

2013-2016
Combined Three-Year
Education Plan
&
2012-2013
Annual Education
Results Report



Holy Family
CATHOLIC REGIONAL DIVISION #37

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 2013-2016 Three Year Education Plan and the 2012-2013 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 2012-2013 school year and the Education Plan for the three years commencing September 1, 2013, 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 2012-2013 school year and the Three-Year Education Plan for the 2013-2016 on November 28, 2013.

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.

Students and staff will be provided every opportunity to experience success in a Catholic Community guided by Christ.

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. Students 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, wellness and personal growth.
- Uniqueness within every individual.
- Collaboration.
- Success of all students.
- **Bridging the achievement gap** or First Nations, Métis and Inuit (FNMI) people. ***added by the Board during the Board Policy Review in January 2014.**
- Consulting and 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 safe and caring 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

- Ensure Catholic faith permeation is evident for all stakeholders.
- Ensure Catholic faith formation opportunities for all stakeholders with a focus on stewardship.
- Ensure appropriate and effective management of resources while supporting priorities.
- Ensure and support quality core instruction.
- Ensure infrastructure is conducive to learning.
- Ensure opportunities for programming are maximized including the effective use of technology.
- Ensure capacity development for formal leadership positions.
- Ensure meaningful and transparent stakeholder engagement.
- Continued improvement on acceptable and excellence levels in Provincial testing.



ISSUES

Issues taken into account in goal development:

- First Nations, Métis and Inuit Student Achievement
- Student Learning Achievement
- Budgeting restructuring and sustainability.
- Leadership capacity development.
- Recruitment and retention of quality Catholic personnel, staff and trustees.
- Infrastructure that is conducive to learning.
- Trustee orientation.
- Negotiations outcomes.
- Programming equity.
- Faith formation and the virtue of stewardship.
- École Providence School, McLennan; St. Mary's Elementary, Fort Vermilion; and Holy Family Cyber High School situations.
- Curriculum redesign, high school redesign and dual credit



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, 253 students enrolled in the nine schools in the Division.

ROSARY SCHOOL – Manning

ECS – Grade 9

Principal: Sheila Dillman (2012-13)

Enrolment: 159

Vice-Principal: Pat Stokes (Principal 2013-2014)

Vice-Principal: Laurie Goyetche (Vice-Principal 2013-2014)



HOLY FAMILY SCHOOL– Grimshaw

ECS – Grade 9

Principal: Cora Ostermeier (2012-13)

Enrolment: 192

Principal: Victoria Cornick (2013-14)

Vice-Principal: John Meagher



GOOD SHEPHERD SCHOOL – Peace River

ECS – Grade 6

Principal: Patrick Connellan (2012-13)

Enrolment : 449

Principal: Sandra Ciurysek (2013-14)

Assistant Principals: Terry Hogan and Anna Taplin



GLENMARY SCHOOL – Peace River

Grades 7 – 12

Principal: John Wiedrick

Enrolment: 567

Vice- Principal: Patrick McLean





Division Profile (Continued)

ÉCOLE PROVIDENCE SCHOOL – McLennan ECS – Grade 9

Principal: Sheila Prince (2012-13)

Enrolment: 38

Principal: James Eidem (2013-14)



ST. ANDREW'S SCHOOL – High Prairie ECS – Grade 12

Principal: Marc Lamoureux

Enrolment : 578

Vice-Principal: Karen Nielsen

Vice-Principal: Linda Vandenberg



ST. STEPHEN'S SCHOOL – Valleyview ECS – Grade 9

Principal: Jodie Chisholm

Enrolment : 229

Assistant Principals:

Sandy Batherson and Victoria Cornick (2012-13)

Sandy Batherson and Beverly Dietzen (2013-14)



HOLY FAMILY CYBERHIGH SCHOOL - Peace River Grades 7 – 12

Principal: Gary Munro (2012-2013)

Enrolment: 41

Principal: John Wiedrick (2013-2014)



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	Results	Targets		
	2012	2013	2014	2015
Overall percentage of students who feel Religion class is helping them grow in their faith.	43%			
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.	41%			
Number of staff who participated in Division sponsored Faith Development activities.	TBA			

Comment on Results

- In 2012-2013 the Division has placed these questions in Tell Them From Me Survey for Grades 7-12.

