



**ANNUAL EDUCATION
RESULTS REPORT
2021-2022**



ADVOCATES OF PUBLIC EDUCATION

The Peace River School Division (PRSD) Board of Trustees are local community members who are elected to advocate for public education and schools within the division.

Entrusted by the community, our duty is to ensure that students and teachers are able to thrive in educational environments that support them in reaching their full potential.

As leaders, the PRSD Trustees model collaboration, teamwork, innovation and inclusive mindsets. Through critical thinking and problem-solving lenses, our job is to identify priorities within the division and to allocate resources to successfully address them.

Together, we keep open minds, deliberate with essential stakeholder groups, and create opportunities for the division to reach its goals in literacy, numeracy and inclusion.

Representing diverse backgrounds ourselves, the PRSD Board of Trustees value and celebrate diversity and believe in providing students with educational experiences that best meet their individual needs.

Our commitment to bettering public education is focused on creating pathways of success for all Peace River School Division students!



Peace River School Division
Learning Together - Success for All

Peace River School Division
Learning Together - Success for All



MESSAGE FROM THE SUPERINTENDENT

I am so proud of the collective work the Peace River School Division staff demonstrates each day in supporting success in academic achievement and overall growth and development of our youth. The cumulative impact of your collective and significant effort is represented in this Annual Education Results Report (AERR). The AERR highlights the commitment of staff to use a Collaborative Response approach to ensure delivery of differentiated educational services in pursuit of an inclusive education environment that best meets the needs of all our students, not just many or most. Your efforts to utilize formative assessment strategies, differentiated instructional practices, and individual learner profiles to personalize the learning experience, provides meaningful and effective supports for all students. The Peace River School Division is aligning supports, professional development, and resources at all levels to ensure every student is successful. We commit to achieving this goal through our Three-Year Education Plan that focusses on ensuring all students will be literate, numerate, and included with our schools and programs throughout the school division. If you have any questions about this report or our Three-Year Education Plan, please do not hesitate to contact your school principal and or join the School Council to make a positive impact in Public Education. I look forward to a wonderful school year, Learning together ~ Success for All!

Adam Murray
Peace River School Division



MESSAGE FROM THE PRINCIPAL

Paul Rowe Jr. Sr. High School is a dynamic school community with SOLE! We are the home of the Raiders. Our school community focuses on fostering respect for self, respect for others, respect for learning, and respect for the environment. Through each of these aspects we work collaboratively to respond to student needs and enhance student success. As a staff, we meet regularly to discuss student engagement and student needs. We partner with the community to promote and celebrate student success. We believe all students can be successful, and through academics, leadership, citizenship, and athletics, we create opportunities for each student; helping them grow and transition to their next steps. Each day we strive to "catch the energy, and release the potential" in every student.

Vikki Presakarchuk
Paul Rowe Jr. Sr. High School

OUR COMMITMENT

The Board of Trustees is committed to ensuring strategic use of available resources to provide high quality educational services to meet the diverse needs of all students within the division. Through this commitment, the division ensures an intense focus on the development of literacy and numeracy skills in an inclusionary environment intended to establish a culture of success for all.

Delainah Walker
Board Chair
WalkerD@prsd.ab.ca

Adam Murray
Superintendent of Schools
MurrayA@prsd.ab.ca

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Paul Rowe Jr. Sr. High School for the 2021-2022 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. Staff at Paul Rowe Jr. Sr. High School are committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Vikki Presakarchuk
Paul Rowe Jr. Sr. High School





FOUNDATION STATEMENTS

PRINCIPLES & BELIEFS:

- Success: To encourage self reliant, objective thinkers who are prepared to advance their lives successfully to the best of their ability.
- Respect: To develop regard for a person's dignity by honoring their beliefs, values, properties, and rights.
- Integrity: To promote for all a sense of uncompromising adherence to doing what is right at all times.
- Understanding: To foster respect for individual and cultural differences.
- Accountability: To provide programs and instruction which will maximize students' potential for success with the expectation of high standards for all.

OUR MOTTO:

- S** Respect for Self
- O** Respect for Others
- L** Respect for Learning
- E** Respect for Environment



ABOUT

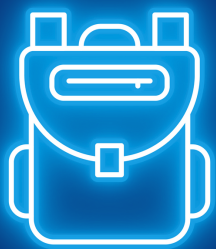
THE PEACE RIVER SCHOOL DIVISION

OUR VISION

First Choice for Students:
We are a dynamic learning
community focused on
student success.

OUR MISSION

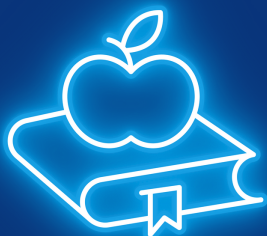
Learning Together -
Success for All



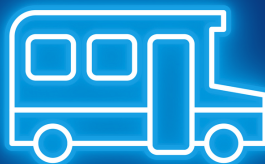
2,900 +
STUDENTS



21
SCHOOLS



500 +
STAFF



69
BUS ROUTES



ABOUT

PAUL ROWE JR. SR. HIGH SCHOOL

Paul Rowe Jr. Sr. High School is a grade 7 to 12 school with a population of approximately 150 students and 17 staff members. We are located in a small northern Alberta town called Manning, population approximately 1200. We offer a full range of programming including all academics, CTS, options, and physical education. Paul Rowe offers a middle school concept for our grade 7 and 8 students and a senior high environment for our grade 9 to 12 students. We supplement our academic program for literacy with a specific targeted literacy instruction for grades 7 to 9.

Senior high programming is also complemented with work experience, RAP, and dual credit opportunities. Junior and Senior high students have the opportunity explore options in the areas of fine arts, home economics, shop, CTS, and cosmetology. Our vision is to create opportunities that inspire a lasting wonder and appreciation for life, learning, and thinking; helping all students to become successful, responsible individuals.

OUR VISION

To make learning a positive experience that inspires a lasting wonder and appreciation for life, learning, and thinking – responsible citizens. As a community of learners we will achieve this through teamwork and professionalism so that we can celebrate the successes of all.

OUR MISSION

Catch the
Energy...Release the
Potential!



2021/2022 ANNUAL EDUCATION RESULTS REPORT

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan, and identifies priority areas of emphasis for ongoing work. This report shares Paul Rowe Jr. Sr. High, PRSD, and Alberta Education (ABED) data that align with the education plan's performance measures which collectively serve as indicators of success for the 3 strategic goals centered on literacy development, numeracy development, and inclusionary practices.

The local-level (PRSD) data shared in this report include the following:

Literacy: Fountas & Pinnell (F&P) Benchmark Data from Grades 1-8, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;

Numeracy: Math Intervention/Programming Instrument (MIPI) Data for Grades 2-10, Numeracy Comprehension Assessment Tool (NCAT) Data for Grades 1-9, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;

Inclusionary Practices: Divisional Data Regarding Programming for Special Needs students, Divisional Data Regarding Student Absenteeism, and Divisional Survey Results Regarding Inclusionary Practices.

The Provincial-level Alberta Education (ABED) data in this report include the following:

Literacy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Inclusionary Practices: Alberta Education Assurance Measures (AEAMs).



PRSD GOAL ONE

ALL STUDENTS ARE LITERATE

OUTCOME:

All students are reading and writing at or above grade level or meeting their individualized program goals.

Literacy Programs, Dedicated Divisional Support
Programs, Literacy Framework.

LITERACY ACHIEVEMENT RESULTS

Fountas & Pinnell BAS I and II Data

82.3%

All Students, Fall Results:
82.3% met grade-level expectations

86%

All Students, Spring Results:
86% met grade-level expectations

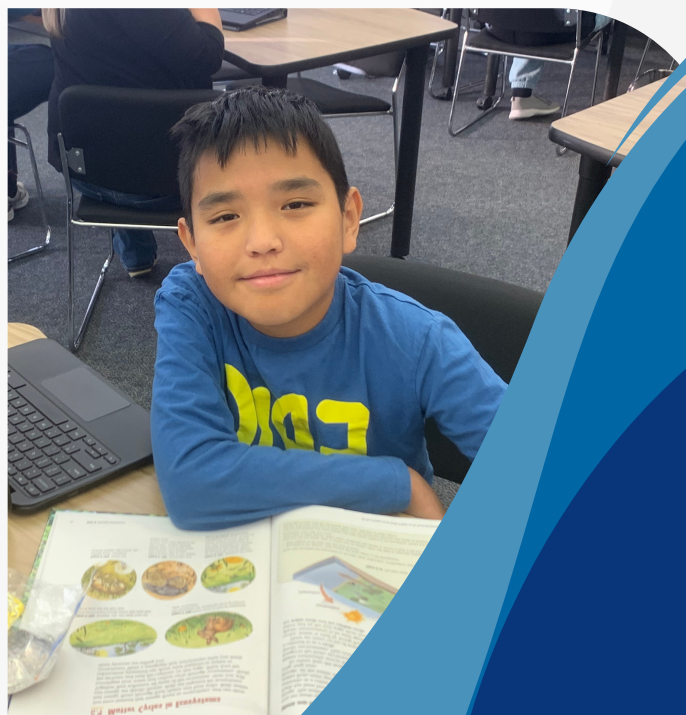
85%

Indigenous Students, Fall Results:
85% met grade-level expectations

85%

Indigenous Students, Spring Results:
85% met grade-level expectations

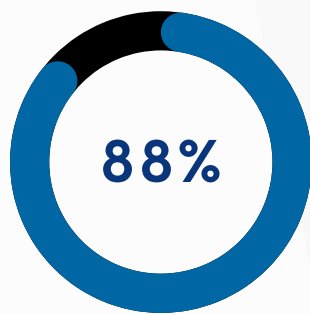
- 85.5%
- Though our Fountas & Pinnell data show limited growth, our initial student profile data was strong. We feel that this is due to strong universal instruction and well as targeted interventions. Specific student needs continue to be addressed via collaborative response supports.



