

ANNUAL EDUCATION RESULTS REPORT 2023-2024



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MESSAGE FROM THE PRINCIPAL

I am so proud of the collaborative work Red Earth Creek School staff demonstrate each day to support the success of all students within our school. Staff at Red Earth Creek School continuously strive to improve the access students have to quality instruction and resources to support their academic achievement and overall growth and development. Red Earth Creek School staff continue to utilize the Collaborative Response approach to ensure all students are provided differentiated learning and promote an inclusive educational environment which meets the needs of all students.

Here at Red Earth Creek School we pride ourselves in providing a safe and caring learning environment where students learn through hands on learning activities and real life experiences. Thank you to all of our parents and community members who actively support the staff and students at Red Earth Creek School to provide the best possible learning experiences for all of our students. Your support is greatly appreciated!

Crystal Saunders
Red Earth Creek School Principal





ABOUT RED EARTH CREEK SCHOOL

Red Earth Creek School is located in the Hamlet of Red Earth Creek approximately 164 kilometers from Peace River. We have a school population of approximately 103 students from kindergarten to grade twelve. Red Earth Creek School has a teaching staff of 7 along with 5.5 support staff.

Red Earth Creek School strives to provide a safe and caring learning environment for all students. Through a targeted focus on the three goals outlined within the following document which are literacy, numeracy and inclusive education. Red Earth Creek School stakeholders work together to provide students with learning opportunities and supports that ensure all students achieve their learning goals.

Staff and students strive each day to achieve Red Earth Creeks motto:

- R espect
- E ncourage
- C ollaborate
- S ucced Together!

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: 0339 RED EARTH CREEK 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 RECS 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 (PRSD) data** shared in this report include the following:

Literacy: Early Years Assessments to assess for students considered at risk, **Fountas & Pinnell (F&P Benchmark Data from Grades 1-8, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;**

Numeracy: Early Years Assessments to assess for students considered at risk, **Math Intervention/Programming Instrument (MIPI) Data for Grades 2-10, Numeracy Common Assessment Tool (NCAT) Data for Grades 1-9, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;**

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

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

Literacy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

Inclusionary Practices: Alberta Education Assurance Measures.



SCHOOL GOAL ONE:

ALL STUDENTS ARE LITERATE

OUTCOME:

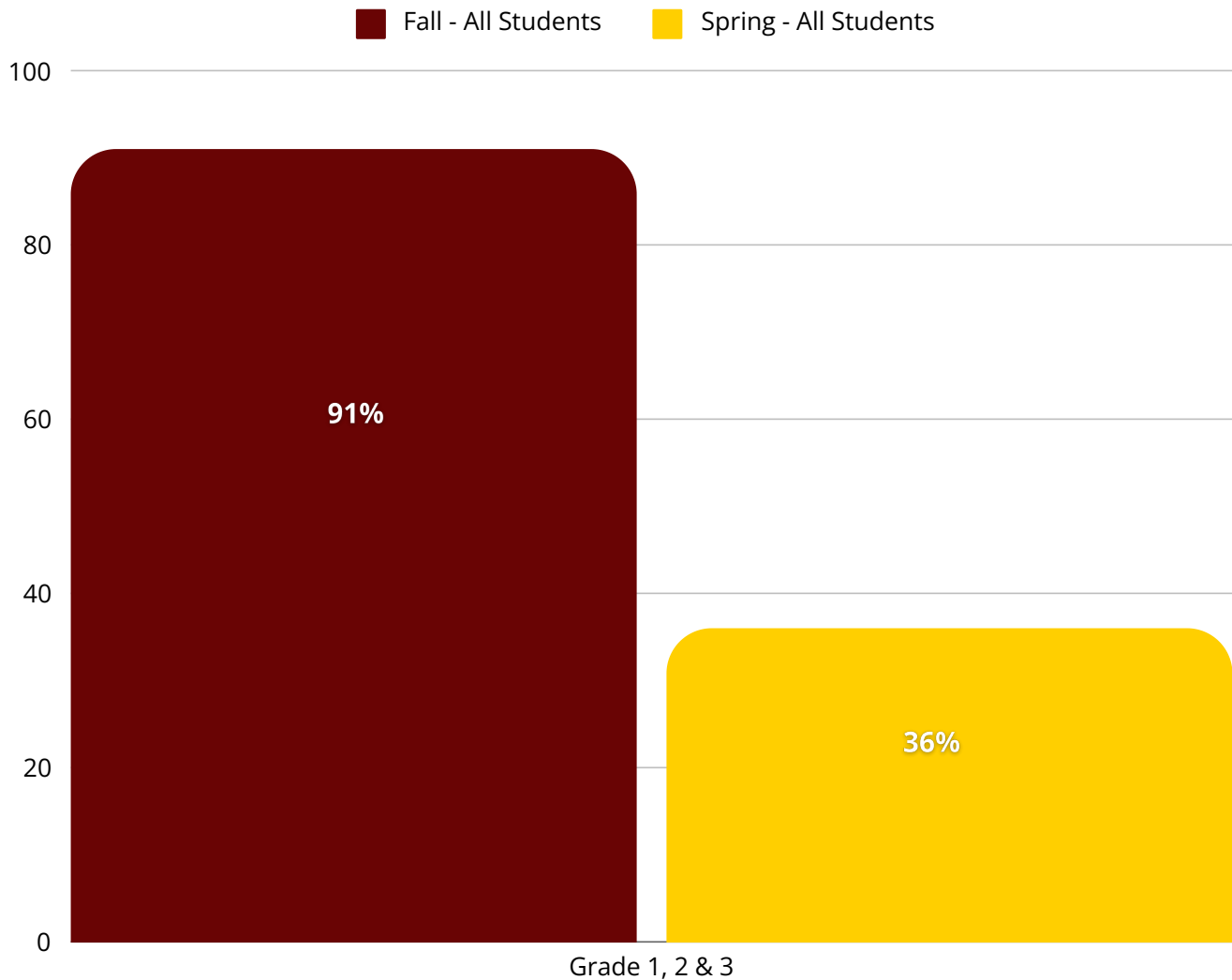
ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

RECS has invested 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. RECS 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. Due to limit numbers in some grade levels Red Earth Creek School's data has not been broken down into the categories of Indigenous students and Non-Indigenous students. This differs from the Division and provincial reporting of data but this variation ensures we provide confidentiality of student data while still providing an overview of student achievement.

Red Earth Creek School staff work closely with division-level staff including a Program Coordinator for Literacy who works collaboratively with other Learning Services team members to provide extensive supports for literacy instruction throughout the Division. Furthermore, the Division's **Literacy Framework** provides excellent guidance, resources and overall supports to teachers in their work to effectively teach reading and writing so that all students are meeting program expectations, hence achieving the Red Earth Creek Schools Literacy goal.

LITERACY ACHIEVEMENT RESULTS

Early Years Assessments - Percentage of Students Considered at Risk



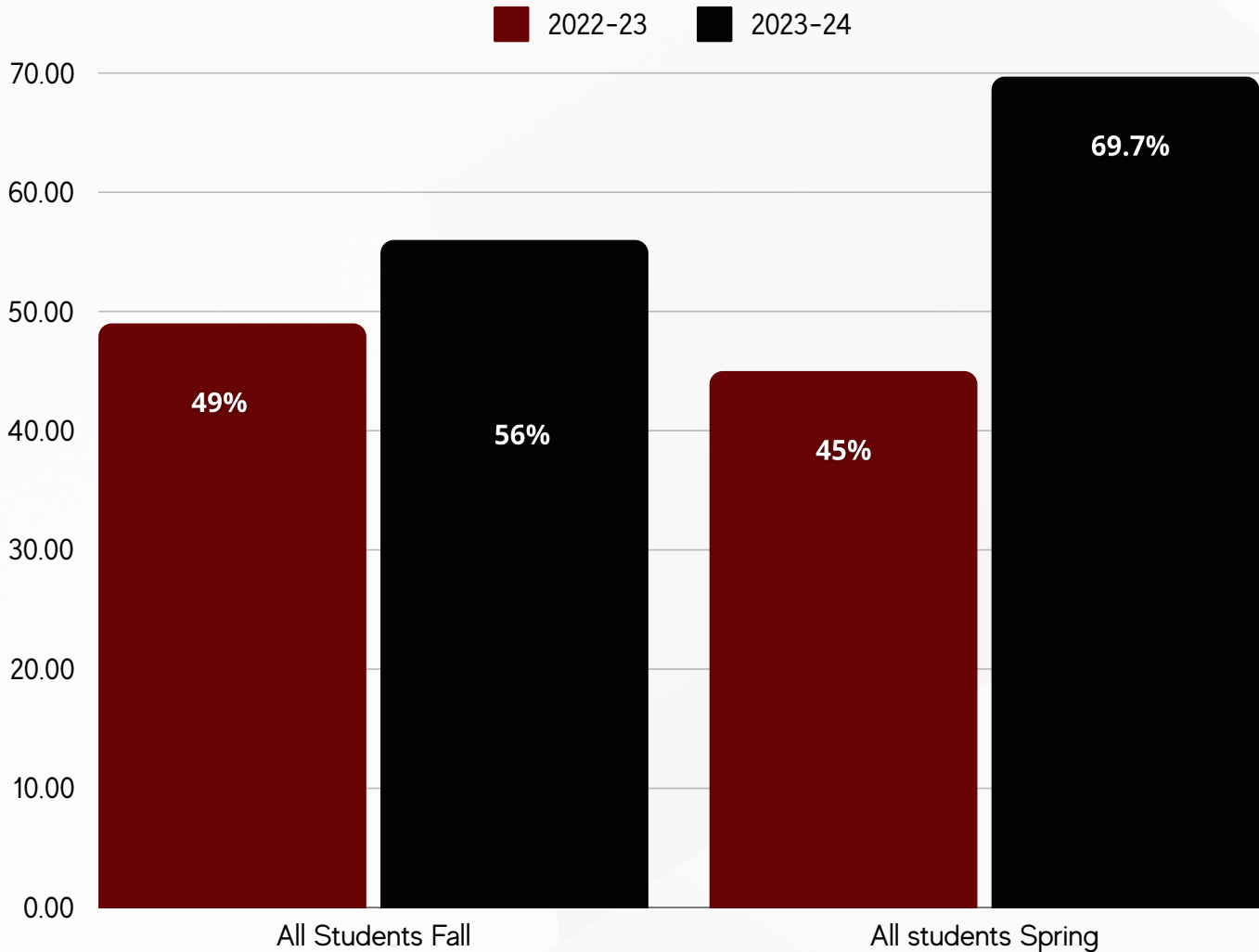
Summary

The Elk Island Catholic Schools Phonological Assessment (EICS PA) is a screening tool that assesses students' knowledge in various areas of phonological awareness and phonics. It was adapted from various assessments, including Heggerty's Phonemic Awareness Skills Screener Assessments, the Letter Name-Sound (LeNS) and Castles and Coltheart 3 (CC3) assessments, the Reading Readiness Screening Tool (RRST), and Kilpatrick's Phonological Awareness Screening Test (PAST).

