



**ANNUAL EDUCATION
RESULTS REPORT
2023-2024**



*Peace River
School Division*



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MESSAGE FROM THE PRINCIPAL

Welcome to Fairview Jr/Sr High! I am so pleased to be the Principal of this diverse school! 2023-2024 marked my first year at FHS as principal. It always takes time to settle in to a new environment and gain an understanding of the culture. Some key attributes stood out to me when I arrived: Fairview Jr/Sr High follows the acronym KUDOS: Kindness, Understanding, Drive/Dignity/Desire, Organized, and Success. These attributes all describe the standards of FHS students and staff. The staff at FHS are dynamic and responsive to all students' needs, we believe students come first. FHS caters to both academics; providing a competitive course compilation, and athletics; where we can field both competitive and skill-building teams for multiple sports. FHS also cares about the wellness of our students and boasts a Student Mental Health Worker, and a Family School Liaison Worker, free breakfast (5 days a week) and lunch (4 days a week). On behalf of our FHS community welcome to Cobra Country!

Sherrri MacDowall
Fairview High School Principal





ABOUT FAIRVIEW HIGH

Fairview High School, home of the Cobra's, offers complete programming for grades seven through twelve. There are 316 students enrolled as of September 30th, 2024. There are 145 students in grades 10-12 and 171 in grades 7-9. Our schools' programming covers both academic and non academic courses coupled with a variety of electives and a robust sports program. There are two groups in each of the Junior High grades. In addition to the core curriculum (Mathematics, Language, Science and Social Studies). Junior High students receive instruction in Art, Home Economics, Industrial Arts, and CTF option courses.

In High School, we offer a diverse program of studies that works to address the needs of all learners including several streams of Mathematics, English, Social Studies, and Science (Physics, Biology, Chemistry). FHS has a close relationship with the Fairview and Area Learning Store (FALS), an outreach school housed within the same walls as FHS. Through a team approach, our high school students have access to the courses needed to meet their graduation requirements.

OUR MOTTO

Learning Together
- Success for All

OUR MISSION

Learning Together
- Success for All

OUR VISION

Learning Together
- Success for All



2023-2024 ANNUAL EDUCATION RESULTS REPORT

AUTHORITY: 1402 FAIRVIEW HIGH SCHOOL

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

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

Literacy: **Fountas & Pinnell (F&P Benchmark) Data for Grades 7-8, Reading Comprehension Assessment Tool (RCAT) Data for Grades 7-12, Writing Assessment Tool (WAT) Data for Grades 7-9, FHS Report Card Data, and FHS Survey Results Regarding Literacy Achievement;**

Numeracy: **Math Intervention/Programming Instrument (MIPI) Data for Grades 7-10, Numeracy Common Assessment Tool (NCAT) Data for Grades 7-9, FHS Report Card Data, and FHS Survey Results Regarding Numeracy Achievement;**

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

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

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

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

Inclusionary Practices: Alberta Education Assurance Measures.



SCHOOL GOAL ONE:

ALL STUDENTS ARE LITERATE

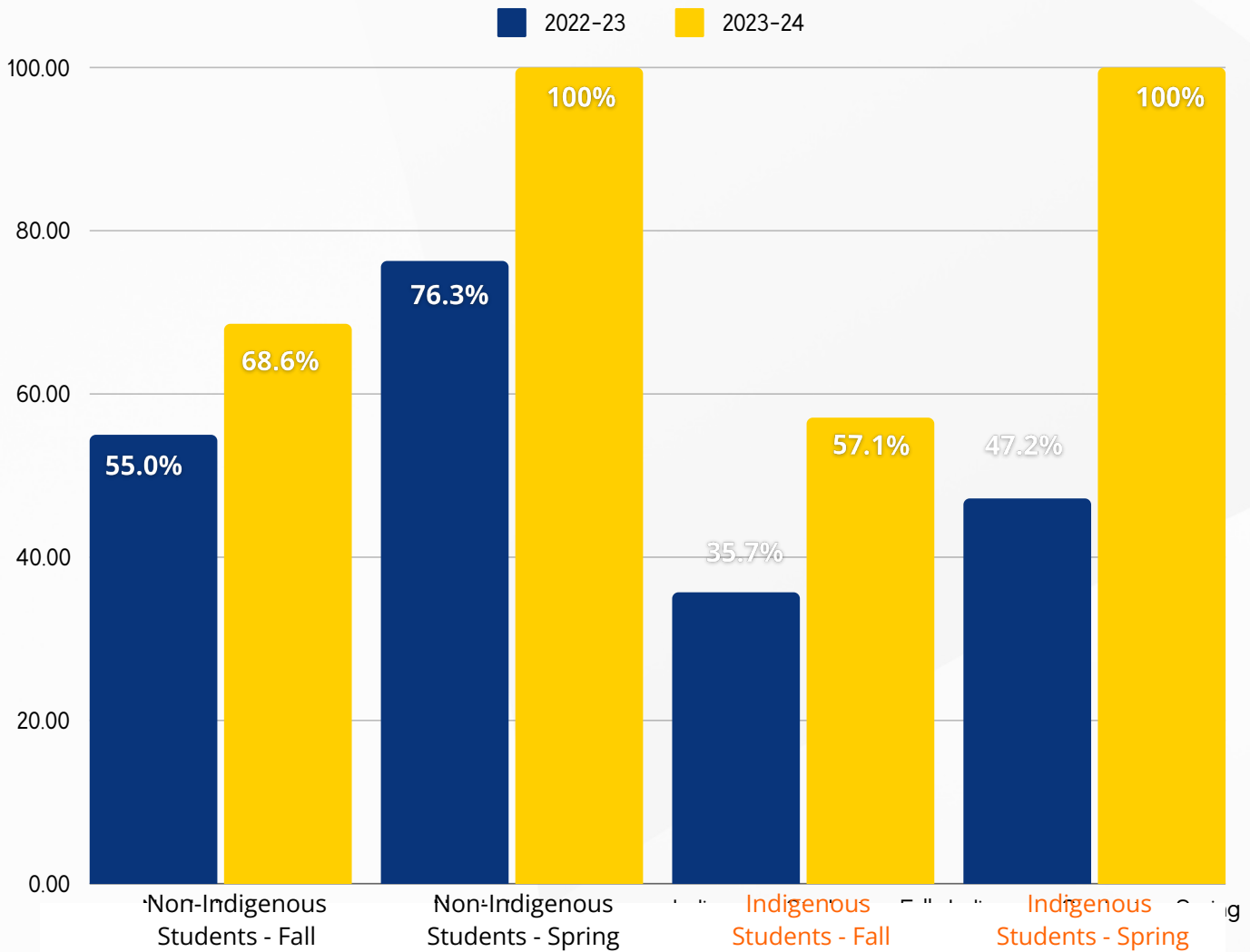
OUTCOME:

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

The Division has invested significantly in the acquisition of Fountas and Pinnell resources for Grades 1-8 to allow teachers to complete Running Records at key times throughout the year to measure students' overall progress in reading and make informed decisions regarding targeted instruction. The Division also used the Reading Comprehension Assessment Tool (RCAT) to measure growth over time, and these assessments complement other PRSD and Alberta Education literacy assessments in providing a more comprehensive picture of how well our students are learning to read and write. FHS student data have been broken down into two categories: Indigenous students and Non-Indigenous students. This disaggregation of achievement results for FHS is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap between our Indigenous and non-Indigenous learners. Through this approach, the Fairview High is able to identify and implement specific strategies to help narrow any gaps.

