

HIGH PRAIRIE SCHOOL DIVISION 2024-25 AERR



Mission

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

Vision

High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

hpsd.ca

MESSAGE FROM THE BOARD OF TRUSTEES

On behalf of the Board of Trustees, I am pleased to present the 2024-25 High Prairie School Division Annual Education Results Report (AERR). Within these pages, you will find Division priorities, outcomes, and strategies, along with corresponding measures that have been identified as a result of consultation with stakeholders.

The Division continues to garner feedback to inform our planning process. In the 2024-25 school year, we embarked on a comprehensive community engagement process with engagement sessions held in every school across the Division. This was in addition to a one-question survey emailed to stakeholders regarding ideas for school/division improvement. We further engaged with students in grades 2 and 8 with a similar line of questions. The aggregated data was used to update the Division's mission statement, vision statement, and core values.

As a result of consultations, surveys, data collected throughout the previous year, and a four-day strategic planning process, the Board identified four focus areas within its priorities:

- Literacy
- Numeracy
- Stakeholder engagement
- Mental health

We encourage you to look through this unique lens into our Division and would appreciate hearing from you as your voice and opinions are important to us. Please consider joining your child's school council and/or answering the surveys available throughout this upcoming year. Diversity brings strength, and your voice matters.

ACCOUNTABILITY STATEMENT

Under the direction of the School Board, the Annual Education Results Report for The High Prairie School Division for the 2024-25 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024-25 was approved by the Board on December 16, 2025.

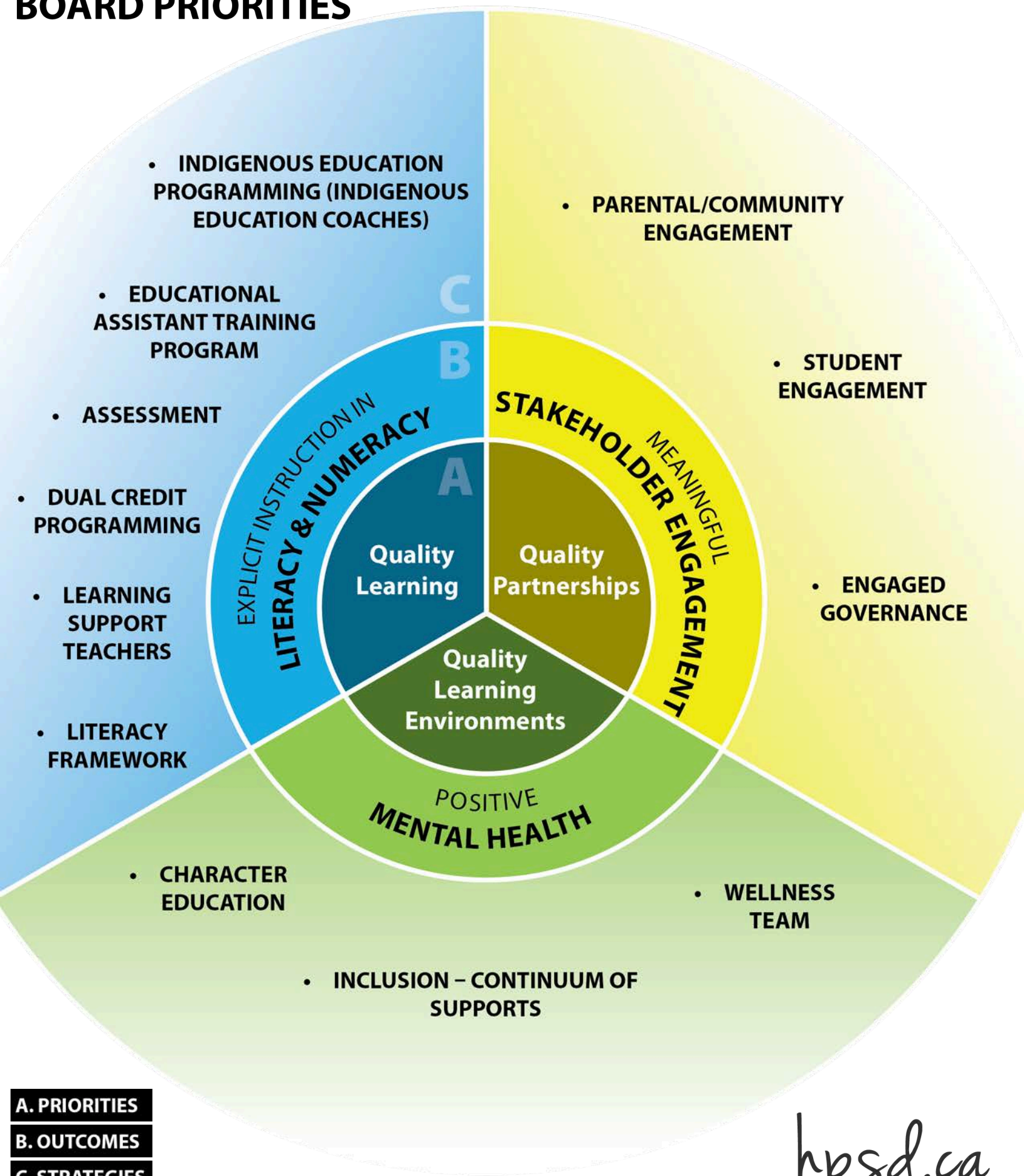


Joy McGregor, Board Chair



Murray Marran, Superintendent and CEO

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



hpsd.ca

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

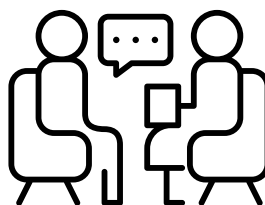
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

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

High Prairie School Division (HPSD) serves approximately 3,000 students across 12 schools in the vibrant communities of Falher, Donnelly, High Prairie, Joussard, Kinuso, and Slave Lake, located in north-central Alberta. Guided by our mission to inspire, lead, and empower success through accountability and resilience, we are dedicated to creating a culture of lifelong learning. Our vision is to inspire students to learn, lead, and succeed in an ever-changing world.

At HPSD, we emphasize the importance of literacy and numeracy as foundational skills for all students. Our literacy strategy is designed to create literacy-rich environments where students engage with language confidently and meaningfully. We employ divisional benchmarks and screening tools to assess students' reading comprehension and writing skills, using data to inform instructional decisions. Each school has a literacy committee, and a divisional committee ensures that actions are prioritized according to the HPSD Literacy Framework.

Numeracy is equally prioritized, with strategies to develop students' proficiency in engaging with quantitative and spatial information. Our numeracy committee, comprising teacher representatives from each school, examines data and research to recommend effective teaching and assessment strategies. Tools like the Elk Island Math Intervention Tool and visual data representation in Dossier support teachers in assessing and improving students' numeracy skills.

HPSD also values a balanced approach to assessment, integrating formative and summative assessments to inform teaching practices and support student learning. Standardized assessments, along with teacher-planned opportunities for students to demonstrate their learning, ensure a comprehensive evaluation of student progress.

Our commitment to educational support is further demonstrated through the Educational Assistant (EA) Training Pilot Program, a

collaboration with Edmonton Public Schools. This initiative provides on-the-job training, online modules, and mentorship to enhance the skills of educational assistants, focusing on supporting diverse learners and managing complex behavioural needs. This program aligns with the goals of our EA Advisory Team, promoting continuous learning and retention within our educational community.

At HPSD, we also prioritize the inclusion and support of all students through the efforts of Learning Support Teachers (LSTs). These educators provide targeted professional development, direct instruction, and consultation with service providers to meet the diverse needs of our students. Additionally, our Indigenous Education Coaches work to ensure that all students understand Canadian history, including Indigenous cultures and perspectives, supporting the calls to action in Truth and Reconciliation.

We are proud of our comprehensive educational programs and services, which include dual credit opportunities, character education, and mental health support through our wellness team. Our engaged governance, parental and community involvement, and continuous pursuit of innovative strategies underscore our commitment to fostering a supportive and enriching learning environment for all students.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

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

Assurance Domain	Measure	High Prairie School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.0	81.8	83.3	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	77.0	76.3	76.3	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	55.8	56.3	57.6	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	67.9	64.9	68.1	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	45.6	42.3	42.3	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	6.4	4.9	4.9	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	70.3	66.1	67.2	82.0	81.5	80.9	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Excellence	7.7	6.3	6.4	23.0	22.6	21.9	Very Low	Maintained	Concern
	Education Quality	86.6	85.2	85.9	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.5	81.3	81.6	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	84.0	81.6	82.1	80.1	79.9	80.7	High	Improved	Good
Governance	Parental Involvement	79.4	78.5	77.4	80.0	79.5	79.1	High	Maintained	Good

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

Assurance Domain	Measure	High Prairie School Division (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	39.7	34.4	37.9	59.8	58.6	58.4	Very Low	Maintained	Concern
	5-year High School Completion	49.9	48.1	50.6	69.7	69.4	69.6	Very Low	Maintained	Concern
	PAT9: Acceptable	18.0	24.9	24.9	41.6	41.4	40.4	Very Low	Maintained	Concern
	PAT9: Excellence	0.4	2.7	2.7	6.3	6.1	5.7	Very Low	Declined	Concern
	Diploma: Acceptable	68.3	64.0	64.5	77.5	76.9	75.9	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Excellence	2.8	5.3	4.5	11.9	11.8	11.6	Very Low	Maintained	Concern
	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	High Prairie School Division (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	73.5	72.0	74.4	*	n/a	n/a
	5-year High School Completion	*	*	n/a	85.3	88.1	87.6	*	n/a	n/a
	PAT9: Acceptable	*	50.0	50.0	51.2	52.7	54.0	*	*	*
	PAT9: Excellence	*	0.0	0.0	10.0	10.1	10.5	*	*	*
	Diploma: Acceptable	52.9	57.1	57.1	67.4	66.3	66.7	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Excellence	2.0	23.8	23.8	14.8	14.0	13.9	Very Low	Declined	Concern
	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 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.																							
	Authority													Province									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	877	83.1	993	85.3	994	82.8	1,196	81.8	1,242	84.0	Intermediate	Maintained	Acceptable	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	90	79.2	96	90.9	98	84.9	187	83.3	310	85.4	Intermediate	Maintained	Acceptable	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	605	74.1	720	71.0	736	69.3	820	67.0	752	70.4	Intermediate	Maintained	Acceptable	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	182	96.1	177	94.1	160	94.3	189	95.2	180	96.3	Intermediate	Maintained	Acceptable	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

COMMENTS

In this domain, all stakeholder groups reported increases in student learning engagement for 2025. Overall engagement rose to 84%, with particularly strong gains from parents (85%) and students (70.4%). Teacher perceptions also remained very high at 96.3%, indicating continued confidence in the quality of learning experiences across the Division.