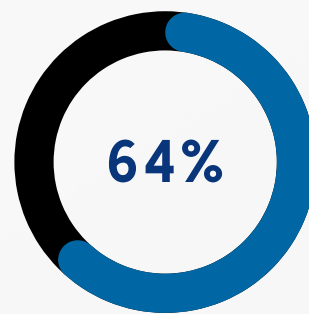
LITERACY

ACHIEVEMENT RESULTS

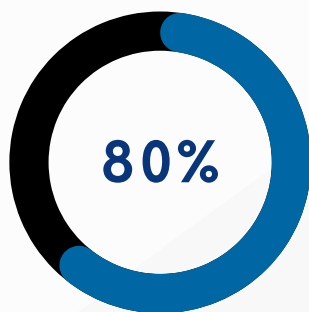
Reading Comprehension Assessment Tool Data



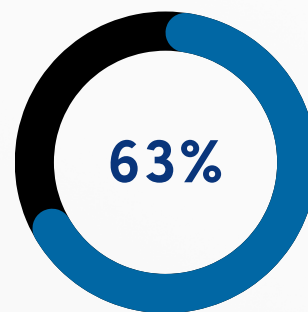
Grades 7-12: 88% of students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 7-12: 64% of students assessed during the winter/spring administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 7-12: 80% of Indigenous students assessed during the fall administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.



Grades 7-12: 63% of Indigenous students assessed during the winter/spring administration of RCAT were meeting grade-level expectations in Identifying and Interpreting ideas and details.

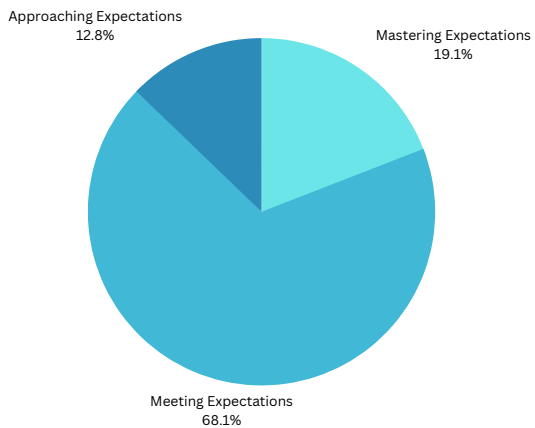
- Fall RCAT data is fairly consistent with the data gathered from the Fountas & Pinnell
- Significantly less data during the Winter/Spring period has skewed results for this reporting period.

LITERACY

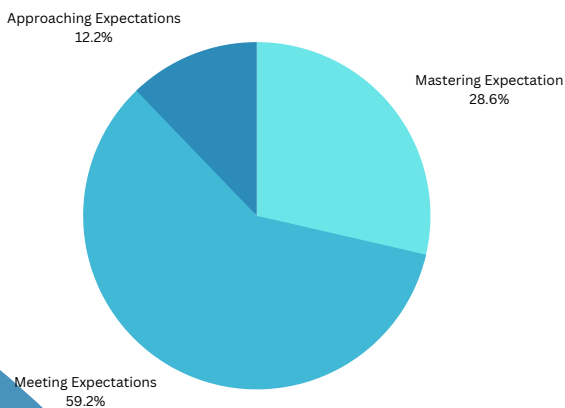
ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy: Percentage of Grades 7-9 Students meeting or mastering expectations

Grades 7-9 November

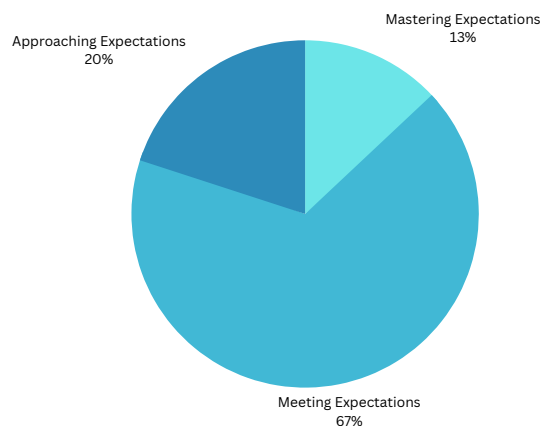


Grades 7-9 April

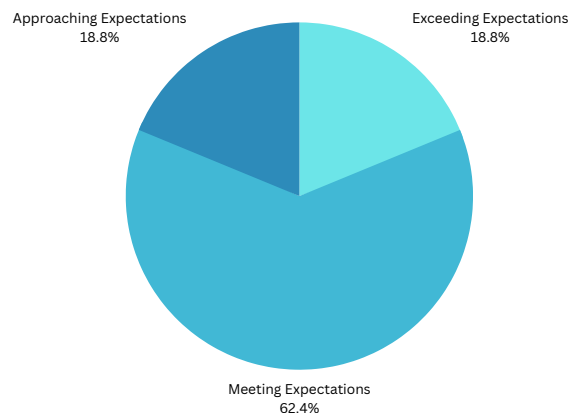


Year-End Report Card Data for Literacy: Percentage of Grades 7-9 Indigenous Students meeting or mastering expectations

Grades 7-9 November



Grades 7-9 April



Summary of Results:

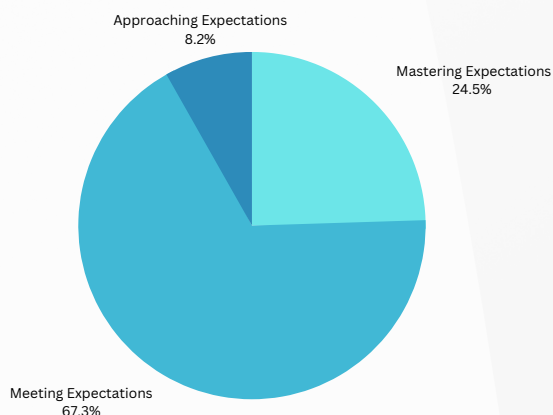
- These results show growth in student achievement from the fall to the spring for all students and Indigenous students, specifically in with more students mastering expectations and less students approaching expectations.
- This data reflects achievement in language arts.

LITERACY

ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy: Percentage of Grades 10-12 Students meeting or mastering expectations

Semester 1 Grades 10-12 November

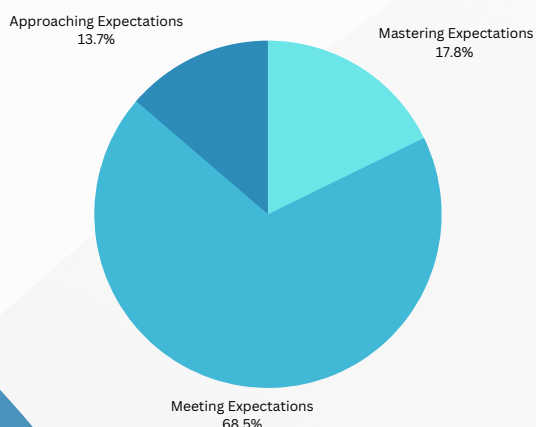


Semester 1 Grades 10-12 January



Year-End Report Card Data for Literacy: Percentage of Grades 10-12 Indigenous Students meeting or mastering expectations

Semester 1 Grades 10-12 November



Semester 1 Grades 10-12 January



Summary of Results:

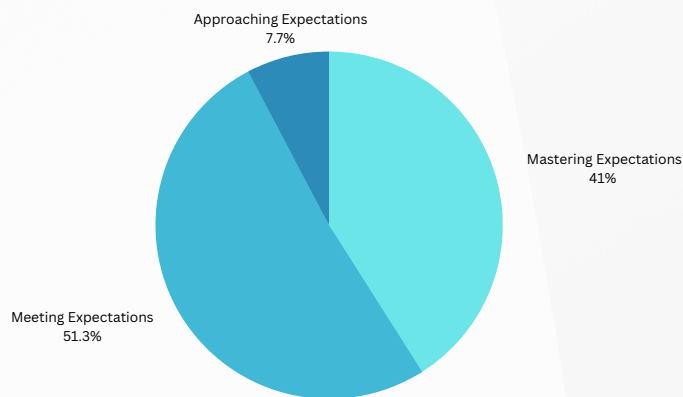
- These results show significant growth in student achievement with all students meeting or mastering expectations by the end of the semester.
- This data reflects achievement in language arts.

