

ROLAND MICHENER SECONDARY SCHOOL

2024-25 AERR



Vision

We are all RAMS! - Respectful, Accepting, Motivated, and Successful.

Mission

At Roland Michener Secondary School, we are committed to educating, modeling, and fostering safe environments within our school community. Aligned with our RAMS values of respect, acceptance, motivation, and success, we strive to cultivate individuals who not only excel academically but also contribute positively to society, leaving a lasting impact on the world.

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MESSAGE FROM THE PRINCIPAL

It is my pleasure to share this year's annual educational results and to highlight the ongoing work that defines Roland Michener Secondary School—Home of the RAMS. Each year, our school community continues to demonstrate resilience, collaboration, and a strong commitment to student success. The relationships we have built with students, families, and staff remain at the heart of our progress and contribute directly to the positive outcomes reflected in this report.

At RMSS, our top priority is ensuring that every student feels welcome, safe, and supported. We are dedicated to creating a learning environment where all students can achieve success and feel genuinely valued. Our core RAMS values—Respectful, Accepting, Motivated, and Successful—guide our daily interactions and shape the culture that makes our school such a vibrant and inclusive place to learn.

We also recognize and deeply appreciate the essential role that parents and guardians play in their children's educational journey. Strong home-school partnerships enrich student learning, and we remain committed to maintaining open, ongoing communication. We encourage families to stay informed, connect with teachers, and consider participating in our School Council, where your insight and engagement make a meaningful difference.

To support transparency and keep our community informed, we regularly share school news, achievements, and important updates through our school website and Facebook page. These platforms celebrate student success and highlight the many initiatives that contribute to our positive learning environment.

As you review this annual report, I am proud of the progress our students have made and grateful for the dedication of our staff and families who support them. Together, we continue to build a school community where every student can thrive—academically, socially, and personally. We are all RAMS, and our collective efforts are what make Roland Michener Secondary School a place of opportunity, growth, and success.

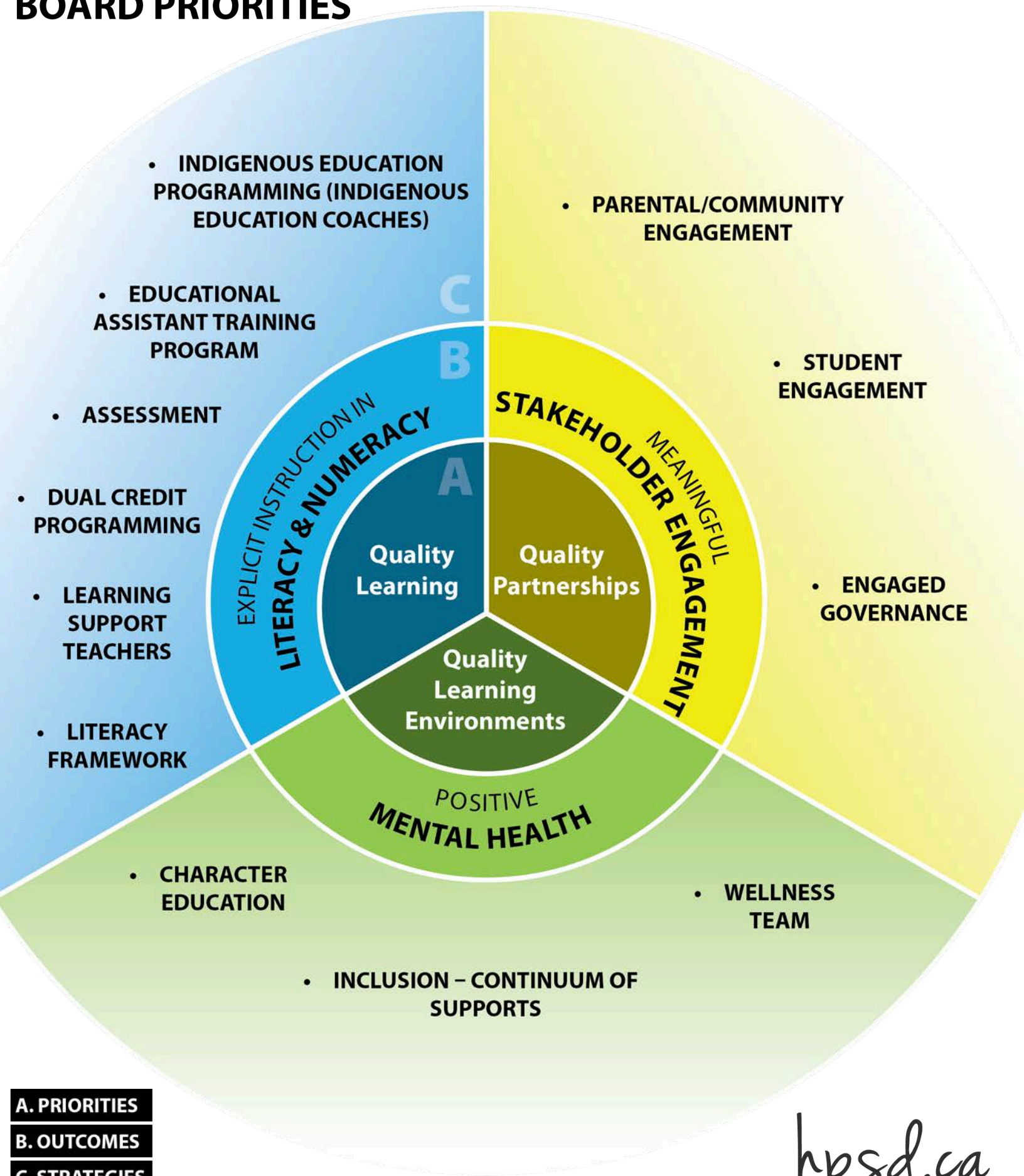
Kindest regards;



Mr. Kris Herbert - kherbert@hpsd.ca
Principal (Roland Michener Secondary School)



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

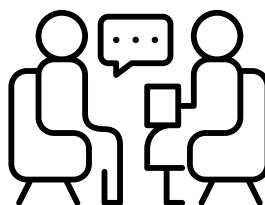
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

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

Roland Michener Secondary School is located in the Town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

Roland Michener Secondary School is a Grade 7 to 12 school with an enrollment of approximately 660 students and 60 staff. We are committed to ensuring a welcoming, caring, respectful and safe learning environment that respect diversity and nurture a sense of belonging and a positive sense of self. Our school offers full academic and special education programs in an effort to foster hope and to inspire success. We are also proud to offer a wide range of options that includes Industrial Arts, Home Economics, Cosmetology, Art, Drama, Instrumental Music and more.