This improvement coincides with the continued implementation of the new curriculum and the Division's Literacy and Numeracy Frameworks. While periods of curricular transition can create uncertainty, these results suggest that teachers, students and families are experiencing growing confidence in the learning environment.

The Division will continue supporting staff through professional learning, resource development, and ongoing collaboration to ensure curriculum implementation remains consistent and well supported across all schools.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																									
	Authority										Measure Evaluation			Province											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	876	80.3	993	77.8	994	74.6	1,196	76.3	1,244	77.0	Intermediate	Maintained	Acceptable	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8		
Parent	89	71.0	95	73.6	98	68.7	187	69.5	310	69.6	Intermediate	Maintained	Acceptable	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6		
Student	605	76.3	721	69.6	736	66.8	820	68.1	754	70.3	High	Maintained	Good	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3		
Teacher	182	93.4	177	90.3	160	88.4	189	91.3	180	91.1	Intermediate	Maintained	Acceptable	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5		

COMMENTS

Citizenship continues to be an important focus within our schools. All schools have developed their own character education programs, and this work is reflected in our 2025 results. Overall satisfaction with citizenship increased slightly from 76.3% in 2024 to 77% in 2025. Student satisfaction rose from 68.1% to 70.4 %, while parent perceptions remained stable at approximately 69.6%. Teacher satisfaction continues to be very strong at 91.1%.

These results suggest that our character education efforts are having a positive impact, particularly for students, while indicating that there is still room to grow, especially in strengthening parent perceptions. In the upcoming year, we will continue to review and refine our character education programs, looking for ways to make them more visible and consistent across schools so that citizenship remains clearly embedded in school culture on a day-to-day practice.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	High Prairie School Division													Alberta											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	246	60.8	263	61.3	250	55.3	271	56.3	259	55.8	Very Low	Maintained	Concern	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4		
4 Year Completion	250	69.1	246	66.4	265	63.3	250	64.8	268	64.2	Very Low	Maintained	Concern	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7		
5 Year Completion	265	73.0	250	70.8	245	68.7	265	64.9	250	67.9	Very Low	Maintained	Concern	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1		

	High Prairie Sch. Division (FNMI)													Alberta (FNMI)											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	107	39.1	116	42.9	101	36.3	124	34.4	100	39.7	Very Low	Maintained	Concern	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6	4,397	59.8		
4 Year Completion	113	52.4	104	46.8	118	45.2	101	48.6	116	46.5	Very Low	Maintained	Concern	3,670	63.6	3,729	68.6	3,966	65.8	3,902	65.3	4,157	65.8		
5 Year Completion	108	52.1	111	54.3	107	49.3	116	48.1	101	49.9	Very Low	Maintained	Concern	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4	3,848	69.7		

	High Prairie School Division (EAL)													Alberta (EAL)											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	6	50.0	1	*	2	*	2	*	4	*	*	*	*	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0	2,974	73.5		
4 Year Completion	2	*	5	*	1	*	4	*	3	*	*	*	*	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2	3,202	81.1		
5 Year Completion	5	*	2	*	5	*	1	*	3	*	*	*	*	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1	3,079	85.3		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

COMMENTS

High School completion continues to be an area of concern for High Prairie School Division. In 2024, the 3-year completion rate declined to 55.8%, and the 4-year completion rate declined to 64.2%. Our 5-year completion rate sits at 67.9%, which, while the strongest of our three measures, also reflects a slight downward trend over time. These results indicate that a significant number of students require additional time, flexibility, or supports in order to complete high school successfully.

While these declines are concerning, they also highlight the importance of continuing to develop meaningful, responsive programming that meets the diverse needs of our learners. The Division remains committed to examining pathways, supports, and instructional models that will help improve high school completion for all students.

One of the key initiatives underway in the Collegiate School focuses on skill development, career preparation, and dual-credit opportunities for students who choose that route. Additionally, continued partnerships with institutions such as Northern Lakes College, NorQuest College, Northwestern Polytechnic and Portage College will expand the range of program options available and create clearer, more engaging pathways toward completion for students across the Division.

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 & Lit 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.8	4.9	n/a	n/a	65.8	6.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7				
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43	7	n/a	n/a	50	10
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1				
Social Studies 6	Authority	n/a	n/a	64	11.5	49.2	7.2	65.5	17.5	55.7	14.6	70	10	70	12
	Province	n/a	n/a	67.8	20.1	66.2	18	68.5	19.8	64.1	18.5				
English Language Arts 9	Authority	n/a	n/a	52.9	2.2	44.8	3.9	57.5	4.4	60.3	4.5	50	10	62	6.5
	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	Authority	n/a	n/a	31.3	0	*	*	11.8	0	16.7	0	35	10	35	10
	Province	n/a	n/a	50.5	5	50.2	5.7	49.6	5.6	47.4	5.2				
French Language Arts 9 année	Authority	n/a	n/a	100	10	78.6	0	66.7	0	76.9	7.7	65	10	78	10
	Province	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3				
Mathematics 9	Authority	n/a	n/a	29.8	3.1	28.9	4.9	27.4	3.9	31.5	4.9	85	10	50	10
	Province	n/a	n/a	53	16.7	54.4	13.5	52.7	14	51.7	14				
K&E Mathematics 9	Authority	n/a	n/a	50	0	*	*	15.4	0	*	*	55	10	55	10
	Province	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11				
Science 9	Authority	n/a	n/a	48.2	7.5	38.2	6.1	47.8	7.8	52.5	9.8	50	10	55	10
	Province	n/a	n/a	68	22.6	66.3	20.1	67.6	20.8	68.6	21.1				
K&E Science 9	Authority	n/a	n/a	46.7	26.7	*	*	30.8	0	*	*	50	10	50	10
	Province	n/a	n/a	57.8	11	52.9	10.9	52.3	8.9	50.3	7.9				
Social Studies 9	Authority	n/a	n/a	38.4	5.6	32.2	7.4	40.4	4.8	41.5	7.2	40	10	45	10
	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	Authority	n/a	n/a	33.3	11.1	*	*	33.3	0	*	*	40	10	45	10
	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

Authority: 1220 The High Prairie School Division

		High Prairie School Division							Alberta			
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	185	55.7	194	65.5	50,053	64.1	59,230	67.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	185	14.6	194	17.5	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	199	60.3	226	57.5	59,391	69.8	57,676	70.4
	Standard of Excellence	Very Low	Maintained	Concern	199	4.5	226	4.4	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	12	16.7	17	11.8	1,469	47.4	1,360	49.9
	Standard of Excellence	Low	Maintained	Issue	12	0.0	17	0.0	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	Low	Maintained	Issue	13	76.9	12	66.7	3,134	75.2	3,262	76.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	13	7.7	12	0.0	3,134	9.3	3,262	10.7
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	203	31.5	230	27.4	58,911	51.7	57,012	53.5
	Standard of Excellence	Very Low	Maintained	Concern	203	4.9	230	3.9	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	*	*	*	8	*	13	15.4	1,940	49.7	1,891	52.4
	Standard of Excellence	*	*	*	8	*	13	0.0	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Low	Maintained	Issue	204	52.5	230	47.8	59,453	68.6	57,692	66.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	204	9.8	230	7.8	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	*	*	*	7	*	13	30.8	1,454	50.3	1,304	52.6
	Standard of Excellence	*	*	*	7	*	13	0.0	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	207	41.5	228	40.4	59,472	60.5	57,717	59.4
	Standard of Excellence	Very Low	Improved	Issue	207	7.2	228	4.8	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	*	*	*	4	*	15	33.3	1,434	50.3	1,246	50.0
	Standard of Excellence	*	*	*	4	*	15	0.0	1,434	10.6	1,246	10.9

Authority: 1220 The High Prairie School Division (FNMI)

