

ROLAND MICHENER SECONDARY SCHOOL

2023-24 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 with great pride and enthusiasm that I share the continued success of Roland Michener Secondary School, home of the RAMS, as we reflect on another year of growth, achievement, and community. Situated in the heart of Slave Lake, our school is dedicated to providing a welcoming, caring, and respectful environment where every student has the opportunity to succeed.

As a school, we strive to create a safe and inclusive space that fosters a sense of belonging, positive self-esteem, and success for all students. Our values of being **Respectful, Accepting, Motivated, and Successful** are at the core of everything we do, shaping the way we engage with students, families, and the broader community. We are committed to upholding high expectations for learning, behaviour, and personal growth, and we work collaboratively to ensure all students feel supported in their journey.

The achievements we celebrate today are a testament to the strong relationships between students, staff, parents, and guardians. We remain committed to open and ongoing communication, valuing the partnership we have with our community to support the educational success of our students. We are proud of the diverse programming we offer, from academics to extracurricular activities. We continue to provide opportunities for students to explore career pathways through initiatives like Dual Credit courses, the Registered Apprenticeship Program (RAP), and Career and Technology Studies (CTS) labs.

As we look to the future, we remain focused on cultivating a school culture of inclusivity, collaboration, and excellence. Together, we will continue to nurture our students' growth, empowering them to reach their full potential.

Thank you for your ongoing support and partnership. I am immensely proud of what we have accomplished together and excited for the continued success of Roland Michener Secondary School.

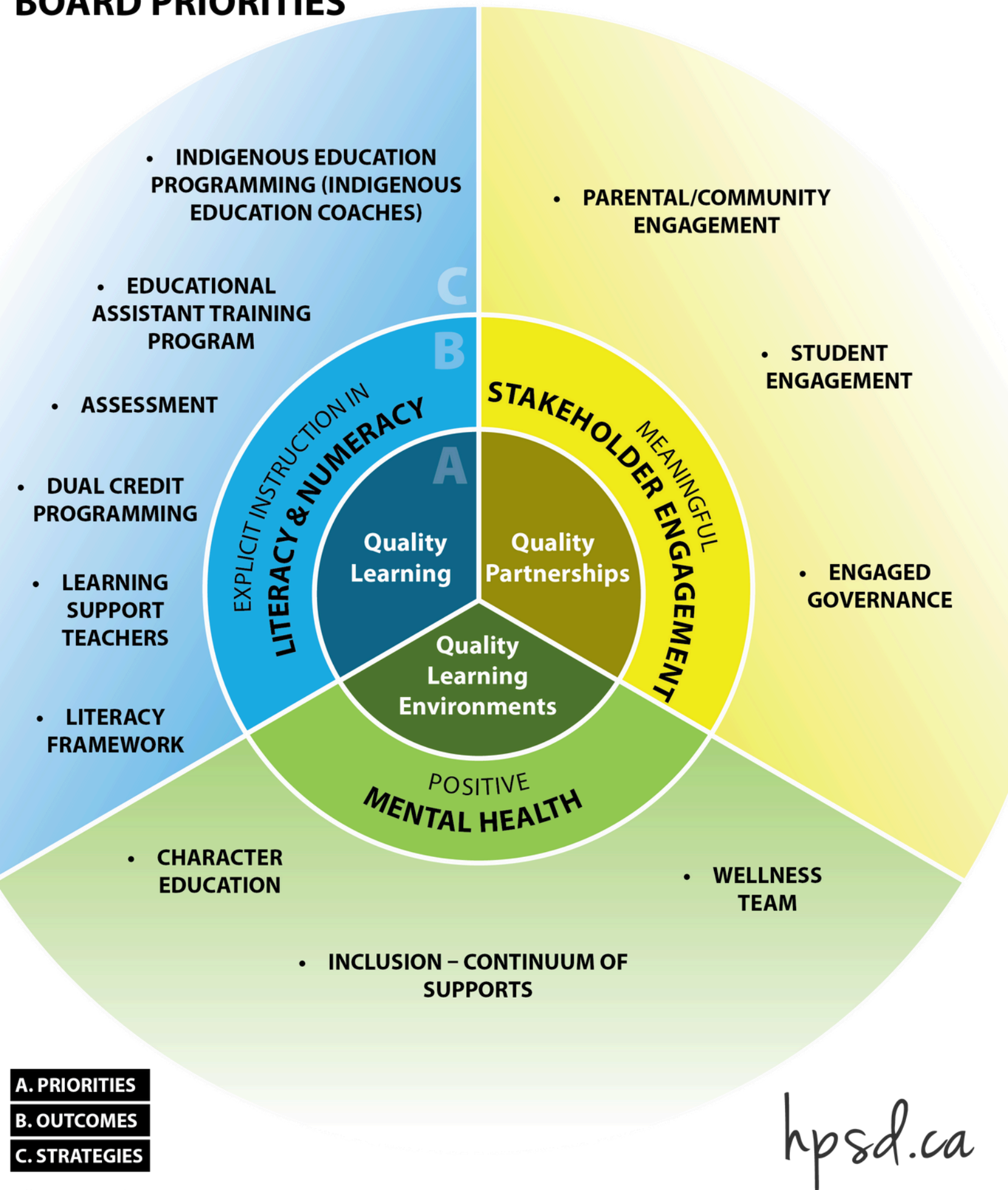
Kindest regards;



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



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

The High Prairie School Division Board of Trustees has revised the mission and vision statements and core values for the Division. Trustees revised the statements at their strategic planning session using the feedback from everyone who attended one of the engagement sessions at our schools and the responses from our school/division improvement survey. Using this information, they were able to develop the following:

MISSION

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

VISION

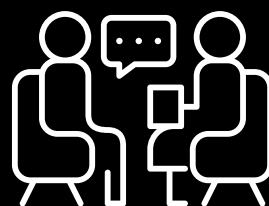
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

CORE VALUES (C-L-E-A-R)

- **Community and Accountability:** Fostering a strong school community where accountability is key.
- **Lifelong Learning:** Creating environments that encourage continuous learning and personal growth and potential.
- **Ethics:** Integrity guides our actions and decisions.
- **Appreciation of Differences:** Cultivating a community that respects and values unique contributions.
- **Resilience:** Embodying strength, adaptability, and conviction, remaining committed to the education and well-being of our school community.



