

***HOLY FAMILY CATHOLIC
REGIONAL DIVISION NO. 37***



*Combined
Three-
Year
Education
Plan
(2012-
2015) and
Annual
Education
Results
Report
(2011-
2012)*



Message from the Board Chair

Along with the Board of Trustees of Holy Family Catholic Regional Division No. 37, I am pleased to share our Division's 2012-2015 Three Year Education Plan and the 2011-2012 Annual Education Results Report with all our stakeholders.

Our educational planning addresses the need to be accountable to provincial priorities, but it also focuses on the interests of the public who support our schools. This plan enables our schools to assess their performance, develop processes for improvement, celebrate their results and contribute to the overall success of our students.

In order for the Board to ensure that quality educational programs are provided for all students in our school system, a Three Year Education Plan was established. This plan strategically targets areas that need improvement, while remaining dedicated to practices that have proven effective. Our Three Year Education Plan focuses on those goals and priority areas identified through planning and consultation. Specific measures and targets have been established for each outcome and are designed to assist us in working towards our vision and in determining the progress we are making.

It is important to note that this plan can only be achieved within the milieu of a supportive environment of parents, staff and our Parish community. We believe that our schools are strongly committed to the ideals of Catholic education, providing our students an opportunity not only to achieve academic excellence but also to grow personally, socially and physically in a Christ-centered environment. We are committed to the philosophy that our students are unique creations of God to be respected and nurtured.

We are very proud of our successes and continuously aim for improvement in all areas. Together with the talents of our administrative, teaching and support staff, the Board of Trustees is confident this plan will further benefit Holy Family Catholic Regional Division No. 37.

On behalf of the Board of Trustees and the administration, I extend my most sincere thanks and appreciation to all staff, parents, and community members for all of the effort that they have extended, working collaboratively for the good of all of the Division. We are optimistic about the future while acknowledging that challenges always lie ahead. We are proud of all that has been accomplished to date.

I trust that you will find our document one that clearly outlines our path, a path that leads the way to improved and continued success for the next three years in Holy Family Catholic Regional Division No. 37.



Dianne Lavoie
Chair – Board of Trustees



Accountability Statement

The Annual Education Results Report for the 2011-2012 school year and the Education Plan for the three years commencing September 1, 2012, for Holy Family Catholic Regional Division No. 37 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2011-2012 school year and the Three-Year Education Plan for the 2012-2015 on November 27, 2012.

Vision

Holy Family Catholic Regional Division No. 37 will strive to provide a unique and inviting Catholic learning environment that links the home, the parish and the community.

Resources will be distributed equally and fairly so all students have an opportunity to learn in a flexible, safe and caring learning environment.

A strong, well informed teaching staff, with an eye to the future, will provide dynamic and innovative programs in well-planned school facilities.

Students will be provided with the opportunity to live the values they are taught. The uniqueness and diversity of students will be honored and recognized. All students will be successful. Graduates will be prepared so they are motivated life-long learners grounded in the Catholic faith.



Mission

“Student Success in a Catholic community guided by Christ.”

Values

- Catholic Education
- God-given talents
- Excellence in performance.
- Self-discipline, health and personal growth.
- Uniqueness within every individual.
- Teamwork.
- Success of all students.
- Success for First Nations, Métis and Inuit (FNMI) people.
- Input from stakeholders.

Beliefs

- Christ is our Guide and Teacher.
- Faith will be permeated.
- The student is first.
- Parents/guardians are the child’s primary educators.
- Professional learning opportunities must be provided and supported for staff.
- Professional learning is most effective when it is focused, embedded and collaborative.
- Students learn best when the partnership among the home, the church, the school and the community is strong.
- All students can learn and experience success through an inclusive environment.
- Growth is best achieved in a positive learning environment.
- Technology is a valuable tool in the learning process.
- Staff is responsible and accountable for student success.
- Regular student attendance increases student success.
- Students will be prepared for a successful future.

Priorities

- Improve acceptable and excellence levels in Provincial testing.
- Improve the effective use of technology to support learning.
- Increase community engagement.
- Increase high school completion rates.
- Decrease high school drop-out rates.
- Improve student success for First Nations, Métis and Inuit students.



Issues

Issues taken into account in goal development:

- Faith Permeation – Catholicity
- Career Counseling
- Recruiting and retaining quality staff.
- Quality of instruction
- Aging Infrastructure
- Sustainable funding.
- First Nations, Métis and Inuit Student Achievement
- Quality teaching related to student needs
- Student Achievement
- Changing Practices
- Succession Planning
- Ward Structure
- Low enrolment at École Providence and Cyber High



Division Profile

Holy Family Catholic Regional Division No. 37 was formed on September 1, 1997, through the regionalization of the former Holy Family Catholic Separate Regional Division No. 17 and North Peace R.C.S.S.D. No. 43.

Holy Family Catholic Regional Division No. 37 provides Catholic education in the northern communities of Fort Vermilion, Manning, Grimshaw, Peace River, McLennan, High Prairie and Valleyview. In addition, a virtual school has been established in which students from across the province are enrolled. An agreement with Fort Vermilion School Division No. 52 provides that it operates St. Mary's Elementary School that is owned by Holy Family Catholic Regional Division No. 37. St. Francis Holistic Learning Centre in the Youth Assessment Centre in High Prairie is also operated by Holy Family Catholic Regional Division No. 37.

A comprehensive range of programs is provided for the 2, 209 students enrolled in the nine schools in the Division.