		High Prairie School Division (FNMI)						Alberta (FNMI)				
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	51	35.3	50	50.0	3,434	43.7	4,444	47.0
	Standard of Excellence	Very Low	Maintained	Concern	51	5.9	50	6.0	3,434	7.9	4,444	6.9
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	62	33.9	68	38.2	4,495	50.7	4,420	49.3
	Standard of Excellence	Very Low	Declined	Concern	62	0.0	68	2.9	4,495	4.7	4,420	4.5
K&E English Language Arts 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	400	43.5	343	43.3
	Standard of Excellence	*	*	*	6	*	n/a	n/a	400	5.3	343	4.3
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	64	4.7	69	11.6	4,390	27.4	4,279	28.7
	Standard of Excellence	Very Low	Maintained	Concern	64	0.0	69	1.4	4,390	4.7	4,279	4.3
K&E Mathematics 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	508	41.5	463	46.3
	Standard of Excellence	*	*	*	4	*	n/a	n/a	508	8.5	463	8.7
Science 9	Acceptable Standard	Very Low	Maintained	Concern	64	23.4	69	29.0	4,512	47.7	4,429	44.1
	Standard of Excellence	Very Low	Maintained	Concern	64	1.6	69	4.3	4,512	8.9	4,429	7.8
K&E Science 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	381	44.9	327	47.5
	Standard of Excellence	*	*	*	4	*	n/a	n/a	381	6.6	327	7.7
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	65	10.8	67	19.4	4,528	38.6	4,446	36.6
	Standard of Excellence	Very Low	Declined	Concern	65	0.0	67	3.0	4,528	6.4	4,446	5.6
K&E Social Studies 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	367	43.1	307	45.8
	Standard of Excellence	*	*	*	3	*	n/a	n/a	367	9.3	307	8.3

Authority: 1220 The High Prairie School Division (EAL)

		High Prairie School Division (EAL)						Alberta (EAL)				
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Low	Declined	Issue	6	66.7	9	88.9	9,834	60.7	10,688	65.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	6	16.7	9	33.3	9,834	15.2	10,688	16.1
English Language Arts 9	Acceptable Standard	*	*	*	3	*	7	85.7	7,504	54.5	7,109	59.6
	Standard of Excellence	*	*	*	3	*	7	0.0	7,504	4.7	7,109	6.0
Mathematics 9	Acceptable Standard	*	*	*	3	*	7	28.6	7,506	45.2	7,066	48.4
	Standard of Excellence	*	*	*	3	*	7	0.0	7,506	11.6	7,066	11.8
Science 9	Acceptable Standard	*	*	*	3	*	7	42.9	7,515	57.6	7,106	58.5
	Standard of Excellence	*	*	*	3	*	7	0.0	7,515	13.8	7,106	14.6
Social Studies 9	Acceptable Standard	*	*	*	3	*	7	42.9	7,509	47.9	7,116	49.9
	Standard of Excellence	*	*	*	3	*	7	0.0	7,509	10.4	7,116	10.3

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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

COMMENTS

Overall, we want global improvement in this area. As a Division, we remain committed to examining our assessment practices, strengthening consistency in instruction, and ensuring that teachers have the resources and supports needed to deliver curriculum effectively.

In summary:

Grade 6 PAT results		Grade 9 PAT results	
Acceptable	65.5 HP 68.5 Prov	Acceptable	42.3 HP 62.5 Prov
Excellence	17.5 HP 19.8 Prov	Excellence	4.9 HP 15.4 Prov

As shown in the table, Grade 6 results reflect a year of transition with the implementation of the new curriculum. Social Studies 6 declined compared to 2024, while ELA and Mathematics 6 established new baseline results for future comparison. Continued support for curriculum implementation will remain important as teachers gain familiarity with the new curriculum.

Grade 9 results, which were written under the existing curriculum, demonstrated improvement across all subjects. Acceptable and Excellence levels increased in English Language Arts, Mathematics, Science, and Social Studies. These gains show encouraging signs of greater instructional consistency and strengthened foundational learning as students progress through the grades.

HPSD will continue to invest in professional learning and resource development to support strong curriculum delivery. These efforts, combined with ongoing work in literacy, numeracy and assessment, are expected to contribute to continued improvement in PAT outcomes.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Exam Course by Course Results by Students Writing.															
		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 30-1	Authority	n/a	n/a	64.5	3.2	74.2	1	77.9	2.6	83.3	1.3	75	10	77	10
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9				
English Language Arts 30-2	Authority	n/a	n/a	78.4	2.7	87	3.7	84.8	11.4	87.6	7.3	85	15	85	15
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3				
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	100	0	*	*	*	*	85	10	85	10
	Province	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6				
Mathematics 30-1	Authority	n/a	n/a	38.1	0	44.4	6.7	23.4	4.3	64.4	11.1	50	10	65	10
	Province	n/a	n/a	63.6	23	70.8	29	75.4	34.9	77.8	37.1				
Mathematics 30-2	Authority	n/a	n/a	27.1	0	45.1	3.9	43.9	2.4	37.7	3.3	60	10	50	5
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3				
Social Studies 30-1	Authority	n/a	n/a	66.7	8.3	72.9	11.9	77.9	8.8	74.2	8.1	80	10	80	10
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8				
Social Studies 30-2	Authority	n/a	n/a	62.5	3.6	73.3	2.6	74.8	4.1	64.5	4.3	80	10	80	10
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3				
Biology 30	Authority	n/a	n/a	71.1	17.8	54.9	11	62.2	10	70.1	15.6	60	15	62	10
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8				
Chemistry 30	Authority	n/a	n/a	61.8	17.6	65.4	19.2	45.5	3.6	59.3	16.9	70	25	62	25
	Province	n/a	n/a	77.1	31.1	80.5	37	82.9	38	83.8	40.6				
Physics 30	Authority	n/a	n/a	53.1	3.1	63.6	9.1	55	10	71.4	9.5	50	15	60	10
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6				
Science 30	Authority	n/a	n/a	77.8	0	57.1	14.3	50	0	*	*	60	10	60	10
	Province	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades 10-12) Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 1220 The High Prairie School Division

		High Prairie School Division						Alberta					
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	78	83.3	87	76.1	35,845	85.3	32,247	83.9	
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	78	1.3	87	1.8	35,845	10.9	32,247	10.3	
English Language Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	137	87.6	107	85.9	21,398	85.6	18,166	85.9	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	137	7.3	107	7.6	21,398	11.3	18,166	12.8	
French Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	7	100.0	1,234	94.7	1,218	94.2	
	Diploma Examination Standard of Excellence	*	*	*	4	*	7	0.0	1,234	6.0	1,218	7.4	
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved Significantly	n/a	45	64.4	46	33.9	22,680	77.8	20,399	73.1	
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	45	11.1	46	5.5	22,680	37.1	20,399	32.0	
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	61	37.7	46	44.5	17,430	73.6	15,047	71.0	
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	61	3.3	46	3.2	17,430	17.3	15,047	15.3	
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	62	74.2	64	75.4	26,238	84.6	24,595	84.4	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	62	8.1	64	10.3	26,238	16.8	24,595	17.3	
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	141	64.5	120	74.0	27,021	77.5	22,515	77.8	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	141	4.3	120	3.3	27,021	12.3	22,515	12.5	
Biology 30	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	77	70.1	86	58.6	25,916	82.7	23,842	82.9	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	77	15.6	86	10.5	25,916	34.8	23,842	33.2	
Chemistry 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	59	59.3	54	55.4	21,438	83.8	19,160	81.7	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	59	16.9	54	11.4	21,438	40.6	19,160	37.5	
Physics 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	21	71.4	21	59.3	11,366	85.6	9,598	83.7	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	21	9.5	21	9.5	11,366	43.6	9,598	41.5	
Science 30	Diploma Examination Acceptable Standard	*	*	*	2	*	12	53.6	9,027	79.6	8,223	80.3	
	Diploma Examination Standard of Excellence	*	*	*	2	*	12	7.1	9,027	26.2	8,223	23.9	

Authority: 1220 The High Prairie School Division (FNMI)

		High Prairie School Division (FNMI)								Alberta (FNMI)					
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average				
					N	%	N	%	N	%	N	%			
English Language Arts 30-1	Diploma Examination Acceptable Standard	High	Improved	Good	11	90.9	22	76.2	1632	80.6	1344	80.0			
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	11	0.0	22	0.0	1632	5.3	1344	6.5			
English Language Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	59	88.1	37	91.7	2182	88.6	1922	86.2			
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	59	3.4	37	10.3	2182	9.3	1922	10.4			
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved	n/a	6	50.0	10	13.6	690	67.8	600	62.5			
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	6	0.0	10	0.0	690	23.2	600	16.0			
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	11	27.3	11	25.0	932	71.6	764	65.3			
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	11	0.0	11	7.1	932	11.5	764	11.1			
Social Studies 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	8	62.5	14	61.4	1264	77.5	1029	76.1			
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	8	0.0	14	4.5	1264	9.1	1029	9.6			
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	58	60.3	44	72.7	2325	72.1	2012	72.6			
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	58	3.4	44	1.1	2325	5.7	2012	6.0			
Biology 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	14	57.1	17	51.3	1112	74.0	972	72.7			
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	14	7.1	17	6.2	1112	20.3	972	18.0			
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	10	50.0	9	29.9	700	75.6	582	74.1			
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	10	0.0	9	9.1	700	22.9	582	23.7			
Physics 30	Diploma Examination Acceptable Standard	*	*	*	3	*	6	50.0	353	76.5	265	76.2			
	Diploma Examination Standard of Excellence	*	*	*	3	*	6	0.0	353	30.3	265	25.0			
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	57.1	507	77.9	475	76.7			
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	507	18.5	475	18.6			

Authority: 1220 The High Prairie School Division (EAL)

		High Prairie School Division (EAL)								Alberta (EAL)					
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average				
					N	%	N	%	N	%	N	%			
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	2,611	64.7	2,289	62.3			
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	2,611	3.3	2,289	3.2			
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	12	58.3	n/a	n/a	2,932	67.4	2,309	70.7			
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	2,932	4.5	2,309	5.4			
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	1,977	67.6	1,629	62.6			
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	1,977	30.8	1,629	25.4			
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	6	33.3	n/a	n/a	1,557	63.3	1,289	58.1			
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	6	16.7	n/a	n/a	1,557	13.4	1,289	9.4			
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,322	72.5	1,263	71.6			
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,322	8.2	1,263	9.8			
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	10	50.0	n/a	n/a	3,551	63.2	2,827	62.9			
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	10	0.0	n/a	n/a	3,551	8.3	2,827	8.1			
Biology 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,803	69.2	1,650	71.3			
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,803	25.3	1,650	24.1			
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	42.9	n/a	n/a	1,600	74.7	1,422	73.3			
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	1,600	33.1	1,422	29.8			
Physics 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	771	75.0	680	73.5			
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	771	32.0	680	32.6			

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 examinations.
3. Participation in the 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.
4. Participation in the 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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

COMMENTS

Overall:

	HPSD	Province
Diploma Acceptable	66.1	81.5
Diploma Excellence	6.3	22.6

The Division’s overall Diploma results show mixed performance. HPSPD’s Acceptable rate of 66.1% and Excellence rate of 6.3% remain below the provincial averages, reflecting an ongoing need to strengthen readiness for diploma-level coursework.

