



# ANNUAL EDUCATION RESULTS REPORT 2022-2023

# FHS

EXPERIENCE SUCCESS BY CHALLENGING POTENTIAL



Fairview High School

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# MESSAGE FROM THE BOARD CHAIR

It is my pleasure to present the Peace River School Division's 2022-2023 Annual Education Results Report. This report includes details about the strategies utilized during the school year, the results achieved and the priorities that lie ahead. The board is committed to providing students with the best educational experiences possible through engaging and inclusive learning environments, and by providing students with the supports they need to ensure their mental and emotional wellness needs are met.

Our divisional goals continue to revolve around literacy, numeracy and inclusion. We remain committed to the strategies that we believe will lead to significant success in these three areas, and will continue to implement Collaborative Response as an important change initiative in fostering a culture of success for all!

Thank you to all stakeholders for contributing to this plan, and for supporting us in our commitment to continuous improvement. We are looking forward to a great year ahead!

*Crystal Owens*  
Peace River School Division Board Chair



# ADVOCATES OF PUBLIC EDUCATION

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

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

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

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

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

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

## OUR COMMITMENT

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

## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the Peace River School Division for the 2022-2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

*Crystal Owens*  
Board Chair  
OwensCry@prsd.ab.ca

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





# MESSAGE FROM THE SUPERINTENDENT

I am so proud of the collective work the Peace River School Division staff demonstrates each day in supporting success in academic achievement and overall growth and development of our youth. We are seeing good progress as a result. Great job PRSD staff and students!

The cumulative impact of your collective and significant effort is represented in this Annual Education Results Report (AERR). The AERR highlights the commitment of staff to use a collaborative response approach to ensure delivery of differentiated educational services in pursuit of an inclusive education environment that best meets the needs of all our students, not just many or most. Your efforts to utilize formative assessment strategies, differentiated instructional practices, and individual learner profiles to personalize the learning experience, provides meaningful and effective supports for all students.

The Peace River School Division is aligning supports, professional development, and resources at all levels to ensure every student is successful. We commit to achieving this goal through our **Three-Year Education Plan** that focuses on ensuring all students will be literate, numerate, and included. If you have any questions about this report, or our Three-Year Education Plan, please do not hesitate to contact your school principal, and/or join the school council to make a positive impact in public education. I look forward to a wonderful school year, Learning Together ~ Success for All!

*Adam Murray*  
Peace River School Division



# MESSAGE FROM THE PRINCIPAL

Welcome to Fairview Jr/Sr High! I am so pleased to be the Principal of this diverse school! 2023-2024 marks my first year at FHS as principal, but it's actually a homecoming for me. I grew up in Fairview and attended FHS as a Jr/Sr student - talk about full circle! 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!



*Sherri MacDowall*  
Fairview High School



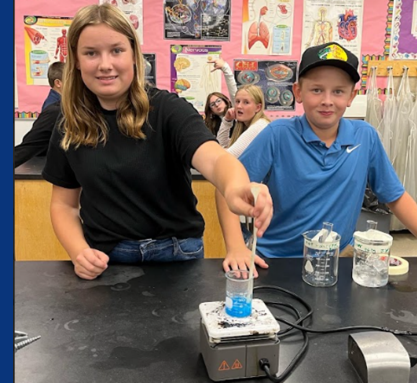


# ABOUT FAIRVIEW HIGH SCHOOL

Fairview High School, home of the Cobras, offers complete programming for grades seven through twelve. There are 270 students enrolled, 145 female and 125 male. Our school's high school programming covers both academic and non-academic courses, coupled with a variety of electives, to ensure students can achieve their High School diploma and access many post-secondary programs directly out of high school. There are two classes in each level in Junior High and these students get the opportunity to receive instruction in the core curriculum (Mathematics, English Language Arts, Science and Social Studies) as well as 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 strengths and needs of all learners, including several streams of Mathematics, English Language Arts, Social Studies and Sciences (Physics, Biology, and Chemistry). We also offer students the opportunity to gain work experience, Green Certificates, and Registered Apprenticeship Program (RAP) credits that can be used towards graduation. We have nearly 70 students that take advantage of this.

FHS has a close relationship with the Fairview and Area Learning Store (FALS), an outreach school housed in FHS. Through a team approach, our high school students have access to the courses needed to meet their graduation requirements.



## OUR VISION

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

## OUR MISSION

Learning Together  
- Success for All



# Fairview Jr Sr High School

## HOME OF THE COBRAS

# ABOUT

## FAIRVIEW HIGH SCHOOL



### OUR VISION

To provide opportunities for learning that foster growth and success for each individual learner.

### OUR MISSION

Learning, Growing,  
Succeeding Together

#### School Vision

**FHS is a learning community that experiences success by challenging the potential of all who come through its doors.**

#### School Mission

**The purpose of the school is to provide educational opportunities for students to maximize their potential in academics, physical fitness, and cultural and practical arts. The practices of the school help students develop habits, attitudes, ideas and skills, which prepare them to be good citizens who contribute to society in a positive and useful manner.**

#### School Values

**Respect for Diversity  
Success in Learning  
Responsible Citizenship  
Collaborative Teamwork for Staff and Students**



# PRSD FOUNDATION STATEMENTS

“

## OUR MOTTO

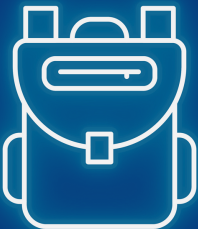
**P**ride in Public Education  
**R**espect, Responsibility and Integrity  
**S**tudent-Centered; Promoting Success and Safety  
**D**iversity Celebrated; Differences Embraced

”

## PRINCIPLES & BELIEFS

- Our core values include: honesty, integrity, respect, fairness, compassion, responsibility, and caring.
- We have expectations of high standards.
- We strive to foster attitudes and habits necessary to work effectively and productively.
- We organize programs and resources to maximize students' potential for success.
- We believe in collaboration between home, school and community for effective schooling.

