

# E.W. PRATT HIGH SCHOOL

## 2024-25 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 providing a high-quality, inclusive educational experience that prepares students for success in post-secondary education, careers, and life. Our goal is to foster an environment where students are not only engaged and inspired but also empowered to explore and develop their individual strengths and passions. Through this holistic approach, we ensure students acquire the academic, social, and emotional skills needed to navigate an ever-changing world.

This year, we have continued to expand our academic and extracurricular offerings to meet the diverse needs and interests of our students. We have a strong focus on literacy and numeracy across all subject areas to ensure our students are well-prepared for the challenges of post-secondary education and the workforce. We have implemented targeted initiatives to support the development of these foundational skills, ensuring students can communicate effectively, think critically, and solve problems with confidence. Additionally, the Portage program and micro-credential courses provide students with the opportunity to acquire specialized, industry-relevant skills in a variety of fields. These short, competency-based courses are designed to prepare students for success in today's rapidly changing job market, offering practical, hands-on learning experiences that complement our academic curriculum.

Our students also benefit from a robust support system provided by our dedicated staff. Wellness coaches, career coaches, school psychologists, and educational assistants work collaboratively to ensure that every student has the resources and guidance they need to succeed, both academically and personally. This comprehensive support system helps our students build not only intellectual strength but also emotional and social resilience, empowering them to excel in all aspects of their lives.

In extracurricular activities, our students have continued to excel. This year, they earned the HSPD Hand Games trophy and participated in a variety of sporting events. These activities provide students with valuable opportunities to develop leadership, teamwork, and sportsmanship, while also strengthening the sense of community at E.W. Pratt High School. We are also proud to celebrate the achievements of our graduating class, with 73 students set to walk the stage and receive their high school certificates. Each of these students has demonstrated remarkable growth, perseverance, and dedication throughout their high school journey, and we are confident they are well-prepared for the opportunities and challenges that lie ahead.

We have worked hard to strengthen student engagement, resulting in a significant increase in both student participation, parent involvement, and staff collaboration. Our school culture of inclusivity, mutual respect, and community remains strong, and we are excited to continue building on this foundation.

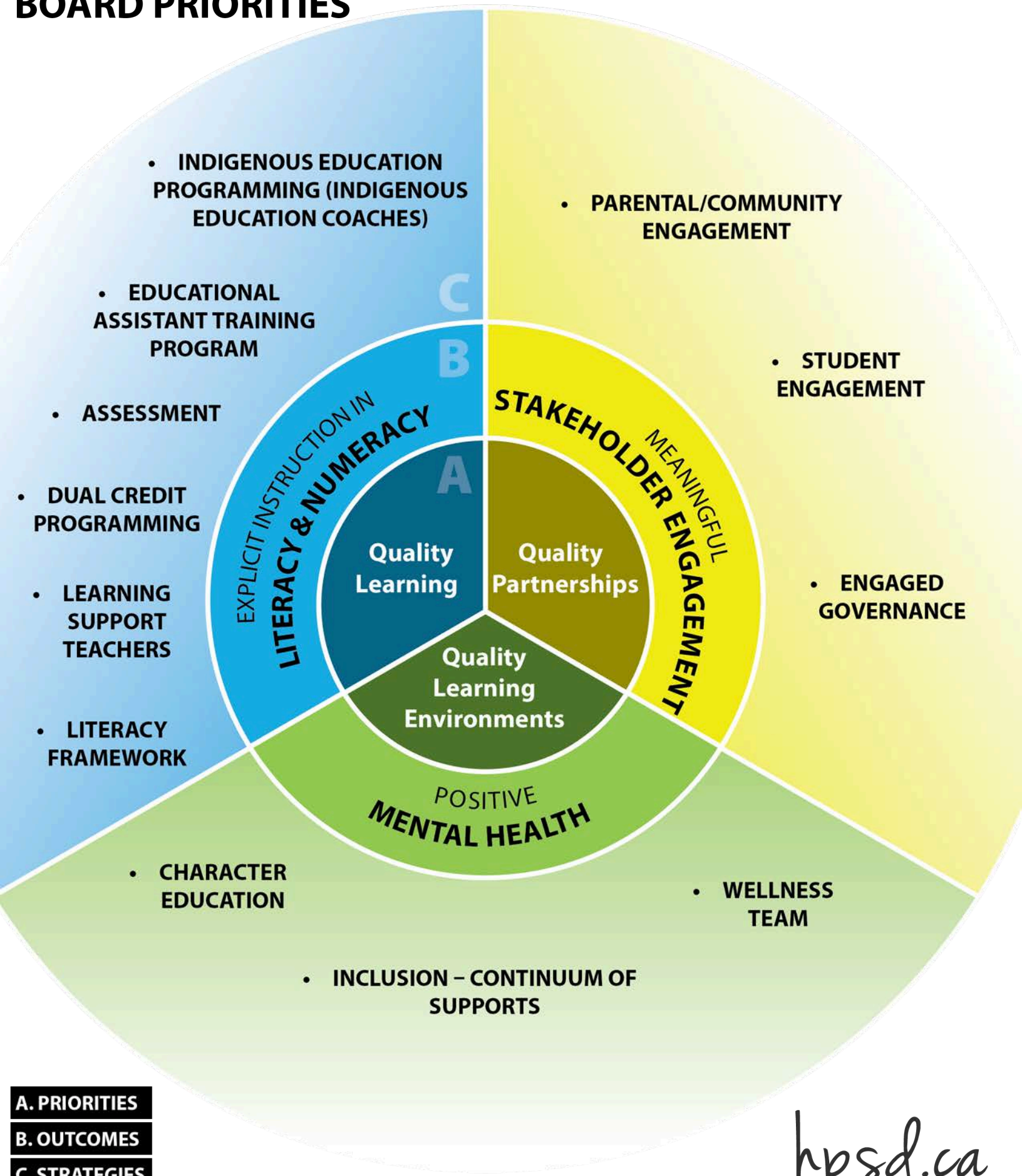
In closing, I want to thank the School Board, School Council, High Prairie School Division leadership, staff, parents, and guardians for their continued support, dedication, and active involvement in our students' success. Their collective efforts play a vital role in fostering a positive, supportive, and joyful learning environment. Together, we are shaping a bright future for our students.

Hassan Bouakir, Principal



Dona Gray, School Council Chair

# **HIGH PRAIRIE SCHOOL DIVISION** **BOARD PRIORITIES**



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# 2024-25 COMMUNITY ENGAGEMENT SUMMARY

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

## PRINTED REPORT CARDS

Printed report cards will be available, effective September 2025.

## NEW REPORT CARD FORMAT

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

## NEW DIGITAL TOOL

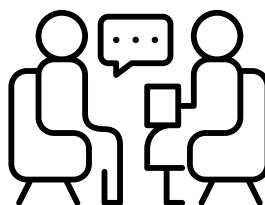
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

## REINTRODUCE ZEROS

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



**364**  
SURVEY  
RESPONSES



**23**  
ENGAGEMENT  
SESSIONS

# ABOUT US

E.W. Pratt High School is an integral part of the High Prairie School Division, located in the town of High Prairie, Alberta, within Big Lakes County. Positioned at the crossroads of Highway 2 and Highway 749, our school is conveniently situated 371 kilometers northwest of Edmonton and 118 kilometers west of Slave Lake. This central location enables us to serve as a key educational hub for students from eight different communities across the region.

Our school offers a well-rounded academic curriculum, alongside a wide variety of elective courses and extracurricular activities. This diverse range of options provides students with ample opportunities to explore their passions and build their skills. With a student body of around 280, we strive to create a personalized and supportive learning environment where each student can excel academically, socially, and emotionally.

Outside the classroom, students at E.W. Pratt High School benefit from access to a wealth of community amenities that enhance both their educational and recreational experiences. These include local facilities such as an indoor pool, curling rink, skating rink, bowling alley (in nearby Enilda), a greenhouse, JC Park, and the Agriculture Centre. These resources provide students with opportunities for physical activity, community involvement, and hands-on learning, particularly in the fields of agriculture and recreation. Our close ties with the community help foster a sense of belonging, enriching the educational experience for all our students.



# REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

## Fall 2025 Required Alberta Education and Childcare 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	83.9	84.5	85.6	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	68.5	68.1	71.3	79.8	79.4	80.4	Low	Maintained	Issue
	3-year High School Completion	45.8	40.0	47.7	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	62.0	56.6	64.7	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	61.3	61.6	62.4	82.0	81.5	80.9	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Excellence	7.0	6.4	6.9	23.0	22.6	21.9	Very Low	Maintained	Concern
	Education Quality	84.8	78.3	83.1	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.4	77.0	81.0	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	87.1	80.4	81.4	80.1	79.9	80.7	High	Improved	Good
Governance	Parental Involvement	80.2	67.3	73.3	80.0	79.5	79.1	High	Maintained	Good

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

Assurance Domain	Measure	E W Pratt High School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	41.6	28.6	37.9	59.8	58.6	58.4	Very Low	Maintained	Concern
	5-year High School Completion	54.6	49.1	56.1	69.7	69.4	69.6	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	41.6	41.4	40.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.3	6.1	5.7	n/a	n/a	n/a
	Diploma: Acceptable	57.1	64.4	60.8	77.5	76.9	75.9	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Excellence	1.3	5.1	4.1	11.9	11.8	11.6	Very Low	Maintained	Concern
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Assurance Domain	Measure	E W Pratt High School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	n/a	n/a	73.5	72.0	74.4	*	n/a	n/a
	5-year High School Completion	*	*	n/a	85.3	88.1	87.6	*	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	51.2	52.7	54.0	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.0	10.1	10.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	*	n/a	67.4	66.3	66.7	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	*	n/a	14.8	14.0	13.9	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## Student Learning Engagement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	31	75.7	83	86.3	77	86.1	99	84.5	93	83.9	Intermediate	Maintained	Acceptable	877	83.1	993	85.3	994	82.8	1,196	81.8	1,242	84.0	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	8	62.5	6	100.0	4	*	9	88.5	17	86.3	Intermediate	Maintained	Acceptable	90	79.2	96	90.9	98	84.9	187	83.3	310	85.4	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	7	75.0	61	73.5	67	72.3	74	71.3	61	74.4	High	Maintained	Good	605	74.1	720	71.0	736	69.3	820	67.0	752	70.4	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	16	89.6	16	85.4	10	100.0	16	93.8	15	91.1	Very Low	Maintained	Concern	182	96.1	177	94.1	160	94.3	189	95.2	180	96.3	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

## COMMENTS

The Student Learning Engagement data shows that our school's overall engagement score of 83.9% is matching the provincial average of 83.9%, which reflects our ongoing efforts to build a welcoming and engaging learning environment. This positive trend has continued over the past few years, and it shows steady growth in how students, parents, and teachers feel about learning at our school.