All students in Grades 1, 2 and 3 identified as at-risk at the end of the 2021-22 school year, completed the EICS PA assessment. Results indicate a significant decrease in the number of students identified as at risk at the end of the 2023-24 school year.

LITERACY ACHIEVEMENT RESULTS

RECS Fountas & Pinnell BAS I and II Data



Summary

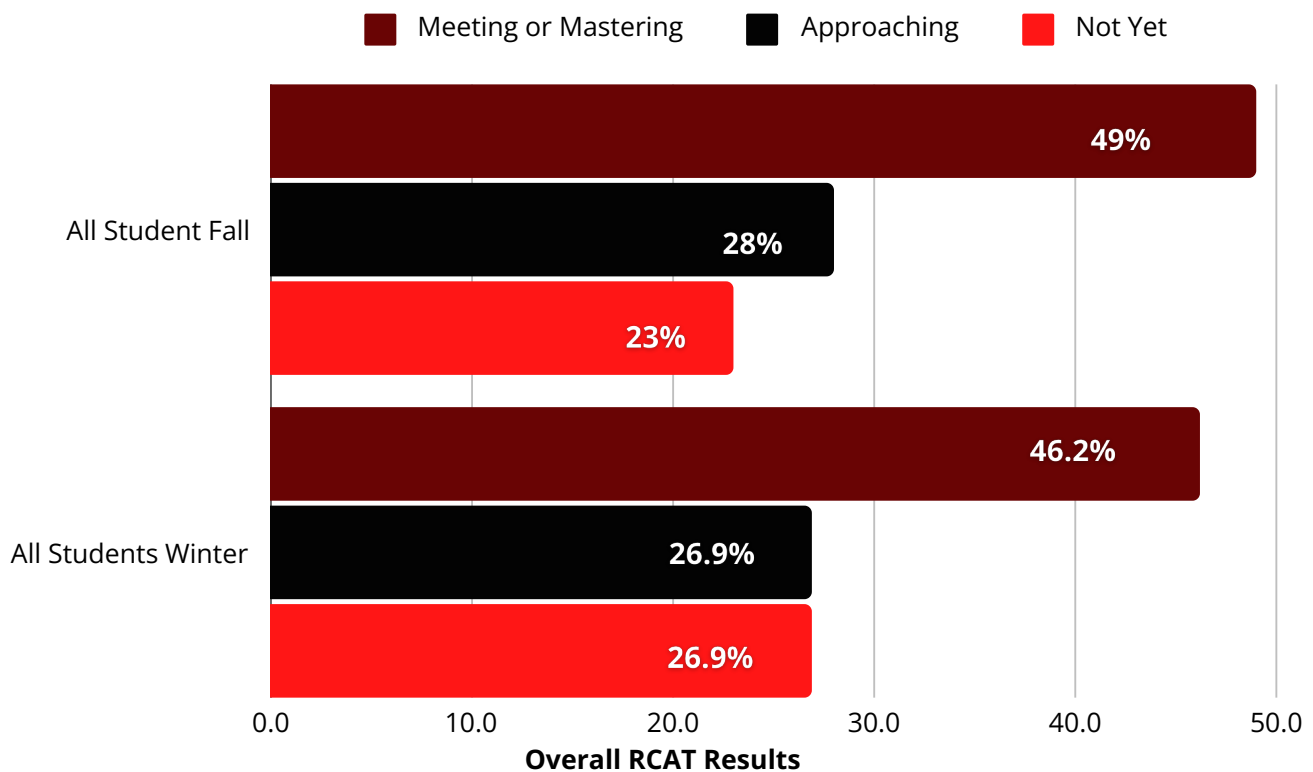
The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. While our students continue to test below desirable levels and there are significant gaps, 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)



Summary

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

This set of data indicate limited growth for our students from the Fall to Winter assessment periods and a continued academic achievement gap for our learners.

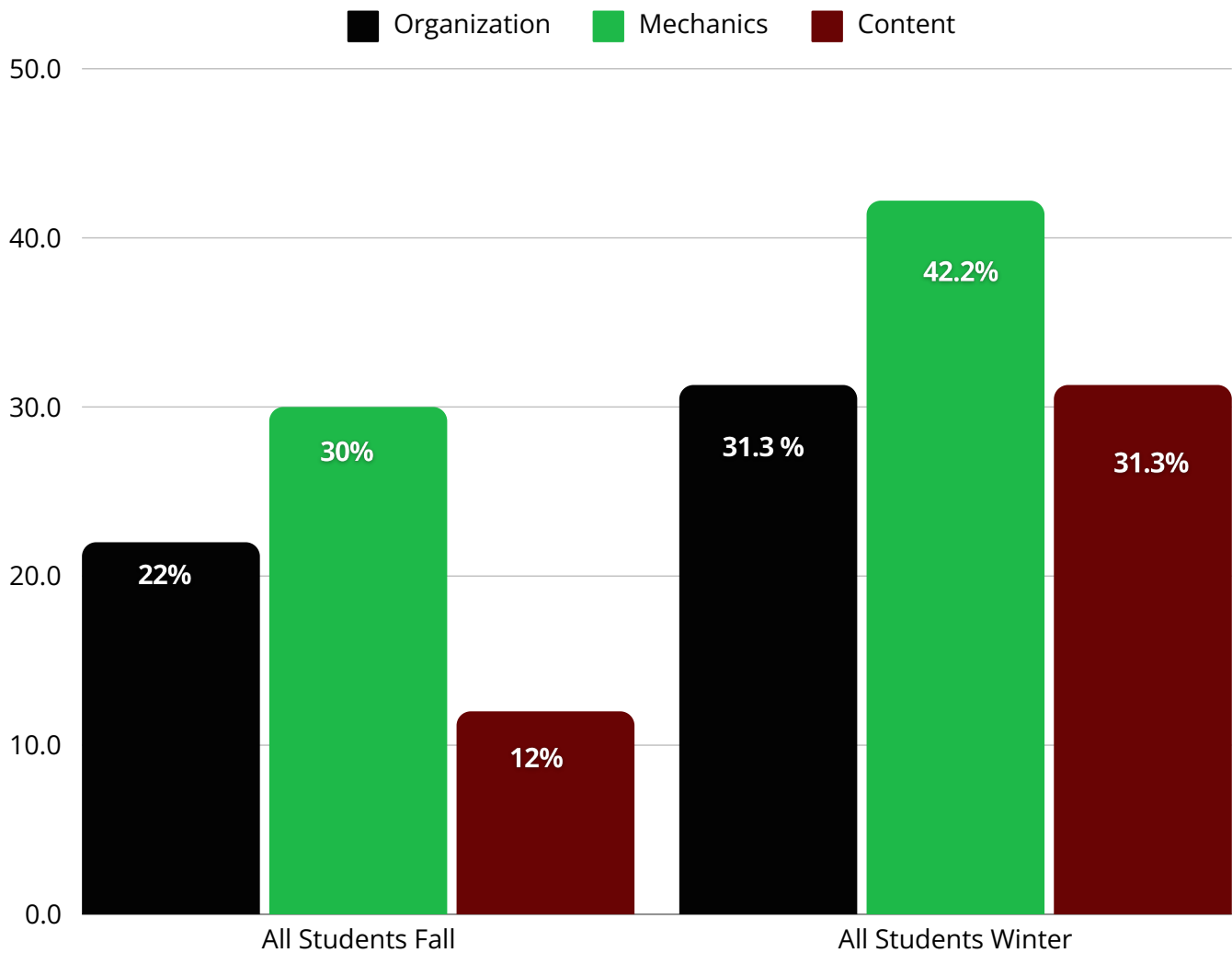
In order to fully achieve the mission of success for all, RECS's goal is to continue to promote achievement growth for all students while narrowing the gap between our Indigenous and non-Indigenous learners.

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

[About Reading Comprehension Assessment Tool Data](#)