## QUICK FACTS



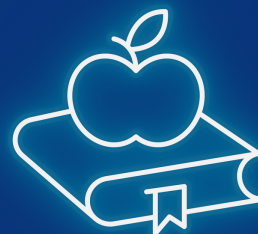
**3,000 +  
STUDENTS**



**21  
SCHOOLS**



**69  
BUS ROUTES**



**500 +  
STAFF**

# 2022/2023 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.



## **PRSD GOAL ONE:**

**ALL STUDENTS ARE LITERATE**

## **OUTCOME:**

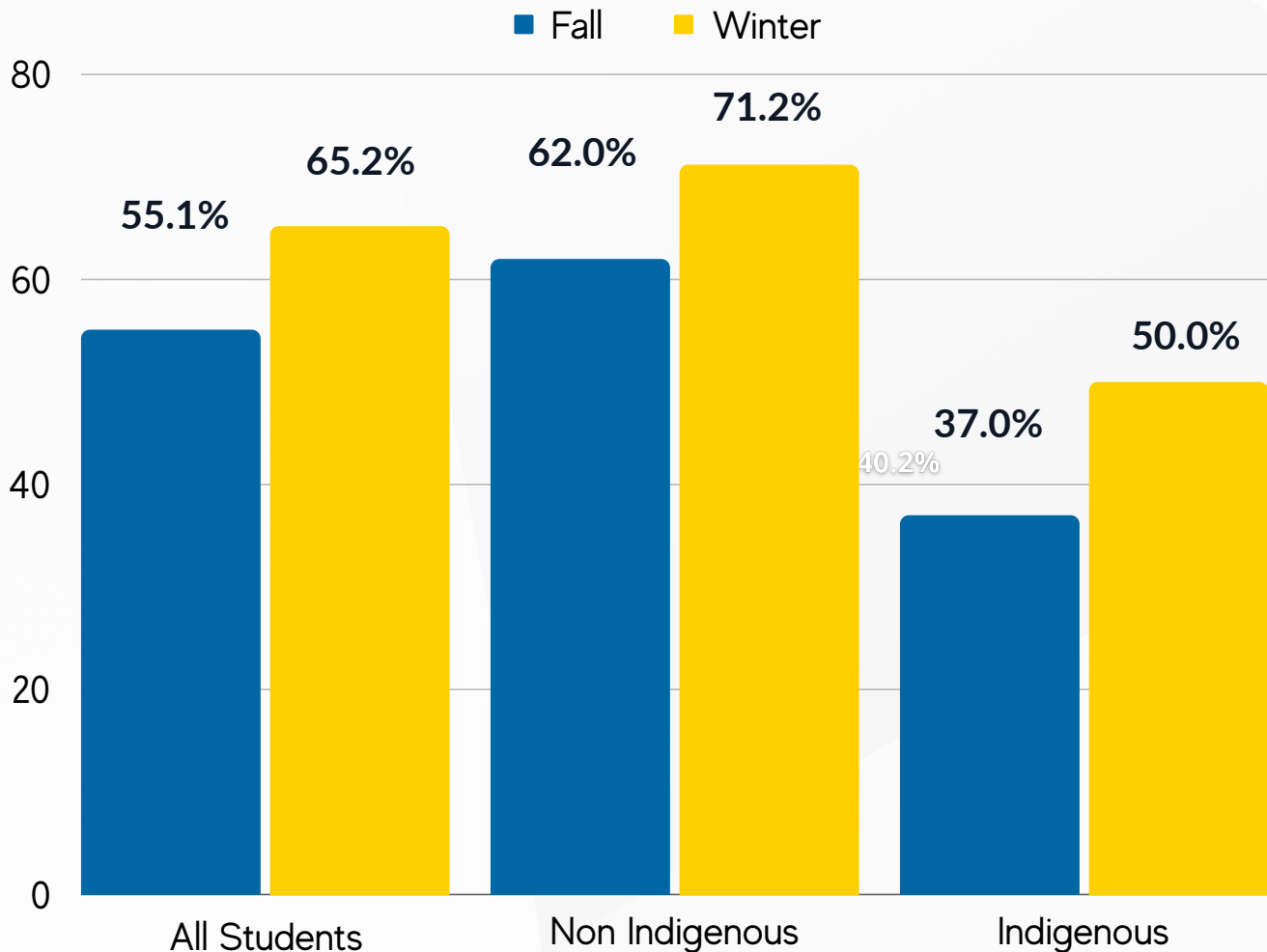


**ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.**



# LITERACY ACHIEVEMENT RESULTS

## FHS Fountas & Pinnell BAS I and II Data



### Summary

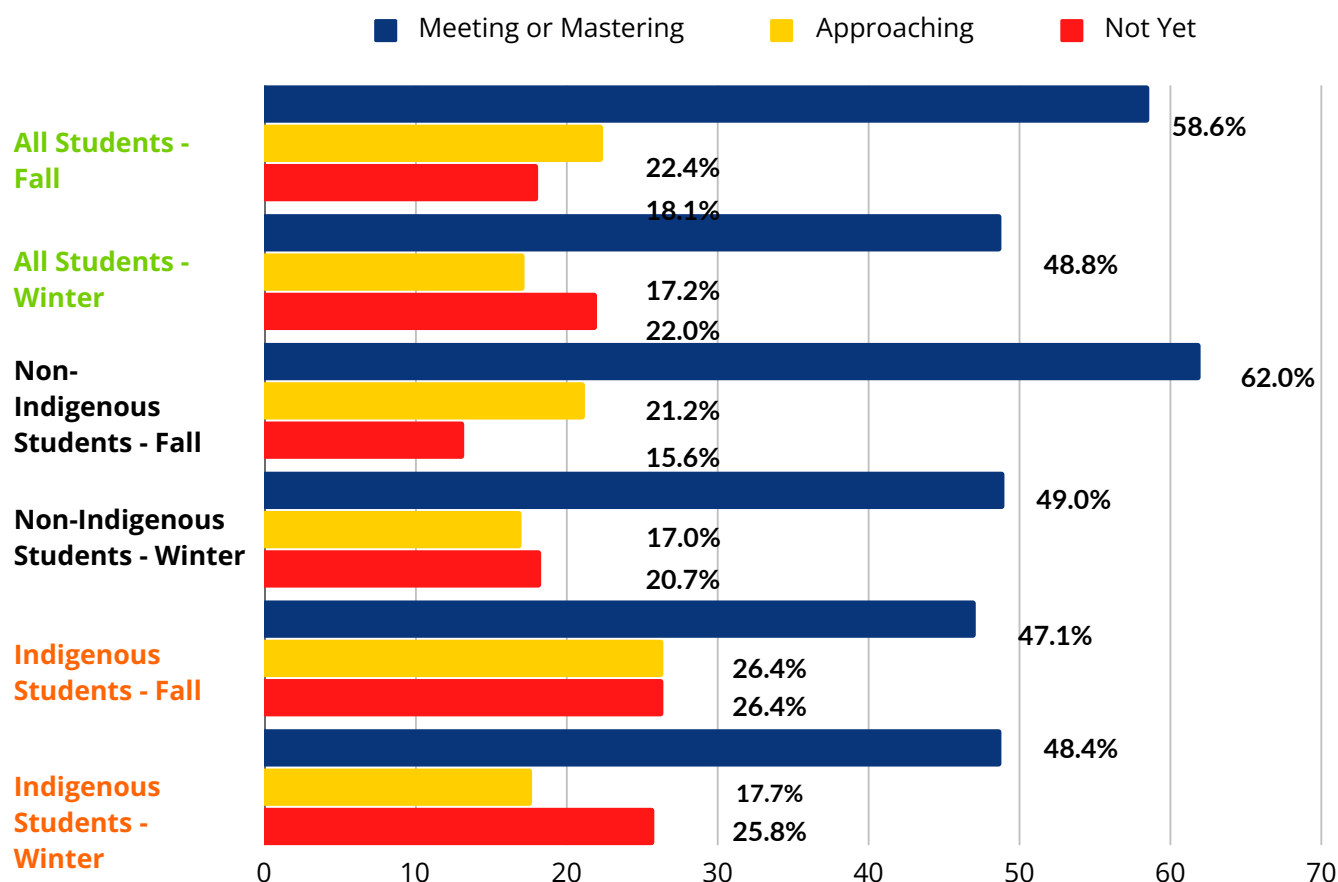
The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. While our students continue to test below desirable levels and there are significant gaps between Indigenous and non-Indigenous students, the data indicate there was significant growth in their reading abilities in the 2022-23 school year, and results have also improved from the previous year. 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)



### Identify and Interpret Strand

#### 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.

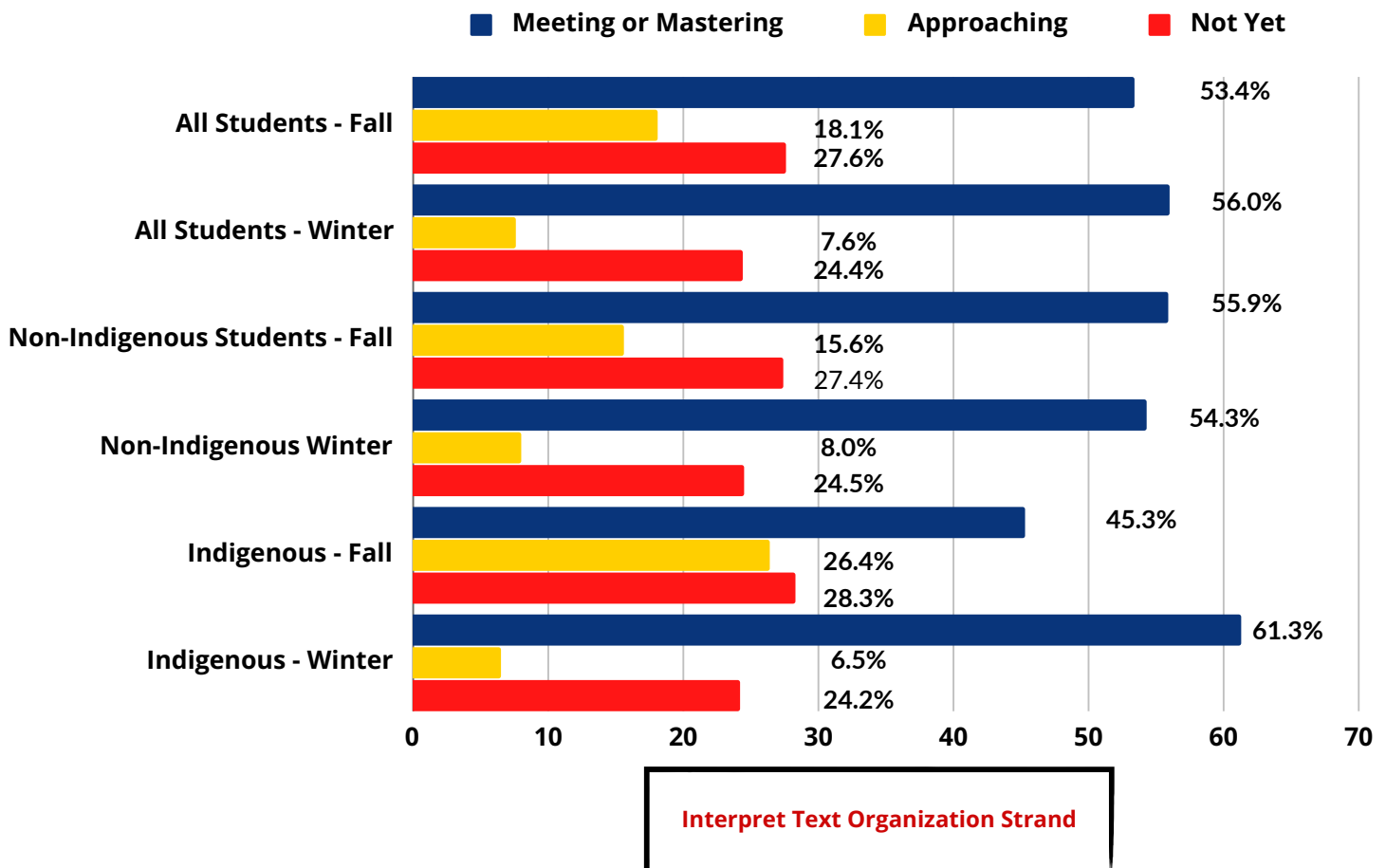
The School's goal is to continue to narrow this gap between our Indigenous and non-Indigenous learners in order to fully achieve our mission of success for all.

[See full 2022-23 data results here](#)

[About Reading Comprehension Assessment Tool 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 *"Interpret Text Organization"* strand of the assessment.

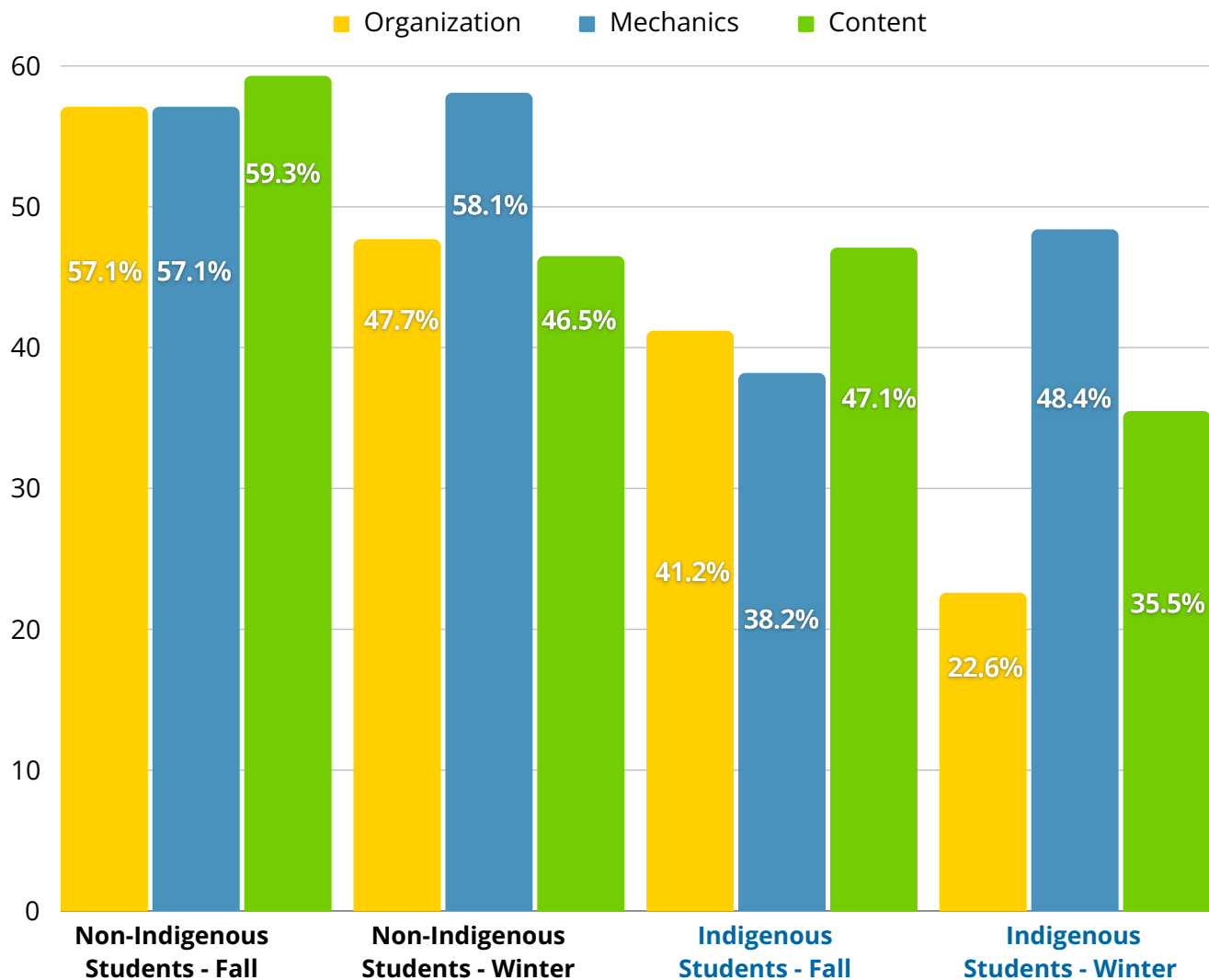
Our Non-Indigenous students maintained the percentage at Meeting and Mastery and our Indigenous students saw a significant increase from the fall to the winter assessment in this particular strand. We can attribute this to more practice over the school year with the variety of texts and some reading comprehension strategies used by the classroom teacher.

