



ANNUAL EDUCATION RESULTS REPORT 2023-2024



*Peace River
School Division*



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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 Principal





ABOUT PAUL ROWE JR. SR. HIGH

Paul Rowe Jr. Sr. High School is a grade 7 to 12 school with a population of approximately 145 students and 19 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 and numeracy with specific targeted literacy and numeracy 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, athletics, 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 MISSION

Catch the
Energy...Release
the Potential!

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.

2023-2024 ANNUAL EDUCATION RESULTS REPORT

SCHOOL: 1507 PAUL ROWE JR. SR. HIGH SCHOOL

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

The **local-level (Paul Rowe Jr. Sr. High School) data** shared in this report include the following:

Literacy: Fountas & Pinnell (F&P Benchmark Data from Grades 7-9, Reading Comprehension Assessment Tool (RCAT) Data for Grades 7-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;

Numeracy: Math Intervention/Programming Instrument (MIPI) Data for Grades 7-10, Numeracy Common Assessment Tool (NCAT) Data for Grades 7-9, 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 data** in this report include the following:

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

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

Inclusionary Practices: Alberta Education Assurance Measures.





SCHOOL GOAL ONE:

ALL STUDENTS ARE LITERATE

OUTCOME:

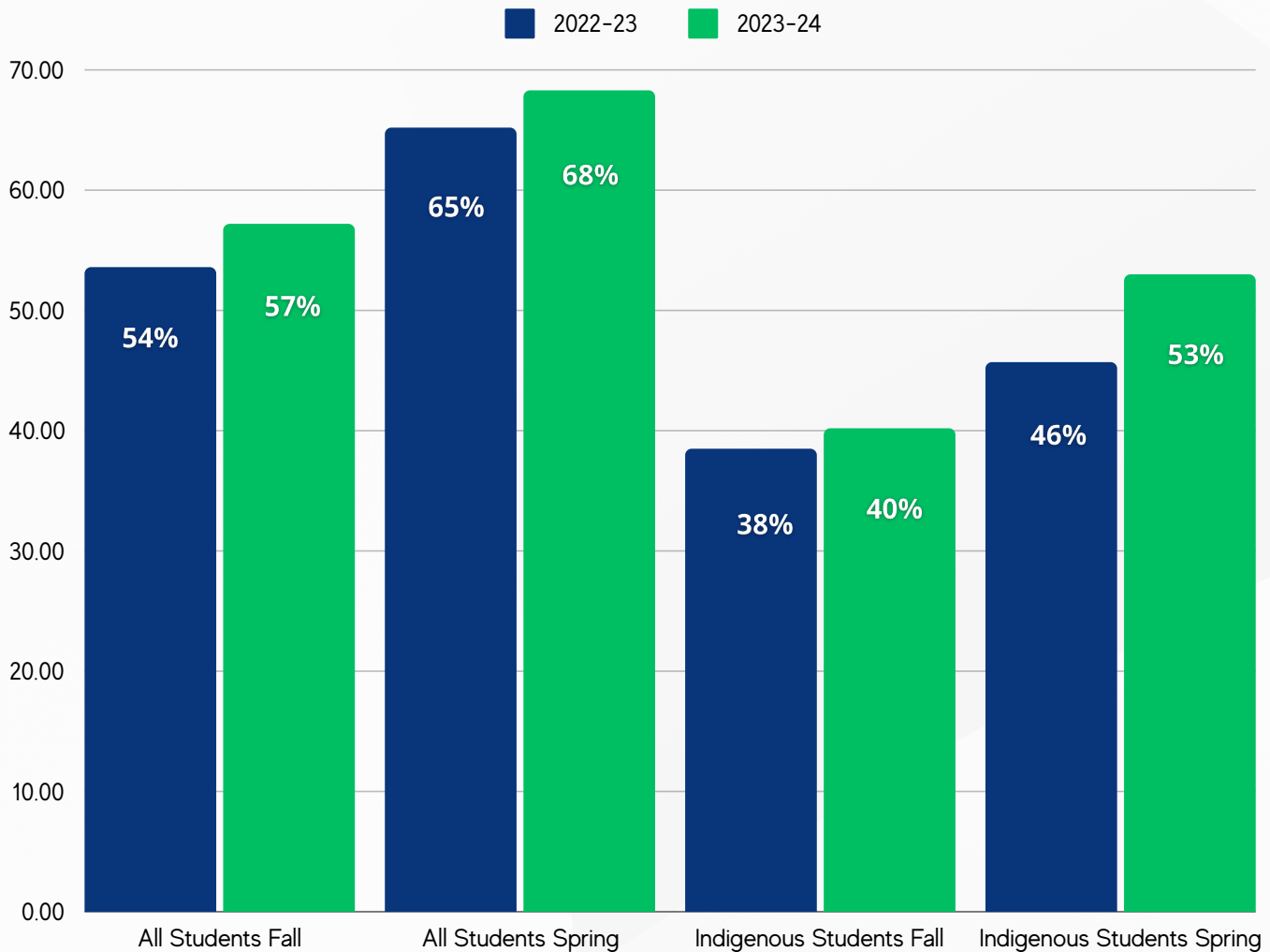
ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

The School has invested significantly in the acquisition of Fountas and Pinnell resources for Grades 7-9 to allow teachers to complete Running Records at key times throughout the year to measure students' overall progress in reading and make informed decisions regarding targeted instruction. Paul Rowe Junior Senior High School also uses the Reading Comprehension Assessment Tool (RCAT) to measure growth over time, and these assessments complement other School and Alberta Education literacy assessments in providing a more comprehensive picture of how well our students are learning to read and write. The school student data has been broken down into two categories: Indigenous students and All students. This disaggregation of achievement results for the school is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap that may exist between learners. Through this approach, the school is able to identify and implement specific strategies to help narrow any gaps.

As a school we access the Program Coordinator for Literacy who works collaboratively with other Learning Services team members to provide extensive supports for literacy instruction throughout the Division. Furthermore, the Division's **Literacy Framework** provides excellent guidance, resources and overall supports to teachers in their work to effectively teach reading and writing. Lastly, we offer a literacy period for grades 7-9 students that provides targeted literacy instruction to support all students in meeting program expectations, hence achieving the School and Division Literacy goal.

LITERACY ACHIEVEMENT RESULTS

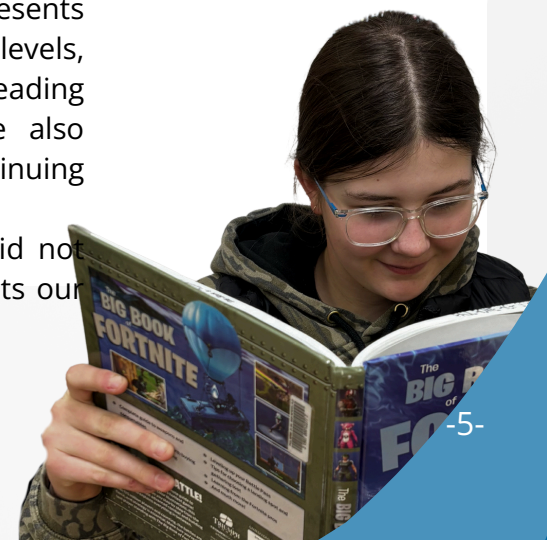
Division Fountas & Pinnell BAS I and II Data



Summary

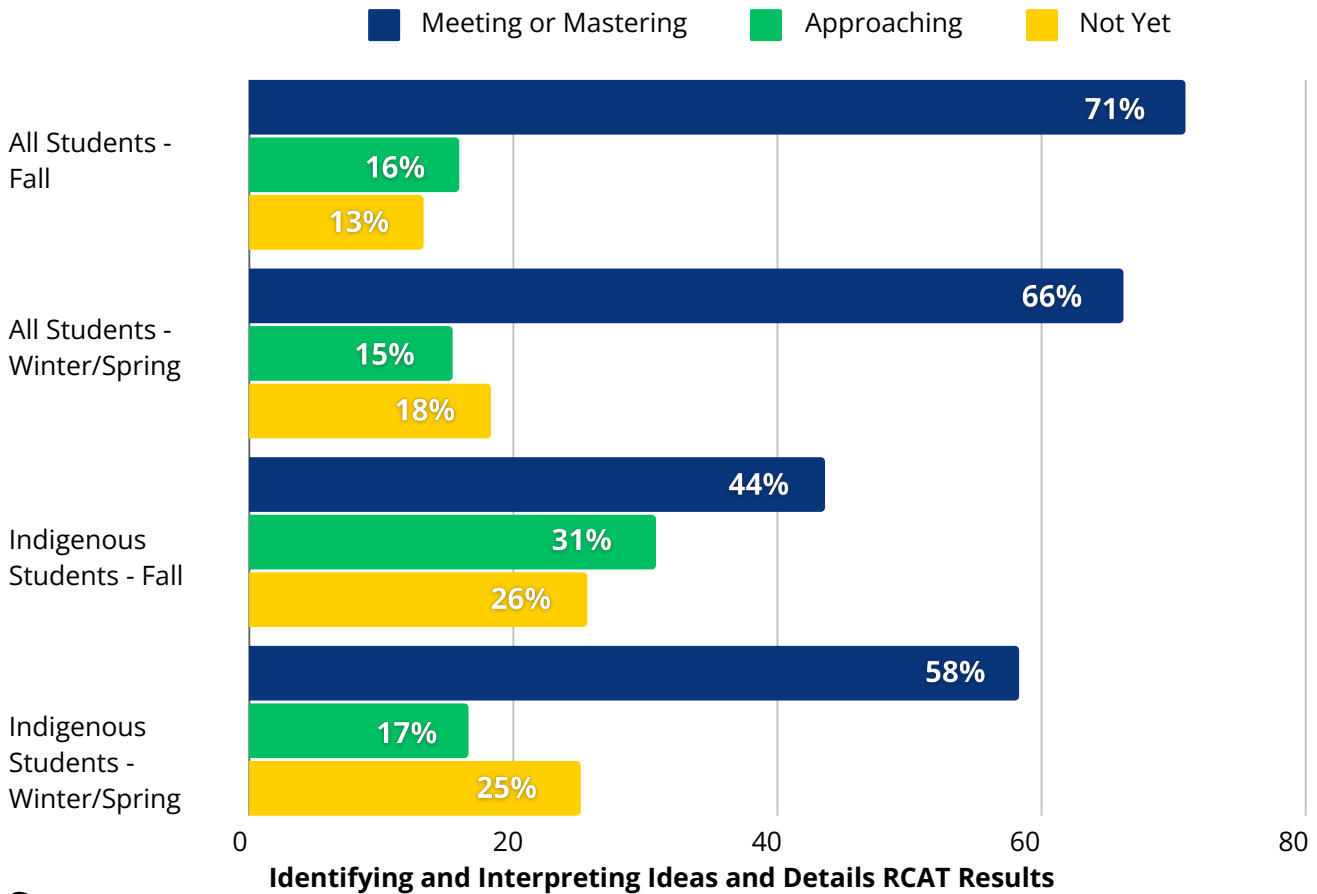
The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents growth. While our students continue to test below desirable levels, the data indicates that there was some growth in their reading abilities in the 2023-24 school year, and results have also improved from the previous year. We are committed to continuing our important work in this area.