LITERACY

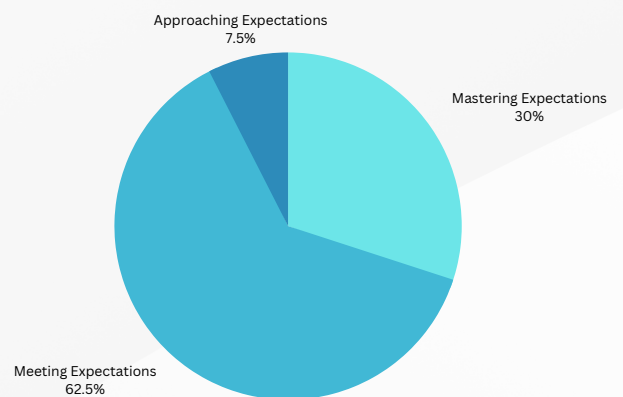
ACHIEVEMENT RESULTS

Year-End Report Card Data for Literacy: Percentage of Grades 10-12 Students meeting or mastering expectations

Semester 2 Grades 10-12 April

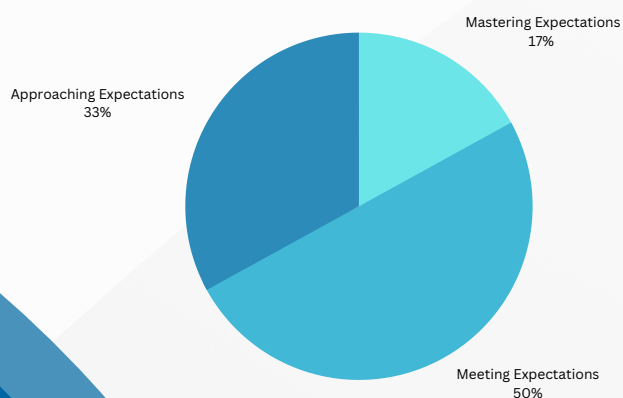


Semester 2 Grades 10-12 June

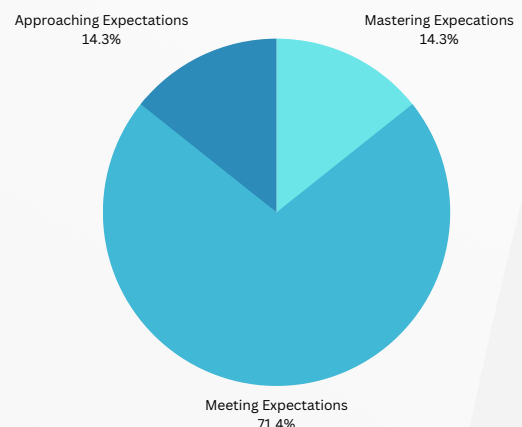


Year-End Report Card Data for Literacy: Percentage of Grades 10-12 Indigenous Students meeting or mastering expectations

Semester 2 Grades 10-12 April



Semester 2 Grades 10-12 June

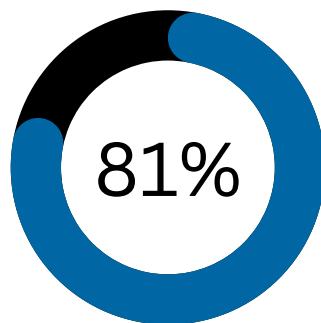


Summary of Results:

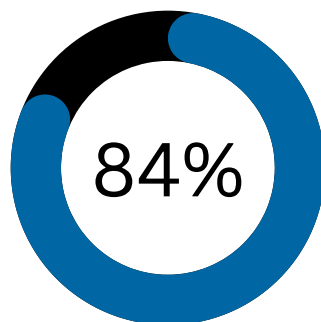
- These results showed stability in achievement for all students through the semester.
- These results showed significant growth in student achievement in semester 2 for Indigenous students. It is important to note that this data is based on a small sample size.
- This data reflects achievement in language arts.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy



Percentage of students in Grades 7-12 who felt they have become more confident in their reading skills.



Percentage of students in Grades 7-12 who felt more confident in their writing skills.

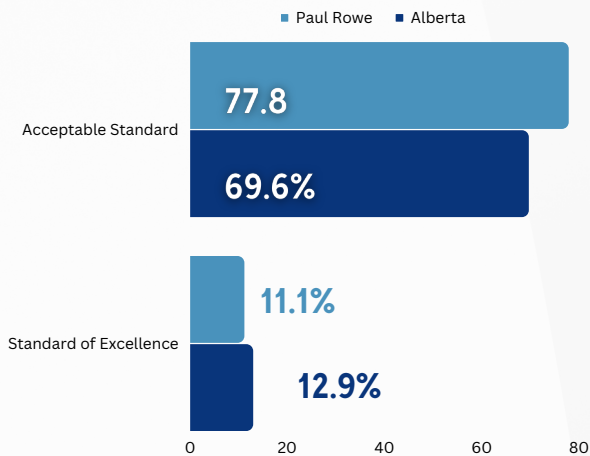
Students were surveyed mid year and communicated an overall confidence in their reading and writing skills. This will allow for continued growth in student achievement as students are entering with a positive mindset.



LITERACY ACHIEVEMENT RESULTS

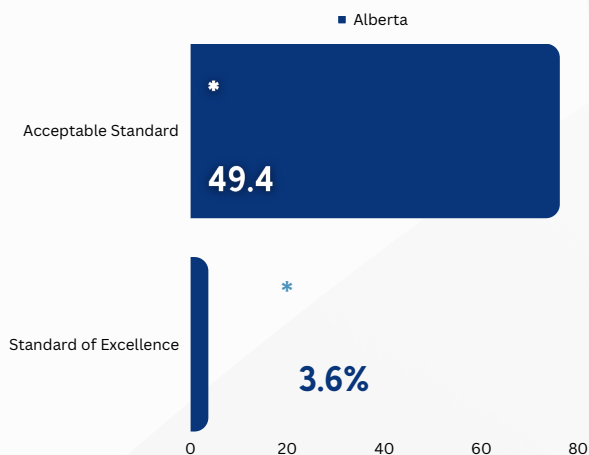
Alberta Education - Student Growth & Achievement in Literacy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 9 English Language Arts - All Students



- Results show that our students are achieving above the provincial average in English Language Arts.

Grade 9 English Language Arts - Indigenous Students



- (*) Due to a very small sample these are not measured by Alberta Education.



Peace River School Division

Learning Together - Success for All

LITERACY ACHIEVEMENT RESULTS

Alberta Education - Student Growth & Achievement in Literacy Diploma Exams Acceptable/Excellence

All Students:

- Description

ELA 30-1 and 2 were offered in semester one. Due to COVID-19 all semester one diploma exams were cancelled, thus no data is available for this section.

Indigenous Students:

- Description

ELA 30-1 and 2 were offered in semester one. Due to COVID-19 all semester one diploma exams were cancelled, thus no data is available for this section.



Peace River School Division

Learning Together - Success for All

Summary of Literacy Achievement Results

- **General Statement**

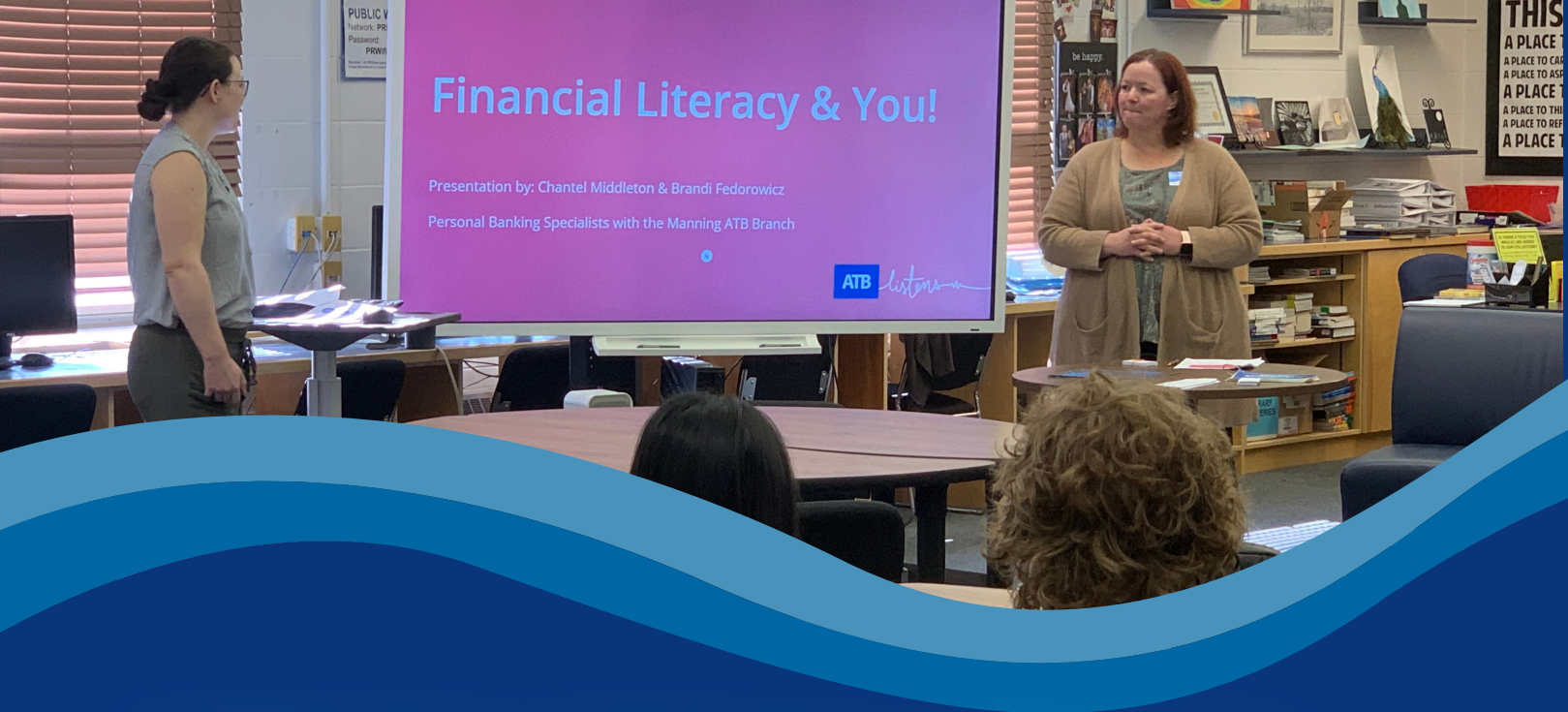
- Overall our literacy results show strong student achievement often above the provincial average.