LITERACY ACHIEVEMENT RESULTS

Division Fountas & Pinnell BAS I and II Data



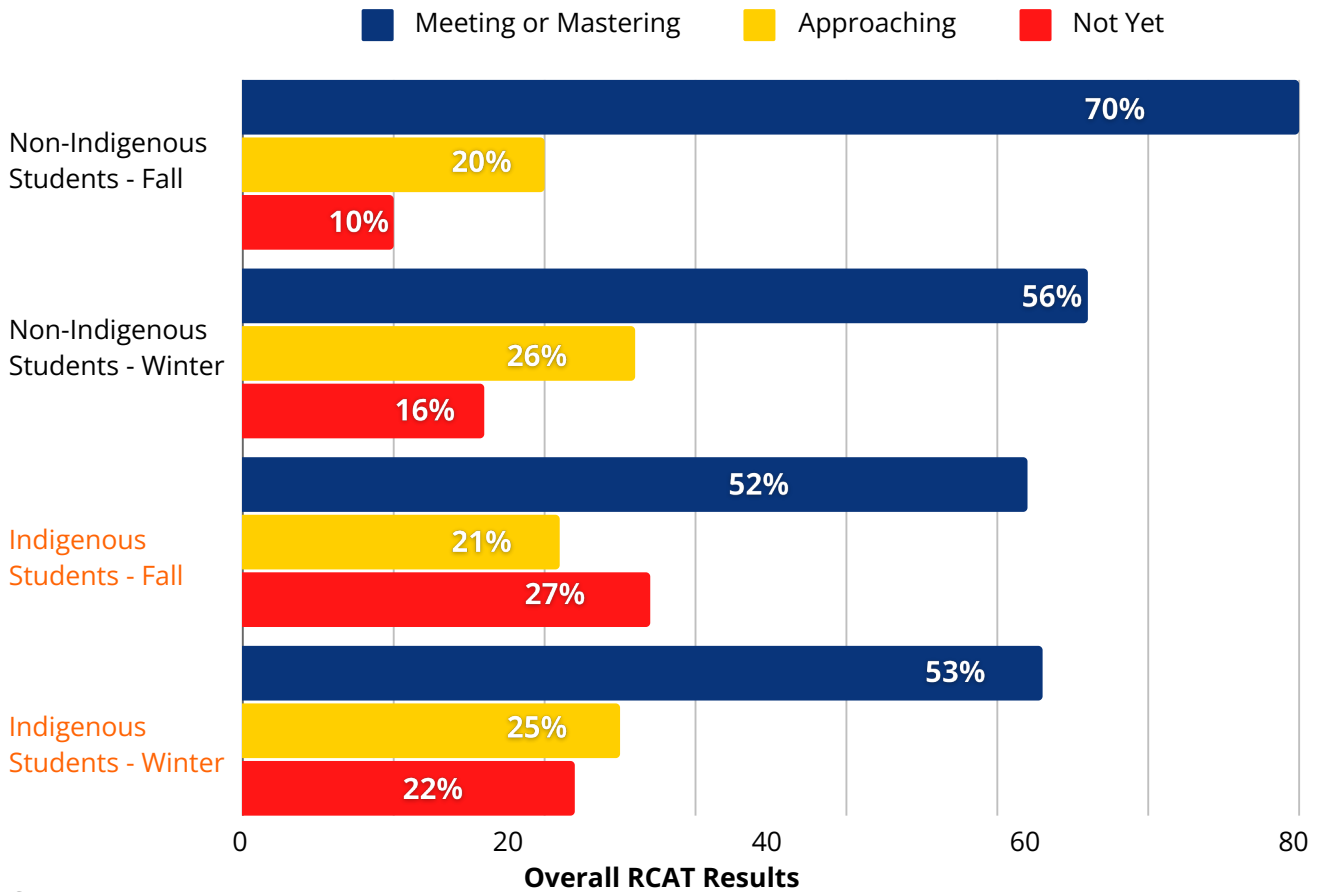
Summary

The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. The data indicate there was growth in their reading abilities between the 2022-2023 and 2023-24 school years. The spring 2023-2024 data are inflated due to some missing student data. This would surely bring down the 100% reported in Dossier. We are committed to continuing our important work in this area.

About Fountas & Pinnell BAS I and II Data

LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



Summary

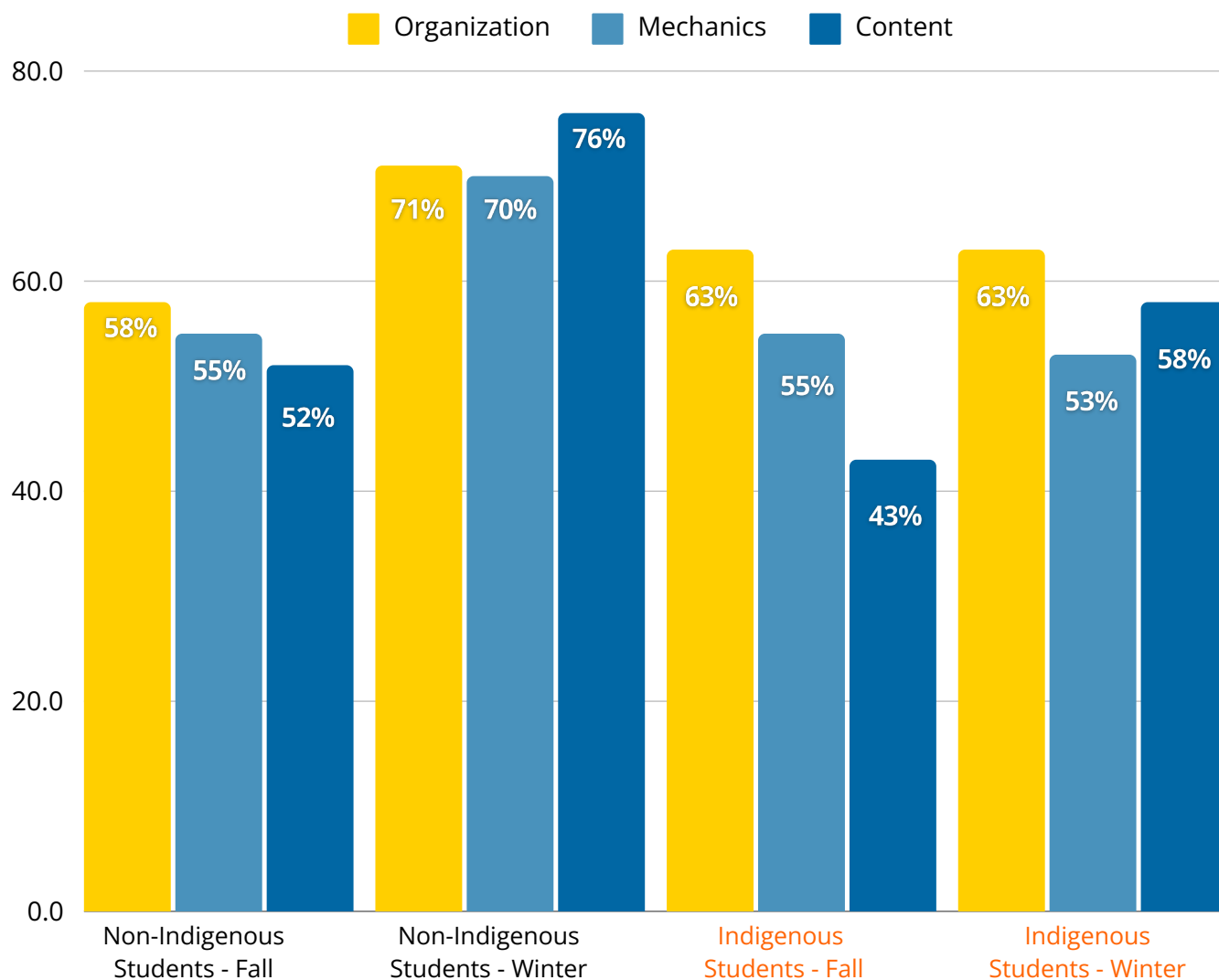
The RCAT is an on-line assessment tool that provides grade level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension. These percentages are from the "Identify and Interpret" strand of the assessment. This set of data indicate slight growth for our Indigenous students from the Fall to Winter assessment periods and a narrowing of the academic achievement gap between our Indigenous learners and non-Indigenous learners. In the Fall assessment period, the percentage of non-Indigenous students who were either meeting or mastering grade-level expectations was 14.9% greater than our Indigenous students. However, in the Winter assessments that achievement gap narrowed dramatically to just 0.6%. However, we did see a decrease in the percentage of non-indigenous students that were meeting or mastering during the winter assessment in the Identify and Interpret Strand. The School's goal is to continue to narrow this gap between our Indigenous and non-Indigenous learners in order to fully achieve our mission of success for all.

[See full 2023-24 data results here](#)

[About Reading Comprehension Assessment Tool Data](#)

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Percentage of Grade 1-9 Students Meeting or Mastering Expectations

Summary

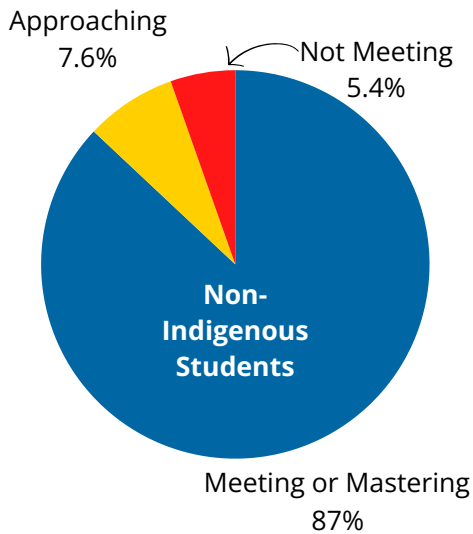
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. The Division does not write the WAT in the Spring because WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade level outcomes. The Writing Assessment Tool (WAT) data for 2023-2024 show we have made a significant improvement on this benchmark assessment. Indigenous students demonstrated improvement in the area of *content* and maintained consistent levels of achievement with respect to *organization* and *mechanics*.

Moving forward, continued efforts will be made to ensure students become more proficient in writing between the fall and winter reporting periods.