This assessment is only administered for students who did not achieve acceptable standard on the RCAT. This represents our entire student body.



LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



Summary

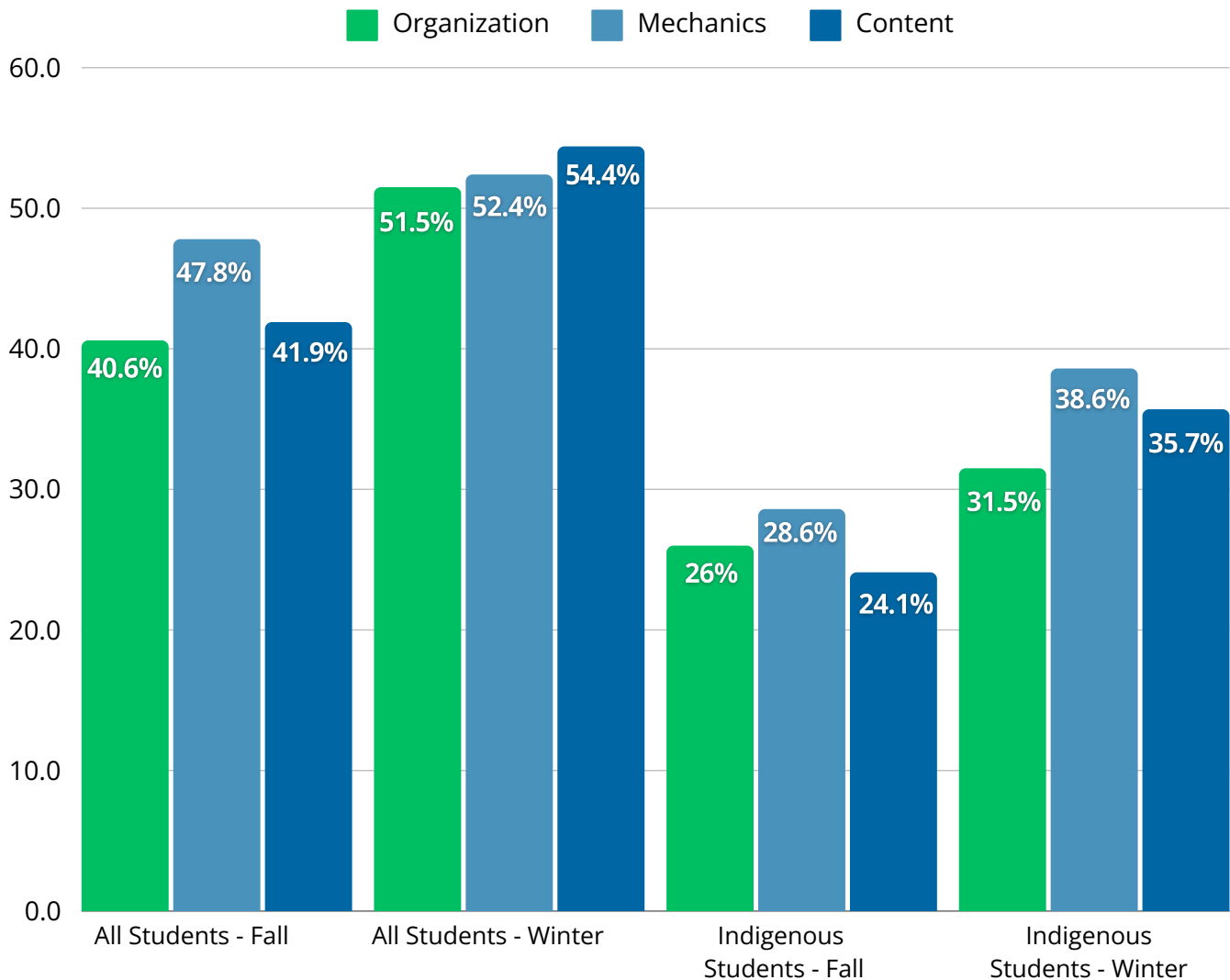
The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension.

This set of data indicates achievement of students who were meeting grade level expectations in the category of identifying and interpreting ideas and details. To address the decline in achievement from 2022-2023 we are reverting back to an every day literacy period. In 2023-2024 we were alternating back and forth daily between literacy and numeracy creating a fracture in supports from day to day.

In order to fully achieve the mission of success for all, the division's goal is to continue to promote achievement growth for all students while narrowing the gap between our Indigenous and non-Indigenous learners.

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Percentage of Grade 7-9 Students Meeting or Mastering Expectations

Summary

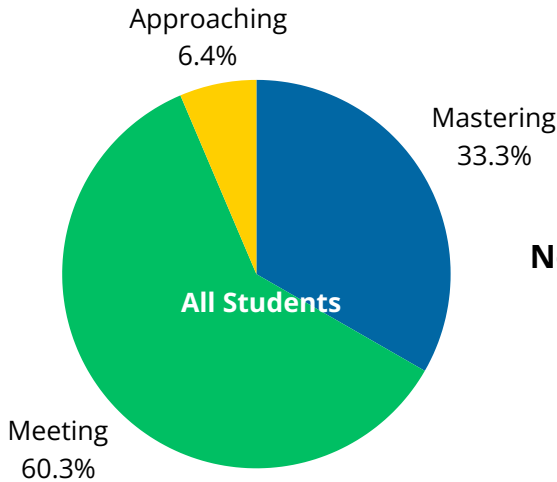
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes.

The Writing Assessment Tool (WAT) data for 2023-2024 show that less than 50% of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods, there remains significant room for improvement. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

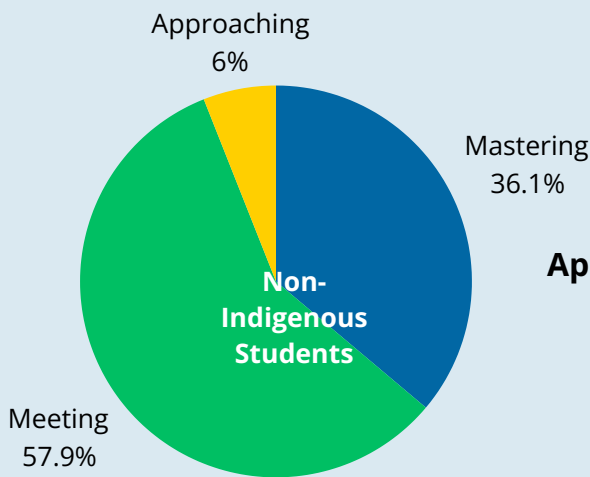
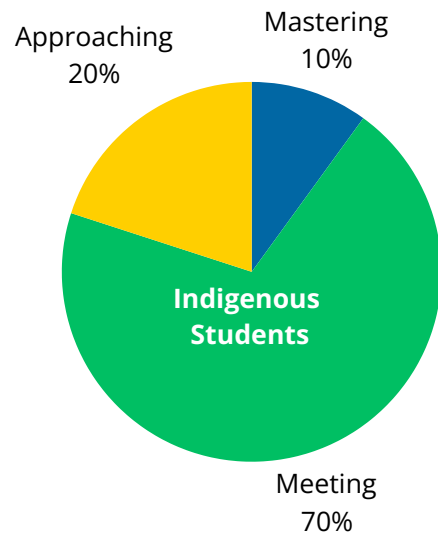
LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

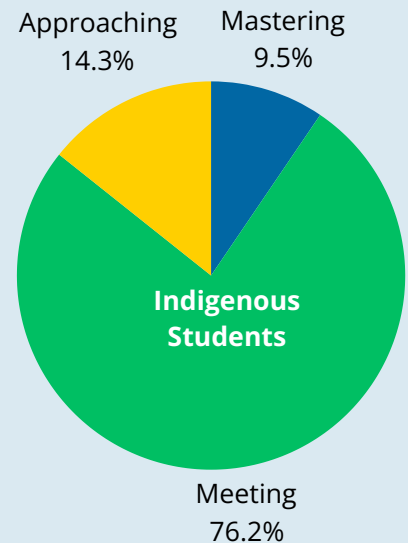
Percentage of Grades 7-9 students meeting or mastering expectations - 2023-2024