One area where we still want to grow is in increasing parent participation in surveys. Because parent voice is so important, we will continue using multiple communication methods, such as emails, in person meetings, phone calls, the school website, and social media, to encourage more parents to respond. When parents stay informed and connected to the school, students benefit, and our school community becomes even stronger.

Our learning environment is also enriched through the programs we offer. E.W. Pratt High School provides Dual Credit courses and the RAP Program, which give students real opportunities to earn post-secondary credits and gain hands-on work experience. We are also expanding interest-based pathways in areas such as Forestry, Green Certificates, and Agriculture, using presentations to help students explore these options. These programs not only provide practical skills but also help students see clear pathways to future careers, which boosts their engagement and motivation.

The data also shows a noticeable increase in teacher participation in surveys over the past three years. This rise suggests that staff feel more connected and involved, and it reflects the shared effort to maintain a positive school culture and keep improving our practices together. Student learning engagement continues to be a key focus for our school. Teachers are using the Universal Design for Learning (UDL) framework and other strategies to offer more choice and flexibility, so that students can learn in ways that match their interests and needs. By giving students meaningful options and supporting different learning styles, we help ensure that all learners stay motivated, active, and engaged in their education.

## Citizenship – Measure Details

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

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	31	81.3	83	74.8	77	71.0	99	68.1	93	68.5	Low	Maintained	Issue	876	80.3	993	77.8	994	74.6	1,196	76.3	1,244	77.0	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	8	65.0	6	83.3	4	*	9	62.2	17	62.4	Low	Maintained	Issue	89	71.0	95	73.6	98	68.7	187	69.5	310	69.6	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	7	87.9	61	59.8	67	56.0	74	58.4	61	64.6	Intermediate	Maintained	Acceptable	605	76.3	721	69.6	736	66.8	820	68.1	754	70.3	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	16	90.9	16	81.3	10	86.0	16	83.8	15	78.7	Very Low	Maintained	Concern	182	93.4	177	90.3	160	88.4	189	91.3	180	91.1	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

## COMMENTS

The Citizenship data shows that our school's active citizenship score of 68.5% is lower than both the division average of 77.0% and the provincial average of 79.8%. While this highlights an area for growth, it also reflects the major cultural shifts that took place last year as the school adjusted to new leadership and several staffing changes. These transitions required time for students and staff to adapt, especially as we introduced clearer structures, expectations, and routines.

A significant part of this cultural shift was the introduction of stronger cell phone and vaping policies, along with consistent enforcement. These changes were put in place to create a safer, more focused, and more respectful school environment. Although the adjustment period was challenging at times, the policies have already helped reduce distractions, improve behaviour, and set the tone for a school culture built on responsibility and respect. These efforts have also positively influenced our Quality of Education data, as classrooms are now more focused and instructional time is less disrupted, allowing teachers to deliver stronger learning experiences.

At the same time, we are expanding citizenship-building opportunities so students can feel more connected and confident in their school community. This includes encouraging students to take leadership roles, participate in clubs, organize events, and engage in activities such as mentorship programs, wellness initiatives, student challenges, student-led radio broadcasts, TED-style presentations, and the launch of our new school newspaper.

Our athletics program has also been a major strength and continues to support our Citizenship goals. Students have competed exceptionally well against other schools and have won multiple tournaments and competitions. These achievements build pride, teamwork, discipline, and a strong sense of belonging, all of which contribute directly to stronger citizenship outcomes. When students feel proud of representing their school and working toward shared goals, engagement naturally increases.

With staffing now more stable and school culture becoming more consistent, we are in a strong position to see improvement in this measure. By providing more leadership opportunities, strengthening positive routines, and continuing to build a respectful environment, we expect students to feel more connected, more empowered, and more invested in their school community.



# 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.

	EW Pratt High School													Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	88	64.2	82	53.2	90	49.8	86	40.0	82	45.8	Very Low	Maintained	Concern	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4		
4 Year Completion	89	65.1	88	70.8	83	55.1	90	58.4	85	46.5	Very Low	Declined Significantly	Concern	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7		
5 Year Completion	76	58.9	89	66.3	87	71.0	83	56.6	90	62.0	Very Low	Maintained	Concern	44,972	86.2	45,344	87.1	46,238	88.1	47,659	88.1	48,295	87.1		

	E W Pratt High School (FNMI)																Alberta (FNMI)									
	2020		2021		2022		2023		2024		Measure Evaluation						2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	
3 Year Completion	47	51.9	45	46.9	45	38.1	53	28.6	37	41.6	Very Low	Maintained	Concern	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6	4,397	59.8			
4 Year Completion	54	54.9	43	65.0	47	47.6	43	51.9	49	39.4	Very Low	Declined	Concern	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3	4,157	65.8			
5 Year Completion	45	45.2	54	55.0	43	64.0	46	49.1	43	54.6	Very Low	Maintained	Concern	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4	3,848	69.7			

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

### Notes:

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

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

## COMMENTS

The High School Completion Rate data shows that many of our students face real challenges in finishing high school within the usual three-year period. In 2024, our 3-year completion rate was 45.8%, which is well below the provincial rate of 81.4%. Our 4-year completion rate dropped slightly to 46.5%, though it still trails Alberta's 84.7%, and our 5-year completion rate reached 62.0%, compared to the provincial 87.1%. These numbers show that many of our students do graduate eventually, yet it often takes them longer because of the barriers they face. Several factors contribute to this. Many of our feeder schools are located 1 to 1.5 hours away, so even small transportation issues can cause inconsistent attendance. And because we have students coming from five different feeder schools, their academic readiness varies widely, meaning some students enter Grade 10 without the foundation they need to keep up with high school expectations. When students fall behind early, catching up becomes harder and often leads to extended timelines for completion. Even with transportation available, missing the bus can be a significant challenge for families. Many of these families do not have the means to drive their child to school if they miss the bus, and as a result, students can quickly accumulate absences. And since many of our families also face financial and economic pressures, school attendance and homework completion can be affected, even when students want to do well.

To address these ongoing challenges, we are strengthening our early intervention approach. We are placing a stronger focus on attendance as a key priority, because consistent attendance is the strongest predictor of student success. By identifying at-risk students earlier, based on attendance, academic performance, and engagement, we can provide help before issues become overwhelming. Our task force team, which includes wellness staff, career coaches, and EAs, meets regularly to discuss students who need extra support and to create personalized plans. The wellness and support team continues to play a major role by offering emotional support, mental health help, mentorship, and academic guidance. They also connect families with outside agencies when needed, which helps reduce barriers that impact learning. We are also working to involve families more closely. Regular parent-teacher conferences and grade-level parent nights help families better understand graduation requirements and how to support their child. We are also building more community partnerships by hosting career showcases and inviting outside organizations and post-secondary institutions to speak with students. These opportunities help students see the connection between school and future career possibilities. Additionally, we are prioritizing a positive school climate so that students feel connected. Increasing involvement in sports teams, leadership activities, and career planning meetings helps create a stronger sense of belonging, which is especially important for students who previously struggled.

Finally, we maintain regular communication with parents about their child's attendance and progress, offering clear summaries of available academic supports. With stronger staff stability, early intervention, family engagement, and community partnerships, we expect our 3-, 4-, and 5-year completion rates to grow steadily over the next few years.



# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Exam Course by Course Results by Students Writing.															
		Results (in percentages)										Target		Target	
		2021		2022		2023		2024		2025		2025		2026	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	School	n/a	n/a	44.4	0	75	0	84	4	81.8	0	85	5	85	5
	Authority	n/a	n/a	64.5	3.2	74.2	1	77.9	2.6	83.3	1.3				
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9				
English Language Arts 30-2	School	n/a	n/a	60	0	87.1	3.2	78.6	17.9	86.3	3.9	88	15	88	5
	Authority	n/a	n/a	78.4	2.7	87	3.7	84.8	11.4	87.6	7.3				
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3				
Mathematics 30-1	School	n/a	n/a	n/a	n/a	13.3	0	20	6.7	22.2	11.1	25	6	25	12
	Authority	n/a	n/a	38.1	0	44.4	6.7	23.4	4.3	64.4	11.1				
	Province	n/a	n/a	63.6	23	70.8	29	75.4	34.9	77.8	37.1				
Mathematics 30-2	School	n/a	n/a	20	0	14.3	0	15.4	0	15.8	0	16	1	16	3
	Authority	n/a	n/a	27.1	0	45.1	3.9	43.9	2.4	37.7	3.3				
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3				
Social Studies 30-1	School	n/a	n/a	72.2	5.6	56.3	0	88.2	17.6	90.9	9.1	88	20	91	10
	Authority	n/a	n/a	66.7	8.3	72.9	11.9	77.9	8.8	74.2	8.1				
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8				
Social Studies 30-2	School	n/a	n/a	53.3	0	73.5	5.9	75	0	50	4	75	2	75	5
	Authority	n/a	n/a	62.5	3.6	73.3	2.6	74.8	4.1	64.5	4.3				
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3				
Biology 30	School	n/a	n/a	n/a	n/a	72.7	36.4	36.4	0	61.5	19.2	40	2	65	20
	Authority	n/a	n/a	71.1	17.8	54.9	11	62.2	10	70.1	15.6				
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8				
Chemistry 30	School	n/a	n/a	58.8	5.9	63.6	18.2	35.7	7.1	55.6	22.2	40	9	60	25
	Authority	n/a	n/a	61.8	17.6	65.4	19.2	45.5	3.6	59.3	16.9				
	Province	n/a	n/a	77.1	31.1	80.5	37	82.9	38	83.8	40.6				
Physics 30	School	n/a	n/a	75	0	50	0	*	*	n/a	n/a	50	2	50	2
	Authority	n/a	n/a	53.1	3.1	63.6	9.1	55	10	71.4	9.5				
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6				
Science 30	School	n/a	n/a	77.8	0	57.1	14.3	58.3	0	n/a	n/a	60	2	60	2
	Authority	n/a	n/a	77.8	0	57.1	14.3	50	0	*	*				
	Province	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6	79.6	26.2				

# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

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

School: 1606 E W Pratt High School

		EW Pratt High School						Alberta					
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	11	81.8	29	79.5	35,845	85.3	32,247	83.9	
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	11	0.0	29	2.0	35,845	10.9	32,247	10.3	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	51	86.3	30	82.8	21,398	85.6	18,166	85.9	
English Language Arts 30-2	Diploma Examination Standard of Excellence	Low	Declined	Issue	51	3.9	30	10.5	21,398	11.3	18,166	12.8	
	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	9	22.2	15	16.7	22,680	77.8	20,399	73.1	
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	9	11.1	15	3.3	22,680	37.1	20,399	32.0	
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	19	15.8	14	14.8	17,430	73.6	15,047	71.0	
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	19	0.0	14	0.0	17,430	17.3	15,047	15.3	
	Diploma Examination Standard of Excellence	High	Improved	Good	11	90.9	17	72.2	26,238	84.6	24,595	84.4	
Social Studies 30-1	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	17	8.8	26,238	16.8	24,595	17.3	
	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	50	50.0	33	74.3	27,021	77.5	22,515	77.8	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	50	4.0	33	2.9	27,021	12.3	22,515	12.5	
Social Studies 30-2	Diploma Examination Standard of Excellence	Low	Maintained	Issue	50	4.0	33	2.9	27,021	12.3	22,515	12.5	
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	26	61.5	17	54.5	25,916	82.7	23,842	82.9	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	26	19.2	17	18.2	25,916	34.8	23,842	33.2	
Biology 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	9	55.6	13	49.7	21,438	83.8	19,160	81.7	
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	9	22.2	13	12.7	21,438	40.6	19,160	37.5	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	50.0	11,366	85.6	9,598	83.7	
Chemistry 30	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	0.0	11,366	43.6	9,598	41.5	
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	57.7	9,027	79.6	8,223	80.3	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	7.1	9,027	26.2	8,223	23.9	
Physics 30	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	7.1	9,027	26.2	8,223	23.9	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	7.1	9,027	26.2	8,223	23.9	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	7.1	9,027	26.2	8,223	23.9	
Science 30	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	7.1	9,027	26.2	8,223	23.9	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	7.1	9,027	26.2	8,223	23.9	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	7.1	9,027	26.2	8,223	23.9	

School: 1606 E W Pratt High School (FNMI)

		E.W. Pratt High School (FNMI)						Alberta (FNMI)					
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	13	73.3	1,632	80.6	1,344	80.0	
	Diploma Examination Standard of Excellence	*	*	*	2	*	13	0.0	1,632	5.3	1,344	6.5	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	28	82.1	14	89.4	2,182	88.6	1,922	86.2	
English Language Arts 30-2	Diploma Examination Standard of Excellence	Very Low	Declined Significantly	Concern	28	0.0	14	17.8	2,182	9.3	1,922	10.4	
	Diploma Examination Acceptable Standard	*	*	*	2	*	7	14.3	690	67.8	600	62.5	
Mathematics 30-1	Diploma Examination Standard of Excellence	*	*	*	2	*	7	0.0	690	23.2	600	16.0	
	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	6	16.7	9	11.1	932	71.6	764	65.3	
Mathematics 30-2	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	6	0.0	9	0.0	932	11.5	764	11.1	
	Diploma Examination Acceptable Standard	*	*	*	3	*	7	66.7	1,264	77.5	1,029	76.1	
Social Studies 30-1	Diploma Examination Standard of Excellence	*	*	*	3	*	7	0.0	1,264	9.1	1,029	9.6	
	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	24	45.8	17	81.4	2,325	72.1	2,012	72.6	
Social Studies 30-2	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	24	0.0	17	0.0	2,325	5.7	2,012	6.0	
	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	9	44.4	9	55.6	1,112	74.0	972	72.7	
Biology 30	Diploma Examination Standard of Excellence	Low	Maintained	Issue	9	11.1	9	11.1	1,112	20.3	972	18.0	
	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	700	75.6	582	74.1	
Chemistry 30	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	700	22.9	582	23.7	

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

## COMMENTS

The diploma exam data for our high school shows a mix of strong results and areas where we can continue to grow. Even though last year was a transition year, with new leadership and staffing changes, students still achieved well in several subjects. For example, ELA 30-1 reached an 81.8% average, which is a big jump from the school's three-year average of 79.5%, and Social Studies 30-1 reached 90.9%, well above the school's earlier average of 72.2%. These results show that students are engaging well with reading, writing, and critical thinking tasks, and that solid teaching practices were in place through the year of transition.

The sciences also show steady performance. Chemistry 30 averaged 55.6%, and Biology 30 reached 61.5%, which both line up closely with provincial expectations. Math 30-1 also stayed strong at 22.2%, showing that students in this pathway are building a solid understanding of the concepts they need for post-secondary or other transitions. These successes are encouraging for our school, especially considering the amount of change the school experienced last year.

There are also courses where results were lower and point to opportunities for improvement. Math 30-2 and Physics 30 continue to be more challenging for students, and the averages in these courses sit below provincial numbers. Rather than seeing this as a setback, it shows us where students may need more support with foundational skills, confidence, and practice with exam-style questions. Many subjects showed a "Maintained" rating, which means students are holding steady, but we now have an opportunity, with stable staffing and clearer direction, to help those results move upward.

To address this, the school will focus on strengthening how the 10-, 20-, and 30-level courses connect to each other so students build the skills they need earlier and feel more confident when they reach diploma exams. Teachers will continue working together to plan, share strategies, and identify the most important concepts students need before they reach Grade 12.

We have also introduced Mock Diploma Exams this year, which will give students a chance to experience the format, timing, and expectations of the real diploma before the official exam session. This will help reduce anxiety, improve readiness, and give teachers better information and data on where students still need support.

In addition, our diploma teachers will continue taking part in Diploma Exam Marking PD in Edmonton, which helps them stay aligned with provincial standards, understand how student work is evaluated, and bring that insight back into their classrooms.

By building on strong results in ELA, Social Studies, Chemistry, Biology, and Math 30-1, and by giving students more practice, more consistency, and more targeted support in areas where they struggle, and with effective course plan selection and guidance by our Career Coaches, our school is well-positioned to keep improving diploma achievement this year. With stable staffing and renewed leadership, we have a solid foundation to help more students feel prepared, confident, and successful.



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

Numeracy Data			2020-21			2021-22			2022-23			2023-24				2024-25					
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#		%	#		%	#		%	#	%	#		%	#	%	#
MIPI EICS	Grade 10	Requires Attention	77	91.7	11	82	74.2	23	102	86.5	64	88	89.9	71	ND	ND	96	ND	ND	ND	ND
		May Require Attention		8.3	1		25.8	8		13.5	10		5.1	4	ND	ND		ND	ND		
		Does Not Require Attention		0.0	0		0.0	0		0.0	0		5.1	4	ND	ND		ND	ND		
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	93	ND	ND	ND	ND
		Approaching Expectations	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	
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	91	ND	ND	ND	ND
		Approaching Expectations	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	
<b>Legend:</b> <b>Fall:</b> September - January <b>ND:</b> No data collected for the corresponding grade/school year <b>Spring:</b> February - June																					

## COMMENTS

The numeracy data shows that student performance is below expectations, especially in Grade 10. Because the benchmark for “meeting expectations” is set very high at 90%, a large proportion of students fall into the “Requires Attention” category. In the 2020–2021 school year, 91.7% of Grade 10 students required attention. This improved slightly to 86.5% in 2022–2023, before rising again to 89.9% in 2023–2024. While these shifts show some movement in the right direction, overall achievement is still well below where we want it to be.

Student engagement is a key factor in the accuracy of these results. Because numeracy assessments are not linked to course grades, students may not approach them with the same level of seriousness as classroom assessments. Additionally, attendance issues can further impact participation. This diminished engagement may help explain why so many students are identified as needing additional support. However, if we consider the results as valid data, they highlight persistent gaps in foundational numeracy skills that begin in earlier grades, making high school math more challenging.

To address this, the High Prairie School Division has been implementing a targeted and collaborative approach centered on strengthening students’ foundational numeracy skills. A key strategy for our school involves increased collaboration between our senior high and junior high school math teachers to ensure aligned expectations, early identification of gaps, and consistent reinforcement of core concepts in Grades 7–9. This alignment is designed to build stronger confidence and fluency in essential numeracy skills, reducing the need for remediation once students enter Grade 10.

Along with this, we are exploring ways to increase the accuracy of our numeracy data by looking at how assessment results might be more meaningfully connected to classroom grades. This may help motivate students to take the assessments more seriously, resulting in data that better reflects their true ability. Improving attendance and ensuring consistent participation will also help strengthen the reliability of the results.