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Summary

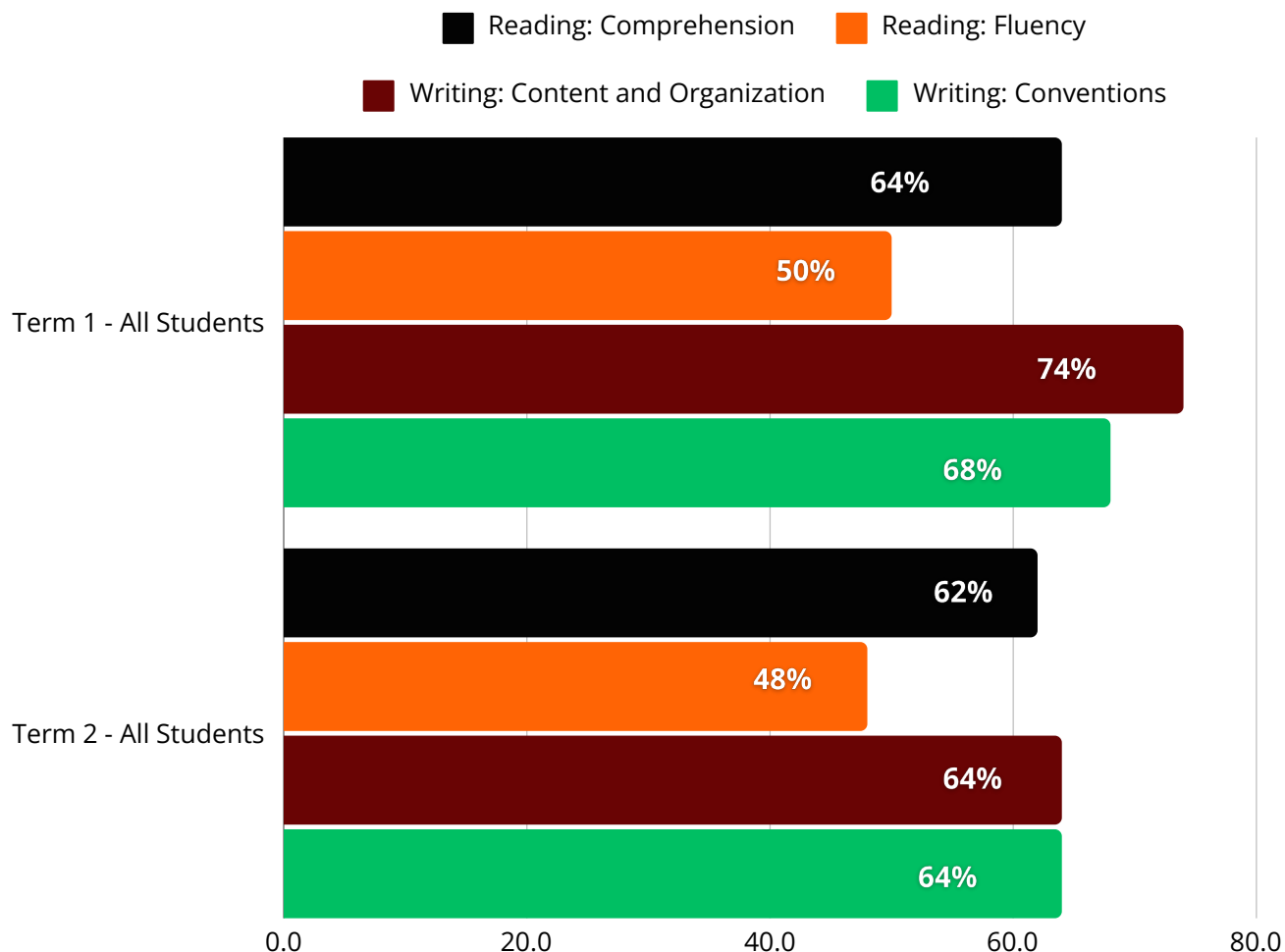
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the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

The Writing Assessment Tool (WAT) data for 2023-2024 show that less than 50% of all students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were gains between the fall and winter reporting periods, there remains significant room for improvement. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

LITERACY ACHIEVEMENT RESULTS

RECS Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations in 2023-2024



Summary

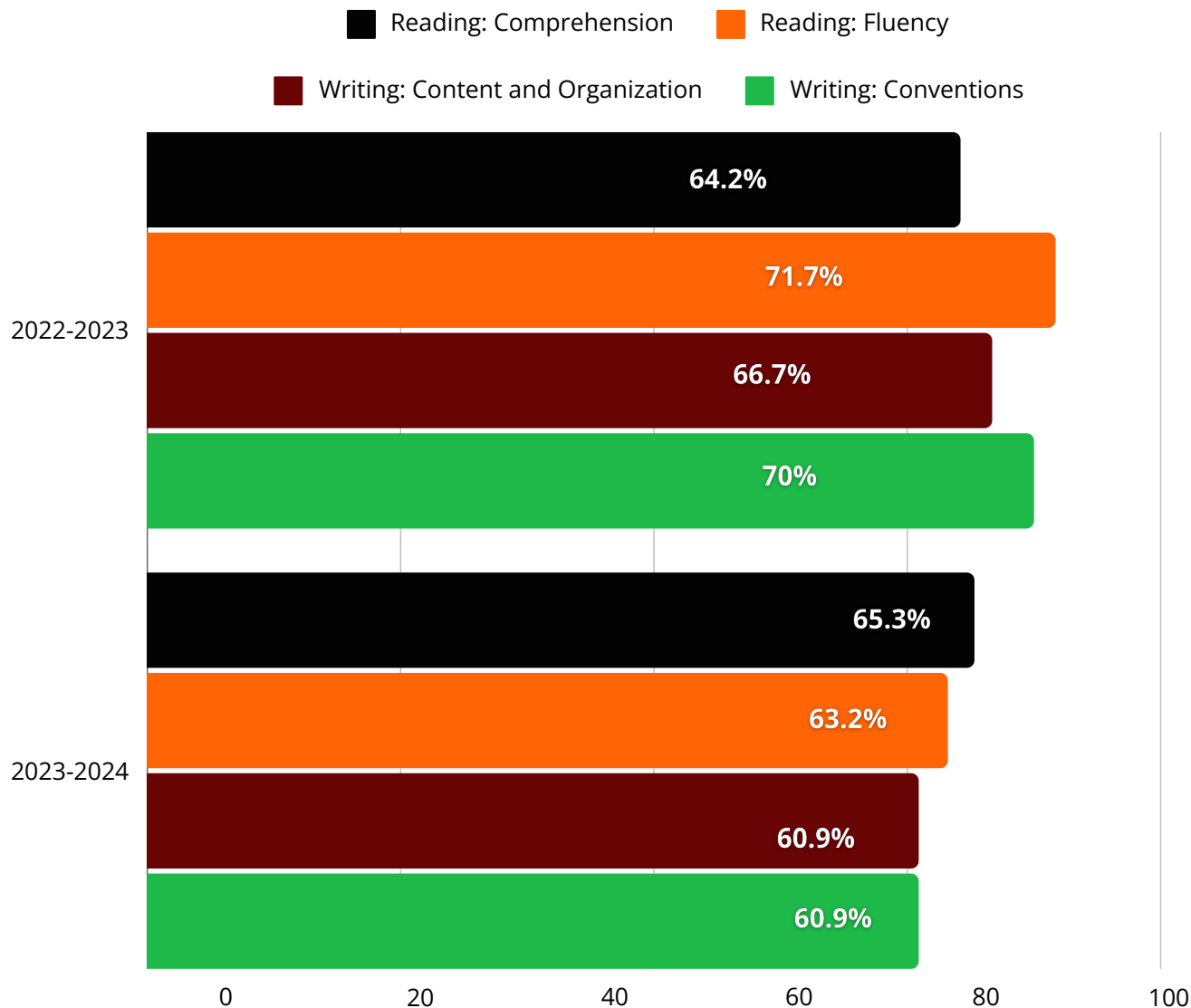
The report card data indicate that from the Term 1 report to the Term 3 report there was a slight decrease in the percentage of Grades 1-6 students meeting grade-level expectations in some areas of Reading and Writing. With some gains made in the area of Reading Fluency, the overall data suggest further important work is required to ensure our students are meeting program expectations. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

LITERACY ACHIEVEMENT RESULTS

RECS Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations: Year-end results

Year-over-year comparison - Term 3 Results



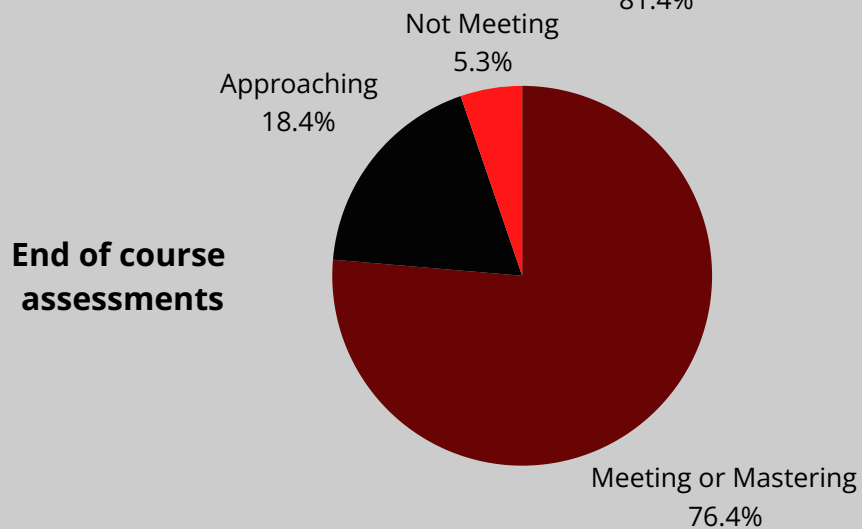
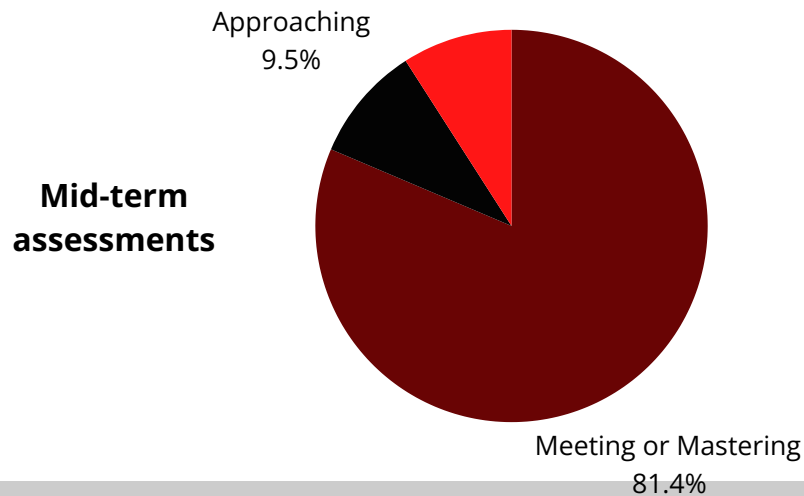
Summary

The year-over-year comparison of report card data indicate there was limited change in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing. This can be contributed to the transient nature of our school at certain points within the school year, so the data base for testing can change significantly from the end of one year to the next year. While much work remains, efforts to improve achievement and to decrease the gap between our Indigenous and non-Indigenous learners are having a positive impact.