November 2023-24 Results

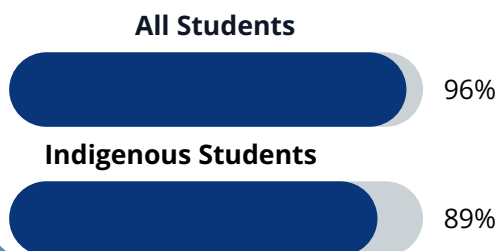


April 2023-24 Results



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
April 2023



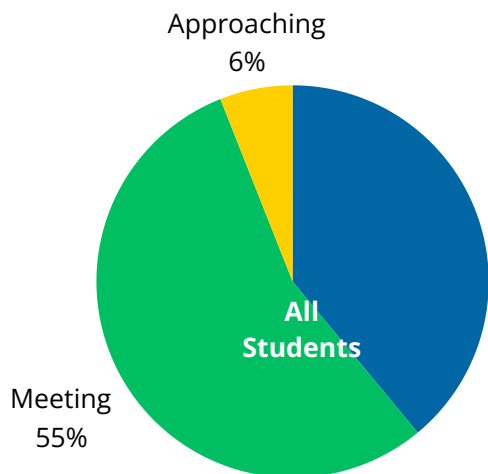
Summary

The Grades 7-9 school report card data indicate 94% of our students met or mastered grade-level expectations at the end of the 2023-24 school year, which is fairly consistent with the previous school year. Amongst our Indigenous students, 85.7% met or mastered grade-level expectations, which is a slight decline from the previous school year. We will continue to make efforts to eliminate the achievement gap between our Indigenous and non-Indigenous students.

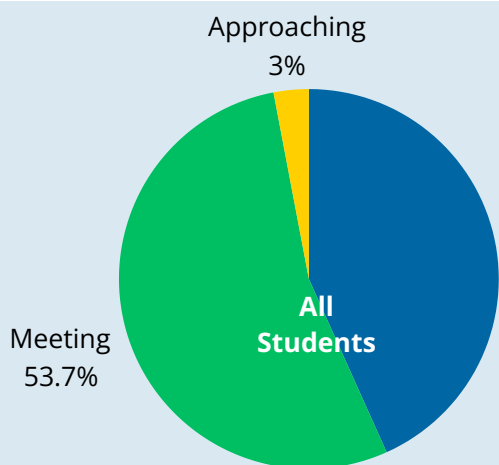
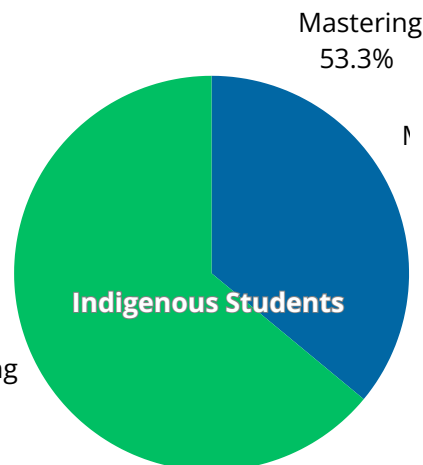
LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

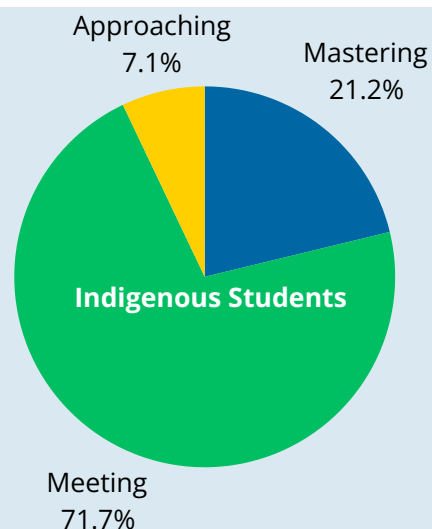
Percentage of Grades 10-12 students meeting or mastering expectations: 2023-2024



Mid-semester assessments

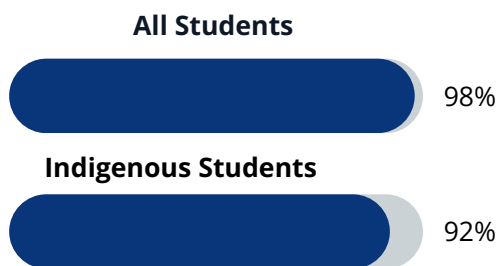


End of course assessments



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
June 2023

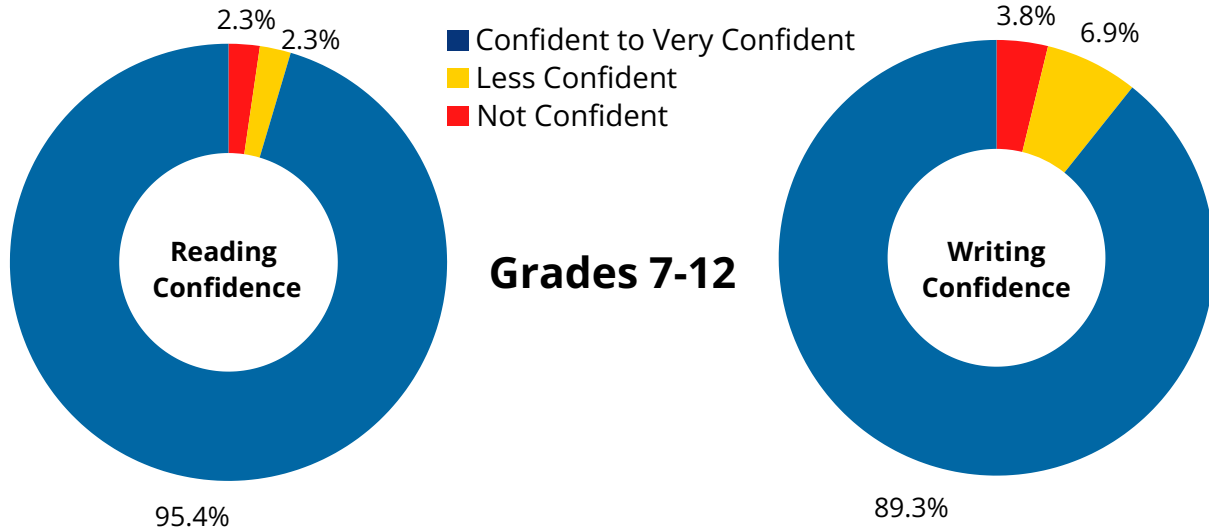


Summary

The Grades 10-12 school report card data for the end of course assessments indicates that 97% of all students and 92.9% of Indigenous students met or mastered grade-level expectations at the end of their courses. All student showed slight growth over their mid-semester marks. Indigenous students showed a 7.1% decline. The achievement gap between our Indigenous students and all students remained fairly stable with over 97% achievement success. While work remains, the data suggest a positive trend towards closing the achievement gap.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy



Summary

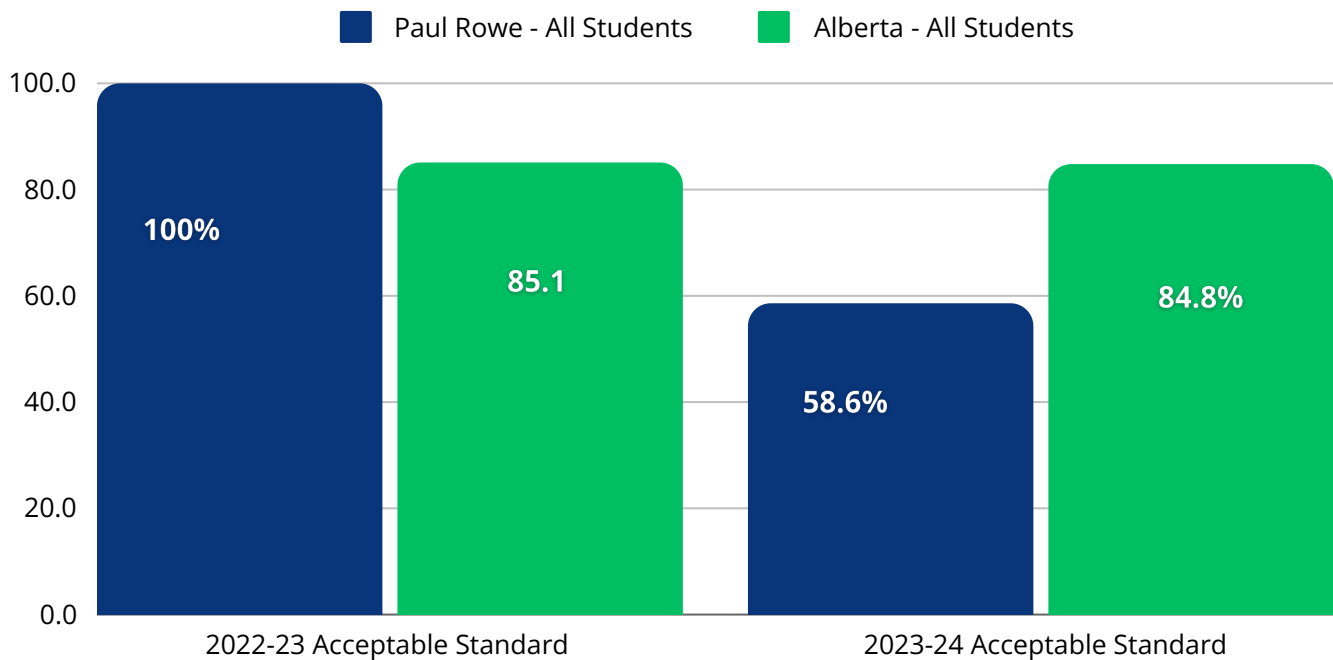
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from students in grades 7-12. The literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities.