[See full 2022-23 data results here](#)

[About Reading Comprehension Assessment Tool Data](#)

# LITERACY ACHIEVEMENT RESULTS

## Writing Assessment Tool (WAT) Data



Percentage of Grade 7-9 Students Meeting or Mastering Expectations

### Summary

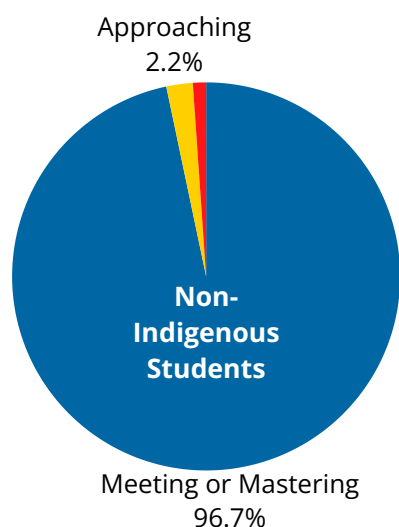
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. The Division does not write the WAT in the Spring because WAT data are primarily used to inform instruction throughout the year. The Fall data is based on 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 2022-2023 show that less than 60% of Non-Indigenous students were meeting or mastering grade-level expectations in writing during the Fall reporting period and less than 50% at the winter reporting period. This could be attributed to student absences and and practice with the various writing styles. Moving forward, continued efforts will be made to ensure students become more proficient in writing between the fall and winter reporting periods, as there remains significant room for improvement.

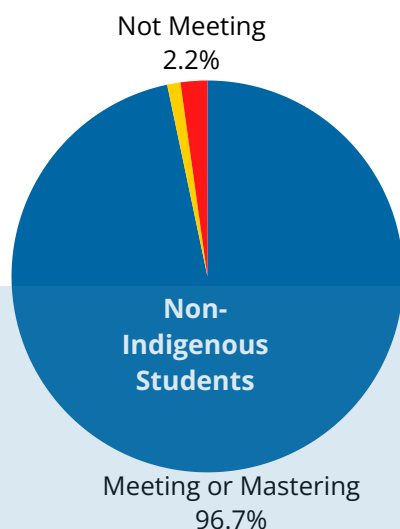
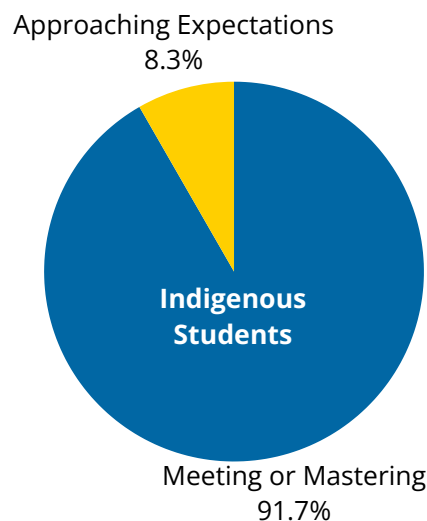
# LITERACY ACHIEVEMENT RESULTS

## FHS Report Card Data for Literacy

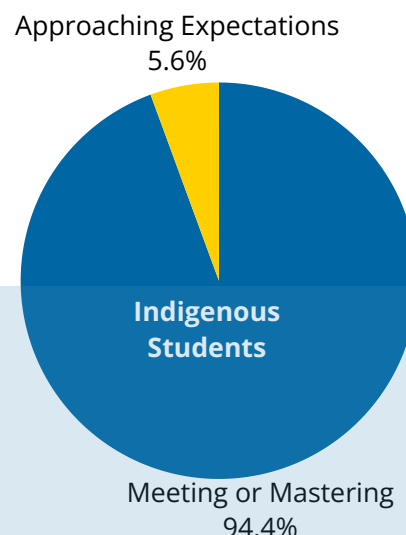
Percentage of Grades 7-9 students meeting or mastering expectations - 2022-2023



### November 2022-23 Results



### June 2022-23 Results



## Previous Year's Results

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

### Non-Indigenous Students



### Indigenous Students



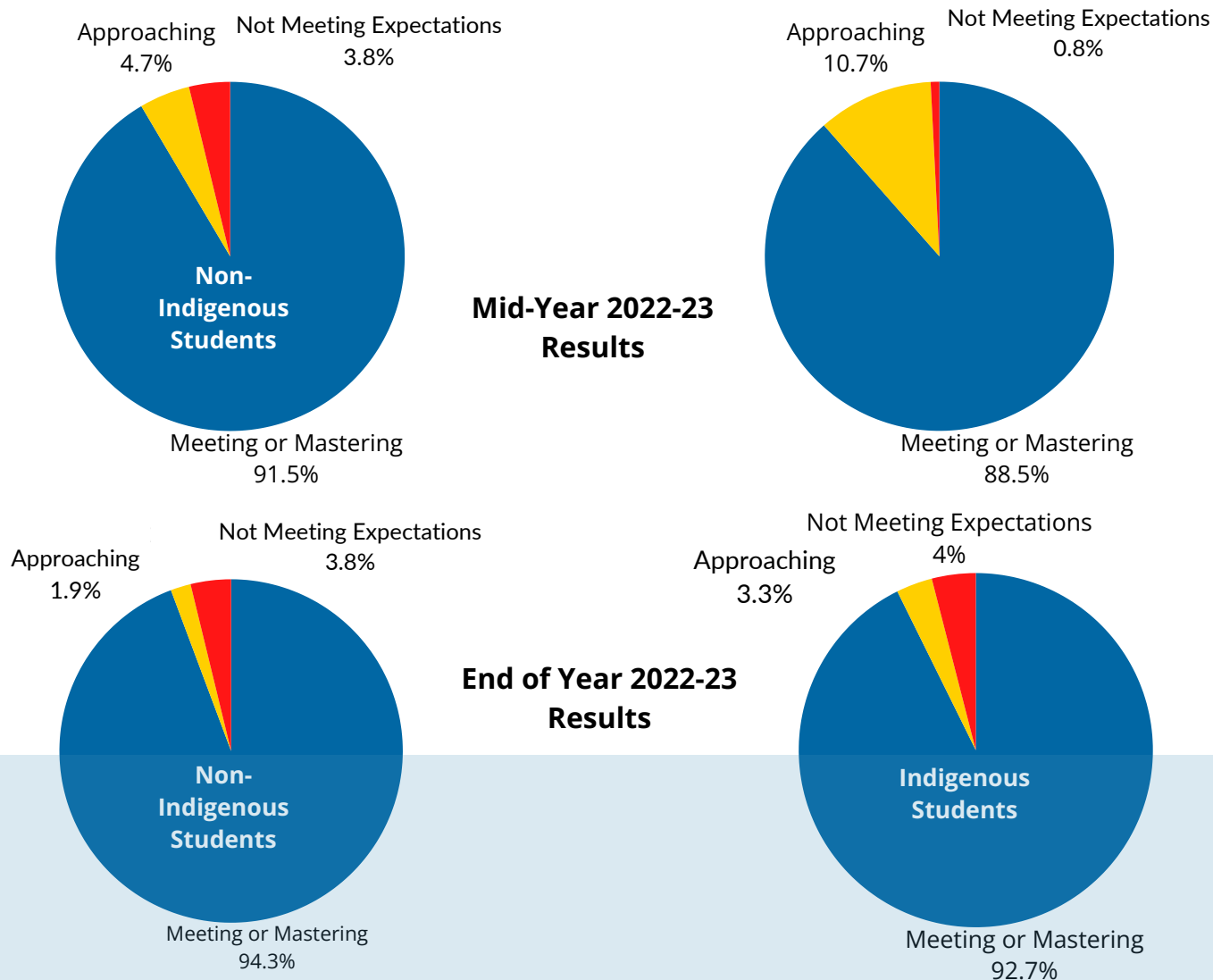
## Summary

The Grade 7-9 school report card data indicates 96.7% of Non-Indigenous students met or mastered grade-level expectations at the end of the 2022-23 school year. This indicates a steady development of skills through the year. Amongst our Indigenous students, 94.4% met or mastered grade-level expectations, a slight growth from the previous school year. This data is evidence of FHS's efforts to eliminate the achievement gap between our Indigenous and Non-Indigenous students and to prepare students for High School programming.

# LITERACY ACHIEVEMENT RESULTS

## FHS Report Card Data for Literacy

Percentage of Grades 10-12 students meeting or mastering expectations - 2022-2023



### 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 94.3% of Non-Indigenous students and 92.7% of Indigenous students met or mastered grade-level expectations. This data is evidence of FHS's efforts to eliminate the achievement gap between our Indigenous and Non-Indigenous students.

We also noticed an improvement for both groups from the mid-year and end-of-year expectations. This can be attributed to strong classroom strategies and exposure to the various forms of texts and writing styles.



# LITERACY ACHIEVEMENT RESULTS

## FHS Education Assurance Survey Results: Goal One - Literacy

Confident to Very Confident



Less  
Confident



Not Confident



Confident to Very Confident



Less  
Confident



Not Confident



Grades 7-12

1 2 3 4 5

1 2 3 4 5

Confident to Very Confident: 94.6%

Confident to Very Confident: 89.7%



### Summary

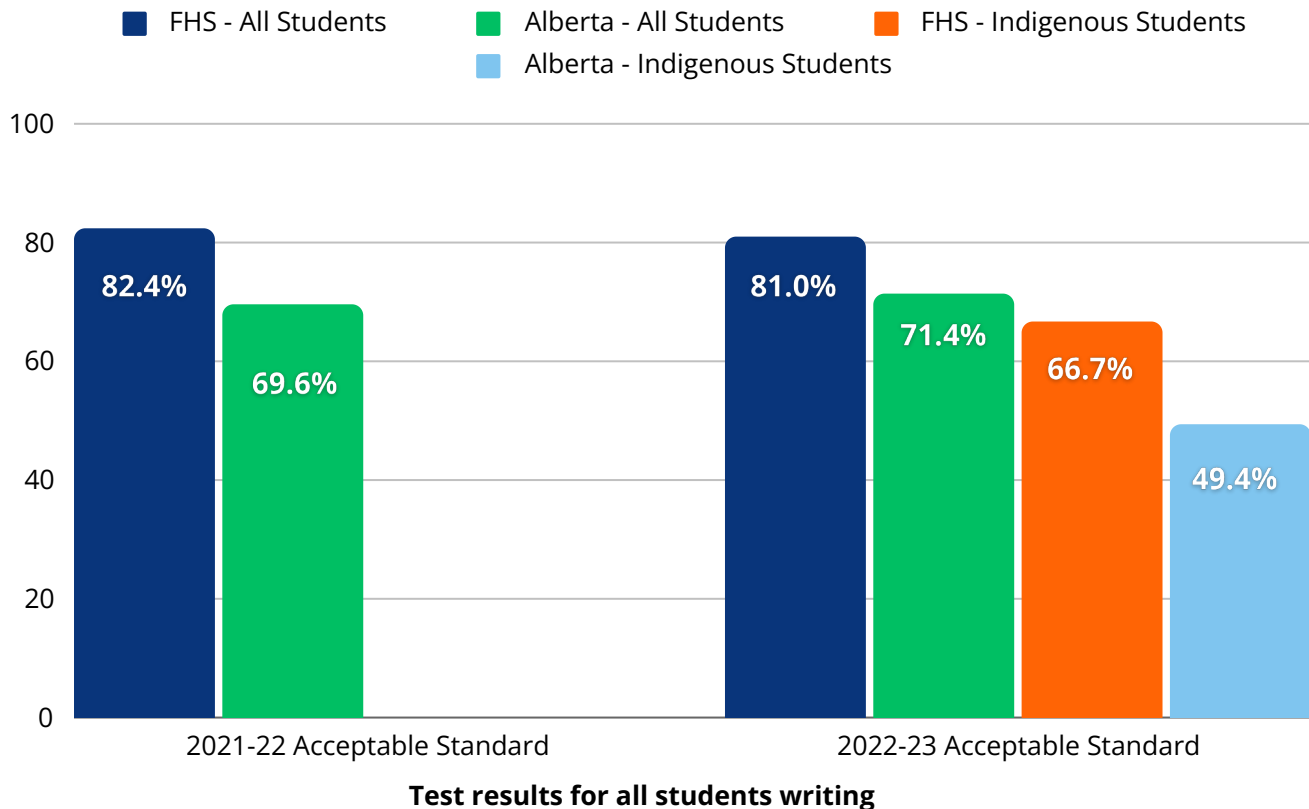
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being "not confident" and five being "very confident". Results include responses from 204 students in Grades 7-12, which represents approximately 82 per cent of eligible students. The literacy results from the survey are very positive and show the vast majority of students are confident in their reading and writing abilities.