At the course level, several positive trends emerged. Math 30-1, Chemistry 30, Physics 30, Biology 30, and both English 30-level courses all demonstrated improvements at the Acceptable Standard, with some of the most significant gains seen in Math 30-1 (+41 percentage points) and Chemistry 30 (+13.8 percentage points). Biology 30 and Physics 30 also showed strong growth in both Acceptable and Excellence results.

There were also areas requiring continued attention. Social Studies 30-1 and Social Studies 30-2 both declined, particularly in the Acceptable range. Math 30-2 showed a decrease in Acceptable while remaining relatively stable in Excellence. These patterns indicate the need for continued support in social studies and mathematics pathways at the senior high level.

To support improvement, the Division will continue to focus on assessment practices, expand access to high-quality instructional resources, and provide targeted professional development for teachers. Work through the Literacy and Numeracy Frameworks, along with continued coaching and collaborative planning, will help strengthen diploma-level instruction moving forward.

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		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		
				%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#	
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	204	ND	ND	ND	66		
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	204	ND	ND	ND	ND		
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	204	ND	ND	ND	102		
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	193	7.5	13	1.1	2	175	48.2	80	28.5	47	181	35.7	61	41.7	58	173	30.4	49	34.8	57	
		May Require Attention	ND	ND	ND		25.3	44	12.5	22		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND		67.2	117	86.4	152		51.8	86	71.5	118		64.3	110	58.3	81		69.6	112	65.2	107	
MIPI PNSA EICS	Grade 2	Requires Attention	12.6	21	183	6.9	12	ND	ND	198	63.5	106	30.5	51	182	33.7	57	28.3	49	192	35.0	64	20.5	33		
		May Require Attention	35.3	59		33.7	59	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		
		Does Not Require Attention	52.1	87		59.4	104	ND	ND		50.9	85	80.8	135		66.3	112	71.7	124		65.0	119	79.5	128		
	Grade 3	Requires Attention	26.4	46	207	21.9	41	ND	ND	201	29.5	49	27.9	46	194	27.5	49	26.2	50	182	29.4	52	14.6	25		
		May Require Attention	35.1	61		36.9	69	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND			
		Does Not Require Attention	38.5	67		41.2	77	ND	ND		81.3	135	75.2	124		72.5	129	73.8	141		70.6	125	85.4	146		
	Grade 4	Requires Attention	41.3	64	202	40.7	68	ND	ND	179	31.7	53	ND	ND	214	31.3	62	33.2	68	212	39.4	28	18.8	12		
		May Require Attention	43.2	67		32.9	55	ND	ND		26.3	44	ND	ND		ND	ND	ND	ND		ND	16	ND	11		
		Does Not Require Attention	15.5	24		26.3	44	ND	ND		25.7	43	ND	ND		68.7	136	66.8	137		38.0	27	64.1	41		
	Grade 5	Requires Attention	49.1	84	202	46.2	85	ND	ND	187	42.2	70	ND	ND	180	40.9	72	24.2	39	206	45.5	35	18.2	12		
		May Require Attention	35.7	61		37.5	69	ND	ND		31.3	52	ND	ND		38.6	68	36.0	58		6.5	5	6.1	4		
		Does Not Require Attention	15.2	26		16.3	30	ND	ND		27.7	46	ND	ND		20.5	36	39.8	64		48.1	37	75.8	50		
	Grade 6	Requires Attention	36.6	63	235	44.9	79	ND	ND	210	44.9	75	ND	ND	193	36.9	69	14.4	25	184	31.7	20	13.9	5		
		May Require Attention	45.3	78		35.2	62	ND	ND		36.5	61	ND	ND		36.9	69	28.7	50		6.3	4	8.3	3		
		Does Not Require Attention	18.0	31		19.9	35	ND	ND		17.4	29	ND	ND		26.2	49	56.9	99		61.9	39	77.8	28		
	Grade 7	Requires Attention	45.3	73	235	60.8	118	ND	ND	220	50.0	83	ND	ND	230	57.1	120	48.9	86	211	60.0	6	0.0	0		
		May Require Attention	41.6	67		23.7	46	ND	ND		30.1	50	ND	ND		28.1	59	29.5	52		30.0	3	100.0	1		
		Does Not Require Attention	13.0	21		15.5	30	ND	ND		18.7	31	ND	ND		14.8	31	21.6	38		10.0	1	0.0	0		
Grade 8	Requires Attention	66.0	103	245	61.0	114	ND	ND	251	78.4	131	ND	ND	214	68.3	125	50.3	81	229	73.3	11	ND	ND			
	May Require Attention	21.2	33		20.3	38	ND	ND		23.4	39	ND	ND		17.5	32	26.1	42		6.7	1	ND	ND			
	Does Not Require Attention	12.8	20		18.7	35	ND	ND		27.5	46	ND	ND		14.2	26	23.6	38		20.0	3	ND	ND			
Grade 9	Requires Attention	58.2	78	228	58.4	94	ND	ND	257	64.5	107	ND	ND	238	78.0	149	62.7	99	219	72.7	8	ND	ND			
	May Require Attention	28.4	38		25.5	41	ND	ND		25.3	42	ND	ND		12.6	24	17.7	28		27.3	3	ND	ND			
	Does Not Require Attention	13.4	18		16.1	26	ND	ND		26.5	44	ND	ND		9.4	18	19.6	31		0.0	0	ND	ND			
Grade 10	Requires Attention	83.7	87	271	79.4	108	ND	ND	317	85.6	143	ND	ND	279	76.4	162	87.9	29	292	40.0	2	ND	ND			
	May Require Attention	15.4	16		16.2	22	ND	ND		21.0	35	ND	ND		17.0	36	9.1	3		20.0	1	ND	ND			
	Does Not Require Attention	1.0	1		4.4	6	ND	ND		3.0	5	ND	ND		6.6	14	3.0	1		40.0	2	ND	ND			
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	291	ND	ND	ND	ND		
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	360	ND	ND	ND	ND		
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																										