Strategies

- 2013-14 is year 3 of having a Division Faith permeation Coordinator.
- The division is creating a 3-5 year permeation plan including visioning and stakeholder consultation.
- Religion grade level PLC's continuing into 2nd year with outcomes and assessment focus.
- Retreats imbedded into school schedule across multiple grade levels and inter-connected school-parish activities when possible.
- Staff retreat opportunities for new teachers and all staff.
- Division Faith Day for all staff on annual basis to provide formation and faith development.



Combined 2013 Accountability Pillar Overall Summary – October 2013

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	88.8	88.6	88.1	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	78.6	77.2	77.5	81.5	80.7	80.7	High	Maintained	Good
		Education Quality	89.3	88.4	89.3	89.8	89.4	89.3	High	Maintained	Good
		Drop Out Rate	2.9	2.9	5.0	3.5	3.2	3.9	High	Improved	Good
		High School Completion Rate (3 yr)	72.4	71.7	63.9	74.8	74.1	72.7	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	76.8	72.6	75.2	79.0	79.1	79.2	Low	Maintained	Issue
		PAT: Excellence	13.8	11.5	13.0	18.9	20.8	19.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	80.3	79.3	78.8	84.6	83.1	82.5	Intermediate	Maintained	Acceptable
		Diploma: Excellence	16.0	11.2	10.0	21.7	20.7	20.1	Intermediate	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	49.1	42.9	40.3	56.6	56.2	54.9	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	71.5	71.5	65.1	61.3	61.5	59.4	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	57.2	61.4	55.2	59.5	58.4	59.2	High	Maintained	Good
		Work Preparation	78.7	78.9	79.4	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	82.1	81.5	80.5	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	81.7	82.3	81.2	80.3	79.7	79.8	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	83.9	80.0	81.5	80.6	80.0	80.0	Very High	Improved	Excellent

Combined Accountability Pillar FNMI Summary – October 2013

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	4.2	5.7	5.9	8.5	9.0	10.2	High	Maintained	Good
		High School Completion Rate (3 yr)	61.4	41.1	46.6	43.9	40.2	37.5	Low	Improved	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	63.2	61.5	59.9	61.8	58.4	58.6	Very Low	Maintained	Concern
		PAT: Excellence	6.6	4.8	6.8	6.1	6.6	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	76.7	83.7	79.5	77.1	75.8	76.0	Low	Maintained	Issue
		Diploma: Excellence	6.7	14.0	7.8	9.5	9.2	8.5	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	41.0	25.7	24.0	21.2	19.6	18.5	Low	Improved	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	76.2	50.0	52.0	35.1	34.4	31.4	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	43.8	50.9	41.9	32.2	30.2	31.8	Low	Maintained	Issue



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

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



GOAL ONE: An excellent start to learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

Comment on Results (OPTIONAL)												
Strategies <ul style="list-style-type: none"> Full day – 5 day ECS in 2 schools. Pre-K programs in 2 schools. Division association to early learning coalition. Participation in early year continuum project. 												