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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 2024 Required Alberta Education 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	80.2	77.8	78.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	67.5	66.1	65.8	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	74.5	61.8	69.8	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	83.1	77.8	84.3	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	46.6	51.6	51.6	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	6.3	8.1	8.1	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	71.1	71.5	71.5	81.5	80.3	80.3	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Excellence	6.4	6.9	6.9	22.6	21.2	21.2	Very Low	Maintained	Concern
	Education Quality	80.0	79.8	79.3	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.5	74.9	74.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.2	78.7	76.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.5	76.0	73.0	79.5	79.1	78.9	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- 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).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- 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.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

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

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	198	76.3	211	78.8	257	77.8	274	80.2	n/a	Maintained	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	1,196	81.8	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	19	63.2	19	82.5	26	75.6	35	76.2	n/a	Maintained	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	147	72.0	161	63.7	199	69.4	204	66.4	n/a	Maintained	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	820	67.0	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	32	93.8	31	90.2	32	88.3	35	98.1	n/a	Improved	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	189	95.2	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

COMMENTS

Parent and student perception of Student Learning Engagement has been maintained for the last 3 years, while teacher perception has improved in the last year. In comparison to our school authority and province, our results are slightly lower. In order to increase student engagement, the RMSS leadership team is focused on student engagement, assessment practices and planning, as part of our structured supervision and growth cycles. This includes regular observation of classrooms with direct feedback to teachers related to these areas. Additionally, each professional development day includes exploration of assessment best practices. Through the development of a published literacy and numeracy plan, as well as our monthly newsletter that outlines our learning goals in connection with the Board priorities, we expect an increase in parent results. Finally, the introduction of the RAMS Standard which requires continuity in our course outlines, Google Classrooms, and communication methods, parents and students will be able to engage with their learning more easily.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	217	67.5	198	69.6	211	65.5	257	66.1	274	67.5	Low	Maintained	Issue	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4		
Parent	25	56.5	19	54.7	19	56.4	26	54.7	35	56.9	Very Low	Maintained	Concern	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7		
Student	162	65.4	147	64.2	161	52.6	199	59.9	204	58.9	Low	Maintained	Issue	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6		
Teacher	30	80.5	32	89.8	31	87.7	32	83.8	35	86.7	Intermediate	Maintained	Acceptable	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8		

COMMENTS

While our teaching staff have a positive view of our student citizenship, there is a disconnect from our student and parent perceptions. These results indicate that we are not making a clear enough connection between our Character Education program (RAMS Values, RAMS Recognition Cards, RAM of the Month, RAMS Perfect Attendance Award, etc.) and the Citizenship measures. Over the last five years, RMSS has worked diligently to promote, model, and uphold the RAMS values which has been well received by parents and students. However, this is not reflected in this survey. A potential strategy could include an awareness campaign “blitzing” our Character Ed program in the month prior to the 2025 AERR survey to determine if that is part of the issue behind our low scores. Some of the citizenship activities we are proud of include our partnership with CJS and EGW modeling and teaching conflict resolution and the mentorship program; mounting crosses for Remembrance Day on Main Street, the Jazz band playing music and Cosmotology students giving manicures and pedicures to residents at Vanderwell Lodge, Minister’s Youth Council representation, Student Union, Fill-A-Bus food drives, participating in the local 4H Club, Cadets, and having five students represent RMSS on the Slave Lake Youth Advisory Council.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	75	74.1	72	67.0	80	80.5	85	61.8	92	74.5	Intermediate	Maintained	Acceptable	252	60.1	246	60.8	263	61.3	250	55.3	271	56.3	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	100	88.6	73	83.2	70	76.7	80	82.0	85	75.0	Low	Maintained	Issue	261	70.8	250	69.1	246	66.4	265	63.3	250	64.8	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	79	84.9	100	90.9	73	84.2	70	77.8	80	83.1	Intermediate	Maintained	Acceptable	249	71.1	265	73.0	250	70.8	245	68.7	265	64.9	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

COMMENTS

Roland Michener Secondary School has made significant strides in improving our three-year and five-year high school completion rates, surpassing results in our overall school division. While our four-year completion rate saw a slight decrease, it remains consistent, reflecting the dedication of our students and staff. Several factors have contributed to this progress. First, the efforts of our Career Coaches and the graduation group have played a crucial role in providing personalized guidance, ensuring students stay on track and are well-prepared for post-secondary opportunities. Additionally, our proactive approach to early intervention, identifying students at risk of falling behind and providing targeted academic support, has been essential in helping students overcome challenges and stay engaged in their studies. The variety of customized learning pathways, such as Dual Credit courses and the Registered Apprenticeship Program (RAP), has also contributed to increased student motivation by allowing them to gain valuable skills while earning high school credits. Finally, the strong engagement of our students in extracurricular activities has fostered a sense of belonging, further supporting their commitment to academic success and graduation. We are confident that these strategies will continue to drive improvement in graduation outcomes for years to come.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	n/a	n/a	n/a	n/a	64.6	0.0	68.3	4.0	61.0	5.7	70.0	5.0	70.0	6.0
	Authority	n/a	n/a	n/a	n/a	52.9	2.2	44.8	3.9	57.5	4.4				
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8				
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	30.8	0.0	*	*	*	*	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	31.3	0.0	*	*	11.8	0.0				
	Province	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6				
Mathematics 9	School	n/a	n/a	n/a	n/a	43.9	3.7	45.8	8.3	33.3	3.8	48.0	9.0	45.0	8.0
	Authority	n/a	n/a	n/a	n/a	29.8	3.1	28.9	4.9	27.4	3.9				
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0				
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	53.8	0.0	*	*	18.2	0.0	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	50.0	0.0	*	*	15.4	0.0				
	Province	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9				
Science 9	School	n/a	n/a	n/a	n/a	62.7	4.8	59.6	10.1	57.1	11.4	61.0	11.0	61.0	12.0
	Authority	n/a	n/a	n/a	n/a	48.2	7.5	38.2	6.1	47.8	7.8				
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8				
K&E Science 9	School	n/a	n/a	n/a	n/a	50.0	33.3	*	*	27.3	0.0	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	46.7	26.7	*	*	30.8	0.0				
	Province	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9				
Social Studies 9	School	n/a	n/a	n/a	n/a	50.0	7.0	46.5	9.9	44.8	6.7	50.0	10.0	50.0	10.0
	Authority	n/a	n/a	n/a	n/a	38.4	5.6	32.2	7.4	40.4	4.8				
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8				
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	33.3	11.1	*	*	27.3	0.0	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	33.3	11.1	*	*	33.3	0.0				
	Province	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3				



ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Roland Michener Secondary Sch							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	105	61.0	101	68.3	59,096	69.5	56,255	71.4
	Standard of Excellence	Very Low	Maintained	Concern	105	5.7	101	4.0	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	*	*	*	11	*	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	*	*	*	11	*	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	105	33.3	96	45.8	58,577	52.7	55,447	54.4
	Standard of Excellence	Very Low	Declined	Concern	105	3.8	96	8.3	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	11	18.2	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	Low	n/a	n/a	11	0.0	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Low	Maintained	Issue	105	57.1	99	59.6	59,072	67.6	56,311	66.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	105	11.4	99	10.1	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	Very Low	n/a	n/a	11	27.3	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	Low	n/a	n/a	11	0.0	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	105	44.8	101	46.5	59,125	60.5	56,309	58.4
	Standard of Excellence	Very Low	Maintained	Concern	105	6.7	101	9.9	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	11	27.3	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	Low	n/a	n/a	11	0.0	n/a	n/a	1,351	11.3	1,140	10.6

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 tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires 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. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.