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

Literacy Data			2020-21 ¹				2021-22 ²				2022-23				2023-24				2024-25								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#		
EYE	Kindergarten	Experiencing significant difficulty	215	19.1	29	12.2	12	186 ³	30.7	47	28.6	26	194	25.0	39	16.7	16	174	20.9	32	7.5	11	204	28.0	46	4.7	8
		Experiencing some difficulty		32.9	50	19.4	19		24.2	37	23.1	21		32.1	50	22.9	22		31.4	48	8.2	12		23.2	38	11.8	20
Appropriate development	48.0	73		68.4	67	45.1	69		48.4	44	42.9	67		60.4	58	47.7	73		84.4	124	48.8	80		83.5	142		
RTR LeNS	Grade 1	None-Minimal Development	193	28.8	40	8.6	5	193	23.8	43	14.6	22	175	36.3	58	8.3	8	181	32.2	55	24.8	41	173	38.0	65	32.9	57
		Developing Skills		51.8	72	91.4	53		42.0	76	76.2	115		45.6	73	79.2	76		ND	ND	ND	ND		ND	ND	ND	ND
Developing Well-Mastered	19.4	27		0	0	34.3	62		9.3	14	18.1	29		12.5	12	67.8	116		75.2	124	62.0	106		67.1	116		
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	183	82.9	34	56.8	25	195 ⁴	26.2	45	15.3	29	198	28.7	54	31.3	60	182	30.8	52	28.2	42	192	35.8	67	32.4	60
		Approaching Expectations		2.4	1	11.4	5		24.4	42	26.5	50		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		4.9	2	22.7	10		49.4	85	58.2	110		71.3	134	68.8	132		69.2	117	71.8	107		64.2	120	67.6	125
	Grade 3	Not Yet Meeting Grade Expectations	207	50.0	39	58.3	35	205 ⁴	25.7	45	31.0	54	201	31.1	55	34.5	59	194	27.4	51	22.0	39	182	31.3	56	18.5	32
		Approaching Expectations		7.7	6	11.7	7		18.3	32	19.5	34		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		19.2	15	5.0	3		56.0	98	49.4	86		68.9	122	65.5	112		72.6	135	78.0	138		68.7	123	81.5	141
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	202	61.6	53	40.7	24	190	50.0	80	57.7	101	179	51.7	74	54.7	76	214	56.1	119	49.0	99	212	66.8	125	51.3	100
		Approaching Expectations		3.5	3	3.4	2		10.6	17	12.0	21		42.0	60	43.2	60		39.2	83	46.0	93		26.7	50	30.3	59
		Meeting Expectations		34.9	30	55.9	33		39.4	63	30.3	53		6.3	9	2.2	3		4.7	10	5.0	10		6.4	12	18.5	36
	Grade 5	Not Yet Meeting Grade Expectations	202	73.9	65	84.0	63	205	48.0	73	59.1	81	187	22.8	41	22.9	38	180	44.3	89	29.4	52	206	33.9	64	31.8	61
		Approaching Expectations		9.1	8	4.0	3		9.2	14	10.2	14		45.0	81	59.6	99		40.3	81	59.9	106		50.3	95	45.3	87
		Meeting Expectations		17.0	15	12.0	9		42.8	65	30.7	42		32.2	58	17.5	29		15.4	31	10.7	19		15.9	30	22.9	44
Grade 6	Not Yet Meeting Grade Expectations	235	79.6	78	82.4	28	207	83.2	94	78.7	122	210	40.8	80	24.2	43	193	29.3	56	32.0	58	184	31.6	54	29.6	48	
	Approaching Expectations		8.2	8	0.0	0		6.2	7	7.7	12		46.4	91	65.2	116		53.4	102	55.8	101		52.6	90	47.5	77	
	Meeting Expectations		12.2	12	17.6	6		10.6	12	13.5	21		12.8	25	10.7	19		17.3	33	12.2	22		15.8	27	22.8	37	
OCA RCAT	Grade 7	Limited	235	59.8	95	55.9	71	253 ⁵	46.4	96	65.4	70	220	38.7	70	64.1	84	230	42.6	81	52.7	98	211	20.3	38	32.2	49
		Acceptable		39.6	63	42.5	54		44.0	91	34.6	37		56.4	102	35.9	47		48.9	93	37.1	69		41.2	77	50.0	76
		Excellence		0.6	1	1.6	2		9.7	20	0.0	0		5.0	9	0.0	0		8.4	16	10.2	19		38.5	72	17.8	27
	Grade 8	Limited	245	46.0	76	60.5	75	238 ⁶	37.9	66	59.3	73	251	52.4	99	53.1	77	214	42.4	75	38.2	58	229	54.9	107	37.0	57
		Acceptable		48.5	80	34.7	43		48.9	85	34.1	42		44.4	84	44.8	65		51.4	91	50.0	76		33.8	66	50.0	77
		Excellence		5.5	9	4.8	6		13.2	23	6.5	8		3.2	6	2.1	3		6.2	11	11.8	18		11.3	22	13.0	20
	Grade 9	Limited	228	54.0	80	62.9	73	242 ⁶	52.1	98	43.3	58	257	35.1	68	36.4	55	238	43.5	84	56.4	97	219	43.3	78	52.9	82
		Acceptable		41.9	62	34.5	40		41.0	77	56.0	75		52.1	101	58.9	89		40.9	79	41.3	71		46.7	84	43.2	67
		Excellence		4.1	6	2.6	3		6.9	13	0.7	1		12.9	25	4.6	7		15.5	30	2.3	4		10.0	18	3.9	6
	Grade 10	Limited	271	67.0	114	66.9	107	280 ⁶	52.4	89	56.1	74	317	62.6	122	27.6	24	279	55.6	144	56.8	84	292	42.2	94	64.0	103
		Acceptable		31.2	53	27.5	44		45.9	78	42.4	56		34.9	68	65.5	57		43.2	112	42.6	63		48.4	108	34.8	56
		Excellence		1.8	3	5.6	9		1.8	3	1.5	2		2.6	5	6.9	6		1.2	3	0.7	1		9.4	21	1.2	2
RCAT	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	315 ⁴	48.8	39	53.1	34	264	60.2	77	58.6	34	321	51.0	107	61.1	102	291	38.2	83	66.5	119
		Approaching Expectations		ND	ND	ND	ND		46.3	37	45.3	29		36.7	47	37.9	22		42.4	89	37.1	62		45.2	98	33.0	59
		Meeting Expectations		ND	ND	ND	ND		5.0	4	1.6	1		3.1	4	3.4	2		6.7	14	1.8	3		16.6	36	0.6	1
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	342 ⁶	26.0	20	61.0	36	323	41.9	18	ND	ND	350	67.7	88	74.3	78	360	67.4	122	ND	95
		Approaching Expectations		ND	ND	ND	ND		39.0	30	39.0	23		51.2	22	ND	ND		32.3	42	25.7	27		28.7	52	ND	21
Meeting Expectations	ND	ND	ND	ND	ND	35.1	27	0.0	0	7.0	3	ND	ND	0.0	0	0.0	0	3.9	7	ND	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 ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades ³ All EYE data is released by the vendor between July - August ⁴ Lower participation rate as a result of piloting the LeNS and CC3 assessments for these grades ⁵ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments ⁶ All RCAT data derive from grade 7-12 GPV & RMS students																								

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
² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades
³ All EYE data is released by the vendor between July - August
⁴ Lower participation rate as a result of piloting the LeNS and CC3 assessments for these grades
⁵ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments
⁶ All RCAT data derive from grade 7-12 GPV & RMS students

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

Literacy Data			2023-24				2024-25					
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#
EYE	Kindergarten	Experiencing significant difficulty	174	20.9	32	7.1	11	204	28.0	46	4.7	8
		Experiencing some difficulty		31.4	48	7.8	12		23.2	38	11.8	20
		Appropriate development		47.7	73	85.1	131		48.8	80	83.5	142
HLAT	Grade 1	Poor	181	89.1	139	34.1	59	173	92.6	150	24.3	36
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		9.6	15	42.8	74		6.8	11	59.5	88
		Proficient		1.3	2	20.2	35		0.6	1	16.2	24
		Exemplary		0.0	0	2.9	5		0.0	0	0.0	0
	Grade 2	Poor	182	39.7	69	22.4	39	192	31.5	58	11.2	19
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		51.7	90	61.5	107		55.4	102	65.9	112
		Proficient		8.0	14	13.8	24		10.9	20	21.2	36
		Exemplary		0.6	1	2.3	4		2.2	4	1.8	3
	Grade 3	Poor	194	11.4	21	7.4	14	182	11.0	18	3.0	5
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		67.0	124	58.0	109		61.3	100	63.9	106
		Proficient		21.6	40	32.4	61		25.2	41	30.1	50
		Exemplary		0.0	0	2.1	4		2.5	4	3.0	5
	Grade 4	Poor	214	16.8	33	7.8	16	212	10.3	20	6.7	13
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		62.9	124	50.7	104		59.8	105	54.1	105
		Proficient		17.3	34	29.8	61		32.8	64	34.5	67
		Exemplary		3.0	6	11.7	24		3.1	6	4.6	9
	Grade 5	Poor	180	6.4	11	6.4	11	206	5.2	10	2.1	4
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		73.4	127	48.5	83		66.7	128	69.4	134
		Proficient		19.1	33	40.4	69		28.6	51	27.5	53
		Exemplary		1.2	2	4.7	8		1.6	3	1.0	2
	Grade 6	Poor	193	0.6	1	0.0	0	184	2.5	4	0.6	1
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		61.3	111	42.1	77		52.5	84	52.5	85
		Proficient		34.3	62	47.0	86		38.1	61	35.2	57
		Exemplary		3.9	7	10.9	20		6.9	11	11.7	19
	Grade 7	Poor	230	12.2	26	1.7	3	211	0.6	1	1.1	2
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		54.0	115	50.3	90		81.1	137	57.6	102
		Excellence		28.2	60	41.3	74		16.0	27	33.3	59
		Exemplary		5.6	12	6.7	12		2.4	4	7.9	14
	Grade 8	Poor	214	0.6	1	1.1	2	229	1.4	2	1.0	2
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		57.8	96	48.9	89		61.5	88	62.7	121
		Excellence		37.3	62	40.1	73		31.5	45	34.7	67
		Exemplary		4.2	7	9.9	18		5.6	8	1.6	3
	Grade 9	Poor	238	13.0	25	1.0	2	219	0.0	0	1.1	2
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		53.6	103	58.6	112		47.9	70	44.0	80
		Excellence		26.0	50	33.0	63		37.7	55	41.8	76
		Exemplary		7.3	14	7.3	14		14.4	21	13.2	24
	Grade 10	Poor	279	5.0	9	8.1	12	292	3.4	6	3.4	5
		Limited		28.5	51	17.6	26		34.3	61	28.8	42
		Adequate		36.3	65	43.9	65		44.9	80	47.3	69
		Excellence		24.6	44	25.0	37		14.0	25	15.1	22
		Exemplary		5.6	10	5.4	8		3.4	6	5.5	8
	Grade 11	Poor	321	ND	8	ND	12	291	ND	16	ND	12
		Limited		ND	32	ND	23		ND	44	ND	14
		Adequate		ND	87	ND	71		ND	72	ND	54
		Excellence		ND	28	ND	41		ND	47	ND	42
		Exemplary		ND	6	ND	5		ND	6	ND	7
	Grade 12	Poor	350	ND	20	ND	5	360	ND	8	ND	3
		Limited		ND	12	ND	16		ND	43	ND	9
		Adequate		ND	64	ND	50		ND	105	ND	34
		Excellence		ND	41	ND	37		ND	53	ND	27
		Exemplary		ND	2	ND	1		ND	12	ND	2
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June												

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

COMMENTS

Our local literacy data show strengthened early learning outcomes, steady progress across elementary grades, and more variable results in the middle and senior grades. These assessments provide important insight into foundational reading development and help guide targeted instructional support.