LITERACY ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 9 English Language Arts



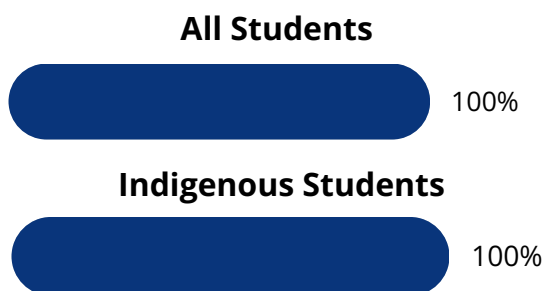
Test results for all students writing

Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT declined. There were significant staffing irregularities that may have impacted the data for this year. Indigenous students is not available due to a small sample size.

Grade 9 English Language Arts

Paul Rowe Year-End Report Card Data



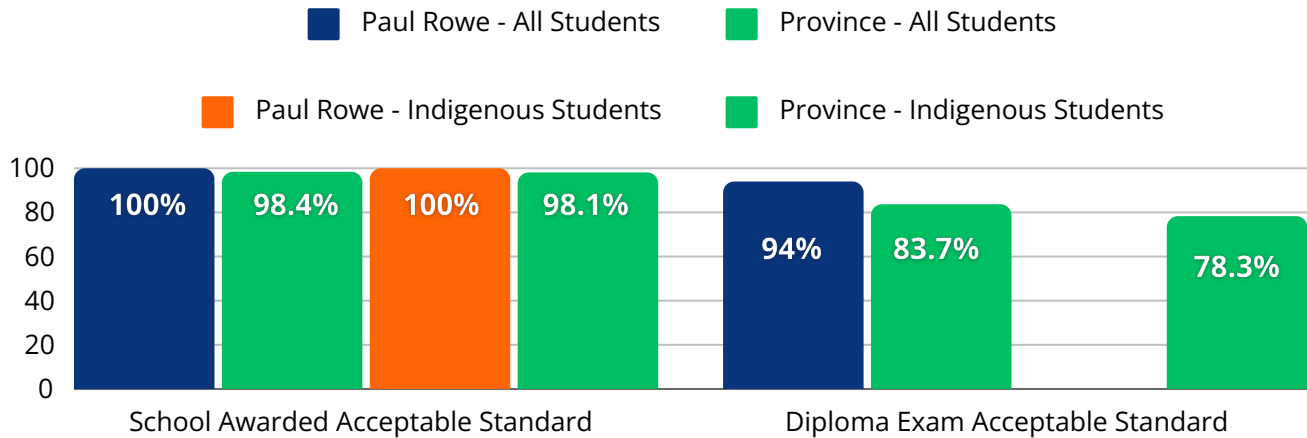
A Comparison

100% of our Grade 9 students were meeting or mastering the core outcomes in ELA.

LITERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results

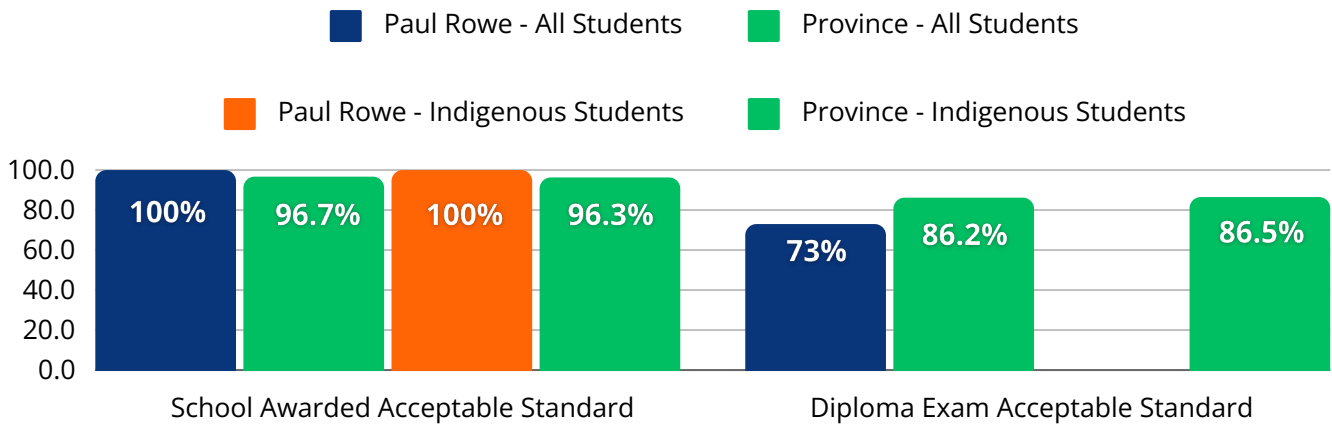
ELA 30-1



Summary

In the 2022-23 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, 100% of our students enrolled in ELA 30-1 in 2022-23 received a passing grade.

ELA 30-2



Summary

In the 2022-23 school year, 100% of our ELA 30-2 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, 100% of our students enrolled in ELA 30-2 in 2022-23 received a passing grade.

Summary of Literacy Achievement Results

General Statement

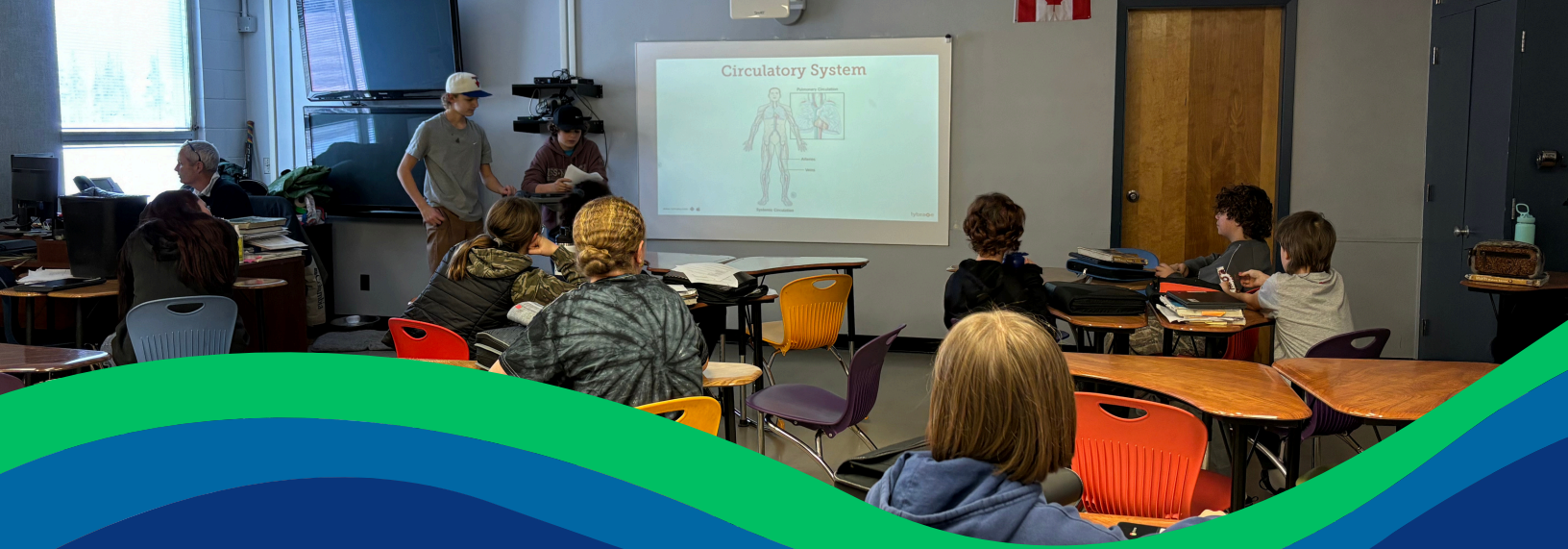
Paul Rowe Jr Sr High School measures such as Fountas and Pinnell data, RCAT data, and year-end report card data, reveal growth in literacy development across grade levels throughout the division during the school year. This growth was further verified through the division's survey data where the vast majority of students from Grades 3 to 12 reported they felt their reading and writing skills had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in English Language Arts generally revealed that students have made gains in their literacy development; however, the overall growth in literacy development is not yet at the levels desired. Additionally, while the Paul Rowe is excited to see the gaps in achievement between our non-Indigenous and Indigenous students lessen, more work is needed to continue improving this measure.

Factors That Affected Results

Paul Rowe's achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. Consequently, the ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

The Division's focus on literacy development will remain a priority at Paul Rowe for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated assessment and instructional practices that foster inclusive classrooms where all students have multiple opportunities to further develop their literacy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' literacy development so that instructional activities can be more purposefully planned and delivered in the best interest of all students. School staff will continue to work to enhance instruction and assessment of core learner outcomes in English Language Arts, and will continue to assist in establishing and maintaining focused literacy instructional blocks in our junior high classes.



