Acceptable Standard	*	*	*	62	*	n/a	n/a	55,447	54.4	n/a	n/a	
	Standard of Excellence	*	*	*	62	*	n/a	n/a	55,447	13.5	n/a	n/a	
Science 9	Acceptable Standard	*	*	*	62	*	n/a	n/a	56,311	66.3	n/a	n/a	
	Standard of Excellence	*	*	*	62	*	n/a	n/a	56,311	20.1	n/a	n/a	
Social Studies 9	Acceptable Standard	*	*	*	62	*	n/a	n/a	56,309	58.4	n/a	n/a	
	Standard of Excellence	*	*	*	62	*	n/a	n/a	56,309	15.9	n/a	n/a	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests 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.
5. 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.
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 on Results

May and June of 2023 saw profound wildfire disruption to our school community. Ultimately the decision was made to exempt our students from writing the 2022/23 Provincial Achievement Tests (along with Holy Family Catholic Regional Division). We did end up having two students write the exams despite the waiver – in both cases these students scored in the Excellence range for the four core courses.

Literacy Data			2018-19				2019-20 ¹				2020-21 ¹				2021-22				2022-23								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#						
OCA RCAT	Grade 7	Limited	62	66.7	22	31.0	9	65	60.5	23	ND	ND	49	62.5	20	ND	ND	63	43.4	23	ND	ND	54	51.2	21	75.8	25
		Acceptable		30.3	10	62.1	18		34.2	13	ND	ND		37.5	12	ND	ND		47.2	25	ND	ND		48.8	20	24.2	8
		Excellence		3.0	1	6.9	2		5.3	2	ND	ND		0.0	0	ND	ND		9.4	5	ND	ND		0.0	0	0.0	0
	Grade 8	Limited	85	68.6	35	55.4	31	61	58.1	18	ND	ND	56	35.1	13	ND	ND	62	32.5	13	ND	ND	69	50.0	28	65.7	23
		Acceptable		31.4	16	41.1	23		41.9	13	ND	ND		59.5	22	ND	ND		30.0	12	ND	ND		50.0	28	34.3	12
		Excellence		0.0	0	3.6	2		0.0	0	ND	ND		5.4	2	ND	ND		37.5	15	ND	ND		0.0	0	0.0	0
	Grade 9	Limited	71	76.9	30	75.0	30	76	ND	ND	ND	ND	46	56.0	14	ND	ND	72	43.5	20	ND	ND	66	30.2	16	37.2	16
		Acceptable		23.1	9	17.5	7		ND	ND	ND	ND		28.0	7	ND	ND		32.6	15	ND	ND		50.9	27	58.1	25
		Excellence		0.0	0	7.5	3		ND	ND	ND	ND		16.0	4	ND	ND		23.9	11	ND	ND		18.9	10	4.7	2
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																								

Numeracy Data			2018-19		2019-20		2020-21			2021-22			2022-23				
			Enrollment Total	Fall	Enrollment Total	Fall	Enrollment Total	Fall	Enrollment Total	Fall	Enrollment Total	Fall					
				%		#		%		#		%	#	%	#		
MIPI	Grade 7	Requires Attention	62	28.6	10	65	60.0	21	49	28.6	10	63	66.0	31	54	81.0	34
		May Require Attention		28.6	10		17.1	6		62.9	22		19.1	9		14.3	6
		Does Not Require Attention		42.9	15		22.9	8		8.6	3		14.9	7		4.8	2
	Grade 8	Requires Attention	85	61	100.0	7	56	57.7	15	62	64.2	34	69	78.4	40		
		May Require Attention			32.5	13		0.0	0		26.9	7		17.0	9	11.8	6
		Does Not Require Attention			20.0	8		0.0	0		15.4	4		18.9	10	9.8	5
	Grade 9	Requires Attention	71	76	72.7	32	46	52.6	10	72	80.4	45	66	74.5	35		
		May Require Attention			13.9	5		13.6	6		26.3	5		14.3	8	19.1	9
		Does Not Require Attention			19.4	7		13.6	6		21.1	4		5.4	3	6.4	3
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																	

Comments on Results

Numeracy and literacy data has indicated a counterintuitive trend; that being literacy difficulties increased throughout the year.

Analysis of assessment has revealed non-standardized test administration, affecting compliance in some grades.

Realignment of assessment practices has ensured consistent data collection for the 2023-24 academic year. This will provide a solid baseline and unchanging assessment plan for the next 3-5 years.

Additionally, review of testing procedures and ensuring fidelity with test administration will ensure these types of procedural errors do not occur in the future.

We look forward to improved results in the near future.

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																	
	2019					2020					2021					2022					2023					Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
Overall	57	86.9	79	88.3	40	85.8	65	79.3	46	86.1	Intermediate	Maintained	Acceptable	946	84.3	1,086	88.1	876	86.7	994	87.8	995	84.8	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1					
Parent	11	83.3	9	87.0	5	*	n/a	n/a	3	*	*	*	*	157	78.6	177	83.3	90	80.4	96	86.9	98	79.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4					
Student	38	87.7	56	82.7	31	80.8	53	80.8	37	85.3	Intermediate	Maintained	Acceptable	622	81.0	716	87.0	604	86.0	721	84.8	737	83.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7					
Teacher	8	89.6	14	95.2	9	90.7	12	77.8	9	87.0	Very Low	Maintained	Concern	167	93.3	193	93.9	182	93.7	177	91.7	160	91.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4					

Comments on Results

Individual student and staff educational goals have not yet reached the aspirational level of growth that staff have for themselves or their students. Academic outcomes are closely related to the larger school experience and school culture. We believe that, with a renewed emphasis on higher standards for behaviour, clearer expectations/encouragement for greater student involvement in their own success, this measure will improve in the coming days, week and months.