LITERACY ACHIEVEMENT RESULTS

RECS Report Card Data for Literacy

Percentage of Grades 7-12 students meeting or mastering expectations: 2023-2024



Previous Year's Results

Percentage of students Meeting or Mastering grade-level expectations
End of Course Assessment

All Students



Summary

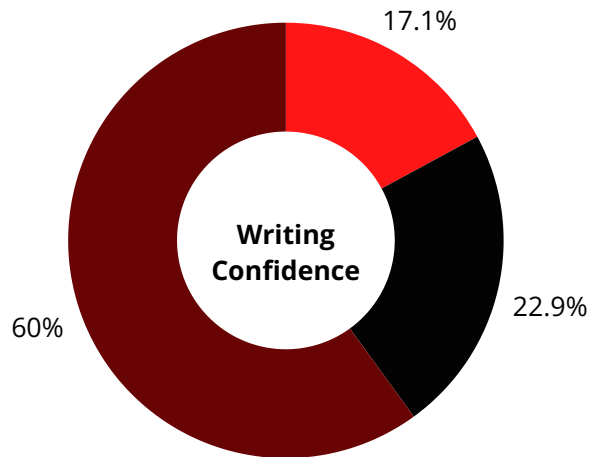
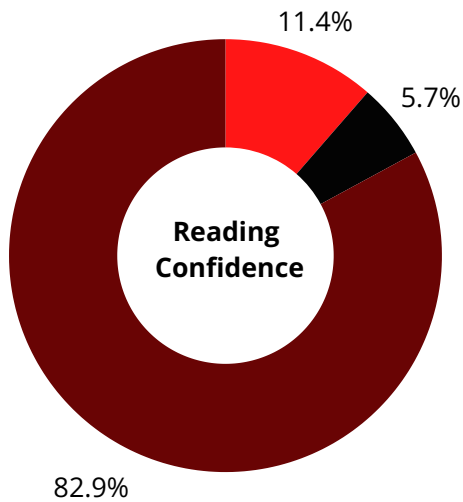
The Grades 7-12 school report card data indicate that 76.4% met or mastered grade-level expectations at the end of their courses. We did see a decrease in the percentage of students not meeting grade-level expectations, which led to an increase in the students who were approaching grade-level expectations. While significant work remains, the data suggest a positive trend towards closing the achievement gap.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident

Grades 3-12



Summary

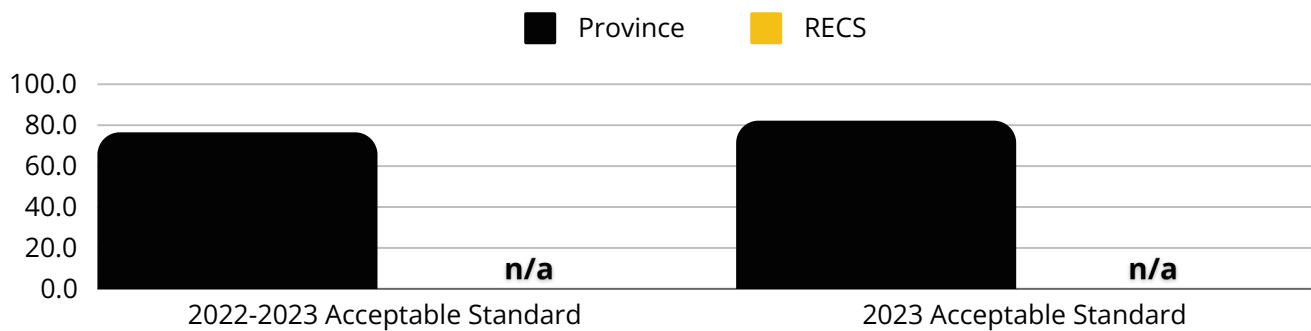
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from 35 students in Grades 3-12, which represents approximately 50 per cent of eligible students. The literacy results from the survey are positive and show the majority of students are confident in their reading and writing abilities. While it is important to note there is still work to do in the area of writing and improving students overall confidence in their writing abilities.

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

LITERACY ACHIEVEMENT RESULTS

Grade 6 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 6 English Language Arts



Test results for all students writing

Summary

The PAT results are suppressed as there are less than six students who wrote.

Grade 6 English Language Arts A Comparison

Division Year-End Report Card Data
All Students

Red Earth Creek School is unable to compare year-end report card data to PAT results at this time.

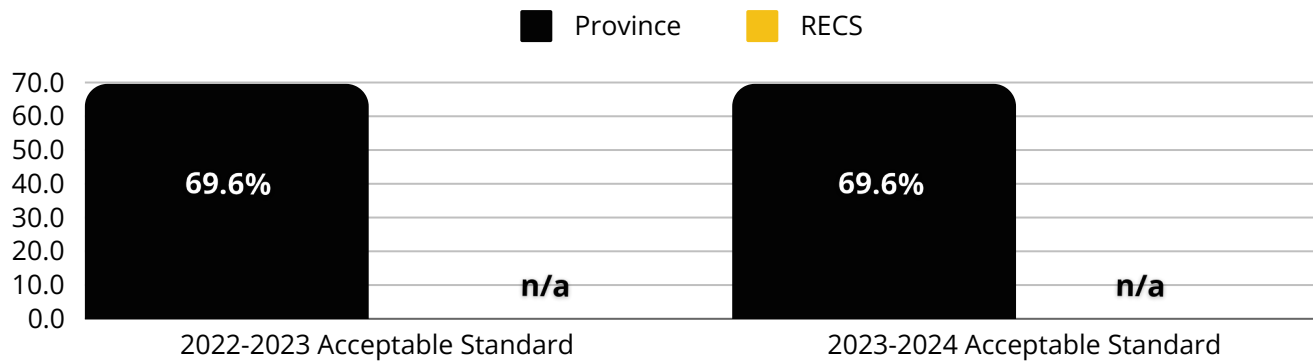
Reading

Writing

LITERACY ACHIEVEMENT RESULTS

Grade 9 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 9 English Language Arts



Summary

Test results for all students writing

The PAT results are suppressed as there are less than six students who wrote.

Grade 9 English Language Arts

Division Year-End Report Card Data

All Students

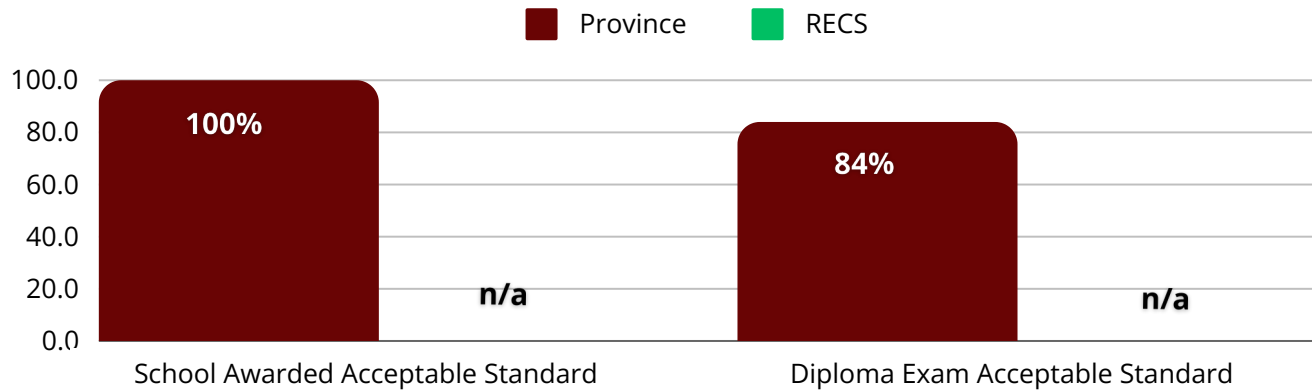
A Comparison

Red Earth Creek School is unable to compare year-end report card data to PAT results at this time.

LITERACY ACHIEVEMENT RESULTS

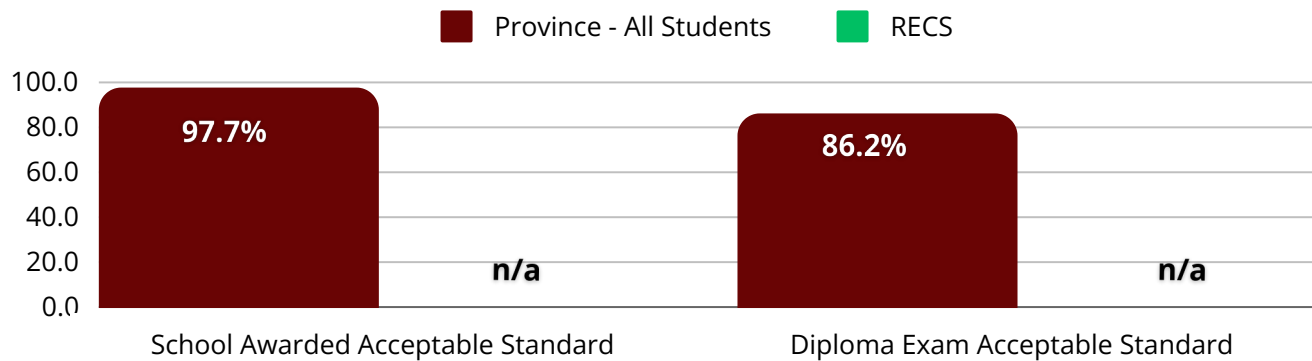
Provincial Diploma Exam Results

ELA 30-1



Summary

ELA 30-1 results are suppressed as there are less than six students who wrote.



Summary

ELA 30-2 results are suppressed as there are less than six students who wrote.

Summary of Literacy Achievement Results

General Statement

Local PRSD measures such as Fountas and Pinnell data, RCAT data, and year-end report card data, reveal growth in literacy development across grade levels throughout the division during the school year. This growth was further verified through the division's survey data where the vast majority of students from Grades 3 to 12 reported they felt their reading and writing skills had improved throughout the year. Alberta Education achievement results for PATs and Diploma exams in English Language Arts have been suppressed due to small numbers of students writing these exams. Additionally, while RECS is excited to see the gaps in achievement between our non-Indigenous and Indigenous students lessen, more work is needed to continue improving this measure.

Factors That Affected Results

Red Earth Creek School'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 substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. Consequently, the ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

Red Earth Creek School'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 assessment and instructional practices that foster inclusive classrooms where all students have multiple opportunities to further develop their literacy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' literacy development so that instructional activities can be more purposefully planned and delivered in the best interest of all students. 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 school.