GOAL TWO: Success for Every Student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	71.9	76.4	80.8	79.3	80.3	82.0	Intermediate	Maintained	Acceptable	82.0		
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	5.1	7.9	11.1	11.2	16.0	12.0	Intermediate	Improved	Good	14.0		

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	59.5	57.0	62.9	71.7	72.4	65.0	Intermediate	Improved	Good	67.0		
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.7	6.6	5.5	2.9	2.9	4.0	High	Improved	Good	3.5		
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.1	53.1	51.0	61.4	57.2	55.0	High	Maintained	Good	59.0		
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	51.1	63.4	60.5	71.5	71.5	62.0	Very High	Improved	Excellent	65.0		
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	40.4	38.5	39.6	42.9	49.1	41.0	Intermediate	Improved	Good	50.0		

Comment on Results <ul style="list-style-type: none"> Overall improvement in student success includes priority focus on monitoring and supporting students through high school transitions. 												
Strategies <ul style="list-style-type: none"> 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. Post-Secondary planning and career counseling. Partnership with NRLC with a Sr. High Math teacher to mentor teachers and develop strong instructional practices. Four Division 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.
- Division virtual education programming to support credit recovery, course conflicts and alternative delivery methods.
- Off campus and dual credit program development.

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

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.7	76.6	76.3	72.6	76.8	78.5	Low	Maintained	Issue	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).	11.9	12.9	14.8	11.5	13.8	13.5	Low	Maintained	Issue	14.5		

Comment on Results

- Did not meet the target for overall percentage achieved in the standard of acceptable and excellence.
- Generally successful standards/excellence in grades 3/6, focus priority on junior high performance.

Strategies

- Reading recovery program in 2 schools.
- Jr. High Literacy program, flexible groupings, level reading programs.
- Dibels screening and ongoing progress monitoring.
- Teachers are engaged in school based Grade level/subject specific Professional Learning Communities that focus on improved instruction and quality planning.
- Support being offered to teachers through Division Learning Coaches.
- Early Intervention programming for students.
- Targeted intervention.
- Requirement of administrators to supervise instruction.
- Continued training for Administrators and Instructional Leadership Teams on the Response to Intervention Framework.
- Instructional Leadership Teams work with the Continuum of Growth for Quality Core Instruction through classroom observation and data collection.
- Continued priority focus on improved student attendance.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.5	81.1	79.1	81.5	82.1	81.0	Very High	Maintained	Excellent	84.0		
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.	74.6	80.9	78.3	78.9	78.7	82.0	High	Maintained	Good	82.5		

Comment on Results

- The Division did exceed the target set and improved for 2013 in the area of active citizenship. We will continue with identified strategies.



Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	64.8	75.1	66.6	67.6	63.1	67.5	n/a	n/a	n/a	68.0		

Comment on Results

- The school division suggests that there needs to be an increase in understanding of knowledge, skills and attitudes in the 21st century.

Strategies

- Off-campus programming & dual credit.
- Post-secondary tours and career counselling.
- 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.



Outcome: *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
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).	67.9	61.6	56.6	61.5	63.2		Very Low	Maintained	Concern			
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).	5.4	8.2	7.2	4.8	6.6		Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	96.4	73.8	81.0	83.7	76.7		Low	Maintained	Issue			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.7	4.8	4.8	14.0	6.7		Very Low	Maintained	Concern			

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	33.9	51.8	46.9	41.1	61.4	48.0	Low	Improved	Acceptable	50.0		
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	5.3	6.0	5.9	5.7	4.2	5.0	High	Maintained	Good	4.5		
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	34.0	38.5	36.4	50.9	43.8	37.5	Low	Maintained	Issue	38.0		
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	35.7	50.0	56.0	50.0	76.2	52.0	Very High	Improved	Excellent	53.0		
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	16.9	21.6	24.8	25.7	41.0	24.5	Low	Improved	Acceptable	25.0		

Comment on Results

- Our Division, in the majority of these measures, all except one, is higher than 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 as 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 Tribal Council and AANDC.
- Ensuring one of the pillars for the Learning Coach is to support teachers in meeting the needs of FNMI learners.
- Focus on Attendance Procedure enabling positive relationships and effective communication with families.
- Concentrated efforts to provide culture infusion.
- Identifying at-risk students and providing appropriate levels of support.