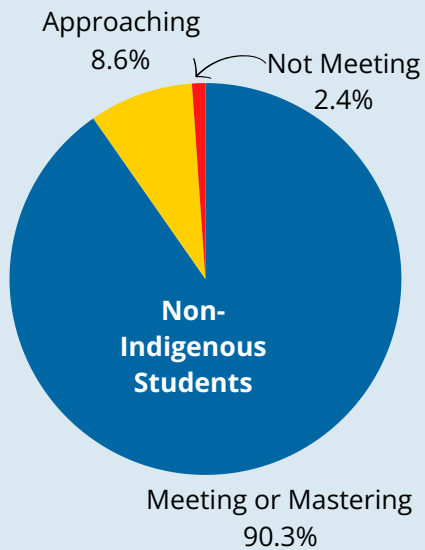
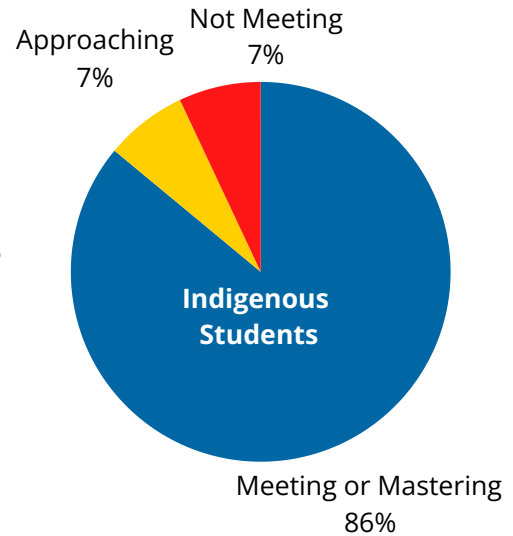
LITERACY ACHIEVEMENT RESULTS

FHS Report Card Data for Literacy

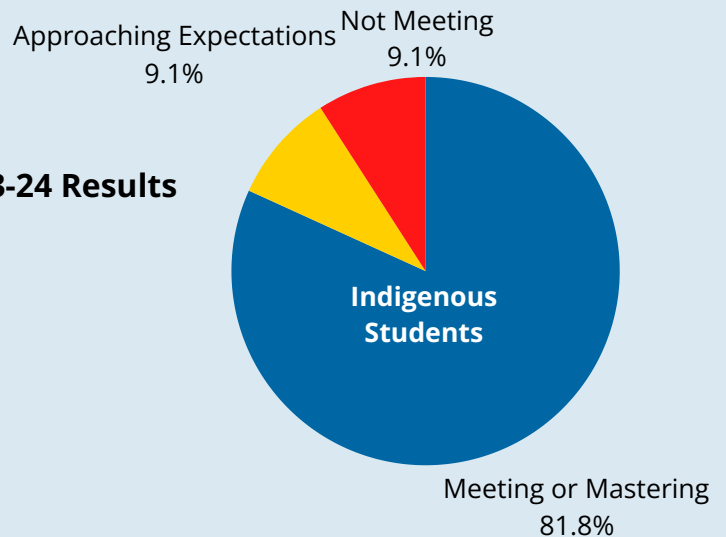
Percentage of Grades 7-9 students meeting or mastering expectations - 2023-2024



November 2023-24 Results



June 2023-24 Results



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
June 2022

Non-Indigenous Students



Indigenous Students



Summary

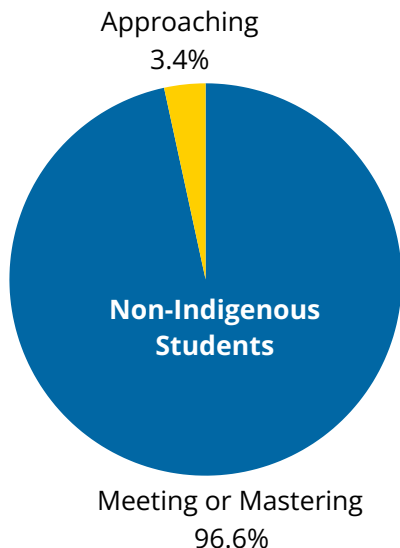
The Grades 7-9 school report card data indicate 90.3% of non-Indigenous students met or mastered grade-level expectations at the end of the 2023-24 school year. Amongst our Indigenous students, 81.8% met or mastered grade-level expectations.

FHS has adapted its collaborative response approach to better support all students in developing their literacy skills.

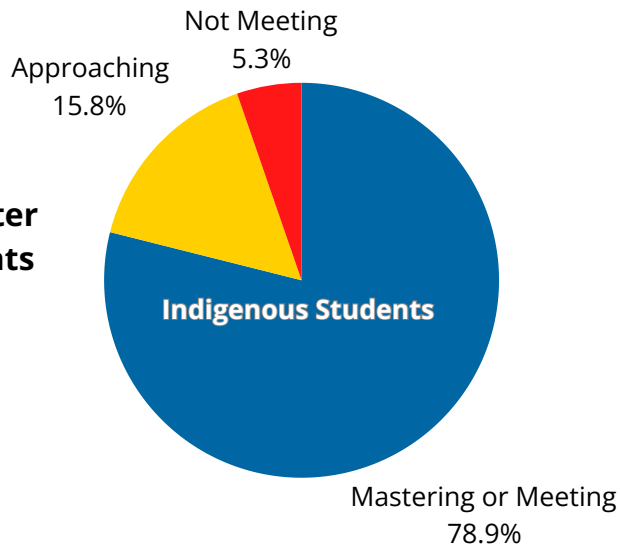
LITERACY ACHIEVEMENT RESULTS

FHS Report Card Data for Literacy

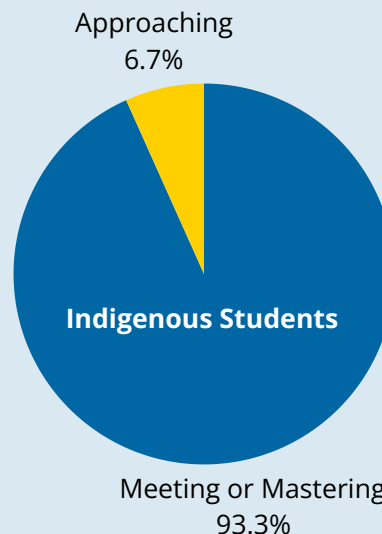
Percentage of Grades 10-12 students meeting or mastering expectations: 2023-2024



Mid-semester assessments



End of course assessments



Previous Year's Results

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

Non-Indigenous Students



Indigenous Students

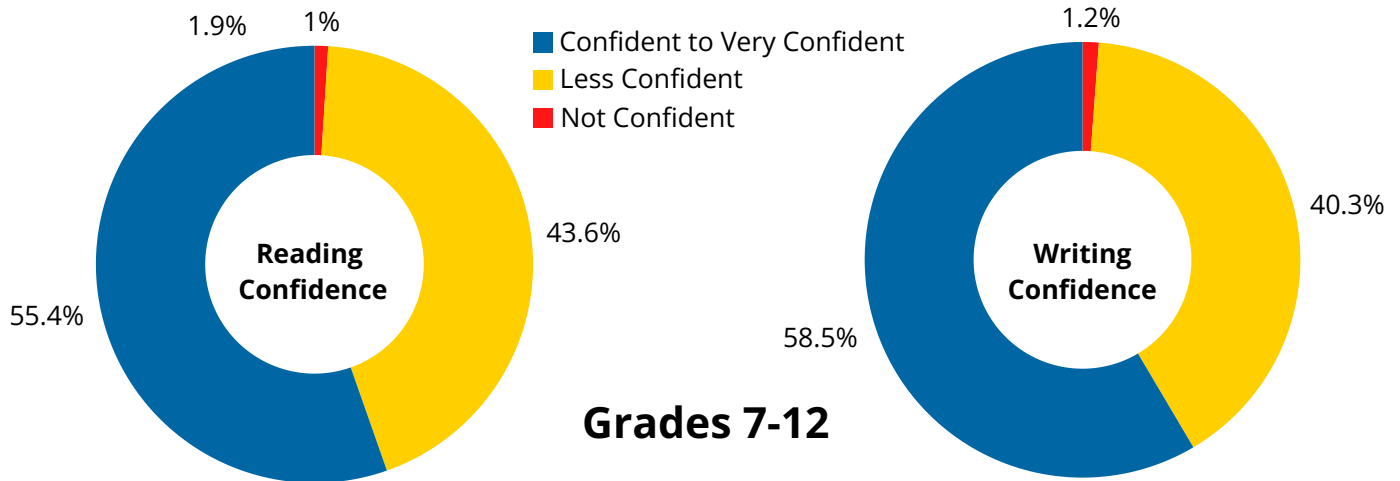


Summary

The Grades 10-12 school report card data indicate that 100% of non-Indigenous students and 93.3% of Indigenous students met or mastered grade-level expectations at the end of their courses. Both groups of students showed significant growth over their mid-semester marks. The achievement gap between our Indigenous students and non-Indigenous students also decreased from 17.7% in the mid-semester assessments to 6.7% in the end-of-course assessments. The data suggest a positive trend towards closing the achievement gap.

LITERACY ACHIEVEMENT RESULTS

FHS Education Assurance Survey Results: Goal One - Literacy



Summary

Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from 251 students in Grades 7-12. The literacy results from the survey suggest the need for a greater focus on building reading and writing skills in learners. These continue to be a primary area of focus during instructional time in several core subject areas.