Roland Michener Secondary School would like to acknowledge that we work and learn in the ancestral and traditional territory of the Indigenous peoples in this area. This land has been and will continue to be home of the Cree, Dene, Métis, and other First Nations within the boundaries of Treaty 8. We also wish to acknowledge the traditional knowledge holders and Elders who are still with us today and those who have gone before us.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2025 Required Alberta Education and Childcare Assurance Measures - Overall Summary

Assurance Domain	Measure	Roland Michener Secondary Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.0	80.2	78.9	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	72.0	67.5	66.4	79.8	79.4	80.4	Intermediate	Improved	Good
	3-year High School Completion	67.1	74.5	72.2	81.4	80.4	81.4	Low	Maintained	Issue
	5-year High School Completion	77.6	83.1	81.7	87.1	88.1	87.9	Low	Maintained	Issue
	PAT9: Acceptable	52.0	46.6	49.1	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	8.2	6.3	7.2	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	72.2	71.1	71.3	82.0	81.5	80.9	Low	Maintained	Issue
	Diploma: Excellence	6.0	6.4	6.6	23.0	22.6	21.9	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	83.4	80.0	79.6	87.7	87.6	88.2	Low	Improved	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.0	74.5	74.6	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	81.5	76.2	76.2	80.1	79.9	80.7	Intermediate	Improved	Good
Governance	Parental Involvement	78.3	78.5	74.8	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

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

Assurance Domain	Measure	Roland Michener Secondary Sch (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	51.1	51.2	50.9	59.8	58.6	58.4	Very Low	Maintained	Concern
	5-year High School Completion	57.4	66.5	55.4	69.7	69.4	69.6	Very Low	Maintained	Concern
	PAT9: Acceptable	25.0	36.7	33.0	41.6	41.4	40.4	Very Low	Maintained	Concern
	PAT9: Excellence	1.5	8.3	5.8	6.3	6.1	5.7	Very Low	Maintained	Concern
	Diploma: Acceptable	85.0	78.0	76.5	77.5	76.9	75.9	High	Maintained	Good
	Diploma: Excellence	6.7	12.2	7.3	11.9	11.8	11.6	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Assurance Domain	Measure	Roland Michener Secondary Sch (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	73.5	72.0	74.4	*	n/a	n/a
	5-year High School Completion	*	n/a	n/a	85.3	88.1	87.6	*	n/a	n/a
	PAT9: Acceptable	*	*	n/a	51.2	52.7	54.0	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.0	10.1	10.5	*	n/a	n/a
	Diploma: Acceptable	34.8	*	n/a	67.4	66.3	66.7	Very Low	n/a	n/a
	Diploma: Excellence	0.0	*	n/a	14.8	14.0	13.9	Very Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 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	198	76.3	211	78.8	257	77.8	274	80.2	286	81.0	Low	Maintained	Issue	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	19	63.2	19	82.5	26	75.6	35	76.2	70	77.3	Very Low	Maintained	Concern	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	147	72.0	161	63.7	199	69.4	204	66.4	182	69.8	Intermediate	Maintained	Acceptable	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	32	93.8	31	90.2	32	88.3	35	98.1	34	96.0	Intermediate	Maintained	Acceptable	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 overall perception of student learning engagement at RMSS increased to 81.0% in 2025, reflecting steady growth since 2021 and demonstrating the positive impact of our targeted improvement efforts. Although our results remain slightly below the school authority (84.0%) and provincial averages (83.9%), the upward trend indicates meaningful progress. This highlights an ongoing need for greater transparency in classroom instruction and clearer communication about learning expectations with our student and parent groups.

To support continued improvement, the RMSS leadership team is prioritizing student engagement, assessment practices, and instructional planning through structured supervision and growth cycles. Regular classroom observations with direct feedback help strengthen teaching practices, while each professional development day includes a focus on effective assessment strategies. The publication of the divisional literacy and numeracy plan, along with monthly newsletters that connect our school goals to Board priorities, further supports families in understanding our instructional direction.

A key element of this work is the implementation of the RAMS Standard, which ensures consistency and clarity across classrooms. Standardized course outlines, well-organized Google Classrooms, and bi-weekly mark book updates make learning expectations visible and accessible for both students and parents. This increased continuity in communication is designed to enhance engagement, reduce uncertainty, and build stronger connections between home and school. Through these sustained efforts, RMSS is committed to improving student learning experiences and strengthening parent confidence in our instructional programs.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority								Province											
	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	198	69.6	211	65.5	257	66.1	274	67.5	286	72.0	Intermediate	Improved	Good	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	19	54.7	19	56.4	26	54.7	35	56.9	70	58.6	Very Low	Maintained	Concern	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	147	64.2	161	52.6	199	59.9	204	58.9	182	64.1	Intermediate	Improved	Good	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	32	89.8	31	87.7	32	83.8	35	86.7	34	93.4	High	Maintained	Good	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: RMSS is pleased to report a significant improvement in our Citizenship results, which increased to 72.0% in 2025, moving the overall rating to good and continuing a strong four-year upward trend. Although our results remain below the school authority and provincial averages, this progress indicates that we are effectively strengthening character education and beginning to close the historical gap between staff, student, and parent perceptions. The improvement aligns directly with our emphasis on the RAMS values—Respectful, Accepting, Motivated, and Successful—and the strategic awareness campaign implemented prior to the survey. Initiatives such as RAMS Recognition Cards, RAM of the Month, perfect attendance and increased visibility of our character expectations helped stakeholders more clearly connect our ongoing work to the Citizenship measures.

Despite the positive improvement, parental perception remains the lowest component, with up to 20-30% selecting “Don’t Know” on key questions. This signals a continued need to communicate the depth of our Character Education program more explicitly. RMSS offers a wide range of citizenship-building opportunities—including partnerships with CJS and EGW supporting conflict resolution and mentorship, community service projects such as mounting crosses for Remembrance Day, musical performances and volunteerism at Vanderwell Lodge, participation in Minister’s Youth Council and Student Union, local food drives, and student involvement in programs such as 4H, Cadets, and the Slave Lake Youth Advisory Council. These rich and meaningful experiences reflect the strong character development occurring within our school, and our next steps focus on ensuring parents are aware of these activities so they can confidently recognize the positive culture we continue to build.

Through consistent messaging, increased visibility of character initiatives, and strengthened communication with families, RMSS remains committed to further improving Citizenship results and fostering a school environment that reflects the full spirit of the RAMS values.

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.

	Roland Michener Secondary 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	72	67.0	80	80.5	85	61.8	92	74.5	87	67.1	Low	Maintained	Issue	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	73	83.2	70	76.7	80	82.0	85	75.0	90	83.1	Intermediate	Maintained	Acceptable	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	100	90.9	73	84.2	70	77.8	80	83.1	85	77.6	Low	Maintained	Issue	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

	Roland Michener Secondary Sch (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	%
3 Year Completion	18	28.3	25	64.0	24	37.5	20	51.2	24	51.1	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	18	67.8	18	34.4	26	62.9	25	56.6	20	72.2	Low	Improved	Acceptable	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3	4,157	65.8
5 Year Completion	18	73.5	17	65.6	18	34.1	26	66.5	25	57.4	Very Low	Maintained	Concern	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4	3,848	69.7

	Roland Michener Secondary Sch (EAL)													Alberta (EAL)									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	5	*	n/a	n/a	1	*	2	*	1	*	*	*	*	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0	2,974	73.5
4 Year Completion	1	*	3	*	n/a	n/a	1	*	2	*	*	*	*	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2	3,202	81.1
5 Year Completion	4	*	1	*	3	*	n/a	n/a	1	*	*	*	*	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: RMSS is delighted with the overall results of our four-year high school completion rates. We are particularly proud of the progress made by First Nations, Métis, and Inuit (FMNI) students, whose four-year completion rate rose to 72.2% in 2024. This represents a remarkable recovery from the 2021 low of 34.4% and marks the strongest result in the past five years. Overall, our three-year and five-year completion rates have remained stable, and while these results reflect continued success, we remain focused on further supporting all students to achieve their goal of graduation—our guiding philosophy of destination: graduation.

This sustained achievement is the result of several key strategies. Our Career Coaches continue to provide personalized guidance, assisting students with graduation planning, course selection, meeting requirements, and preparation for post-secondary pathways. Early intervention practices, including the identification of at-risk students and targeted academic supports, have helped learners stay engaged and on track throughout their high school journey. RMSS also prioritizes offering diverse and meaningful learning pathways, such as Dual Credit courses, Micro Credentials, and the Registered Apprenticeship Program (RAP), which allow students to earn credits while exploring future careers and developing real-world skills. Beyond academics, strong student participation in extracurricular activities has reinforced school connectedness, an important factor consistently linked to improved completion rates.