Rosary School – Manning ECS – Grade 9
Principal: Sheila Dillman Enrolment - 159
Vice-Principal: Pat Stokes

Holy Family School – Grimshaw
Principal: Cora Ostermeier
Vice-Principal: John Meagher

ECS – Grade 9
Enrolment - 190



Good Shepherd School – Peace River ECS – Grade 6
Principal: Patrick Connellan Enrolment - 443
Assistant Principals: Sandra Ciurysek and Anna Taplin

Glenmary School – Peace River Grades 7 – 12
Principal: John Wiedrick Enrolment: 555
Vice-Principal: Courtney Lawrence (2011-12)
Vice-Principal: Patrick McLean (2012-13)



St. Andrew's School – High Prairie ECS – Grade 12
Principal: Marc Lamoureux Enrolment - 557
Vice-Principals: Karen Nielsen and Roger El-Riyachy (2011-12)
Vice-Principals: Karen Nielsen and Linda Vandenberg (2012-13)

St. Stephen's School – Valleyview ECS – Grade 9
Principal: Jodie Chisholm Enrolment – 229
Assistant Principals: Sandy Batherson and Victoria Cornick



Ecole Providence – McLennan ECS – Grade 9
Principal: Linda Vandenberg (2011-12) Enrolment: 36
Principal: Sheila Prince (2012-13)



Holy Family Cyberhigh School Peace River Grades 7 – 12
Principal: Gary Munro Enrolment – 40



Overriding Goal: To strengthen the Catholic school experience for students by supporting permeation of Catholic teaching in all aspects of the school program.

NEW Outcome: *Expanded faith development opportunities are in place.*

Performance Measure	Result	Targets		
	2012	2013	2014	2015
Overall percentage of students who feel Religion class is helping them grow in their faith.				
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.				
Number of staff who participated in Division sponsored Faith Development activities.				

Comment on Results

- . Tell Them From Me Survey has these questions inserted

Strategies

- Year 2 of having a Division Faith permeation Coordinator



Combined 2012 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Holy Family CRD No. 37			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.6	87.9	87.2	88.6	88.1	87.5	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	77.2	77.3	76.1	80.7	80.9	80.6	Intermediate	Maintained	Acceptable
		Education Quality	88.4	88.8	89.4	89.4	89.4	89.3	High	Maintained	Good
		Drop Out Rate	2.9	5.5	5.9	3.2	4.2	4.4	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	71.7	62.9	59.8	74.1	72.6	71.6	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	72.2	76.1	76.9	79.1	79.3	78.9	Low	Declined	Issue
		PAT: Excellence	11.4	15.2	13.1	20.9	19.6	19.1	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	81.4	81.8	78.6	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	10.1	14.7	10.5	18.6	18.7	18.7	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	42.9	39.6	39.5	56.2	54.9	53.9	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	71.5	60.5	58.3	61.5	59.6	58.0	Very High	Improved Significantly	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	61.4	51.0	52.1	58.4	59.3	59.5	High	Improved	Good
		Work Preparation	78.9	78.3	78.0	79.7	80.1	79.9	High	Maintained	Good
		Citizenship	81.5	79.1	78.5	82.5	81.9	81.2	Very High	Improved	Excellent
Parental Involvement	Good	Parental Involvement	82.3	80.2	78.8	79.7	79.9	80.0	High	Maintained	Good
Continuous Improvement	Good	School Improvement	80.0	81.1	80.8	80.0	80.1	79.8	High	Maintained	Good

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



Combined 2012 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Holy Family CRD No. 37			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	5.7	5.9	5.7	9.0	10.4	10.9	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	41.1	46.9	44.2	40.2	38.2	36.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	61.4	56.6	61.9	58.3	58.1	57.8	Very Low	Maintained	Concern
		PAT: Excellence	4.9	7.2	6.8	6.6	6.0	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	81.3	77.3	84.6	77.6	77.7	77.0	Low	Maintained	Issue
		Diploma: Excellence	12.5	9.1	9.8	8.8	7.4	8.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	25.7	24.8	21.1	19.6	19.1	17.7	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	50.0	56.0	47.2	34.4	32.1	29.6	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	50.9	36.4	36.3	30.2	31.2	32.3	Intermediate	Maintained	Acceptable

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 – 77.62	77.62 – 81.05	81.05 – 84.50	84.50 – 88.03	88.03 – 100.00
Program of Studies	0.00 – 66.31	66.31 – 72.65	72.65 – 78.43	78.43 – 81.59	81.59 – 100.00
Education Quality	0.00 – 80.94	80.94 – 84.23	84.23 – 87.23	87.23 – 89.60	89.60 – 100.00
Drop Out Rate	100.00 – 9.40	9.40 – 6.90	6.90 – 4.27	4.27 – 2.79	2.79 – 0.00
High School Completion Rate (3 yr)	0.00 – 57.03	57.03 – 62.36	62.36 – 73.88	73.88 – 81.79	81.79 – 100.00
PAT: Acceptable	0.00 – 65.53	65.53 – 78.44	78.44 – 85.13	85.13 – 89.49	89.49 – 100.00
PAT: Excellence	0.00 – 9.19	9.19 – 11.96	11.96 – 17.99	17.99 – 22.45	22.45 – 100.00
Diploma: Acceptable	0.00 – 74.42	74.42 – 83.58	83.58 – 88.03	88.03 – 92.35	92.35 – 100.00
Diploma: Excellence	0.00 – 10.31	10.31 – 15.67	15.67 – 20.27	20.27 – 23.77	23.77 – 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 – 31.10	31.10 – 44.11	44.11 – 55.78	55.78 – 65.99	65.99 – 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 – 43.18	43.18 – 49.83	49.83 – 59.41	59.41 – 70.55	70.55 – 100.00
Transition Rate (6 yr)	0.00 – 39.80	39.80 – 46.94	46.94 – 56.15	56.15 – 68.34	68.34 – 100.00
Work Preparation	0.00 – 66.92	66.92 – 72.78	72.78 – 77.78	77.78 – 86.13	86.13 – 100.00
Citizenship	0.00 – 66.30	66.30 – 71.63	71.63 – 77.50	77.50 – 81.08	81.08 – 100.00
Parental Involvement	0.00 – 70.76	70.76 – 74.58	74.58 – 78.50	78.50 – 82.30	82.30 – 100.00
School Improvement	0.00 – 65.25	65.25 – 70.85	70.85 – 76.28	76.28 – 80.41	80.41 – 100.00

Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.4	78.4	76.2	76.1	72.2	78.0	Low	Declined	Issue	78.5	79.0	
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.4	11.6	12.7	15.2	11.4	13.5	Low	Maintained	Issue	13.5	18.5	

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Comment on Results

Did not meet the target for overall percentage achieved in the standard of acceptable and excellence. The Division is putting strategies in place to address this concern.

Strategies

- Schools are implementing flexible grouping around literacy.
- Teachers are engaged in Grade level/subject specific Professional Learning Communities that focus on improved instruction and quality planning.
- Support being offered to teachers through Division Mentor/Coach and Learning Coaches
- Early Intervention programming for students
- Targeted intervention
- Increased requirement of administrators to supervise instruction.
- Training Administrators and Instructional Leadership Teams on the Response to Intervention Framework
- Instructional Leadership Teams work with the Continuum of Growth for Quality Core Instruction
- Focus on the Divisional Attendance Procedure

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.8	74.3	79.6	81.8	81.4	80.0	Low	Maintained	Issue	82.0	84.0	
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	9.9	6.4	10.2	14.7	10.1	13.0	Very Low	Maintained	Concern	12.0	18.0	

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	61.9	59.5	57.0	62.9	71.7	58.0	Intermediate	Improved	Good	65.0	67.0	
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.4	5.7	6.6	5.5	2.9	6.0	High	Improved Significantly	Good	4.0	4.7	
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.1	52.1	53.1	51.0	61.4	54.0	High	Improved	Good	55.0	59.3	



Percentage of Grade 12 students eligible for a Rutherford Scholarship.	66.1	51.1	63.4	60.5	71.5	60.0	Very High	Improved Significantly	Excellent	62.0	60	
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	52.3	40.4	38.5	39.6	42.9	39.5	Low	Maintained	Issue	41.0	53.5	

Comment on Results <ul style="list-style-type: none"> Development of student's individual learning plans as they enter Grade 10 to increase participation in Science and Math. 												
Strategies <ul style="list-style-type: none"> Discussion with the High School principals will take place to develop strategic planning around students writing four or more Diploma Exams. Professional Learning Communities focused on planning and creating quality assessments Teachers are engaged in Grade level/subject specific Professional Learning Communities that focus on improved instruction and quality planning Partnership with NRLC with a Sr. High Math teacher to mentor other teachers and develop strong instructional practices Four Divisional Learning Coaches to support teachers in Inclusive Education, First Nations, Métis and Inuit and Educational Technology. Instructional Leadership Teams to work on quality core instruction. Participation in Mental Health Capacity Building Projects 												

Notes:

- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.9	75.5	81.1	79.1	81.5	80.0	Very High	Improved	Excellent	81.0	82.0	
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	84.1	74.6	80.9	78.3	78.9	81.5	High	Maintained	Good	82.0	82.5	

Comment on Results <ul style="list-style-type: none"> The Division did meet our target set and improved for 2012 in the area of active citizenship. We will continue with identified strategies. 												
Strategies <ul style="list-style-type: none"> Increase student participation in off campus programming Involvement with local business and college for dual credit programming Mental Health Capacity Building project, FASD Wrap Coach Partnerships with outside agencies Involve students in community service projects. Increase student retreat experiences. 												



Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit. (continued)

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	67.0	64.8	75.1	66.6	67.6	67.0	n/a	n/a	n/a	67.5	68.0	

Comment on Results

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Strategies

- Off-Campus programming
- Enhanced CTS offerings
- Increase parental/guardianship involvement in the conversations around the 21st Century child. Preparing the young adult for a job in the future that we don't even know exists.

NEW *Outcome: Instructional Leadership Teams identify and monitor school-wide instructional needs and implement professional learning plans to support growth.*

Performance Measure	Result	Targets		
	2012	2013	2014	2015
To be announced				

Comment on Results

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Strategies



Goal Two: High Quality Education through Collaboration and Innovation

Outcome: *Effective learning and teaching within caring, respectful, safe and healthy environments.*

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	75.0	72.7	78.2	77.3	77.2	78.0	Intermediate	Maintained	Acceptable	79.0	80.0	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.8	88.7	90.7	88.8	88.4	90.0	High	Maintained	Good	90.5	91.0	
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	84.5	86.0	87.8	87.9	88.6	88.0	Very High	Maintained	Excellent	88.5	89.0	

Comment on Results

- It is difficult in small rural schools to provide broad programming.
- Recruiting and retaining staffing with special areas of expertise is challenging.

Strategies

- Our Division is involved in the Northern Tier Initiatives such as the Leadership Program for administrators, the Community-Based First Nations Teacher Education Program, New Teacher Mentorship and the Bursary Program.
- We try to offer Music and Drama in our schools.
- All our schools offer extra-curricular sports programs.
- Many schools access the Artist in Residency Program to support and enhance art, drama and music programs.



Outcome: *The education system demonstrates leadership and collaboration.*

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.7	74.9	81.2	80.2	82.3	80.5	High	Maintained	Good	81.0	81.5	
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.9	77.7	83.5	81.1	80.0	81.5	High	Maintained	Good	82.0	82.5	

Comment on Results

- Efforts to focus schools in this area have positively impacted results.