Professional development continues to be a central part of supporting improved numeracy outcomes. In addition to school-based PD, HPSD provides high-quality, research-informed learning opportunities that focus on effective instructional strategies, diagnostic tools, and approaches for addressing foundational gaps. These opportunities help create more consistency in instruction across our schools and equip teachers with practical strategies to support struggling learners.

In summary, while there has been some progress, the numeracy data makes it clear that focused intervention is still needed. Strengthening early numeracy foundations, increasing collaboration across grade levels, improving assessment engagement, and continuing to leverage division-supported professional development are essential steps in improving long-term numeracy outcomes in our school.

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

Literacy Data			2020-21 <sup>1</sup>						2021-22 <sup>2</sup>						2022-23						2023-24						2024-25					
			Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring	
					%	#	%	#			%	#	%	#			%	#	%	#			%	#	%	#			%	#	%	#
OCA RCAT	Grade 10	Limited	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	96		50.0	34	83.3	35
		Acceptable			35.2	19	20.9	9			43.6	24	50.0	25			38.2	29	64.7	11			51.4	18	20.0	8			41.2	28	16.7	7
		Excellence			0.0	0	0.0	0			0.0	0	0.0	0			0.0	0	11.8	2			0.0	0	0.0	0			8.8	6	0.0	0
	Grade 11	Not Yet Meeting Grade Expectations	ND		ND	ND	ND	ND	ND		ND	ND	ND	ND	85		50.0	4	ND	ND	94		65.1	54	ND	38	93		51.2	43	78.5	62
		Approaching Expectations			ND	ND	ND	ND			ND	ND	ND	ND			37.5	3	ND	ND			32.5	27	ND	11			38.1	32	21.5	17
		Meeting Expectations			ND	ND	ND	ND			ND	ND	ND	ND			12.5	1	ND	ND			2.4	2	ND	1			10.7	9	0.0	0
	Grade 12	Not Yet Meeting Grade Expectations	ND		ND	ND	ND	ND	ND		ND	ND	ND	ND	109		ND	ND	ND	ND	108		ND	30	ND	45	91		95.0	57	97.0	65
		Approaching Expectations			ND	ND	ND	ND			ND	ND	ND	ND			ND	ND	ND	ND			ND	11	ND	4			5.0	3	3.0	2
		Meeting Expectations			ND	ND	ND	ND			ND	ND	ND	ND			ND	ND	ND	ND			ND	0	ND	0			0.0	0	0.0	0

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

**Footnotes:**  
<sup>1</sup> Schools only required to submit one assessment per student due to COVID complications  
<sup>2</sup> Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades

Literacy Data			2023-24						2024-25					
			Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring	
					%	#	%	#			%	#	%	#
HLAT	Grade 10	Poor	88		5.6	4	7.1	4	96		4.3	3	3.8	2
		Limited			18.1	13	7.1	4			8.7	6	21.2	11
		Adequate			34.7	25	42.9	24			62.3	48	50.0	26
		Proficient			31.9	23	32.1	18			20.3	14	9.6	5
		Exemplary			9.7	7	10.7	6			4.3	3	15.4	8
	Grade 11	Poor	94		9.1	7	24.3	9	93		10.1	7	2.9	1
		Limited			14.3	11	17.5	11			4.3	3	2.9	1
		Adequate			55.8	43	44.4	28			55.1	38	40.0	14
		Proficient			18.2	14	19.0	12			27.5	19	40.0	14
		Exemplary			2.6	2	4.8	3			2.9	2	14.3	5
	Grade 12	Poor	108		26.6	16	5.3	2	91		6.7	5	2.9	2
		Limited			1.8	1	10.5	4			9.3	7	11.6	8
		Adequate			33.9	19	52.6	20			48.0	36	46.4	32
		Proficient			32.1	18	31.6	12			29.3	22	36.2	25
		Exemplary			9.6	2	0.0	0			6.7	5	2.9	2

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

## COMMENTS

The data indicates that literacy rates at our school are currently below expectations, with some improvement over the last few years, though significant gaps remain. Specifically, RCAT (Reading Comprehension and Analytical Thinking) and HLAT (High Literacy Achievement Test) scores provide important insights into where our students are performing and where targeted interventions are necessary. In 2023-2024, Grade 10 literacy performance shows that 53% of students met or exceeded the expectations on RCAT and HLAT assessments. This shows that over 47% of Grade 10 students still require attention, as a significant number of students fell below the "Acceptable" level, indicating gaps in critical analysis, reading comprehension, and the understanding of literary terms and core concepts. For example, in RCAT, 28% of students were in the "Poor" category, indicating they struggle to analyze and respond to complex texts, which is a key component of literacy at the high school level. For Grade 11, the data shows a slightly higher performance, with approximately 60% of students meeting literacy expectations, but still, 40% of students need targeted support. In Grade 12, 65% of students performed within the "Acceptable" or "Excellence" categories on both RCAT and HLAT, which is higher than previous years but still reveals significant gaps, particularly in students' proficiency with more complex analytical and interpretive skills.

The data for 2024-2025 indicates continued improvement, with Grade 10 students projected to achieve 50% in the "Acceptable" or "Excellence" categories for RCAT and HLAT. However, a substantial portion of Grade 10 students, around 30%, are expected to remain in the "Poor" category, signaling that foundational gaps in critical thinking and literary analysis still exist. For Grade 11, 55-60% of students are expected to meet literacy expectations, which indicates a slight improvement from the previous year, while Grade 12 students are projected to perform at higher levels, with 40% of students reaching the "Proficient" level in HLAT.

While these standardized test results provide some insights into literacy gaps, they do not fully capture the breadth of students' abilities. These assessments are useful in identifying specific areas of need, especially in critical analysis and comprehension. The RCAT and HLAT results highlight that many students struggle with interpreting complex texts, critical thinking, and the application of literary terms, which are all essential for success in both high school and beyond. To address these challenges, we are actively incorporating targeted literacy practice into our three-year program, with an emphasis on improving critical thinking, reading comprehension, and literary analysis. The 2023-2024 data and projections for 2024-2025 indicate gradual improvement, but we must focus on reinforcing foundational literacy skills early. While some progress is being made, the pace of improvement remains slow, and the gaps in Grade 10 and Grade 11 performance on RCAT and HLAT suggest the need for more focused intervention. Beside the division's implementation of a targeted and collaborative approach centered on strengthening foundational literacy skills, a key strategy we are implementing involves collaboration between our high school language teachers and junior high educators. This partnership enables our high school teachers to better understand where students are in their literacy development before entering high school. By working together, junior high and high school teachers can identify literacy gaps early and align their instruction to ensure students are well-prepared for the high school literacy demands. This alignment allows for proactive interventions that focus on reinforcing foundational skills before students reach Grade 10, giving them a stronger foundation in critical analysis, literary comprehension, and vocabulary.

Additionally, we are providing professional development (PD) opportunities for our staff, equipping them with the latest strategies to address literacy gaps. These PD sessions focus on teaching strategies for improving reading comprehension, analytical thinking, and literary analysis. With targeted support for students and continued development of teaching practices, we aim to close the gap in literacy performance, as indicated by RCAT and HLAT results. In conclusion, while we are seeing some improvements in literacy performance, particularly in the 2024-2025 projections, significant gaps remain. A continued focus on critical thinking, literary analysis, and reading comprehension, alongside collaboration between junior high and high school teachers and professional development for staff, will be essential in closing these gaps and improving long-term literacy outcomes.



# ASSURANCE DOMAIN: TEACHING AND LEADING

## Education Quality – Measure Details

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

	School										Authority										Province														
	2021		2022		2023		2024		2025		Measure Evaluation					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	31	82.5	83	87.2	77	83.6	99	78.3	93	84.8	Intermediate	Maintained	Acceptable	876	86.7	994	87.8	995	84.8	1,197	85.2	1,244	86.6	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7		
Parent	8	77.1	6	91.7	4	*	9	71.2	17	83.7	High	Maintained	Good	90	80.4	96	86.9	98	79.1	187	79.8	310	82.0	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3		
Student	7	90.2	61	82.7	67	77.2	74	78.4	61	81.7	Low	Maintained	Issue	604	86.0	721	84.8	737	83.7	822	83.2	754	83.4	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8		
Teacher	16	80.2	16	87.4	10	90.0	16	85.4	15	88.9	Very Low	Maintained	Concern	182	93.7	177	91.7	160	91.6	188	92.6	180	94.3	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9		

## COMMENTS

The 2024–2025 Education Quality results show a strong upward trend across all stakeholder groups of parents, students, and teachers, which highlights the positive impact of the school's targeted improvement strategies. Although the school continues to sit slightly below both the Authority and Provincial averages, the steady, year-over-year gains clearly demonstrate renewed confidence in teaching quality, the learning environment, and overall student supports.

### Overall Satisfaction

The school's overall satisfaction rate increased from 78.3 percent in 2024 to 84.8 percent in 2025, marking a 6.5-point improvement. This recovery from last year's decline reflects strengthened communication, enhanced student supports, and a more consistent educational experience. While the school remains just below the Authority (86.6 percent) and Province (87.7 percent), the narrowing gap shows that the school is steadily moving in the right direction.

### Parent Satisfaction

Parent satisfaction experienced the most significant growth. Rising from 71.2 percent in 2024 to 83.7 percent in 2025, a 12.5 percent increase, the school now exceeds the Authority average of 82.0 percent and is approaching the Provincial result of 84.3 percent. This aligns with the measure evaluation of Achievement: High and Overall: Good.

This substantial increase is directly connected to the school's ongoing work to strengthen communication and parent engagement. Newsletter, weekly letters, transparent updates about classroom learning, and consistent information on assessments and extracurricular opportunities have fostered trust and strengthened the partnership with families. Additionally, grade-level parent nights, parent-teacher conferences, and community-based career events have helped deepen parental understanding of high-school programming and graduation pathways.

### Student Satisfaction

Student satisfaction increased from 74.8 percent in 2024 to 81.7 percent in 2025, a 6.9-point improvement. While still slightly below the Authority (83.4 percent) and Province (84.8 percent), the upward trend reflects meaningful progress in student engagement and support.