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

# LITERACY ACHIEVEMENT RESULTS

## FHS Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

### Year over Year Comparison of Grade 9 English Language Arts



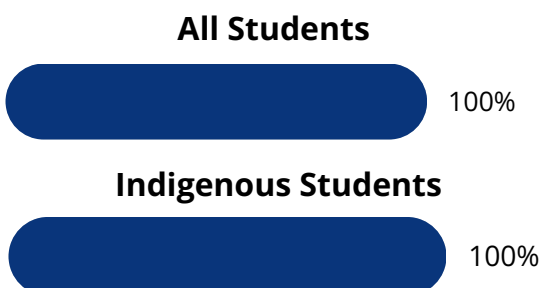
### Summary

The percentage of Acceptable Standard performance for the Grade 9 ELA PAT took a slight dip from 82.4% to 81.0 in 2022-23, but FHS exceeded the province's performance in both the Acceptable Standard and the Standard of Excellence. Our students have consistently been on par with the province and have exceeded the province.

[CLICK HERE for all PAT Results](#)

### Grade 9 English Language Arts

#### FHS Year-End Report Card Data



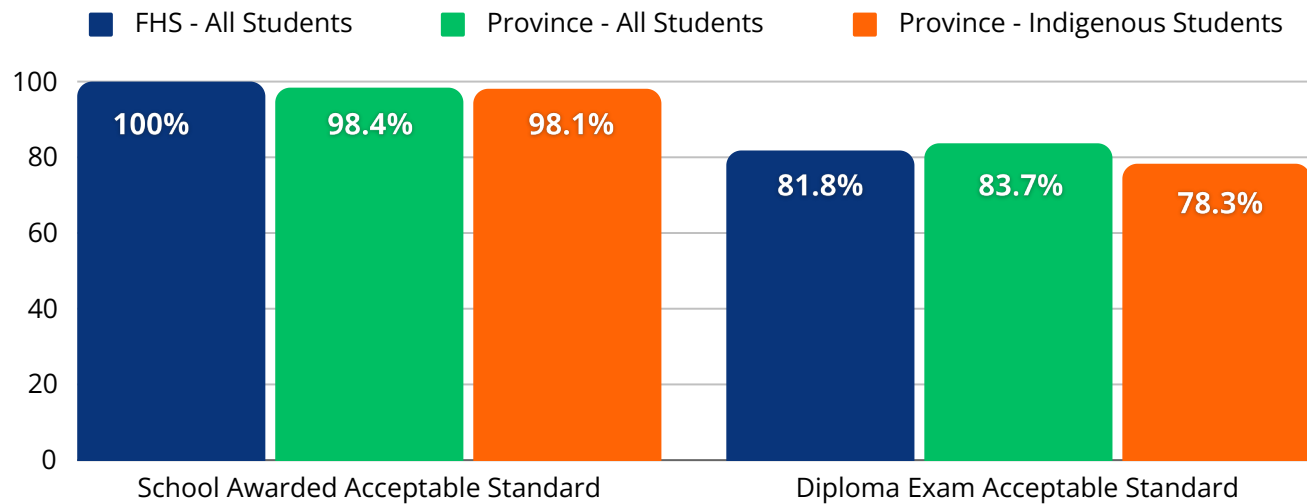
### A Comparison

The school's year-end report card data indicate 100% of our Grade 9 students were meeting or mastering the core outcomes in ELA. This is reflected in the strong performance on the Grade 9 PAT.

# LITERACY ACHIEVEMENT RESULTS

## FHS Provincial Diploma Exam Results

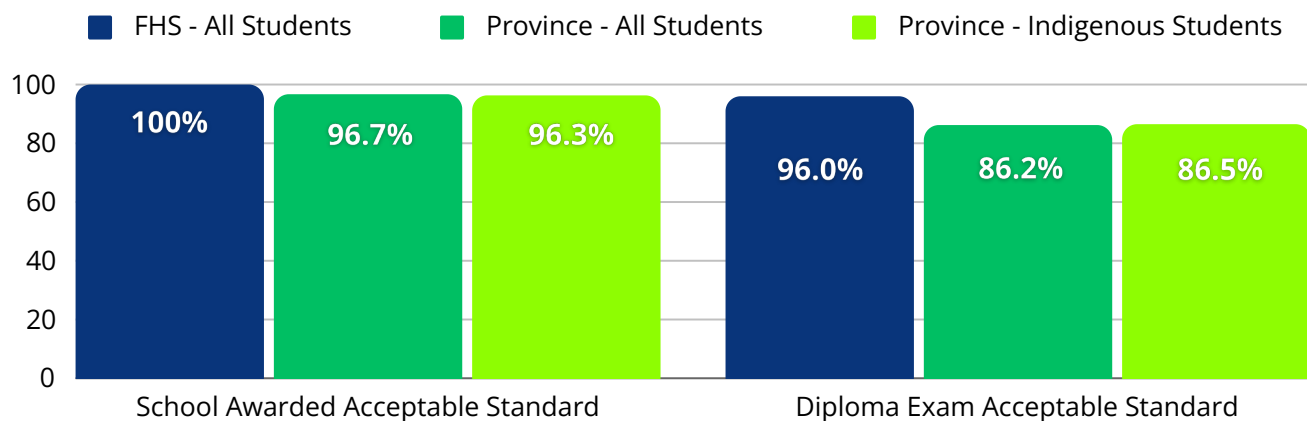
### ELA 30-1



### Summary

In the 2022-23 school year, 100% of our ELA 30-1 students achieved a school-awarded acceptable standard. When blending these results with the diploma exam marks, which were above 80% for all of our students, every FHS student enrolled in ELA 30-1 in 2022-23 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 2023, 96% of our total student population achieved the acceptable standard or greater on their ELA 30-2 diploma exams. The school's total student population achieved a significantly higher level than the provincial average for the acceptable standard or greater on both measures, and the Blended Score indicate that all students achieved an acceptable standard (100% success rate).

# 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 some growth in literacy development across our grade levels. This growth was further verified through the school's survey data where the vast 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 generally revealed that students have made gains in their literacy development. Additionally, while FHS is excited to see there are small gaps in achievement between our Non-Indigenous and Indigenous students.

## 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.





## **PRSD GOAL TWO**

ALL STUDENTS ARE NUMERATE

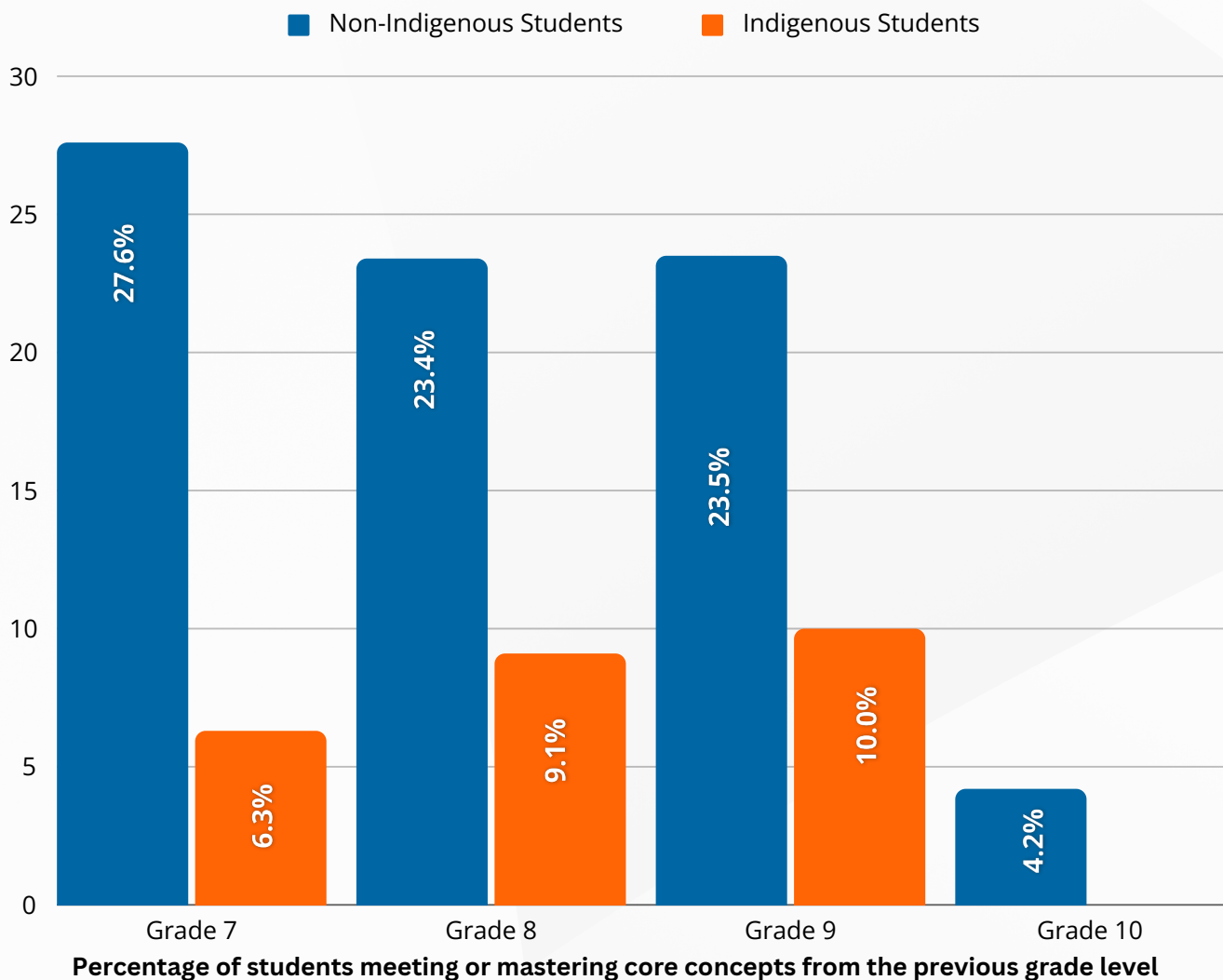
### **OUTCOME:**

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



# NUMERACY ACHIEVEMENT RESULTS

## FHS Mathematics Intervention/Programming Instrument (MIPI) Data



### 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 2022 results showed that less than 30% of Non-Indigenous Grade 7 through 10 students and less than 10% of Indigenous students started their school year meeting or mastering the core concepts from the previous grade level. The above chart also 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, PRSD made the decision to repeat the MIPI in the Spring.

