

HIGH PRAIRIE SCHOOL DIVISION 2023-24 ANNUAL EDUCATION RESULTS REPORT



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 2023-24 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 2023-24 school year, we embarked on a comprehensive community engagement process with 13 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 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

The Annual Education Results Report for High Prairie School Division for the 2023-24 school year was prepared under the direction of the Board of Trustees 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.

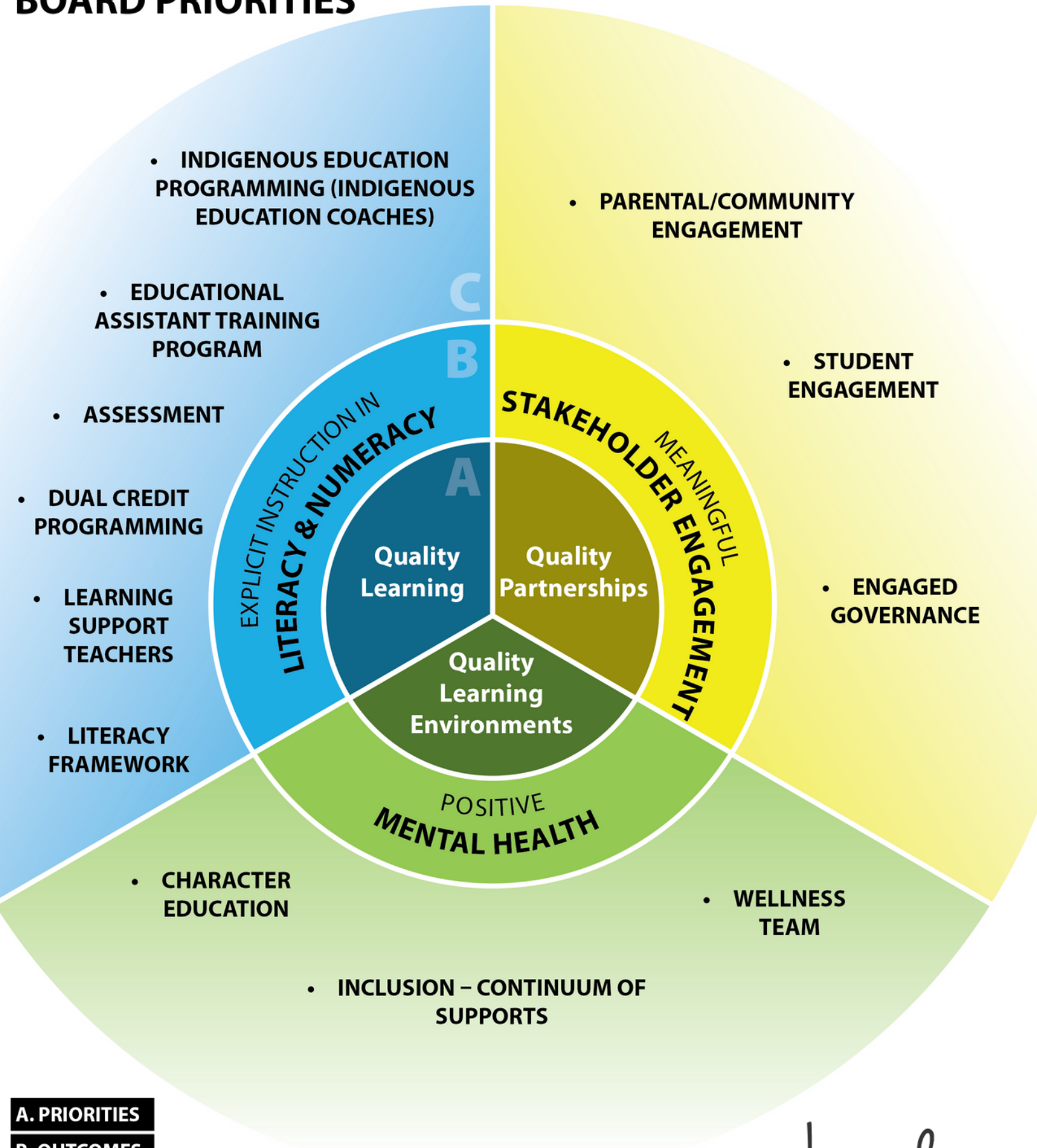
This Annual Education Results Report for 2023-24 was approved by the Board on November 26, 2024.

Joy McGregor, Board Chair

Murray Marran, Superintendent and CEO



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



- A. PRIORITIES
- B. OUTCOMES
- C. STRATEGIES

REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

The High Prairie School Division Board of Trustees has revised the mission and vision statements and core values for the Division. Trustees revised the statements at their strategic planning session using the feedback from everyone who attended one of the engagement sessions at our schools and the responses from our school/division improvement survey. Using this information, they were able to develop the following:

MISSION

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

VISION

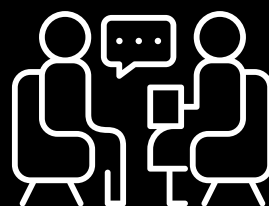
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

CORE VALUES (C-L-E-A-R)

- **Community and Accountability:** Fostering a strong school community where accountability is key.
- **Lifelong Learning:** Creating environments that encourage continuous learning and personal growth and potential.
- **Ethics:** Integrity guides our actions and decisions.
- **Appreciation of Differences:** Cultivating a community that respects and values unique contributions.
- **Resilience:** Embodying strength, adaptability, and conviction, remaining committed to the education and well-being of our school community.



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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 2024 Required Alberta Education 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	81.8	82.8	84.1	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	76.3	74.6	76.2	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	56.3	55.3	59.1	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	64.9	68.7	70.8	88.1	88.6	87.3	Very Low	Declined	Concern
	PAT6: Acceptable	65.5	49.2	n/a	68.5	66.2	66.2	Low	n/a	n/a
	PAT6: Excellence	17.5	7.2	n/a	19.8	18.0	18.0	Intermediate	n/a	n/a
	PAT9: Acceptable	42.3	35.8	n/a	62.5	62.6	62.6	Very Low	n/a	n/a
	PAT9: Excellence	4.9	5.6	n/a	15.4	15.5	15.5	Very Low	n/a	n/a
	Diploma: Acceptable	66.1	68.3	68.3	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	6.3	6.5	6.5	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	85.2	84.8	86.3	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.3	80.3	81.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.6	81.4	82.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.5	77.8	76.8	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Fall 2024 Required Alberta Education Assurance Measures – First Nations, Métis, and Inuit Summary

