

E.W. PRATT HIGH SCHOOL 2023-24 AERR



Mission

E.W. Pratt High School strives to prepare students who will:

- Honour and respect First Nations, Metis and Inuit culture and traditions
- Demonstrate leadership in civic, social and environmental concerns
- Engage in 21st century learning
- Balance academic, athletic and creative endeavours
- Progress in a positive and focused school environment
- Develop and have respect for self and others
- Advocate for their diverse learning needs
- Demonstrate a commitment to lifelong learning
- Develop career awareness to make informed decisions
- Demonstrate social and emotional awareness and competence

Vision

E.W. Pratt High School provides a caring educational climate which challenges and inspires students towards fulfilling their personal aspirations in becoming responsible and productive members of society.

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MESSAGE FROM THE PRINCIPAL

At E.W. Pratt High School, we are committed to creating a joyful and dynamic teaching and learning environment where students are not only engaged and inspired but also encouraged to explore and develop their unique strengths and talents. Our goal is to foster a culture of academic excellence, personal growth, and a strong sense of community, empowering students to take ownership of their learning, build self-confidence, and acquire the skills necessary to succeed academically, socially, and emotionally.

For preparing students for success in post-secondary education, careers, and beyond, E.W. Pratt High School offers a diverse range of academic programs, extracurricular activities, and support services that meet the varied needs and interests of our students. Our dedicated staff takes pride in cultivating a sense of unity and belonging, working diligently to ensure that every student feels valued and connected within a supportive, inclusive school environment. We believe in nurturing not only intellectual growth but also the emotional and social development of each student.

Our teachers are passionate about their craft, providing a well-rounded education that encourages critical thinking, creativity, and leadership. Whether through rigorous coursework, athletic programs, the arts, or community service opportunities, we encourage students to explore their passions, discover new interests, and develop the skills needed to navigate and thrive in an increasingly complex world.

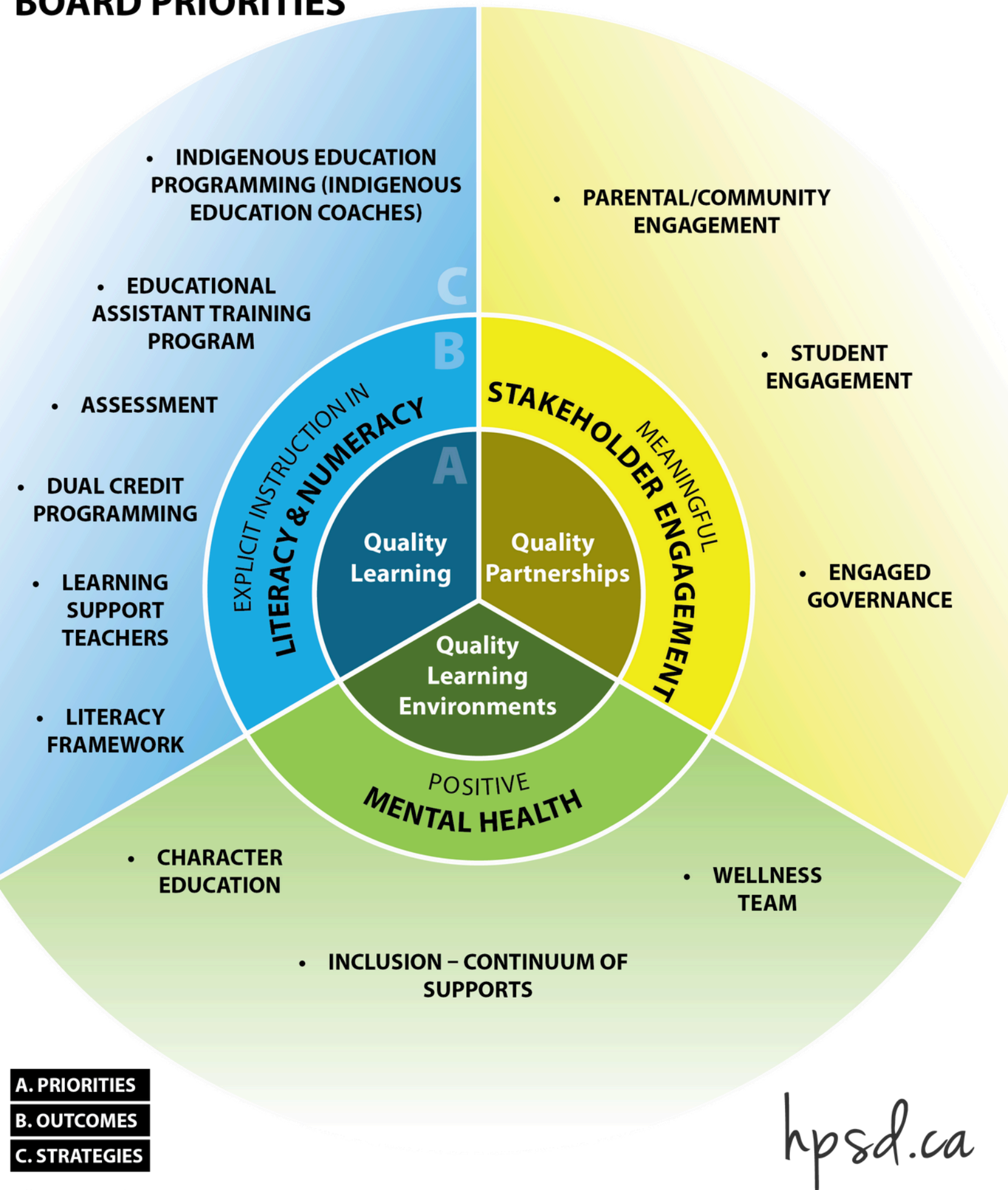
Through collaborative activities, team-building, and a commitment to open communication, we strive to foster a school culture that embraces diversity and encourages students from various backgrounds to come together, share their perspectives, and grow as one cohesive community. Our emphasis on mutual respect and strong relationships helps our students develop a sense of responsibility, empathy, and care for one another, which are values that strengthen the bond within our school and create a positive, supportive atmosphere for all.

At E.W. Pratt High School, we are a community of learners, educators, and families committed to respect, appreciation, inclusivity, and excellence. Every student's journey is celebrated, and every achievement, big or small, is valued. Together, we work to ensure that each student is equipped with the tools, confidence, and support they need to succeed both inside and outside the classroom and that they leave our school ready to embrace the opportunities and challenges of the future.

A handwritten signature in dark ink, appearing to read 'H. Bouakir', with a stylized flourish at the end.