SCHOOL GOAL TWO

ALL STUDENTS ARE NUMERATE

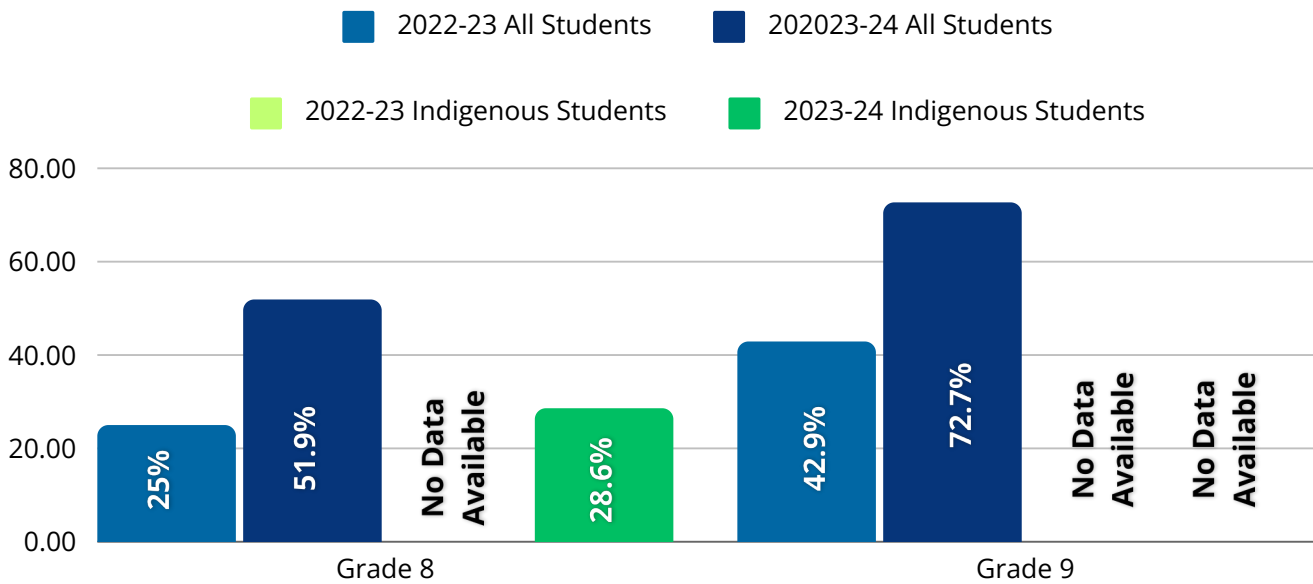
OUTCOME:

ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

Paul Rowe Jr Sr High School has invested significant resources to support numeracy instruction and has worked with the divisional level numeracy coordinator to develop and implement a targeted numeracy program. Paul Rowe has used the Mathematics Intervention/Programming Instrument (MIPI) and the Elk Island Catholic School Math Assessment (EICS) to benchmark student comprehension of core numeracy content at the beginning of the year and also used the Numeracy Common Assessment Tool (NCAT) to assess proficiency in core areas of mathematics. These assessments complement report card data as well as provincial assessment data. The school student data have been broken down into two categories: Indigenous students and all students. This disaggregation of achievement results for the school is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap between our Indigenous and all learners. Through this approach, the school is able to identify and implement specific strategies to help narrow any gaps.

NUMERACY ACHIEVEMENT RESULTS

School Mathematics Intervention/Programming Instrument (MIPI) Data



Percentage of students meeting or mastering core concepts from the previous grade level

Summary

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 data shows significant improvement in the MIPI in both grade 8 and 9 from the 22-23 to the 23-24 school year. We do not have enough data to measure the results for our Indigenous students.

Division Elk Island Catholic Schools (EICS) Math Assessment Data (Grade 7)

Percentage of students considered "At-Risk"

All Students



Indigenous Students



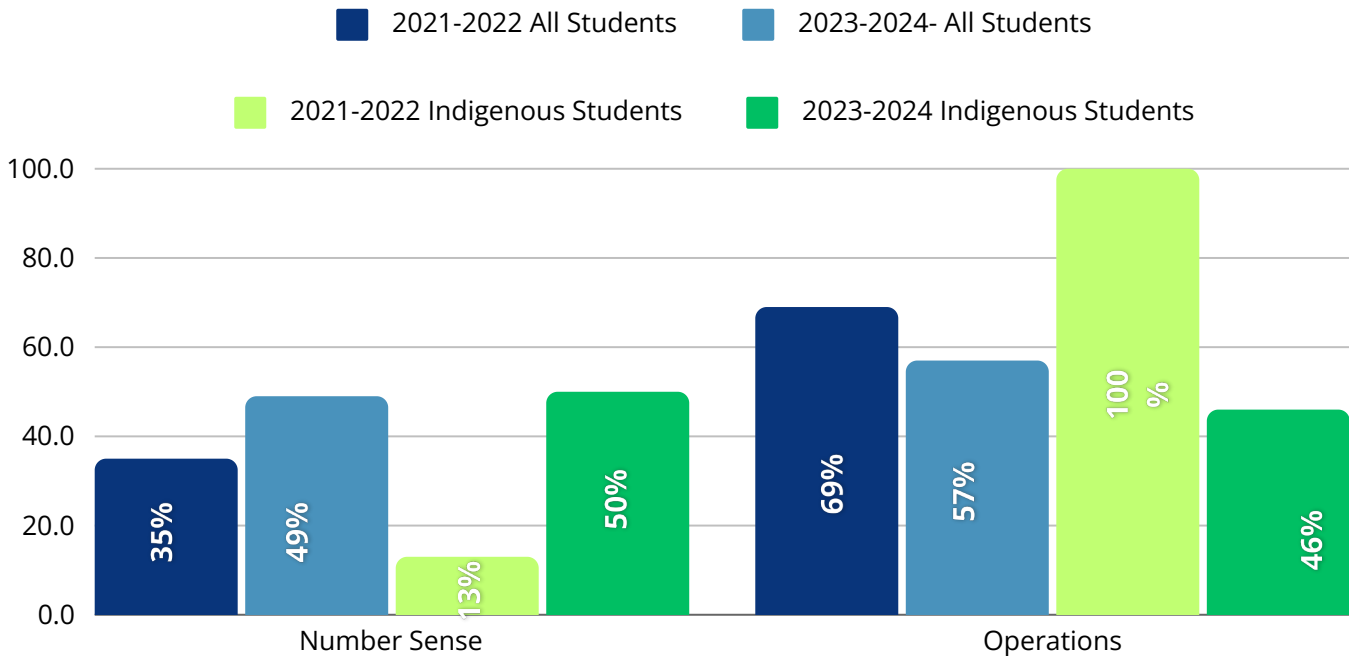
Summary

The EICS is administered at the beginning of the year to determine how well students understand key concepts from previous year’s work, which provides a useful starting point for the current year’s instruction. It is important to note, that this assessment was done in the first year of the new Alberta Math Curriculum, which our grade 7’s were not a part of the previous year.

NUMERACY ACHIEVEMENT RESULTS

Division Numeracy Common Assessment Tool (NCAT) Data

Grade 7 - 9 Year over Year comparison of percentage of student meeting or mastering expectations



Summary

The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administered 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.

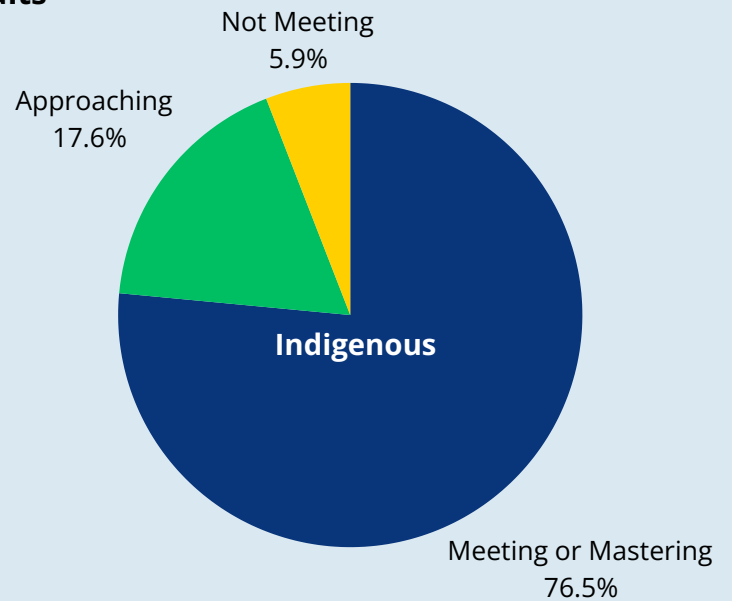
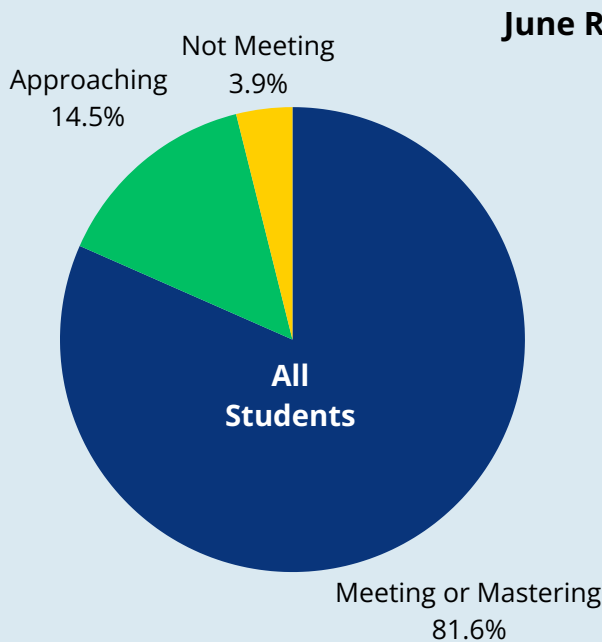
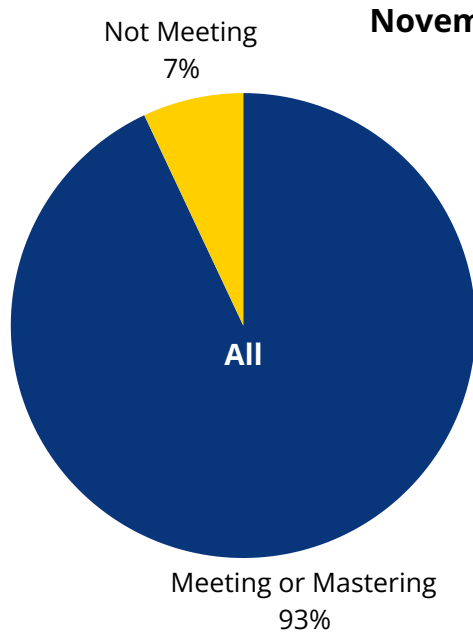
The 2023-24 NCAT results suggest that 49% to 57% of all students had met or mastered the concepts in these two numeracy strands at the time of test administration, and teachers used this information to inform their planning and instruction for the remainder of the year.