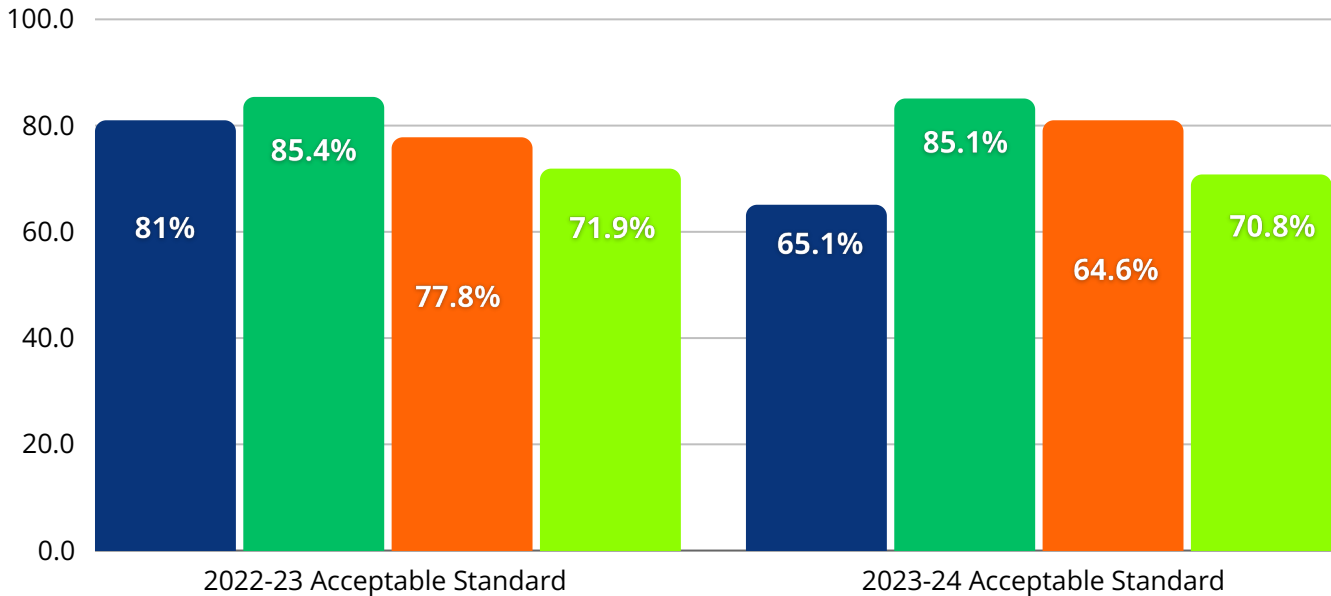
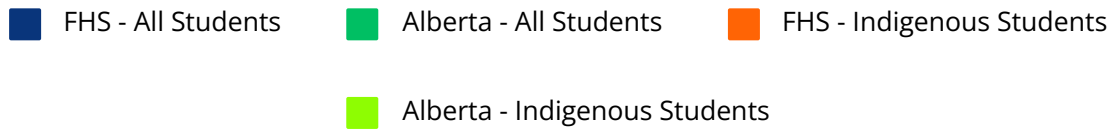
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



LITERACY ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 9 English Language Arts



Test results for all students writing

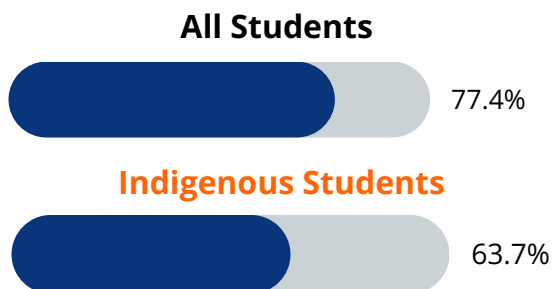
Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT decreased for all students in comparison to last year. This data is comparing different groups of students with different abilities. We continue to support students in building the necessary skills to achieve success on the PAT assessments.

[Click here for all PAT Results](#)

Grade 9 English Language Arts

FHS Year-End Report Card Data



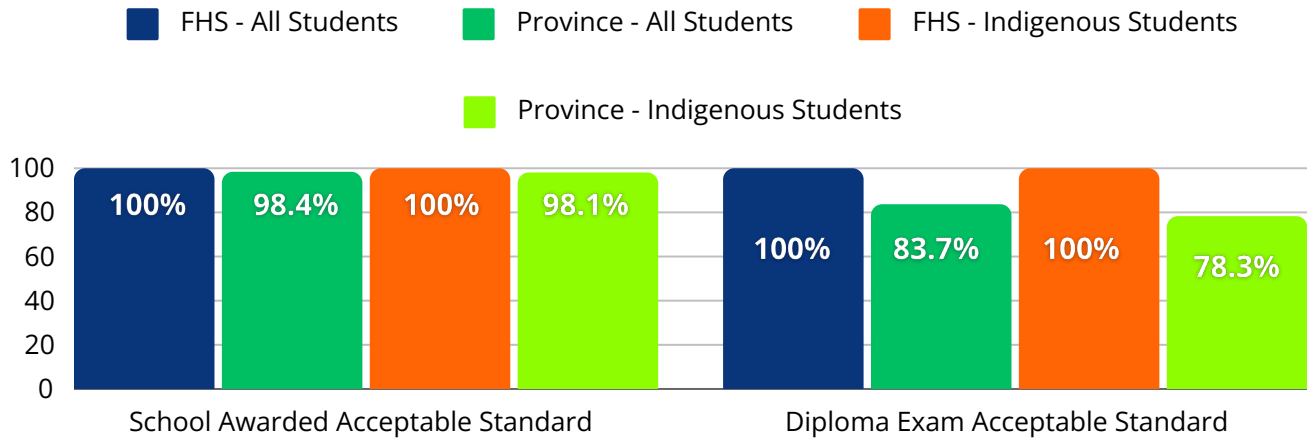
A Comparison

FHS's report card data indicate 77.4% of our Grade 9 students were meeting or mastering the core outcomes in ELA. Meanwhile, 63.7% of FHS's Indigenous students met or mastered the core outcomes.

LITERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results

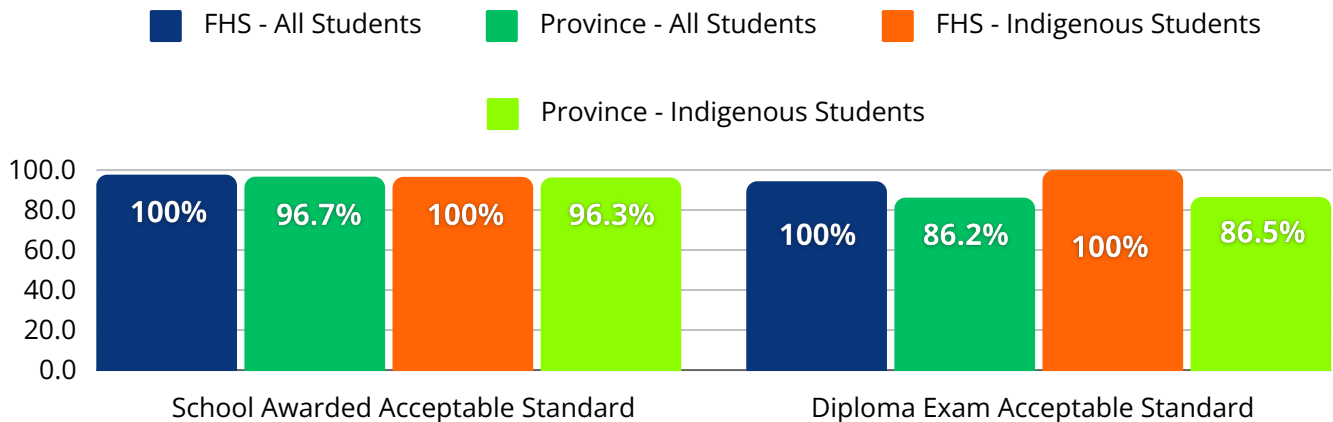
ELA 30-1



Summary

In the 2023-24 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, which were above 80% for all of our students, every PRSD student enrolled in ELA 30-1 in 2023-24 received a passing grade. [CLICK HERE for all Diploma Exam Results](#)

ELA 30-2



Summary

Student performance in the ELA 30-2 Diploma Exams was similar to that of the students who completed ELA 30-1. In 2024, 100% of our student population achieved the acceptable standard or greater on their ELA 30-2 diploma exams. We are seeing a positive growth trend when comparing junior high data with end of grade 12 data. Students are showing continual improvement leading to success in their grade 12 ELA courses.

Summary of Literacy Achievement Results

General Statement

FHS measures such as Fountas and Pinnell data, RCAT data, WAT data, and year-end report card data, reveal growth in literacy development across our grade levels. This growth was further verified through the school's survey data where the majority of students from Grades 7 to 12 reported they felt their reading and writing skills had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in English Language Arts revealed that students have made gains in their literacy development.