SCHOOL GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

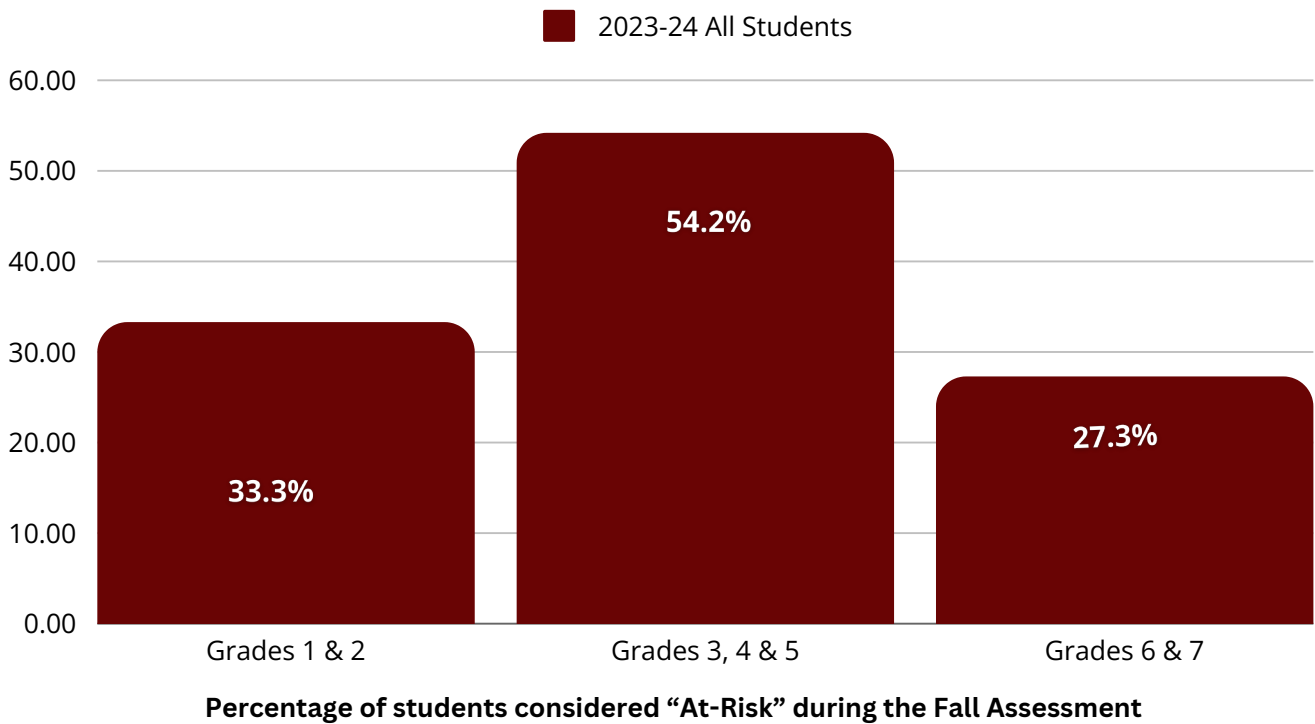
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

Red Earth Creek School has invested significant resources to support numeracy instruction and have worked with the division to focus on learning loss intervention supports. Red Earth Creek 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. Red Earth Creek School student data has not been broken down into the categories of Indigenous students and Non-Indigenous students due to the limited number of students per grade level. Through this approach, Red Earth Creek School ensures student achievement is communicated in a confidential manner.

Red Earth Creek School staff work closely with the divisional Program Coordinator for Numeracy who works collaboratively with other Learning Services team members to provide extensive supports to teachers at Red Earth Creek School. Furthermore, the Division's **Numeracy Framework** provides excellent guidance, resources and overall supports to teachers in their work to achieve the Red Earth Creek School's Numeracy goal.

NUMERACY ACHIEVEMENT RESULTS

Division Elk Island Catholic Schools Math Assessment Data (Grade 1-7)



Spring Results

Non-Indigenous Students

Grade 1-3

Grade 4-6

Grade 7

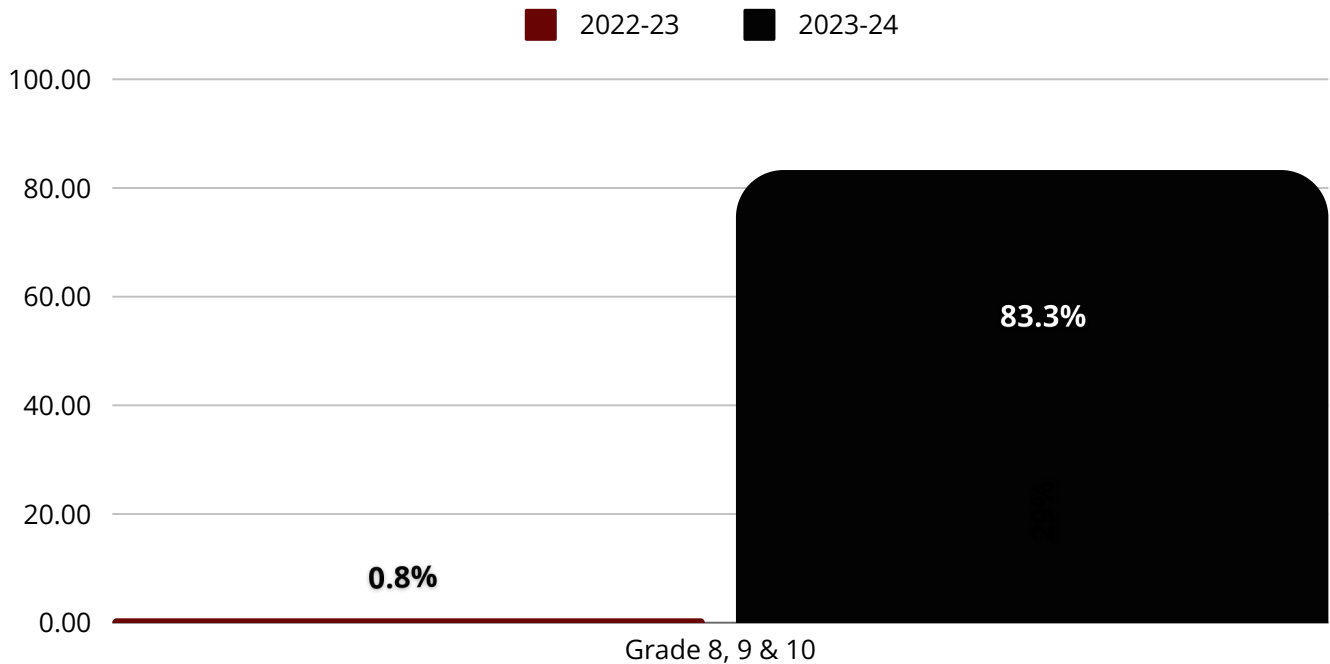
Summary

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.

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

NUMERACY ACHIEVEMENT RESULTS

Division Mathematics Intervention/Programming Instrument (MIPI) Data



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

Summary

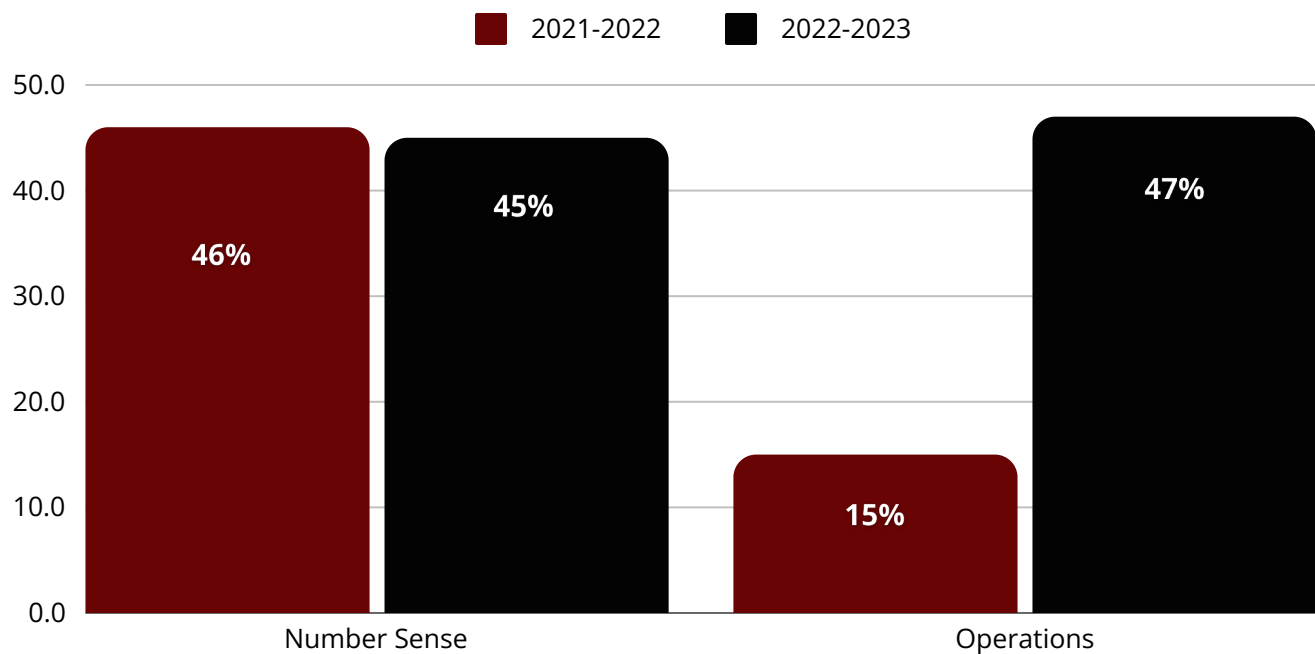
The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. The September 2022 results showed that 0.8% of all students started their school year meeting or mastering the core concepts from the previous grade level. Meanwhile, in September of 2023 83.3% of all students started the school year meeting or mastering the core concepts from the previous grade level. This data may not be entirely accurate due to absenteeism during the time of testing. In 2023, the school division made the decision to repeat the MIPI in the Spring. [View the detailed Spring results here.](#)

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

NUMERACY ACHIEVEMENT RESULTS

Division Numeracy Common Assessment Tool (NCAT) Data

Grade 1-9 year-over-year comparison of student meeting or mastering expectations



Summary

The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administered at various points throughout the Grades 1-9 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 45% to 47% of students had met or mastered the concepts of number sense and operations at the time of test administration, and teachers used this information to inform their planning and instruction for the remainder of the year.

The year-over-year comparison indicates that students performed significantly better in the 2023-2023 school year at the time of test administration for operations. While number sense remained relatively the same.

Similar trends can be seen in the data regarding our Indigenous students. Further work is also required to eliminate the achievement gaps for our Indigenous students and to ensure all of our students are meeting program expectations.