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 determined	N/A			

Comment on Results <ul style="list-style-type: none"> HFCRD No. 37 has spent the last 3-4 years building teams and creating leadership at the school levels. In 2012-2013, the Division researched and defined division instructional leadership and started working with the Response to Intervention Framework (RTI). We have begun to monitor and highlight core instructional focus, and introduce reflective strategies to help educators adjust instruction based on data. The 2013-14 year is earmarked as year one of implementation and will include benchmark assessments and data review, peer and classroom observations, on-site and central training of administration and instructional leadership teams.
Strategies <ul style="list-style-type: none"> Division focus on quality core instruction. Implementation of benchmark assessment – Dibels in K-6 and pilot of CARL – in junior high to support teachers in benchmarking student readiness to prompt teacher to drive core instructional focus as determined by class data. Ongoing training and support to ILT teams working with consultant and senior administration. Monthly focus as principal meeting providing opportunities for professional growth, collaboration and feedback regarding implementation process. On-site visits from consultant and senior administration to help build team and support focus and direction of instructional leadership at the school/site level.

GOAL THREE: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	72.7	78.2	77.3	77.2	78.6	79.0	High	Maintained	Good	80.0		

Comment on Results <ul style="list-style-type: none"> It is difficult in small rural schools to provide broad programming. Recruiting and retaining staffing with special areas of expertise is challenging. Excellent school based technology access for students. Quality integration of technology in multiple forms of instruction and learning including smart boards, document cameras, iPads and educational tools and programs.
Strategies <ul style="list-style-type: none"> 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.



GOAL FOUR: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.9	81.2	80.2	82.3	81.7	81.0	High	Maintained	Good	81.5		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.7	90.7	88.8	88.4	89.3	90.5	High	Maintained	Good	91.0		

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.
- Four 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.
- Schools have embedded collaboration time into timetable for cross grade planning, professional learning communities and common learning times.

Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
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.	86.0	87.8	87.9	88.6	88.8	88.5	Very High	Maintained	Excellent	89.0		
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.	77.7	83.5	81.1	80.0	83.9	82.0	Very High	Improved	Excellent	82.5		

Comment on Results (OPTIONAL)

- 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.
- Lead teams for learning support, wellness/health, and focus on maintaining and improving healthy school culture.
- Beginning Teacher Mentorship Divisional coach.
- Four 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.
- Maintain multiple forms of parent communication and feedback including traditional (newsletter, mail, phone) and incorporating new electronic communications including Twitter, Facebook, website updates, email etc.



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

Performance Measure	Result	Targets		
	2012	2013	2014	2015
To be determined				

Comment on Results

Strategies

- Schools are funded on a 16:1 Pupil Teacher ratio.
- Learning Coaches and Faith Permeation Coordinator are centrally pooled.
- A Learning Coach is dedicated to first and second year teachers.
- Technology supports and services are centrally pooled.

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

Performance Measure	Result	Targets		
	September 2012	September 2013	2014	2015
Engagement – Facebook likes/posts	21	178	225	275
Engagement – Twitter	36	238	250	300
HFCRD News Subscription	N/A	616	800	1000

Comment on Results

- In 2012-2013 the Division hired a Communications Coordinator.