Assurance Domain	Measure	High Prairie School Division (FNM)			Alberta (FNM)			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	34.4	36.3	39.4	58.6	57.0	59.5	Very Low	Maintained	Concern
	5-year High School Completion	48.1	49.3	51.9	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	50.0	32.5	n/a	48.7	45.3	45.3	Very Low	n/a	n/a
	PAT6: Excellence	6.0	0.0	n/a	7.3	6.5	6.5	Very Low	n/a	n/a
	PAT9: Acceptable	24.9	14.6	n/a	41.4	39.4	39.4	Very Low	n/a	n/a
	PAT9: Excellence	2.7	1.8	n/a	6.1	5.3	5.3	Very Low	n/a	n/a
	Diploma: Acceptable	64.0	65.1	65.1	76.9	74.8	74.8	Very Low	Maintained	Concern
	Diploma: Excellence	5.3	3.7	3.7	11.8	11.3	11.3	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Fall 2024 Required Alberta Education 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	*	*	50.0	72.0	72.8	76.7	*	*	*
	5-year High School Completion	*	*	n/a	88.1	88.7	87.2	*	n/a	n/a
	PAT6: Acceptable	88.9	*	n/a	64.6	65.4	65.4	Very High	n/a	n/a
	PAT6: Excellence	33.3	*	n/a	16.5	15.7	15.7	Very High	n/a	n/a
	PAT9: Acceptable	50.0	*	n/a	52.7	55.3	55.3	Very Low	n/a	n/a
	PAT9: Excellence	0.0	*	n/a	10.1	11.0	11.0	Very Low	n/a	n/a
	Diploma: Acceptable	57.1	*	n/a	66.3	67.1	67.1	Very Low	n/a	n/a
	Diploma: Excellence	23.8	*	n/a	14.0	13.8	13.8	Very High	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
 4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
 5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
 8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
 9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses 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.

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										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	%
Overall	n/a	n/a	877	83.1	993	85.3	994	82.8	1,196	81.8	n/a	Declined	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	n/a	Declined	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	605	74.1	720	71.0	736	69.3	820	67.0	n/a	Declined	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	182	96.1	177	94.1	160	94.3	189	95.2	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

COMMENTS

In this domain, our most notable decreases were noticed with parents and students. As a Division, we believe there are few contributing factors: new curriculum, lack of resources that support the new curriculum, and, of course, a newly implemented Literacy Framework. Newness can seem uncertain, however the Division maintains that continued supports for curriculum development, the Literacy Framework, and for the upcoming year, the new Numeracy Framework will drive these results forward.

Additionally, the Division will continue to support teachers in writing and developing curriculum resources that will support learning and the implementation of the new curriculum.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																									
	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	%		
Overall	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	Intermediate	Maintained	Acceptable	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4		
Parent	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	Intermediate	Maintained	Acceptable	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7		
Student	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	Intermediate	Maintained	Acceptable	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6		
Teacher	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	Intermediate	Maintained	Acceptable	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8		

COMMENTS

Citizenship is a component of our character education programs that are offered within our schools. All of our schools have developed their individual character education programs. Overall, all stakeholders in this domain demonstrated an increase in satisfaction with citizenship. The Division is happy with this result, however, we want to continue to drive this upward.

In the upcoming year, we will be looking at all of our character education programs and how we can further solidify them within our schools and school cultures.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rates

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									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	252	60.1	246	60.8	263	61.3	250	55.3	271	56.3	Very Low	Maintained	Concern	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4			
4 Year Completion	261	70.8	250	69.1	246	66.4	265	63.3	250	64.8	Very Low	Maintained	Concern	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1			
5 Year Completion	249	71.1	265	73.0	250	70.8	245	68.7	265	64.9	Very Low	Declined	Concern	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1			

	High Prairie School Division (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	109	41.1	107	39.1	116	42.9	101	36.3	124	34.4	Very Low	Maintained	Concern	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
4 Year Completion	105	50.5	113	52.4	104	46.8	118	45.2	101	48.6	Very Low	Maintained	Concern	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
5 Year Completion	105	51.8	108	52.1	111	54.3	107	49.3	116	48.1	Very Low	Maintained	Concern	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4

	High Prairie School Division (EAL)																Alberta (EAL)									
	2019		2020		2021		2022		2023		Measure Evaluation						2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	
3 Year Completion	2	*	6	50.0	1	*	2	*	2	*	*	*	*	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0			
4 Year Completion	5	*	2	*	5	*	1	*	4	*	*	*	*	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2			
5 Year Completion	2	*	5	*	2	*	5	*	1	*	*	*	*	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1			

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

This area is an area of concern for High Prairie School Division. While we maintained our 3 and 4 year completion rates, we see a decline in the 5 year completion rate. While we will continue to support our students to successfully complete their program of studies, we will continue to look at unique and meaningful ways that we can program so that students will be more successful and motivated in their programs of studies.

One area of development that HPSD is focusing on is the creation of a Collegiate School that will specifically focus on skill development for the job market, coupled with dual credit, if the student so desires. Further, partnering with institutions such as Northern Lakes College, Norquest College, Northwestern Polytechnic, and Portage College will further offer options for students in their high school years.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	61.1	5.6	83.3	0.0	n/a	n/a	86.3	3.0	85	10
	Province	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3				
Science 6	Authority	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8	69.6	20.6	57.9	13.8	70	20
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8				
Social Studies 6	Authority	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2	65.5	17.5	52.2	10.2	70	10
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8				
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	52.9	2.2	44.8	3.9	57.5	4.4	47.8	6.9	50	10
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8				
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	31.3	0.0	*	*	11.8	0.0	33.3	3.0	35	10
	Province	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6				
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	100	10.0	78.6	0.0	66.7	0.0	81.6	3.0	65	10
	Province	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6				
Mathematics 9	Authority	n/a	n/a	n/a	n/a	29.8	3.1	28.9	4.9	27.4	3.9	31.9	7.9	85	10
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0				
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	50.0	0.0	*	*	15.4	0.0	53.0	3.0	55	10
	Province	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9				
Science 9	Authority	n/a	n/a	n/a	n/a	48.2	7.5	38.2	6.1	47.8	7.8	41.2	9.1	50	10
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8				
K&E Science 9	Authority	n/a	n/a	n/a	n/a	46.7	26.7	*	*	30.8	0.0	49.7	29.7	50	10
	Province	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9				
Social Studies 9	Authority	n/a	n/a	n/a	n/a	38.4	5.6	32.2	7.4	40.4	4.8	35.2	10.4	40	10
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8				
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	33.3	11.1	*	*	33.3	0.0	36.3	14.1	40	10
	Province	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades K-9) PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	High Prairie School Division								Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		N	%	2024		Prev 3 Year Average
					N	%	N	%			N	%	
Science 6	Acceptable Standard	Low	n/a	n/a	194	69.6	n/a	n/a	53,806	68.8	54,859	66.7	
	Standard of Excellence	Intermediate	n/a	n/a	194	20.6	n/a	n/a	53,806	24.8	54,859	21.8	
Social Studies 6	Acceptable Standard	Low	n/a	n/a	194	65.5	n/a	n/a	60,804	68.5	57,655	66.2	
	Standard of Excellence	Intermediate	n/a	n/a	194	17.5	n/a	n/a	60,804	19.8	57,655	18.0	
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	226	57.5	n/a	n/a	59,096	69.5	56,255	71.4	
	Standard of Excellence	Very Low	n/a	n/a	226	4.4	n/a	n/a	59,096	11.8	56,255	13.4	
K&E English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	17	11.8	n/a	n/a	1,465	49.6	1,254	50.2	
	Standard of Excellence	Low	n/a	n/a	17	0.0	n/a	n/a	1,465	5.6	1,254	5.7	
French Language Arts 9 année	Acceptable Standard	Very Low	n/a	n/a	12	66.7	n/a	n/a	3,308	76.6	3,215	76.1	
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	3,308	10.6	3,215	10.9	
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	230	27.4	n/a	n/a	58,577	52.7	55,447	54.4	
	Standard of Excellence	Very Low	n/a	n/a	230	3.9	n/a	n/a	58,577	14.0	55,447	13.5	
K&E Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	13	15.4	n/a	n/a	1,967	52.2	1,815	52.7	
	Standard of Excellence	Low	n/a	n/a	13	0.0	n/a	n/a	1,967	9.9	1,815	11.3	
Science 9	Acceptable Standard	Very Low	n/a	n/a	230	47.8	n/a	n/a	59,072	67.6	56,311	66.3	
	Standard of Excellence	Intermediate	n/a	n/a	230	7.8	n/a	n/a	59,072	20.8	56,311	20.1	
K&E Science 9	Acceptable Standard	Very Low	n/a	n/a	13	30.8	n/a	n/a	1,411	52.3	1,197	52.9	
	Standard of Excellence	Low	n/a	n/a	13	0.0	n/a	n/a	1,411	8.9	1,197	10.9	
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	228	40.4	n/a	n/a	59,125	60.5	56,309	58.4	
	Standard of Excellence	Very Low	n/a	n/a	228	4.8	n/a	n/a	59,125	15.8	56,309	15.9	
K&E Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	15	33.3	n/a	n/a	1,351	50.4	1,140	49.6	
	Standard of Excellence	Low	n/a	n/a	15	0.0	n/a	n/a	1,351	11.3	1,140	10.6	