Hassan Bouakir, Principal

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



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

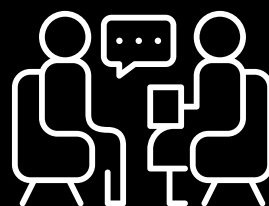
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

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.



301
SURVEY
RESPONSES



13
ENGAGEMENT
SESSIONS

ABOUT US

E.W. Pratt High School is a key educational institution within the High Prairie School Division, located in the town of High Prairie, Alberta, in Big Lakes County. Situated at the crossroads of Highway 2 and Highway 749, the school is approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake. This central location allows our school to serve as a hub for students from eight different communities across the surrounding region.

Our school offers a comprehensive academic program complemented by an extensive range of elective courses and extracurricular activities, providing students with opportunities to explore their interests and develop their skills. With a student population of around 280 students, we aim to provide a supportive and personalized learning environment where each student can thrive academically, socially, and emotionally.

Beyond the classroom, students at E.W. Pratt have access to a wide array of community amenities that enhance their learning and recreational experiences. These include an indoor pool, curling rink, skating rink, bowling alley (located in nearby Enilda), a greenhouse, JC Park, and the Agriculture Centre. These facilities offer students numerous opportunities for physical activity, community engagement, and hands-on learning, particularly in areas such as agriculture and recreation. Through these resources, our school is deeply connected to the community, enriching the educational experience and fostering a sense of belonging for all students.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	E W Pratt High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.5	86.1	86.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	68.1	71.0	72.9	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	40.0	49.8	55.8	80.4	80.7	82.4	Very Low	Declined Significantly	Concern
	5-year High School Completion	56.6	71.0	65.4	88.1	88.6	87.3	Very Low	Declined	Concern
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	61.6	63.2	63.2	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	6.4	7.4	7.4	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	78.3	83.6	85.4	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.0	79.6	83.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.4	77.4	82.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	67.3	83.7	76.3	79.5	79.1	78.9	Very Low	Maintained	Concern

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.

	School										Measure Evaluation			Authority								Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	31	75.7	83	86.3	77	86.1	99	84.5	n/a	Maintained	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	1,196	81.8	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	8	62.5	6	100.0	4	*	9	88.5	n/a	Maintained	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	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	7	75.0	61	73.5	67	72.3	74	71.3	n/a	Maintained	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	820	67.0	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	16	89.6	16	85.4	10	100.0	16	93.8	n/a	Maintained	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	189	95.2	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

COMMENTS

The data indicates that our school's overall learning engagement (84.5%) is higher than the provincial average of (83.7%), and we have successfully maintained this improvement over time. This positive data reflects our school's commitment to fostering an engaging learning environment. Moving forward, we are focused on increasing parental participation in our surveys by using a variety of communication channels to encourage more responses and keep parents informed about school activities. Our school also offers Dual Credit courses and the RAP Program. Furthermore, the school is expanding awareness of potential programs in areas like Forestry, Green Certificates, and Agriculture through targeted presentations and outreach. These programs not only provide students with valuable skills but also align with their interests and career aspirations, further enhancing their engagement in school. Furthermore, the data shows an encouraging increase in teacher responses to surveys over the last three years, which is indicative of the growing sense of engagement and commitment among our teaching staff. Student learning engagement remains a core focus as teachers continue to implement the Universal Design for Learning (UDL) framework and other strategies aimed at increasing student involvement. This includes offering a broader range of choices and options that align with students' interests, ensuring that all learners are motivated and actively participating in their education.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	107	76.9	31	81.3	83	74.8	77	71.0	99	68.1	Low	Maintained	Issue	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	26	69.9	8	65.0	6	83.3	4	*	9	62.2	Low	Maintained	Issue	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.3	33,217	78.7
Student	65	69.7	7	87.9	61	59.8	67	56.0	74	58.4	Low	Maintained	Issue	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	16	91.3	16	90.9	16	81.3	10	86.0	16	83.8	Low	Maintained	Issue	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

COMMENTS

The data indicates that active citizenship at our school is currently lower than both the division and provincial averages. To address this gap, our focus is on promoting a wide range of citizenship-building activities that encourage students to take on leadership roles, engage with their peers, and contribute to the broader community. These activities include leading clubs, organizing events, participating in mentorship and peer support programs, and taking part in initiatives such as student-led radio broadcasts, TED Talks, student challenges, competitions, and various wellness activities.

By offering these diverse and meaningful learning experiences, we aim to help students not only develop leadership skills but also gain a deeper sense of responsibility and connection to their school and community. These opportunities enable students to become active citizens who are not only informed about the world around them but are also motivated to take action to create positive change. Through increased engagement in these activities, we aim at E.W. Pratt to foster a school culture where students feel empowered to contribute, collaborate, and commit to being proactive, thoughtful, and responsible citizens in their communities.

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.

	School										Measure Evaluation												Authority												Province											
	2019		2020		2021		2022		2023					2019			2020			2021			2022			2023			2019		2020		2021		2022		2023									
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%											
3 Year Completion	90	50.6	88	64.2	82	53.2	90	49.8	86	40.0	Very Low	Declined Significantly	Concern	252	60.1	246	60.8	263	61.3	250	55.3	271	56.3	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4													
4 Year Completion	75	55.3	89	65.1	88	70.8	83	55.1	90	58.4	Very Low	Maintained	Concern	261	70.8	250	69.1	246	66.4	265	63.3	250	64.8	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1													
5 Year Completion	81	60.0	76	58.9	89	66.3	87	71.0	83	56.6	Very Low	Declined	Concern	249	71.1	265	73.0	250	70.8	245	68.7	265	64.9	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1													

COMMENTS

The data indicates that many of our students face significant challenges in completing their high school education within the typical three-year window. Several factors contribute to this struggle, including the long distances some students must travel to attend school; many of our feeder schools are located 1 to 1 ½ hours away, making consistent attendance more difficult. In addition, with five different feeder schools, our incoming students arrive with varying levels of academic preparation, and some may not be fully ready to meet the high school expectations. Furthermore, many of our students come from families where transportation is a barrier; parents or guardians are often unable to drive their children into High Prairie when they miss the bus or if the bus is not running. As a result, irregular attendance becomes a major issue, causing students to fall behind quickly and struggle to catch up. The economic challenges faced by many of our families also have a significant impact on high school completion. Some of the strategies we are focusing on this year are an early intervention and support approach by identifying at-risk students early based on their academic performance, attendance, and behaviour. We have been meeting with such students and their parents to get home to collaborate with the school to support these students. This proactive initiative allows for timely intervention, such as providing academic support and counselling. Furthermore, we are focusing on engaging families and communities through holding regular parent-teacher conferences, holding parents nights for different grade levels to familiarize parents with the high school system and graduation requirements, and also creating community partnerships by organizing career showcases and inviting local organizations, businesses and higher education institutions to offer career exploration programs and internships, which can help students with their parents explore different career options, understand the educational requirements for various fields, and connect their education with future job opportunities. Another focus this year is to promote a positive and supportive school climate and encourage participation in sports and leadership opportunities to build student engagement. We are also working with our Career Coaches to meet with students and discuss available scholarship opportunities. Finally, the school is prioritizing regular communication with parents about their children's attendance and offering guidance on the learning support available to help them succeed.