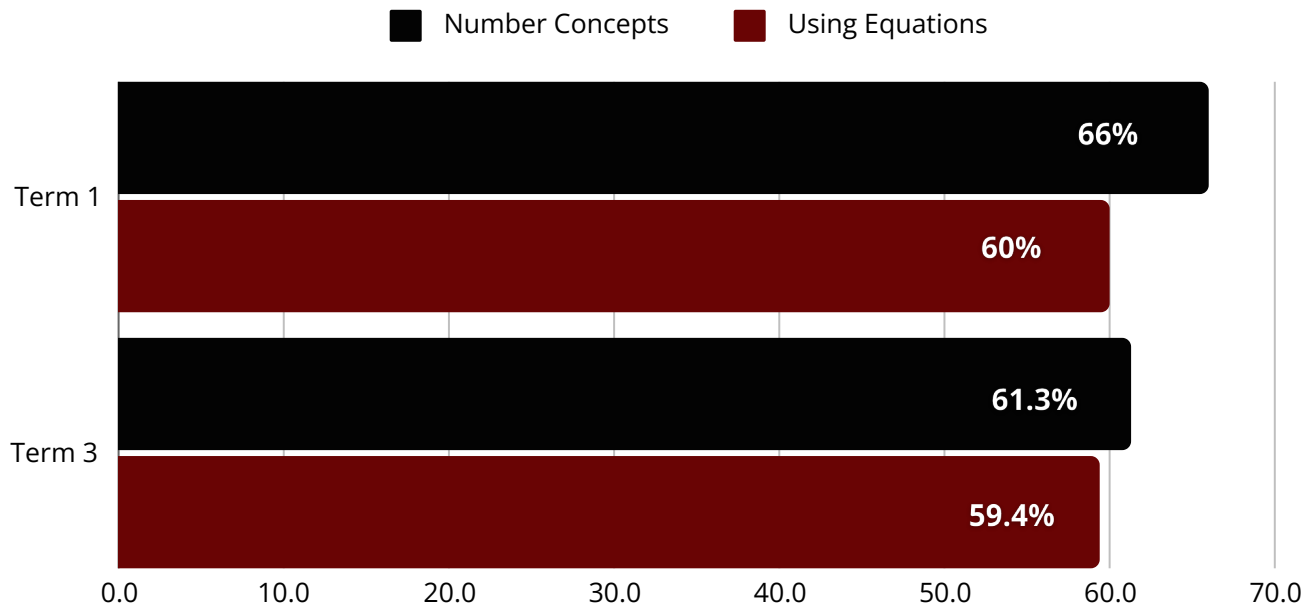
Overview of Divisional Numeracy Assessments



NUMERACY ACHIEVEMENT RESULTS

Division Year-End Report Card Data for Numeracy

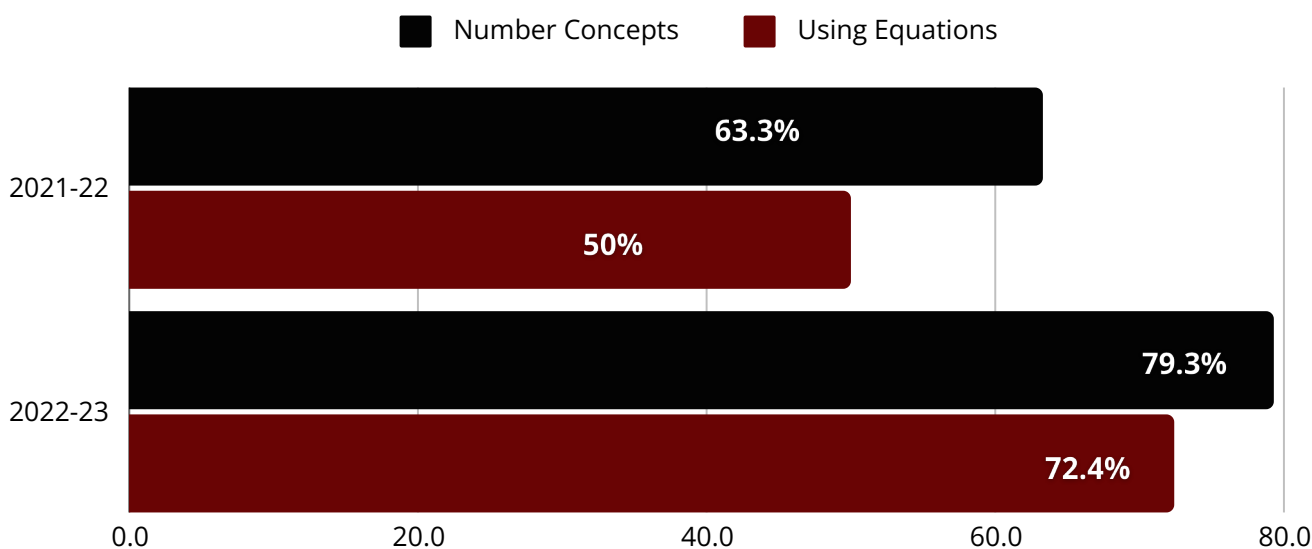
Percentage of Grades 1-6 students meeting or mastering expectations in 2023-24



Summary

The Report Card Data for the 2022-23 school year showed a decrease in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics. The year-over-year comparison demonstrates gains and losses, it is important to consider the transient nature of our school community. Data sets from year to year and term to term is often for a different data set due to transfers in and out of the school community over time.

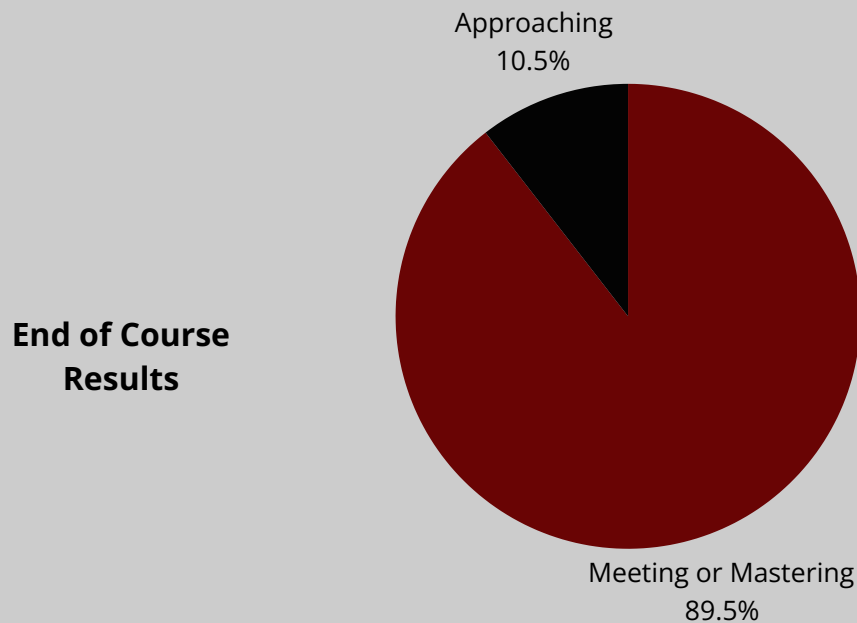
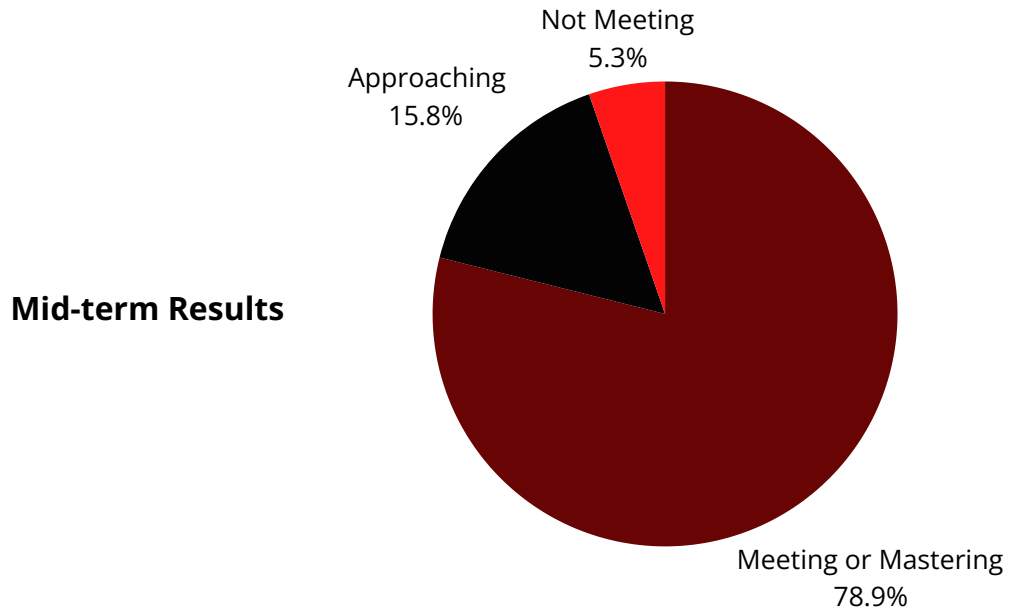
Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3



NUMERACY ACHIEVEMENT RESULTS

Division Report Card Data for Numeracy:

Percentage of Grades 7-12 Students Meeting or Mastering Expectations



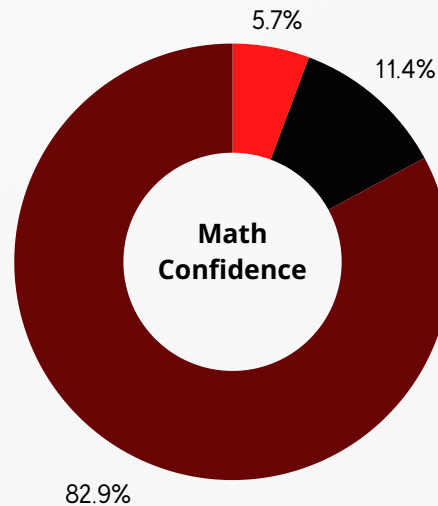
Summary

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 less than 10.6% for all students.

NUMERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal Two - Numeracy

Grades 3-12



- 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 graphs, the PRSD Education Assurance Survey data indicated that 82.9% (combined percentages from students who answered either three or greater on the survey) of Grades 3 to 12 students felt confident in their numeracy skills.