NUMERACY ACHIEVEMENT RESULTS

Division Report Card Data for Numeracy:

Percentage of Grades 7-9 Students Meeting or Mastering Expectations



Summary

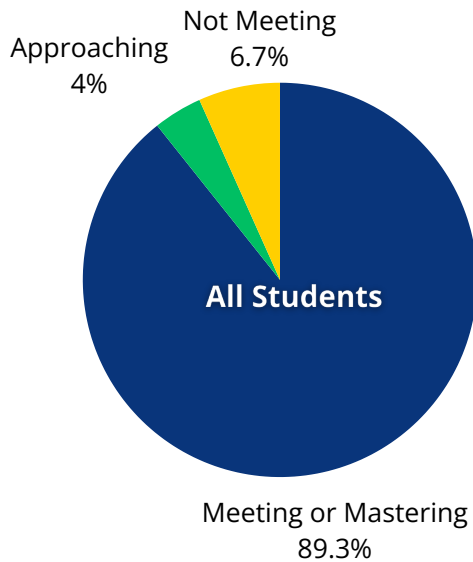
The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy decreased by less than 12% for both all and Indigenous students. This is not an atypical trend in Junior High, but remains an important area of focus moving forward.

NUMERACY ACHIEVEMENT RESULTS

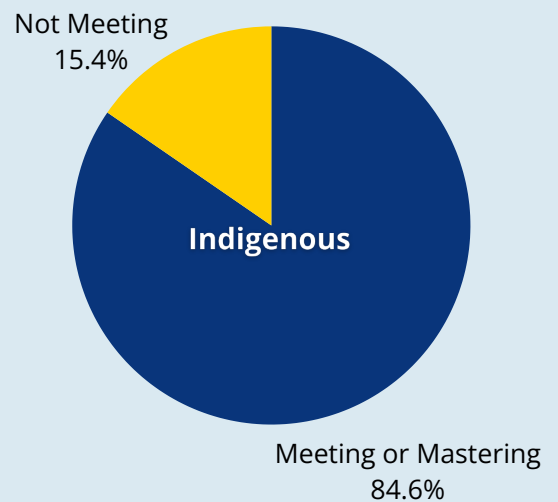
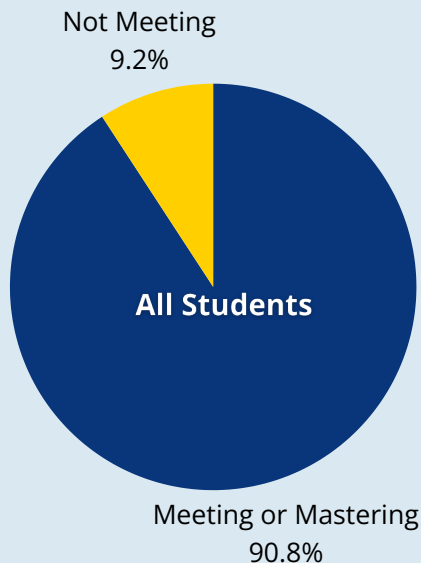
Division Report Card Data for Numeracy:

Percentage of Grades 10-12 Students Meeting or Mastering Expectations

Mid-Semester Assessments



End of Course Assessments



Summary

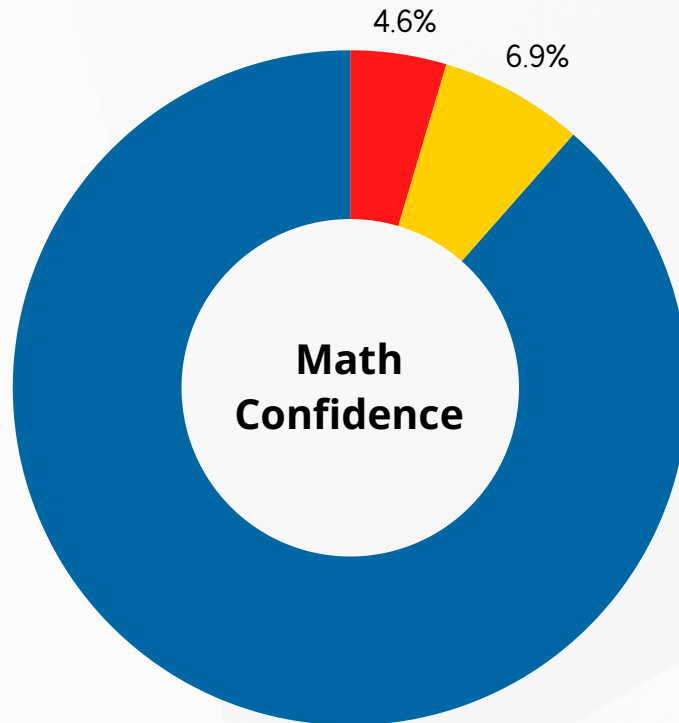
The Grades 10-12 school report card data show consistency in the number of students who either met or mastered grade-level expectations at the end of their courses in Semesters 1 and 2.

NUMERACY ACHIEVEMENT RESULTS

Paul Rowe Jr. Sr. High Education Assurance Survey Results: Goal Two - Numeracy

Grades 7-12

- Confident to Very Confident
- Less Confident
- Not Confident



Summary

88.5%

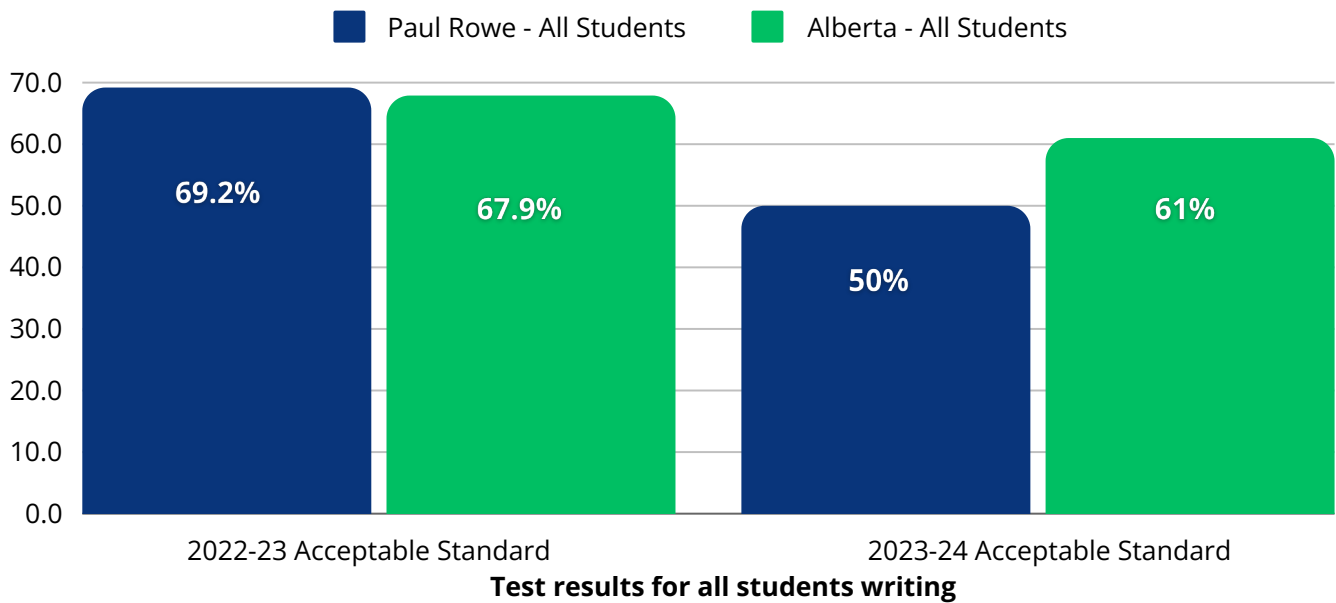
Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graphs, the Paul Rowe Education Assurance Survey data indicated that 88.5% (combined percentages from students who answered either three or greater on the survey) of Grades 7-12 Students at Paul Rowe felt confident in their numeracy skills.



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 9

Year over Year Comparison of Grade 9 Mathematics



Summary

The Grade 9 PAT results in mathematics show a decline in test scores from the 2022-23 school year. The Provincial average also showed a decline in test scores. Numeracy will remain a focus for our school. Indigenous is not available due to a small sample size.