Strategies

- Maintain strategies to promote our schools and enhance parental involvement
- Instructional Leadership Teams
- Beginning Teacher Mentorship Divisional coach
- Three Learning coaches to support teachers in Inclusive Education practices.
- Through Power School there is real time Parental Access to information on their child's learning.

NEW **Outcome:** *Allocation of resources demonstrates support for Division strategic priorities*

Performance Measure	Result	Targets		
	2012	2013	2014	2015
To be announced				

Comment on Results (OPTIONAL)

Strategies

NEW **Outcome:** *Stakeholders are satisfied with the opportunity for community engagement.*

Performance Measure	Result	Targets		
	2012	2013	2014	2015

Comment on Results

Strategies



Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	44.2	33.9	51.8	46.9	41.1	47.5	Very Low	Maintained	Concern	48.0	50.0	
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.9	5.3	6.0	5.9	5.7	5.5	Intermediate	Maintained	Acceptable	5.0	4.5	
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	34.5	34.0	38.5	36.4	50.9	37.0	Intermediate	Maintained	Acceptable	37.5	38.0	
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	60.0	35.7	50.0	56.0	50.0	51.0	Intermediate	Maintained	Acceptable	52.0	53.0	
Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.	33.4	16.9	21.6	24.8	25.7	24.0	Very Low	Maintained	Concern	24.5	25.0	

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	65.9	67.8	61.3	56.6	61.4	65.0	Very Low	Maintained	Concern	65.5		
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.8	5.4	7.8	7.2	4.9	7.7	Very Low	Maintained	Concern	7.8		
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	71.4	93.5	82.9	77.3	81.3	82.0	Low	Maintained	Issue	83.0		
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	4.8	12.9	7.3	9.1	12.5	8.3	Low	Maintained	Issue	8.5		



Comment on Results

- Our Division in the majority of these measures, all except one, is higher than the Provincial average.

Strategies

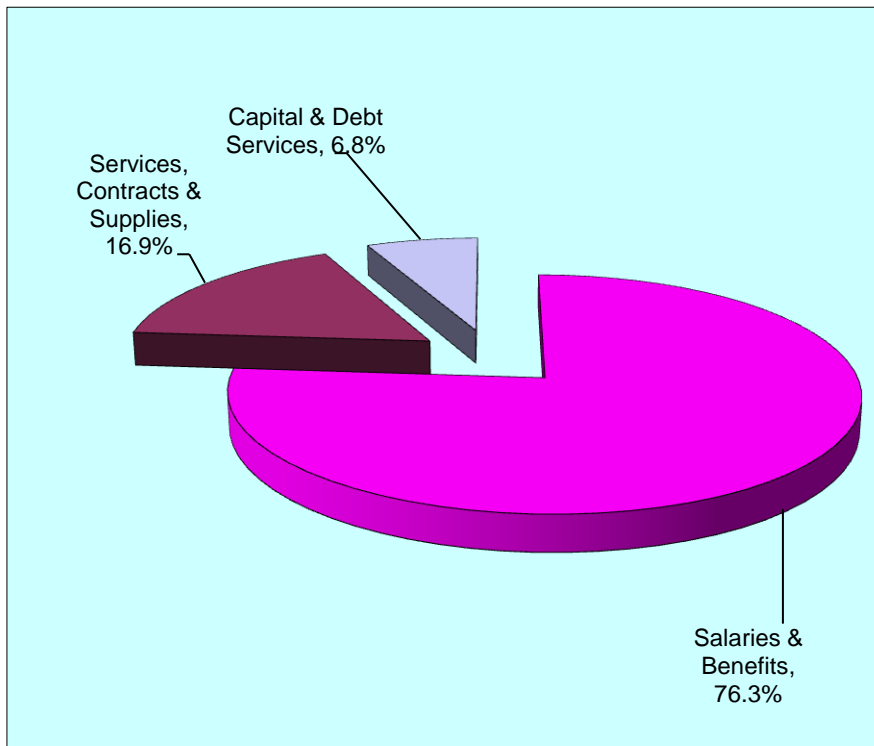
- Continue to support centralized coordination of FNMI services and supports to schools.
- Through the Board evaluation process, the Board of Trustees has success for FNMI students a priority by listing it as one of its Positive Path Forward.
- Ensure each school develops FNMI program goals that address appropriate programs and supports for FNMI students.
- Continue to develop relationships and communications with Lesser Slave Lake Band Council, Western Cree Band Council and INAC.
- Focus on Attendance Procedure enabling positive relationships and effective communication with families
- Concentrated efforts to provide cultural infusion
- Identifying at risk students and providing appropriate levels of support.