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	School	n/a	n/a	n/a	n/a	44.4	0.0	75.0	0.0	84.0	4.0	81.5	2.3	85	5
	Authority	n/a	n/a	n/a	n/a	64.5	3.2	74.2	1.0	77.9	2.6				
	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	School	n/a	n/a	n/a	n/a	60.0	0.0	87.1	3.2	78.6	17.9	88.8	3.7	88	15
	Authority	n/a	n/a	n/a	n/a	78.4	2.7	87.0	3.7	84.8	11.4				
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9				
Mathematics 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	13.3	0.0	20.0	6.7	30.0	3.0	25	6
	Authority	n/a	n/a	n/a	n/a	38.1	0.0	44.4	6.7	23.4	4.3				
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9				
Mathematics 30-2	School	n/a	n/a	n/a	n/a	20.0	0.0	14.3	0.0	15.4	0.0	30.0	3.0	16	1
	Authority	n/a	n/a	n/a	n/a	27.1	0.0	45.1	3.9	43.9	2.4				
	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	School	n/a	n/a	n/a	n/a	72.2	5.6	56.3	0.0	88.2	17.6	69.7	3.0	88	20
	Authority	n/a	n/a	n/a	n/a	66.7	8.3	72.9	11.9	77.9	8.8				
	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	School	n/a	n/a	n/a	n/a	53.3	0.0	73.5	5.9	75.0	0.0	79.9	8.65	75	2
	Authority	n/a	n/a	n/a	n/a	62.5	3.6	73.3	2.6	74.8	4.1				
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7				
Biology 30	School	n/a	n/a	n/a	n/a	n/a	n/a	72.7	36.4	36.4	0.0	79.4	39.4	40	2
	Authority	n/a	n/a	n/a	n/a	71.1	17.8	54.9	11.0	62.2	10.0				
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7				
Chemistry 30	School	n/a	n/a	n/a	n/a	58.8	5.9	63.6	18.2	35.7	7.1	69.5	21.8	40	9
	Authority	n/a	n/a	n/a	n/a	61.8	17.6	65.4	19.2	45.5	3.6				
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0				
Physics 30	School	n/a	n/a	n/a	n/a	75.0	0.0	50.0	0.0	*	*	71.8	3.0	50	2
	Authority	n/a	n/a	n/a	n/a	53.1	3.1	63.6	9.1	55.0	10.0				
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1				
Science 30	School	n/a	n/a	n/a	n/a	77.8	0.0	57.1	14.3	58.3	0.0	77.7	14.7	60	2
	Authority	n/a	n/a	n/a	n/a	77.8	0.0	57.1	14.3	50.0	0.0				
	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

Diploma Examination Results Course By Course Summary With Measure Evaluation

		E W Pratt High School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	25	84.0	32	75.0	33,001	84.2	31,493	83.7
	Standard of Excellence	Low	Improved	Acceptable	25	4.0	32	0.0	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Acceptable Standard	Very Low	Maintained	Concern	28	78.6	31	87.1	19,219	85.7	17,112	86.2
	Standard of Excellence	High	Improved	Good	28	17.9	31	3.2	19,219	12.9	17,112	12.7
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	15	20.0	15	13.3	21,035	75.4	19,763	70.8
	Standard of Excellence	n/a	Improved	n/a	15	6.7	15	0.0	21,035	34.9	19,763	29.0
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	13	15.4	14	14.3	15,676	70.9	14,418	71.1
	Standard of Excellence	n/a	Maintained	n/a	13	0.0	14	0.0	15,676	15.4	14,418	15.2
Social Studies 30-1	Acceptable Standard	High	Improved Significantly	Good	17	88.2	16	56.3	25,167	85.2	24,023	83.5
	Standard of Excellence	High	Improved	Good	17	17.6	16	0.0	25,167	18.7	24,023	15.9
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	32	75.0	34	73.5	23,985	77.6	21,045	78.1
	Standard of Excellence	Very Low	Declined	Concern	32	0.0	34	5.9	23,985	12.7	21,045	12.3
Biology 30	Acceptable Standard	Very Low	Declined Significantly	Concern	11	36.4	22	72.7	24,414	83.1	23,270	82.7
	Standard of Excellence	Very Low	Declined Significantly	Concern	11	0.0	22	36.4	24,414	33.7	23,270	32.8
Chemistry 30	Acceptable Standard	Very Low	Declined	Concern	14	35.7	11	63.6	19,955	82.9	18,364	80.5
	Standard of Excellence	Very Low	Maintained	Concern	14	7.1	11	18.2	19,955	38.0	18,364	37.0
Physics 30	Acceptable Standard	*	*	*	5	*	8	50.0	9,955	85.1	9,241	82.3
	Standard of Excellence	*	*	*	5	*	8	0.0	9,955	43.1	9,241	39.9
Science 30	Acceptable Standard	Very Low	Maintained	Concern	12	58.3	7	57.1	8,439	81.3	8,007	79.4
	Standard of Excellence	Low	Declined	Issue	12	0.0	7	14.3	8,439	24.6	8,007	23.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

COMMENTS

Despite concerns in the science subjects, diploma examination results indicate an overall improvement in English, Math, and Social Studies. This positive data can be attributed to a variety of factors, including student study habits, classroom engagement, emotional well-being, and the development of effective test-taking strategies. While many factors contribute to academic performance, these subjects have shown notable progress.

A key component of our strategy for continued improvement is the involvement of several of our teachers in marking Diploma exams. This experience provides them with valuable insights, experiential knowledge, and skills that they can bring back to the classroom. It enhances their ability to effectively prepare students for the diploma exams, offering a deeper understanding of the assessment process and what is required for student success. Following these results, we held discussions to address several key areas, particularly the impact of attendance on student learning and preparation for diploma exams. We recognize that irregular attendance can hinder students' ability to grasp important concepts and adequately prepare for these critical assessments. Additionally, we reviewed discrepancy reports to identify any gaps in student performance and to explore ways to address these challenges.