Strategies

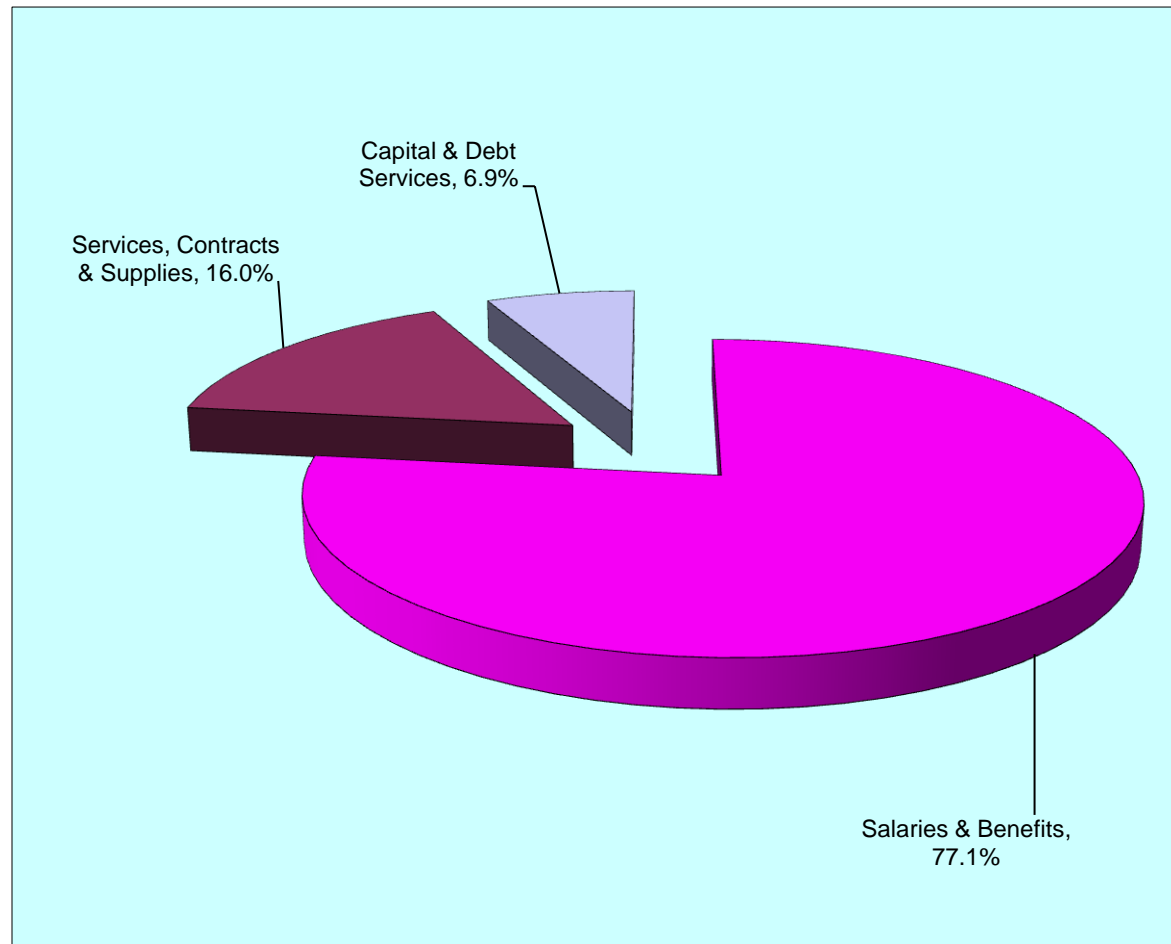
- Communicating within stakeholders by reaching them in places they already visit – social media and email being the newest tools introduced to our Division.
- Using social media to drive traffic to our website, including information parents and students want, i.e. photos.
- Transparency in communication inspires trust with our school community.