COMMENTS

Our Provincial Achievement Test (PAT) results for the 2023-24 year have remained consistent with last year's performance, with the exception of a decline in math scores. However, we are pleased to see continued improvement in Science PAT results, particularly in the standard of excellence category. While our scores continue to outperform the overall performance of our school authority, they still fall below the provincial average. Closing this gap and aligning more closely with provincial standards remains a key priority.

To support this, we are strengthening our efforts in literacy and numeracy through dedicated school-based teams. We are finalizing our continuum of supports, which will provide a clear framework for both universal and targeted interventions. This framework is designed to address the specific needs of all learners, ensuring that every student receives the support they need to succeed. In addition, we are aligning our strategies with the newly established divisional literacy and numeracy frameworks, ensuring consistency and focus across all grade levels.

At the junior high and Grade 10 levels, we have introduced additional intervention programs aimed at reinforcing key literacy and numeracy skills. These targeted efforts are complemented by ongoing participation from several of our staff members in the divisional literacy and numeracy committee, where they collaborate with educators across the division to share best practices and strategies.

Alongside these initiatives, we have made assessment practices a top priority. Our commitment to best assessment practices is evident in our professional development (PD) days, where time is specifically allotted for teachers to collaborate in subject content teams. These teams focus on improving assessment strategies, analyzing data trends, and setting goals to enhance instruction. We are also working to ensure vertical and horizontal alignment of learning expectations from grades 7 to 12, creating a seamless learning experience across all grade levels.

In addition, the RAMS Standard, our newly developed framework, plays a key role in aligning instructional practices. By embedding the RAMS Standard across course outlines, Google Classrooms, mark books, and year-long planning, we are fostering a cohesive, student-centred learning environment that promotes transparency, collaboration, and a culture of excellence. These combined efforts—focused on literacy, numeracy, assessment, and instructional alignment—are essential to improving student outcomes and closing the achievement gap in the coming year.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	n/a	n/a	n/a	n/a	78.6	7.1	71.4	2.4	76.0	0.0	74.0	4.0	78.0	3.0
	Authority	n/a	n/a	n/a	n/a	64.5	3.2	74.2	1.0	77.9	2.6				
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1				
English Lang Arts 30-2	School	n/a	n/a	n/a	n/a	83.3	5.6	84.6	7.7	89.5	10.5	86.0	8.0	90.0	11.0
	Authority	n/a	n/a	n/a	n/a	78.4	2.7	87.0	3.7	84.8	11.4				
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9				
Mathematics 30-1	School	n/a	n/a	n/a	n/a	42.1	0.0	65.0	10.0	25.0	5.0	67.0	11.0	50.0	6.0
	Authority	n/a	n/a	n/a	n/a	38.1	0.0	44.4	6.7	23.4	4.3				
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9				
Mathematics 30-2	School	n/a	n/a	n/a	n/a	42.1	0.0	40.0	0.0	50.0	0.0	43.0	3.0	55.0	2.5
	Authority	n/a	n/a	n/a	n/a	27.1	0.0	45.1	3.9	43.9	2.4				
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4				
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	77.3	13.6	86.7	6.7	79.0	13.6	88.0	8.0
	Authority	n/a	n/a	n/a	n/a	66.7	8.3	72.9	11.9	77.9	8.8				
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7				
Social Studies 30-2	School	n/a	n/a	n/a	n/a	72.2	11.1	83.0	2.1	80.0	8.9	85.0	3.0	85.0	9.0
	Authority	n/a	n/a	n/a	n/a	62.5	3.6	73.3	2.6	74.8	4.1				
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7				
Biology 30	School	n/a	n/a	n/a	n/a	72.7	18.2	53.8	3.8	78.1	6.3	60.0	5.0	80.0	7.0
	Authority	n/a	n/a	n/a	n/a	71.1	17.8	54.9	11.0	62.2	10.0				
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7				
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	69.2	19.2	47.6	0.0	72.0	20.0	60.0	5.0
	Authority	n/a	n/a	n/a	n/a	61.8	17.6	65.4	19.2	45.5	3.6				
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0				
Physics 30	School	n/a	n/a	n/a	n/a	42.1	5.3	66.7	11.1	50.0	20.0	70.0	12.0	70.0	20.0
	Authority	n/a	n/a	n/a	n/a	53.1	3.1	63.6	9.1	55.0	10.0				
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1				



ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Roland Michener Secondary Sch							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	25	76.0	42	71.4	33,001	84.2	31,493	83.7
	Standard of Excellence	Very Low	Maintained	Concern	25	0.0	42	2.4	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	38	89.5	39	84.6	19,219	85.7	17,112	86.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	38	10.5	39	7.7	19,219	12.9	17,112	12.7
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Acceptable Standard	n/a	Declined Significantly	n/a	20	25.0	20	65.0	21,035	75.4	19,763	70.8
	Standard of Excellence	n/a	Maintained	n/a	20	5.0	20	10.0	21,035	34.9	19,763	29.0
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	14	50.0	15	40.0	15,676	70.9	14,418	71.1
	Standard of Excellence	n/a	Maintained	n/a	14	0.0	15	0.0	15,676	15.4	14,418	15.2
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	30	86.7	22	77.3	25,167	85.2	24,023	83.5
	Standard of Excellence	Low	Maintained	Issue	30	6.7	22	13.6	25,167	18.7	24,023	15.9
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	45	80.0	47	83.0	23,985	77.6	21,045	78.1
	Standard of Excellence	Intermediate	Improved	Good	45	8.9	47	2.1	23,985	12.7	21,045	12.3
Biology 30	Acceptable Standard	Low	Improved	Acceptable	32	78.1	26	53.8	24,414	83.1	23,270	82.7
	Standard of Excellence	Very Low	Maintained	Concern	32	6.3	26	3.8	24,414	33.7	23,270	32.8
Chemistry 30	Acceptable Standard	Very Low	Declined	Concern	21	47.6	26	69.2	19,955	82.9	18,364	80.5
	Standard of Excellence	Very Low	Declined Significantly	Concern	21	0.0	26	19.2	19,955	38.0	18,364	37.0
Physics 30	Acceptable Standard	Very Low	Maintained	Concern	10	50.0	9	66.7	9,955	85.1	9,241	82.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	10	20.0	9	11.1	9,955	43.1	9,241	39.9
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	81.3	8,007	79.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	24.6	8,007	23.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

COMMENTS

Our Diploma Examination Results for the 2023-24 school year show both strengths and areas for improvement. We were pleased with the increase in results for English 30-1, English 30-2, Social Studies 30-1, and Social Studies 30-2, where acceptable standards exceeded both the school authority and provincial averages. However, math diploma results remain a concern, mirroring the need for continued focus on numeracy at the senior high level.

To support improvement, we are continuing our efforts in literacy and numeracy through our dedicated school-based teams, focusing on Grade 12 math and reinforcing key skills in Grade 10 and junior high. Our continuum of supports will ensure a clear framework for universal and targeted interventions across all grades. In addition, our active participation in the divisional literacy and numeracy committees allows for collaboration and sharing of best practices to strengthen student outcomes.

We also remain committed to refining our assessment practices, with targeted collaboration during PD days to align instructional strategies, analyze data trends, and improve student achievement. The implementation of our RAMS Standard further ensures that all instructional practices are consistent and focused on student success.