One significant step we are considering is the potential restoration of Diploma preparation classes, which could provide targeted support and help students develop the skills and knowledge necessary to excel in their exams, especially the science subjects. These focused classes could serve as a valuable resource for boosting student readiness, reinforcing key concepts, and ultimately improving overall performance. Moreover, teachers can review core concepts to ensure students have a solid understanding of fundamental concepts for science classes. In addition, giving our students access to past diploma exams and sample questions can familiarize them with the format, question types, and exam timing, which helps reduce test anxiety. Also, creating mock exams can help students practice time management and prepare them for the pressure of the actual test. Another strategy is for teachers to use flipped classrooms where students learn new content at home (through videos, readings, etc.) and use class time for active discussions, problem-solving, and applying concepts. Additionally, having focused review sessions where common areas of difficulty are identified in biology, chemistry and physics, and the teacher therefore provides focused review sessions targeting these topics. Another focus is adding more emphasis on differentiated instruction to meet the needs of diverse learners, which can provide additional support to our students who struggle with specific concepts while challenging advanced students with more complex problems. Finally, more emphasis on formative assessment can help our teachers gauge students' understanding and adjust instruction accordingly to address gaps in learning and, therefore, improve results in science subjects.

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		Enrollment Total	Fall		Enrollment Total	Fall		Spring	
				%	#		%	#		%	#		%	#		%	#	%	#
MIPI	Grade 10	Requires Attention	92	62.5	10	77	91.7	11	82	74.2	23	102	86.5	64	88	89.9	71	ND	ND
		May Require Attention		25.0	4		8.3	1		25.8	8		13.5	10		5.1	4	ND	ND
		Does Not Require Attention		12.5	2		0.0	0		0.0	0		0.0	0		5.1	4	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	
		Approaching Expectations	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	
	Grade 12	Not Yet Meeting Grade Expectations	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	
		Meeting Expectations	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																			

COMMENTS

The scoring criteria for numeracy assessments was set very high, with a requirement of 90% to avoid requiring attention. However, student performance in numeracy is generally lower than expected for their grade level. The validity of these results is questionable, as the seriousness with which students approach the test can be influenced by several factors. It is challenging to motivate students to engage with the assessment when it is not tied to a grade, and this issue is compounded by frequent attendance challenges. Without the immediate incentive of a grade, students may not prioritize the test, which raises concerns about the reliability of the results. Moreover, numeracy standardized test results do not always reflect students' true academic abilities, especially when compared to their classroom performance. If we assume the data is valid and students took the tests seriously, the low numeracy achievement could stem from gaps in foundational concepts from earlier grades that were not mastered, making it more difficult for students to grasp more complex ideas as they progress. These gaps in understanding often become more evident in higher grades when the material builds on earlier skills. To address this, there needs to be a stronger emphasis on language and literacy skills, as these are closely linked to numeracy. Consistent practice in earlier grades is crucial, as it helps students build both confidence in their ability to solve math problems and fluency in the foundational skills necessary for success in higher-level numeracy tasks.

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

Literacy Data			2019-20 ¹					2020-21 ¹					2021-22 ¹					2022-23					2023-24						
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring			
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#				
OCA RCAT	Grade 10	Limited	92	87.0	40	ND	ND	77	64.8	35	79.1	34	82	56.4	31	50.0	25	102	61.8	47	23.5	4	88	48.6	17	80.0	32		
		Acceptable		13.0	6	ND	ND		35.2	19	20.9	9		43.6	24	50.0	25		38.2	29	64.7	11		51.4	18	20.0	8		
		Excellence		0.0	0	ND	ND		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0				
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	85	50.0	4	ND	ND	94	65.1	54	ND	38		
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		37.5	3	ND	ND		32.5	27	ND	11							
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		12.5	1	ND	ND		2.4	2	ND	1							
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	109	ND	ND	ND	ND	108	ND	30	ND	45		
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	11	ND	4							
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	0	ND		0					
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications. ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																										

COMMENTS

Literacy rates at our school are currently below expectations. While standardized literacy test results provide some insights, they do not fully capture the breadth of our students' abilities, as a single test cannot accurately measure the full range of a student's knowledge or skills. Nevertheless, this data remains important as it helps us identify areas for improvement. The low scores can be attributed to various factors related to our student body, including challenges in foundational literacy skills. Many students struggle with critical analysis, which is essential for interpreting and responding to complex texts. In addition, there is a gap in their understanding of literary terms and other core concepts, which limits their ability to engage fully with texts and assessments. We are actively addressing these challenges by incorporating targeted practice of these skills into our three-year program. While we are making progress, we face challenges in fully addressing literacy gaps within the constraints of time and curricular expectations. The pressure to meet the diverse needs of students within a limited timeframe makes it difficult to dedicate as much focus to literacy development as we would like.

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority												Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	107	87.0	31	82.5	83	87.2	77	83.6	99	78.3	Very Low	Declined	Concern	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6				
Parent	26	81.8	8	77.1	6	91.7	4	*	9	71.2	Low	Maintained	Issue	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8				
Student	65	87.6	7	90.2	61	82.7	67	77.2	74	78.4	Very Low	Maintained	Concern	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9				
Teacher	16	91.5	16	80.2	16	87.4	10	90.0	16	85.4	Very Low	Maintained	Concern	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9				