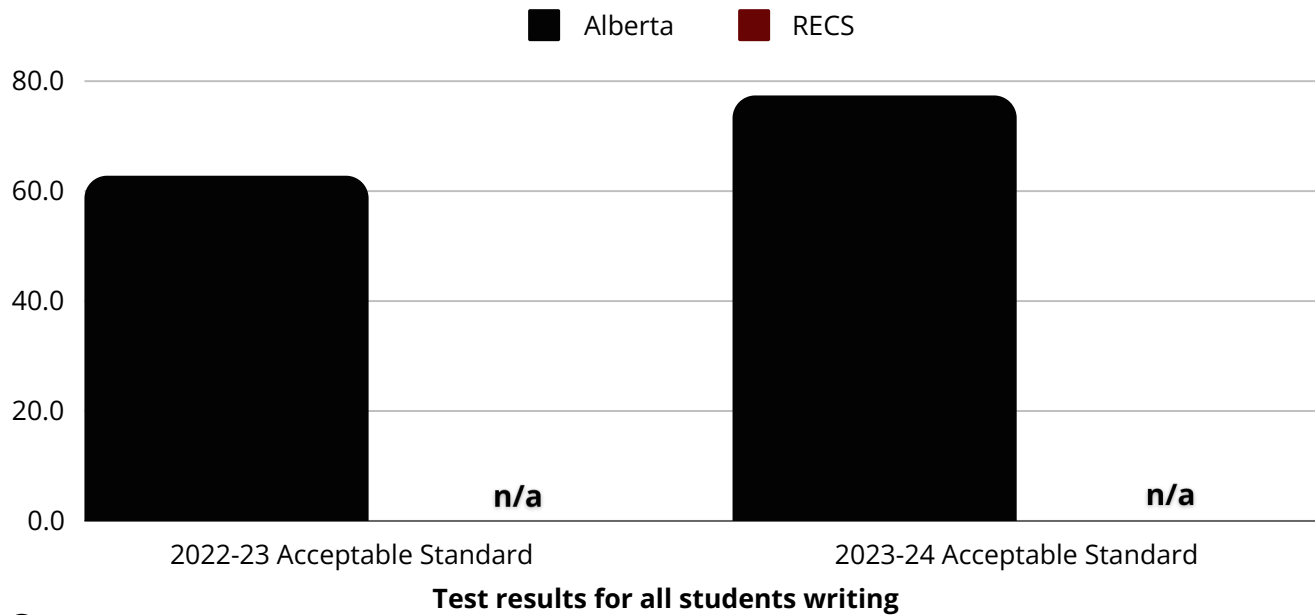
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 6

Year-over-Year Comparison of Grade 6 Mathematics



Summary

The PAT results are suppressed as there are less than six students who wrote.

Grade 6 Mathematics

RECS Year-End Report Card Data 2023-2024

Number Concepts

Using Equations

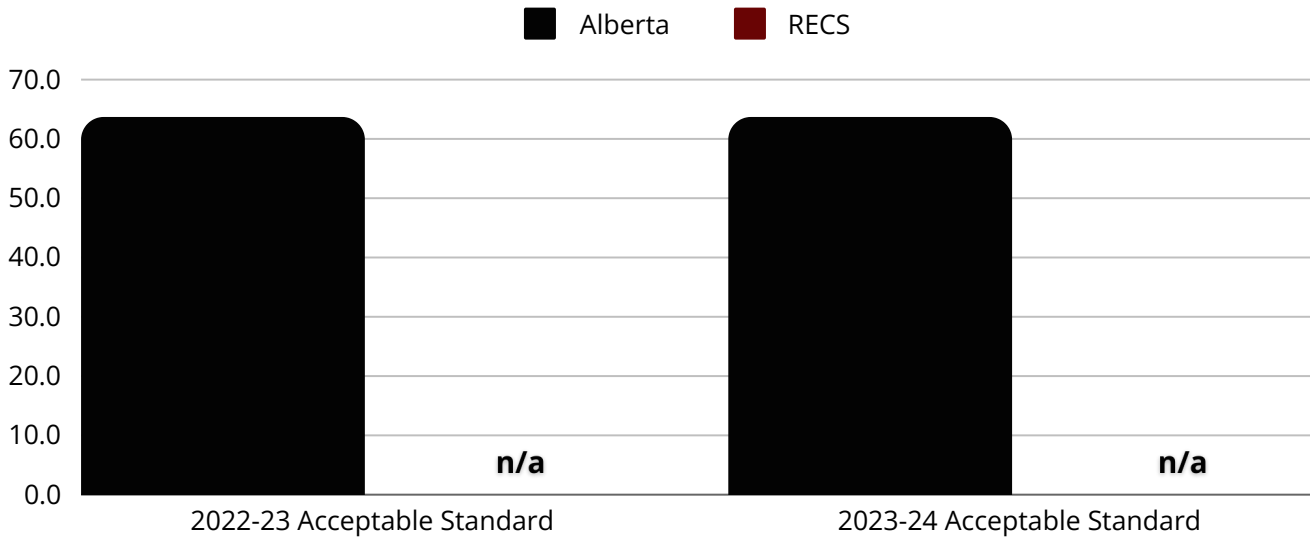
Summary

Red Earth Creek School is unable to compare year-end report card data to PAT results at this time.

NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 9

Year over Year Comparison of Grade 9 Mathematics



Test results for all students writing

Summary

The PAT results are suppressed as there are less than six students who wrote.

Grade 9 Mathematics

Division Year-End Report Card Data

Meeting or Mastering
Grade-Level Expectations

2023-2024

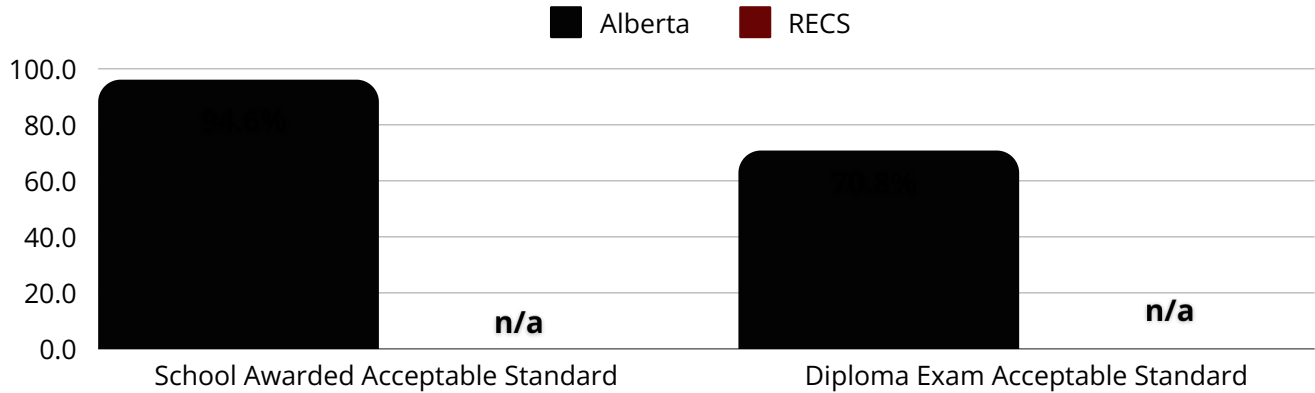
Summary

Red Earth Creek School is unable to compare year-end report card data to PAT results at this time.

NUMERACY ACHIEVEMENT RESULTS

Provincial Diploma Exam Results - All Students

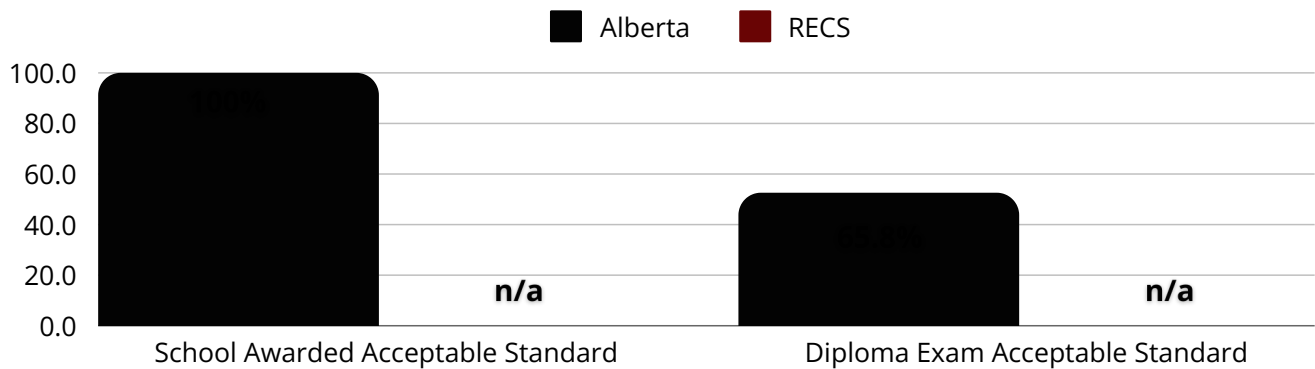
Math 30-1



Summary

The Math 30-1 results are suppressed as there are less than six students who wrote.

Math 30-2



Summary

The Math 30-2 results are suppressed as there are less than six students who wrote.

Summary of Numeracy Achievement Results

General Statement

Local PRSD measures such as the Mathematics Intervention/Programming Instrument (MIPI) data, NCAT data, and year-end report card data, revealed growth in numeracy development across grade levels throughout the Red Earth Creek School during the school year. Growth in numeracy development was further evidenced through the division's survey data where the vast majority of students from Grades 3 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 suppressed due to limited numbers writing these exams. In essence, there continues to be a need to focus on numeracy instruction and assessment to address the overall performance for students in the area of numeracy.

Factors That Affected Results

Red Earth Creek School'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 substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

Red Earth Creek School's focus on numeracy 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 numeracy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' numeracy development so that instructional activities can be more purposefully planned and delivered through a common instructional sequence in the best interest of all students. 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.



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 school based Inclusive Education Coach support staff 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 collaboration with division level staff, efforts are made to ensure all students' needs are met.