A major factor behind this growth is the school's commitment to expanding student-centered opportunities, including CTS programming, dual-credit courses, online learning options, athletics, and leadership development. In addition, strengthened early-intervention practices through the student welfare and task-force teams model have helped ensure timely, coordinated support.

Throughout 2024–2025, coordinated teamwork among Career Coaches, the Wellness Coach, Learning Support Teachers (LSTs), Educational Assistants (EAs), teachers, and school leadership improved the school's ability to identify at-risk students early. Through regular collaborative meetings, the team analyzed achievement, attendance, and behaviour data to provide targeted supports such as academic coaching, mental-health resources, career exploration, and individualized learning accommodations. This structured approach played a key role in increasing student satisfaction and overall academic success.

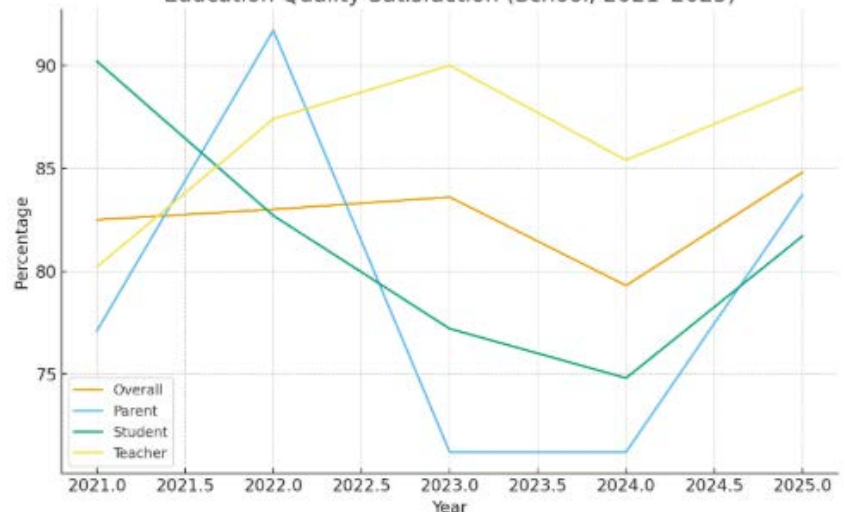
### Teacher Satisfaction

Teacher satisfaction rose from 85.4 percent in 2024 to 88.9 percent in 2025, a 3.5-point increase, reflecting improved staff morale and confidence in the school's direction. Although the results remain below the Authority (94.3 percent) and Province (93.9 percent), the upward trend signals better collaboration, clearer communication, and a more supportive professional climate. Teachers report feeling increasingly aligned around school goals and more capable of supporting student success through shared practices.

The 2024–2025 results demonstrate meaningful growth across all stakeholder groups and represent a significant step forward for the school. Expanded parental engagement, strengthened student supports through the welfare and task-force teams, increased learning opportunities, and stronger staff collaboration have all contributed to these positive outcomes.

Although differences remain when compared with Division and Provincial averages, the school is clearly on an upward trajectory. Moving forward, we remain committed to enhancing communication, deepening family and community partnerships, supporting staff wellbeing, and ensuring that every student receives the academic, social, and emotional support needed for long-term success.

Education Quality Satisfaction (School, 2021–2025)



# ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

## PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

### 1. Professional Learning

E.W. Pratt High School prioritizes a shared vision for teaching and learning aligned with the Teaching Quality Standard (TQS), focusing on instructional quality, student outcomes, and school-home communication. Teachers are supported in developing Professional Growth Plans and participate in decision-making around professional learning initiatives.

#### Key Initiatives:

- Development of Professional Growth Plans for all teachers
- Teacher participation in decision-making on professional learning topics
- Collaborative learning across schools in the division
- In-school professional development sessions
- Peer learning groups and mentoring programs
- Targeted skill-building in curriculum updates, teaching strategies, and leadership

#### Impact:

- Enhances teacher knowledge and instructional practices
- Promotes collaboration and shared focus
- Supports continuous improvement and school-wide instructional consistency

### 2. Supervision

Focus: Ensure high-quality teaching aligned with TQS and school-wide goals.

#### Key Practices:

- Classroom Observations: Non-evaluative visits to understand teaching practices
- Constructive Feedback: Timely guidance on strengths and areas for growth
- Supportive Coaching: Individualized support in classroom management, instructional strategies, and content delivery

#### Impact:

- Strengthens teacher-student relationships
- Improves classroom environments
- Increases consistency and effectiveness of teaching

### 3. Evaluation

Focus: Support professional growth, accountability, and student outcomes.

#### Process:

- Goal Setting: Align teacher goals with personal development and school objectives
- Formal Observations: Scheduled evaluations assessing TQS competencies
- Ongoing Feedback & Interventions: Regular feedback with mentoring or specialized coaching for additional support

#### Impact:

- Refines instructional practices
- Enhances student learning and achievement
- Supports teacher satisfaction, retention, and a positive school culture

### Overall Outcomes

Instructional Quality: Consistent, high-quality teaching across the school

Teacher Development: Professional growth and skill enhancement

Student Achievement: Improved learning outcomes

School Culture: Positive, collaborative, and supportive environment



# 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.

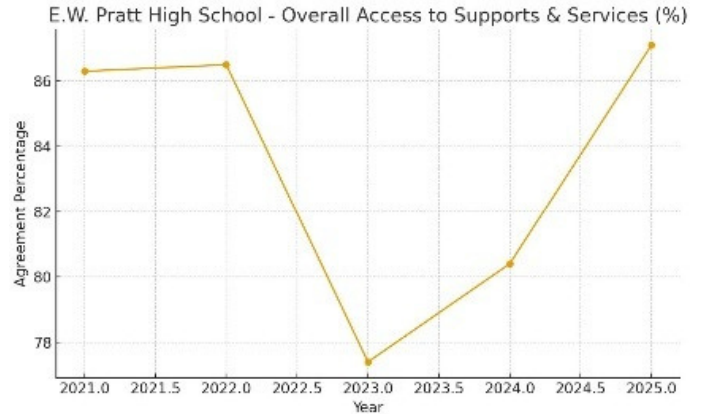
	School										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	31	86.3	83	86.5	77	77.4	99	80.4	93	87.1	High	Improved	Good	876	83.2	992	83.2	993	81.4	1,197	81.6	1,242	84.0	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	8	77.5	6	83.3	4	*	9	75.0	17	88.2	Very High	Maintained	Excellent	90	74.7	96	78.4	98	76.5	187	74.5	310	77.4	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	7	95.0	61	90.1	67	74.9	74	83.6	61	79.7	Intermediate	Maintained	Acceptable	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	16	86.3	16	86.3	10	80.0	16	82.5	15	93.3	High	Maintained	Good	182	90.8	177	89.7	160	86.7	189	89.2	180	92.3	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

### COMMENTS

E.W. Pratt High School has made strong progress in improving student access to supports and services, and the Measure Evaluation rates the school's performance as High in Achievement, Improved in year-over-year progress, and Good overall, indicating both strong current performance and clear upward progress. This aligns with the significant rise in overall results to 87.1 percent in 2025 as well as consistently strong teacher confidence at 93.3 percent. Student perceptions remain stable, whereas parent results fluctuate, highlighting the importance of ongoing communication and engagement efforts.

These improvements reflect several strategic initiatives, including the Knowledge & Employability (K&E) program, the expansion of community-based classrooms, and the coordinated support efforts of the Learning Support Teacher, Educational Assistants, Wellness Coach, and Career Coaches, and school leadership's vision. Universal accommodations and individualized supports ensure students are appropriately placed and receive the assistance they need.

To build on this progress, the school is focusing on strengthening communication with families, increasing parent involvement, and maintaining proactive early intervention through meetings with at-risk students and their caregivers. Parent-teacher conferences, grade-level information nights, and career showcases help families better understand the high school system and connect students to future opportunities. Continued improvements in communication, early intervention, and career-connected learning will help sustain and further enhance student access to supports moving forward. The following graph shows the "Overall" school results for 2021–2025.



## 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										Measure Evaluation			Authority								Province											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	31	90.2	83	86.3	77	79.6	99	77.0	93	82.4	Low	Maintained	Issue	877	84.7	994	83.3	994	80.3	1,197	81.3	1,245	82.5	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	8	81.3	6	93.8	4	*	9	71.4	17	79.3	Low	Maintained	Issue	90	79.0	96	81.3	98	77.5	187	77.8	310	78.7	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	7	91.9	61	73.1	67	66.4	74	70.4	61	76.6	Intermediate	Maintained	Acceptable	605	79.3	721	74.3	736	72.5	821	73.5	755	74.6	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	16	97.3	16	92.0	10	92.9	16	89.3	15	91.4	Low	Maintained	Issue	182	95.7	177	94.4	160	90.7	189	92.5	180	94.1	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

### COMMENTS

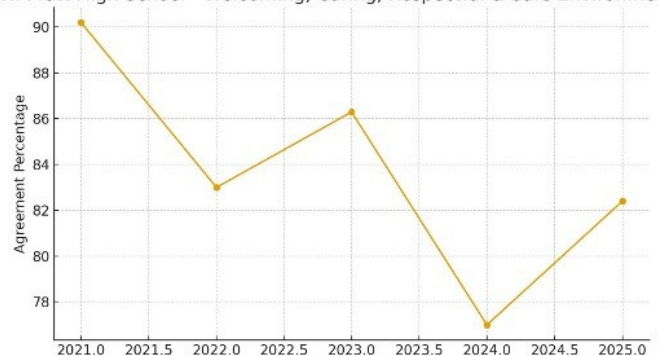
E.W. Pratt High School is committed to cultivating a joyful, inclusive learning environment where students, staff, and parents feel welcomed, valued, respected, and safe. This mission is reflected in annual team-building initiatives as well as community-building events, including Orientation Day and the community BBQ, which bring together staff, families, and Indigenous community members to strengthen relationships and promote belonging.