COMMENTS

The data reveals that our overall satisfaction rate has declined compared to the previous year and is lower than both the division and provincial averages. This decrease in satisfaction is coupled with a notable lack of parental engagement, as only 9 parents completed the survey. Despite this, students' ratings of the quality of education have shown a positive increase of 1.2% compared to 2023, which reflects the continued efforts to enhance the educational experience for our students. At E.W. Pratt High School, we are committed to providing high-quality education for all students, ensuring that they have access to a broad range of learning opportunities, even beyond traditional classroom offerings. In addition to in-class learning, students have the opportunity to engage with CTS (Career and Technology Studies) courses, dual-credit courses in partnership with universities across the province, and online courses offered through Golden Hills. These diverse learning options allow students to tailor their education to their interests and career aspirations. To promote greater transparency and raise awareness of what is being taught in the classroom, we are focusing on improving communication with parents about their children's learning progress. One such initiative includes sending out a weekly letter to parents detailing what students are learning, upcoming assessments and events, and extracurricular activities. This initiative is designed to keep parents informed and involved in their child's academic journey. Some of the other strategies we are focusing on this year are an early intervention and support approach by identifying at-risk students early based on their academic performance, attendance, and behaviour. We have been meeting with such students and their parents to get home to collaborate with the school to support these students. This proactive initiative allows for timely intervention, such as providing academic support and counselling. Furthermore, we are focusing on engaging families and communities through holding regular parent-teacher conferences, holding parents nights for different grade levels to familiarize parents with the high school system and graduation requirements, and also creating community partnerships by organizing career showcases and inviting local organizations, businesses and higher education institutions to offer career exploration programs and internships, which can help students with their parents explore different career options, understand the educational requirements for various fields, and connect their education with future job opportunities. Another focus this year is to promote a positive and supportive school climate and encourage participation in sports and leadership opportunities to build student engagement. We are also working with our Career Coaches to meet with students and discuss available scholarship opportunities. Our ongoing priority is to continue increasing awareness of the core values and goals of our school. We aim to highlight the importance of basic education and the holistic development of students while fostering a school culture that reflects these values. Furthermore, we are dedicated to improving parental communication and involvement, with a particular focus on increasing participation in our school community.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

Professional learning

At E.W. Pratt High School, the focus has been on communicating a shared vision for teaching and learning under the Teaching Quality Standard. The vision has been focused on improving both instructional quality, student outcomes, and school-home communication.

- We regularly engage in discussions about the school's goals and instructional priorities.
- Teachers have been supported in setting their Professional Growth Plans and have been encouraged to participate in decision-making processes around professional learning topics and initiatives. Because a clear and shared vision creates a unified focus for professional development, ensuring that our teachers are working toward common objectives, which can only strengthen our E.W. Pratt school-wide instructional practices.
- The focus has been, too, on enhancing our teachers' skills, knowledge, and practices through continuous development opportunities. This includes meetings of collaborative learning with other schools in the division, in-school professional development, and peer learning groups. Professional learning can address specific needs, such as curriculum updates, teaching strategies, or leadership skills.
- The High Prairie School Division has been providing professional development, mentorship, and collaborative learning communities opportunities to administrators and teachers. These avenues can nurture the teaching and learning quality standards. They can also increase collaboration and sharing of resources among our school staff and colleagues within the division.

Supervision

At E.W. Pratt High School, the supervision of the teaching and learning is a priority to ensure quality education is implemented according to the Teaching Quality Standard. This can result in increasing teacher reflection and self-awareness, leading to improved instructional practices, clear alignment between teaching practices and our discussed school-wide goals or standards, stronger teacher-student relationships as teachers receive support in enhancing their classroom environments, and finally, more consistent and effective teaching across our school.

- Conduct Classroom Observations: The Principal and Vice Principal regularly conduct non-evaluative observations to understand teaching practices, offer feedback, and engage in reflective dialogue with teachers afterwards and sometimes with students and what they work on.
- Provide Feedback: We regularly provide timely feedback to teachers based on classroom observations, focusing on the teachers' strengths and areas for improvement.
- Provide Supportive Coaching: based on classroom observation, we offer individualized support to help teachers develop their skills in areas such as classroom management, instructional strategies, and content delivery.

Evaluation

As the direct supervisor at E.W. Pratt High School, the Principal evaluates teachers based on the Teaching Quality Standard (TQS). The evaluation supports our teachers' professional growth, ensures accountability, and improves student outcomes. The evaluation process is based on the Teaching Quality Standard (TQS), which outlines clear competencies for teachers, including professional knowledge, practice, leadership, and ethical conduct.

- Goal Setting and Professional Growth Plans: Our teachers are supported to set goals aligned with their development and our school objectives.
- Formal Classroom Observations: Teachers get notified about their evaluation, and a date and time is mutually agreed on to attend a lesson and assess instructional practices based on the Teaching Quality Standard competencies. Clear standards and continuous evaluation ensure that all of our teachers at E.W. Pratt meet professional expectations and provide a high-quality education to our students.
- Ongoing Feedback and Professional Development: Next, our teachers receive regular feedback throughout the year, focusing on their strengths and areas for improvement. For teachers who need additional support, they are provided with targeted interventions, such as mentoring or specialized coaching.
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Through targeted professional development, support and feedback, our E.W. Pratt teachers refine their practices, which leads to more effective and joyful teaching and learning. The focus on improving teaching quality can enhance student learning and achievement. The focus on professional growth can also foster teachers' job satisfaction, contributing to higher teacher retention and a positive school culture, which can, in the end, foster an environment where our teachers grow professionally and students benefit from enhanced instructional quality.

ASSURANCE DOMAIN: LEARNING SUPPORTS

Access to Supports & Services – Measure Details

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

	School										Measure Evaluation			Authority								Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	31	86.3	83	86.5	77	77.4	99	80.4	n/a	Maintained	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	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	8	77.5	6	83.3	4	*	9	75.0	n/a	Maintained	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	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	7	95.0	61	90.1	67	74.9	74	83.6	n/a	Maintained	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	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	16	86.3	16	86.3	10	80.0	16	82.5	n/a	Maintained	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

COMMENTS

The data indicates that we have made significant efforts in maintaining and enhancing student access to the appropriate supports and services at E.W. Pratt High School. To better meet the diverse needs of our students, the school has introduced new programs and services, such as the K&E (Knowledge and Employability) program, designed for students who struggle in mainstream classrooms. Additionally, students now have access to various options for skill development, including community-based classrooms that offer hands-on learning experiences to further enhance their practical skills. Our dedicated support team, comprising the school's LST (Learning Support Teacher), Educational Assistants, Wellness Coach, and Career Coaches, works closely with both students and parents to ensure that students receive the necessary support and are placed in the most appropriate courses. We are committed to ensuring that universal accommodations are available for all students who need them, creating an inclusive and supportive learning environment.

Moving forward, we are prioritizing the need for clearer and more consistent communication with students and parents about the supports and services available to them. Many families may not be fully aware of the resources at their disposal, and we are working to bridge this gap. Furthermore, we are focusing on increasing parental involvement in their children's educational support and learning, recognizing that an engaged and informed parent community plays a crucial role in student success. We have been meeting with at-risk students and their parents. This proactive initiative allows for timely intervention to provide the needed academic support. In addition, we are holding regular parent-teacher conferences and parent nights for different grade levels to familiarize parents with the high school system and graduation requirements and organizing career showcases where a number of local organizations, businesses and higher education institutions offer career exploration programs, and connect students' education with future job opportunities.