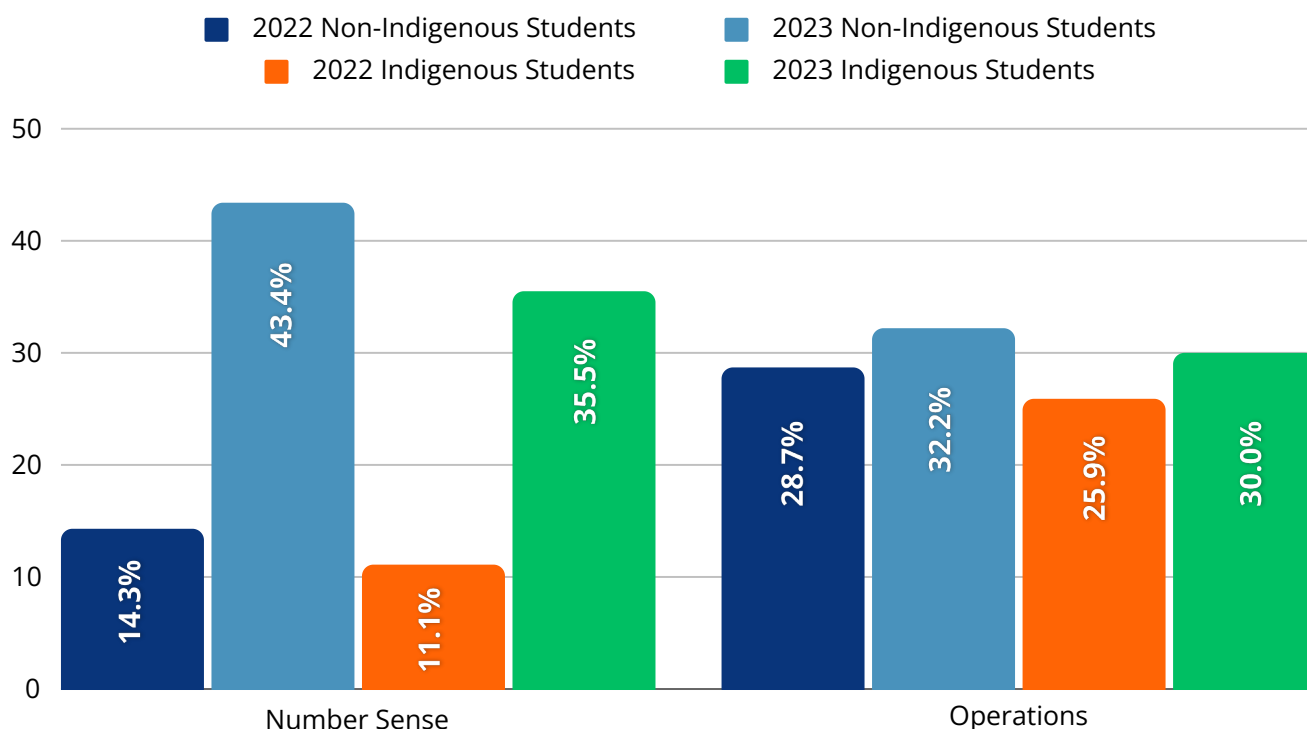
[View the Spring results here.](#)

**About Mathematics Intervention/Programming Instrument (MIPI)**

# 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 2022-23 NCAT results suggest that both Non-Indigenous and Indigenous students showed significant improvement over the previous year for these two concepts.

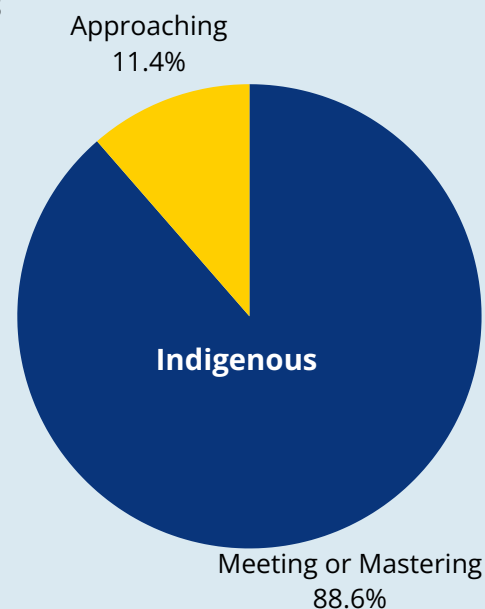
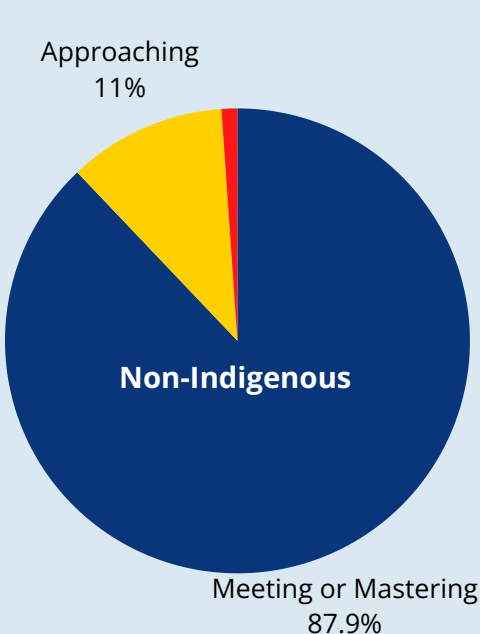
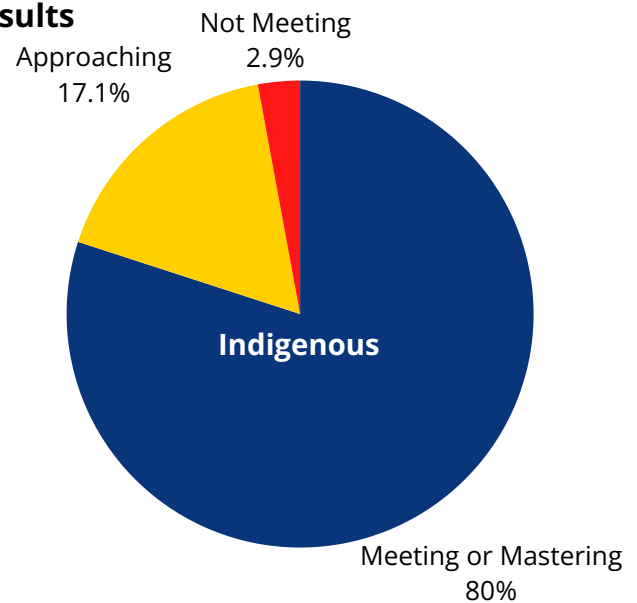
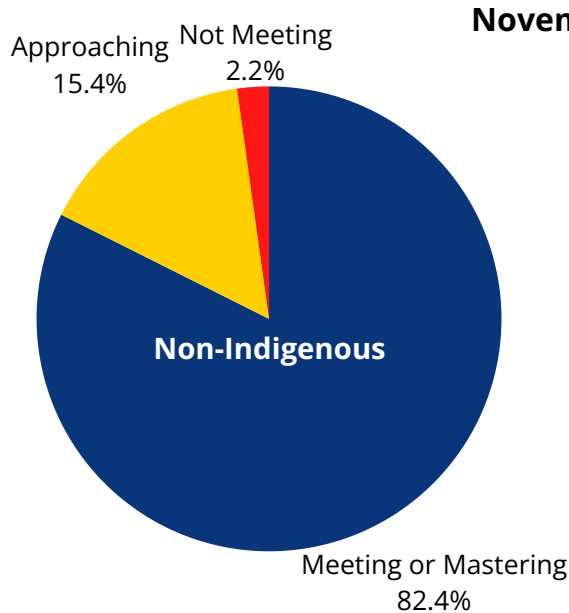
The percentages do indicate that our students are struggling to meet or master these concepts at grade-level so further, more intensive work will be required to show more student success. We are using some of our BOOST time to provide some more support for numeracy skills.

## About Numeracy Comprehension Assessment Tool

# NUMERACY ACHIEVEMENT RESULTS

## FHS Report Card Data for Numeracy:

### Percentage of Grades 7-9 Students Meeting or Mastering Expectations



## Summary

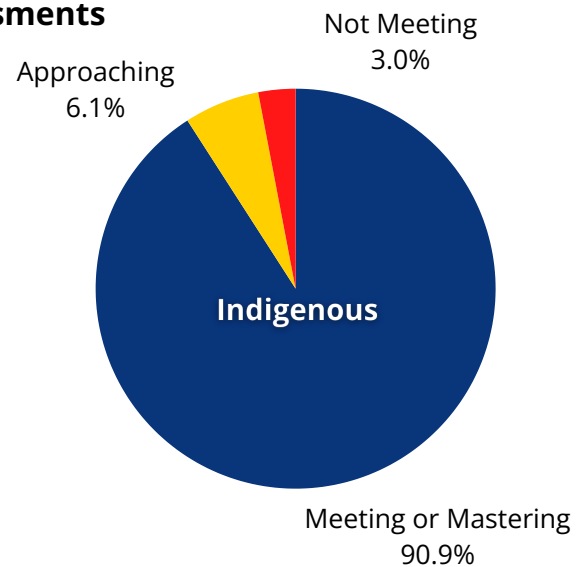
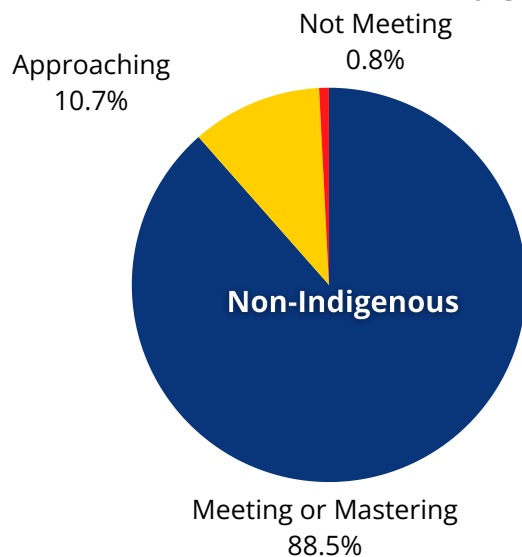
The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy increased by over 5% for both our Non-Indigenous and our Indigenous students. We will continue to work on basic math concepts and skills in order to bring our students closest to provincial standards and to better prepare them for High School programs.