Programs and Supports for Students with Special Needs

- School-based Instructional Learning Teams regularly conduct classroom walkthroughs and enter into dialogue with teachers regarding pedagogy and inclusive practices.
- Schools and jurisdictional leaders work collaboratively with cross ministry teams to support inclusive education practices. i.e. success in Schools, Mental Health Capacity Building Projects, Student Health Partnership, Complex Needs, Breakfast for Learning and Family Liaison Worker.
- HFCRD is the agent board for the Northwest Alberta Complex Needs Committee and, as a result, our Superintendent actively participates in the work of the committee. Our Assistant Superintendent of Student Services co-chairs the Peace Country Student Health Partnership and two Mental Health Capacity Building Projects and also Vice-Chairs Student Health Partnership 15.
- Three HFCRD schools are participating in the Inclusive Education Planning Tool pilot.
- Implementation of three learning coaches across the jurisdiction. Learning coaches will build and maintain confidential relationships with teachers and will work closely with school Instructional Leadership Teams focusing on Inclusive Education, technology and the First Nations, Métis and Inuit program to promote and support school improvement that aligns with the Division’s vision of inclusive education. Learning Coaches will identify school teachers’ abilities to address the diverse strengths and needs of learners. Learning coaches promote exploration and change in instructional practices (i.e. introducing innovative ideas, questioning practices, observations, exploring new technology) through systematic modeling, co-teaching and feedback and will facilitate the use of data, research-based teaching strategies, and promising practices (i.e. differentiated instruction, positive behavior supports, response to intervention) to ensure that all students have access to meaningful and effective learning opportunities. Learning Coaches will also promote and facilitate professional development opportunities for school staff and stakeholders.
- HFCRD partnered with Alberta Education and High Prairie School Division to work collaboratively on an Early Years Continuum Project. The project supports the community be engaging community members about the importance of early years in a child’s life.
- Two schools implemented Reading Recovery to assist in reducing the number of first grade students who are having difficulty learning to read and write. Two teachers will be trained as Reading Recovery teachers.
- HFCRD participates in the EDI Mapping Project.
- Each staff member has a copy of the resource “Making a Difference”, which will be used by the Learning Coaches and administrators to provide professional learning on meeting the diverse learning needs of students.
- Two schools participating in the Inclusive Education pooling tool.
- The Division has taken a leadership role in the development of the Regional Collaborative Service Delivery Model in Student Health Partnership 15 and the Peace Country Student Health Partnership.
- Partnered with neighboring school division and Northwest Regional Learning Consortium to provide Educational Assistant Workshops on inclusive practices.

**Summary of Financial Results****Expenditures by Type for 2011-2012**

Salaries and Benefits	\$23,475,200 – 76.3%
Services, Contracts & Supplies	\$5,198,944 – 16.9%
Capital & Debt Services	\$ 2,089,092 – 6.8%
Total	\$30,763,236 – 100.0%

**Revenue and Expense Summary 2011-2012**

	<u>Revenues</u>	<u>Expenditures</u>	<u>Surplus (Deficit)</u>
Instruction	\$23,564,797	\$24,496,714	\$ (931,917)
Maintenance	\$ 3,893,678	\$ 3,803,202	\$ 90,476
Transportation	\$ 410,012	\$ 407,748	\$ 2,264
Administration	\$ 1,567,294	\$ 1,567,294	\$ 0
External Services	\$ 488,278	\$ 488,278	\$ 0
Total	\$29,924,059	\$,30,763,236	\$ (839,177)



Budget Summary	Audited Financial Statements 2009-10	Audited Financial Statements 2010-11	Audited Financial Statements 2011-12	Updated & Approved Budget 2012-2013	Percent
Total Net Enrolled Students (FTE)	2149	2151	2143	2109	
REVENUES					
Government of Alberta	21,993,592	23,555,523	25,025,795	25,162,078	84.4%
Federal Government/First Nations	2,587,853	2,749,923	2,725,480	2,712,005	9.1%
All Other Revenues	2,089,636	2,254,109	2,172,784	1,930,320	6.5%
Total Revenues	\$26,671,081	\$ 28,559,555	\$ 29,924,059	\$29,804,403	100.0%
EXPENSES					
Instruction	20,852,092	21,466,628	24,496,714	24,922,978	79.2%
Operations and Maintenance	3,859,321	3,863,687	3,803,202	4,018,048	12.8%
Transportation	314,188	325,709	407,748	402,718	1.3%
Board & System Administrations	1,310,779	1,301,276	1,567,294	1,572,295	5.0%
External Services	448,114	459,142	488,278	537,370	1.7%
Total Expenses	\$ 26,784,494	\$ 27,416,442	\$ 30,763,236	\$31,453,409	100.0%
Net Operating Results	\$ (113,413)	\$1,143,113	\$ (839,177)	\$(1,649,006)	
Accumulated Operating Surplus	4,683,055	5,405,460,	3,538,058	2,826,212	
Detailed Expenses:					
Salaries/Wages/Benefits	19,878,645	20,500,398	23,475,200	24,104,187	76.6 %
Services/Contracts/Supplies	4,492,713	4,181,118	5,198,944	5,202,312	16.5 %
Gross School Generated Funds	546,455	681,780	-	-	0.0 %
Capital Debt Services	1,866,681	2,053,146	2,089,092	2,146,910	6.8 %
Total Expenses	\$26,784,494	\$27,416,442	\$30,763,236	\$31,453,409	100.0%
Capital Projects:					
Good Shepherd School Modular Classroom - Delivery					
St. Stephen's School – Replacement School					
Ecole Providence School = Modernization					
Glenmary School Modular Classroom – Delivery	\$58,892				

In spring of 2012, the Division conducted a Governance and Financial Processes Review. The overall objective of this review was to ensure that the governance structure and supporting business processes related to the financial management of Holy Family are designed in a manner that supports accountability, transparency and effective, timely decision making while balancing these objectives in light of the limited personnel and resources within the Finance Department. Beginning the school year 2012-13 the division started the process of implementing the recommendations of the review.

Also this school year, the Division has implemented a new process of allocating funds to the schools.

Although there is a slight decrease in enrolment for 2012-13, the Division was able to maintain its projected staffing by using the funds carried from previous years.

The Audited Financial Statements and related unaudited schedules, school generated funds information and comparative information is available in the Provincial Report at <http://education.alberta.ca/admin/funding/audited.aspx>.

Detailed Budget and Expenditure and School Generated Funds information may be obtained by contacting the Secretary-Treasurer at Central Office in Peace River at 780-624-3956 or viewed on the internet at www.hfcrd.ab.ca.