Factors That Affected Results

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

Next Steps

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



SCHOOL GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

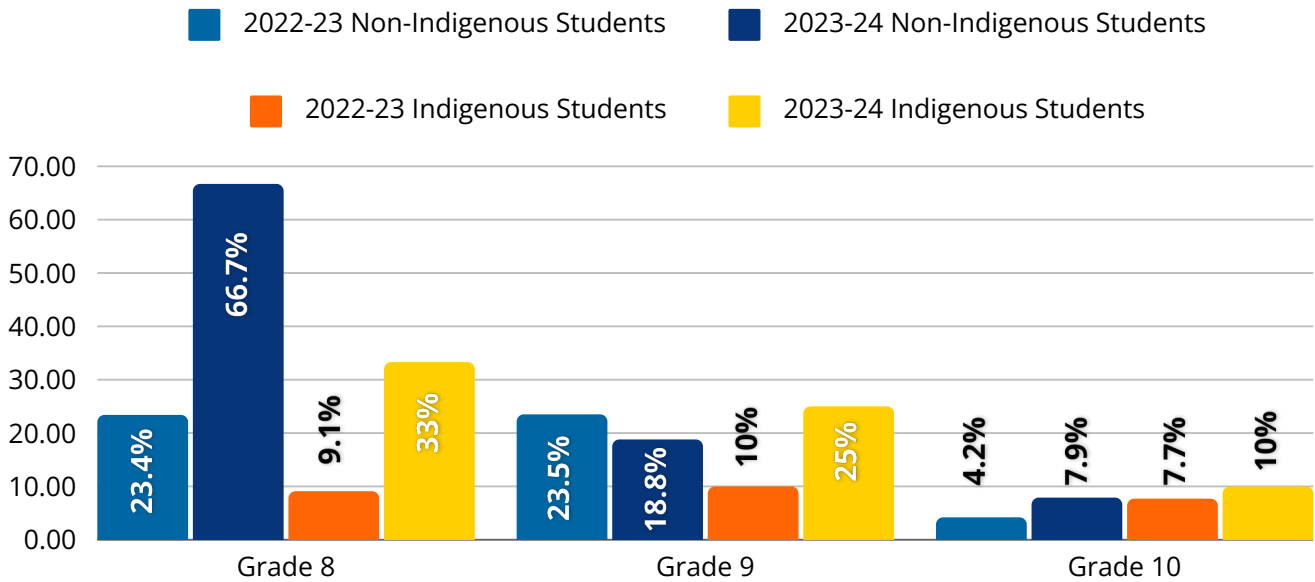
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

The Division has invested significant resources to support numeracy instruction and have worked with Alberta Education to focus on learning loss intervention supports. Fairview High School used the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student comprehension of core numeracy content at the beginning of the year and also used the Numeracy Common Assessment Tool (NCAT) to assess proficiency in core areas of mathematics, and these assessments complement report card data as well as provincial assessment data. Our student data have been broken down into two categories: Indigenous students and Non-Indigenous students. This disaggregation of achievement results for the Division is consistent with the reporting of provincial data and helps to more accurately examine the achievement gap between our Indigenous and non-Indigenous learners. Through this approach, we are able to identify and implement specific strategies to help narrow any gaps.

The Division's **Numeracy Framework** provides excellent guidance, resources and overall supports to our teachers in our work to achieve the Division's Numeracy goal.

NUMERACY ACHIEVEMENT RESULTS

FHS Mathematics Intervention/Programming Instrument (MIPI) Data



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

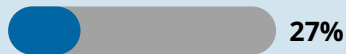
Summary

The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. The September 2023 results showed an improvement from the previous year showing that non-Indigenous Grade 8 through 10 students generally were meeting or mastering concepts from the previous grade. The results also show an improvement for Indigenous students who were meeting or mastering the previous grade level school year. The above chart shows a decline in the number of students meeting or mastering core content as students get older. This data is very useful in helping teachers to identify priority areas for intense instruction in numeracy throughout the year. In 2023, we made the decision to repeat the MIPI in the Spring.

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

Percentage of students considered "Not At-Risk"

Non-Indigenous Students



Indigenous Students



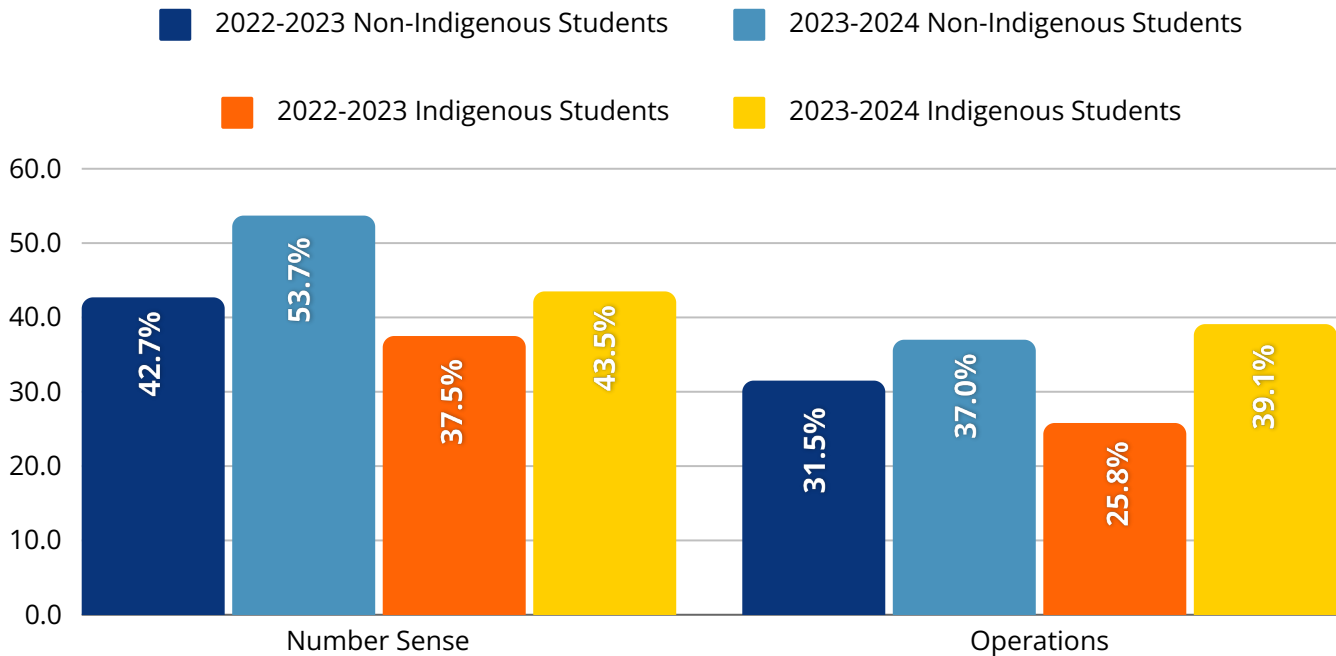
Summary

The EICS is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction.

NUMERACY ACHIEVEMENT RESULTS

FHS Numeracy Common Assessment Tool (NCAT) Data

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



Summary

The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administrated at various points throughout the Grades 7-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.

The 2023-24 NCAT results suggest that both Non-Indigenous and Indigenous students showed improvement over the previous year for these two concepts. We used BOOST time in the 23/24 school year to work on targeted numeracy skills.

While there have been improvements the percentages do indicate that our students are struggling to meet or master these concepts at grade-level so further, more intensive work will be required to show more student success.

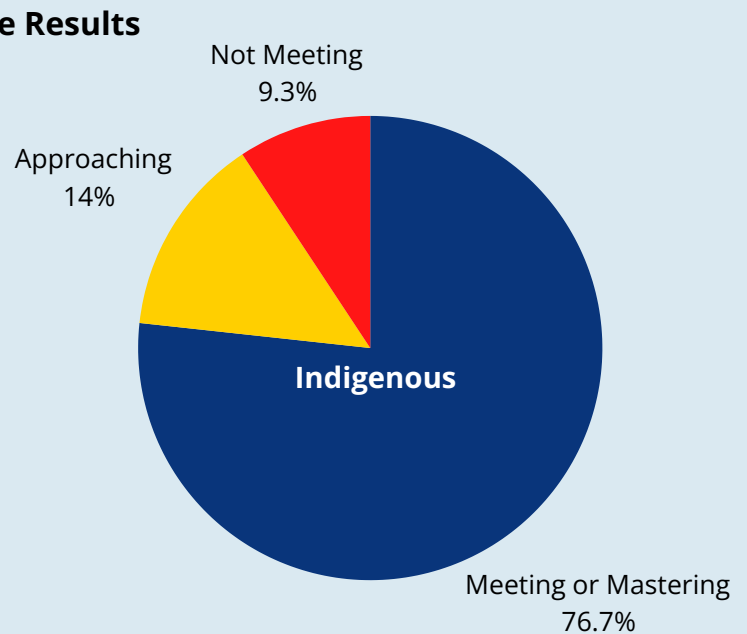
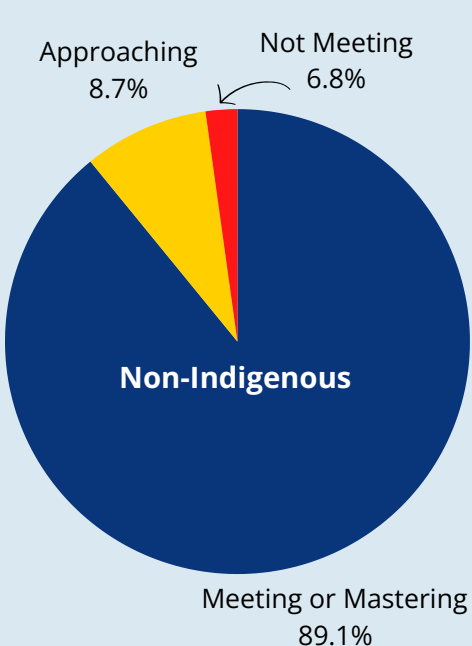
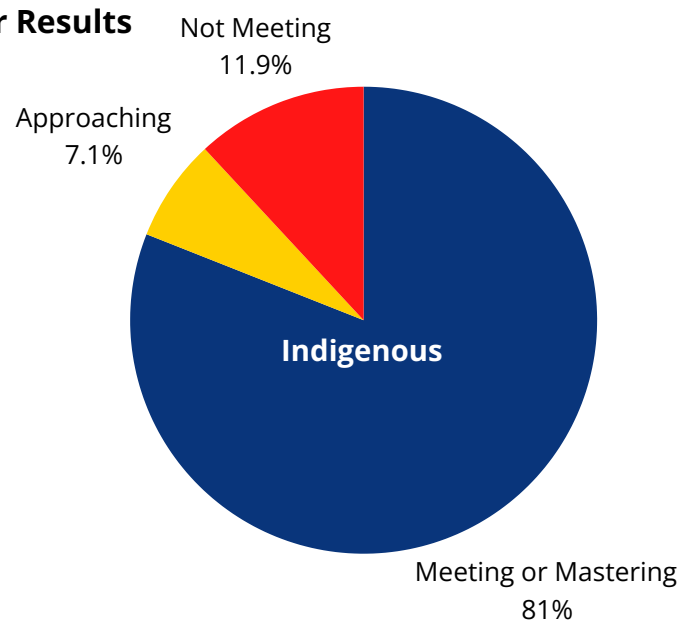
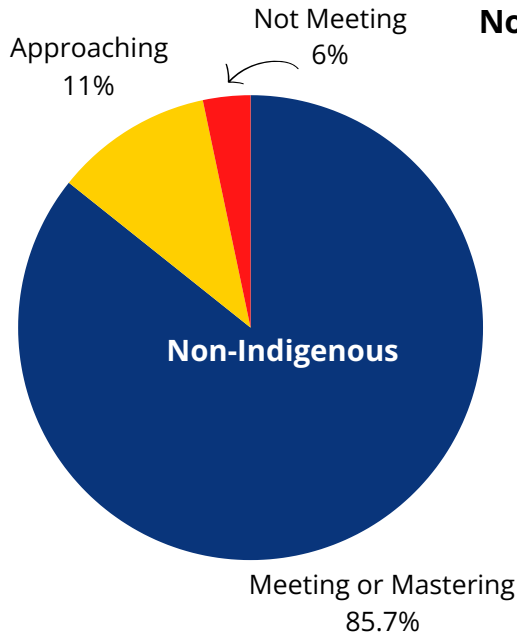
[Overview of Divisional Literacy and Numeracy Assessments](#)