Early Learning (EYE):

Kindergarten EYE results show improvement year over year, with fewer students in the “Experiencing Significant Difficulty” category and more students demonstrating “Appropriate Development” by spring. This positive movement reflects the impact of early learning supports and targeted classroom interventions.

Grades 1–3 (HLAT, LeNS, CC3):

Literacy results in the early elementary years continue to trend positively. In Grades 1, 2, and 3, a substantial proportion of students move into the Adequate, Proficient, and Meeting Expectations categories between fall and spring. Grade 1 and Grade 2 HLAT results show increases in students reading at or above level, and Grade 3 results demonstrate strong growth in the Meeting Expectations category. These gains suggest that early literacy instruction and intervention frameworks are supporting skill development effectively.

Grades 4–6 (HLAT):

In Grades 4, 5, and 6, the data show year-over-year stability with consistent movement into the Proficient and Exemplary categories by spring. Grade 5 in particular demonstrates strong end-of-year results, with more students achieving Proficient and fewer remaining in Limited. These patterns indicate solid foundational literacy instruction across the upper elementary grades.

Grades 7–9 (RCAT / HLAT):

Literacy outcomes in the middle years remain more varied. Grade 7 and Grade 8 show a broad distribution across performance categories, with increases in the Approaching and Meeting Expectations ranges by spring. Grade 9 results show both strengths and gaps, pointing to the continued need for targeted intervention and consistent literacy practices across classrooms.

Grades 10–12 (HLAT / RCAT):

Senior high results also reflect variability, with some students demonstrating strong reading proficiency while others remain in the Not Meeting or Approaching Expectations categories. This underscores the importance of sustained literacy support throughout high school, particularly for students requiring further skill reinforcement.

Across all grade levels, the literacy data highlight the importance of consistent instructional practices, targeted interventions, and high-quality resources. Continued implementation of HPSD’s Literacy Framework and Division-wide coaching will support ongoing improvement in student literacy outcomes.

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

	Total number of grade 1-3 students identified as requiring additional supports in literacy ONLY in the September 2024 administration	Total number of Kindergarten children and grade 1-3 students identified as requiring additional supports in literacy ONLY in the January 2025 administration	Total number of students who were reassessed in literacy ONLY, who remained at risk, according to reassessments completed at the end of the school year (June 2025), after receiving intervention programming	Total number of students identified as being at risk in numeracy ONLY in the 2024/25 school year	Total number of Kindergarten children and grade 1-3 students identified as requiring additional supports in numeracy ONLY in the January 2025 administration	Total number of students who were reassessed in numeracy ONLY, who remained at risk, according to reassessments completed at the end of the school year (June 2025), after receiving intervention programming	Total number of students identified as being at risk in BOTH literacy and numeracy in the 2024/25 school year	Total number of children and students in Kindergarten to Grade 3 identified as requiring additional supports after completing the January assessments in the 2024/25 school year	Total number of students who were reassessed in BOTH literacy and numeracy, who remained at risk, according to reassessments completed at the end of the school year (June 2025), after receiving intervention programming
Kindergarten	NA	17	NA	NA	23	NA	NA	50	NA
Grade 1	32	43	23	34	27	30	45	44	39
Grade 2	53	28	44	15	21	13	40	51	28
Grade 3	26	25	17	11	20	11	18	34	13

COMMENTS

Our local numeracy data demonstrate steady early-years growth, improving trends across the elementary grades, and more variable outcomes in the middle and senior high grades. These assessments help us identify the specific supports students need to develop strong foundational numeracy skills.

Early Learning (Numeracy Pre-Assessments):

Kindergarten and Grade 1 numeracy screeners show that students often begin the year requiring support; however, significant movement into the “Does Not Require Attention” category is evident by spring. This improvement highlights the effectiveness of early numeracy programming and responsive intervention.

Grades 2–3 (PNSA / EICS / MIPI):

In Grades 2 and 3, more students shift out of the “Requires Attention” category and into “May Require” or “Does Not Require Attention” by spring. Year-over-year patterns show gradual improvement in foundational number sense and early operations, suggesting that classroom instruction and early intervention continue to build strong numeracy foundations.

Grades 4–6:

Results in Grades 4–6 illustrate continued spring improvement. Fewer students remain in the “Requires Attention” category compared to previous years, and more students meet expectations for grade-level numeracy readiness. Grade 5 and Grade 6 show particularly positive spring growth patterns, indicating strengthened instruction in multi-step operations, problem solving, and mathematical reasoning.

Grades 7–9 (MIPI / EICS):

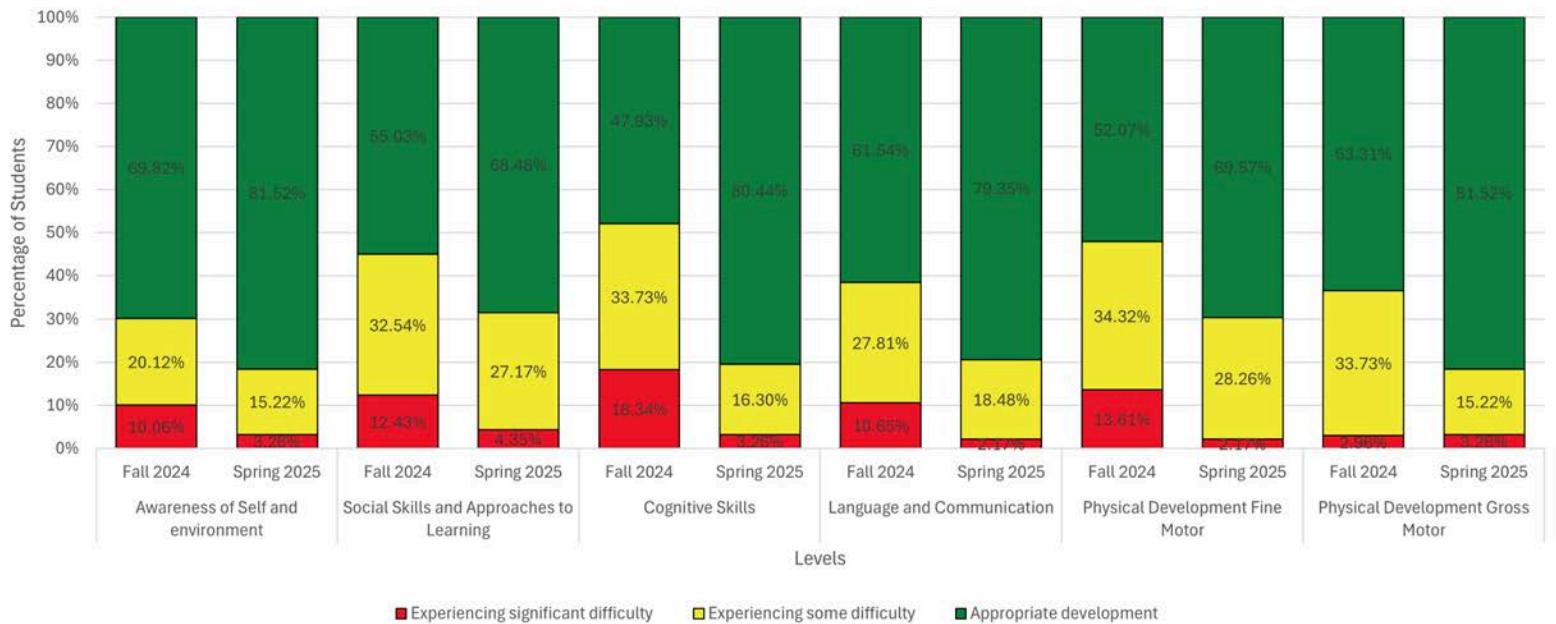
Junior high numeracy data remain more variable. A notable proportion of students require attention in the fall; however, spring assessments demonstrate movement toward increased readiness, particularly in Grades 7 and 8. Grade 9 outcomes show a wide range of readiness levels, underscoring the need for sustained supports, consistent structures, and targeted skill reinforcement prior to high school.

Grades 10–12 (MIPI / RCAT):

High school numeracy assessments continue to show broad variation in student readiness. While some students demonstrate strong numeracy proficiency, others require targeted support to meet the expectations of academic mathematics pathways. Results reinforce the importance of continued intervention and monitoring throughout Grades 10–12. Overall, the numeracy data highlight the need to strengthen foundational numeracy skills across the K–12 continuum and to ensure consistent instructional practices. Ongoing implementation of the Division’s Numeracy Framework, combined with professional learning and classroom coaching, will support improved student outcomes in numeracy at all grade levels.

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

EYE Assessment - Breakdown of Percentages Across All Domains
(Division)



COMMENTS

HPSD is proud of these results. Across every EYE domain, we saw a decrease in the number of students experiencing significant difficulty or some difficulty. As a result, the percentage of students demonstrating Appropriate Development increased in all areas. This represents a positive movement in early learning readiness across the Division. Several factors contributed to this improvement. Full-time Kindergarten provides students with increased instructional time and consistent early learning experiences. The Literacy Framework continues to become more deeply embedded in early years instruction. The Division’s emerging Numeracy Framework is also supporting foundational mathematical thinking. Combined with the work of strong Kindergarten teams in our schools, these supports have led to many positive outcomes for children in our Kindergarten programs.