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

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

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	31	90.2	83	86.3	77	79.6	99	77.0	n/a	Maintained	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	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	8	81.3	6	93.8	4	*	9	71.4	n/a	Declined	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	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	7	91.9	61	73.1	67	66.4	74	70.4	n/a	Maintained	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	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	16	97.3	16	92.0	10	92.9	16	89.3	n/a	Maintained	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	189	92.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

COMMENTS

E.W. Pratt High School's mission is to cultivate a joyful learning environment where students, staff, and parents feel welcomed, valued, respected, and safe. To promote this inclusive atmosphere, we host an annual Orientation Day and a community BBQ as engaging events designed to connect staff, parents, and the Indigenous community, offering opportunities to interact and build relationships. Based on the data, our school has consistently upheld this goal, and we continue to focus on key areas such as team-building, transparency, effective home-school communication, mutual respect, and promoting a healthy school culture that prioritizes everyone's well-being.

We are actively enhancing our school community by strengthening our character education program, fostering school spirit, and involving students in decision-making through the Student Council. Our ongoing efforts to engage parents and families include actively inviting participation in our School Council and Parent Fundraising Society, ensuring that parents play a vital role in shaping the direction of our school. By building these strong connections, we aim to create a collaborative environment where every member of the school community feels supported and empowered to contribute to the collective success of our students.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

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

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

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

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

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

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

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

ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	42	77.2	24	61.9	22	69.0	10	83.7	25	67.3	Very Low	Maintained	Concern	370	83.7	272	77.6	272	75.8	256	77.8	376	78.5	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	26	76.9	8	52.5	6	70.0	4	*	9	63.6	Intermediate	Maintained	Acceptable	177	77.4	90	68.5	95	69.5	98	68.4	187	72.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	16	77.5	16	71.3	16	67.9	10	83.7	16	70.9	Very Low	Maintained	Concern	193	90.0	182	86.7	177	82.2	158	87.3	189	84.4	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

COMMENTS

According to the data, only 9 parents completed the survey, reflecting a concerning level of parental involvement. This low response rate may be attributed to a range of historical, cultural, and socioeconomic factors that impact engagement. Practical barriers, such as limited access to the internet, the survey's length, language barriers, and geographic isolation, can further hinder participation. In addition, differing cultural perspectives on education and the value placed on parental involvement in school activities may contribute to this disconnect. Despite these challenges, E.W. Pratt High School has made efforts to engage families by hosting events like BBQs and open houses and regularly advertising school activities and community meetings through online platforms. To strengthen our outreach, we are increasingly relying on our Indigenous Coach as a liaison to help bridge the gap and build stronger relationships with Indigenous families. Moving forward, our goal is to utilize a variety of communication channels to ensure that all parents are informed and encouraged to participate. By enhancing transparency and fostering open lines of communication, our school aims to boost parent and community engagement, creating a more collaborative environment.

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.

	School					Measure Evaluation			Authority					Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
N	90	88	82	90	86	n/a	n/a	n/a	252	246	263	250	271	45,354	46,245	47,675	48,340	49,297
% Writing 0 Exams	38.1	n/a	n/a	47.9	44.7	Very High	n/a	n/a	32.7	n/a	n/a	44.3	33.0	13.9	n/a	n/a	20.9	14.4
% Writing 1+ Exams	61.9	n/a	n/a	52.1	55.3	Very Low	n/a	n/a	67.3	n/a	n/a	55.7	67.0	86.1	n/a	n/a	79.1	85.6
% Writing 2+ Exams	54.0	n/a	n/a	36.3	48.3	Very Low	n/a	n/a	63.3	n/a	n/a	34.6	60.7	83.3	n/a	n/a	54.4	82.5
% Writing 3+ Exams	34.9	n/a	n/a	15.9	30.6	Very Low	n/a	n/a	43.9	n/a	n/a	11.0	36.9	67.1	n/a	n/a	20.0	64.7
% Writing 4+ Exams	25.9	n/a	n/a	1.1	21.2	Very Low	n/a	n/a	33.9	n/a	n/a	0.8	28.3	56.6	n/a	n/a	3.5	52.7
% Writing 5+ Exams	13.5	n/a	n/a	0.0	14.1	Very Low	n/a	n/a	16.9	n/a	n/a	0.0	16.4	38.3	n/a	n/a	0.5	31.6
% Writing 6+ Exams	4.5	n/a	n/a	0.0	5.9	Very Low	n/a	n/a	4.4	n/a	n/a	0.0	6.7	13.7	n/a	n/a	0.0	8.4

COMMENTS

Students are required to complete only two diploma exams in order to graduate. However, some students go for a Certificate of Achievement rather than a high school diploma. This often occurs when students do not meet the criteria for diploma exams but still successfully complete their courses. Additionally, many of our students take longer than the typical three years to graduate, with some extending their high school education to a four-year timeline. This extended timeline may be due to a variety of factors, including academic challenges, attendance issues, and other circumstances, as outlined in the earlier section on High School Completion Rates. These factors highlight the need for continued support to help all students graduate on time and achieve their full potential.

Drop Out Rate – Measure Details

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

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	274	5.6	265	6.0	267	8.5	270	7.1	262	8.7	Low	Maintained	Issue	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Returning Rate	24	12.8	17	13.1	17	31.2	24	26.6	21	5.3	n/a	n/a	n/a	66	13.5	69	15.8	62	19.0	91	18.3	90	16.9	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6

COMMENTS

Recognizing the strong link between low student attendance and an increased risk of dropping out, the school has implemented a proactive approach to monitor and address attendance concerns. We maintain regular communication with parents through various channels, including the automated attendance callout system, emails, and direct invitations for in-person meetings at the school. By identifying students at risk due to poor attendance and low academic performance, we are taking early action to engage families in a collaborative effort to improve student outcomes. Also, we are working on using our Career, Wellness, and Indigenous Coaches for conversations with parents and students on a one-to-one basis. These meetings serve as an opportunity to develop a home-school partnership that supports students in maintaining consistent attendance and staying on track for graduation, with an emphasis on encouraging parental involvement in school success planning. Moreover, the local community presents another challenge, as many students are enticed by well-paying employment opportunities before completing their secondary education. These positions often draw students away from school, as they feel the pressure to financially support their families, including parents and grandparents. Many of these students are not pursuing post-secondary education, such as university or trade school, due to the immediate financial needs they face. To address these challenges, the school is committed to raising awareness about the long-term benefits of completing high school and pursuing higher education. As part of this effort, we are organizing Parent Night informational sessions tailored to different grade levels. These sessions aim to engage both parents and students by providing valuable insights into post-secondary options, career pathways, and the critical role education plays in opening doors to future opportunities. Our focus is fostering a greater understanding of the importance of education, empowering families to support their children's success, and therefore reducing the risk of early school dropout.