- **Factors that affected results**

- Peace River School division literacy framework provides structures and support that give direction to literacy instruction in our school.

- **Next steps**

- Deeper analysis of data to identify areas for growth and how to address them.



PRSD GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

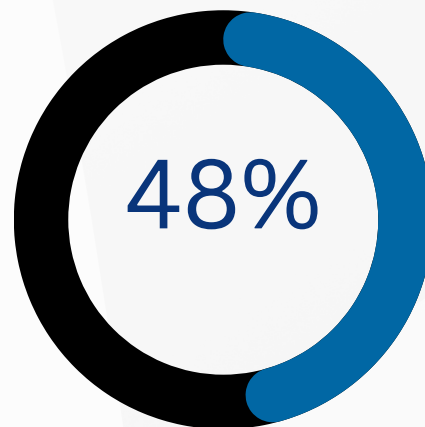
All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Numeracy Program Information, Divisional Support Programs, [Numeracy Framework](#)

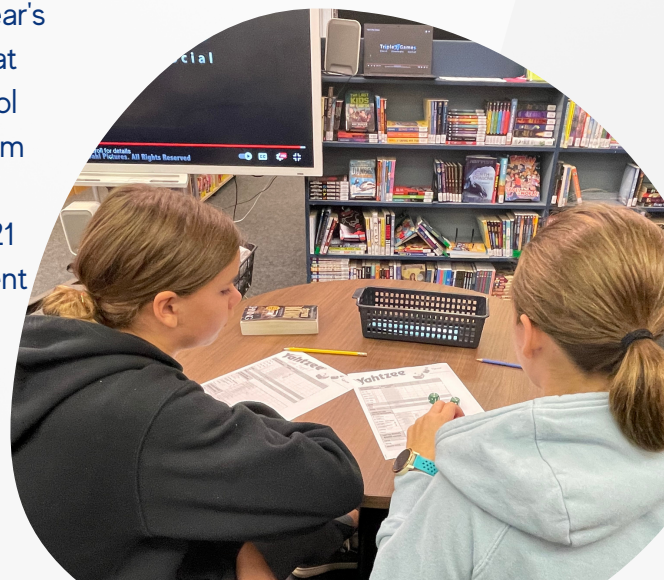
NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: All Students Grades 7-10

Grade 7-10 Results:



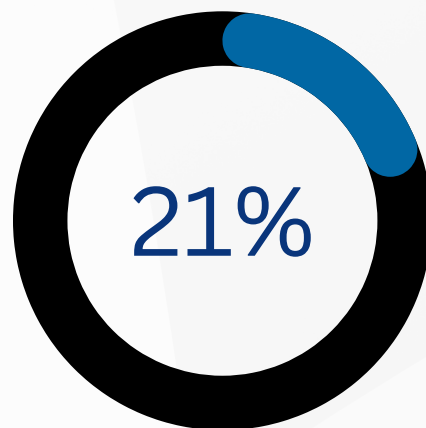
- The MIPI is administered at the beginning of the year to determine how well students understand key concepts from the previous year's work, which provides a useful starting point for the current year's instruction. The September 2021 results show that 48% of Grades 7-10 students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, only 20% of Grades 7-10 students commenced the 2020-2021 school year meeting or mastering the core content of the previous grade level.



NUMERACY ACHIEVEMENT RESULTS

Mathematics Intervention/Programming Instrument (MIPI) Data: Indigenous Students Grades 7-10

Grade 7-10
Results:



- The September 2021 results show that 21% of Grades 7-10 Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. This result is based on a very small sample size that may have skewed results

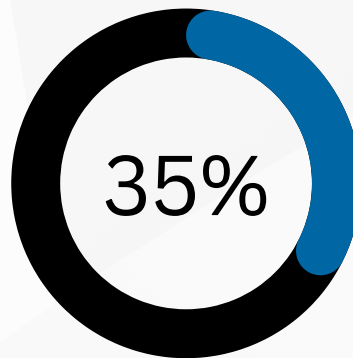


NUMERACY ACHIEVEMENT RESULTS

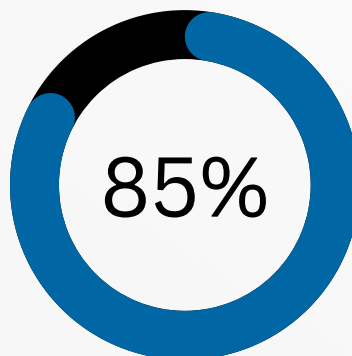
Numeracy Comprehension Assessment Tool Data: All Students Grades 7-9

- The NCAT is a formative assessment tool that assesses student proficiency in 2 core strands of mathematics, and the assessments are administrated at various points throughout the Grades 7-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year. The 2021-2022 NCAT results suggest that from 35% to 85% of students had met or mastered the concepts in these 2 numeracy strands at the time of test administration. Limited data available may have skewed results.

Number Sense



Operations

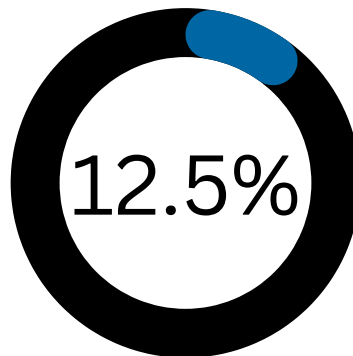


NUMERACY ACHIEVEMENT RESULTS

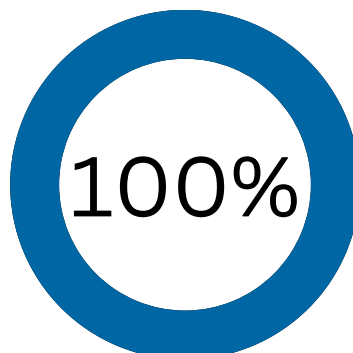
Numeracy Comprehension Assessment Tool Data: Indigenous Students Grades 7-9

- The 2021-2022 NCAT results suggest that from 12.5% to 100% of Indigenous students had met or mastered the concepts in the 2 core numeracy strands at the time of test administration throughout the year. Limited data available may have skewed results.

Number Sense



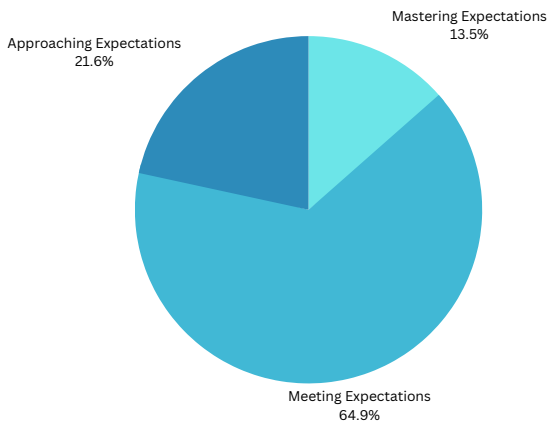
Operations



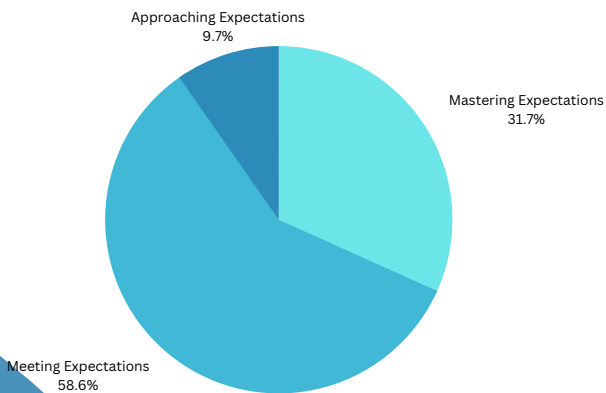
NUMERACY ACHIEVEMENT RESULTS

Year-End Report Card Data for Math: Percentage of Grades 7-9 Students meeting or mastering expectations