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	876	86.7	994	87.8	995	84.8	1,197	85.2	1,244	86.6	Intermediate	Maintained	Acceptable	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7		
Parent	90	80.4	96	86.9	98	79.1	187	79.8	310	82.0	High	Maintained	Good	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3		
Student	604	86.0	721	84.8	737	83.7	822	83.2	754	83.4	Low	Maintained	Issue	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8		
Teacher	182	93.7	177	91.7	160	91.6	188	92.6	180	94.3	Intermediate	Maintained	Acceptable	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9		

COMMENTS

The quality of education measure has remained stable for the Division, with all stakeholder groups showing increased satisfaction this year. HPSPD recorded an overall result of 86.6% in 2025, which reflects an improvement from the previous year. Parent, student, and teacher responses each showed small gains, indicating continued confidence in the quality of basic education provided across our schools.

Work across the Division continues to support this positive trend. The implementation of the Literacy Framework is becoming more consistent across classrooms, and our renewed focus on structured phonics and foundational reading instruction is helping to strengthen early and intermediate literacy skills. The Division's ongoing emphasis on assessment for learning also remains central, as teachers continue to refine assessment practices and align instruction with clear learning outcomes.

These initiatives, combined with continued professional learning and collaborative planning, contribute to the strong results in this measure and position the Division for further improvement moving forward.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

In the 2024–25 school year, we continued to work closely with our administration team to provide targeted professional learning and leadership support. This included:

- Indigenous Education professional development
- Learning opportunities connected to the Leadership Quality Standard, Professional Growth Plans, and effective supervision and evaluation
- Coaching scenarios focused on instructional coaching, collecting meaningful evidence of learning, and navigating difficult conversations
- Division-wide work on the development and implementation of the Literacy and Numeracy Frameworks to guide instructional practice and support consistent approaches across schools
- Strategies for building strong and healthy school teams, including school culture and staff mentorship
- Ongoing work with Collaborative Response models supported through Jigsaw Learning

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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	876	83.2	992	83.2	993	81.4	1,197	81.6	1,242	84.0	High	Improved	Good	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	90	74.7	96	78.4	98	76.5	187	74.5	310	77.4	Intermediate	Maintained	Acceptable	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	Intermediate	Maintained	Acceptable	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	182	90.8	177	89.7	160	86.7	189	89.2	180	92.3	High	Improved	Good	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

COMMENTS

Overall, this domain continues to be a steady area for HPSD. Our 2025 overall result is 84.0%, showing that satisfaction with access to supports has remained stable for students, parents, and teachers. Parent satisfaction is at 77.4%, student satisfaction at 82.2%, and teacher satisfaction at 92.3%, all of which indicate that the supports available in schools are valued by our stakeholders.

These supports include access to wellness coaches, psychological services, and the individual help and tutoring that teachers provide every day. As a Division, we remain committed to maintaining these services and exploring ways to strengthen them through sustainable and cost-effective approaches so that students continue to receive the support they need to be successful.

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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	877	84.7	994	83.3	994	80.3	1,197	81.3	1,245	82.5	Low	Maintained	Issue	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	90	79.0	96	81.3	98	77.5	187	77.8	310	78.7	Very Low	Maintained	Concern	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	605	79.3	721	74.3	736	72.5	821	73.5	755	74.6	Intermediate	Maintained	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	182	95.7	177	94.4	160	90.7	189	92.5	180	94.1	Intermediate	Maintained	Acceptable	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

COMMENTS

Our 2025 overall WCRSLE result is 82.5%, which is about 2%–3% lower than the provincial result of 84.4%. When we look at stakeholder groups, students report the lowest agreement at 74.6%, followed by parents at 78.7%, while teachers report the highest level of agreement at 94.1%. This indicates that students, more than any other group, are experiencing our learning environments as less consistently welcoming, caring, respectful, and safe.

We did see small increases from last year. Student results increased from 73.5% to 74.6%, and parent results increased from 77.8% to 78.7%, showing modest positive movement in this domain.

As a Division, we will continue to strengthen this area. Our focus on character education, combined with enhanced access to psychological and counselling supports, is intended to support school cultures and help drive continued improvement moving forward

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

Character Education

The purpose of character education (CE) is to grow a culture where students feel connected to their peers, staff, and greater community. CE includes explicit and implicit teachings that focus on positive school culture, caring school communities, social-emotional learning, and ethical citizenship. Each school's CE is routinely reviewed and updated through student surveys, focus groups, and activities that revisit and reflect school/community values.

Citizenship

Students will learn to be participatory, problem-solving, and personally responsible citizens in the school and greater community through experiences, projects, activities, and mentorship both within and between schools. Student citizenship programming will include rubric-based expectations, assessments, and progress reports.

Inclusion – Continuum of Supports

HPSD supports all students' needs through a continuum of support and services to help improve their academic success, well-being and sense of belonging. The continuum is flexible and responsive to learner needs.

School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the differentiation of programming for students.

Each HPSPD school annually reviews:

- the universal, targeted, and individualized supports available,
- teacher collaboration opportunities to review and learn strategies,
- the availability of support networks for students,
- their continuum of supports and services with staff.

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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	272	77.6	272	75.8	256	77.8	376	78.5	490	79.4	High	Maintained	Good	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	90	68.5	95	69.5	98	68.4	187	72.6	310	72.3	High	Maintained	Good	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	182	86.7	177	82.2	158	87.3	189	84.4	180	86.5	Intermediate	Maintained	Acceptable	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

COMMENTS

This year's results show a noticeable difference in perception between parents and teachers regarding parental involvement in educational decision-making. Parent satisfaction sits at 72.3%, while teacher satisfaction is higher at 86.5%. Our overall result for HPSD is 79.4%, which is slightly below the provincial result of 80.0%.

As we continue to strengthen our community consultation processes and create more structured opportunities for meaningful parent engagement, we are hopeful that this domain will show further improvement. Ensuring that parents and staff have clear avenues for providing input will be an important focus moving forward.

ASSURANCE DOMAIN: GOVERNANCE - LOCAL COMPONENT

SUMMARY OF FINANCIAL RESULTS

High Prairie School Division realized a deficit for the 2024-25 school year of \$163,520.

Overall, the revenue percentages and sources of revenue remain fairly consistent year over year. In the 2024-25 school year, Alberta Education remains the largest funder of the Division, funding at 84.9% of our operations. Federal support is the second-largest contributor, funding 9.63%.

Payroll continues to be the largest expense incurred by the Division, at nearly 74%. Certified staff account for 46% of overall expenses, and non-certified staff account for 28%. Services, Supplies and Contracts account for nearly 21%, and finally, amortization accounts for 5% of expenses.

The school division invested \$2,396,958 into capital assets from capital reserves and CMR funding from the province. These expenditures purchased school buses, division vehicles, school farm, copiers, and upgrades to our schools.

The school division invested \$1,890,341 into capital assets from capital reserves and CMR funding from the province. These expenditures purchased school buses, division vehicles, vape detectors, copiers, and upgrades to our schools.

AUDITED FINANCIAL STATEMENTS

Detailed information on our school-generated funds can be found in the [Audited Financial Statement for the 2024-25](#) school year or from the school Principal.

FINANCIAL INFORMATION

If more detailed financial information is required, please contact Ms. Darla Stout, Director of Finance at (780) 523-3337, or call toll free at 1-877-523-3337. You can visit our website at hpsd.ca for the [Audited Financial Statement for the 2024-25](#) school year and/or a copy of the 2024-25 budget after November 30th. Financial information for all school jurisdictions can also be found on the [Alberta Education website](#).

STAKEHOLDER ENGAGEMENT

The HPSD Board of Trustees continues to support parental and community involvement in the decisions about education in our school division. In addition to actively engaging with parents at regular school council meetings, whereby that recommending body is often asked to gather feedback on a variety of topics and issues related to student development, school processes, and strategic goals.

This year, we embarked on a comprehensive community engagement process with 10 engagement sessions held in every school across the Division. This was in addition to a one-question survey emailed to stakeholders regarding ideas for school/division improvement. The aggregated data was used to inform changes for the upcoming school years related to report cards, assessment policies (including no-zero practices and late assignment submissions), and reporting tools.

These methods gather as much feedback as possible from our school community to ensure the parental and community voice is heard when making decisions related to the education of children.

ACCOUNTABILITY /ASSURANCE SYSTEM

HPSD Schools will use a similar template to complete their Annual Education Results Reports (AERRs) and post them on their school websites.

School Councils shall be given the opportunity to provide advice on the development of the school AERRs to meet our obligations under the *School Councils Regulation*. Schools will further share results from provincial assessments and information from HPSD's reporting and accountability system.

ANNUAL REPORT OF DISCLOSURES

Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in this document. HPSD had no disclosures in the 2024-25 school year.

SUPPLEMENTAL MEASURES

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
N	246	263	250	271	259	46,245	47,675	48,340	49,297	51,148
% Writing 0 Exams	n/a	n/a	44.3	33.0	36.4	n/a	n/a	20.9	14.4	13.7
% Writing 1+ Exams	n/a	n/a	55.7	67.0	63.6	n/a	n/a	79.1	85.6	86.3
% Writing 2+ Exams	n/a	n/a	34.6	60.7	60.1	n/a	n/a	54.4	82.5	83.8
% Writing 3+ Exams	n/a	n/a	11.0	36.9	34.0	n/a	n/a	20.0	64.7	65.3
% Writing 4+ Exams	n/a	n/a	0.8	28.3	26.5	n/a	n/a	3.5	52.7	54.5
% Writing 5+ Exams	n/a	n/a	0.0	16.4	17.2	n/a	n/a	0.5	31.6	35.4
% Writing 6+ Exams	n/a	n/a	0.0	6.7	5.5	n/a	n/a	0.0	8.4	10.8

COMMENTS

Our participation rate for students writing four or more diploma exams remains well below the province, with 26.5% of HPSPD students doing so compared to 54.5% provincially. This will continue to be an area of focus.