While we celebrate the progress made, we are committed to addressing areas of concern and ensuring our students are well-prepared for future success.

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

Numeracy Data			2019-20			2020-21			2021-22			2022-23			2023-24				
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Spring	
				%	#		%	#		%	#		%	#		%	#	%	#
MIPI	Grade 7	Requires Attention	108	29.7	19	100	47.5	38	117	62.2	51	113	30.5	25	106	51.1	46	36.0	31
		May Require Attention		39.1	25		35.0	28		23.2	19		41.5	34		27.8	25	39.5	34
		Does Not Require Attention		31.3	20		17.5	14		14.6	12		28.0	23		21.1	19	24.4	21
	Grade 8	Requires Attention	101	58.1	36	84	72.5	50	105	67.1	57	109	51.4	56	109	63.5	61	48.4	46
		May Require Attention		22.6	14		18.8	13		20.0	17		23.9	26		21.9	21	27.4	26
		Does Not Require Attention		19.4	12		8.7	6		12.9	11		24.8	27		14.6	14	24.2	23
	Grade 9	Requires Attention	100	35.8	24	88	46.9	30	96	55.6	30	109	41.2	40	118	78.6	81	66.7	68
		May Require Attention		25.4	17		35.9	23		29.6	16		28.9	28		13.6	14	17.6	18
		Does Not Require Attention		38.8	26		17.2	11		14.8	8		29.9	29		7.8	8	15.7	16
	Grade 10	Requires Attention	88	67.9	19	86	84.3	43	90	86.2	50	105	66.3	57	110	66.7	64	85.2	23
		May Require Attention		21.4	6		15.7	8		10.3	6		27.9	24		25.0	24	11.1	3
		Does Not Require Attention		10.7	3		0.0	0		3.4	2		5.8	5		8.3	8	3.7	1
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	115	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	99	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND

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

COMMENTS

The school-based numeracy data for Grades 7-10 shows consistency in some areas, but overall, numeracy remains a significant area for improvement. While certain grade levels are meeting expectations, we have identified notable gaps in math skills that need to be addressed across these grades, particularly as students progress toward Grade 10.

To support this, we have recently implemented junior high math intervention blocks. These dedicated blocks of time provide targeted support to bridge gaps in numeracy, allowing teachers to focus on specific areas where students are struggling. We believe these intervention blocks will be a critical part of improving student outcomes in math by providing timely and focused instruction.

Additionally, we are continuing to refine our continuum of supports for numeracy, ensuring that both universal and targeted interventions are in place to support students at all levels. This approach is further strengthened through our ongoing collaboration during PD days, where teachers work together to analyze data, refine instructional strategies, and share best practices.

We are also aligning our efforts with the newly established divisional numeracy frameworks to ensure consistent expectations across all grade levels. By continuing to monitor numeracy data, collaborate effectively, and adjust instruction as needed, we are committed to improving numeracy outcomes for all students at Roland Michener Secondary School.

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

Literacy Data			2019-20¹				2020-21¹				2021-22²				2022-23				2023-24								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#							
OCA RCAT	Grade 7	Limited	108	93.2	68	ND	ND	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
		Acceptable		5.5	4	ND	ND		41.5	34	53.6	45		40.4	38	38.5	35		62.1	59	36.8	28		62.0	62	54.7	58
		Excellence		1.4	1	ND	ND		0.0	0	0.0	0		11.7	11	0.0	0		7.4	7	0.0	0		2.0	2	1.9	2
	Grade 8	Limited	101	61.4	51	ND	ND	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
		Acceptable		32.5	27	ND	ND		32.9	24	30.4	21		58.9	53	39.1	34		38.9	28	44.6	37		56.3	58	49.0	48
		Excellence		6.0	5	ND	ND		6.8	5	7.2	5		8.9	8	5.7	5		2.8	2	1.2	1		6.8	7	14.3	14
	Grade 9	Limited	100	70.1	54	ND	ND	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
		Acceptable		29.9	23	ND	ND		36.1	26	29.6	21		43.4	33	57.1	44		58.9	53	56.5	48		42.9	48	36.3	37
		Excellence		0.0	0	ND	ND		1.4	1	1.4	1		2.6	2	1.3	1		11.1	10	5.9	5		12.5	14	3.9	4
	Grade 10	Limited	88	63.9	46	ND	ND	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
		Acceptable		31.9	23	ND	ND		27.1	19	25.8	17		41.7	30	42.4	28		38.7	29	66.1	41		48.9	66	53.8	42
		Excellence		4.2	3	ND	ND		2.9	2	3.0	2		2.8	2	3.0	2		6.7	5	6.5	4		0.7	1	0.0	0
RCAT	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	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	
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	46.3	37	45.3		29	25.6	20	37.9		22	48.5	49	44.4	44
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	5.0	4	1.6		1	2.6	2	3.4		2	9.9	10	2.0	2
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	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	
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	39.0	30	39.0		23	44.4	12	ND		ND	36.7	22	44.2	19
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	35.1	27	0.0		0	11.1	3	ND		ND	0.0	0	0.0	0
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																								

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

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

COMMENTS

Overall, the number of students meeting the “acceptable” standard of reading comprehension rose in grades 7, 8, 10 and 11, which is an indicator of success for our pilot literacy programs. Last year, students in grade 7 and 8 participated in small literacy intervention groups for the first time and we began to offer Content Literacy 15 to better prepare our at risk students in grade 10 for the rigor of high school. This year, our literacy intervention program has grown to include grade 9. Additionally, we are offering a high school Language Arts course dedicated solely to the Knowledge & Employability outcomes, allowing us to target literacy skills at an appropriate level for our vulnerable students to find success. Keep in mind that the RCAT and OCA do not offer differentiation for our students on modified or K&E programming. Interestingly, our grade 9 and grade 12 literacy data does not align with our provincial achievement test results, which are ranked higher. Teacher feedback has reported that the RCAT questions are more complex than PAT and Diploma questions, which may explain this. Further supports that we expect to improve our results include the widespread use of the Literacy Continuum of Supports, Professional development & collaborative learning opportunities based on current literacy research and best practices, and explicit instruction incorporating morphology, word work, vocabulary, reading comprehension, content area and literacy approaches. Next steps include revamping of our school-based literacy committee and school-wide RCAT data analysis.



ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority								Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	217	81.7	199	79.2	211	78.9	257	79.8	274	80.0	Very Low	Maintained	Concern	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	25	76.7	19	65.5	19	78.8	26	71.8	35	69.2	Very Low	Maintained	Concern	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	162	82.4	148	78.2	161	69.2	199	78.1	205	76.7	Very Low	Maintained	Concern	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	30	86.1	32	93.8	31	88.6	32	89.6	34	94.1	Intermediate	Maintained	Acceptable	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

COMMENTS

The 2023-24 results for the percentage of teachers, parents, and students satisfied with the overall quality of basic education show that we have maintained our performance. However, the data indicates that there is still room for growth, particularly when compared to provincial and authority benchmarks. Our goal is to continue improving satisfaction levels and narrow the gap between our results and these broader standards.