Grades 7-9 November

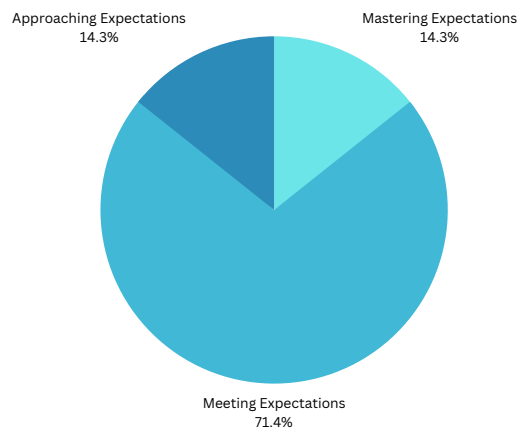


Grades 7-9 April

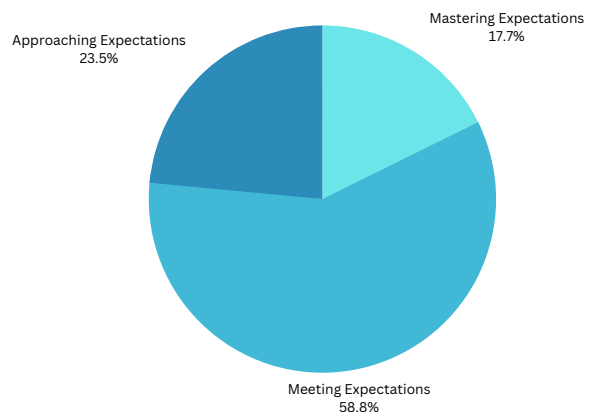


Year-End Report Card Data for Math: Percentage of Grades 7-9 Indigenous Students meeting or mastering expectations

Grades 7-9 November



Grades 7-9 April



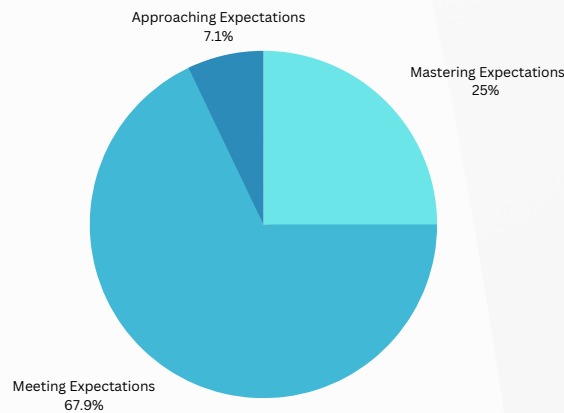
Summary of Results:

- In the data for all students growth is shown. The gap was narrowed for students approaching expectations and growth was shown in students exceeding expectations.
- In the Indigenous student data stability throughout the year was stable overall. In a small sample size, where students joined part way through the year, data appears to be skewed slightly.
- This data reflects achievement in mathematics

NUMERACY ACHIEVEMENT RESULTS

Year-End Report Card Data for Numeracy: Percentage of Grades 10-12 Students approaching, meeting or mastering expectations

Semester 1 Grades 10-12 November

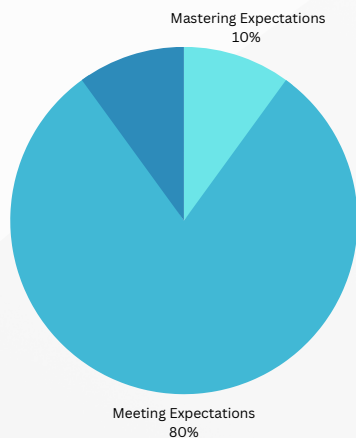


Semester 1 Grades 10-12 January

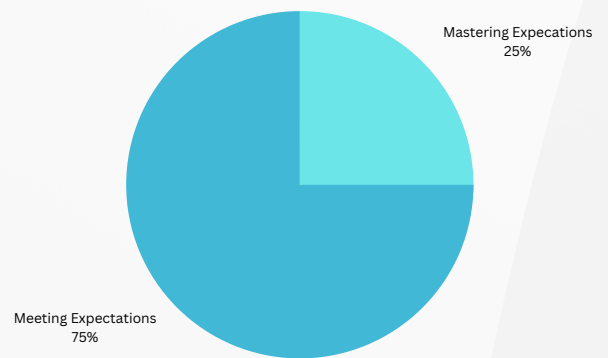


Year-End Report Card Data for Literacy: Percentage of Grades 10-12 Indigenous Students meeting or mastering expectations

Semester 1 Grades 10-12 November



Semester 1 Grades 10-12 January

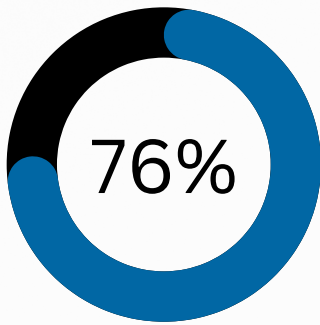


Summary of Results:

- These results show significant growth in student achievement with all students meeting or mastering expectations by the end of the semester.
- This data reflects achievement in mathematics

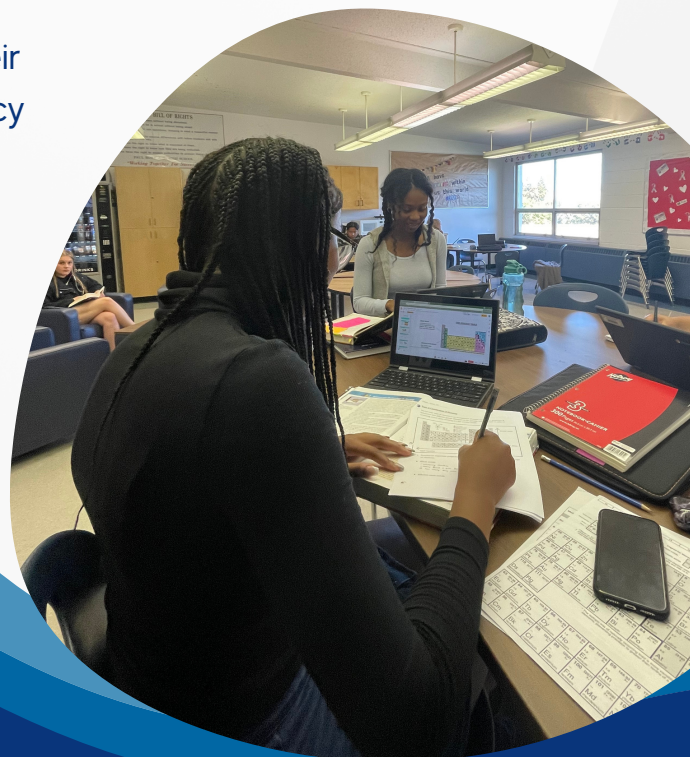
Numeracy Achievement Results

PRSD Education Assurance Survey Results: Goal Two - Numeracy



Percentage of students in Grades 7-12 who felt they have become more confident in their math abilities.

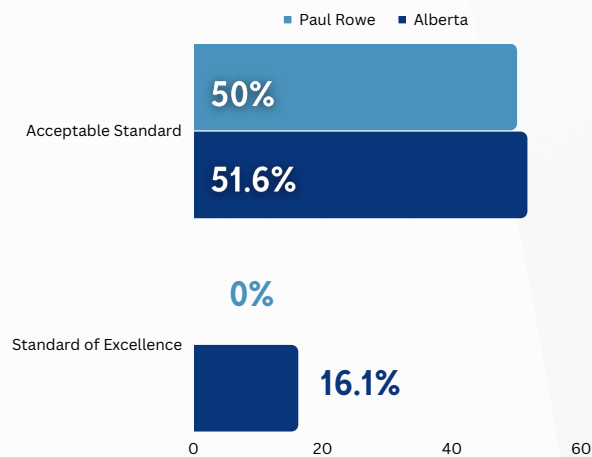
- Students were surveyed mid year and communicated an overall confidence in their math abilities. This will help foster numeracy skills further over time.



NUMERACY ACHIEVEMENT RESULTS

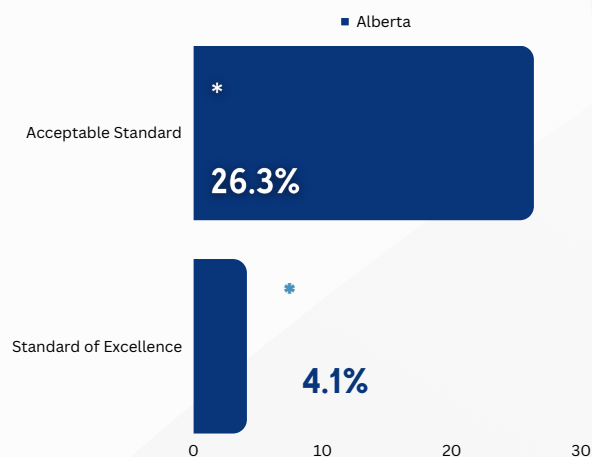
Alberta Education - Student Growth & Achievement in Numeracy Provincial Achievement Test (PAT) Acceptable/Excellence

Grade 9 Mathematics - All Students



- Grade 9 math students achieved similar results to the province average. No students achieved the standard of excellence. A small sample size may have impacted results.

Grade 9 Mathematics - Indigenous Students



- Due to a very small sample size, this data is not reported by Alberta Education.

NUMERACY ACHIEVEMENT RESULTS

Alberta Education - Student Growth & Achievement in Numeracy Diploma Exams Acceptable/Excellence

All Students:

Math 30-1 and 30-2 were offered in semester one.

Due to COVID-19 all semester one diploma exams were cancelled, thus no data is available for this section.

Indigenous Students:

Math 30-1 and 30-2 were offered in semester one.

Due to COVID-19 all semester one diploma exams were cancelled, thus no data is available for this section.