Together, these strategies reflect RMSS's commitment to ensuring that every student has the guidance, support, and opportunities necessary to successfully complete high school and transition confidently into the next stage of their education or career.



ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.															
		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 9	School	n/a	n/a	64.6	0	68.3	4	61	5.7	67	5.8	70	6	70	7
	Authority	n/a	n/a	52.9	2.2	44.8	3.9	57.5	4.4	60.3	4.5				
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1				
K&E English Language Arts 9	School	n/a	n/a	30.8	0	*	*	*	*	*	*	*	*	*	*
	Authority	n/a	n/a	31.3	0	*	*	11.8	0	16.7	0				
	Province	n/a	n/a	50.5	5	50.2	5.7	49.6	5.6	47.4	5.2				
Mathematics 9	School	n/a	n/a	43.9	3.7	45.8	8.3	33.3	3.8	39.8	5.8	45	8	45	8
	Authority	n/a	n/a	29.8	3.1	28.9	4.9	27.4	3.9	31.5	4.9				
	Province	n/a	n/a	53	16.7	54.4	13.5	52.7	14	51.7	14				
K&E Mathematics 9	School	n/a	n/a	53.8	0	*	*	18.2	0	*	*	*	*	*	*
	Authority	n/a	n/a	50	0	*	*	15.4	0	*	*				
	Province	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11				
Science 9	School	n/a	n/a	62.7	4.8	59.6	10.1	57.1	11.4	57.7	13.5	61	12	61	14
	Authority	n/a	n/a	48.2	7.5	38.2	6.1	47.8	7.8	52.5	9.8				
	Province	n/a	n/a	68	22.6	66.3	20.1	67.6	20.8	68.6	21.1				
K&E Science 9	School	n/a	n/a	50	33.3	*	*	27.3	0	*	*	*	*	*	*
	Authority	n/a	n/a	46.7	26.7	*	*	30.8	0	*	*				
	Province	n/a	n/a	57.8	11	52.9	10.9	52.3	8.9	50.3	7.9				
Social Studies 9	School	n/a	n/a	50	7	46.5	9.9	44.8	6.7	52.3	9.3	50	10	55	10
	Authority	n/a	n/a	38.4	5.6	32.2	7.4	40.4	4.8	41.5	7.2				
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1				
K&E Social Studies 9	School	n/a	n/a	33.3	11.1	*	*	27.3	0	*	*	*	*	*	*
	Authority	n/a	n/a	33.3	11.1	*	*	33.3	0	*	*				
	Province	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1616 Roland Michener Secondary School

		Roland Michener Secondary Sch							Alberta			
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	103	67.0	103	64.6	59,391	69.8	57,676	70.4
	Standard of Excellence	Very Low	Maintained	Concern	103	5.8	103	4.8	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	*	*	*	7	*	n/a	n/a	1,469	5.2	1,360	5.6
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	103	39.8	101	39.6	58,911	51.7	57,012	53.5
	Standard of Excellence	Very Low	Maintained	Concern	103	5.8	101	6.1	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	*	*	*	7	*	11	18.2	1,940	49.7	1,891	52.4
	Standard of Excellence	*	*	*	7	*	11	0.0	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Low	Maintained	Issue	104	57.7	102	58.4	59,453	68.6	57,692	66.9
	Standard of Excellence	High	Maintained	Good	104	13.5	102	10.8	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	*	*	*	6	*	11	27.3	1,454	50.3	1,304	52.6
	Standard of Excellence	*	*	*	6	*	11	0.0	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	107	52.3	103	45.6	59,472	60.5	57,717	59.4
	Standard of Excellence	Very Low	Maintained	Concern	107	9.3	103	8.3	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	*	*	*	3	*	11	27.3	1,434	50.3	1,246	50.0
	Standard of Excellence	*	*	*	3	*	11	0.0	1,434	10.6	1,246	10.9

School: 1616 Roland Michener Secondary School (FNMI)

		Roland Michener Secondary Sch (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 9	Acceptable Standard	Very Low	Maintained	Concern	14	35.7	17	48.8	4,495	50.7	4,420	49.3
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	17	4.2	4,495	4.7	4,420	4.5
K&E English Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	400	43.5	343	43.3
	Standard of Excellence	*	*	*	3	*	n/a	n/a	400	5.3	343	4.3
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	14	7.1	17	17.3	4,390	27.4	4,279	28.7
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	17	4.2	4,390	4.7	4,279	4.3
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	508	41.5	463	46.3
	Standard of Excellence	*	*	*	3	*	n/a	n/a	508	8.5	463	8.7
Science 9	Acceptable Standard	Very Low	Maintained	Concern	14	28.6	17	41.7	4,512	47.7	4,429	44.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	14	7.1	17	8.3	4,512	8.9	4,429	7.8
K&E Science 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	381	44.9	327	47.5
	Standard of Excellence	*	*	*	3	*	n/a	n/a	381	6.6	327	7.7
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	15	26.7	17	28.6	4,528	38.6	4,446	36.6
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	17	4.2	4,528	6.4	4,446	5.6
K&E Social Studies 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	367	43.1	307	45.8
	Standard of Excellence	*	*	*	2	*	n/a	n/a	367	9.3	307	8.3

School: 1616 Roland Michener Secondary School (EAL)

		Roland Michener Secondary Sch (EAL)							Alberta (EAL)			
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	7,504	54.5	7,109	59.6
	Standard of Excellence	*	*	*	2	*	n/a	n/a	7,504	4.7	7,109	6.0
Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	7,506	45.2	7,066	48.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	7,506	11.6	7,066	11.8
Science 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	7,515	57.6	7,106	58.5
	Standard of Excellence	*	*	*	2	*	n/a	n/a	7,515	13.8	7,106	14.6
Social Studies 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	7,509	47.9	7,116	49.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	7,509	10.4	7,116	10.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests 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 Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

COMMENTS:

Overall, RMSS's Provincial Achievement Test (PAT) results encouragingly show improvement, with the Acceptable Standard increasing in all subject areas compared to last year. We also see a similar upward trend in the Standard of Excellence. While our performance generally exceeds the school authority average, closing the persistent gap with the provincial benchmark remains a priority and continues to be an area of focus.

This progress reflects the strengthened literacy and numeracy supports embedded within classrooms and committee work. Junior high math intervention blocks now provide high level Tier 3 support, helping to close foundational numeracy gaps, while small-group literacy interventions have been expanded to include Grade 9 students requiring targeted instruction. Specialized Knowledge & Employability (K&E) programming continues to offer alternative pathways for vulnerable learners, ensuring all students have access to meaningful and supportive learning opportunities.

Instructional alignment remains a major area of focus. Through Collaborative Planning Meetings (CPMs), teachers ensure both vertical and horizontal alignment of assessment and learning expectations from Grades 7 to 12, creating a coherent progression of skills and content. Participation in school-based and divisional literacy and numeracy committees further strengthens this work by fostering collaboration across the division and applying emerging best practices. Teachers also dedicate professional development time to refining assessment strategies, analyzing data trends, and setting clear instructional goals to support consistent, high-quality practices across all subject areas.

The RAMS Standard continues to serve as the foundation for instructional consistency by aligning course outlines, Google Classrooms, assessment weighting, and year-long planning. This ensures clarity for students, families, and staff while supporting a cohesive, student-centered learning environment.