Capital and Facilities Projects

The Division maintains a Ten-Year Facility Plan that is updated on an annual basis. All school facilities are audited through the Alberta Infrastructure School Facility Evaluation Program. The audits are key drivers in identifying additional space and modernization needs that will be prioritized in the Three-Year Capital Plan of the jurisdiction. The ultimate goal of this plan is to ensure students are taught in schools that facilitate programming needs in a healthy and safe environment.

The School Board Capital Plan identifies **Holy Family School** in Grimshaw for immediate replacement as soon as funding is provided by the Provincial Government. It is the Board's first priority for replacement. A Value Scoping session was conducted from January 19 – 21, 2011, with the goal to identify the school's current needs, analyze options and make a recommendation based on the analysis conducted. Based on results from the Value Scoping session, it is recommended to pursue funding for a replacement school at \$13.043 million initial cost. Since regionalization in 1997-98 to 2011-2012, \$671,000 has been allocated through modernization and BQRP/IMR programs to upgrade the facility and address needs identified in the facility audits. As the facility ages, its need for replacement increases. A major facelift to improve the learning environment is required.

Glenmary School in Peace River has been identified requiring CTS space. A modular classroom was added in December 2009. Minor upgrades have been done to address immediate CTS space requirements through the IMR and Operation and Maintenance Programs. Enrolment is stable at present with anticipated growth in the next 3 – 5 years. Roofing upgrades in the 1964 section were completed in August 2012. A modular classroom was requested in October 2012. Commencing 2012-2013, Glenmary is housing Holy Family Cyberhigh School.

St. Andrew's School in High Prairie requires significant upgrading to mechanical and electrical components. Funding will be beyond IMR. A new two station junior/senior high gymnasium is required to meet safety standards and accommodate high school sports. Additional CTS space is required to accommodate the growing need for occupational programming. Temporary space may be required as the population grows and this would need to be accommodated with modular classrooms. A Concept Plan is needed to reconfigure the existing space and consolidate the many additions that have occurred over the years. The school resembles a maze. A partial roofing upgrade was conducted in August 2011. A modular classroom was requested in October 2011.

Good Shepherd School in Peace River had a second modular classroom added in June 2008 to meet the Class Size Initiative targets. Population growth is anticipated in the years to come and additional modular classrooms will be required to accommodate the growth. The modernization requirements for this school will be met through the IMR and Maintenance Programs.

Ecole Providence in McLennan was allocated \$1,037,400 in February 2008 to upgrade the facility. This project was completed in 2010-2011.

A modernization and addition to **Rosary School** in Manning was completed in 2002. The project provided for a modern and functional learning environment as well as appropriate space for ECS to grade 9. The IMR program will enable the Division to maintain components that were not addressed in the modernization.

A new school in Valleyview, **St. Stephen's**, has been completed and has been operational since 2006-2007. The new facility provides students with a very modern and functional facility to accommodate a growing ECS to grade 9 program. Additional space may be required to facilitate extensive special education programming needs.

As Capital Funding for major capital projects from Alberta Infrastructure is not forthcoming in the short term, IMR will be required to maintain Holy Family School and components of Glenmary and St. Andrew's School facilities to a minimum acceptable standard to ensure learning environments are acceptable. Deferring capital needs further will likely result in greater costs as the economy continues to put a strain on construction costs.

Further information regarding school facilities may be obtained by contacting the Assistant Secretary-Treasurer at Central Office in Peace River at 780-624-3956 or email mauricio.reyes@hfcrd.ab.ca or visit the website at www.hfcrd.ab.ca.



Parental Involvement

The individual School Combined Annual Education Results Report and Three-Year Education Plan is communicated to the school council and made available to parents and the public on each school’s websites which can be accessed by navigating Holy Family CRD No. 37’s webpage at www.hfcrd.ab.ca. School Councils are given an opportunity to provide input into the Combined AERR and Three-Year Ed Plan at school council meetings with their school principals. Principals then bring input forward to the Superintendent at meetings held with Principals to update the report.

Timelines and Communication

This report is made available to parents and the public on the Holy Family Catholic Regional Division No. 37 website at <http://www.hfcrd.ab.ca/div/content/documents-and-reports>. The AISI Annual Report can also be accessed at <http://www.hfcrd.ab.ca/div/content/documents-and-reports> and the class size report can also be accessed at <http://www.hfcrd.ab.ca/div/node/82>. Copies of these reports are available upon request.

This report is a summary of Holy Family Catholic Regional Division’s achievements for the 2011-2012 school year combined with the 2012-13 – 2014/15 Three Year Education Plan. It serves as a tool to continue monitoring improvement in the Division and it provides accountability to our stakeholders.



APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Holy Family CRD No. 37							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	162	87.0	156	84.8	44,689	81.9	42,242	81.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	162	15.4	156	12.3	44,689	20.4	42,242	18.4
French Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	20	95.0	21	91.6	3,378	82.1	3,091	82.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	20	15.0	21	17.4	3,378	14.5	3,091	16.0
Francais 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	162	73.5	168	78.0	44,689	76.8	42,957	77.4
	Standard of Excellence	n/a	Maintained	n/a	162	14.8	168	17.3	44,689	25.5	42,957	26.0
English Language Arts 6	Acceptable Standard	Intermediate	Declined	Issue	159	79.9	190	84.1	43,170	82.7	43,453	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	159	11.9	190	15.2	43,170	17.8	43,453	18.8
French Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	17	100.0	19	96.4	2,592	89.3	2,435	89.7
	Standard of Excellence	Very Low	Declined	Concern	17	0.0	19	11.3	2,592	17.2	2,435	16.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2
Mathematics 6	Acceptable Standard	n/a	Maintained	n/a	159	65.4	189	70.4	43,170	74.7	43,539	73.7
	Standard of Excellence	n/a	Declined Significantly	n/a	159	5.0	189	16.4	43,170	16.6	43,539	17.8
Science 6	Acceptable Standard	Low	Maintained	Issue	158	72.2	190	73.8	43,073	77.8	43,389	76.5
	Standard of Excellence	Low	Declined	Issue	158	13.3	190	17.9	43,073	28.2	43,389	25.4
Social Studies 6	Acceptable Standard	n/a	Declined	n/a	159	56.0	195	65.3	43,170	73.2	43,569	71.1
	Standard of Excellence	n/a	Declined	n/a	159	8.8	195	13.1	43,170	19.5	43,569	17.5
English Language Arts 9	Acceptable Standard	Low	Declined Significantly	Concern	194	64.4	185	74.4	42,309	77.4	43,450	79.0
	Standard of Excellence	Low	Maintained	Issue	194	7.7	185	8.9	42,309	16.4	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	92.9	1,654	61.4	1,597	67.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	19.6	1,654	5.8	1,597	7.8
French Language Arts 9	Acceptable Standard	Intermediate	Improved	Good	21	90.5	13	67.4	2,344	87.5	2,332	85.6
	Standard of Excellence	Low	Maintained	Issue	21	4.8	13	5.1	2,344	12.2	2,332	12.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8
Mathematics 9	Acceptable Standard	n/a	Maintained	n/a	194	50.5	188	55.3	41,909	66.5	42,538	66.1
	Standard of Excellence	n/a	Maintained	n/a	194	7.7	188	9.6	41,909	17.8	42,538	17.3
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	83.3	1,941	62.4	1,915	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	31.7	1,941	15.4	1,915	15.1
Science 9	Acceptable Standard	Low	Declined Significantly	Concern	194	56.7	185	67.0	42,307	74.2	43,288	73.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	194	11.3	185	11.6	42,307	22.4	43,288	18.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	86.6	1,574	67.9	1,556	68.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	0.0	1,574	17.3	1,556	14.8
Social Studies 9	Acceptable Standard	n/a	Declined	n/a	194	50.0	183	59.5	42,429	68.9	43,449	68.1

	Standard of Excellence	n/a	Maintained	n/a	194	12.9	183	14.0	42,429	19.1	43,449	18.9
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	66.1	1,588	63.5	1,565	63.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	0.0	1,588	13.9	1,565	14.6

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.88	94.88 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	81.0	14.3	79.7	1.7	86.9	1.6	89.5	3.5	84.5	3.6		
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	Authority	87.1	3.2	93.8	6.3	93.3	6.7	93.9	12.2	86.3	5.9		
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
French Lang Arts 30-1	Authority	100.0	62.5	*	*	*	*	*	*	85.7	0.0		
	Province	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0		
Pure Mathematics 30	Authority	60.7	3.6	65.6	9.4	81.0	16.7	75.6	22.0	73.5	12.2		
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	Authority	68.8	0.0	72.7	9.1	72.0	12.0	78.6	21.4	83.3	6.3		
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30	Authority	81.4	11.6	72.9	4.2	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	76.2	7.1	84.5	6.9	85.0	10.0		
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 33	Authority	73.5	11.8	95.0	20.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	83.6	13.1	78.4	9.8	89.5	7.0		
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	Authority	78.4	8.1	61.4	9.1	62.1	15.5	67.3	19.2	78.5	21.5		
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30 Old	Authority	71.0	6.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	58.3	4.2	69.4	11.1	65.5	6.9	64.0	16.0		
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		
Physics 30 Old	Authority	76.2	14.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a		
Physics 30	Authority	n/a	n/a	52.9	5.9	60.0	0.0	76.5	11.8	79.2	8.3		
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Holy Family CRD No. 37								Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg			2012		Prev 3 Yr Avg	
					N	%	N	%		N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	84	84.5	59	85.3		29,328	86.0	28,848	85.2
	Standard of Excellence	Very Low	Maintained	Concern	84	3.6	59	2.3		29,328	11.3	28,848	10.8
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	51	86.3	42	93.7		14,554	89.5	14,112	88.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	51	5.9	42	8.4		14,554	10.7	14,112	9.1
French Lang Arts 30-1	Acceptable Standard	Low	n/a	n/a	7	85.7	n/a	n/a		1,208	95.5	1,279	94.7
	Standard of Excellence	Low	n/a	n/a	7	0.0	n/a	n/a		1,208	13.4	1,279	16.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		142	96.5	144	94.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		142	19.0	144	22.9
Pure Mathematics 30	Acceptable Standard	Low	Maintained	Issue	49	73.5	38	74.1		21,691	81.8	22,716	82.0
	Standard of Excellence	Low	Maintained	Issue	49	12.2	38	16.0		21,691	27.1	22,716	28.2
Applied Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	48	83.3	29	74.4		9,991	75.6	10,625	77.0
	Standard of Excellence	Low	Declined	Issue	48	6.3	29	14.2		9,991	10.3	10,625	12.0
Social Studies 30-1	Acceptable Standard	n/a	Maintained	n/a	60	85.0	50	80.3		23,487	86.2	23,544	83.7
	Standard of Excellence	n/a	Maintained	n/a	60	10.0	50	7.0		23,487	16.7	23,544	15.5
Social Studies 30-2	Acceptable Standard	n/a	Improved	n/a	57	89.5	56	81.0		17,193	83.1	15,720	85.3
	Standard of Excellence	n/a	Maintained	n/a	57	7.0	56	11.5		17,193	13.7	15,720	14.8
Biology 30	Acceptable Standard	Intermediate	Improved	Good	79	78.5	51	63.6		23,299	81.8	22,083	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	79	21.5	51	14.6		23,299	28.1	22,083	28.2
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	50	64.0	30	64.4		19,926	76.7	18,365	76.8
	Standard of Excellence	Low	Improved	Acceptable	50	16.0	30	7.4		19,926	28.4	18,365	28.4
Physics 30	Acceptable Standard	High	Improved	Good	24	79.2	20	63.1		10,562	81.0	10,364	76.6
	Standard of Excellence	Low	Maintained	Issue	24	8.3	20	5.9		10,562	30.3	10,364	23.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		5,873	79.8	4,808	82.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		5,873	22.0	4,808	21.6