Authority: 1220 The High Prairie School Division (FNMI)

Course	Measure	High Prairie School Division (FNMI)								Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		N	%	2024		Prev 3 Year Average
					N	%	N	%			N	%	
Science 6	Acceptable Standard	Very Low	n/a	n/a	50	48.0	n/a	n/a	3,851	51.4	3,990	46.0	
	Standard of Excellence	Very Low	n/a	n/a	50	8.0	n/a	n/a	3,851	12.3	3,990	9.0	
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	50	50.0	n/a	n/a	4,556	48.7	4,332	45.3	
	Standard of Excellence	Very Low	n/a	n/a	50	6.0	n/a	n/a	4,556	7.3	4,332	6.5	
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	68	38.2	n/a	n/a	4,465	49.5	4,375	49.2	
	Standard of Excellence	Very Low	n/a	n/a	68	2.9	n/a	n/a	4,465	4.7	4,375	4.4	
K&E English Language Arts 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	388	42.8	297	43.8	
	Standard of Excellence	*	*	*	6	*	n/a	n/a	388	4.9	297	3.7	
French Language Arts 9 année	Acceptable Standard	*	*	*	1	*	n/a	n/a	160	63.8	136	65.4	
	Standard of Excellence	*	*	*	1	*	n/a	n/a	160	5.6	136	4.4	
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	69	11.6	n/a	n/a	4,361	28.7	4,197	28.7	
	Standard of Excellence	Very Low	n/a	n/a	69	1.4	n/a	n/a	4,361	4.8	4,197	3.8	
K&E Mathematics 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	485	43.7	440	48.9	
	Standard of Excellence	*	*	*	5	*	n/a	n/a	485	6.2	440	11.1	
Science 9	Acceptable Standard	Very Low	n/a	n/a	69	29.0	n/a	n/a	4,477	46.0	4,380	42.1	
	Standard of Excellence	Low	n/a	n/a	69	4.3	n/a	n/a	4,477	8.5	4,380	7.1	
K&E Science 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	373	46.6	281	48.4	
	Standard of Excellence	*	*	*	5	*	n/a	n/a	373	7.2	281	8.2	
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	67	19.4	n/a	n/a	4,498	39.0	4,393	34.1	
	Standard of Excellence	Very Low	n/a	n/a	67	3.0	n/a	n/a	4,498	6.3	4,393	4.9	
K&E Social Studies 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	351	46.2	262	45.4	
	Standard of Excellence	*	*	*	7	*	n/a	n/a	351	9.4	262	7.3	

Authority: 1220 The High Prairie School Division (EAL)

Course	Measure	High Prairie School Division (EAL)								Alberta (EAL)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		N	%	2024		Prev 3 Year Average
					N	%	N	%			N	%	
Science 6	Acceptable Standard	High	n/a	n/a	9	88.9	n/a	n/a	10,323	63.8	9,728	64.7	
	Standard of Excellence	High	n/a	n/a	9	33.3	n/a	n/a	10,323	18.4	9,728	17.2	
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	9	88.9	n/a	n/a	11,278	64.6	10,098	65.4	
	Standard of Excellence	Very High	n/a	n/a	9	33.3	n/a	n/a	11,278	16.5	10,098	15.7	
English Language Arts 9	Acceptable Standard	High	n/a	n/a	7	85.7	n/a	n/a	7,249	56.9	6,969	62.2	
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	7,249	5.4	6,969	6.6	
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	7	28.6	n/a	n/a	7,201	46.7	6,930	50.1	
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	7,201	11.5	6,930	12.0	
Science 9	Acceptable Standard	Very Low	n/a	n/a	7	42.9	n/a	n/a	7,236	57.7	6,975	59.4	
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	7,236	14.2	6,975	15.0	
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	7	42.9	n/a	n/a	7,249	49.4	6,983	50.4	
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	7,249	9.6	6,983	11.0	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires 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. While we know that our demographic may experience many barriers to education and optimal learning. We believe and are committed to looking at our assessment practices, how they may be refined, and how we can move this domain in an upward direction.

In summary:

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

The greatest gains we saw in this area was with our Grade 6 students in an identified school. Other schools declined in their grade 6 results. Unfortunately, we believe that the new curriculum implementation proved to be a bit problematic for some of our teachers and this we attribute to a decline in performance in some schools.

HPSPD will continue to offer professional development and dedicate funding to creating resources for the K to 6 curriculum.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Exam Course by Course Results by Students Writing.															
		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	64.5	3.2	74.2	1.0	77.9	2.6	77.2	4.0	75	10
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1				
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	78.4	2.7	87.0	3.7	84.8	11.4	90.0	6.7	85	15
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9				
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100	0.0	*	*	100	3.0	85	10
	Province	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6				
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	38.1	0.0	44.4	6.7	23.4	4.3	47.4	9.7	50	10
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9				
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	27.1	0.0	45.1	3.9	43.9	2.4	48.1	6.9	60	10
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4				
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	66.7	8.3	72.9	11.9	77.9	8.8	75.9	14.9	80	10
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7				
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	62.5	3.6	73.3	2.6	74.8	4.1	76.3	5.6	80	10
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7				
Biology 30	Authority	n/a	n/a	n/a	n/a	71.1	17.8	54.9	11.0	62.2	10.0	57.9	14.0	60	15
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7				
Chemistry 30	Authority	n/a	n/a	n/a	n/a	61.8	17.6	65.4	19.2	45.5	3.6	68.4	22.2	70	25
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0				
Physics 30	Authority	n/a	n/a	n/a	n/a	53.1	3.1	63.6	9.1	55.0	10.0	66.6	12.1	50	15
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1				
Science 30	Authority	n/a	n/a	n/a	n/a	77.8	0.0	57.1	14.3	50.0	0.0	60.1	17.3	60	10
	Province	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