Peace River School Division

Learning Together - Success for All

Summary of Numeracy Achievement Results

- **General Statement**

- Overall our numeracy results show that student achievement is close to provincial average for the acceptable standard. Achievement in excellence is much lower than the provincial average.

- **Factors that affected results**

- Peace River School division numeracy framework is relatively new and still underdevelopment.

- **Next steps**

- Deeper analysis of data to identify areas for growth and how to address them.
- The creation of a school based framework to develop numeracy skills.
- Addition of focused numeracy time in our schedule.



PRSD GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

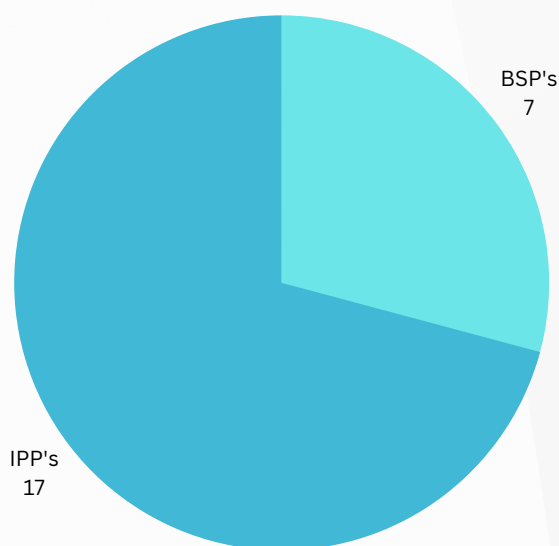
OUTCOME:

All students' academic, physical and socio-emotional needs are met within a culture of inclusion.

In an effort that the needs of all students are met, staff at Paul Rowe collaborate in school based Collaborative Response teams, with divisional staff, and with outside agencies. Students are supported through the development of Individual Program Plans (IPPs), Behaviour Support Plans (BSPs), Youth Support Worker programming, breakfast and lunch programs, student groups, Alberta Health Services, and Peace Collaborative Services.

INCLUSIVE EDUCATION PRACTICES

Divisional Data - Behavioural Support Plans & Individual Program Plans for Special Needs Students

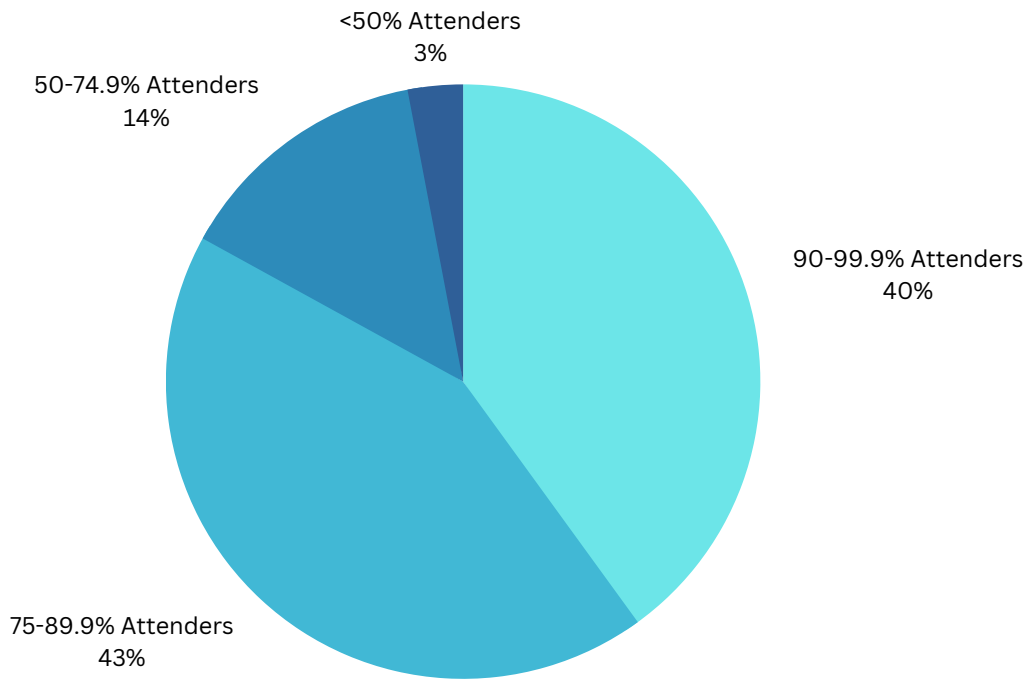


Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 7 BSPs completed and 17 IPP's completed in the 2021-2022 school year, for a total of 24 support plans.

- Out of total population of 138 students at Paul Rowe in the 2021-2022 school year, Behaviour Support Plans were in place for 7 students and Individual Program Plans were in place for 17 students.

INCLUSIVE EDUCATION PRACTICES

Attendance Data: All Students

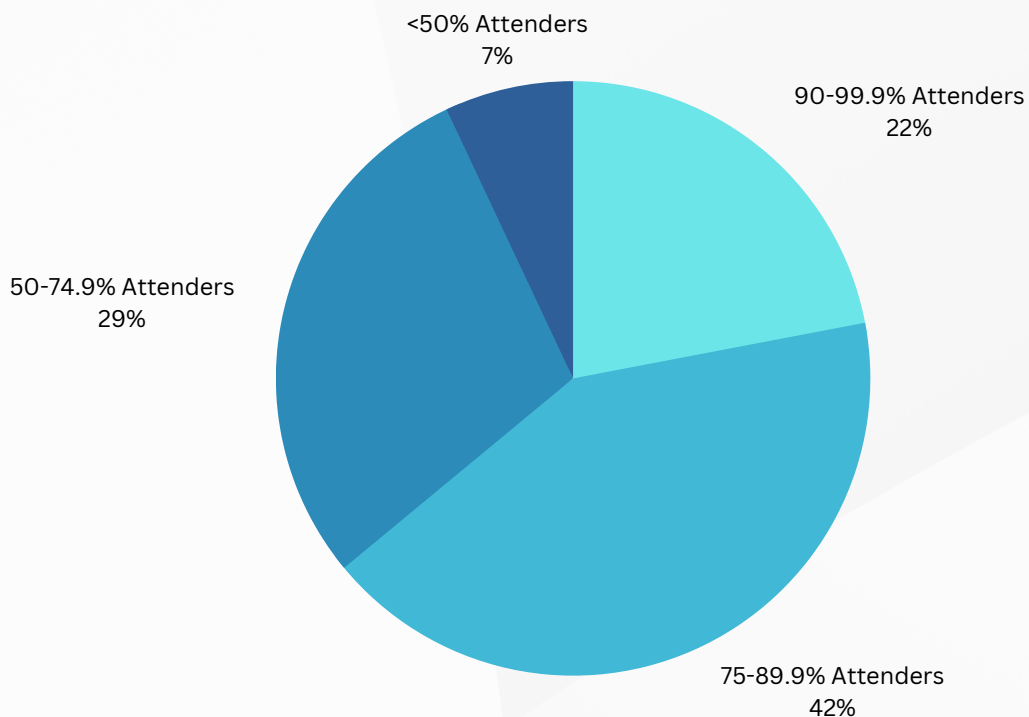


- Out of the total number of students in Paul Rowe in the 2021-2022 school year, 40% of all students attended over 90% of the time. There were 43% of students that attended 75-89% of the time. 14% of students attended 50-75% of the time. 3% of students attended less than 50% of the time. The school's targeted attendance rate is 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. These numbers were significantly impacted by the COVID pandemic, and efforts will be made to ensure improved attendance moving forward.



INCLUSIVE EDUCATION PRACTICES

Attendance Data: Indigenous Students



- Out of the total number of Indigenous students in Paul Rowe in the 2021-2022 school year, 22% of all students attended over 90% of the time. There were 42% of students that attended 75-89% of the time. 29% of students attended 50-75% of the time. 7% of students attended less than 50% of the time. The school's targeted attendance rate is 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. These numbers were significantly impacted by the COVID pandemic, and efforts will be made to ensure improved attendance moving forward.



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion

Percentage of students who felt included in their schools:

- Grades 7-12:



Percentage of students who felt supported by adults
in their schools:

- Grades 7-12:



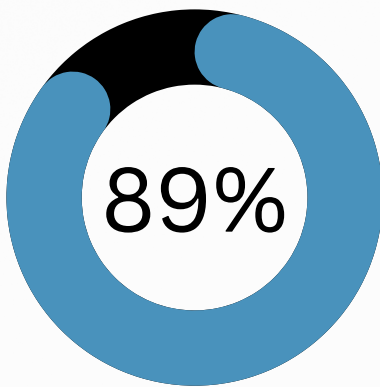
- Based on the Division's 3 Year Education Plan survey results from Paul Rowe show that the vast majority of students felt included and well supported at school.



INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results:

Goal Three - Inclusion



Percentage of students in Grades 7-12 who felt their academic learning needs were being met.

- Based on the Division's 3 Year Education Plan survey results from Paul Rowe show that the vast majority of students felt their academic learning needs were being met.