# NUMERACY ACHIEVEMENT RESULTS

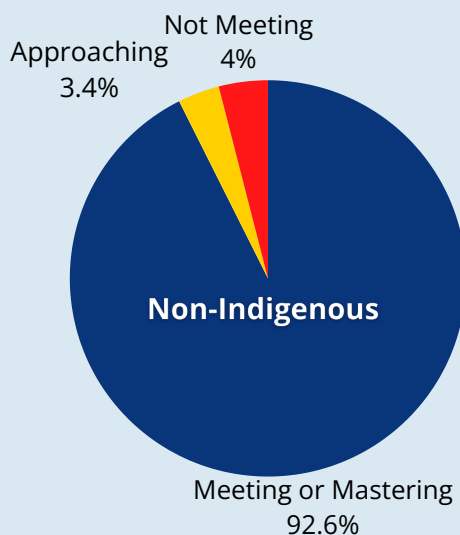
## FHS Report Card Data for Numeracy:

### Percentage of Grades 10-12 Students Meeting or Mastering Expectations

#### Mid-Semester Assessments



#### End of Course Assessments

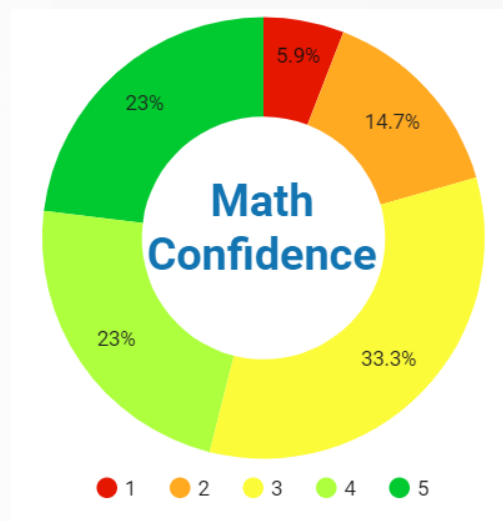
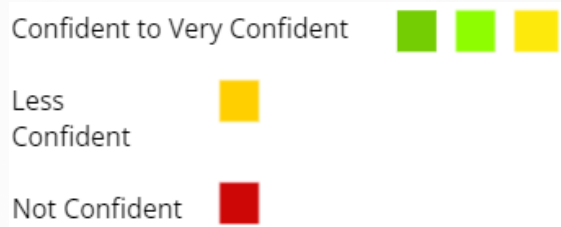


## Summary

The Grades 10-12 school report card data show some growth 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. Both are Non-Indigenous and our Indigenous students are showing great success in their Math courses.

# NUMERACY ACHIEVEMENT RESULTS

## FHS Education Assurance Survey Results: Goal Two - Numeracy



### 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 extremely confident. As you can see in the above graphs, the FHS Education Assurance Survey data indicated that just under 80% of our students (combined percentages from students who answered either three or greater on the survey).

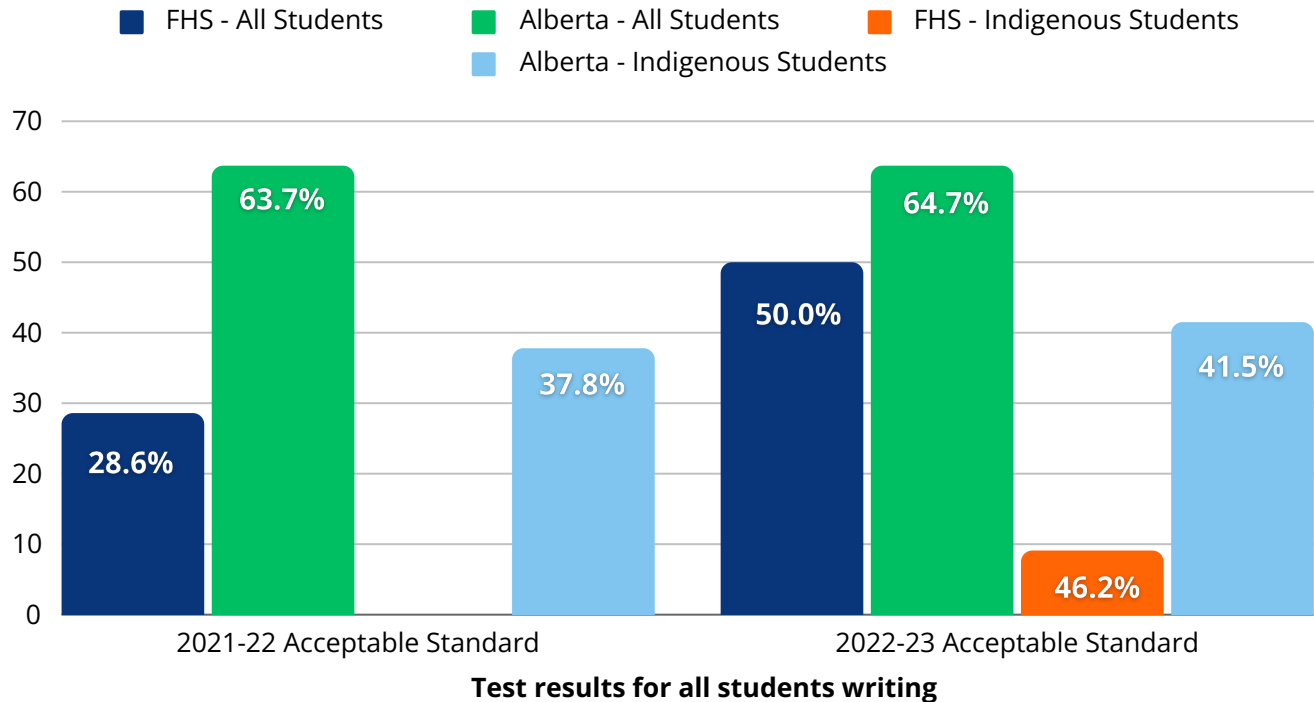
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



# 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 show a significant increase in test scores from the 2021-22 school year, however, we are still lagging behind the province. Our overall student population improved their test results by almost 21%. We will continue to work in this area.

[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

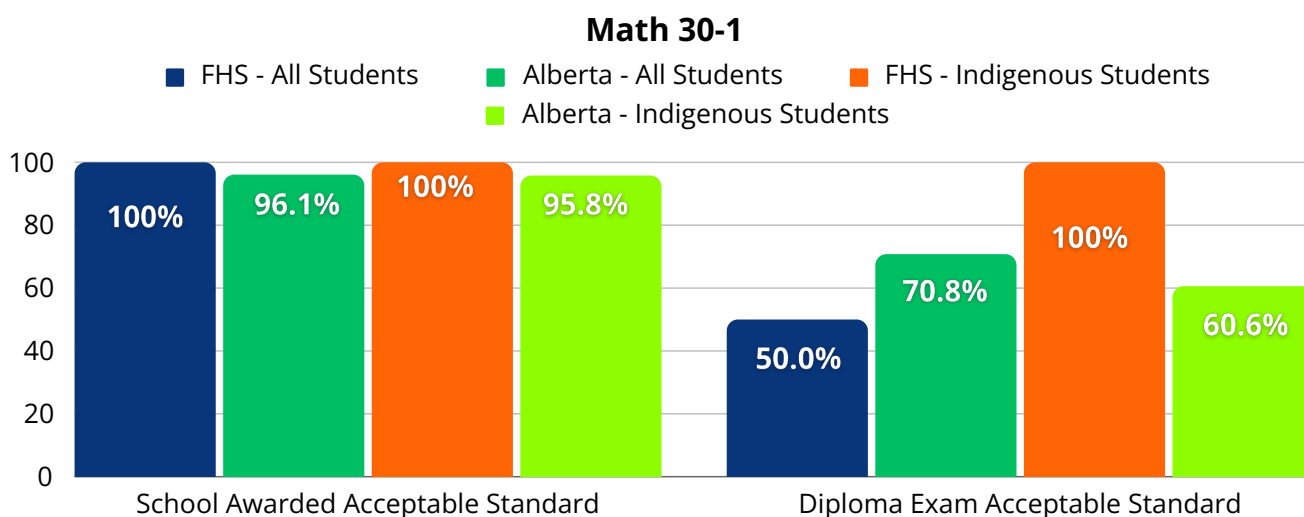


### Summary

FHS's year-end report card data indicate that 87.5% of our Grade 9 students were meeting or mastering grade-level expectations. Working with our schools to help ensure students are well prepared for the PAT and take this assessment seriously will continue to be a priority focus moving forward.

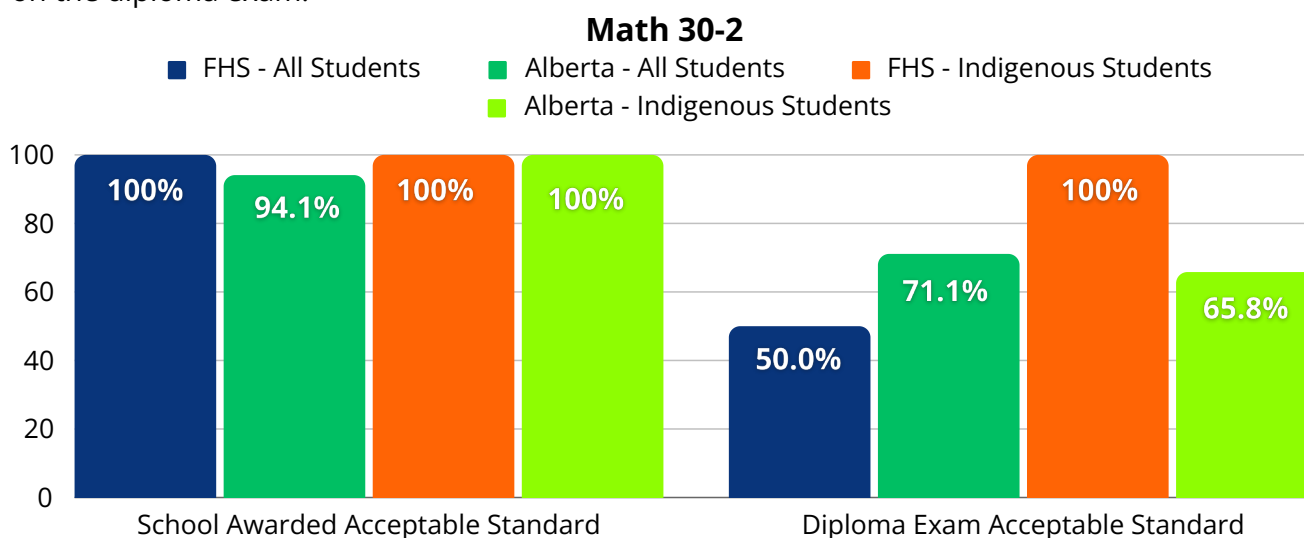
# NUMERACY ACHIEVEMENT RESULTS

## FHS Provincial Diploma Exam Results - All Students



### Summary

In the 2022-23 school year, our achievement data for Math 30-1 indicate that while our students outperformed the province for the "School Awarded" standard, they did not fare as well on the diploma itself. Furthermore, the school's Indigenous students outperformed their provincial counterparts on both the "School Awarded" and "Diploma Exam" acceptable standard. Moving forward, a school priority is to help students to improve their performance on the diploma exam.