Grade 9 Mathematics

Paul Rowe Year-End Report Card Data

Meeting or Mastering
Grade-Level Expectations

All Students



Indigenous Students



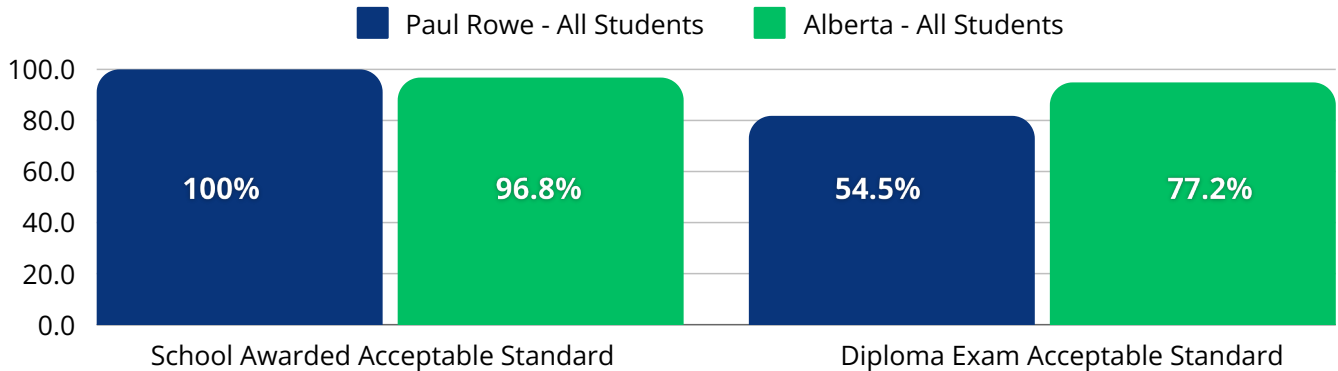
Summary

Paul Rowe's year-end report card data indicate that 85% of our Grade 9 students were meeting or mastering grade-level expectations and 63% of our Indigenous students were meeting or mastering grade-level expectations.

NUMERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results - All Students

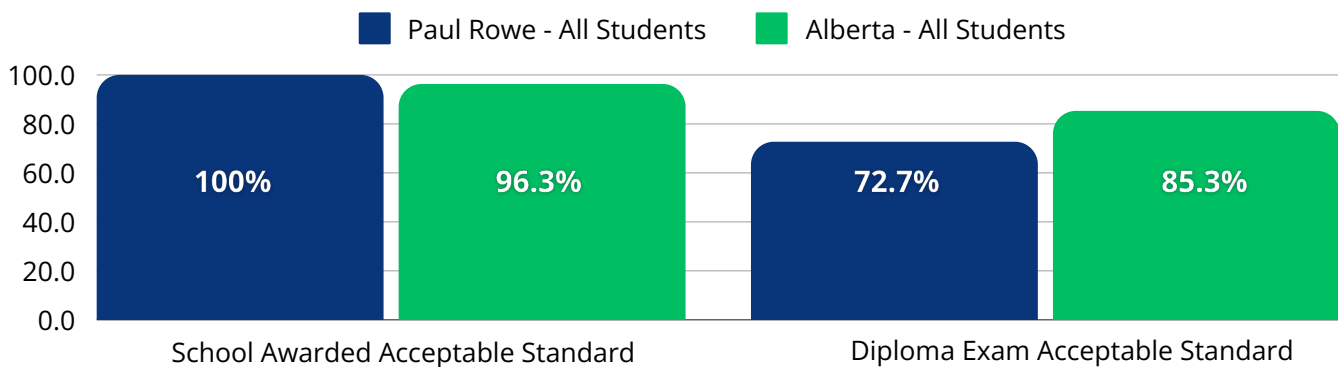
Math 30-1



Summary

In the 2023-24 school year, our achievement data for Math 30-1 indicate that 94.9% of our students achieved a blended score acceptable standard compared to 81.8% provincially. Moving forward, a school priority is to help students to improve their performance on the diploma exam.

Math 30-2



Summary

In the 2023-24 school year, Paul Rowe's achievement data for Math 30-2 indicates that 100% of our students achieved an acceptable standard on the school awarded mark, and while their acceptable standard performance on the diploma exam was only 72.7%, the blended score acceptable standard was 100% compared to 96.6% provincially. Although all students enrolled in this course received a passing grade, a priority moving forward is to help ensure students are better prepared to perform well on the diploma exam for this course.

Summary of Numeracy Achievement Results

General Statement

School measures measures such as the Mathematics Intervention/Programming Instrument (MIPI) data, NCAT data, and year-end report card data, revealed some growth in numeracy development mainly in achievement in Grades 7 to 9 on benchmark assessments. Growth in numeracy development was further evidenced through the division's survey data where the vast majority of students from Grades 7 to 12 reported they felt their numeracy skills and abilities had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in mathematics were generally less favourable than the growth experienced in literacy, and the gaps between the school and provincial performance are concerning, as are the continued gaps in achievement between our Indigenous and non-Indigenous learners. In essence, there is a significant need to intensify the focus on numeracy instruction and assessment to address the overall serious underperformance, particularly at the Grades 7 to 9 level.

Factors That Affected Results

The School achievement data indicates that our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continued to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

The Division's focus on numeracy development will remain a school priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated instructional and assessment practices that foster inclusive classrooms where all students have multiple opportunities to further develop their numeracy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' numeracy development so that instructional activities can be more purposefully planned and delivered through a common instructional sequence in the best interest of all students. We will continue to work with Division level staff to develop common assessments of core learner outcomes in mathematics, and will continue to assist in establishing and maintaining focused numeracy instructional blocks within grade 7-9 programming. There is much work to be done to create a solid foundational numeracy base for our students, and we remain committed to doing exactly that.



SCHOOL 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 to ensure the needs of all students are met, school staff work with School Based Inclusive Education coaches and Learning Services team members with the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies, efforts are made to ensure all students' needs are met.

INCLUSIVE EDUCATION PRACTICES

Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data

Number of BSPs Implemented



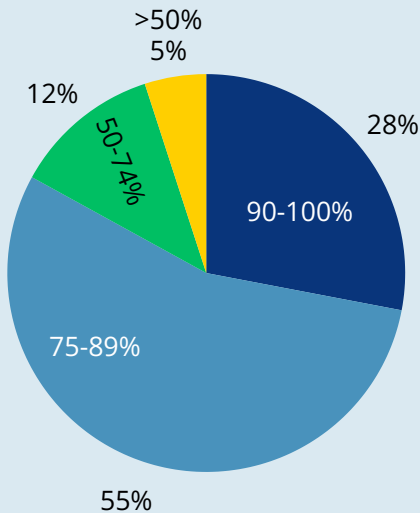
Number of IPPs Implemented



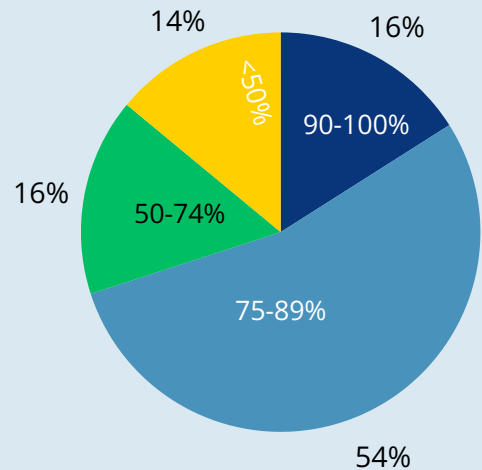
Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 7 BSPs and 14 IPPs implemented in the 2023-24 school year. The total population of students within Paul Rowe was 158 students. As such, **approximately 1 in every 8** students in Paul Rowe required specialized supports during the school year as part of their educational programming.



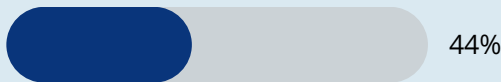
Attendance Data: All Students



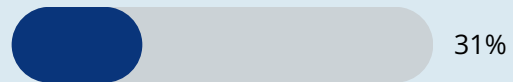
Attendance Data: Indigenous Students



Previous Year 90-100% Attendance



Previous Year 90-100% Attendance



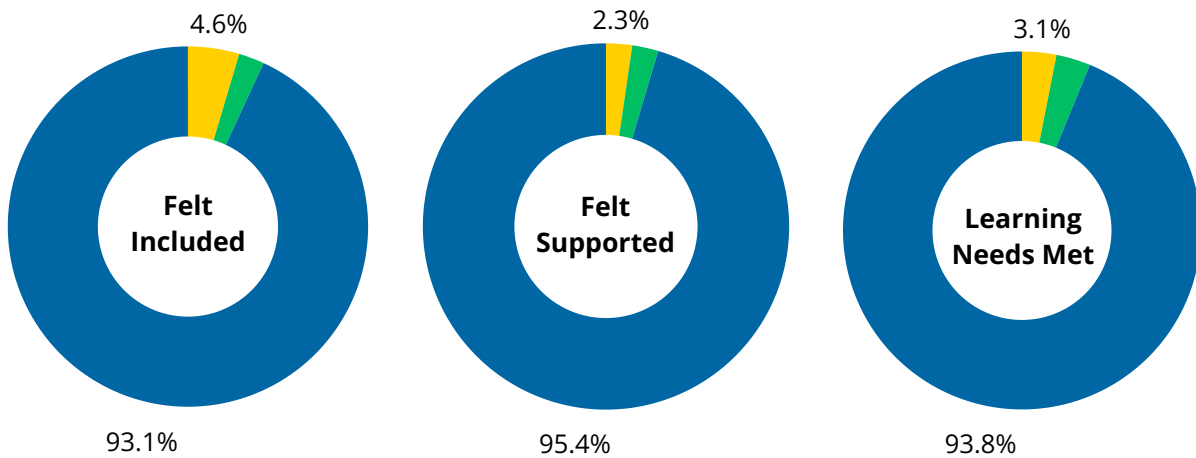
Summary

The 2023-2024 attendance data indicate that 28% of all Paul Rowe students attended school over 90% of the time. This compared to only 16% for Indigenous students.

The Division's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While last year's attendance rates were not where we want them to be, we will continue to place an emphasis on improved attendance at Paul Rowe Jr Sr High School.

INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion



Grades 7-12

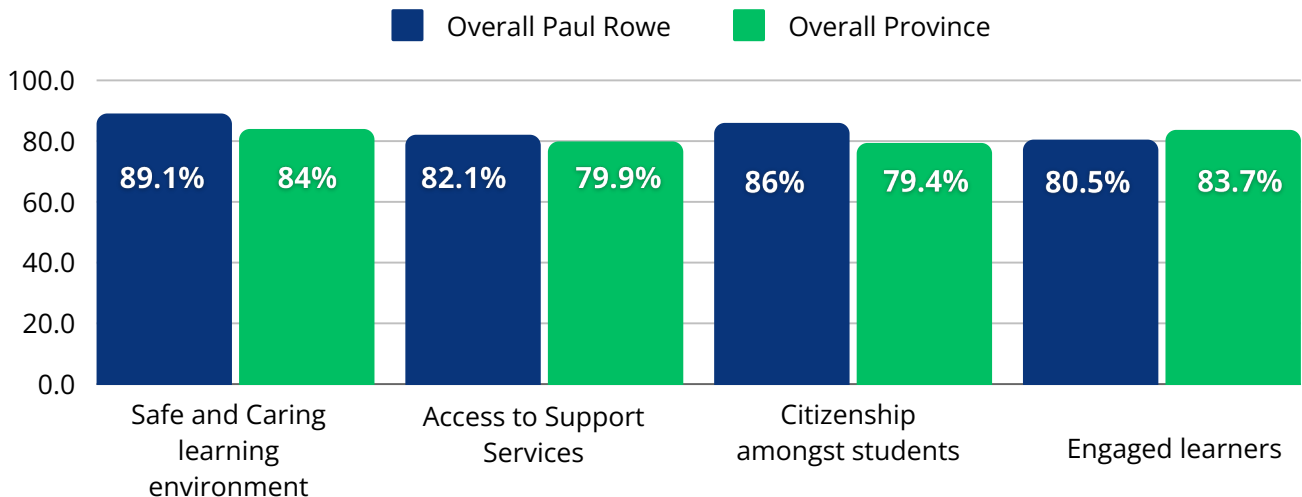
■ Agree
 ■ Somewhat Agree
 ■ Disagree

[Link to the PRSD Student Assurance Survey Qualitative Data](#)

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



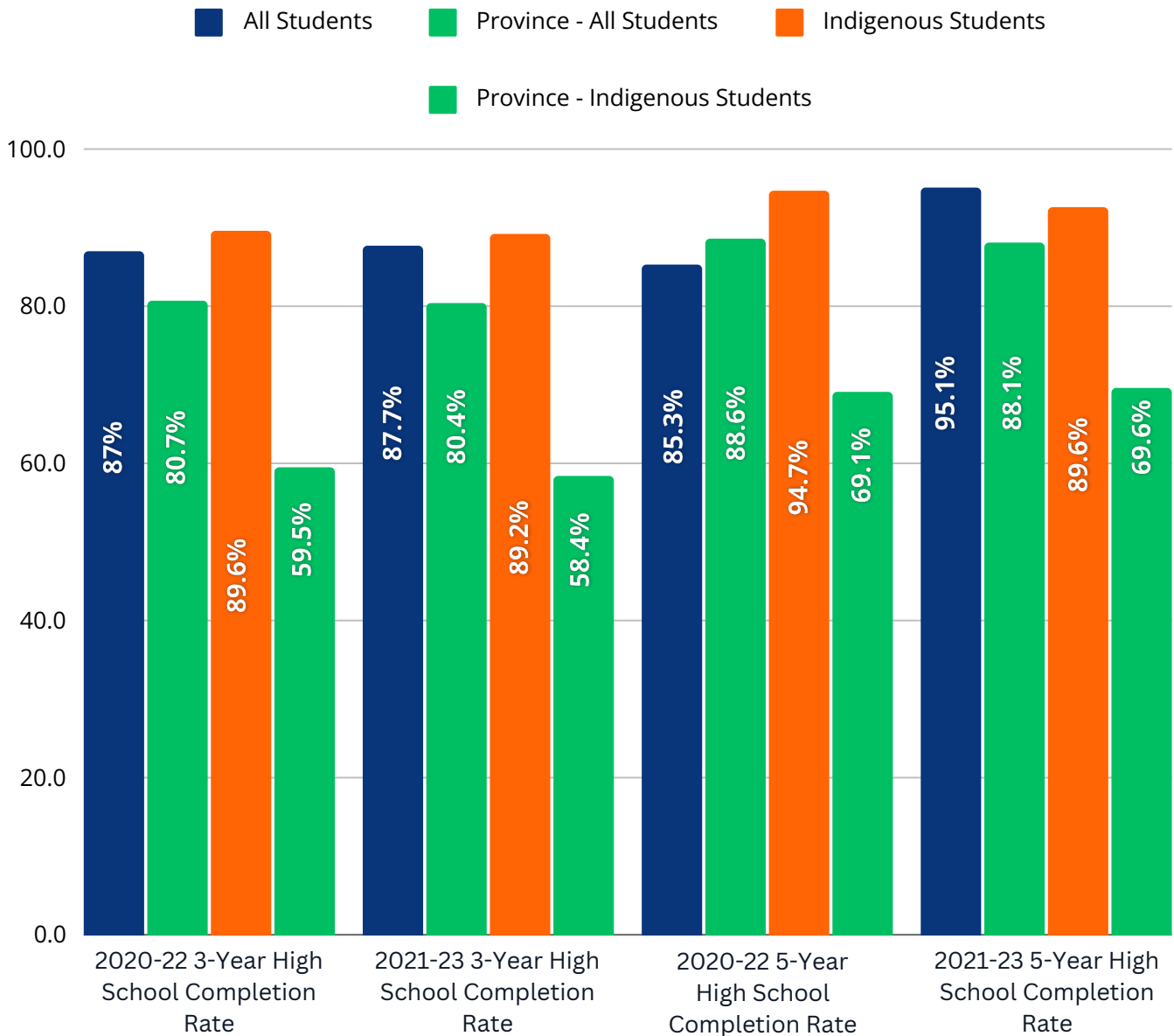
Percentage of students, parents and teachers who agree

Summary

Based on provincial data, Paul Rowe Jr Sr High School exceeded the overall provincial percent average in three categories; safe and caring learning environments, access to support services, citizenship amongst students. Paul Rowe Jr Sr High School was slightly below average in the engaged learners category.

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures: High School Completion Rates



Summary

This graph shows the number of students who graduated after three or five years of high school. In Alberta, once a student reaches Grade 10, it is an expectation that they will complete high school within three, four, or five years.

Paul Rowe High School Completion Rates show improvement in all categories with the overall student rate improving by .7% in the three-year average, and the Indigenous rate being significantly higher than the province in all categories. In the five-year average, the overall student rate improved by just under 10% from our previous years report.

Summary of Inclusion Education Practices

General Statement

Overall, based on School and ABED survey data, Paul Rowe students felt included, safe and well supported in their schools throughout the 2023-2024 school year. School and Provincial data also showed that a majority of our students felt their learning needs were being met. Internal data also showed that students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behaviour Support Plans. While students and parents have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of our schools, and gains in literacy achievement, there continues to be challenges in numeracy achievement, particularly at the Grades 7-9 level. At the high school level, the School graduation rates in 2023-2024 were consistently higher than both the previous 3-year and 5-year average for both our overall student population and our Indigenous student population. Attendance rates for 2023-2024 are a concern. When student absenteeism is greater than 10%, there is an impact on their academic development, and this matter will need to remain a priority moving forward.

Factors That Affected Results

Paul Rowe Jr. Sr. High continues to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

We will continue to focus its efforts to improve attendance rates during the 2023-2024 school year as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. The School will also continue with its commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.

SUMMARY OF FINANCIAL RESULTS

As per the August 31, 2023 Financial Statements:

Instructional

- In offering full day kindergarten in some schools, PRSD runs a deficit in those programs;
- Difficulty in recruiting and retaining teachers caused significant delays in finding the staff needed in some schools. The PRSD did not complete the September 2022 hiring until May 2023.
- Investment income gain \$142,813

Operations and Maintenance

- Incurred a deficit of \$629,521 mostly because of Carbon Tax increases, price increases, and supply chain issues.
- The PRSD has an average building utilization rate of less than 50%, which significantly affects operations and maintenance funding.

Transportation

- Incurred a deficit of \$363,993.
- The PRSD received additional grant funding for fuel costs that helped offset increasing prices.
- Difficulty in hiring bus drivers caused significant bus route cancellations throughout the year.
- Gain on sale of capital assets \$322,320, which was transferred to capital reserves

System Administration

- Incurred a deficit of \$21,214 which is less than the total amortization of \$122,705.

Additional Information:

The Peace River School Division's Audited Financial Statement, Unaudited Schedules and Preliminary Spring Budget can be viewed at www.prsd.ab.ca.

For further financial information or questions, please contact Secretary Treasurer, Rhonda Freeman by phone at: 780-624-3601 or email at: FreemanRh@prsd.ab.ca



SUMMARY OF SCHOOL FINANCIAL RESULTS

2023-2024

REVENUES	\$78,438	
	<u>Budget</u>	<u>Actual</u>
School Allocation Funding	\$63,230	\$63,230
Indigenous Education Funding	\$2,160	\$2,160
Nutrition Grant Funding	\$13,047	\$13,047
EXPENSES	\$70,960	
	<u>Budget</u>	<u>Actual</u>
Instructional - Grades 1 to 12	\$28,641	\$23,420
Contracted Services	\$17,750	\$14,703
Supplies	\$21,797	\$21,420
Certificated and Non Cert Subs	\$10,250	\$11,417.

\$7478 SURPLUS/DEFICIT FOR THE YEAR

BUDGET HIGHLIGHTS

- New curriculum resources such as novel studies and text books
- New sports equipment, including a cross net game
- Built a shed that will transfer to new school yard
- Hockey option bussing
- Free lunch and breakfast programs
- Culture celebration lunches
- SOLE rewards
- Fitness Room equipment
- Indigenous week
- New library resources - books and activities



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