In response, Roland Michener Secondary School has implemented several initiatives to enhance educational quality. We have prioritized collaborative planning meetings among staff, focusing on targeted improvements in assessment practices and instructional planning. These meetings are a vital part of our strategy to ensure that all students benefit from high-quality, consistent instruction.

Additionally, the adoption of the RAMS Standard across all courses has been central to streamlining course expectations and ensuring alignment in teaching practices. This framework supports data-driven decision-making, allowing us to better track and support student progress across all subject areas.

Through ongoing efforts in professional development, collaborative teamwork, and a continued focus on student success, we are confident that these initiatives will lead to improved satisfaction and academic outcomes for all stakeholders.



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 ongoing improvement. We have structured our PD days around focused collaboration, where teachers work in subject teams to refine assessment practices, align instructional strategies, and analyze student data. This time is also used to deepen our collective understanding of best practices in teaching and learning.

In addition to PD days, teachers' professional growth plans are a key strategy to support individual development. These plans are aligned with the Teacher Quality Standard (TQS) and help guide teachers in setting specific, measurable goals to improve their instructional practice. Administrators work closely with teachers, providing the necessary support, feedback, and resources to help them reach these goals and continue their professional growth.

Our approach to supervision and evaluation is designed to be intentional and impactful. The school has a clear, actionable plan for administrators and learning support teachers (LSTs) to be actively present in classrooms, providing ongoing support to teachers. This approach includes coaching cycles, which are focused, purposeful, and specific to areas of professional growth. These cycles foster a culture of continuous improvement, where feedback is constructive and aligned with the school's vision for educational excellence.

The principal is responsible for the evaluation process, following divisional and provincial expectations to ensure that evaluations are fair, comprehensive, and aligned with the broader goals of professional development. This process is integral in ensuring that our teachers meet high standards of practice and continue to grow in their roles.

By maintaining a clear focus on professional growth, supportive supervision, and targeted evaluation, we are confident that our staff will continue to evolve in their practice, positively impacting student achievement and the overall learning environment at RMSS.



ASSURANCE DOMAIN: LEARNING SUPPORTS

Access to Supports & Services – Measure Details

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

	School										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	198	78.4	210	73.7	257	78.7	275	76.2	n/a	Maintained	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9		
Parent	n/a	n/a	19	60.6	19	61.3	26	70.6	35	65.1	n/a	Maintained	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4		
Student	n/a	n/a	147	78.4	160	66.3	199	76.9	205	73.3	n/a	Maintained	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7		
Teacher	n/a	n/a	32	96.3	31	93.5	32	88.7	35	90.1	n/a	Maintained	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6		

COMMENTS

The Access to Supports and Services results for the 2023-24 school year have remained consistent with last year's data, which is a positive indicator of the ongoing effectiveness of our support systems. While we are pleased with this consistency, we remain committed to further developing and strengthening these supports to ensure that all students have the resources they need to succeed.

We continue to offer a wide range of supports, including the Career Coaches, who assist students in finding appropriate pathways to graduation, and the Wellness Coaches, who provide both targeted and universal strategies for positive health and well-being. These supports have been crucial in helping students navigate academic and personal challenges. In addition, our School-based Learning Support Teachers (LSTs) continue to work closely with staff, fostering collaboration and ensuring that students receive differentiated instruction and accommodations tailored to their individual needs. Their ongoing coaching conversations are central to maintaining a supportive learning environment. Our Indigenous Education Coach also plays a role in promoting cultural awareness and providing all students with a comprehensive understanding of Indigenous history, perspectives, and contributions. While we are proud of the support structures in place, we remain focused on enhancing and expanding these services to meet the evolving needs of our students. By continuing to build on these initiatives, we aim to ensure that all students have the appropriate supports to thrive academically, personally, and culturally.

ASSURANCE DOMAIN: LEARNING SUPPORTS

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

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	198	77.8	211	74.3	257	74.9	274	74.5	n/a	Maintained	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	19	66.9	19	70.0	26	67.6	35	69.4	n/a	Maintained	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	147	72.7	161	59.4	199	68.3	204	64.6	n/a	Maintained	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	32	93.7	31	93.5	32	88.8	35	89.3	n/a	Maintained	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	189	92.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

COMMENTS

The results for welcoming, caring, respectful, and safe learning environments at Roland Michener Secondary School have remained consistently positive over the years, reflecting our ongoing efforts to create a supportive school culture. While we continue to see steady performance, we are committed to further improving these areas, particularly in alignment with provincial and authority benchmarks.

This year, we have implemented several targeted strategies to enhance our learning environment. Staff have increased supervision at key times, particularly at the beginning and end of each school day, to foster stronger relationships with students and ensure a greater sense of safety and connection. Additionally, we continue to actively promote our RAMS values (Respectful, Accepting, Motivated, Successful) through our wellness initiatives and by embedding these values into all aspects of school life, from classroom expectations to extracurricular activities.

Our extracurricular programs remain an important avenue for students to build connections and strengthen their sense of belonging within the school community. Whether through sports, leadership roles, or special interest clubs, these opportunities play a key role in helping students feel engaged and valued.

Furthermore, we continue to address bullying and safety concerns with an emphasis on increasing support and resources for students. Our RAMS recognition program reinforces positive behaviours and acknowledges students who demonstrate the qualities we value most. These efforts are complemented by our wellness coaches, who lead monthly initiatives that focus on promoting mental and emotional well-being.

By continuing to focus on relationship-building, reinforcing our core values, and actively addressing issues of safety and support, we aim to create a school culture where every student feels welcomed, respected, 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 HPSP school annually reviews their response to intervention, inclusive of:

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



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

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

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

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



ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	55	72.7	51	74.1	49	70.0	58	76.0	70	78.5	High	Maintained	Good	370	83.7	272	77.6	272	75.8	256	77.8	376	78.5	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5		
Parent	25	64.2	19	64.4	18	63.5	26	72.0	35	74.9	Very High	Maintained	Excellent	177	77.4	90	68.5	95	69.5	98	68.4	187	72.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4		
Teacher	30	81.1	32	83.8	31	76.5	32	80.0	35	82.2	Low	Maintained	Issue	193	90.0	182	86.7	177	82.2	158	87.3	189	84.4	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6		

COMMENTS

The parental involvement results for the 2023-24 school year have remained consistent with previous years, reflecting our ongoing commitment to fostering meaningful partnerships with families. While our performance aligns closely with both the school authority and provincial averages, we continue to prioritize strengthening these relationships and increasing parent engagement in decision-making processes.

One key factor in our success this year has been the active participation of our School Council, which has been a driving force in improving communication and collaboration between parents and the school. Their efforts, combined with our RAMS Standard, are helping to create a more transparent and cohesive approach to involving parents in their child's education. The RAMS Standard provides clear, consistent expectations across course outlines, Google Classrooms, mark books, and year-long planning, ensuring that parents have access to up-to-date and relevant information about their child's progress.