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													Authority										Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	8	83.3	14	97.6	9	92.6	12	83.3	9	59.3	Very Low	Declined	Concern	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	8	83.3	14	97.6	9	92.6	12	83.3	9	59.3	Very Low	Declined	Concern	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Comments on Results

These results indicate challenges in accessing professional development that will lead to improvements in student outcomes. There is a renewed focus on a return to foundational literacy and numeracy practices, assessment, direct instruction of fundamental skills, etc. Prairie River staff will collaborate with other schools and staff to ensure significant improvement in this area is realized yearly.

DOMAIN: LEARNING SUPPORTS

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									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	40	88.3	65	76.5	46	74.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	5	*	n/a	n/a	3	*	*	*	*	n/a	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	31	79.8	53	66.2	37	66.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	9	96.8	12	86.9	9	82.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Comments on Results

This is an area of concern for us. We believe that these results indicate that we need to provide students with greater structure and higher expectations when it comes to being part of the Prairie River School community. Our implementation of classroom Restorative Practices has been slow to develop, and we will redouble efforts to ensure that students and staff understand the structure and practices that accompany this philosophy.

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									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	40	91.6	65	85.1	46	88.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	5	*	n/a	n/a	3	*	*	*	*	n/a	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	31	90.0	53	80.3	37	82.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	9	93.2	12	90.0	9	95.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Comments on Results

The results for this measure indicate that more work needs to be done to ensure that students and families feel encouraged to advocate for student learning supports. While we make significant effort to identify these needs as staff, the student and parent/guardian voice is critical to ensuring students get the supports that they need. We will reach out to families at our Family Nights, and through “Communicate”, email and phone calls, to highlight the supports that are available to students.

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										Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	57	88.2	79	86.6	40	93.1	65	86.0	46	91.0	Very High	Maintained	Excellent	944	81.3	1,084	86.3	876	83.4	992	84.2	993	81.6	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	
Parent	11	75.0	9	76.0	5	*	n/a	n/a	3	*	*	*	*	157	72.0	177	78.5	90	72.1	96	78.1	98	72.5	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	
Student	38	93.9	56	83.9	31	90.0	53	80.3	37	82.1	Intermediate	Maintained	Acceptable	620	80.0	714	85.5	604	84.1	719	81.6	735	81.0	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	
Teacher	8	95.8	14	100.0	9	96.3	12	91.7	9	100.0	Very High	Maintained	Excellent	167	91.8	193	95.0	182	93.9	177	92.8	160	91.4	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	

Comments on Results

We are encouraged by these results, and we feel that we are on the right track when it comes to identifying and supporting individual learning needs of all students. We have sought to formalize our Wellness and Mental Health supports more deliberately, often aligning these needs with corresponding changes to classroom academic supports.

Inclusion - Continuums of Support

High Prairie School Division supports inclusion by creating and implementing continuums of support at Universal, Targeted, and Specialized categories. Through collaborative processes, student needs are identified, and appropriate responses to intervention are applied. Schools annually review their collaborative response model inclusive of:

- Process and efficacy of collaborative meetings
- Continuums of supports
- Teacher coaching and professional development
- Student progress

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

The Indigenous Education Team has shifted its focus from a student-centered approach to a Universal Education Model.

The goals of this model are that all students will 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 will support all staff in meeting the TQS #5 through regular professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. It will also move future generations forward in creating a more inclusive Canada.

This model will allow 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. This model often includes consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2022-23 school year included: Elders, Knowledge Keepers, and presenters came into our schools, land-based learning for students, truth and reconciliation clubs at schools, Indigenous author presentations, all Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings. The Indigenous Education Team supports student achievement as well as for applications to post-secondary institutions.

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	19	77.8	23	88.6	9	88.9	12	67.8	9	91.1	Very High	Maintained	Excellent	323	77.4	370	83.7	272	77.6	272	75.8	256	77.8	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	11	73.1	9	80.0	5	*	n/a	n/a	3	*	*	*	*	156	67.1	177	77.4	90	68.5	95	69.5	98	68.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	8	82.5	14	97.1	9	88.9	12	67.8	9	91.1	High	Maintained	Good	167	87.7	193	90.0	182	86.7	177	82.2	158	87.3	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Comments on Results

We are encouraged by these results, but we want to continue our efforts to partner with parents and seek feedback regarding their child's learning needs, as well as advice parents and guardians would like to share regarding our school community.

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										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	57	74.4	79	82.5	40	84.3	65	85.0	46	73.8	Intermediate	Declined	Issue	937	75.6	1,081	83.2	870	81.0	986	83.7	991	78.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	11	63.6	9	74.4	5	*	n/a	n/a	3	*	*	*	*	152	63.5	173	74.1	87	71.1	93	79.6	96	73.8	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	38	80.3	56	79.0	31	85.2	53	81.6	37	77.6	Low	Maintained	Issue	618	78.2	714	84.6	601	85.2	716	84.1	736	83.2	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	8	79.2	14	94.0	9	83.3	12	88.4	9	70.0	Low	Declined	Issue	167	85.0	194	90.8	182	86.7	177	87.5	159	79.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

Comments on Results

This domain is somewhat of an outlier compared to results from similar categories (Program of Studies, Work Preparation, Access to Supports and Services). A closer examination reveals extremely low teacher scores (50% responding were "dissatisfied with the level of access") for the question category, "access to academic and career counselling." We will discuss this further with staff. It is believed that this is largely a case where teachers (and to a lesser extent, students) were not aware or mindful of the work that was undertaken in Grade 9 Health classes. Our Career Counsellors report that this year's Grade 9 students were the most thoroughly prepared for the transition to high school, in the last many years.