NUMERACY ACHIEVEMENT RESULTS

FHS Report Card Data for Numeracy:

Percentage of Grades 7-9 Students Meeting or Mastering Expectations



Summary

The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy increased by 3% for our non-Indigenous but decreased by 4% for Indigenous students. We will continue to work on basic math concepts and skills in order to bring our students closer to provincial standards and to better prepare them for High School programs.

NUMERACY ACHIEVEMENT RESULTS

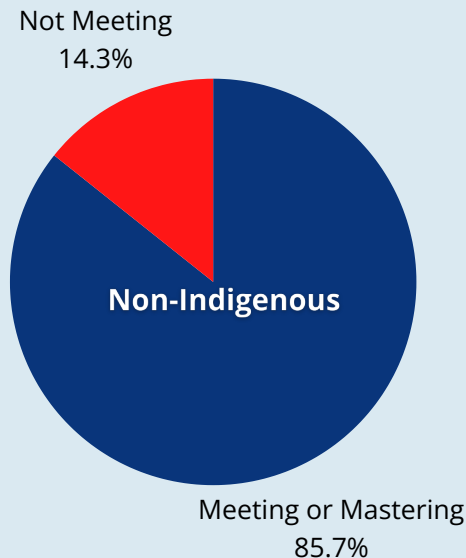
FHS Report Card Data for Numeracy:

Percentage of Grades 10-12 Students Meeting or Mastering Expectations

Mid-Semester Assessments



End of Course Assessments



Summary

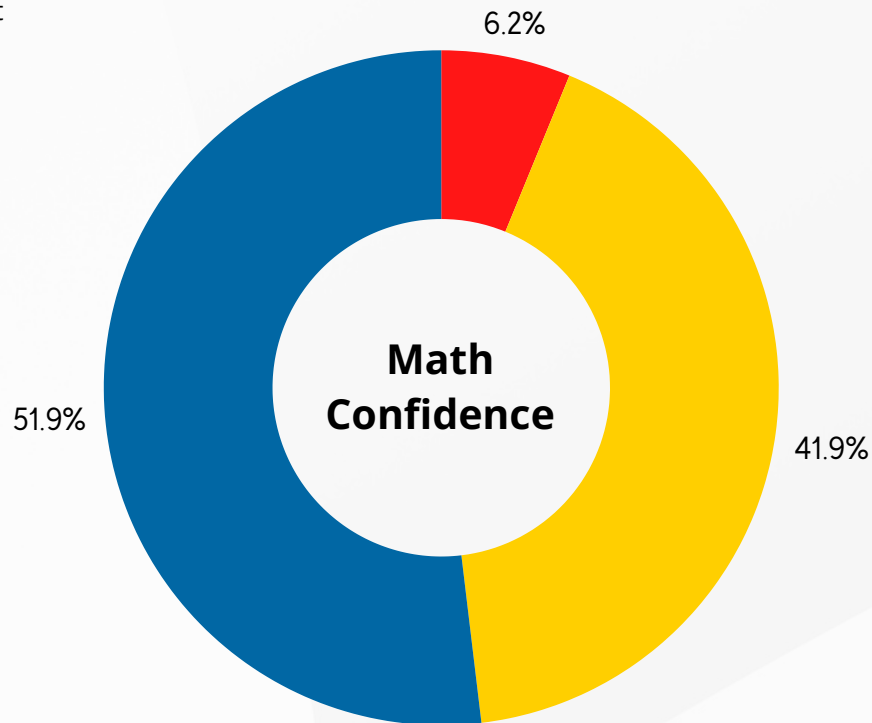
The Grades 10-12 school report card data show a decrease from the previous year in the number of students who either met or mastered grade-level expectations at the end of their courses in Semester 1 and Semester 2. We have implemented CORE two days a week to support students with their growth in all core subjects, including Math.

NUMERACY ACHIEVEMENT RESULTS

FHS Education Assurance Survey Results: Goal Two - Numeracy

Grades 7-12

- Confident to Very Confident
- Less Confident
- Not Confident



Summary

Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graph, the FHS Education Assurance Survey data indicated that 94% (combined percentages from students who answered either three or greater on the survey) of students felt confident in their numeracy skills.

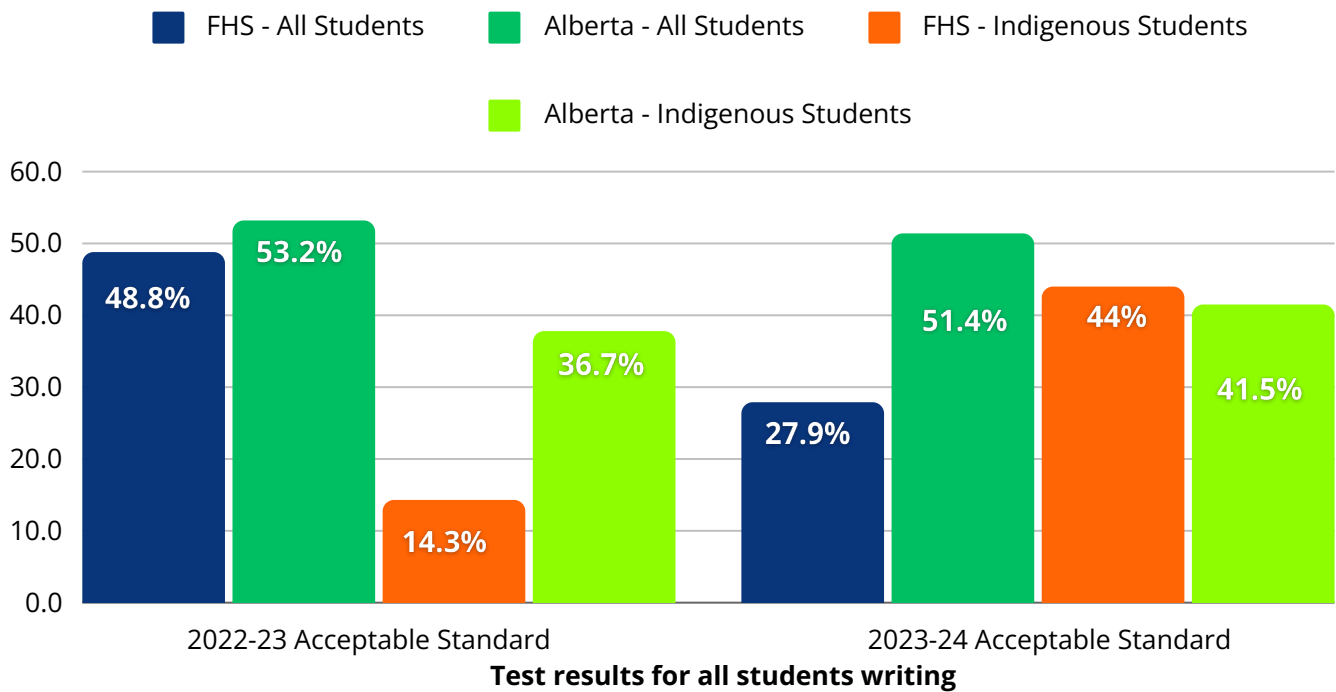
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 9

Year over Year Comparison of Grade 9 Mathematics



Summary

The Grade 9 PAT results in mathematics for the 2023-24 school year highlight notable changes compared to the 2022-23 results. While there was an overall decrease in test scores, our Indigenous students achieved remarkable progress, improving by 31.9% and surpassing the provincial average for Indigenous students by 4.7%. This significant achievement reflects positively on Fairview High's efforts, though considerable work continues to further enhance mathematics outcomes across all student groups.