Together, these initiatives—targeted interventions, strengthened assessment practices, and coordinated instructional alignment—position RMSS to continue improving PAT results and narrowing the achievement gap in the coming 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	78.6	7.1	71.4	2.4	76	0	75.7	0	78	3	78	3
	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	83.3	5.6	84.6	7.7	89.5	10.5	85.4	12.5	90	11	90	13
	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	42.1	0	65	10	25	5	69.6	4.3	50	6	72	6
	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	42.1	0	40	0	50	0	42.9	0	55	2.5	50	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	n/a	n/a	77.3	13.6	86.7	6.7	76.9	7.7	88	8	80	8
	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	72.2	11.1	83	2.1	80	8.9	73.6	7.5	85	9	80	9
	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	72.7	18.2	53.8	3.8	78.1	6.3	76.2	0	80	7	80	5
	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	n/a	n/a	69.2	19.2	47.6	0	62.5	8.3	60	5	65	10
	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	42.1	5.3	66.7	11.1	50	20	61.5	7.7	70	20	68	10
	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				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 1616 Roland Michener Secondary School

		Roland Michener Secondary Sch							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	Very Low	Maintained	Concern	37	75.7	34	73.7	35,845	85.3	32,247	83.9
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	37	0.0	34	1.2	35,845	10.9	32,247	10.3
English Language Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	48	85.4	39	87.0	21,398	85.6	18,166	85.9
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	48	12.5	39	9.1	21,398	11.3	18,166	12.8
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved	n/a	23	69.6	20	45.0	22,680	77.8	20,399	73.1
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	23	4.3	20	7.5	22,680	37.1	20,399	32.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	21	42.9	15	45.0	17,430	73.6	15,047	71.0
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	21	0.0	15	0.0	17,430	17.3	15,047	15.3
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	26	76.9	26	82.0	26,238	84.6	24,595	84.4
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	26	7.7	26	10.2	26,238	16.8	24,595	17.3
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	53	73.6	46	81.5	27,021	77.5	22,515	77.8
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	53	7.5	46	5.5	27,021	12.3	22,515	12.5
Biology 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	21	76.2	29	66.0	25,916	82.7	23,842	82.9
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	21	0.0	29	5.0	25,916	34.8	23,842	33.2
Chemistry 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	24	62.5	24	58.4	21,438	83.8	19,160	81.7
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	24	8.3	24	9.6	21,438	40.6	19,160	37.5
Physics 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	13	61.5	10	58.3	11,366	85.6	9,598	83.7
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	13	7.7	10	15.6	11,366	43.6	9,598	41.5

School: 1616 Roland Michener Secondary School (FNMI)

		Roland Michener Secondary Sch (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	Intermediate	Maintained	Acceptable	8	87.5	7	71.4	1,632	80.6	1,344	80.0
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	8	0.0	7	0.0	1,632	5.3	1,344	6.5
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	15	100.0	8	100.0	2,182	88.6	1,922	86.2
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	15	13.3	8	19.4	2,182	9.3	1,922	10.4
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	690	67.8	600	62.5
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	690	23.2	600	16.0
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	932	71.6	764	65.3
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	932	11.5	764	11.1
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	1,264	77.5	1,029	76.1
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	1,264	9.1	1,029	9.6
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	16	81.3	12	91.7	2,325	72.1	2,012	72.6
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	16	12.5	12	4.2	2,325	5.7	2,012	6.0
Biology 30	Diploma Examination Acceptable Standard	*	*	*	2	*	6	83.3	1,112	74.0	972	72.7
	Diploma Examination Standard of Excellence	*	*	*	2	*	6	16.7	1,112	20.3	972	18.0
Chemistry 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	6	66.7	n/a	n/a	700	75.6	582	74.1
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	700	22.9	582	23.7
Physics 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	353	76.5	265	76.2
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	353	30.3	265	25.0

School: 1616 Roland Michener Secondary School (EAL)

		Roland Michener Secondary Sch (EAL)							Alberta (EAL)				
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	*	*	*	1	*	n/a	n/a	2,611	64.7	2,289	62.3	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	2,611	3.3	2,289	3.2	
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	8	37.5	n/a	n/a	2,932	67.4	2,309	70.7	
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	2,932	4.5	2,309	5.4	
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,557	63.3	1,289	58.1	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,557	13.4	1,289	9.4	
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	8	50.0	n/a	n/a	3,551	63.2	2,827	62.9	
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	3,551	8.3	2,827	8.1	
Biology 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,803	69.2	1,650	71.3	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,803	25.3	1,650	24.1	
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,600	74.7	1,422	73.3	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,600	33.1	1,422	29.8	
Physics 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	771	75.0	680	73.5	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	771	32.0	680	32.6	

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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

COMMENTS

RMSS's overall Diploma Examination results at the Acceptable Standard have remained stable compared to last year, with notable improvements in Physics, Chemistry, and Math 30-1. While some consistency is encouraging, our results continue to fall below provincial averages. We are, however, pleased with the sustained strength of our humanities programs, where English and Social Studies frequently match or approach division and provincial performance levels. Achievement in higher-level math and science courses remains an area for focused improvement, but we are encouraged by recent gains, particularly given that diploma exams account for 30% of the final course mark.

To support growth in these areas, RMSS is prioritizing instructional alignment and assessment practices. Our Collaborative Planning Meetings (CPMs) are used to refine assessment strategies, strengthen alignment across Grades 7–12, and ensure students develop the foundational skills essential for diploma-level success. The RAMS Standard further supports this work by ensuring consistency in course outlines, assessment weighting, and classroom expectations across all subjects.

Our literacy and numeracy teams continue to target key skill development, with particular emphasis on vocabulary and reinforcement of foundational skills in Grade 10 and junior high. The refinement of our Continuum of Supports provides a clear structure for universal and targeted interventions, ensuring students receive the right support at the right time. Participation in divisional literacy and numeracy committees also enhances our ability to share best practices and strengthen instructional quality across the school.

While we celebrate the stability and strengths in our diploma results, RMSS remains committed to addressing areas of concern and ensuring that all students are well-prepared for academic success and future pathways.



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 7	Requires Attention	100	47.5	38	117	62.2	51	113	30.5	25	106	51.1	46	36.0	31	103	ND	ND	ND	ND
		May Require Attention		35.0	28		23.2	19		41.5	34		27.8	25	39.5	34		ND	ND	ND	ND
		Does Not Require Attention		17.5	14		14.6	12		28.0	23		21.1	19	24.4	21		ND	ND	ND	ND
	Grade 8	Requires Attention	84	72.5	50	105	67.1	57	109	51.4	56	109	63.5	61	48.4	46	103	ND	ND	ND	ND
		May Require Attention		18.8	13		20.0	17		23.9	26		21.9	21	27.4	26		ND	ND	ND	ND
		Does Not Require Attention		8.7	6		12.9	11		24.8	27		14.6	14	24.2	23		ND	ND	ND	ND
	Grade 9	Requires Attention	88	46.9	30	96	55.6	30	109	41.2	40	118	78.6	81	66.7	68	112	ND	ND	ND	ND
		May Require Attention		35.9	23		29.6	16		28.9	28		13.6	14	17.6	18		ND	ND	ND	ND
		Does Not Require Attention		17.2	11		14.8	8		29.9	29		7.8	8	15.7	16		ND	ND	ND	ND
	Grade 10	Requires Attention	86	84.3	43	90	86.2	50	105	66.3	57	110	66.7	64	85.2	23	107	ND	ND	ND	ND
		May Require Attention		15.7	8		10.3	6		27.9	24		25.0	24	11.1	3		ND	ND	ND	ND
		Does Not Require Attention		0.0	0		3.4	2		5.8	5		8.3	8	3.7	1		ND	ND	ND	ND
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	115	ND	ND	ND	ND	106	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	99	ND	ND	ND	ND	117	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																					

COMMENTS

No MIPI assessment data was collected for the corresponding grade(s) during the past school year.