The data for the Welcoming, Caring, Respectful and Safe Learning Environments measure shows mixed results, indicating both strengths and important areas for continued focus. According to the Measure Evaluation, the school is rated as Low in Achievement, Maintained for Improvement, and Issue overall. Although the 2025 overall agreement level (82.4%) shows recovery from previous years, the evaluation highlights the need for sustained work to enhance feelings of safety, respect, and care across the school community.

Parent results have risen to 79.3% in 2025 yet remain below historical highs, which reinforces the importance of strengthening home-school communication and ensuring families feel engaged and informed. Student results have stabilized at 76.6%, earning an Intermediate Achievement rating and an Acceptable overall evaluation, which indicates progress while also signaling areas where students need to feel more confident in their learning environment. Teachers continue to express strong confidence (91.4%), therefore suggesting that internal school culture among staff remains a strength.

To further advance a positive school culture, E.W. Pratt continues to focus on transparency, mutual respect, and well-being. The school is strengthening its character education program, promoting school spirit, and actively involving students in decision-making through a vibrant Student Council. Parent engagement remains a priority, and ongoing efforts aim to increase participation in the School Council and Parent Fundraising Society, ensuring that families play an active role in shaping school direction. These initiatives support the creation of a collaborative community where students are supported and empowered. As the school continues to refine communication, build relationships, and strengthen the environment of care and respect, it remains dedicated to fulfilling its mission of fostering a safe and joyful learning environment for all.

E.W. Pratt High School - Welcoming, Caring, Respectful & Safe Environments (%)



# 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 HPSSD 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										Authority										Province													
	2021		2022		2023		2024		2025		Measure Evaluation				2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	24	61.9	22	69.0	10	83.7	25	67.3	32	80.2	High	Maintained	Good	272	77.6	272	75.8	256	77.8	376	78.5	490	79.4	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0	
Parent	8	52.5	6	70.0	4	*	9	63.6	17	80.7	Very High	Maintained	Excellent	90	68.5	95	69.5	98	68.4	187	72.6	310	72.3	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6	
Teacher	16	71.3	16	67.9	10	83.7	16	70.9	15	79.7	Very Low	Maintained	Concern	182	86.7	177	82.2	158	87.3	189	84.4	180	86.5	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3	

## COMMENTS

The Parental Involvement measure outlines the percentage of teachers and parents who feel satisfied with their involvement in decisions about their child's education. At E.W. Pratt High School, this measure shows both areas of strength and areas for growth, reflecting the school's ongoing commitment to fostering collaborative relationships with families.

The overall parental involvement percentages between 2021 and 2025 show upward progress over time: 61.9% in (2021), 69.0% in (2022), 83.7% in (2023), 67.3% in (2024), and 80.2% in (2025).

Parent-only responses remain highly variable, with only 9 parents responding in 2024 and 17 in 2025, continuing a trend of chronically low participation.

Teacher ratings remain comparatively higher and more stable, indicating a consistent perception of parental involvement among staff.

Measure Evaluation Results (School Level)

- Overall Achievement: High
- Improvement: Maintained
- Overall Evaluation: Good
- Parent Achievement: Very High
- Parent Overall Evaluation: Excellent
- Teacher Achievement: Very Low
- Teacher Overall Evaluation: Concern

These evaluations show strong satisfaction among participating parents but highlight discrepant perceptions between families and teachers.

While the rise to 80.2% parental involvement in 2025 is encouraging, several contextual factors likely contribute to limited participation, such as historical experiences with school systems, socioeconomic challenges, limited internet access or digital literacy, survey accessibility (length, format, timing), geographic isolation, and language or literacy barriers. These factors influence who responds, and who doesn't, and underscore the importance of diversified, accessible communication and engagement approaches.

However, our school continues to make meaningful strides in reconnecting with families and building trust. The school's efforts have supported steady progress in parent engagement through:

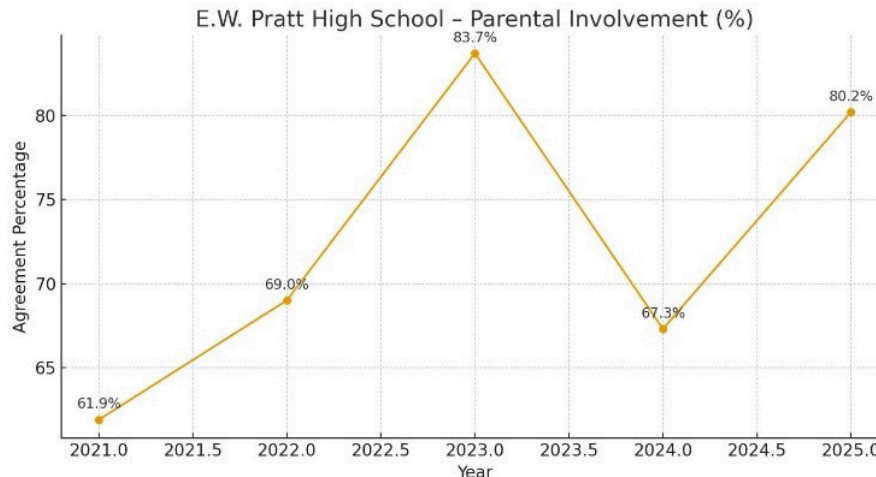
- Community-building events such as BBQs, Open House, and Orientation Day
- Regular promotion of school activities through a variety of online platforms
- Strong collaboration with the school's Indigenous Coach, who provides culturally grounded support and outreach
- Encouragement of active involvement in School Council and the Parent Fundraising Society
- Clear, consistent communication and a welcoming school environment

These actions have contributed to improved participation and more positive parent experiences, especially among families who may have felt disconnected in the past.

Moving ahead, the school aims to build on this progress by expanding access and strengthening relationships:

- Using communication methods beyond digital tools; print, phone calls, and in-person outreach
- Offering more accessible meeting formats and times to support participation in decision-making
- Continuing trust-building efforts with Indigenous families and other underrepresented groups
- Ensuring every parent feels their voice matters in shaping their child's learning
- Ongoing implementation of effective school leadership strategies such as shared decision-making, transparent communication, and culturally responsive practices

Through these efforts, E.W. Pratt High School is committed to fostering strong, meaningful, and lasting partnerships with all families, celebrating success while continuing to grow together. The following graph highlights this data.



## 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					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
<b>N</b>	<b>88</b>	<b>82</b>	<b>90</b>	<b>86</b>	<b>82</b>	<b>246</b>	<b>263</b>	<b>250</b>	<b>271</b>	<b>259</b>	<b>46,245</b>	<b>47,675</b>	<b>48,340</b>	<b>49,297</b>	<b>51,148</b>
% Writing 0 Exams	n/a	n/a	47.9	44.7	43.0	n/a	n/a	44.3	33.0	36.4	n/a	n/a	20.9	14.4	13.7
% Writing 1+ Exams	n/a	n/a	52.1	55.3	57.0	n/a	n/a	55.7	67.0	63.6	n/a	n/a	79.1	85.6	86.3
% Writing 2+ Exams	n/a	n/a	36.3	48.3	53.3	n/a	n/a	34.6	60.7	60.1	n/a	n/a	54.4	82.5	83.8
% Writing 3+ Exams	n/a	n/a	15.9	30.6	32.2	n/a	n/a	11.0	36.9	34.0	n/a	n/a	20.0	64.7	65.3
<b>% Writing 4+ Exams</b>	<b>n/a</b>	<b>n/a</b>	<b>1.1</b>	<b>21.2</b>	<b>22.3</b>	<b>n/a</b>	<b>n/a</b>	<b>0.8</b>	<b>28.3</b>	<b>26.5</b>	<b>n/a</b>	<b>n/a</b>	<b>3.5</b>	<b>52.7</b>	<b>54.5</b>
% Writing 5+ Exams	n/a	n/a	0.0	14.1	14.9	n/a	n/a	0.0	16.4	17.2	n/a	n/a	0.5	31.6	35.4
% Writing 6+ Exams	n/a	n/a	0.0	5.9	2.5	n/a	n/a	0.0	6.7	5.5	n/a	n/a	0.0	8.4	10.8

## COMMENTS

The Diploma Examination Participation data from 2020–2024 shows steady progress in student engagement with diploma-level coursework, and this growth is evident across multiple exam categories. At the school level, participation in 1+ exams increased from 52.1 percent in 2022 to 57.0 percent in 2023–2024, while participation in 2+ exams rose from 36.3 percent in 2022 to 48.3 percent in 2023 and held at 53.3 percent in 2024. A particularly strong improvement appears in the percentage of students writing 4+ diploma exams, increasing from 1.1 percent in 2022 to 21.2 percent in 2023 and 22.3 percent in 2024. Gains are also observed in higher exam counts, with 5+ exam participation reaching 14.9 percent and 6+ exams rising to 5.9 percent in 2024. Although provincial participation remains higher, especially in the 4+ exam category where more than half of Alberta students participate, the school's upward trend reflects enhanced academic readiness and better alignment between student pathways and diploma-level opportunities.

To continue strengthening diploma exam participation, the school is supporting academic course enrollment through improved guidance and individualized course planning, and it is encouraging students to pursue diploma-level learning aligned with their career goals. Additionally, the school is reviewing timetabling and course availability to support multi-exam pathways and enhancing instructional support in diploma-level courses to ensure students are fully prepared. These actions aim to maintain positive progress and expand student confidence and success in diploma-level academic opportunities.