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

Course		Measure	High Prairie School Division					Alberta						
			Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
						N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	77	77.9	97	74.2	33,001	84.2	31,493	83.7		
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	77	2.6	97	1.0	33,001	10.1	31,493	10.5		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	105	84.8	108	87.0	19,219	85.7	17,112	86.2		
	Diploma Examination Standard of Excellence	Intermediate	Improved Significantly	Good	105	11.4	108	3.7	19,219	12.9	17,112	12.7		
French Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	7	100.0	1,200	95.3	1,236	93.1		
	Diploma Examination Standard of Excellence	*	*	*	4	*	7	0.0	1,200	8.6	1,236	6.1		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Declined Significantly	n/a	47	23.4	45	44.4	21,035	75.4	19,763	70.8		
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	47	4.3	45	6.7	21,035	34.9	19,763	29.0		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	41	43.9	51	45.1	15,676	70.9	14,418	71.1		
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	41	2.4	51	3.9	15,676	15.4	14,418	15.2		
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	68	77.9	59	72.9	25,167	85.2	24,023	83.5		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	68	8.8	59	11.9	25,167	18.7	24,023	15.9		
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	123	74.8	116	73.3	23,985	77.6	21,045	78.1		
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	123	4.1	116	2.6	23,985	12.7	21,045	12.3		
Biology 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	90	62.2	82	54.9	24,414	83.1	23,270	82.7		
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	90	10.0	82	11.0	24,414	33.7	23,270	32.8		
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	55	45.5	52	65.4	19,955	82.9	18,364	80.5		
	Diploma Examination Standard of Excellence	Very Low	Declined Significantly	Concern	55	3.6	52	19.2	19,955	38.0	18,364	37.0		
Physics 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	20	55.0	22	63.6	9,955	85.1	9,241	82.3		
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	20	10.0	22	9.1	9,955	43.1	9,241	39.9		
Science 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	16	50.0	7	57.1	8,439	81.3	8,007	79.4		
	Diploma Examination Standard of Excellence	Low	Declined	Issue	16	0.0	7	14.3	8,439	24.6	8,007	23.1		

Authority: 1220 The High Prairie School Division (FNMI)

Course		Measure	High Prairie School Division (FNMI)								Alberta (FNMI)			
			Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
						N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	14	85.7	30	66.7	1,402	81.7	1,286	78.3		
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	14	0.0	30	0.0	1,402	6.9	1,286	6.1		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	32	90.6	41	92.7	2,010	86.0	1,833	86.5		
	Diploma Examination Standard of Excellence	High	Improved	Good	32	15.6	41	4.9	2,010	10.8	1,833	9.9		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Declined	n/a	8	0.0	11	27.3	634	64.4	566	60.6		
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	8	0.0	11	0.0	634	17.0	566	15.0		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Declined	n/a	7	14.3	14	35.7	785	64.8	742	65.8		
	Diploma Examination Standard of Excellence	n/a	Declined	n/a	7	0.0	14	14.3	785	10.1	742	12.1		
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	11	72.7	16	50.0	1,071	79.1	986	73.0		
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	11	9.1	16	0.0	1,071	10.6	986	8.6		
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	44	70.5	44	75.0	2,091	72.9	1,933	72.3		
	Diploma Examination Standard of Excellence	Very Low	Improved	Issue	44	2.3	44	0.0	2,091	6.6	1,933	5.4		
Biology 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	19	52.6	14	50.0	1,041	72.8	902	72.5		
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	19	5.3	14	7.1	1,041	17.0	902	19.1		
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	7	14.3	11	45.5	614	78.2	550	70.0		
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	7	0.0	11	18.2	614	23.5	550	24.0		
Physics 30	Diploma Examination Acceptable Standard	*	*	*	1	*	6	50.0	280	80.4	250	72.0		
	Diploma Examination Standard of Excellence	*	*	*	1	*	6	0.0	280	23.2	250	26.8		
Science 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	57.1	n/a	n/a	480	78.1	470	75.3		
	Diploma Examination Standard of Excellence	Low	n/a	n/a	7	0.0	n/a	n/a	480	18.5	470	18.7		

Authority: 1220 The High Prairie School Division (EAL)

Course		Measure	High Prairie School Division (EAL)							Alberta (EAL)					
			Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average			
						N	%	N	%	N	%	N	%		
English Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	2,095	61.3	2,482	63.3			
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	2,095	2.7	2,482	3.7			
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	2,333	70.0	2,284	71.5			
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	2,333	5.2	2,284	5.5			
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,543	64.0	1,714	61.1			
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,543	27.6	1,714	23.1			
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,250	57.7	1,327	58.5			
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,250	9.0	1,327	9.7			
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,110	70.5	1,415	72.7			
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,110	10.7	1,415	8.8			
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	2,904	63.2	2,749	62.5			
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	2,904	8.3	2,749	7.8			
Biology 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	1,509	69.7	1,790	72.8			
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	1,509	23.6	1,790	24.7			
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,364	73.2	1,479	73.5			
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,364	29.6	1,479	29.9			
Physics 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	645	71.3	715	75.7			
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	645	32.9	715	32.3			

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 examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

COMMENTS

Overall:

	HPSD	Province
Diploma Acceptable	66.1	81.5
Diploma Excellence	6.3	22.6

As we can see, overall we declined significantly in Chemistry, in both acceptable and satisfactory areas. Also, the Math 30-1 results declined significantly in the Acceptable range. Conversely, we are proud to report that our English 30-2 results in the Standard of Excellence increased and we are glad these results improved significantly.

As we look to improve, we will continue to focus on assessment practices in the classroom. Additionally, we will have our Curriculum and Assessment Coordinators continue to work with teachers on an individual basis plus build professional development opportunities for staff across the Division. The creation of the Numeracy Framework will also help guide instruction for teachers.