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

Literacy Data			2020-21 ¹				2021-22 ²				2022-23				2023-24				2024-25								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#					
OCA RCAT	Grade 7	Limited	100	58.5	48	46.4	39	117	47.9	45	61.5	56	113	30.5	29	63.2	48	106	36.0	36	43.4	46	103	12.1	11	27.1	23
		Acceptable		41.5	34	53.6	45		40.4	38	38.5	35		62.1	59	36.8	28		62.0	62	54.7	58		33.0	30	52.9	45
		Excellence		0.0	0	0.0	0		11.7	11	0.0	0		7.4	7	0.0	0		2.0	2	1.9	2		54.9	50	20.0	17
	Grade 8	Limited	84	60.3	44	62.3	43	105	32.2	29	55.2	48	109	58.3	42	54.2	45	109	36.9	38	36.7	36	103	39.1	34	38.5	30
		Acceptable		32.9	24	30.4	21		58.9	53	39.1	34		38.9	28	44.6	37		56.3	58	49.0	48		44.8	39	47.4	37
		Excellence		6.8	5	7.2	5		8.9	8	5.7	5		2.8	2	1.2	1		6.8	7	14.3	14		16.1	14	14.1	11
	Grade 9	Limited	88	62.5	45	69.0	49	96	53.9	41	41.6	32	109	30.0	27	37.6	32	118	44.6	50	59.8	61	112	35.7	35	48.2	40
		Acceptable		36.1	26	29.6	21		43.4	33	57.1	44		58.9	53	56.5	48		42.9	48	36.3	37		50.0	49	47.0	39
		Excellence		1.4	1	1.4	1		2.6	2	1.3	1		11.1	10	5.9	5		12.5	14	3.9	4		14.3	14	4.8	4
	Grade 10	Limited	86	70.0	49	71.2	47	90	55.6	40	54.5	36	105	54.7	41	27.4	17	110	50.4	68	46.2	36	107	35.4	40	54.0	47
		Acceptable		27.1	19	25.8	17		41.7	30	42.4	28		38.7	29	66.1	41		48.9	66	53.8	42		53.1	60	43.7	38
		Excellence		2.9	2	3.0	2		2.8	2	3.0	2		6.7	5	6.5	4		0.7	1	0.0	0		11.5	13	2.3	2
RCAT	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	90	48.8	39	53.1	34	89	71.8	56	58.6	34	115	41.6	42	53.5	53	106	28.1	27	55.4	46
		Approaching Expectations	ND	ND	ND	ND	ND		46.3	37	45.3	29		25.6	20	37.9	22		48.5	49	44.4	44		45.8	44	43.4	36
		Meeting Expectations	ND	ND	ND	ND	ND		5.0	4	1.6	1		2.6	2	3.4	2		9.9	10	2.0	2		26.0	25	1.2	1
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	106	26.0	20	61.0	36	94	44.4	12	ND	ND	99	63.3	38	55.8	24	117	54.1	46	55.8	24
		Approaching Expectations	ND	ND	ND	ND	ND		39.0	30	39.0	23		44.4	12	ND	ND		36.7	22	44.2	19		41.2	35	39.5	17
		Meeting Expectations	ND	ND	ND	ND	ND		35.1	27	0.0	0		11.1	3	ND	ND		0.0	0	0.0	0		4.7	4	4.7	2
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																								

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

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

COMMENTS

RMSS's longitudinal literacy data from 2020-21 to 2024-25 shows encouraging growth across all grade levels. Early grades demonstrate strong gains in student achievement, reflecting the success of foundational literacy programs and early interventions. Middle and senior grades reveal gradual but consistent improvement, with more students reaching acceptable and excellent literacy standards over time. Seasonal growth from fall to spring further highlights the positive impact of ongoing instructional support.

While progress is evident, attention remains necessary for a smaller group of students who continue to fall below literacy expectations, especially in senior grades. The data underscores the importance of continued targeted interventions and differentiated supports as students advance through their academic journey.

RMSS is committed to building on this positive momentum through sustained literacy initiatives, ongoing professional development for staff, and collaborative planning aimed at ensuring every student attains the literacy skills essential for success beyond high school.



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

Literacy Data			2023-24					2024-25				
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#
HLAT	Grade 7	Poor	106	0.0	0	2.2	2	103	0.0	0	2.2	2
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		49.0	48	53.8	50		85.9	79	58.1	54
		Proficient		42.9	42	34.4	32		14.1	13	31.2	29
		Exemplary		8.2	8	9.7	9		0.0	0	8.6	8
	Grade 8	Poor	109	1.0	1	2.0	2	103	0.0	0	0.0	0
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		53.8	56	42.9	42		78.2	68	59.4	57
		Proficient		41.3	43	41.8	41		20.7	18	39.6	38
		Exemplary		3.8	4	13.3	13		1.1	1	1.0	1
	Grade 9	Poor	118	1.9	2	1.1	1	112	0.0	0	2.0	2
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		58.3	60	55.3	52		52.4	54	36.3	37
		Proficient		34.0	35	36.2	34		33.0	34	42.2	43
		Exemplary		5.8	6	7.4	7		14.6	15	19.6	20
	Grade 10	Poor	110	5.4	5	8.9	8	107	2.0	2	3.3	3
		Limited		38.7	36	23.3	21		50.0	50	31.5	29
		Adequate		37.6	35	44.4	40		35.0	35	46.7	43
		Proficient		15.1	14	21.1	19		10.0	10	18.5	17
		Exemplary		3.2	3	2.2	2		3.0	3	0.0	0
	Grade 11	Poor	115	1.4	1	3.4	3	106	7.4	7	11.0	10
		Limited		26.4	19	11.5	10		40.4	38	13.2	12
		Adequate		48.6	35	49.4	43		29.8	28	42.9	39
		Proficient		18.1	13	33.3	29		21.3	20	30.8	28
		Exemplary		5.6	4	2.3	2		1.1	1	2.2	2
	Grade 12	Poor	99	1.6	1	3.8	2	117	3.7	3	0.0	0
		Limited		7.8	5	11.5	6		30.9	25	0.0	0
		Adequate		57.8	37	48.1	25		49.4	40	33.3	1
		Proficient		32.8	21	34.6	18		14.8	12	66.7	2
		Exemplary		0.0	0	1.9	1		1.2	1	0.0	0

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

COMMENTS

Key Trends and Observations:

1. General Improvement Across Most Grades:

- For most grades, there is a noticeable shift from lower achievement categories (Poor and Limited) towards higher categories (Proficient and Exemplary) between the 2023-24 and 2024-25 school years.
- Spring assessment results generally show improvement over fall results within the same school year, indicating growth over the academic year.

2. Grade-Specific Highlights:

- Grade 7 and 8: Both grades show a strong presence in the Proficient and Exemplary categories by Spring 2025. This suggests effective literacy instruction in early junior high.
- Grade 9: Noticeable improvement in Adequate and Proficient levels in 2024-25 Spring, with fewer students in Poor and Limited categories compared to the previous year.
- Grade 10: A positive trend with increased proficiency, though some students remain in lower categories, indicating an area for focused intervention.
- Grades 11 and 12: Although there is some variability, the data reflects steady proficiency levels, with a slight increase in Adequate and Proficient students in 2024-25 Spring. However, the proportion of students in lower achievement categories remains notable and should be monitored.

3. Seasonal (Fall to Spring) Growth:

- Across grades, the pattern of growth from fall to spring assessments suggests that students generally make literacy gains during the school year. This is an encouraging indicator of effective instruction and intervention during the academic cycle.