SUPPLEMENTAL MEASURES

In-Service Jurisdiction Needs– Measure Details

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

	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	59.6	15	64.4	16	79.2	9	51.9	16	70.2	Very Low	Maintained	Concern	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	16	59.6	15	64.4	16	79.2	9	51.9	16	70.2	Very Low	Maintained	Concern	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

COMMENTS

The data indicates that while teacher ratings have remained stable over time, they are currently lower than the provincial average. Recognizing that each teacher has unique professional development needs, the school is committed to offering tailored opportunities that align with individual interests and foster continuous professional growth. Through ongoing discussions, teachers have expressed a desire for professional development opportunities that specifically address high school challenges and emerging educational needs. To support this, the school is prioritizing relevant and impactful development programs that are directly aligned with the demands of high school education. Additionally, several of our diploma-level teachers are now participating in the marking of diploma exams, an experience that enhances their professional development by providing them with valuable insights into the assessment process. This involvement helps strengthen their instructional practices, enriches their understanding of student performance, and contributes to more effective assessment strategies in the classroom. Through these initiatives, our school aims to further elevate the quality of teaching, improve student outcomes, and ensure that our teachers remain at the forefront of educational best practices.

Lifelong Learning – Measure Details

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

	School													Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	41	75.3	24	76.6	22	68.3	10	85.0	25	82.6	Very High	Maintained	Excellent	367	73.2	265	76.9	269	79.5	251	78.8	363	78.0	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	25	75.5	8	75.0	6	66.7	4	*	9	77.8	Very High	Maintained	Excellent	174	62.7	84	63.9	94	69.3	95	69.1	177	67.2	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	16	75.0	16	78.1	16	70.0	10	85.0	16	87.5	High	Maintained	Good	193	83.6	181	89.8	175	89.7	156	88.5	186	88.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

COMMENTS

Over the past five years, the school has consistently demonstrated a strong commitment to lifelong learning, with our performance remaining stable and impressive. The data reveals that our overall average is not only excellent but also exceeds provincial averages, reflecting the dedication and effectiveness of our committed staff. Our staff continuously explore creative and innovative methods to connect classroom learning to real-world applications, ensuring that students are engaged and motivated. Additionally, our Career Coaches play a pivotal role in guiding students by regularly meeting with them to review their academic progress, study plans, and post-secondary options, ensuring each student is on a path tailored to their aspirations. To further support student success, we offer a wide array of courses through Alberta Education and other flexible online learning platforms, providing students with the opportunity to pursue their interests and academic goals at their own pace and in a way that meets their unique needs.

SUPPLEMENTAL MEASURES

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																				
	School									Measure Evaluation						Authority								Province												
	2020		2021		2022		2023		2024		Achievement		Improvement		Overall		2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%							N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	107	74.0	31	73.9	82	74.5	77	71.0	98	71.8	Low	Maintained	Issue	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8			
Parent	26	69.5	8	68.4	6	75.0	4	*	9	59.7	Very Low	Maintained	Concern	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3			
Student	65	75.4	7	80.0	60	67.7	67	61.4	73	67.1	Intermediate	Maintained	Acceptable	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7			
Teacher	16	77.2	16	73.3	16	80.7	10	80.6	16	88.7	High	Maintained	Good	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2			

COMMENTS

The school's overall performance has remained stable, as reflected in the data. However, increasing parent involvement can contribute to more accurate and comprehensive data, which will better inform decision-making. In response to evolving student needs, the school has expanded its offerings of Career and Technology Studies (CTS) courses and continues to work diligently toward further improvement. With a broader range of courses available, students now have more opportunities to tailor their education to their interests and career aspirations, both through in-school options and through partnerships with Golden Hills. A key initiative in this ongoing development is the implementation of regular High School Parent Night sessions, designed to engage parents and students at every grade level. These informative sessions aim to familiarize families with important topics such as course selection, graduation requirements, post-secondary education pathways, and scholarship opportunities. By fostering stronger partnerships with parents, we seek to enhance student success and ensure that families are well-informed and actively involved in their children's academic journey.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																		
	School										Measure Evaluation						Authority								Province									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	107	91.4	31	85.8	83	89.0	77	84.1	99	83.1	Low	Maintained	Issue	1,084	86.3	876	83.4	992	84.2	993	81.6	1,197	81.8	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	
Parent	26	82.9	8	70.8	6	83.3	4	*	9	74.1	Low	Maintained	Issue	177	78.5	90	72.1	96	78.1	98	72.5	187	70.9	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	
Student	65	91.3	7	95.0	61	90.1	67	74.9	74	83.6	Intermediate	Maintained	Acceptable	714	85.5	604	84.1	719	81.6	735	81.0	821	81.1	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	
Teacher	16	100.0	16	91.7	16	93.8	10	93.3	16	91.7	Low	Maintained	Issue	193	95.0	182	93.9	177	92.8	160	91.4	189	93.4	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	

COMMENTS

The school's overall rate of accessing the Program of Studies for At-Risk Students has not only been maintained but is also surpassing both the divisional (81.8%) and provincial (80.6%) averages. This demonstrates our continued commitment to supporting all students, particularly those at risk of falling behind. In addition to maintaining these results, we have taken proactive steps to enhance programming for at-risk students, ensuring that their academic experiences are both appropriate and meaningful. We are improving the individualized support programming for each student, ensuring their goals are tailored to their needs and aspirations. This includes providing access to necessary accommodations and continuously reviewing and adjusting learning plans and goals to ensure all students are supported. Furthermore, we have a number of systems and services in place to help students in need. We offer WIN (What I Need Tutoring) time and are committed to ensuring that Universal accommodations are available for any student who requires them, promoting a more inclusive learning environment. To facilitate accessibility, all instructional materials are made available online through Google Classrooms, and students can utilize a variety of Google tools, such as Read and Write, to support their learning. This ensures that all students, regardless of their learning needs, have access to the resources they need to succeed. However, despite these resources, there remains a need to improve how students are informed about the supports available to them. Consistent awareness of available resources is key to student success, and the school is committed to better communicating these supports to ensure that all students can take full advantage of the tools and assistance available to them.