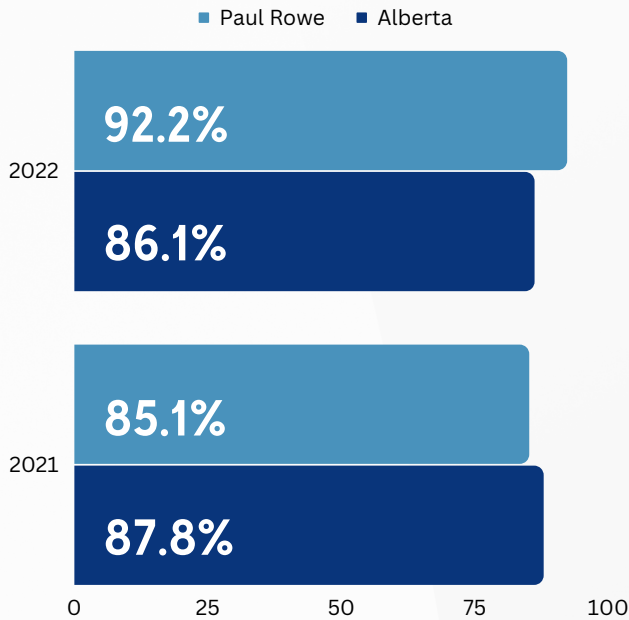
INCLUSIVE EDUCATION PRACTICES

Alberta Education

Assurance Measures - Overall Summary Results

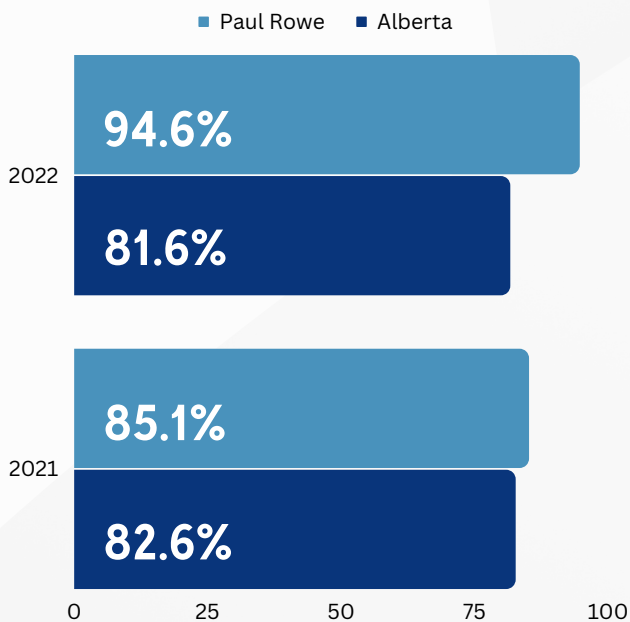
Authority: 1070 The Peace River School Division
School 1507 Paul Rowe Junior Senior High School

Welcoming, Caring, Respectful & Safe Learning Environments



- Based on the Alberta Education Assurance Measure results, an overwhelming majority of students, teachers, and parents surveyed, at Paul Rowe, believe their learning environments are welcoming, respectful, caring, and safe. There has been a noticeable improvement in this measure over the past year.

Access to Support Services



- Based on the Alberta Education Assurance Measure results, an overwhelming majority of students, teachers, and parents surveyed, at Paul Rowe, believe that they have access to support services. There has been a noticeable improvement in this measure over the past year taking us well above the provincial average.



INCLUSIVE EDUCATION PRACTICES

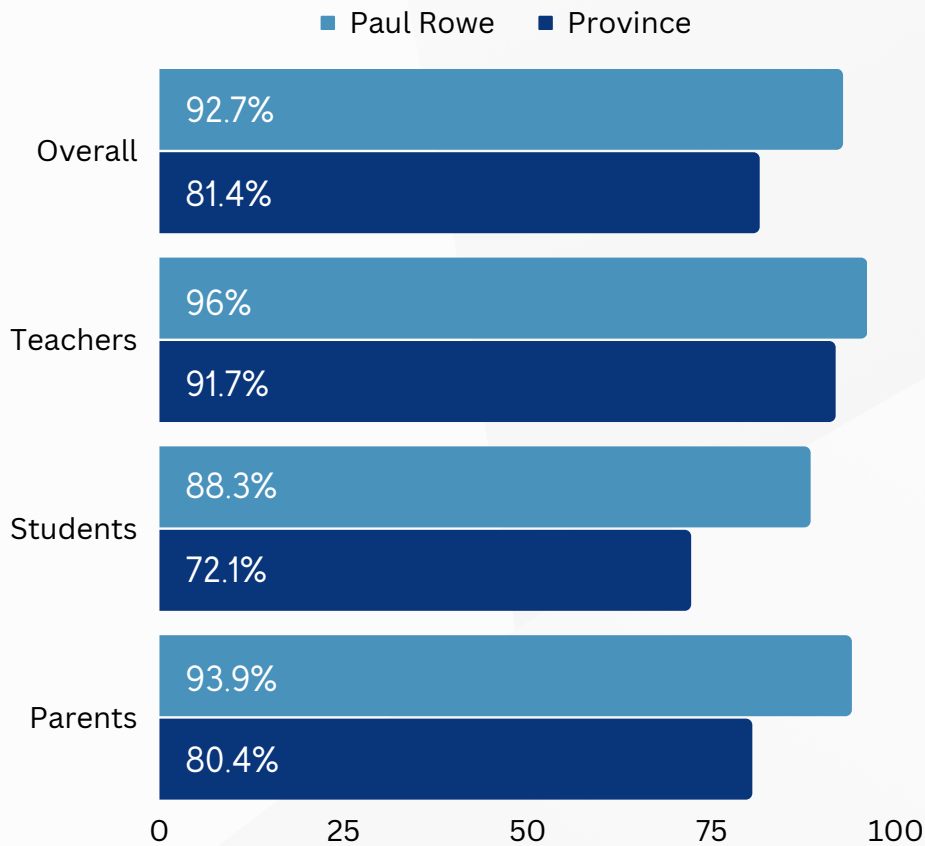
Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION



Student Growth & Achievement: Citizenship

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



- Based on the Alberta Education Assurance Measure results, an overwhelming majority of students, teachers, and parents surveyed, at Paul Rowe, are satisfied that students model the characteristics of active citizenship.
- These results are well above the provincial averages.

INCLUSIVE EDUCATION PRACTICES

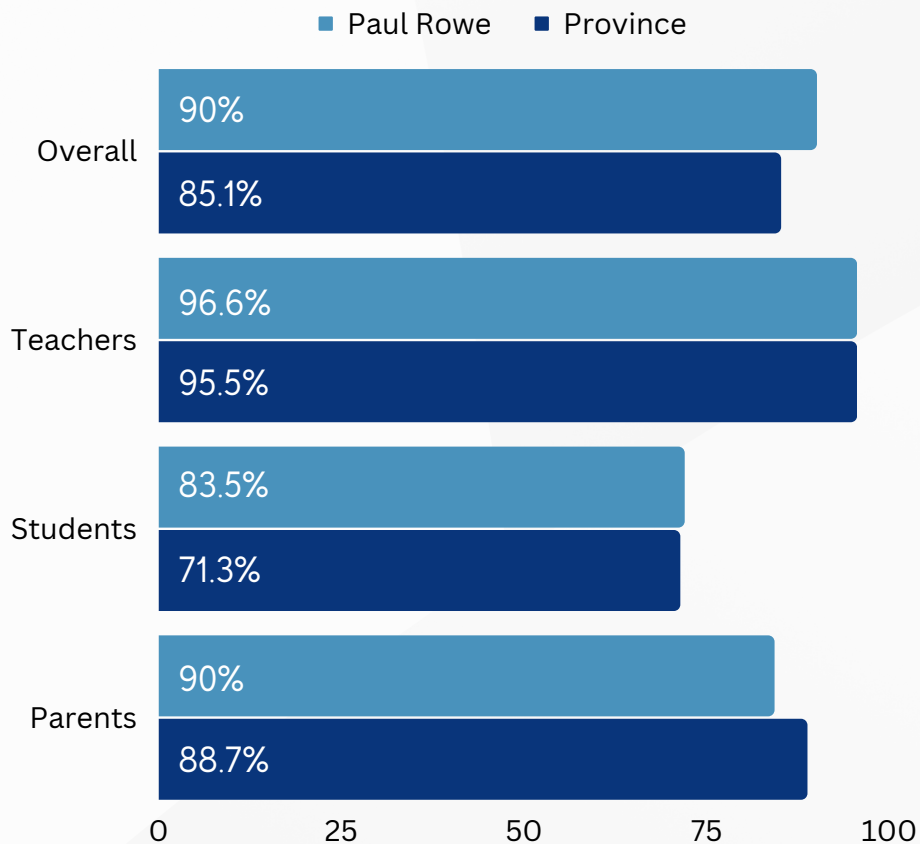
Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION



Student Growth & Achievement Overall Summary

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



- Based on the Alberta Education Assurance Measure results, an overwhelming majority of students, teachers, and parents surveyed, at Paul Rowe, agree that students are engaged in their learning at school. This data is based on a three year average from 2020 to 2022.
- These results are well above the provincial averages.