Additionally, we have maintained effective communication through regular newsletters, social media posts, and informational emails, ensuring parents are well-informed and able to actively participate in school events and decisions. Encouraging in-person interactions over virtual meetings has also helped foster stronger connections and more meaningful involvement in the decision-making process.

As we move forward, we remain committed to building on these strategies and exploring new ways to engage parents. We recognize the invaluable role that parents play in supporting student success and will continue to prioritize their involvement in shaping the educational experience at Roland Michener Secondary School.



SUPPLEMENTAL MEASURES

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Measure Evaluation			Authority					Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
N	75	72	80	85	92	n/a	n/a	n/a	252	246	263	250	271	45,354	46,245	47,675	48,340	49,297
% Writing 0 Exams	16.4	n/a	n/a	33.5	16.8	Intermediate	n/a	n/a	32.7	n/a	n/a	44.3	33.0	13.9	n/a	n/a	20.9	14.4
% Writing 1+ Exams	83.6	n/a	n/a	66.5	83.2	Intermediate	n/a	n/a	67.3	n/a	n/a	55.7	67.0	86.1	n/a	n/a	79.1	85.6
% Writing 2+ Exams	80.9	n/a	n/a	45.1	81.0	Intermediate	n/a	n/a	63.3	n/a	n/a	34.6	60.7	83.3	n/a	n/a	54.4	82.5
% Writing 3+ Exams	53.9	n/a	n/a	11.9	51.5	Low	n/a	n/a	43.9	n/a	n/a	11.0	36.9	67.1	n/a	n/a	20.0	64.7
% Writing 4+ Exams	35.1	n/a	n/a	0.0	39.4	Low	n/a	n/a	33.9	n/a	n/a	0.8	28.3	56.6	n/a	n/a	3.5	52.7
% Writing 5+ Exams	17.5	n/a	n/a	0.0	18.6	Very Low	n/a	n/a	16.9	n/a	n/a	0.0	16.4	38.3	n/a	n/a	0.5	31.6
% Writing 6+ Exams	1.3	n/a	n/a	0.0	3.3	Very Low	n/a	n/a	4.4	n/a	n/a	0.0	6.7	13.7	n/a	n/a	0.0	8.4

COMMENTS

The Diploma Examination Preparation Rate for the 2023-24 school year has shown significant improvement when compared to previous years, particularly when looking at the data from 2022. Notably, we saw a marked decrease in the number of students who wrote zero exams, with more students now writing one or more exams in their third year of high school. The most notable improvement was in the group of students writing two to three exams, which saw a substantial increase, aligning closely with the provincial and school authority averages. Additionally, our four or more exams category, which was at 0% in 2022, has increased significantly, reflecting a clear upward trend in diploma exam preparation. A key factor in these positive outcomes has been the increased focus on graduation planning and student success strategies. Our career coaches have played a pivotal role in helping students create realistic academic timetables, set achievable goals, and build succession plans that ensure they stay on track toward graduation. We also conduct regular at-risk reviews and graduation reviews to identify students who may need additional support, ensuring that they have the resources and guidance to succeed in their final years. This ongoing, data-driven approach to academic support and graduation preparation is crucial to our success, and we are committed to further improving these outcomes in the future. By continuing to focus on personalized support, early intervention, and consistent monitoring, we aim to see even more students writing and succeeding in diploma exams, ultimately achieving higher graduation rates.

Drop Out Rate – Measure Details

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

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	329	2.2	315	0.9	320	3.6	350	5.0	367	4.6	Intermediate	Maintained	Acceptable	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Returning Rate	5	*	8	0.0	3	*	13	0.0	18	18.0	n/a	n/a	n/a	66	13.5	69	15.8	62	19.0	91	18.3	90	16.9	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6

COMMENTS

We are pleased to report a slight decrease in our school's dropout rate for the 2023-24 school year, which is a positive step forward in supporting student retention and success. While there was a slight decrease, we were able to maintain intermediate achievement results, with performance still exceeding that of our overall school authority.

This improvement can be attributed to several key initiatives and supports that have been put in place to engage students and reduce barriers to success. Our Career Coaches have played a central role in providing guidance to students, helping them navigate academic pathways and plan for graduation. In addition, the expansion of Career and Technology Studies (CTS) courses, along with offerings such as work experience, dual credit courses, and Registered Apprenticeship Program (RAP) placements, have created more diverse and relevant learning opportunities for students, increasing engagement and motivation.

We are also committed to providing strong support for at-risk students through a variety of strategies, including mental health capacity building, specialized individualized supports, and assistance from our Indigenous Education Team. These combined efforts ensure that students have the necessary resources, encouragement, and pathways to succeed, both academically and personally.

SUPPLEMENTAL MEASURES

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																							
	School													Authority										Province															
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024							
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	30	58.9	31	67.7	30	75.6	31	60.2	34	50.5	Very Low	Declined	Concern	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1						
Teacher	30	58.9	31	67.7	30	75.6	31	60.2	34	50.5	Very Low	Declined	Concern	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1						

COMMENTS

The percentage of teachers reporting that professional development (PD) and in-servicing received from the school authority over the past 3-5 years has been focused, systematic, and contributed significantly to their ongoing professional growth continues to decline, which is a concern. While we do not have direct control over divisional PD offerings, we recognize the importance of targeted and meaningful professional development for our staff.

To address this, we have made a concerted effort to gain feedback from our teachers about their PD needs and areas where they feel more support is needed. This year, we have focused on developing a school-level PD plan based on this feedback. Specifically, we established a School Improvement Committee tasked with building a PD framework that aligns with our school's goals and priorities. This committee has worked to ensure that the PD opportunities we provide at the school level are more focused, intentional, and responsive to the needs of our educators. We are committed to continuing to improve the PD experience for our staff by making it more relevant to their growth and ensuring it enhances their effectiveness in the classroom. Moving forward, we will continue to advocate for more targeted professional development and closely monitor its impact on teacher satisfaction and student outcomes.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School													Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	55	62.0	51	70.4	49	76.1	58	73.0	67	72.7	Intermediate	Maintained	Acceptable	367	73.2	265	76.9	269	79.5	251	78.8	363	78.0	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	25	49.0	19	48.6	18	58.8	26	57.1	34	54.7	Low	Maintained	Issue	174	62.7	84	63.9	94	69.3	95	69.1	177	67.2	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	30	75.0	32	92.2	31	93.3	32	88.9	33	90.6	High	Maintained	Good	193	83.6	181	89.8	175	89.7	156	88.5	186	88.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

COMMENTS

Our Lifelong Learning results for the 2023-24 school year have remained consistent, with no significant changes across the categories. While we are pleased with this consistency, we acknowledge the importance of continuously improving how we foster lifelong learning among our students. A notable strength is that a large majority of our students continue their educational journey beyond high school, as evidenced by our post-secondary transition rate data. The emphasis on our RAMS values—Respectful, Accepting, Motivated, and Successful—continues to play a key role in fostering positive attitudes toward lifelong learning and academic success. These values are embedded in our school culture, reinforcing the importance of growth and learning throughout life. To further support our students beyond their program completion, we provide a range of services, including career coaching, graduation coaching, individualized career path planning, and assistance with post-secondary applications and tours. These initiatives are designed to help students pursue higher education and training opportunities, encouraging them to engage in lifelong learning and take proactive steps in shaping their futures.