[Click here for all PAT Results](#)

Grade 9 Mathematics

FHS Year-End Report Card Data

Meeting or Mastering
Grade-Level Expectations

All Students



Indigenous Students



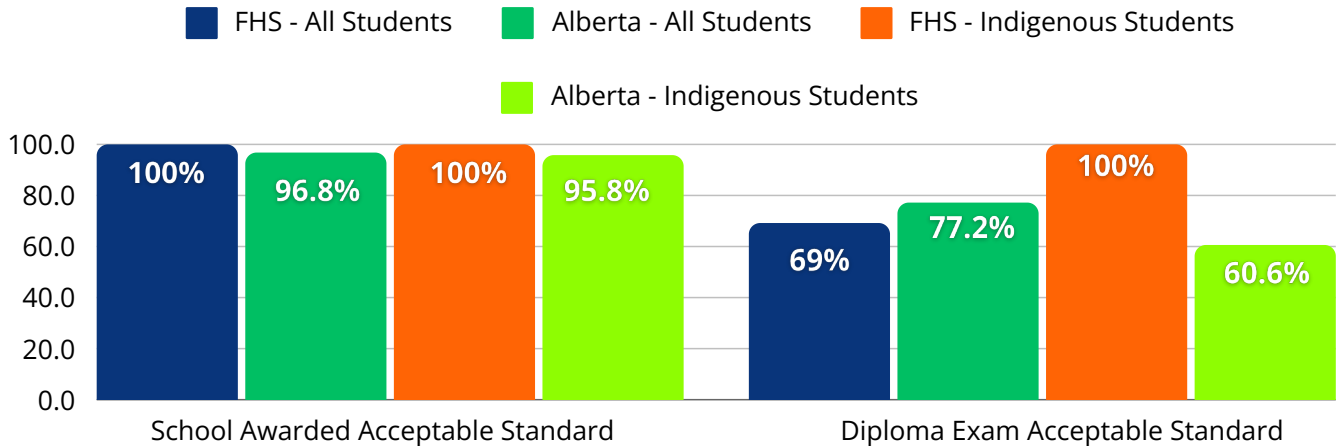
Summary

FHS's year-end report card data reveals that 80% of our Grade 9 students are meeting or mastering grade-level expectations, a positive reflection of their efforts and our staff's dedication to Collaborative Response. However, ensuring students are well-prepared for the PAT and approach this assessment with the seriousness it requires remains a key priority as we strive for continued improvement in student achievement.

NUMERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results - All Students

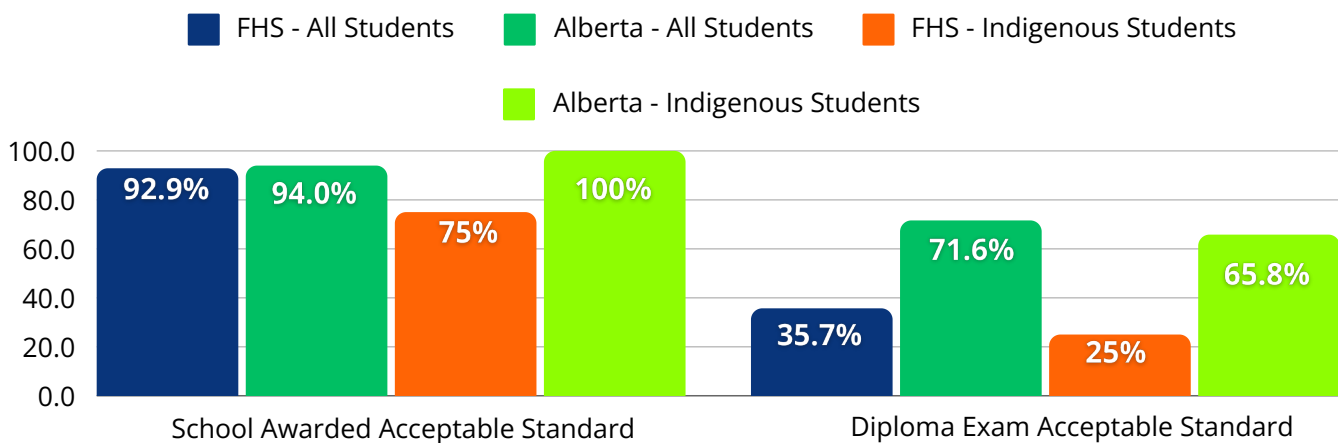
Math 30-1



Summary

In the 2023-24 school year, our Math 30-1 achievement data show a 19% improvement in diploma results, reflecting positive progress. While our students outperformed the province on the "School Awarded" standard, their performance on the diploma exam remains behind provincial averages. Supporting students to continue improving their performance on diploma exams remains a key priority moving forward.

Math 30-2



Summary

[Click here for all Diploma Exam Results](#)

The 2023-24 results for Math 30-2 highlight the need for focused improvement. While 93% of FHS students achieved an acceptable standard on the "School Awarded" mark, only 36% met the acceptable standard on the diploma exam. Our priority moving forward will be to address gaps in understanding and better prepare students to succeed on this critical assessment.

Summary of Numeracy Achievement Results

General Statement

Achievement in mathematics in Grades 7 to 12 remains an area of concern. While survey data indicated that most students in Grades 7 to 12 felt their numeracy skills had improved, Alberta Education results for PATs and Diploma exams in mathematics showed less favourable outcomes compared to literacy, with concerning gaps between school and provincial performance. These results underscore the urgent need for a Collaborative Response to strengthening our students math skills. Strengthening numeracy instruction and assessment will remain a key focus throughout the school year to address these challenges.

Factors That Affected Results

FHS's achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance and gaps in learning. Mathematics is an area where skill development in one area is often crucial in developing skills in other areas. Lack of basic skills will greatly impact success. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

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





SCHOOL GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME:

ALL STUDENTS' ACADEMIC, PHYSICAL AND SOCIO-EMOTIONAL NEEDS ARE MET WITHIN A CULTURE OF INCLUSION.

In an effort to ensure the needs of all students are met, our iCoach and teaching staff work closely with our Learning Services team members to support our school with the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies, efforts are made to ensure all students' needs are met.

INCLUSIVE EDUCATION PRACTICES

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

Number of BSPs Implemented



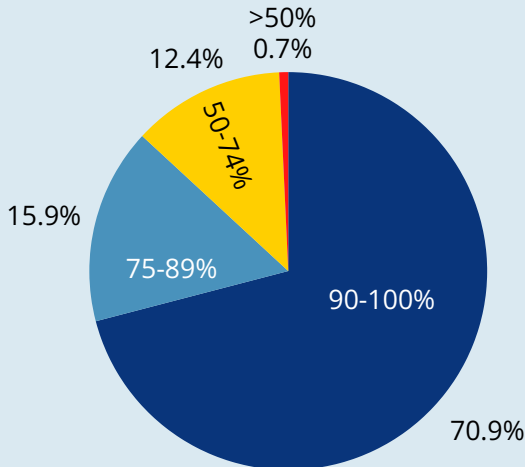
Number of IPPs Implemented



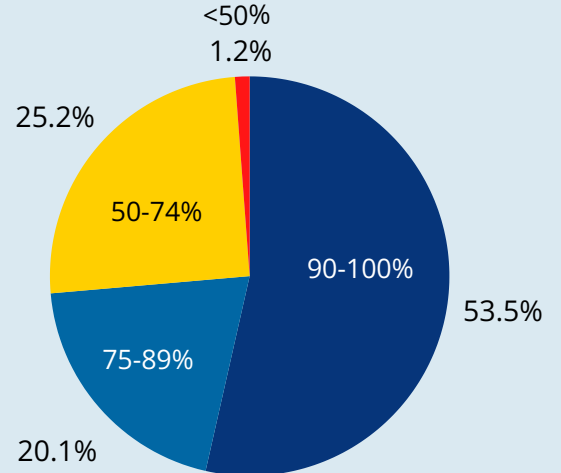
Regarding FHS data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 22 BSPs and 22 IPPs implemented in the 2023-24 school year. The total population of students within FHS in the same school year was 272. **Approximately 1 in every 9** students in FHS required specialized supports during the school year as part of their educational programming.



Attendance Data: Non-Indigenous Students



Attendance Data: Indigenous Students



Previous Year 90-100% Attendance



Previous Year 90-100% Attendance



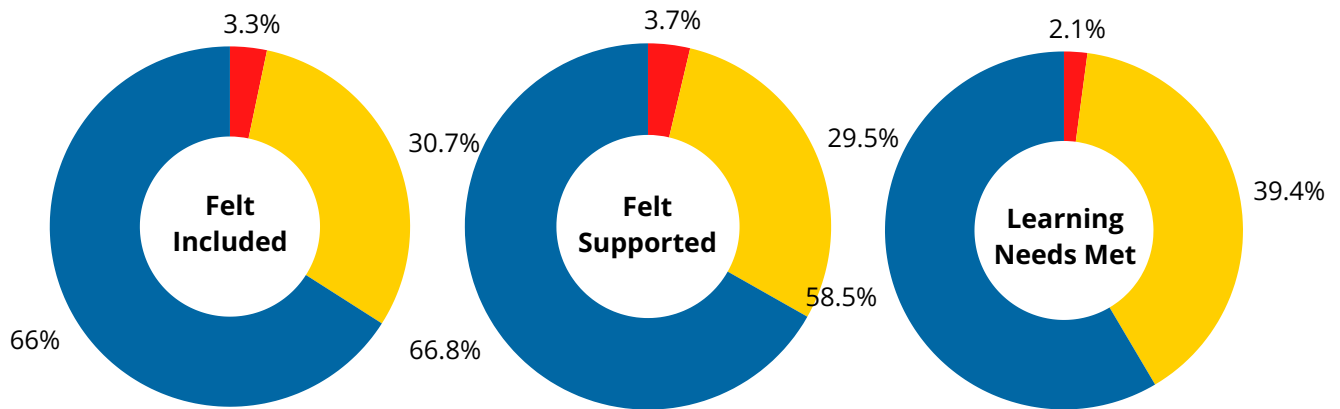
Summary

The 2023-2024 attendance data indicate that 66% of FHS non-Indigenous students attended school over 90% of the time. This compared to 53% for our Indigenous students.