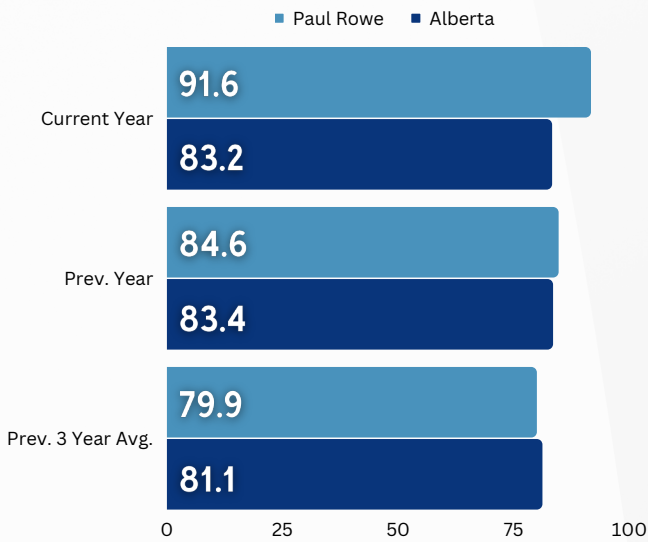
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

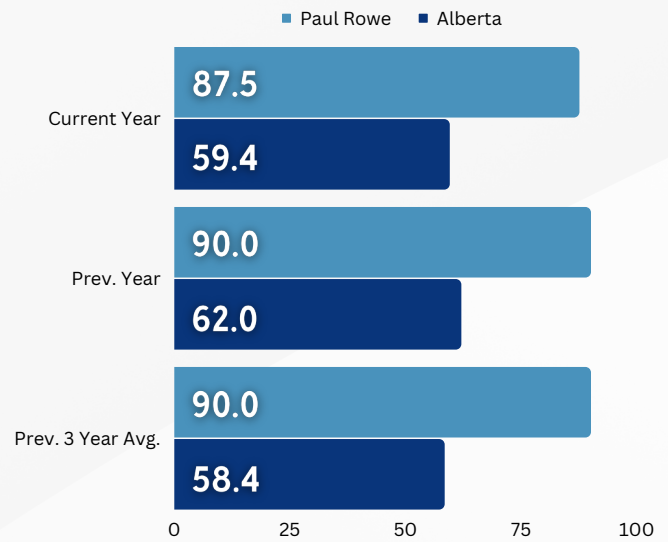


3-Year High School Completion Rates:
All Students



- Paul Rowe has shown significant growth each year in regards to our 3-Year High School Completion rate for all students and we remain well above the provincial average.

3-Year High School Completion Rates:
Indigenous Students



- Though Paul Rowe saw a slight decline in the 3-Year High School Completion rate for Indigenous students, we are still well above the provincial average.

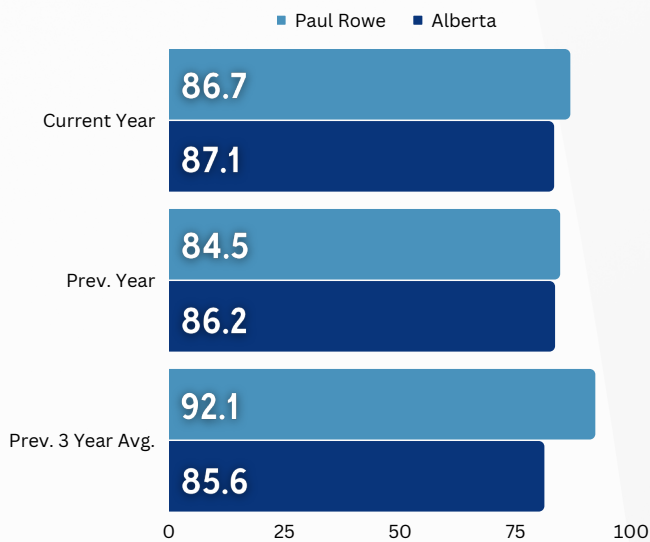
INCLUSIVE EDUCATION PRACTICES

Alberta Education Survey Results

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION

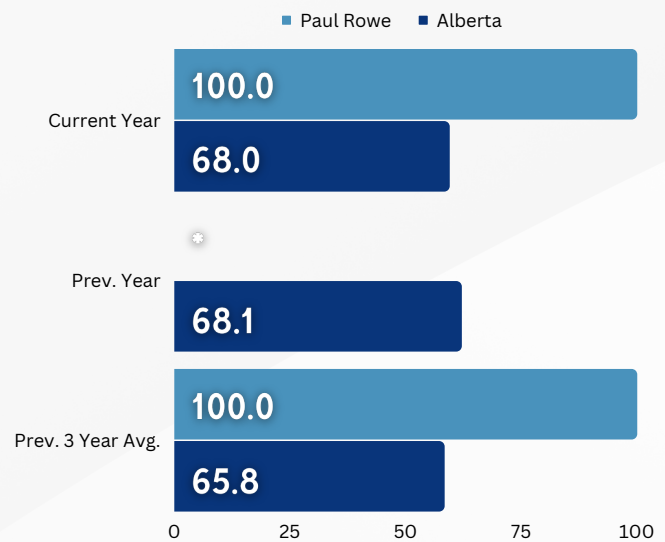


5-Year High School Completion Rates: All Students



- Paul Rowe has shown recent growth in the 5-year high school completion rate for all students and remains close to provincial averages. Overall we are measured at an acceptable standard.

5-Year High School Completion Rates: Indigenous Students



- Paul Rowe remains well above provincial average for the 5-year high school completion rate for Indigenous students with a 100% completion rate.
- Results are unavailable for the 2020 2021 school year.

Summary of Inclusive Education Practices

- **General Statement**

- Based on the data presented Paul Rowe demonstrates strong inclusive education practices that demonstrate effectiveness for student growth and are achieved as reported through the data presented. The general trend is that Paul Rowe has above average results in measures of, attendance, creating a welcoming and caring environment where students feel supported and included, access to support services, citizenship, and high school completion.

- **Factors that affected results**

- Paul Rowe practices collaborative response to address student needs and achievement. A tiered pyramid of interventions is used to address learner needs. Staff collaborate with students, parents, division level, and outside agency support to ensure student success and well-being. Decisions made around student achievement and well-being are driven by data.

- **Next steps**

- We will continue to use collaboration and analyze data to inform our planning and decision making to ensure we remain responsive to student needs so that all students are successful.

BUDGET SUMMARY

Summary of results & overall summary.

Budget Report

Peace River School Division No. 10
2021-2022 Spring Budget

SCHOOL: Paul Rowe Jr/Sr High

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2021-2022 Spring Budget	2020-2021 Spring Budget
Funding Framework Allocation	\$81,436	\$80,000
Total AB ED: Service & Supports	\$81,436	\$80,000
% of Revenue and Allocations to Budget Center	101%	101%

AB ED: Differential Cost Funding	2021-2022 Spring Budget	2020-2021 Spring Budget
FNMI Allocation: School: Current Year	\$2,520	\$2,520
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: Grade 1-12	42 Student	42 Student
Total AB ED: Differential Cost Funding	\$2,520	\$2,520
% of Revenue and Allocations to Budget Center	3%	3%

Transfers	2021-2022 Spring Budget	2020-2021 Spring Budget
Transfer: School Operations: Room Closures	(\$2,952)	(\$2,952)
Total Transfers	(\$2,952)	(\$2,952)
% of Revenue and Allocations to Budget Center	-4%	-4%

Total Revenue and Allocations to Budget Center	\$81,004	\$79,568
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Expenditures

Other Staffing Costs	2021-2022 Spring Budget	2020-2021 Spring Budget
School Based Certificated Sub Cost	\$3,552	\$3,552
Days of School Certified Subs	16.00 Days	16.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$355	\$355
School Based Certificated Sub Cost	\$3,552	\$3,552
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$2,000	\$2,000
Total Other Staffing Costs	\$5,907	\$5,907
% of Expenditures	7%	7%

Contracted Services	2021-2022 Spring Budget	2020-2021 Spring Budget
Certificated Inservice/Reg Fees	\$900	\$900
Staff and Public Relations	\$1,436	\$0
Postage & Phone	\$7,000	\$7,000
Advertising	\$500	\$500
Expense Reimbursement	\$3,000	\$3,000
Field Trips	\$2,500	\$2,500
Contracted Building Grounds Maintenance	\$1,000	\$1,000
Contracted Equipment & Vehicle Maintenance	\$1,000	\$1,000
Total Contracted Services	\$17,336	\$15,900
% of Expenditures	21%	20%

Budget Report

Tuesday, December 20, 2022 2:15 PM

SCHOOL: Paul Rowe Jr/Sr High - Budget Report

2021-2022 Spring Budget

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Supplies	\$50,511	\$45,511
Library Supplies	\$2,250	\$2,250
Furniture & Equipment	\$5,000	\$10,000
Total Supplies	\$57,761	\$57,761
% of Expenditures	71%	73%

Total Expenditures	\$81,004	\$79,568
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Stakeholder Engagement & Accountability System

The Peace River School Division ensures stakeholder engagement and full accountability through many different measures, such as:

- Regular Board meetings that are open to the public and streamed virtually for community members to attend;
- Assurance Surveys for students and staff to provide insightful feedback;
- Hosting two Council of School Council meetings throughout each school year;
- Attending Joint Municipalities meetings to engage and communicate with local community stakeholders;
- Student Engagement Sessions;
- Ongoing Anti-Racism Committee meetings;
- Facility tours within the division each year;
- Attending monthly Administrators Meetings;
- Joint Board Meetings with neighbouring school divisions.



TIMELINES AND COMMUNICATION

Paul Rowe's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Paul Rowe website at www.paulrowehigh.ca;
- Published and distributed to the Paul Rowe School Council at the January meeting;

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