4. Areas for Attention:

- While many students achieve Proficient or Exemplary literacy skills, a consistent minority remain in the Poor or Limited categories across all grades, emphasizing the ongoing need for targeted literacy supports.
- Grade 12, in particular, still shows a segment of students not reaching proficiency, highlighting the importance of senior-year literacy interventions to support graduation readiness.

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

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	%	N	%	N	%			
Overall	199	79.2	211	78.9	257	79.8	274	80.0	286	83.4	Low	Improved	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	19	65.5	19	78.8	26	71.8	35	69.2	70	75.5	Low	Maintained	Issue	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	148	78.2	161	69.2	199	78.1	205	76.7	182	78.1	Very Low	Maintained	Concern	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	32	93.8	31	88.6	32	89.6	34	94.1	34	96.6	High	Maintained	Good	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

Satisfaction with the overall quality of basic education at RMSS improved in 2025 to 83.4%, continuing a gradual upward trend from 79.2% in 2021. This result is now closing the gap with both the school authority and provincial averages and is categorized as acceptable overall. A notable factor influencing this measure is the gap between teacher and parent perceptions: while 96.6% of teachers report high confidence in the quality of education, some parents are still unsure on how to evaluate instructional quality. This uncertainty suggests that parents may not have enough visibility into classroom instructional practices, which affects their ability to rate the quality of education confidently.

In response, RMSS has intensified its focus on strengthening and clarifying instructional practices across the school. Collaborative Planning Meetings (CPMs) have been prioritized to enhance assessment, improve instructional planning, and support consistent teaching practices. Structured supervision cycles and ongoing feedback to staff further reinforce high-quality instruction in every classroom.

A key cornerstone of this work is the full implementation of the RAMS Standard, which ensures transparent and aligned learning experiences across all courses. Standardized course outlines, organized mark books, and consistent lesson planning expectations help parents better understand what their child is learning and how progress is assessed.

Through continued professional development, collaborative practice, and a school-wide commitment to instructional clarity, RMSS is focused on improving stakeholder satisfaction and ensuring all students receive a high-quality, consistent educational experience.



ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

At Roland Michener Secondary School, professional learning is a cornerstone of our commitment to continuous improvement. Over the past four years, RMSS has implemented a robust, intentional, and responsive approach to professional development, with PD days structured around collaborative, data-informed learning through Collaborative Planning Meetings (CPMs) and full-group sessions with specialists and supports. These opportunities allow subject teams to refine assessment practices, align instructional strategies, analyze student learning trends, and embed the RAMS Standard across all courses, ensuring that professional learning is directly connected to classroom practice and student achievement. This work is strengthened by individualized professional growth plans aligned with the Teacher Quality Standard (TQS), supported through purposeful supervision and coaching cycles led by administrators and Learning Support Teachers, who maintain a consistent presence in classrooms to provide focused, actionable feedback. The principal-led evaluation process follows divisional and provincial guidelines, ensuring fairness and alignment with broader educational goals. Through this coordinated system of targeted PD, collaborative teamwork, personalized coaching, and rigorous evaluation, RMSS continues to foster a culture of continuous improvement that enhances teacher capacity and elevates the overall learning environment for students.



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										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	198	78.4	210	73.7	257	78.7	275	76.2	285	81.5	Intermediate	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	19	60.6	19	61.3	26	70.6	35	65.1	70	69.7	Low	Maintained	Issue	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	147	78.4	160	66.3	199	76.9	205	73.3	181	78.9	Intermediate	Improved	Good	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	32	96.3	31	93.5	32	88.7	35	90.1	34	95.9	Very High	Maintained	Excellent	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: Access to Supports and Services showed a strong positive trend, rising to 81.5% in 2025, up from a low of 73.7% in 2022, and now closely aligned with the school authority average while surpassing the provincial benchmark. The improvement reflects the impact of RMSS's strengthened Collaborative Response model. Weekly School Support Team Meetings (SSTMs) ensure that students requiring Tier 3 and Tier 4 interventions are identified quickly and connected with appropriate supports. Key contributors to this progress include our Career Coaches, who guide students in planning meaningful pathways to graduation, and our Wellness Coaches, who deliver both universal and targeted mental health and well-being supports. Learning Support Teachers (LSTs) continue to collaborate closely with staff to provide differentiated instruction, accommodations, and ongoing coaching conversations, fostering a responsive and inclusive learning environment. Our Indigenous Education Coach further enriches school culture by promoting cultural understanding and enhancing all students' knowledge of Indigenous histories and perspectives.

Despite these strengths, a significant area for growth has been highlighted: up to 30% of parents reported "Don't Know" when asked about how to access non-academic supports. This reveals a clear need to improve communication about the availability and role of wellness, career coaches, and other support services. RMSS is committed to addressing this gap by increasing visibility, strengthening parent communication, and ensuring families feel confident in how to access the full range of services available. By building on our existing structures and enhancing awareness, we aim to ensure every student—and their family—feels supported academically, personally, and culturally.

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.

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	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	198	77.8	211	74.3	257	74.9	274	74.5	287	78.0	Very Low	Maintained	Concern	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	19	66.9	19	70.0	26	67.6	35	69.4	70	70.8	Very Low	Maintained	Concern	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	147	72.7	161	59.4	199	68.3	204	64.6	183	68.2	Very Low	Maintained	Concern	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	32	93.7	31	93.5	32	88.8	35	89.3	34	94.9	Intermediate	Maintained	Acceptable	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: Results for Welcoming, Caring, Respectful and Safe Learning Environments at RMSS show steady patterns over time, with the overall School score increasing from 74.5% in 2024 to 78.0% in 2025. While this improvement is encouraging, results remain below both the authority and provincial averages, indicating continued need for growth in fostering welcoming, caring, respectful, and safe learning environments.

Parent and student results show modest increases from 2024 to 2025, while teacher responses remain consistently high, reflecting strong staff confidence in school culture. To continue strengthening our environment, RMSS is enhancing supervision during transition times, applying a consistent progressive discipline model, and reinforcing cell phone expectations to reduce distractions and support positive interactions.

RMSS continues to anchor its culture in our RAMS values—Respectful, Accepting, Motivated, Successful—which guide classroom practices, relationships, and extracurricular activities. Opportunities through sports, clubs, and leadership help build belonging and connection among students. With support from our Wellness Coaches, we also continue to promote mental and emotional well-being and contribute to the Continuum of Supports for Social-Emotional Learning (SEL). Through intentional relationship-building, positive behaviour supports, and targeted interventions, RMSS remains committed to ensuring every student feels welcomed, respected, supported, and safe.

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

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

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

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

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

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



ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

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

	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	51	74.1	49	70.0	58	76.0	70	78.5	104	78.3	Intermediate	Maintained	Acceptable	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	19	64.4	18	63.5	26	72.0	35	74.9	70	71.3	High	Maintained	Good	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	32	83.8	31	76.5	32	80.0	35	82.2	34	85.2	Low	Maintained	Issue	182	86.7	177	82.2	158	87.3	189	84.4	180	86.3	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

COMMENTS

Parental Involvement results have remained stable at 78.3% over the past three years, closely aligning with both the school authority and provincial averages. This consistency reflects the effectiveness of RMSS's communication and transparency practices, as well as the strong partnership cultivated with families. The active participation of our School Council continues to play a central role in strengthening home-school connections and supporting meaningful dialogue. A key contributor to this success is the RAMS Standard, which ensures clarity and consistency across all courses through standardized outlines, transparent assessment weightings, and regularly updated digital mark books. This framework provides parents with reliable, up-to-date information about their child's learning and progress.

Ongoing communication through newsletters, social media, and informational emails further enhances accessibility and engagement, while encouraging in-person interactions has helped deepen relationships and foster collaborative decision-making. As we move forward, RMSS remains committed to building on these strategies and exploring new opportunities to engage parents as active partners in supporting student success.