SUPPLEMENTAL MEASURES

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	98	33.7	94	48.9	87	49.4	87	58.6	93	48.4	Low	Maintained	Issue	368	48.9	307	45.9	305	48.5	296	51.7	302	48.3	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	98	31		31.6		24		24.5		14		14.3		33	33.7
2020	94	39		41.5		35		37.2		26		27.7		46	48.9
2021	87	40		46.0		37		42.5		25		28.7		43	49.4
2022	87	49		56.3		34		39.1		21		24.1		51	58.6
2023	93	44		47.3		21		22.6		7		7.5		45	48.4

COMMENTS

The Rutherford Scholarship Eligibility Rate has been consistent and maintained over the past five years, reflecting a positive trend in academic achievement. We anticipate continued growth in the number of students pursuing the Rutherford Scholarship. By maintaining this focus and creating a culture of academic achievement, our students are provided with opportunities for post-secondary education. Our Career Coaches will continue discussing such important scholarship opportunities to our students.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	107	86.9	31	92.1	83	89.5	77	84.4	99	81.6	Intermediate	Maintained	Acceptable	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	26	81.6	8	87.5	6	96.7	4	*	9	75.0	Low	Declined	Issue	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	65	83.0	7	91.4	61	79.3	67	72.7	74	78.7	High	Maintained	Good	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	16	96.3	16	97.4	16	92.5	10	96.0	16	91.3	Intermediate	Maintained	Acceptable	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

COMMENTS

While we continue to maintain a consistent rating for providing a safe, caring, and welcoming school environment, there has been a slight decline in both the overall school average and the students' average compared to the provincial average. Despite this, we are committed to improving our school culture, as evidenced by an increase in student-led engagement activities that foster a greater sense of community and belonging. These activities, organized by students themselves, are key to reinforcing a positive and inclusive school atmosphere. We are confident that our renewed focus on character-building activities and community-restoring practices will continue to promote a culture of respect and care. We are also placing a strong emphasis on the role of the Student Council and in-person school assemblies to help rebuild and strengthen our sense of community. These initiatives will serve as platforms for students to actively participate in shaping the school environment and cultivating a positive, respectful culture. Moreover, the installation of vape detectors in the bathrooms and cell phone policies are a proactive measure that we believe will help curb inappropriate behaviour and create a safer, more respectful learning environment for all students. The school is optimistic that these efforts will enhance the sense of safety and belonging for everyone at E.W. Pratt High School.

SUPPLEMENTAL MEASURES

Satisfaction with Program Access – Measure Details

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

	School												Authority												Province																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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COMMENTS

E.W. Pratt is proud to offer a wide variety of educational programs and services that meet the diverse needs and interests of our students. The noticeable increase in student satisfaction is likely a direct result of our expanded course offerings and enhanced program options, which are more closely aligned with student interests. This increased flexibility not only contributes to higher levels of engagement but also fosters a deeper sense of connection to students' education.

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.

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years:																																																		
	School										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	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%													
Overall	107	74.4	28	71.4	78	63.8	74	78.2	99	73.3	Intermediate	Maintained	Acceptable	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8																	
Parent	26	76.9	7	57.1	6	33.3	4	*	9	55.6	Very Low	Maintained	Concern	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2																	
Student	65	83.8	7	78.6	59	73.5	65	67.4	74	70.5	Low	Maintained	Issue	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0																	
Teacher	16	62.5	14	78.6	13	84.6	9	88.9	16	93.8	Very High	Maintained	Excellent	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2																	

COMMENTS

The data reflects a consistent pattern in our school's overall rating, with our school's average of 73.3% closely aligning with the provincial average of 75.8% in terms of school improvement. While these figures suggest steady progress, we recognize that the validity of the data may be influenced by the fact that a portion of the survey participants are new to the school and, therefore, may not have had the opportunity to observe or experience the improvements firsthand. This factor could impact the overall perception of our school's progress, as these respondents may not be as familiar with changes made over the past year or two. Despite this, the consistency in our rating highlights our ongoing commitment to continuous improvement and our efforts to foster a positive and supportive learning environment at E.W. Pratt.

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.

	School										Authority										Province												
						Measure Evaluation																											
	2019	2020	2021	2022	2023						2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023								
	N	%	N	%	N	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
4 Year Rate	75	24.6	89	29.1	88	47.3	83	21.6	90	29.3	Low	Maintained	Issue	261	38.0	250	36.0	246	33.7	265	25.1	250	28.9	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1
6 Year Rate	77	49.5	81	26.8	76	35.8	89	42.3	87	52.8	Intermediate	Improved Significantly	Good	282	53.5	250	48.2	265	47.7	250	49.3	245	40.7	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1

COMMENTS

In our community, it is quite common for students to take a "gap year", often opting to enter the workforce rather than immediately pursue higher education to support their families financially. Many of our students transition directly into jobs that offer on-the-job training, which can make the prospect of attending university or trade school seem less appealing or unnecessary. This trend reflects a broader tendency where students may have unrealistic expectations about their ability to transition directly into postsecondary education, or they may underestimate the level of preparation and commitment required to succeed in a university or trade school environment. As a result, some students may overlook the long-term benefits of further education, favouring immediate employment instead. This presents a challenge for us as educators to help students understand the value of postsecondary education and develop more realistic expectations about their future career pathways, encouraging them to explore and pursue opportunities that align with their interests and long-term goals.

SUPPLEMENTAL MEASURES

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	39	87.5	24	75.0	21	81.7	10	80.0	25	80.2	High	Maintained	Good	359	80.3	261	80.7	266	82.5	241	79.5	354	81.4	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	24	75.0	8	75.0	6	83.3	4	*	9	66.7	High	Maintained	Good	169	71.6	82	65.9	92	70.7	90	68.9	170	69.4	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	15	100.0	16	75.0	15	80.0	10	80.0	16	93.8	High	Improved	Good	190	88.9	179	95.5	174	94.3	151	90.1	184	93.5	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

COMMENTS

The school's overall rating for work preparation, specifically in terms of teaching students the attitudes and behaviours necessary for success in the workplace after graduation, is notably high (80.2%), aligning closely with both the provincial (82.8%) and divisional (81.4%) averages. However, our teachers' rating (93.8%) surpasses both the divisional (93.5%) and provincial (90.7%) averages, indicating that our educators feel particularly confident in the effectiveness of our programs and initiatives designed to equip students with the essential skills for future employment. This higher teacher rating reflects the dedicated efforts of our staff to instill key competencies such as professionalism, responsibility, and interpersonal skills, ensuring that students are well-prepared to transition successfully into the workforce or pursue further education. This positive data demonstrates the strength of our work-readiness initiatives and our commitment to providing students with the tools they need to thrive in the workplace.