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
3 Year Completion	61.9	59.5	57.0	62.9	71.7	71.1	70.8	71.5	72.6	74.1
4 Year Completion	66.3	68.6	66.7	65.3	71.9	76.1	76.3	76.1	76.9	78.1
5 Year Completion	72.4	69.6	70.9	71.6	73.6	78.9	78.7	79.0	79.0	79.6

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Drop Out Rate	6.4	5.7	6.6	5.5	2.9	5.0	4.8	4.3	4.2	3.2
Returning Rate	20.2	25.3	17.2	25.7	22.8	21.3	19.8	23.5	27.9	23.4

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
4 Year Rate	35.5	42.4	44.0	36.5	36.1	38.7	38.9	37.5	37.8	38.2
6 Year Rate	53.1	52.1	53.1	51.0	61.4	58.8	59.2	59.8	59.3	58.4

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Rutherford Scholarship Eligibility Rate (Revised)	66.1	51.1	63.4	60.5	71.5	56.8	57.3	56.9	59.6	61.5

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2007	109	66	60.6	55	50.5	37	33.9	72	66.1
2008	88	36	40.9	32	36.4	20	22.7	45	51.1
2009	101	61	60.4	49	48.5	27	26.7	64	63.4
2010	114	55	48.2	57	50.0	31	27.2	69	60.5
2011	123	76	61.8	71	57.7	37	30.1	88	71.5

Diploma Examination Participation Rate – Measure Details

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
% Writing 0 Exams	19.7	23.3	25.4	20.8	14.3	18.0	18.4	18.0	17.2	16.1
% Writing 1+ Exams	80.3	76.7	74.6	79.2	85.7	82.0	81.6	82.0	82.8	83.9
% Writing 2+ Exams	75.4	71.7	67.4	74.5	82.4	78.6	78.0	78.7	79.6	80.8
% Writing 3+ Exams	61.4	52.5	56.2	55.1	60.2	65.6	64.9	65.2	66.0	67.4
% Writing 4+ Exams	52.3	40.4	38.5	39.6	42.9	53.6	53.3	53.5	54.9	56.2
% Writing 5+ Exams	27.2	30.3	23.3	24.1	19.8	34.7	34.3	34.7	36.1	37.2
% Writing 6+ Exams	18.8	20.2	12.8	10.9	9.9	13.2	12.7	12.9	13.4	14.1

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
English 30 / English Language Arts 30-1	50.3	39.6	43.8	41.7	46.7	54.5	53.8	54.0	54.5	54.9
English 33 / English Language Arts 30-2	23.8	33.7	22.7	32.6	37.7	23.6	24.0	24.5	25.1	26.1
Total of 1 or more English Diploma Exams	74.1	72.3	66.4	74.2	82.0	77.0	76.7	77.1	78.0	79.0
Social Studies 30	48.3	35.6	39.1	0.0	0.0	49.3	48.1	48.1	3.7	0.3
Social Studies 30-1	n/a	0.0	0.0	30.3	42.6	n/a	0.0	0.0	45.7	48.2
Social Studies 33	27.2	37.6	31.3	5.3	0.8	28.8	29.5	30.1	2.5	0.1
Social Studies 30-2	n/a	0.0	0.0	39.4	40.2	n/a	0.0	0.0	27.4	31.0
Total of 1 or more Social Diploma Exams	72.8	72.3	68.0	74.2	82.8	77.2	76.7	77.4	78.1	78.9
Mathematics 30 / Pure Mathematics 30	35.4	32.7	25.8	27.3	31.1	41.7	41.1	40.8	41.4	42.6
Mathematics 33 / Applied Mathematics 30	25.2	16.8	27.3	18.9	23.0	19.5	19.1	19.7	19.7	20.0
Total of 1 or more Math Diploma Exams	59.2	49.5	53.1	46.2	54.1	60.7	59.7	59.9	60.6	62.0
Biology 30	50.3	37.6	35.2	38.6	43.4	39.8	39.1	39.8	41.2	42.8
Chemistry 30 Old	24.5	30.7	5.5	0.0	n/a	34.3	34.5	5.0	0.1	n/a
Chemistry 30	n/a	n/a	18.8	23.5	20.5	n/a	n/a	29.7	35.2	36.0
Physics 30 Old	26.5	19.8	3.9	0.0	n/a	21.5	20.4	2.4	0.1	n/a
Physics 30	n/a	n/a	14.1	17.4	13.1	n/a	n/a	17.5	20.0	20.6
Science 30	0.0	2.0	0.0	0.8	0.0	7.0	7.4	8.2	9.0	9.1
Total of 1 or more Science Diploma Exams	55.1	41.6	41.4	46.2	49.2	56.5	56.1	56.1	57.6	59.1
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3
French Language Arts 30	2.0	2.0	0.8	3.0	3.3	2.7	2.7	2.7	2.9	2.8
Total of 1 or more French Diploma Exams	2.0	2.0	0.8	3.0	3.3	2.9	2.9	2.9	3.1	3.1

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).