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
N	72	80	85	92	87	246	263	250	271	259	46,245	47,675	48,340	49,297	51,148
% Writing 0 Exams	n/a	n/a	33.5	16.8	28.3	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	66.5	83.2	71.7	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	45.1	81.0	70.6	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	11.9	51.5	35.9	n/a	n/a	11.0	36.9	34.0	n/a	n/a	20.0	64.7	65.3
% Writing 4+ Exams	n/a	n/a	0.0	39.4	30.1	n/a	n/a	0.8	28.3	26.5	n/a	n/a	3.5	52.7	54.5
% Writing 5+ Exams	n/a	n/a	0.0	18.6	18.5	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	3.3	5.8	n/a	n/a	0.0	6.7	5.5	n/a	n/a	0.0	8.4	10.8

Comments RMSS continues to see encouraging trends in diploma exam participation, particularly in the number of students writing multiple exams. Participation peaked in 2023 with clear increases in students writing 2+, 3+, and 4+ exams compared to 2022. Although 2024 reflects a slight decline from this peak, results remain well above the 2022 baseline. One area for continued focus is the increase in students writing no diploma exams in 2024, which highlights the importance of ongoing targeted support and early intervention. Our strengthened graduation planning processes, including career coach support, realistic timetable development, succession planning, and regular at-risk reviews, remain central to these positive outcomes. Our established graduation ceremony criteria also help motivate students and support meaningful goal setting as they work toward ‘walking the stage’. By maintaining this personalized and data-driven approach, RMSS is well positioned to continue increasing diploma exam participation and supporting strong graduation outcomes for all students.

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	%		
Drop Out Rate	315	0.9	320	3.6	350	5.0	367	4.6	365	2.0	Very High	Improved	Excellent	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	8	0.0	3	*	13	0.0	18	18.0	18	23.9	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: RMSS continues to show strong improvement in student retention. The drop out rate decreased from a high of 5.0 percent in 2022 to 2.0 percent in 2024, which is below the provincial rate of 2.4 percent and reflects very high achievement. The returning rate has also increased significantly, rising to 23.9 percent in 2024 and surpassing the provincial rate of 19.2 percent.

These results are supported by intentional strategies that keep students engaged and connected to school. Career Coaches, expanded CTS and experiential learning options, dual credit and RAP opportunities, and strong at-risk supports all contribute to improved student persistence. RMSS also benefits from a close partnership with Lakeside Outreach School, where flexible and alternative learning environments allow some students to blend programming between the two schools. This collaboration helps students stay motivated and remain on a clear pathway toward destination graduation.

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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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Comments: RMSS continues to work toward strengthening the quality and relevance of professional development for staff, even as our survey results show room for improvement. Teacher responses indicate an increase to 68.6 percent in 2025, up from a low of 50.5 percent in 2024. Although this reflects meaningful progress, our results remain well below the provincial average of 81.7 percent and are evaluated as very low and maintained. This gap highlights the importance of continuing to refine our approach to professional learning and ensuring it is both focused and impactful.

To address these needs, RMSS has prioritized gathering direct feedback from staff about their professional development experiences. Our School Improvement Committee plays a central role in this work by analyzing staff input, identifying site-based needs, and shaping a school-level PD plan that aligns with our improvement goals. We also administer an annual staff survey to gain valuable insights into what is working well and where additional support is required. In recent years, we have concentrated on ensuring that PD offered at the school level is more intentional, responsive, and connected to classroom practice. While divisional PD remains outside our direct control, we continue to advocate for opportunities that are targeted and meaningful to our teachers. As we move forward, RMSS remains committed to enhancing the PD experience by creating relevant, teacher-informed learning opportunities and monitoring their impact on staff satisfaction, instructional growth, and student achievement.

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										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	51	70.4	49	76.1	58	73.0	67	72.7	102	78.8	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	19	48.6	18	58.8	26	57.1	34	54.7	69	66.7	High	Maintained	Good	84	63.9	94	69.3	95	69.1	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	32	92.2	31	93.3	32	88.9	33	90.6	33	90.9	High	Maintained	Good	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: RMSS continues to show strong teacher and parent satisfaction regarding students' knowledge, skills, and attitudes for lifelong learning. Overall satisfaction reached 78.8 percent in 2025, with teacher satisfaction consistently high at 90.9 percent and parent satisfaction improving to 66.7 percent, narrowing the gap with the provincial averages of 87.1 percent and 74.5 percent respectively.

These results reflect the impact of our RAMS values—Respectful, Accepting, Motivated, and Successful—which are embedded throughout school life, as well as targeted supports such as career coaching, graduation criteria set, individualized pathway planning, and post-secondary application guidance. Together, these initiatives ensure that students are well-prepared to pursue further education, training, and lifelong learning opportunities.

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		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	198	82.2	211	81.4	257	89.2	274	87.3	283	88.5	Very High	Maintained	Excellent	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	19	81.1	19	82.7	26	83.8	35	85.5	68	84.1	Very High	Maintained	Excellent	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	147	79.6	161	77.6	199	89.6	204	81.1	181	86.0	Very High	Maintained	Excellent	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	32	85.8	31	83.9	32	94.1	35	95.3	34	95.2	Very High	Maintained	Excellent	182	86.8	177	87.9	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: RMSS continues to achieve very high satisfaction among teachers, parents, and students regarding the breadth of our program of studies. Overall satisfaction reached 88.5 percent in 2025, well above the provincial average of 83.0 percent, with teacher satisfaction at 95.2 percent and parent and student satisfaction at 84.1 percent and 86.0 percent respectively.

Our strong CTS programs, dual credit offerings, Micro Credentials offerings, RAP placements, and work experience opportunities, supported by career coaches and partnerships with institutions and businesses, provide students with meaningful real-world learning experiences. This comprehensive, student-centered approach ensures students are well-prepared for further education, training, and the workforce.

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	198	77.9	210	74.6	257	77.6	275	76.1	285	80.8	Low	Improved	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	19	59.6	19	61.8	26	65.3	35	60.0	70	68.3	Very Low	Maintained	Concern	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	147	78.4	160	66.3	199	76.9	205	73.3	181	78.9	Low	Improved	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	32	95.8	31	95.7	32	90.5	35	95.1	34	95.1	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: RMSS continues to improve the accessibility and timeliness of programs for at-risk students, with overall satisfaction rising to 80.8 percent in 2025, up from 76.1 percent in 2024. Teacher agreement remains consistently strong at 95.1 percent, while parent satisfaction improved to 68.3 percent and student satisfaction increased to 78.9 percent. We are proud that the overall results remain slightly higher than the provincial average of 80.5 percent, the upward trend reflects meaningful progress.

These outcomes are supported by targeted strategies, including weekly school-based support team meetings (SSTMs) that identify and respond to students requiring tier 3 interventions. Our continuum of supports addresses key areas such as relationships, behaviour, attendance, and social-emotional well-being, ensuring personalized and timely assistance for students facing challenges. By continuing to refine these processes and maintain a student-centered approach, RMSS is committed to making support programs for at-risk students both accessible and effective, promoting engagement and success for all learners.