By continuing to focus on these supports, we aim to ensure that our students are well-equipped to thrive in their post-secondary endeavors and embrace lifelong learning opportunities.

SUPPLEMENTAL MEASURES

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	217	81.7	198	82.2	211	81.4	257	89.2	274	87.3	Very High	Maintained	Excellent	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8		
Parent	25	80.9	19	81.1	19	82.7	26	83.8	35	85.5	Very High	Maintained	Excellent	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3		
Student	162	83.6	147	79.6	161	77.6	199	89.6	204	81.1	Very High	Maintained	Excellent	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7		
Teacher	30	80.4	32	85.8	31	83.9	32	94.1	35	95.3	Very High	Maintained	Excellent	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2		

COMMENTS

We are pleased to report that Roland Michener Secondary School has maintained our significant improvements in Program of Studies results from last year, continuing to surpass both provincial and school authority benchmarks. This consistency in excellence reflects our ongoing commitment to providing a broad and diverse curriculum that supports a wide range of student interests and career goals. Our Career and Technology Studies (CTS) programs remain a key strength, offering robust options to enrich students' learning experiences and broaden their academic foundation.

We are also dedicated to providing students with valuable real-world learning opportunities. Our strong partnerships with local educational institutions have enabled us to sustain and grow dual credit programming, while our Registered Apprenticeship Program (RAP) and work experience programs offer students valuable hands-on experiences. The expansion of job opportunities through increased site visits and collaboration with local businesses has been instrumental in helping students transition from school to the workforce.

Career coaches play an essential role in guiding students through their academic and career pathways. They assist with course selection, organize career fairs, and provide individualized advice on post-secondary planning. Our ongoing focus on graduation requirements, Rutherford scholarship eligibility, and post-secondary transitions ensures that students are well-prepared for their next steps.

By maintaining and building on these strengths, we continue to offer a comprehensive, student-centered approach to career development that is setting our students up for success in both education and the workforce.

SUPPLEMENTAL MEASURES

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	217	82.5	198	77.9	210	74.6	257	77.6	275	76.1	Very Low	Maintained	Concern	1,084	86.3	876	83.4	992	84.2	993	81.6	1,197	81.8	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6		
Parent	25	67.6	19	59.6	19	61.8	26	65.3	35	60.0	Very Low	Maintained	Concern	177	78.5	90	72.1	96	78.1	98	72.5	187	70.9	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5		
Student	162	85.6	147	78.4	160	66.3	199	76.9	205	73.3	Very Low	Maintained	Concern	714	85.5	604	84.1	719	81.6	735	81.0	821	81.1	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7		
Teacher	30	94.3	32	95.8	31	95.7	32	90.5	35	95.1	Intermediate	Maintained	Acceptable	193	95.0	182	93.9	177	92.8	160	91.4	189	93.4	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5		

COMMENTS

The results for At-Risk Students in the 2023-24 school year have remained consistent with the previous year, showing progress in some areas while highlighting the need for continued improvement. Although we are still slightly below the performance levels of our school authority and the provincial average, we remain committed to closing this gap and improving outcomes for our at-risk student population.

To further enhance our programs for at-risk students, we continue to implement targeted strategies. We conduct weekly school-based support team meetings, which focus on identifying and responding to the unique needs of our at-risk students, particularly those requiring tier 3 support. This collaborative approach allows us to ensure timely and effective interventions for those students who are facing the greatest challenges.

In addition, we have strengthened our continuum of support framework, which addresses key areas such as relationships, behavior, and attendance. These frameworks guide our efforts to provide personalized and supportive interventions designed to keep students engaged and on track for success.

Moving forward, we are committed to further enhancing the accessibility and timeliness of support services for at-risk students. We will continue refining our processes, focusing on maintaining a student-centered approach that ensures all students, particularly those facing challenges, have access to the resources and support they need. By staying focused on these goals, we are confident that we can make meaningful strides in improving the educational experience and outcomes for at-risk students at Roland Michener Secondary School.

SUPPLEMENTAL MEASURES

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Rutherford Scholarship Eligibility Rate	95	55.8	82	63.4	88	56.8	100	56.0	90	56.7	Intermediate	Maintained	Acceptable	368	48.9	307	45.9	305	48.5	296	51.7	302	48.3	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford				Grade 11 Rutherford				Grade 12 Rutherford				Overall			
		Number of Students Eligible		Percent of Students Eligible		Number of Students Eligible		Percent of Students Eligible		Number of Students Eligible		Percent of Students Eligible		Number of Students Eligible		Percent of Students Eligible	
2019	95	46		48.4		36		37.9		19		20.0		53		55.8	
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	

COMMENTS

Our school's Rutherford Eligibility Rate for the 2023-24 school year has remained consistent with the previous year, indicating stability. While we are pleased to see that our results have not declined, we recognize that our eligibility rate still remains below the provincial average. This underscores the need for continued focus on improving access to the criteria required for eligibility and supporting students in reaching these academic milestones.

One of the key factors contributing to our continued progress is the ongoing support provided by our Career Coaches, who play a crucial role in helping students navigate their academic pathways. The career coaches work closely with students to ensure they are aware of the specific requirements for Rutherford eligibility and assist them in creating a clear roadmap for meeting those standards. They also continue to promote and support scholarship opportunities, guiding students through the application process and providing essential resources to help them access funding for post-secondary education. Moving forward, we will continue to leverage the support of our Career Coaches and ensure all students are aware of the pathways and opportunities available to them. By refining our strategies and further supporting students in their academic planning, we are confident that we can improve our Rutherford Eligibility Rate in the coming years and better align with provincial benchmarks.

SUPPLEMENTAL MEASURES

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														
	2020		2021		2022		2023		2024		Measure Evaluation					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	217	80.8	198	81.5	211	80.5	257	80.7	274	80.0	Low	Maintained	Issue	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1		
Parent	25	73.4	19	69.6	19	78.7	26	73.4	35	74.6	Low	Maintained	Issue	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0		
Student	162	81.0	147	78.8	161	66.8	199	76.3	204	72.4	Low	Maintained	Issue	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4		
Teacher	30	87.9	32	96.2	31	96.1	32	92.5	35	93.1	Intermediate	Maintained	Acceptable	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9		