### Drop Out Rate – Measure Details

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

	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	%		
Drop Out Rate	285	6.0	267	8.5	270	7.1	262	8.7	266	10.7	Very Low	Declined	Concern	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	1,059	7.6	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4		
Returning Rate	17	13.1	17	31.2	24	26.6	21	5.3	26	26.8	n/a	n/a	n/a	69	15.8	62	19.0	91	18.3	90	16.9	87	21.1	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2		

## COMMENTS

The Dropout Rate data from 2020–2024 shows a concerning upward trend at the school level, and the pattern highlights the need for sustained attention and targeted interventions. The dropout rate increased from 6.0 percent in 2020 to 8.5 percent in 2021, and then although it dipped to 7.1 percent in 2022, it rose again to 8.7 percent in 2023 and 10.7 percent in 2024. This contrasts sharply with the Province, which remains consistently low at 2.3–2.6 percent. The school's Measure Evaluation reflects these challenges, showing Very Low Achievement, Declined Improvement, and an overall evaluation of Concern. Although the Returning Rate rose to 26.8 percent in 2024, indicating some success in re-engaging previously withdrawn students, it does not offset the overall increase in dropout risk.

Recognizing the strong link between poor attendance and higher dropout rates, the school has strengthened its early-identification and intervention processes. Automated callouts, email communication, and scheduled in-person meetings with families are now used to address attendance concerns promptly. Career, Wellness, and Indigenous Education Coaches play a key role as well, meeting one-on-one with students and parents to understand challenges, rebuild trust, and provide targeted support. Additionally, school leadership holds regular meetings to review attendance data, discuss at-risk students, coordinate interventions, and ensure a consistent, team-based approach to student retention.

Local economic pressures also contribute to dropout rates, as some students are drawn to well-paying jobs that allow them to support their families, often at the expense of completing high school. Therefore, to counter this, the school is increasing efforts to communicate the long-term value of graduation and post-secondary training. Parent Nights tailored to each grade level provide families with information on career pathways, post-secondary programs, and the lifelong benefits of education. Through strengthened communication, deeper home-school partnerships, and coordinated leadership efforts, the school aims to enhance student engagement, support informed family decision-making, and reduce the risk of early school departure.

### 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									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	15	64.4	16	79.2	9	51.9	16	70.2	14	59.5	Very Low	Maintained	Concern	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	15	64.4	16	79.2	9	51.9	16	70.2	14	59.5	Very Low	Maintained	Concern	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

## COMMENTS

The In-Service Jurisdiction Needs data shows that teacher ratings of professional development (PD) and in-servicing have remained relatively stable at the school level from 2021–2025, yet they continue to sit well below both the Authority and the Province. School results fluctuate between 51.9 percent and 70.2 percent, while provincial results consistently remain around 80–82 percent. This gap places the school's Achievement rating at Very Low, and with Improvement marked as Maintained, it results in an overall evaluation of Concern. These results indicate that teachers do not feel PD has been sufficiently focused, systematic, or impactful over the past three to five years compared to broader benchmarks.

In response, the school has strengthened its focus on tailored professional development that meets the diverse needs of individual teachers and reflects the unique challenges of high school programming. Teachers have expressed interest in PD that directly supports high-school-specific instructional demands, and therefore the school has prioritized more relevant and subject-specific learning opportunities. Additionally, several diploma-level teachers are participating in diploma exam marking, an experience that enhances their expertise in assessment practices and improves instructional alignment with provincial standards. These initiatives aim to elevate teaching quality, enhance student outcomes, and ensure that educators receive meaningful, impactful professional learning aligned with emerging educational needs.



## SUPPLEMENTAL MEASURES

### Lifelong Learning – Measure Details

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

	School										Authority										Province																													
	2021					2022					2023					2024					2025					2021					2022					2023					2024					2025				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%													
Overall	24	76.6	22	68.3	10	85.0	25	82.6	32	81.4	High	Maintained	Good	265	76.9	269	79.5	251	78.8	363	78.0	473	79.7	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8																	
Parent	8	75.0	6	66.7	4	*	9	77.8	17	79.4	Very High	Maintained	Excellent	84	63.9	94	69.3	95	68.1	177	67.2	297	70.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5																	
Teacher	16	78.1	16	70.0	10	85.0	16	87.5	15	83.3	Intermediate	Maintained	Acceptable	181	89.8	175	89.7	156	88.5	186	88.8	176	88.7	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1																	

## COMMENTS

The school's Lifelong Learning results have remained consistently strong over the past five years, and overall satisfaction has risen to 81.4 percent in 2025, surpassing authority results and closely aligning with the province. Parent satisfaction is notably high at 79.4 percent (Very High), while teacher satisfaction remains stable at 83.3 percent (Intermediate). Together, these outcomes support an overall evaluation of High Achievement with Maintained improvement.

These strong results reflect a deliberate, school-wide commitment to fostering lifelong learning, and they demonstrate how coordinated leadership and instructional practices contribute to student success. School leadership plays an active and visible role by guiding instructional priorities, supporting collaboration, and ensuring that professional learning is aligned with student needs. Leadership also coordinates the work of the Student Support and Welfare Team, including Career Coaches, the Wellness Coach, the Indigenous Education Coach, and the Learning Support Teacher, who meet regularly with students to review academic progress, develop study plans, and explore post-secondary pathways. This coordinated approach ensures that every student receives personalized guidance and feels supported in planning for the future.

In addition, staff consistently work to make learning meaningful by connecting classroom instruction with real-world applications, and this relevance strengthens student engagement. The school further enhances engagement by offering diverse course pathways through Alberta Education and flexible online platforms, such as Golden Hills, enabling students to pursue their interests in ways that best align with their goals and learning styles. These leadership practices and supports continue to strengthen a culture where students are well-prepared for future learning and long-term success.

### 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											
	2021			2022			2023			2024				2025			2021			2022			2023			2024			2025					
	N	%		N	%		N	%		Achievement	Improvement	Overall	N	%		N	%		N	%		N	%		N	%		N	%		N	%		
Overall	31	73.9	82	74.5	77	71.0	98	71.8	93	68.4	Low	Maintained	Issue	594	80.5	694	82.4	696	82.4	855	84.3	919	83.0	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0	
Parent	8	68.4	6	75.0	4	*	9	59.7	17	65.1	Low	Maintained	Issue	90	78.6	95	81.5	98	78.5	187	84.0	307	81.2	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4	
Student	7	80.0	60	67.7	67	67.4	73	67.1	61	64.6	Low	Maintained	Issue	322	76.2	422	77.8	438	79.1	479	77.7	432	78.3	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0	
Teacher	16	73.3	16	80.7	10	80.6	16	88.7	15	75.5	Low	Maintained	Issue	182	86.8	177	87.8	160	89.6	189	91.2	180	89.5	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5	

## COMMENTS

The school's Program of Studies results have remained stable over the past five years, and overall satisfaction sits at 68.4 percent in 2025. While performance is maintained, it remains in the Low Achievement category and continues to trail both authority and provincial averages. Parent (65.1 percent), student (64.6 percent), and teacher (75.5 percent) ratings indicate steady perceptions of program breadth, yet they also highlight areas where further diversification of learning opportunities could strengthen student engagement.

In response to evolving student interests and career pathways, the school has significantly expanded its programming. This includes the introduction of Portage College dual-credit courses, micro-credential opportunities, and a growing agriculture program, all of which provide students with specialized, career-aligned learning that extends beyond the traditional high school curriculum. These additions complement the school's broader expansion of Career and Technology Studies (CTS) offerings, and they are further supported through course partnerships with Golden Hills, giving students greater flexibility and choice. Recognizing the importance of accurate and comprehensive feedback, our school is also working to increase parent involvement in surveys and school processes. To support this, regular High School Parent Night sessions have been implemented to guide families through course selection, graduation requirements, post-secondary options, and scholarships. These sessions help build stronger home-school partnerships and ensure families are well-informed and actively engaged in their children's academic planning.

Overall, while satisfaction remains consistent, E.W. Pratt High School is strategically expanding programming, enhancing pathways, and strengthening parent engagement so students have meaningful, relevant, and diverse opportunities that prepare them for future success.

### 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											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	31	85.8	83	89.0	77	84.1	99	83.1	93	85.9	Intermediate	Maintained	Acceptable	876	83.4	992	84.2	993	81.6	1,197	81.8	1,242	83.4	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5		
Parent	8	70.8	6	83.3	4	74.9	9	74.1	17	82.4	High	Maintained	Good	90	72.1	96	78.1	98	72.5	187	70.9	310	74.5	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5		
Student	7	95.0	61	90.1	67	74.9	74	93.6	61	79.7	Low	Maintained	Issue	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,831	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.4		
Teacher	16	91.7	16	93.8	10	93.3	16	91.7	15	95.6	Intermediate	Maintained	Acceptable	182	93.9	177	92.8	160	91.4	189	93.4	180	93.7	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4		

## COMMENTS

The Program of Studies - At Risk Students' data shows that the school continues to perform strongly in supporting at-risk students, with overall satisfaction at 85.9% in 2025, a result that remains stable over time and above both the authority (83.4%) and provincial (80.5%) averages. Parent satisfaction is particularly high at 82.4%, while teacher ratings remain very strong at 95.6%. Student ratings, though lower at 79.7%, are still within an acceptable range and highlight an opportunity to strengthen communication about available supports.

To maintain and enhance these positive results, the school has expanded and strengthened programming for at-risk students. This includes improving individualized support plans, ensuring that academic goals and interventions are tailored to each student's needs. Universal accommodations are available to any student who requires them, and additional academic help is provided through WIN (What I Need) tutoring time. Accessibility remains a priority: all course materials are posted on Google Classroom, and students are supported with digital tools such as Read and Write to help remove learning barriers. The school recognizes that continued improvement depends on ensuring students are consistently informed about the supports available, and efforts are underway to strengthen communication and awareness so that all learners can fully access the help they need. Additionally, the Task Force and Student Welfare teams are on task identifying and supporting these students. Overall, the school's results demonstrate a strong and sustained commitment to meeting the needs of at-risk students through timely programming, inclusive supports, and personalized planning.