INCLUSIVE EDUCATION PRACTICES

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

Number of BSPs Implemented



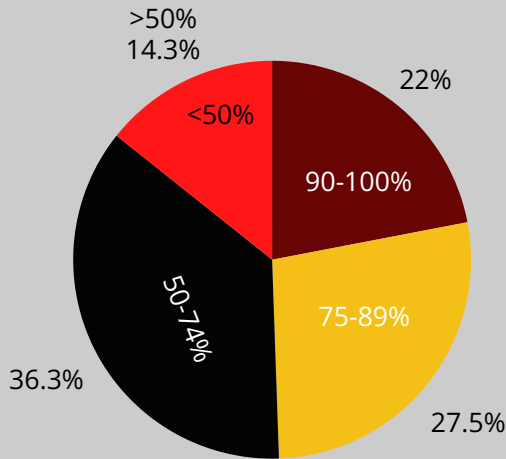
Number of IPPs Implemented



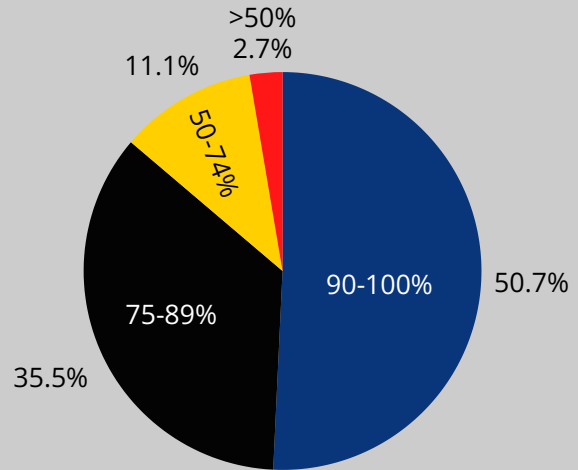
Regarding RECS data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 2 BSPs and 37 IPPs implemented in the 2023-24 school year. The total population of students within RECS in the same school year was 110. As such, **approximately 1 in every 3** students in RECS required specialized supports during the school year as part of their educational programming.

Attendance Data

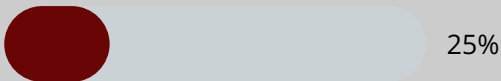
RECS



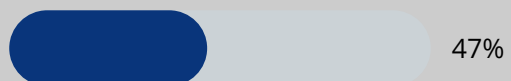
PRSD



Previous Year 90-100% Attendance



Previous Year 90-100% Attendance



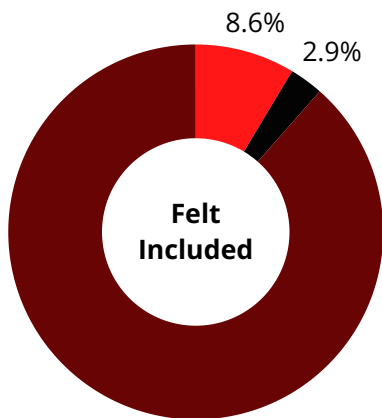
Summary

The 2023-2024 attendance data indicate that 22% of all students attended school over 90% of the time. This compared to only 25% of all students in the previous school year.

Red Earth Creek Schools targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While last year's attendance rates were not where we want them to be, we will continue to work with families to increase day to day attendance for our students. Pre-pandemic attendance rates were much higher than current rates of attendance, and efforts to improve attendance will continue. It is important to note that students at RECS must miss a full day of school when medical appointments, etc are required due to our distance from these services.

INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion



88.5%

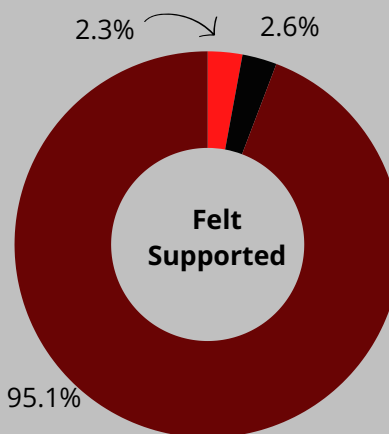
Grades 3-12

- Agree
- Somewhat Agree
- Disagree

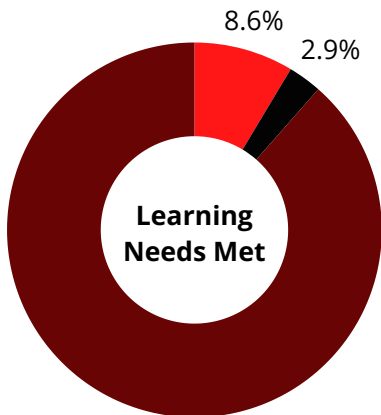
[Link to the PRSD Student Assurance Survey Qualitative Data](#)

Grades 3-12

- Agree
- Somewhat Agree
- Disagree



95.1%



88.5%

Grades 3-12

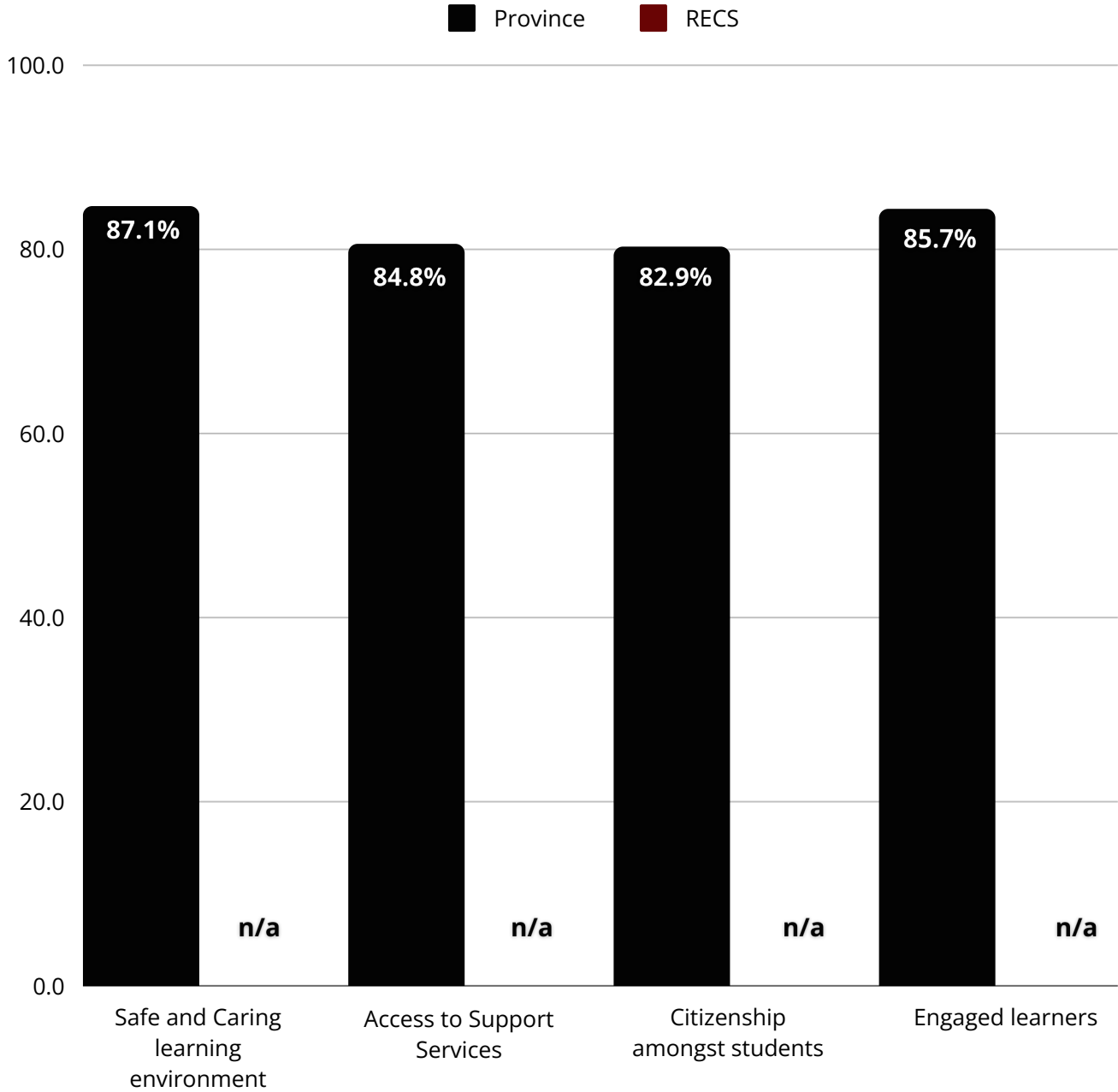
- Agree
- Somewhat Agree
- Disagree



INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results

Authority: 0339 Red Earth Creek School



Percentage of students, parents and teachers who agree

Summary

Due to limited responses there is no data to report.

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

Summary of Inclusion Education Practices

General Statement

Overall, based on PRSD and ABED survey data, PRSD students felt included, safe and well supported in school throughout the 2023-2024 school year. Divisional and Provincial data also showed that a many 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 an overall satisfaction with academic programming at Red Earth Creek School there is still work to do in decreasing the gap for our Indigenous learners. Attendance rates for 2023-2024 remained similar to the previous year; therefore, attendance continues to be low. 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

Red Earth Creek School continues to experience significant challenges in the area of regular attendance in addition to coping with substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels. Red Earth Creek School also continues to contend with a transient school population which consistently affects the accuracy of term to term and year to year data reporting.

Next Steps

Red Earth Creek School 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. Red Earth Creek School will continue with its commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.

SUMMARY OF FINANCIAL RESULTS

Peace River School Division

As per the August 31, 2023 Financial Statements:

Instructional

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

Operations and Maintenance

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

Transportation

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

System Administration

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

Additional Information:

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

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

SUMMARY OF SCHOOL FINANCIAL RESULTS

2023-2024

REVENUES

\$0

	<u>Budget</u>	<u>Actual</u>
School Allocation Funding	\$33,507	\$33,507
Indigenous Education Funding	\$3,900	\$3,900
Nutrition Grant Funding	\$7,954	\$7,954

EXPENSES

\$45,3621

	<u>Budget</u>	<u>Actual</u>
Instructional (ECS)	\$1000	\$179
Instructional - Grades 1 to 12	\$10,000	\$16,469
Instructional - Indigenous	\$3900	\$4,673
Field Trips	\$8,101	\$4,488
Furniture and Equipment	\$3,000	\$5,754

\$1400 DEFICIT FOR THE YEAR

BUDGET HIGHLIGHTS

Include a list here:

- Tipi purchase
- Elementary & Jr/Sr High End of Year Field Trips
- New tables for Guided Reading
- Metis Bev
- Cereal, Bagels, and Fruits for Daily Breakfast Program
- Fundraised for a trip to Greece with our Grade 8-12 students!



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780-649-3898