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

Numeracy Data			2019-20			2020-21			2021-22				2022-23				2023-24							
			Enrollment Total	Fall		Enrollment Total	Fall		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	ND	ND	ND	ND	
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	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	ND	ND	ND	ND	
Nelson Pre- Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	193	7.5	13	1.1	2	175	48.2	80	28.5	47	181	35.7	61	41.7	58	
		May Require Attention	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND	ND	ND	ND		ND	67.2	117	86.4		152	51.8	86	71.5		118	64.3	110	58.3	81
MIPI PNSA	Grade 2	Requires Attention	223	5.3	10	183	12.6	21	195	6.9	12	ND	ND	198	63.5	106	30.5	51	182	33.7	57	28.3	49	
		May Require Attention		35.8	68		35.3	59		33.7	59	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
		Does Not Require Attention		58.9	112		52.1	87		59.4	104	ND	ND		50.9	85	80.8	135		66.3	112	71.7	124	
	Grade 3	Requires Attention	216	26.8	45	207	26.4	46	204	21.9	41	ND	ND	201	29.5	49	27.9	46	194	27.5	49	26.2	50	
		May Require Attention		38.7	65		35.1	61		36.9	69	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
		Does Not Require Attention		34.5	58		38.5	67		41.2	77	ND	ND		81.3	135	75.2	124		72.5	129	73.8	141	
	Grade 4	Requires Attention	218	43.4	66	202	41.3	64	190	40.7	68	ND	ND	179	31.7	53	ND	ND	214	31.3	62	33.2	68	
		May Require Attention		39.5	60		43.2	67		32.9	55	ND	ND		26.3	44	ND	ND		ND	ND	ND	ND	
		Does Not Require Attention		17.1	26		15.5	24		26.3	44	ND	ND		25.7	43	ND	ND		68.7	136	66.8	137	
MIPI	Grade 5	Requires Attention	252	44.8	90	202	49.1	84	205	46.2	85	ND	ND	187	42.2	70	ND	ND	180	40.9	72	24.2	39	
		May Require Attention		42.3	85		35.7	61		37.5	69	ND	ND		31.3	52	ND	ND		38.6	68	36.0	58	
		Does Not Require Attention		12.9	26		15.2	26		16.3	30	ND	ND		27.7	46	ND	ND		20.5	36	39.8	64	
	Grade 6	Requires Attention	235	48.0	85	235	36.6	63	207	44.9	79	ND	ND	210	44.9	75	ND	ND	193	36.9	69	14.4	25	
		May Require Attention		34.5	61		45.3	78		35.2	62	ND	ND		36.5	61	ND	ND		36.9	69	28.7	50	
		Does Not Require Attention		17.5	31		18.0	31		19.9	35	ND	ND		17.4	29	ND	ND		26.2	49	56.9	99	
	Grade 7	Requires Attention	251	40.4	69	235	45.3	73	253	60.8	118	ND	ND	220	50.0	83	ND	ND	230	57.1	120	48.9	86	
		May Require Attention		33.3	57		41.6	67		23.7	46	ND	ND		30.1	50	ND	ND		28.1	59	29.5	52	
		Does Not Require Attention		26.3	45		13.0	21		15.5	30	ND	ND		18.7	31	ND	ND		14.8	31	21.6	38	
	Grade 8	Requires Attention	232	51.5	53	245	66.0	103	238	61.0	114	ND	ND	251	78.4	131	ND	ND	214	68.3	125	50.3	81	
		May Require Attention		24.3	25		21.2	33		20.3	38	ND	ND		23.4	39	ND	ND		17.5	32	26.1	42	
		Does Not Require Attention		24.3	25		12.8	20		18.7	35	ND	ND		27.5	46	ND	ND		14.2	26	23.6	38	
	Grade 9	Requires Attention	243	53.0	89	228	58.2	78	242	58.4	94	ND	ND	257	64.5	107	ND	ND	238	78.0	149	62.7	99	
		May Require Attention		19.6	33		28.4	38		25.5	41	ND	ND		25.3	42	ND	ND		12.6	24	17.7	28	
		Does Not Require Attention		27.4	46		13.4	18		16.1	26	ND	ND		26.5	44	ND	ND		9.4	18	19.6	31	
	Grade 10	Requires Attention	262	63.9	53	271	83.7	87	280	79.4	108	ND	ND	317	85.6	143	ND	ND	279	76.4	162	87.9	29	
		May Require Attention		22.9	19		15.4	16		16.2	22	ND	ND		21.0	35	ND	ND		17.0	36	9.1	3	
		Does Not Require Attention		13.3	11		1.0	1		4.4	6	ND	ND		3.0	5	ND	ND		6.6	14	3.0	1	
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	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	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	
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			2019-20¹				2020-21¹				2021-22²				2022-23				2023-24								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#					
EYE	Kindergarten	Experiencing significant difficulty	192	26.9	45	ND	ND	215	19.1	29	12.2	12	186³	30.7	47	28.6	26	194	25.0	39	16.7	16	174	20.9	32	7.5	11
		Experiencing some difficulty		42.5	71	ND	ND		32.9	50	19.4	19		24.2	37	23.1	21		32.1	50	22.9	22		31.4	48	8.2	12
RTR LeNS	Grade 1	Appropriate development	193	30.5	51	ND	ND	193	48.0	73	68.4	67	193	45.1	69	48.4	44	175	42.9	67	60.4	58	181	47.7	73	84.4	121
		None-Minimal Development		22.5	16	ND	ND		28.8	40	8.6	5		23.8	43	14.6	22		36.3	58	8.3	8		32.2	55	24.8	41
		Developing Skills		59.2	42	ND	ND		51.8	72	91.4	53		42.0	76	76.2	115		45.6	73	79.2	76		ND	ND	ND	ND
		Developing Well-Mastered		18.3	13	ND	ND		19.4	27	0	0		34.3	62	9.3	14		18.1	29	12.5	12		67.8	116	75.2	124
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	223	46.4	71	77.8	7	183	82.9	34	56.8	25	195⁴,⁵	26.2	45	15.3	29	198	28.7	54	31.3	60	182	30.8	52	28.2	42
		Approaching Expectations		13.7	21	11.1	1		2.4	1	11.4	5		24.4	42	26.5	50		ND	ND	ND	ND		ND	ND	ND	
		Meeting Expectations		39.9	61	11.1	1		4.9	2	22.7	10		49.4	85	58.2	110		71.3	134	68.8	132		69.2	117	71.8	107
	Grade 3	Not Yet Meeting Grade Expectations	216	40.4	65	72.2	13	207	50.0	39	58.3	35	205⁴,⁵	25.7	45	31.0	54	201	31.1	55	34.5	59	194	27.4	51	22.0	39
		Approaching Expectations		9.9	16	5.6	1		7.7	6	11.7	7		18.3	32	19.5	34		ND	ND	ND	ND		ND	ND		
		Meeting Expectations		49.7	80	11.1	2		19.2	15	5.0	3		56.0	98	49.4	86		68.9	122	65.5	112		72.6	135	78.0	138
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	218	58.2	99	75.0	6	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
		Approaching Expectations		9.4	16	12.5	1		3.5	3	3.4	2		10.6	17	12.0	21		42.0	60	43.2	60		39.2	83	46.0	93
		Meeting Expectations		32.4	55	12.5	1		34.9	30	55.9	33		39.4	63	30.3	53		6.3	9	2.2	3		4.7	10	5.0	10
	Grade 5	Not Yet Meeting Grade Expectations	252	64.4	134	88.9	8	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
		Approaching Expectations		7.7	16	11.1	1		9.1	8	4.0	3		9.2	14	10.2	14		45.0	81	59.6	99		40.3	81	59.9	106
		Meeting Expectations		27.9	58	0.0	0		17.0	15	12.0	9		42.8	65	30.7	42		32.2	58	17.5	29		15.4	31	10.7	19
	Grade 6	Not Yet Meeting Grade Expectations	235	58.2	113	100.0	8	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
		Approaching Expectations		10.8	21	0.0	0		8.2	8	0.0	0		6.2	7	7.7	12		46.4	91	65.2	116		53.4	102	55.8	101
		Meeting Expectations		30.9	60	0.0	0		12.2	12	17.6	6		10.6	12	13.5	21		12.8	25	10.7	19		17.3	33	12.2	22
OCA RCAT	Grade 7	Limited	251	78.1	153	ND	ND	235	59.8	95	55.9	71	253⁶	46.4	96	65.4	70	220	38.7	70	64.1	84	230	42.6	81	52.7	98
		Acceptable		20.4	40	ND	ND		39.6	63	42.5	54		44.0	91	34.6	37		56.4	102	35.9	47		48.9	93	37.1	69
		Excellence		1.5	3	ND	ND		0.6	1	1.6	2		9.7	20	0.0	0		5.0	9	0.0	0		8.4	16	10.2	19
	Grade 8	Limited	232	54.6	95	100	1	245	46.0	76	60.5	75	238⁶	37.9	66	59.3	73	251	52.4	99	53.1	77	214	42.4	75	38.2	58
		Acceptable		38.5	67	0	0		48.5	80	34.7	43		48.9	85	34.1	42		44.4	84	44.8	65		51.4	91	50.0	76
		Excellence		6.9	12	0	0		5.5	9	4.8	6		13.2	23	6.5	8		3.2	6	2.1	3		6.2	11	11.8	18
	Grade 9	Limited	243	54.1	93	ND	ND	228	54.0	80	62.9	73	242⁶	52.1	98	43.3	58	257	35.1	68	36.4	55	238	43.5	84	56.4	97
		Acceptable		39.0	67	ND	ND		41.9	62	34.5	40		41.0	77	56.0	75		52.1	101	58.9	89		40.9	79	41.3	71
		Excellence		7.0	12	ND	ND		4.1	6	2.6	3		6.9	13	0.7	1		12.9	25	4.6	7		15.5	30	2.3	4
	Grade 10	Limited	262	76.2	112	ND	ND	271	67.0	114	66.9	107	280⁶	52.4	89	56.1	74	317	62.6	122	27.6	24	279	55.6	144	56.8	84
		Acceptable		21.1	31	ND	ND		31.2	53	27.5	44		45.9	78	42.4	56		34.9	68	65.5	57		43.2	112	42.6	63
		Excellence		2.7	4	ND	ND		1.8	3	5.6	9		1.8	3	1.5	2		2.6	5	6.9	6		1.2	3	0.7	1
RCAT	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	315⁶	48.8	39	53.1	34	264	60.2	77	58.6	34	321	51.0	107	61.1	102
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		46.3	37	45.3	29		36.7	47	37.9	22		42.4	89	37.1	62
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		5.0	4	1.6	1		3.1	4	3.4	2		6.7	14	1.8	3
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	342⁶	26.0	20	61.0	36	323	41.9	18	ND	ND	350	67.7	88	74.3	78
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		39.0	30	39.0	23		51.2	22	ND	ND		32.3	42	25.7	27
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND		35.1	27	0.0	0		7.0	3	ND	ND		0.0	0	0.0	0	
Legend:			Footnotes:																								
Fall: September - January			¹ Schools only required to submit one assessment per student due to COVID complications																								
ND: No data collected for the corresponding grade/school year			² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																								
Spring: February - June			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																								