SUPPLEMENTAL MEASURES

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Rutherford Scholarship Eligibility Rate	82	63.4	88	56.8	100	56.0	90	56.7	99	48.5	Low	Declined	Issue	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	82	43		52.4		39		47.6		26		31.7		52		63.4	
2021	88	41		46.6		39		44.3		23		26.1		50		56.8	
2022	100	51		51.0		40		40.0		23		23.0		56		56.0	
2023	90	44		48.9		38		42.2		27		30.0		51		56.7	
2024	99	38		38.4		38		38.4		13		13.1		48		48.5	

Comments: Our Rutherford Eligibility Rate has declined to 48.5% in 2025, continuing a downward trend from 63.4% in 2021 and falling well below both provincial average but in line with the school authority averages. This pattern highlights the need for renewed focus on supporting students in meeting the academic criteria required for scholarship eligibility. While part of this decline reflects local economic factors—where strong employment opportunities in trades and industry draw some students toward immediate work rather than the specific academic requirements tied to the Rutherford Scholarship—RMSS remains committed to strengthening academic pathways for all learners.

Our Career Coaches continue to play a pivotal role in this work. They provide targeted guidance to ensure students understand Rutherford criteria, assist with course planning, and support students through the scholarship application process. Moving forward, we will refine our academic advising strategies, enhance communication around eligibility requirements, and ensure students have clear, accessible pathways for achieving the standards needed to qualify. Through these efforts, RMSS is committed to improving Rutherford eligibility rates and helping students maximize post-secondary funding opportunities.

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	%
Overall	198	81.5	211	80.5	257	80.7	274	80.0	286	82.3	Intermediate	Maintained	Acceptable	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	19	69.6	19	78.7	26	73.4	35	74.6	70	77.5	Intermediate	Maintained	Acceptable	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	147	78.8	161	66.8	199	76.3	204	72.4	182	74.1	Low	Maintained	Issue	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	32	96.2	31	96.1	32	92.5	35	93.1	34	95.2	High	Maintained	Good	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: RMSS continues to maintain positive results in perceptions of safety, respect, and caring within the school. Overall satisfaction increased to 82.3 percent in 2025, with teacher agreement consistently high at 95.2 percent. Parent satisfaction rose to 77.5 percent, while student agreement improved to 74.1 percent. Although results remain below the provincial averages of 87.3 percent overall, 93.4 percent for teachers, 87.9 percent for parents, and 80.6 percent for students, the upward trend demonstrates meaningful progress.

These outcomes are supported by the ongoing integration of our RAMS values—Respectful, Accepting, Motivated, Successful—into classroom activities, extracurricular programs, and school-wide initiatives. Universal and targeted supports, including wellness coaches, learning support teams, and our Social Emotional Learning continuum of supports, help ensure students feel safe, valued, and supported. Additional measures, such as enforcing cell phone policies to address cyberbullying, further contribute to a respectful and focused learning environment. Through these combined efforts, RMSS continues to foster a safe and caring school culture where students can thrive academically, socially, and personally.

Satisfaction with Program Access – Measure Details

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

	School										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	197	78.5	209	74.8	257	73.9	273	77.1	283	78.1	High	Maintained	Good	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	19	62.5	19	67.1	26	62.6	35	69.3	69	68.7	High	Maintained	Good	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	146	88.6	159	71.2	199	83.5	203	83.3	180	85.3	High	Improved	Good	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	32	84.4	31	86.0	32	75.4	35	78.6	34	80.4	Intermediate	Maintained	Acceptable	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: RMSS continues to achieve high satisfaction regarding the accessibility, effectiveness, and efficiency of programs and services in our community. Overall satisfaction reached 78.1 percent in 2025, above the provincial average of 72.1 percent. Student satisfaction remains strong at 85.3 percent, while parent and teacher satisfaction are 68.7 percent and 80.4 percent respectively, reflecting steady progress over the past five years. These results are supported by a wide range of opportunities, including leadership programs in Physical Education, the Mentorship option, and student engagement with local businesses through work experience and RAP. Access to community facilities, joint-use agreements, wellness initiatives delivered by Alberta Health Services, and partnerships with organizations such as Community Futures provide students with meaningful real-world experiences. By continuing to enhance accessibility and maintain strong community connections, RMSS ensures that students and families benefit from diverse, high-quality programs and services.

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									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	192	71.3	206	55.5	251	66.7	267	67.9	272	78.8	High	Improved Significantly	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	16	68.8	18	38.9	24	58.3	34	58.8	63	74.6	High	Improved Significantly	Good	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	145	67.8	161	46.0	197	68.5	201	60.6	177	68.0	Low	Improved	Acceptable	600	79.8	718	72.6	731	73.5	814	75.7	743	76.6	167,992	79.1	185,107	75.0	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	31	77.4	27	81.5	30	73.3	32	84.4	32	93.8	Very High	Improved	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: RMSS continues to see strong perceptions that our school and schools in the jurisdiction have improved or stayed the same over the past three years. Overall agreement rose to 78.8 percent in 2025, above the provincial average of 76.6 percent. Teacher agreement is exceptionally high at 93.8 percent, with parent satisfaction at 74.6 percent and student agreement at 68.0 percent, reflecting notable improvement across all groups.

This positive trend is supported by our ongoing commitment to gathering feedback through annual staff surveys, as well as input from student government and school council. Insights from these sources guide the work of our School Improvement Committee, which develops actionable strategies to enhance learning and the school experience. By maintaining a focus on transparency, engagement, and continuous improvement, RMSS ensures that staff, students, and families see tangible progress and sustained growth in our school community.

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					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
4 Year Rate	73	39.9	70	29.9	80	24.8	85	31.9	90	37.4	Achievement	Improvement	Overall	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	42.5			
6 Year Rate	79	68.1	100	63.1	73	53.0	70	40.4	79	48.8	Intermediate	Improved	Good	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: RMSS continues to make steady progress in post-secondary transitions, with the four-year transition rate rising to 37.4 percent in 2024—an improvement over the previous two years and approaching the provincial average of 42.5 percent. While the six-year transition rate remains lower at 48.8 percent, it reflects the unique post-graduation landscape of our community, where many students pursue trades, enter local industries, or take time for upgrading, gap years, or family responsibilities.

To support students in finding the pathway that best fits their goals, we are strengthening individualized transition planning through career coaching, mentorship, and targeted post-secondary guidance. These supports help students navigate the full range of options available to them, whether that means pursuing further education, entering apprenticeships, or moving directly into the workforce. Moving forward, we remain committed to expanding these personalized supports to ensure every student is prepared and confident as they take their next steps beyond high school.

Work Preparation – Measure Details

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

	School												Authority												Province											
	2021			2022			2023			2024			2025			Measure Evaluation			2021			2022			2023			2024			2025					
	N	%	N	N	%	N	N	%	N	N	%	N	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	50	67.9	48	69.0	57	74.3	65	78.3	100	78.3				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	18	38.9	17	41.2	26	61.5	32	65.6	67	62.7				Intermediate	Maintained	Acceptable	82	65.9	92	70.7	90	68.9	170	69.4	289	72.3	28,662	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	32	96.9	31	96.8	31	87.1	33	90.9	33	93.9				High	Maintained	Good	179	95.5	174	93.4	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: RMSS continues to achieve high satisfaction in preparing students with the attitudes and behaviours needed for success in the workforce. Overall agreement reached 78.3 percent in 2025, with teacher agreement exceptionally strong at 93.9 percent and parent agreement improving to 62.7 percent, while remaining slightly below the provincial average of 83.7 percent.

These results reflect a strong focus on career readiness initiatives, including micro credentials, work experience, and programs such as My Blueprint and the APOP pilot (Aspiring Professionals in Our Pathways). Students gain practical skills through resume and cover letter development, employer feedback, and participation in events like Take Your Kid to Work Day. Career Coaches, the Off-Site Coordinator, and Health and CALM teachers support students in developing both academic and real-world competencies. The introduction of standardized divisional work experience forms and expanded post-secondary resources further ensures students are confident, skilled, and prepared to transition successfully into work or further education.