FHS's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. Encouraging students to attend on a regular basis is part of the work we continue to engage in at the school level. Attendance is a complex challenge as students/families have a variety of reasons where attending school can be difficult.

INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion



Grades 7-12

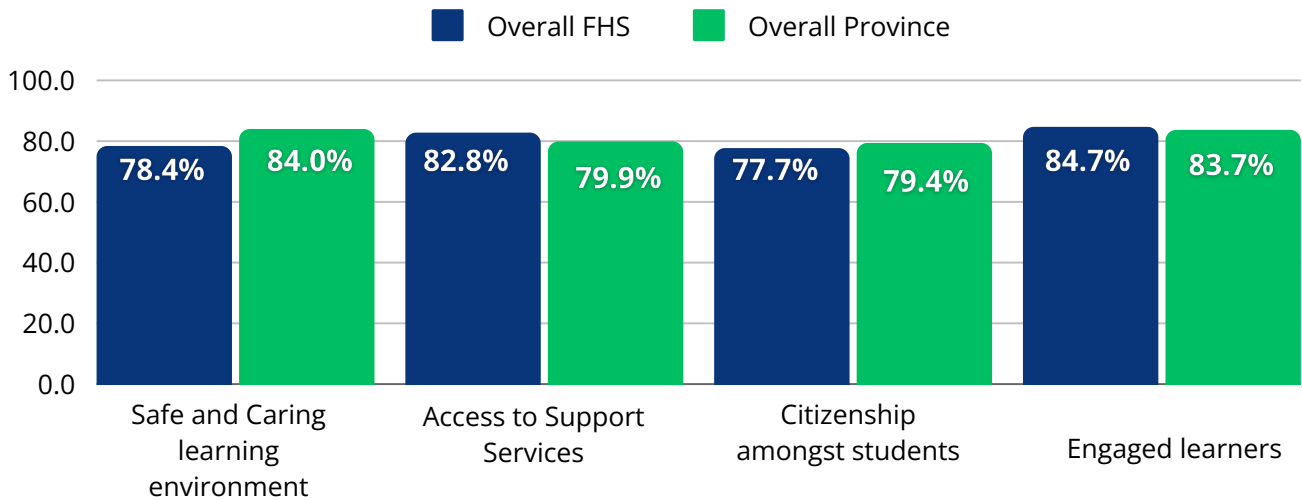
■ Agree
 ■ Somewhat Agree
 ■ Disagree

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

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



Percentage of students, parents and teachers who agree

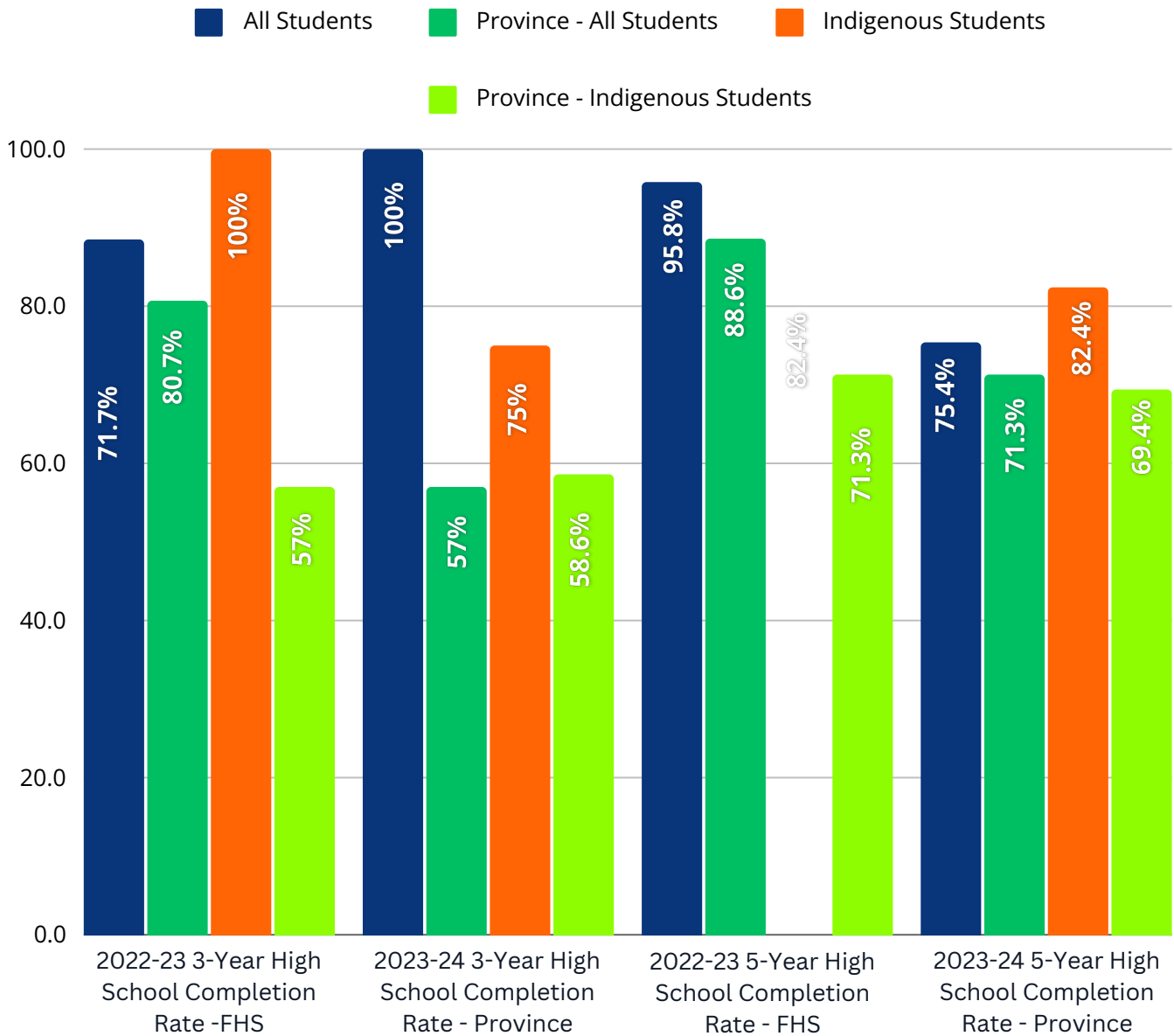
Summary

Based on provincial data, FHS exceeded the overall provincial percent average in two categories including access to support services, and engaged learners.

[Link to Alberta Education Assurance Measures Results](#)

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures: High School Completion Rates



Summary

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

FHS High School Completion Rates exceeds the Provincial rates in all categories. We do not have data to report for 5 year completion rate for our FNMI students due to a below minimum number of students.

Summary of Inclusion Education Practices

General Statement

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

Factors That Affected Results

FHS continues to experience significant challenges in the area of regular attendance that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

FHS will continue to focus its efforts to improve attendance rates during the 2024-2025 school year as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. FHS will continue with its commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.



2023-2024 BUDGET SUMMARY

Budget Report

Peace River School Division No. 10
2023-2024 Spring Budget

SCHOOL: Fairview High

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Funding Framework Allocation	\$113,487	
Total AB ED: Service & Supports	\$113,487	
% of Revenue and Allocations to Budget Center	100%	

Total Revenue and Allocations to Budget Center \$113,487

Expenditures

Contracted Services	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Pd Expenses - Certificated	\$1,000	
Pd Expenses-Uncertificated	\$500	
Professional Fees	\$0	
Student Awards	\$4,000	
Staff & Public Relations	\$3,000	
Postage & Telephone	\$1,500	
Meeting Expenses	\$1,000	
Field Trips	\$3,500	
Bldg Ground Maintenance	\$2,700	
Equipment Maintenance	\$600	
Total Contracted Services	\$17,800	
% of Expenditures	16%	

Supplies	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Supplies	\$81,674	
Library Supplies	\$1,800	
Furniture & Equipment	\$6,613	
Total Supplies	\$90,087	
% of Expenditures	79%	

Uncertificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Uncertificated Subs	\$1,000	
Total Uncertificated	\$1,000	
% of Expenditures	1%	

Certificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Certificated Subs	\$4,600	
Days of School Certified Subs	20.00 Days	
Certified: Substitute Teacher: Daily Rate	\$230.00	
Total Certificated	\$4,600	
% of Expenditures	4%	

Total Expenditures \$113,487

Summary

	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total Revenues and Allocations To Budget	\$113,487	\$0
Total Expenditures	\$113,487	\$0
Variance	\$0	\$0



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