COMMENTS

Our school's results for the 2023-24 school year have remained consistent, maintaining stability over the past five years. While we are proud of the consistency in our results, we recognize that our scores are still below the provincial and school authority averages, which motivates us to continue striving for improvement in this area. As we look ahead, we remain focused on enhancing our character education programming and wellness initiatives. Our RAMS values (Respectful, Accepting, Motivated, Successful) continue to play a central role in fostering a positive school culture. In particular, we are committed to reinforcing these values through classroom activities, extracurricular events, and school-wide initiatives. In addition, we continue to enforce our cell phone policy to address issues such as cyberbullying and inappropriate social media use during school hours. We believe this is an essential part of creating a more respectful and focused learning environment. We will also continue to leverage the support of wellness coaches, community agencies, and learning support teams, alongside resources from the High Prairie School Division's psychological services, to provide individualized support and targeted interventions. By combining these services with universal supports, we aim to ensure that all students feel safe, valued, and supported as they progress through their school journey. We have also committed to building a continuum of supports for Social Emotional Learning. This will help us have a unified approach on supporting students daily at our school. Through these ongoing efforts, we are confident that we can continue to improve our Safe and Caring results, fostering an environment where students thrive academically 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										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	217	75.4	197	78.5	209	74.8	257	73.9	273	77.1	Intermediate	Maintained	Acceptable	1,081	83.2	870	81.0	986	83.7	991	78.8	1,193	82.2	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	25	58.6	19	62.5	19	67.1	26	62.6	35	69.3	High	Maintained	Good	173	74.1	87	71.1	93	79.6	96	73.8	185	76.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	162	82.1	146	88.6	159	71.2	199	83.5	203	83.3	High	Improved	Good	714	84.6	601	85.2	716	84.1	736	83.2	819	86.0	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	30	85.6	32	84.4	31	86.0	32	75.4	35	78.6	Intermediate	Maintained	Acceptable	194	90.8	182	86.7	177	87.5	159	79.3	189	84.4	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

COMMENTS

Satisfaction with program access for the 2023-24 school year has remained consistent, staying just below our school authorities' expectations but above provincial benchmarks. We are especially pleased to report a notable improvement in parent satisfaction, alongside maintained student satisfaction—this is significant given the larger student representation in the feedback. Several factors contribute to these positive outcomes. We continue to offer a wide range of opportunities, including leadership programs in Physical Education, the Mentorship option, and student engagement with local businesses through Entrepreneurship. Access to community facilities, joint-use agreements with the town, and wellness initiatives delivered by Alberta Health Services further enhance the breadth of programs available to our students. Additionally, our ongoing collaborations with educational partners, such as Community Futures, support students in developing real-world skills and pathways. As we move forward, we remain committed to enhancing program accessibility and ensuring that our students and their families continue to benefit from a variety of high-quality educational opportunities.

SUPPLEMENTAL MEASURES

School Improvement – Measure Details

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

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	216	74.2	192	71.3	206	55.5	251	66.7	267	67.9	Low	Improved	Acceptable	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	24	70.8	16	68.8	18	38.9	24	58.3	34	58.8	Very Low	Maintained	Concern	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	162	75.1	145	67.8	161	46.0	197	68.5	201	60.6	Very Low	Maintained	Concern	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	30	76.7	31	77.4	27	81.5	30	73.3	32	84.4	Very High	Maintained	Excellent	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

Comments

For the 2023-24 school year, our School Improvement results remained steady, maintaining the gains we made last year after an improvement two years ago. While student results showed a slight decline, teacher satisfaction increased by over 10%, demonstrating positive growth within our staff community. We continue to place a strong emphasis on gathering feedback to guide our improvement efforts. Each year, we survey our staff to identify areas for growth, and we have found that this consistent feedback loop helps drive meaningful change. Additionally, we remain committed to engaging our student government and school council to gather ideas and insights from both students and parents. These contributions are essential as we work together to enhance the educational experience.

Moving forward, we will continue to prioritize transparency and engagement by sharing our progress with families and implementing the findings from our School Improvement Committee. This team will remain focused on identifying key areas for growth and developing actionable strategies to ensure continued success in the coming year.

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																													
	2019					2020					2021					2022					2023					2019					2020					2021					2022					2023				
	N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%							
	N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%							
4 Year Rate	100	53.2	73	39.9	70	29.9	80	24.8	85	31.9	Intermediate		Maintained		Acceptable		261	38.0	250	36.0	246	33.7	265	25.1	250	28.9	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1														
6 Year Rate	100	64.3	79	68.1	100	63.1	73	53.0	70	40.4	Low		Declined Significantly		Concern		282	53.5	250	48.2	265	47.7	250	49.3	245	40.7	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1														

Comments

Our High School to Post-secondary Transition Rate results for the 2023-24 school year have seen a decline of 5% in the 4-year rate and 10% in the 6-year rate. While we are on par with our school authority, our rates remain below the provincial average.

We continue to recognize that the diverse post-graduation pathways available to students in our community—such as opportunities in the oil, gas, trades, and lumber industries—play a significant role in shaping these results. Many of our students pursue apprenticeships, enter the workforce directly, or take time for academic upgrading, gap years, or family commitments, all of which can impact the transition to post-secondary education.

In response to these trends, we remain committed to personalized supports aimed at improving our transition rates. These include career coaching, mentorship, and targeted post-secondary planning to help guide students through their next steps. Our efforts will continue to focus on providing a clear and diverse range of pathways, ensuring students are supported in making the choices that best suit their goals and circumstances.

SUPPLEMENTAL MEASURES

Work Preparation – Measure Details

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

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	54	73.1	50	67.9	48	69.0	57	74.3	65	78.3	High	Maintained	Good	359	80.3	261	80.7	266	82.5	241	79.5	354	81.4	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	25	60.0	18	38.9	17	41.2	26	61.5	32	65.6	High	Improved	Good	169	71.6	82	65.9	92	70.7	90	68.9	170	69.4	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	29	86.2	32	96.9	31	96.8	31	87.1	33	90.9	Intermediate	Maintained	Acceptable	190	88.9	179	95.5	174	94.3	151	90.1	184	93.5	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

COMMENT

Our Work Preparation results for the 2023-24 school year have shown positive growth across all categories, reflecting a general increase in student engagement and preparation for post-graduation careers. While we are still below the performance levels of our school authority and provincial averages, we are encouraged by this year's progress and remain committed to advancing our students' readiness for the workforce. A key strategy driving this improvement is our focus on giving students the chance to develop essential career skills early on—from creating resumes and cover letters to gaining real-world work experience and receiving feedback from employers. These opportunities not only help students meet graduation requirements but also empower them to feel confident about their future career pathways. This approach integrates academic achievement with practical skills, equipping students with the tools they need to be work-ready upon graduation. Our Career Coaches, Off-Site Coordinator, and Health and CALM teachers continue to be instrumental in driving these initiatives forward. Tools like My Blueprint, our new APOP pilot program (Aspiring Professionals in Our Pathways), and participation in events like Take Your Kid to Work Day further bolster our students' career readiness. We are also excited to see the introduction of the new divisional standardized work experience forms, which are setting higher expectations for our students in the workforce and enhancing the accountability and quality of their work placements. As part of our ongoing commitment to improving post-secondary transition, we've also implemented the APOP program and are expanding resources to support post-secondary navigation for high school students. These efforts ensure that students are not only prepared for work but also have the guidance and support they need to explore their educational and career options beyond graduation. We remain dedicated to ensuring that our students gain the knowledge, skills, and experiences needed to succeed in the workforce or continue their education. These initiatives will continue to evolve as we strive for continuous improvement in preparing students for life after high school.