COMMENTS

Numeracy data indicates that approximately 70% of HPSD students are meeting grade level expectations.

The 5 year data indicates that 15% of students are steadily meeting expectations and 45% require attention in numeracy. Due to this, HPSD has hired a Numeracy Consultant to lead the development of a Numeracy Framework and work on building capacity in the area of numeracy instruction.

Literacy data indicates consistent growth for Kindergarten students over the 5 years. The year end data for 2023-24 shows that approximately 55% of students are approaching or meeting expectations. HPSPD developed a Literacy Framework which provided consistent understanding of

literacy components. Professional development in the area of reading comprehension skills and writing was offered for all schools.

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

The average number of months behind grade level after the administration of the initial assessments for at risk students was 12-24 months. The average number of months gained at grade level after the administration of the final assessments for at risk students was 6-12 months.

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

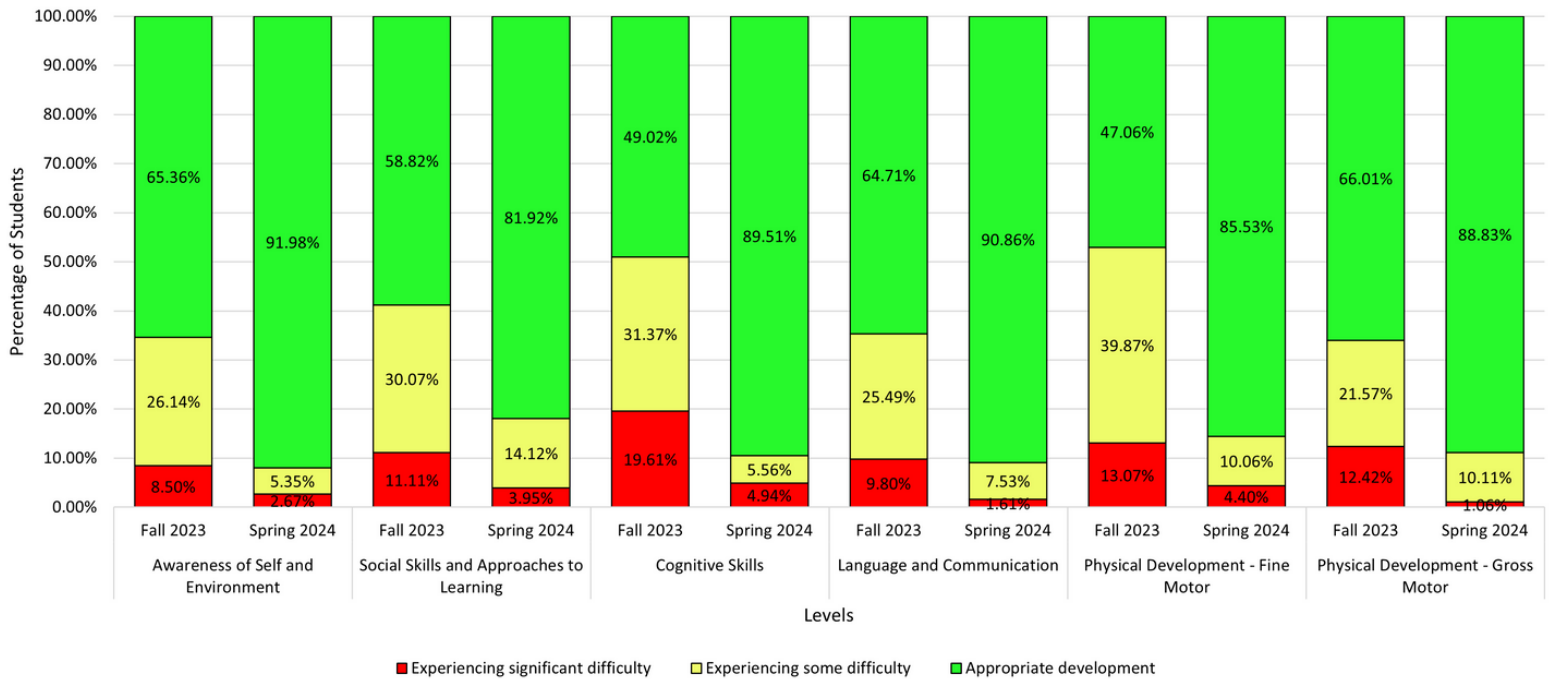
	The total number of students identified as being at risk at the beginning of the school year at each grade level	The total number of students identified as being at risk at the end of the school year at each grade level
Grade 1	73	42
Grade 2	52	21
Grade 3	40	24

COMMENTS

HPSD formed a Literacy & Numeracy Committee to create a Division framework for each area. The HPSP frameworks will help guide schools with their Literacy & Numeracy Frameworks. Three schools were identified as requiring extra support in the area of phonics. HPSP bought teacher guides and student books to support his work. The committee members are becoming the school leaders in these areas. In order to assist teachers and administrators with understanding and using data to inform instructional decisions for students, HPSP worked with Dossier and Power BI to create heat maps and question analysis reports that were immediately accessible. HPSP uses the Early Years Evaluation (EYE-TA) with all kindergarten students. The EYE 100 activities and other materials are used with Kindergarten students and the various grade-level intervention groups.