To support improvement, the Division has reviewed timetabling practices, adjusted expectations around the number of spares students take, and increased access to career coaches so students receive regular guidance on course planning. With strengthened pathway planning starting in Grade 9, we are hopeful this measure will improve over time.

Drop Out Rate – Measure Details

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

	Authority										Measure Evaluation			Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	1,059	7.6	Low	Maintained	Issue	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4		
Returning Rate	69	15.8	62	19.0	91	18.3	90	16.9	87	21.1	n/a	n/a	n/a	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2		

COMMENTS

Our dropout rate has remained stable over the past year at 7.6%, but it continues to sit noticeably higher than the provincial rate of 2.4%. This remains an important area of focus for the Division.

To support improvement, career coaches are working closely with students on course planning and pathway development, including the use of myBlueprint, dual-credit options, work experience, and RAP placements. In addition, HPSPD is introducing a collegiate-style program focused on trades and technical fields to better engage students and support successful high-school completion.

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.

	Authority													Province											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	Low	Maintained	Issue	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7		
Teacher	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	Low	Maintained	Issue	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7		

COMMENTS

Although this domain remains low overall, our 2025 result of 79.6% represents meaningful improvement from previous years. This rise reflects intentional changes to our professional learning model, including increased teacher choice, reduced mandatory after-school PD, and the introduction of self-directed professional learning. We are encouraged by this progress and will continue refining our approach to support further growth.

SUPPLEMENTAL MEASURES

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	265	76.9	269	79.5	251	78.8	363	78.0	473	79.7	High	Maintained	Good	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	84	63.9	94	69.3	95	69.1	177	67.2	297	70.6	High	Maintained	Good	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	181	89.8	175	89.7	156	88.5	186	88.8	176	88.7	High	Maintained	Good	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

COMMENTS

Our results in this domain remain strong, with an overall satisfaction rate of 79.7% in 2025 and consistently high teacher responses. Programs such as Dual Credit, specialized course access through partnerships with other divisions, and RAP opportunities continue to support students in building the skills and attitudes needed for lifelong learning. These strategies reinforce confidence that we are preparing students well for their future pathways.

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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
	Overall	594	80.5	694	82.4	696	82.4	855	84.3	919	83.0	Very High	Maintained	Excellent	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222
Parent	90	78.6	95	81.5	98	78.5	187	84.0	307	81.2	High	Maintained	Good	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	322	76.2	422	77.8	438	79.1	479	77.7	432	78.3	Very High	Maintained	Excellent	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	182	86.8	177	87.9	160	89.6	189	91.2	180	89.5	High	Maintained	Good	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

COMMENTS

This continues to be a strong area for HPSD, with an overall satisfaction rate of 83.0 percent in 2025 and very high results across all stakeholder groups. A broad range of program options, including fine arts, CTS, music, expanded high school electives, and partnerships with other divisions, supports these positive results. The new fine arts program in Slave Lake has been very well received by junior and senior high students, and similar growth is underway in High Prairie as we expand music and fine arts opportunities across the region. These offerings continue to contribute to the Division's success in providing a rich and diverse program of studies.

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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	876	83.4	992	84.2	993	81.6	1,197	81.8	1,242	83.4	Intermediate	Maintained	Acceptable	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	90	72.1	96	78.1	98	72.5	187	70.9	310	74.5	Intermediate	Maintained	Acceptable	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	Intermediate	Maintained	Acceptable	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	182	93.9	177	92.8	160	91.4	189	93.4	180	93.7	Intermediate	Maintained	Acceptable	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

COMMENTS

Our 2025 results for this measure remain strong at 83.4 percent, supported by steady performance across parents, students, and teachers. High Prairie School Division has taken several intentional steps to enhance support for students who experience the greatest barriers to learning. The RISE and Interactions programs continue to provide important assistance to families with children who have complex needs, with each classroom staffed by a dedicated teacher and three educational assistants.

We are also pleased to share that a CASA classroom is now operating in Slave Lake, further expanding access to intensive mental health and behavioural supports for students who require specialized programming. In addition, HPSD has restructured its Psychological Services Department to increase educational psychology assessments, and to strengthen family and personal counselling services through the leadership of our Director of Mental Health Services.

These efforts continue to improve the timeliness and accessibility of programming for at risk students.

SUPPLEMENTAL MEASURES

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority													Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	307	45.9	305	48.5	296	51.7	302	48.3	293	46.1	Very Low	Maintained	Concern	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2020	307	118	38.4	108	35.2	73	23.8	141	45.9
2021	305	128	42.0	118	38.7	81	26.6	148	48.5
2022	296	139	47.0	105	35.5	69	23.3	153	51.7
2023	302	130	43.0	97	32.1	58	19.2	146	48.3
2024	293	112	38.2	92	31.4	33	11.3	135	46.1

COMMENTS

Our Rutherford Eligibility Rate decreased to 46.1 percent, with grade 12 eligibility at 11.3 percent. This continues a downward trend and signals a need for stronger academic alignment and supports. With improved timetabling and increased access to career coaches, more students are receiving help with academic planning, credit recovery, and post-secondary pathways. We expect these measures to help improve eligibility rates in the coming year.

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.																								
	Authority													Province										
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N
Overall	877	87.3	994	87.4	994	84.4	1,196	85.0	1,244	85.5		High	Maintained	Good	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	90	81.6	96	86.8	98	82.5	187	81.6	310	82.4		Intermediate	Maintained	Acceptable	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	605	83.5	721	79.6	736	78.1	820	79.2	754	79.2		High	Maintained	Good	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	182	96.7	177	95.7	160	92.7	189	94.2	180	94.8		High	Maintained	Good	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

COMMENTS

Overall, the Division is pleased with our performance in this domain. Our 2025 results remain strong across all stakeholder groups, with particularly high confidence from teachers and steady results from students and parents. HPSD continues to invest in creating safe, caring and socially welcoming environments through our wellness team, school-based supports and ongoing collaboration with administrators. Our partnership with HFCRD on a joint mental health and wellness initiative is adding further support for several of our schools.

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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	870	81.0	986	83.7	991	78.8	1,193	82.2	1,235	82.3	High	Maintained	Good	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	87	71.1	93	79.6	96	73.8	185	76.1	305	75.1	Very High	Maintained	Excellent	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	601	85.2	716	84.1	736	83.2	819	86.0	751	86.3	High	Improved	Good	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	182	86.7	177	87.5	159	79.3	189	84.4	179	85.4	High	Maintained	Good	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

COMMENTS

The Division is pleased with our continued strong results in this domain. Our 2025 data shows high satisfaction across all stakeholder groups, reflecting that students and families feel programs are accessible and effective. HPSD continues to offer a broad range of opportunities, including Dual Credit, RAP, and Land-Based Learning.

We have also expanded specialized programming with the addition of Interactions and RISE classrooms, and Learning Services has been restructured to provide a wider range of supports for students with more complex needs. These efforts contribute directly to the positive results seen in this measure.

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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	850	76.7	974	71.1	980	75.4	1,173	79.5	1,206	81.5	Very High	Improved Significantly	Excellent	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	79	68.4	92	56.5	96	69.8	181	74.6	293	78.5	High	Improved Significantly	Good	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	600	79.8	718	72.6	731	73.5	814	75.7	743	76.6	Intermediate	Improved	Good	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	171	81.9	164	84.1	153	83.0	178	88.2	170	89.4	Very High	Improved	Excellent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

COMMENTS

The Division is pleased with this year's School Improvement results. Our Board of Trustees has strengthened transparency and engagement, highlighted through record participation in community consultation sessions.

This past year, Central Services was reorganized to improve efficiency and redirect resources back to classrooms. Additionally, the launch of our Literacy and Numeracy Frameworks has begun to guide staff in promoting strong instructional practices across the Division. We look forward to continued growth as these frameworks become fully embedded.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	250	36.0	246	33.7	265	25.1	250	28.9	268	27.7	Low	Maintained	Issue	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1	49,293	42.5
6 Year Rate	250	48.2	265	47.7	250	49.3	245	40.7	263	42.4	Low	Maintained	Issue	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9

COMMENTS

Transition rates continue to be an area of concern for HPSD. With the Division placing greater focus on career coaching and improving course sequencing, we are hopeful for modest gains in the coming years. As we expand partnerships with post-secondary institutions, we anticipate that more diverse programming will encourage students to consider a wider range of traditional and non-traditional post-secondary options.

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.																							
	Authority										Measure Evaluation			Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	261	80.7	266	82.5	241	79.5	354	81.4	462	82.7	High	Maintained	Good	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	82	65.9	92	70.7	90	68.9	170	69.4	289	72.3	Very High	Maintained	Excellent	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	179	95.5	174	94.3	151	90.1	184	93.5	173	93.1	High	Maintained	Good	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

COMMENTS

HPSD continues to perform well in the area of Work Preparation, with an overall result of 82.7 percent. These results reflect the Division's ongoing focus on teaching the attitudes and behaviours that help students succeed after high school. Teacher confidence remains especially strong at 93.1 percent.

In addition to our existing programs, such as dual credit, work experience, and RAP, the development of the Collegiate School will further expand opportunities for students to gain real-world skills and career-focused learning. We remain committed to maintaining these strong results as we prepare today's students for tomorrow's world of work.