# SUPPLEMENTAL MEASURES

## Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	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	%
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	94	48.9	87	49.4	87	58.6	93	48.4	82	47.6	Very Low	Maintained	Concern	307	45.9	305	48.5	296	51.7	302	48.3	293	46.1	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford				Grade 11 Rutherford				Grade 12 Rutherford				Overall			
		Number of Students Eligible		Percent of Students Eligible		Number of Students Eligible		Percent of Students Eligible		Number of Students Eligible		Percent of Students Eligible		Number of Students Eligible		Percent of Students Eligible	
2020	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	
2024	82	35		42.7		19		23.2		7		8.5		39		47.6	

## COMMENTS

The school's Rutherford Scholarship Eligibility Rate has remained consistent over the past five years, with 2024 results showing 47.6% of Grade 12 students eligible, slightly below the authority and provincial averages but stable at the school level. The detailed breakdown shows that eligibility fluctuates across grade levels, with stronger results typically appearing in Grade 10 and lower eligibility by Grade 12, where only 8.5% qualified in 2024. This pattern suggests that while many students begin high school meeting eligibility benchmarks, maintaining those achievement levels through Grades 11 and 12 remains an area for continued focus.

Despite this, the maintenance of overall results reflects a steady academic foundation and a positive long-term trend. The school continues to foster a culture of academic achievement, and Career Coaches play an active role in encouraging students to pursue scholarship opportunities, including the Rutherford. Through ongoing guidance and increased awareness, the school anticipates continued improvement in the number of students striving for and attaining scholarship eligibility.

## Safe and Caring – Measure Details

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

	School										Authority										Province														
	2021		2022		2023		2024		2025		Measure Evaluation					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	31	92.1	83	89.5	77	84.4	99	81.6	93	87.0	High	Maintained	Good	877	87.3	994	87.4	994	84.4	1,196	85.0	1,244	85.5	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3		
Parent	8	87.5	6	96.7	4	*	9	75.0	17	83.5	High	Maintained	Good	90	81.6	96	86.8	98	82.5	187	81.6	310	82.4	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9		
Student	7	91.4	61	79.3	67	72.7	74	78.7	61	84.0	Very High	Improved	Excellent	605	83.5	721	79.6	736	78.1	820	79.2	754	79.2	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6		
Teacher	16	97.4	16	92.5	10	96.0	16	91.3	15	93.3	Intermediate	Maintained	Acceptable	182	96.7	177	95.7	160	92.7	189	94.2	180	94.8	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4		

## COMMENTS

The school continues to maintain a strong rating in providing a safe, caring, and welcoming environment, with overall results remaining high across the five-year span. In 2025, the school's overall score of 87.0% reflects stability, although both the overall and student scores show a slight decline compared to provincial averages. Parent ratings remain high at 83.5%, while student ratings, though strong at 84.0%, have dipped from earlier years.

E.W. Pratt High School remains committed to strengthening its school culture. A notable increase in student-led engagement activities has supported a growing sense of belonging and community, an important indicator of positive school climate. These initiatives reinforce respect, empathy, and inclusion among students.

To further enhance this healthy and nurturing school environment, the school is emphasizing Student Council leadership, regular in-person assemblies, and character-building initiatives that help restore and nurture community connections. Additional measures, such as installing vape detectors in washrooms and implementing clearer cell phone expectations, are proactive steps designed to improve safety and reduce inappropriate behaviour. Collectively, these efforts demonstrate the school's ongoing commitment to ensuring that all students feel safe, respected, and supported at E.W. Pratt High School.

## 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.

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																			
	School										Authority										Province														
	2021		2022		2023		2024		2025		Measure Evaluation					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	31	84.9	81	83.5	77	75.8	99	87.8	93	85.3	Very High	Maintained	Excellent	870	81.0	986	83.7	991	78.8	1,193	82.2	1,235	82.3	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1		
Parent	8	64.5	6	76.0	4	*	9	85.7	17	79.1	Very High	Maintained	Excellent	87	71.1	93	79.6	96	73.8	185	76.1	305	75.1	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4		
Student	7	96.4	59	86.0	67	76.7	74	90.5	61	90.5	Very High	Improved	Excellent	601	85.2	716	84.1	736	83.2	819	86.0	751	86.3	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8		
Teacher	16	93.8	16	88.5	10	75.0	16	87.2	15	86.2	High	Maintained	Good	182	86.7	177	87.5	159	79.3	189	84.4	179	85.4	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1		

## COMMENTS

Satisfaction with program access at E.W. Pratt High School remains very high, with the overall school score at 85.3% for 2025, well above the provincial average. Student satisfaction has shown a notable increase, rising to 90.5%, suggesting strong approval of the programs and opportunities available. Parent and teacher satisfaction also remain consistently positive.

This improvement aligns with the school's expanding range of courses, program options, and flexible pathways. By offering programs that more closely reflect student interests and future goals, the school has strengthened engagement and helped students feel more connected to their learning. These expanded opportunities continue to reinforce E.W. Pratt's commitment to meeting the diverse needs of its students.

# SUPPLEMENTAL MEASURES

## School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School										Authority										Province																	
											Measure Evaluation			2021					2022					2023					2024					2025				
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025						
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%					
Overall	28	71.4	78	63.8	74	78.2	99	73.3	90	79.7	High	Improved	Good	850	76.7	974	71.1	980	75.4	1,173	79.5	1,206	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6					
Parent	7	57.1	6	33.3	4	*	9	55.6	16	81.3	Very High	Improved	Excellent	79	68.4	92	56.5	96	69.8	181	74.6	293	78.5	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4					
Student	7	78.6	59	73.5	65	67.4	74	70.5	60	72.3	Low	Maintained	Issue	600	79.8	718	72.6	731	73.5	814	75.7	743	76.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4					
Teacher	14	78.6	13	84.6	9	88.9	16	93.8	14	85.7	Very High	Maintained	Excellent	171	81.9	164	84.1	153	83.0	178	88.2	170	89.4	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1					

## COMMENTS

The School Improvement results demonstrate several clear strengths for E.W. Pratt High School. In 2025, the school achieved an overall rating of 79.7%, supported by High achievement, Improved growth, and a Good overall evaluation. This reflects meaningful progress over time and signals continued positive momentum.

Parent results are a major success. With an 81.3% satisfaction rate in 2025, parents rated the school with Very High achievement, Improved progress, and an Excellent overall evaluation, showing strong confidence in the direction of the school and the improvements that have been made.

Teacher responses further reinforce this positive trend. Teachers reported an 85.7% satisfaction rate, accompanied by Very High achievement, Maintained improvement, and an Excellent overall evaluation. This is a significant success, indicating strong staff confidence in the direction of the school.

Student results, while lower at 72.3%, remain stable, reflected in Low achievement, Maintained improvement, and an Issue overall evaluation. The presence of many new students, who may not have fully experienced recent changes, likely contributes to this pattern.

Overall, the data shows that parents and teachers view the school's progress very positively, and the school has achieved strong improvement indicators across multiple measures. These successes reflect the sustained efforts to strengthen school culture, programs, and learning experiences 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									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	4 Year Rate	89	29.1	88	47.3	83	21.6	90	29.3	85	17.4	Very Low	Declined Significantly	Concern	250	36.0	246	33.7	265	25.1	250	28.9	268	27.7	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1	49,293
6 Year Rate	81	26.8	76	35.8	89	42.3	87	52.8	83	38.6	Low	Maintained	Issue	250	48.2	265	47.7	250	49.3	245	40.7	263	42.4	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9

## COMMENTS

The High School to Post-secondary Transition Rate data highlights ongoing challenges in supporting students' movement into post-secondary pathways.

The 4-year transition rate shows a 17.4% result in 2024, accompanied by Very Low achievement, Declined Significantly improvement, and an Overall Concern rating. Similarly, the 6-year transition rate, while higher at 38.6%, remains below authority and provincial averages, reflected in Low achievement, Maintained improvement, and an Issue overall evaluation.

These trends align with local realities, where many students choose to enter the workforce immediately after high school to support their families, often viewing on-the-job training as a more accessible or practical alternative to university or trade programs. As a result, fewer students pursue formal post-secondary pathways within the measured timeframes.

This pattern also suggests that some students may overestimate their readiness for post-secondary studies or undervalue the long-term benefits of further education. In response, the school continues working to strengthen post-secondary awareness, helping students build realistic expectations, understand the value of continued learning, and explore pathways that align with their long-term aspirations.

## Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	24	75.0	21	81.7	10	80.0	25	80.2	32	81.2	High	Maintained	Good	261	80.7	266	82.5	241	79.5	354	81.4	462	82.7	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	8	75.0	6	83.3	4	*	9	66.7	17	82.4	Very High	Maintained	Excellent	82	65.9	92	70.7	90	68.9	170	69.4	289	72.3	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	16	75.0	15	80.0	10	80.0	16	93.8	15	80.0	Very Low	Maintained	Concern	179	95.5	174	94.3	151	90.1	184	93.5	173	93.1	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

## COMMENTS

The Work Preparation results show strong performance across the school, with several areas demonstrating exceptional success. The overall rating for 2025 sits at 81.2%, supported by High achievement, Maintained improvement, and an Overall Good evaluation, closely aligned with both authority (82.7%) and provincial (83.7%) levels.

Parent feedback is particularly strong: the parent rating reaches 82.4%, earning a Very High achievement level and an Excellent overall evaluation. This reflects meaningful confidence among families in the school's ability to prepare students for workplace expectations.

Most notably, the teacher rating stands out at 80.0%, paired with Very Low achievement but Maintained improvement and an Overall Concern evaluation in the dashboard, yet the 2024 figure (93.8%) remains a strong indicator of teacher confidence. This aligns with the fact that teachers feel particularly confident in the direction of the school, recognizing the effectiveness of programs that build responsibility, professionalism, and essential workplace behaviours.

Overall, the data highlights clear strengths in work readiness, demonstrating the impact of intentional school-wide efforts to equip students with the skills necessary for future employment and lifelong success.