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. In every domain we saw a decrease in students who were experiencing severe difficulty and some difficulty. Naturally, this means that the number of students who moved into the Appropriate Development range increased across the board.

This increase is due to many factors:

1. HPSD has full time Kindergarten
2. Literacy Framework is becoming increasingly culturalized
3. Serious Numeracy Frameworks has been implemented

These supports, along with an incredibly strong Kindergarten team has yielded many, many positive results for kids in our Kindergarten program.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	Intermediate	Maintained	Acceptable	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	Intermediate	Maintained	Acceptable	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	Low	Maintained	Issue	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	Intermediate	Maintained	Acceptable	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

COMMENTS

The quality of education of measure has been maintained for all stakeholders. HPSD is 85.2 overall where the Province is 87.6. We are hoping to improve this measure this year. Projects like our literacy project and renewed focus on systemic phonics instruction should help see further increases in this domain.

Additionally, Division focus still is centered on assessment, and as we continue to explore best practices in the assessment of and the assessment for learning, we feel this will continue to move the direction of this domain upwards.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

In the 2023-24 school year, we worked with our administration team to provide the following:

- Indigenous Education PD,
- LQS, Professional Growth Plans, Supervision/Evaluation,
- Coaching scenarios on:
 - instructional coaching,
 - collecting data, and
 - difficult conversations.
- Mission and vision statements,
- Building your team and keeping it healthy (school culture and staff mentorship),
- Collaborative response models with 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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

COMMENTS

As this domain shows, we have maintained satisfaction rates across the board. These supports would include access to wellness workers, access to psychological services, and individual tutoring/help that is provided by teachers. HPSP will continue to provide these services and continually looks at ways that cost-effective and sustainable programs can be implemented in order to provide optimal supplementary services for students.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	182	95.7	177	94.4	160	90.7	189	92.5	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

COMMENTS

Analysis of this shows that overall, we are approximately 3% lower than the Province. Unfortunately, at this time, our parents are the stakeholder group that seems to feel the most strongly that we could improve on providing a better Welcoming, Caring, Respectful and Safe Learning Environment.

Of further note, we did see a small increase from the previous year with students having an increased sense of a WCRSL environments. Slight increase on behalf of the parents as well.

It is our Division's hope that continued focus on character education and by providing enhanced access to psychological and counselling services, will positively impact this domain.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

Character Education

Character Education is based on HPSD efforts to create and promote safe and caring schools through intentional instruction of each schools'/communities' core values. The primary purpose of character education is to create a climate where students feel connected to the school and supported by their teachers and other school staff. CE includes a broad range of concepts such as positive school culture, just communities, caring school communities, social-emotional learning, civic education, and service-learning. The aim is to promote the intellectual, social, emotional, and ethical development of our students, thus promoting school climates where students feel connected and supported by everyone in the school community. Quality CE should create a culture of character that supports and challenges students and adults to strive for excellence. Each school's CE is routinely reviewed and updated through intentional refocusing activities to ensure it aligns with current school/community values.

Inclusion – Continuum of Supports

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

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

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

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

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

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

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

ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	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	%
Overall	370	83.7	272	77.6	272	75.8	256	77.8	376	78.5	Intermediate	Maintained	Acceptable	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	177	77.4	90	68.5	95	69.5	98	68.4	187	72.6	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	193	90.0	182	86.7	177	82.2	158	87.3	189	84.4	Low	Maintained	Issue	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

COMMENTS

The results in this domain show a dichotomous split in beliefs between parents and teachers as to parental involvement with their children and decisions surrounding their education. At present, there is a -1% difference between HPSPD and the Province.

At HPSPD, as we revamp our community consultation process, and as we involve more and more parents and staff in providing stakeholder feedback, it would be our hope that this domain will be positively impacted.

ASSURANCE DOMAIN: GOVERNANCE - LOCAL COMPONENT

SUMMARY OF FINANCIAL RESULTS

High Prairie School Division realized a deficit for the 2023-24 school year of \$668,172.

Overall, the revenue percentages and sources of revenue remain fairly consistent year over year. In the 2023-24 school year, Alberta Education remains the largest funder of the Division, funding at 89% of our operations. Federal support is the second-largest contributor, funding 8.77%.

Payroll continues to be the largest expense incurred by the Division, at nearly 77%. Certified staff account for 48% of overall expenses, and non-certified staff account for 28%. Services, Supplies and Contracts account for nearly 18%, and finally, amortization accounts for 5% of expenses.

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 2023-24](#) school year or from the school Principal.

FINANCIAL INFORMATION

If more detailed financial information is required, please contact Mrs. 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 2023-24](#) school year and/or a copy of the 2023-24 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 13 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 update the Division's mission statement, vision statement, and core values. The Board of Trustees also hosted a virtual Council of School Council meeting.

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 2023-24 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					Measure Evaluation			Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	252	246	263	250	271	n/a	n/a	n/a	45,354	46,245	47,675	48,340	49,297
% Writing 0 Exams	32.7	n/a	n/a	44.3	33.0	Very High	n/a	n/a	13.9	n/a	n/a	20.9	14.4
% Writing 1+ Exams	67.3	n/a	n/a	55.7	67.0	Very Low	n/a	n/a	86.1	n/a	n/a	79.1	85.6
% Writing 2+ Exams	63.3	n/a	n/a	34.6	60.7	Very Low	n/a	n/a	83.3	n/a	n/a	54.4	82.5
% Writing 3+ Exams	43.9	n/a	n/a	11.0	36.9	Very Low	n/a	n/a	67.1	n/a	n/a	20.0	64.7
% Writing 4+ Exams	33.9	n/a	n/a	0.8	28.3	Very Low	n/a	n/a	56.6	n/a	n/a	3.5	52.7
% Writing 5+ Exams	16.9	n/a	n/a	0.0	16.4	Very Low	n/a	n/a	38.3	n/a	n/a	0.5	31.6
% Writing 6+ Exams	4.4	n/a	n/a	0.0	6.7	Low	n/a	n/a	13.7	n/a	n/a	0.0	8.4

COMMENTS

The number of students who write 4 or more exams at the end of three years is almost half that of the province. For HPSPD, this will be an area of focus and consideration for the next few years. As a means of addressing this issue, the Division has looked at how schools are timetabling, have come up with a policy regarding the amount of spares a student can take in high school, and are increasing career coaches hours in order to meet with all students twice a year.

Post-secondary planning will continue with career coaches and course selections and pathways will be discussed in grade 9 and upwards. We hope, along with good teaching, we will be able help kids finish the requirements for graduation within the 3 years of starting high school.