### Summary

In the 2022-23 school year, FHS's achievement data for Math 30-2 indicate that 100% of our students achieved an acceptable standard on the "School Awarded" mark, and while their acceptable standard performance on the diploma exam was only 50.0%, Although all students enrolled in this course received a passing grade, a priority moving forward is to help ensure students are better prepared to perform well on the diploma exam for this course.

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



# Summary of Numeracy Achievement Results

## General Statement

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

## Factors That Affected Results

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. Division-level staff will continue to work with school 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.



## PRSD GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH  
INCLUSIONARY PRACTICES

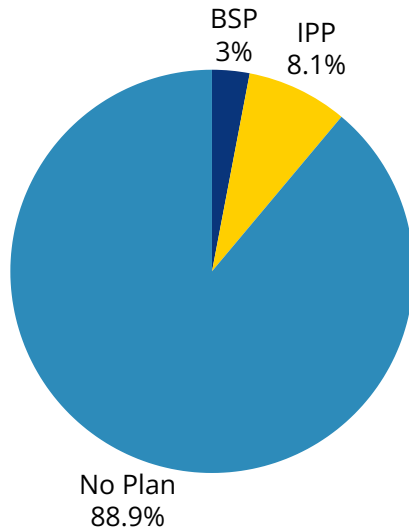
### OUTCOME:

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



# INCLUSIVE EDUCATION PRACTICES

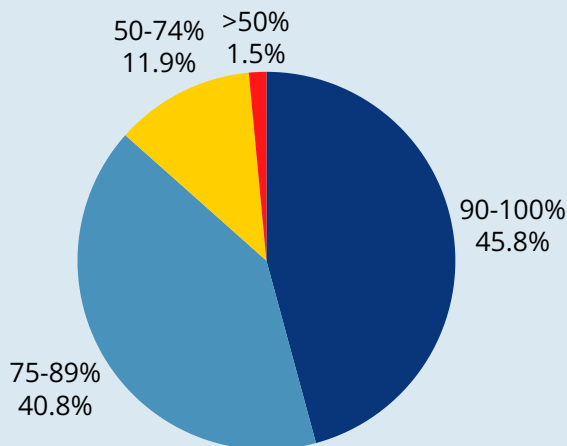
## Behavioural Support Plans and Individual Program Plans for Special Needs Students - FHS Data



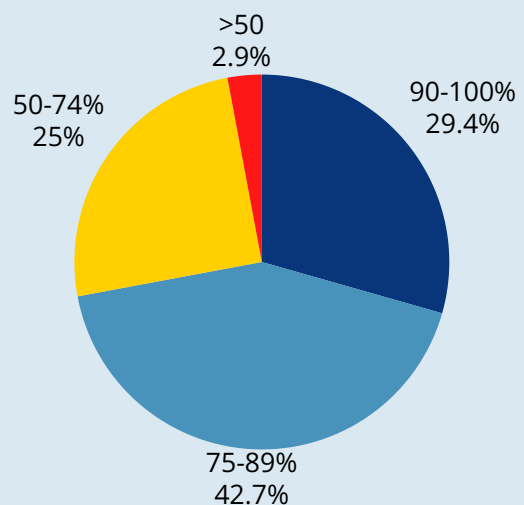
Regarding school data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 8 BSPs completed and 22 IPPs completed in the 2022-23 school year. The total population of students in FHS for same school year was 270.

This works out to approximately 1 in every 9 FHS students requiring accommodations that enable them to be included in the classroom with their peers.

### Attendance Data: Non-Indigenous Students



### Attendance Data: Indigenous Students



## Summary

Out of the total number of students in FHS in the 2022-23 school year, less than half of our students attended 90% or more of the school year. Amongst our Indigenous students, only a third attended 90% of the school year or more.

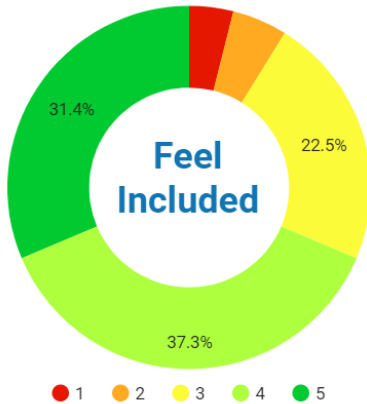
The Division's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While not where we want them to be, these numbers are slightly improved over the 2021-22 school year. Attendance was significantly impacted by the pandemic, and efforts will continue to ensure improved attendance moving forward.



# INCLUSIVE EDUCATION PRACTICES

## FHS Education Assurance Survey Results: Goal Three - Inclusion

### Grades 7-12



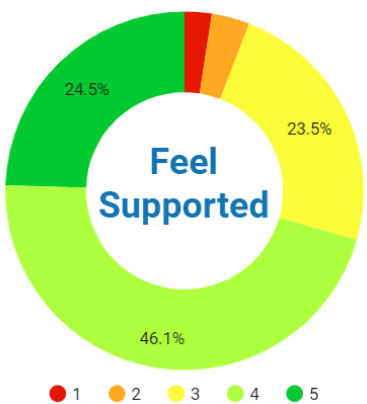
Confident to Very Confident



Less Confident



Not Confident



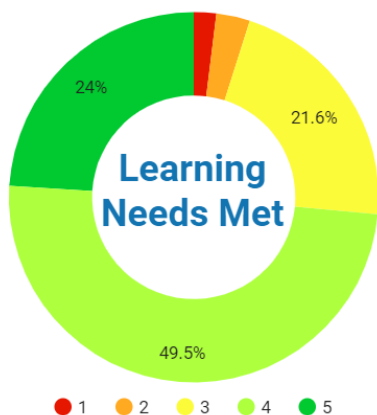
Confident to Very Confident



Less Confident



Not Confident



Confident to Very Confident



Less Confident



Not Confident

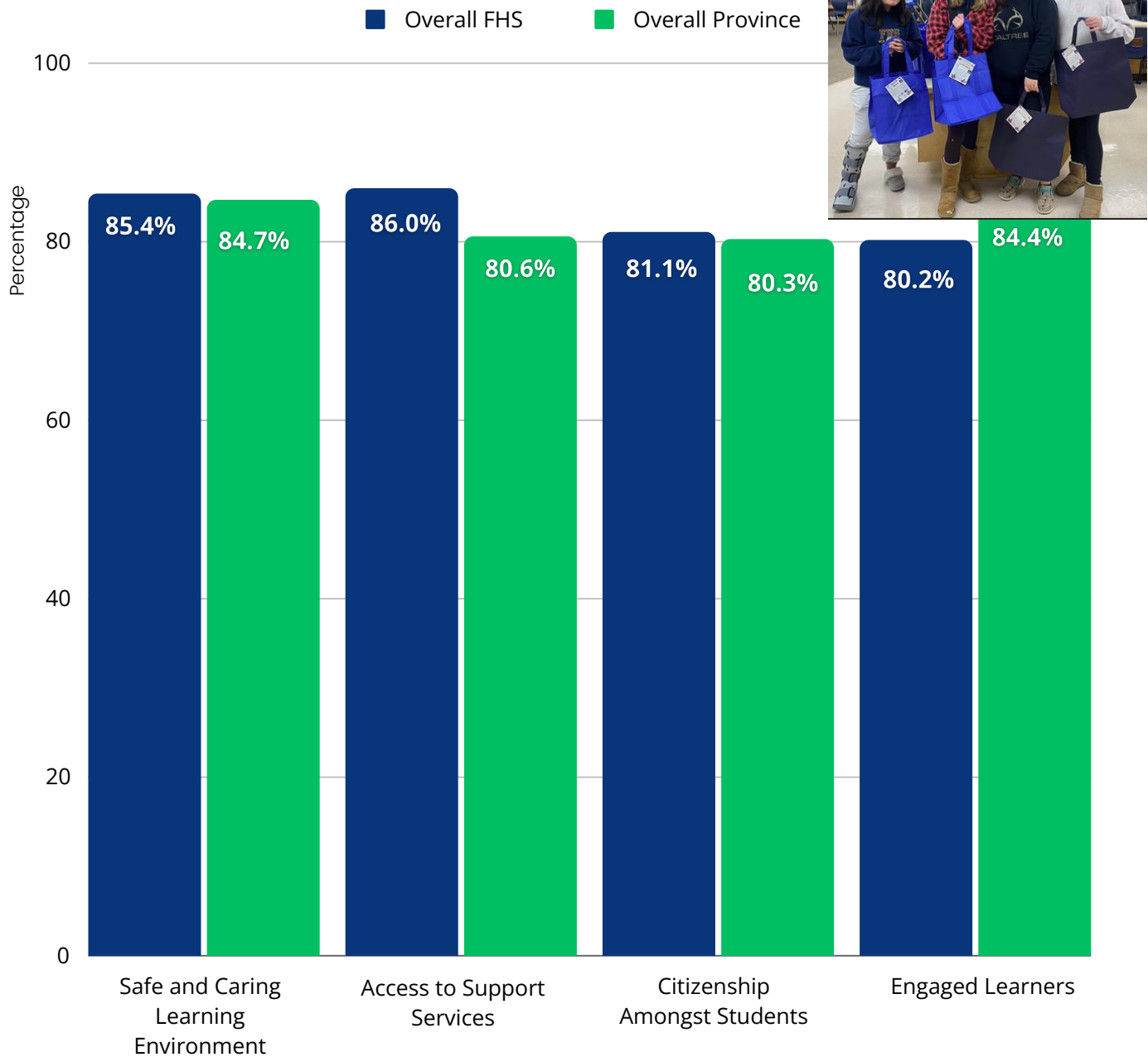


[Link to the PRSD Student Assurance Survey Qualitative Data](#)

# 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

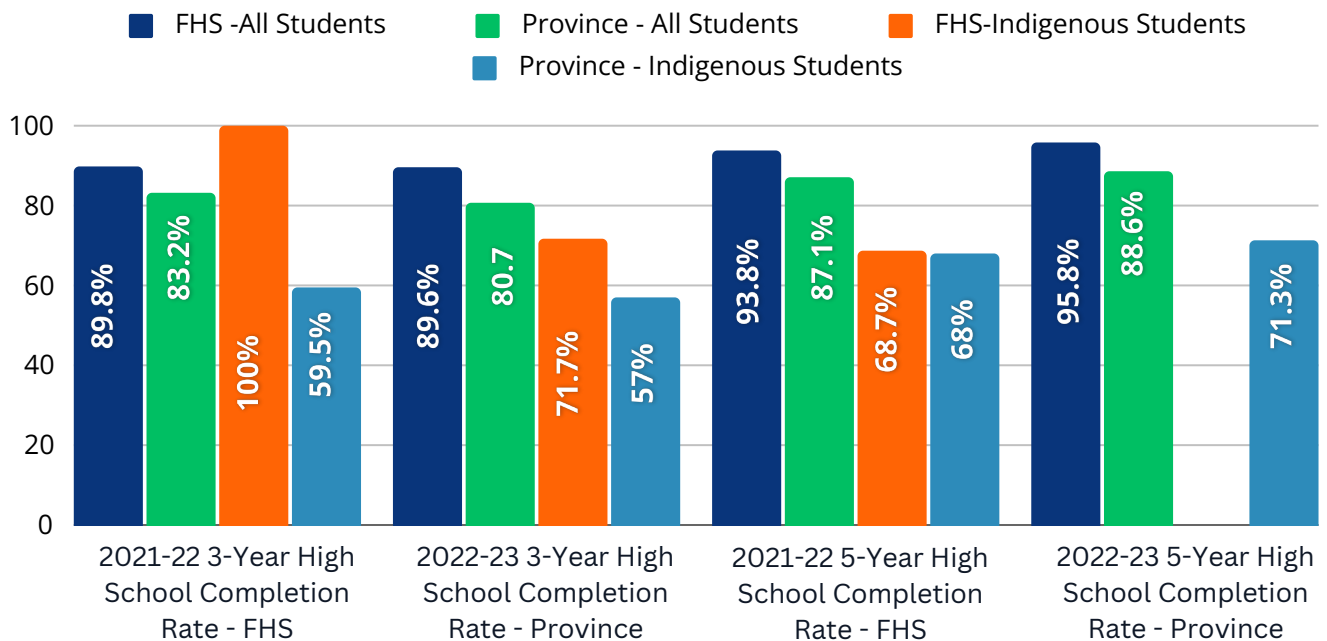
Based on provincial data, FHS exceeded the overall provincial average for the percentage in three of the four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners. In all of these categories, FHS either maintained an already high standard, or improved upon last year's results.