Drop Out Rate – Measure Details

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

	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	Low	Maintained	Issue	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Returning Rate	66	13.5	69	15.8	62	19.0	91	18.3	90	16.9	n/a	n/a	n/a	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6

COMMENTS

Our dropout rate remains stable, however over 5% higher than the province overall. We are addressing this issue in two ways:

1. The measures outlined in the previous measure where career coaches are working with students on courses, appropriate pathways for their education plan and working with myBlueprint. Further, we continue to support our dual credit programming, work experience programs and registered apprenticeship programming.
2. Further, HPSPD is exploring a collegiate program specifically designed for trades, educational assistants and other trades/professions in hopes of engaging students further and better preparing them for the world of work.

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									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	Very Low	Maintained	Concern	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	Very Low	Maintained	Concern	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

COMMENTS

Although this domain has maintained a very low level of performance, it should be noted that we made significant progress this past year. We moved the needle by 7.6%.

In a large part, this improvement is attributable to how we changed and morphed for true change in how we offer PD (offering choice amongst many different topics), limiting after school PD which is voluntary and directly looking at what Teachers want. Coupled with this, for the first time ever, we have added self-directed PD so that Teachers may find themselves conducting their own professional learning in an autonomous manner

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													Province									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	367	73.2	265	76.9	269	79.5	251	78.8	363	78.0	High	Maintained	Good	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	174	62.7	84	63.9	94	69.3	95	69.1	177	67.2	High	Maintained	Good	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	193	83.6	181	89.8	175	89.7	156	88.5	186	88.8	High	Maintained	Good	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

COMMENTS

Why does the Division continue to perform well in this domain? There are many strategies that the Division employs in order to ensure that students are learning the skills needed for lifelong learning. Examples of this would be: Dual Credit programming, the ability to take specialized courses through our partnerships with other school divisions. Additionally, opportunities for RAP (registered apprenticeship programs) only help create the belief we adequately prepare students.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	Very High	Improved	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	Very High	Maintained	Excellent	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

COMMENTS

This is an area where our Division continues to excel. In most areas, we see that we have maintained and it is due to multiple programs our students can enter: We are pleased that we started a fine arts program in Slave Lake and this has been immensely popular with our Junior and Senior High students.

The same goes for High Prairie. where we have a dedicated music program for our Elementary and Junior High students. We recently hired a teacher who will be looking at expanding the Fine Arts program into the senior high school at E.W. Pratt in High Prairie.

As usual, G.P. Vanier in Donnelly continues to have a vibrant and well-subscribed music and band program.

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													Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,084	86.3	876	83.4	992	84.2	993	81.6	1,197	81.8	Low	Maintained	Issue	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	177	78.5	90	72.1	96	78.1	98	72.5	187	70.9	Low	Maintained	Issue	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	714	85.5	604	84.1	719	81.6	735	81.0	821	81.1	Intermediate	Maintained	Acceptable	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	193	95.0	182	93.9	177	92.8	160	91.4	189	93.4	Intermediate	Maintained	Acceptable	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

COMMENTS

High Prairie School Division has taken active steps in looking at how we can improve in this domain. Some of the items that we have tackled are: 1. The creation of the RISE program and the Interactions program has provided much-needed support for parents with children with special needs. These programs are helping some of our students who have the greatest barriers to learning. There is a dedicated classroom teacher with 3 EA's in these two classrooms. Further, HPSD has restructured its Psychological Services Department. We are pleased to tell you that we are performing more Ed Psych tests, family counselling, and personal counselling sessions. Further we had added the position of Director of Mental Health Services.

SUPPLEMENTAL MEASURES

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority													Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	368	48.9	307	45.9	305	48.5	296	51.7	302	48.3	Low	Maintained	Issue	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7

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			
2019	368	153		41.6		135		36.7		75		20.4		180		48.9			
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			

COMMENTS

As the Division works towards improving its 3 and 5-year transition rates, it is our hope that we will increase our Rutherford Eligibility Rate. As school timetabling becomes more streamlined, which will allow for better sequencing of courses, and coupling this with increasing our career coaches hours, we know more students will be seeing one-on-one counselling and support in regards to academic planning, credit recovery, and academic pathways to post-secondary.

Our goal is to increase this domain by 10% in the upcoming academic 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									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	High	Maintained	Good	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	Intermediate	Maintained	Acceptable	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	High	Maintained	Good	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	Intermediate	Maintained	Acceptable	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

COMMENTS

Overall, the Division is pleased with the performance in this domain. HPSPD invests a lot of time and resources into creating a safe and caring environment. To start, we have a comprehensive wellness team that works with students and administrators to make safe and socially welcoming environments within our schools. Additionally, we have partnered with HFCRD on a mental health and wellness project that adds further support to certain 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													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	%
Overall	1,081	83.2	870	81.0	986	83.7	991	78.8	1,193	82.2	High	Maintained	Good	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	173	74.1	87	71.1	93	79.6	96	73.8	185	76.1	Very High	Maintained	Excellent	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	714	84.6	601	85.2	716	84.1	736	83.2	819	86.0	High	Improved	Good	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	194	90.8	182	86.7	177	87.5	159	79.3	189	84.4	Intermediate	Maintained	Acceptable	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

COMMENTS

High Prairie School Division remains committed to providing a broad range of programs and services to our students and community. Examples include Dual Credit programming, RAP programming, and our Land-Based Learning programming.

Additionally, we have added specialized programming such as the Interactions classroom and the RISE classroom. In tandem, the Division has restructured Learning Services and is adding a wider variety of interventions that support students with greater needs.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	High	Improved Significantly	Good	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	High	Improved Significantly	Good	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	Intermediate	Improved	Good	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	Very High	Improved	Excellent	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

COMMENTS

As a Division, we are proud of this year's results regarding School Improvement. Our Board of Trustees has committed to transparency in its dealing with the public and all stakeholders. This was evidenced in the Board's dedicated community consultation sessions, where they reached a record number of stakeholders.

Further, this past year, Central Services was restructured to realize as many efficiencies as possible and to be able to reallocate funds back to schools and to classrooms.

Finally, the creation of our literacy and Numeracy Frameworks have become pivotal documents in guiding and focusing school staff on the tasks of promoting Literacy and Numeracy. We look forward to seeing how both frameworks will inform and guide best practices across the Division.

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
4 Year Rate	261	38.0	250	36.0	246	33.7	265	25.1	250	28.9	Low	Maintained	Issue	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2		
6 Year Rate	282	53.5	250	48.2	265	47.7	250	49.3	245	40.7	Low	Declined	Issue	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7		

COMMENTS

Transition rates have been historically low for High Prairie School Division. In relation to previous commentaries, I would like to highlight that with the Division refocusing time and resources with our career coaches, we hope we will see modest increases in this domain. Further, as we continue to develop partnerships with post-secondary institutions, we hope more diverse programming will encourage students to explore traditional and non-traditional post-secondary opportunities.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	359	80.3	261	80.7	266	82.5	241	79.5	354	81.4	High	Maintained	Good	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1		
Parent	169	71.6	82	65.9	92	70.7	90	68.9	170	69.4	High	Maintained	Good	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0		
Teacher	190	88.9	179	95.5	174	94.3	151	90.1	184	93.5	High	Maintained	Good	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3		

COMMENTS

HPSD spends considerable time and resources on programming outside the traditional core stream. We are pleased with these results and it is our goal to maintain in this area knowing that we are preparing today's students for tomorrow.