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



# INCLUSIVE EDUCATION PRACTICES

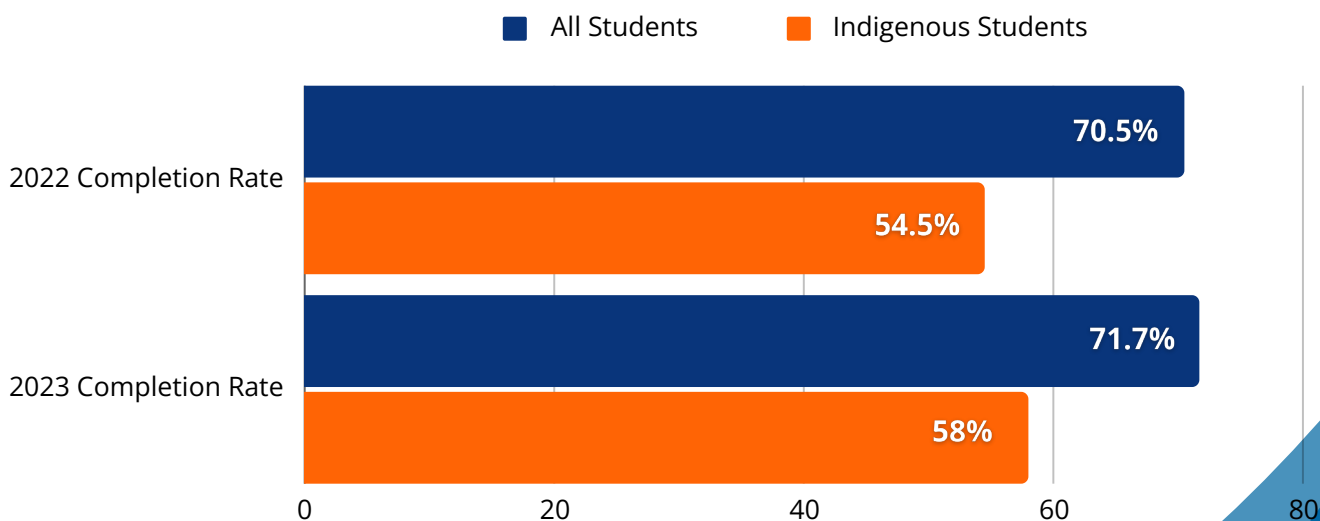
## Alberta Education Assurance Measures: High School Completion Rates



### Summary

Both the Division's three-year and five-year High School Completion Rate show that FHS is consistently above the province. The overall student rate dipped by 0.2% in the three-year average, and the Indigenous rate dropped by 28.3%. In the five-year average, the overall student rate improved by 2%. In the graph below, you will see the annual graduation rate for both our total student population and Indigenous student population. Both sets of data show an improvement in our High School completion rate with the overall student rate staying consistent. There was a slight increase in the completion rate for Indigenous students.

## Alberta Education Survey Results: Annual High School Completion Rate



# Summary of Inclusion Education Practices

## General Statement

Overall, based on PRSD and ABED survey data, FHS students felt included, safe, and well supported in their schools throughout the 2022-2023 school year. Divisional and Provincial data also showed that a majority of our students felt that 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, there have been gains in literacy achievement; however, there continues to be challenges in numeracy achievement, and particularly numeracy at the Grades 7-9 level. At the high school level, the school's graduation rates have stayed consistent with previous years. Attendance rates for 2022-2023 improved over the previous year; however, they continue to be lower than we would like. When student absenteeism is greater than 10%, there is a significant impact on both academic and social development, and this matter will need to remain a priority moving forward.

## Next Steps

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



# 2022-23 BUDGET SUMMARY

## Budget Report

Peace River School Division No. 10  
2022 - 2023 Spring Budget

### SCHOOL: Fairview High

#### Revenue and Allocations to Budget Center

AB ED: Service & Supports	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Funding Framework Allocation	\$106,991	\$116,403
<b>Total AB ED: Service &amp; Supports</b>	<b>\$106,991</b>	<b>\$116,403</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>97%</b>	<b>97%</b>

AB ED: Differential Cost Funding	2022 - 2023 Spring Budget	2021-2022 Spring Budget
FNMI Allocation: School: Current Year	\$3,300	\$3,300
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: Grade 1-12	55 Student	55 Student
<b>Total AB ED: Differential Cost Funding</b>	<b>\$3,300</b>	<b>\$3,300</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>3%</b>	<b>3%</b>

<b>Total Revenue and Allocations to Budget Center</b>	<b>\$110,291</b>	<b>\$119,703</b>
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#### Expenditures

Other Staffing Costs	2022 - 2023 Spring Budget	2021-2022 Spring Budget
School Based Certificated Sub Cost	\$6,660	\$13,320
Days of School Certified Subs	30.00 Days	60.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$666	\$1,332
School Based Certificated Sub Cost	\$6,660	\$13,320
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$1,000	\$700
<b>Total Other Staffing Costs</b>	<b>\$8,326</b>	<b>\$15,352</b>
<b>% of Expenditures</b>	<b>8%</b>	<b>13%</b>

Contracted Services	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Certificated Inservice/Reg Fees	\$4,500	\$3,500
Uncertificated Inservice/Reg Fees	\$1,500	\$0
Student Awards	\$4,000	\$8,000
Staff and Public Relations	\$3,000	\$0
Postage & Phone	\$1,700	\$1,800
Expense Reimbursement	\$4,000	\$2,000
Field Trips	\$3,500	\$4,000
Contracted Building Grounds Maintenance	\$2,700	\$3,700
Contracted Equipment & Vehicle Maintenance	\$0	\$2,000
Association Fees	\$0	\$300
<b>Total Contracted Services</b>	<b>\$24,900</b>	<b>\$25,300</b>
<b>% of Expenditures</b>	<b>23%</b>	<b>21%</b>

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Supplies	\$59,210	\$63,180



# 2022-23 BUDGET SUMMARY

SCHOOL: Fairview High - Budget Report

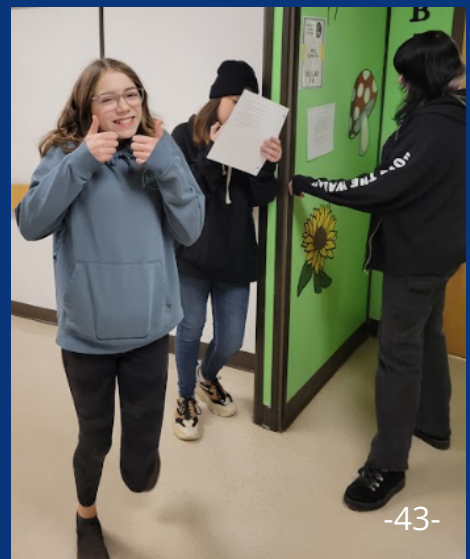
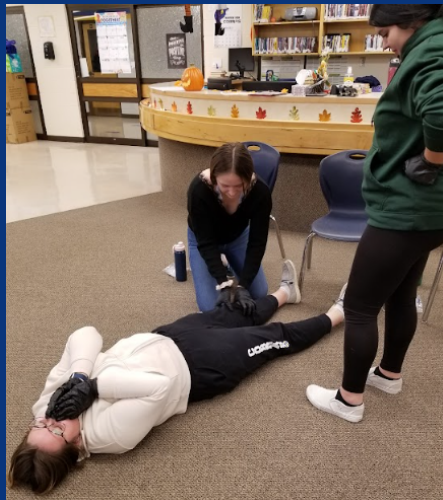
2022 - 2023 Spring Budget

Supplies	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Library Supplies	\$3,000	\$2,000
Furniture & Equipment	\$14,855	\$13,871
<b>Total Supplies</b>	<b>\$77,065</b>	<b>\$79,051</b>
<b>% of Expenditures</b>	<b>70%</b>	<b>66%</b>

<b>Total Expenditures</b>	<b>\$110,291</b>	<b>\$119,703</b>
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## Summary

	2022 - 2023 Spring Budget	2021-2022 Spring Budget
Total Revenues and Allocations To Budget	\$110,291	\$119,703
Total Expenditures	\$110,291	\$119,703
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>



# Stakeholder Engagement & Accountability System

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

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

## WHISTLEBLOWER PROTECTION

Peace River School Division is committed to maintaining a positive and supportive environment whereby employees are provided with clear guidance for seeking advice and, if necessary, disclosing wrongdoing without fear of reprisal, knowing that such disclosures will be taken seriously.

On June 1, 2013, The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act ("the Act") in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards, which an employee believes may be unlawful, dangerous to the public, or injurious to the public interest;
- Protect employees who make those disclosures;
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals;
- Promote public confidence in the administration of public bodies.

In accordance with the Act, Peace River School Division developed and enacted Administrative Procedure 403 Public Interest Disclosure in December 2013.

To view Administrative Procedure 403 [CLICK HERE](#).

Peace River School Division did not receive any disclosures during the 2021-2022 school year.



# TIMELINES AND COMMUNICATION

Fairview High School's AERR Report will be communicated in the following ways:

- Posted in the Documents section of the Fairview High School website at [www.fairviewhigh.ca](http://www.fairviewhigh.ca)
- Published and distributed to FHS School Council
- Made available at Fairview High School
- Presented to Alberta Education
- Displayed and accessible to parents and other stakeholders at Fairview High School, 10317 106th Street P.O. Box 2792, Fairview, Alberta T0H 1L0
- Phone: 780.835.5421
- [fairviewhs@prsd.ab.ca](mailto:fairviewhs@prsd.ab.ca)
- 

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