Summary of Financial Results

Expenditures by Type for 2012-2013

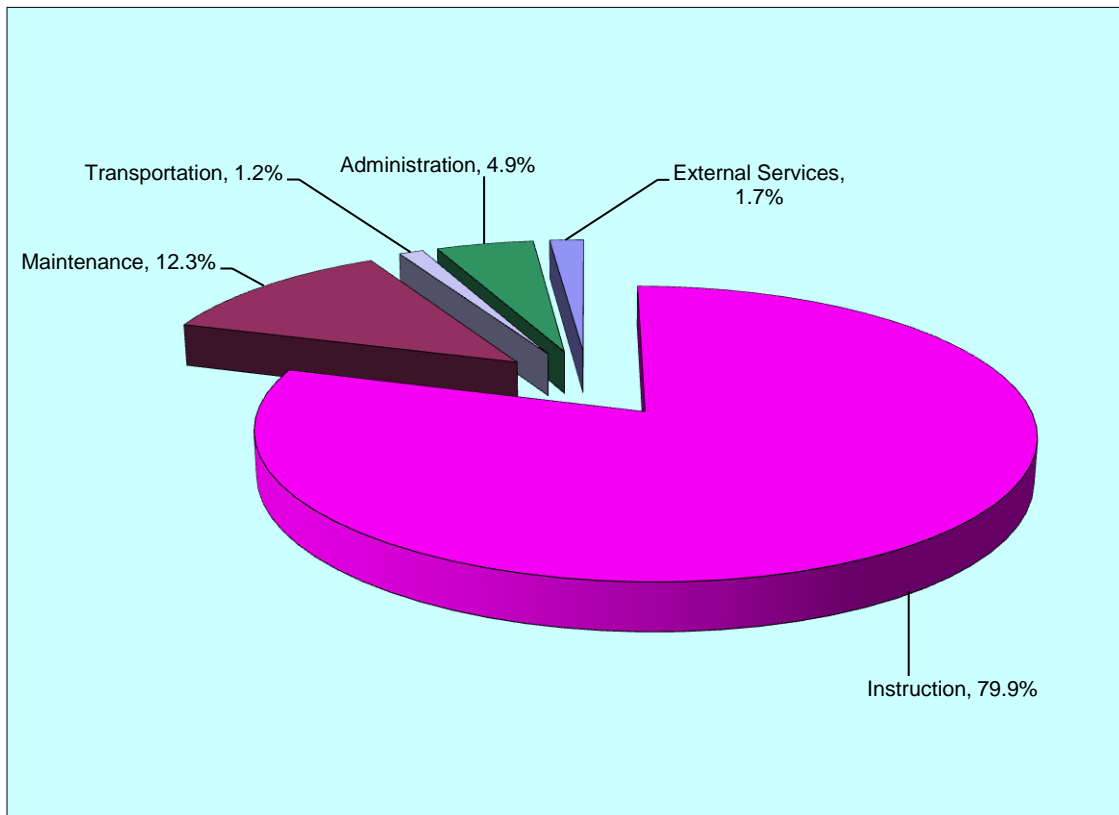
Salaries and Benefits	\$24,045,479 – 77.1%
Services, Contracts & Supplies	\$ 5,002,891 – 16.0%
Capital & Debt Services	\$ 2,153,191 – 6.9%
Total	\$31,201,561 – 100.0%





Revenue and Expense Summary 2012-2013

	<u>Revenues</u>	<u>Expenditures</u>	<u>Surplus/Deficit</u>
Instruction	\$ 24,349,444	\$ 24,923,027	(573,583)
Maintenance	\$ 4,004,267	\$ 3,837,948	\$ 166,319
Transportation	\$ 546,062	\$ 379,379	\$ 166,683
Administration	\$ 1,530,706	\$ 1,530,706	0
External Services	\$ 530,501	\$ 530,501	0
TOTAL:	\$ 30,960,980	\$ 31,201,561	\$ (240,581)





Budget Summary					
	Audited Financial Statements 2010-11	Audited Financial Statements 2011-12	Audited Financial Statements 2012-2013	Updated & Approved Budget 2013-2014	Percent
Total Net Enrolled Students (FTE)	2159	2147	2147	1960	
REVENUES					
Government of Alberta	23,555,523	25,025,795	25,584,356	24,306,982	79.4%
Federal Government/First Nations	2,749,923	2,725,480	2,933,058	2,748,220	9.0%
All Other Revenues	2,254,109	2,172,784	2,443,566	3,552,215	11.6%
Total Revenues	\$28,559,555	\$29,924,059	\$30,960,980	\$30,607,417	100.0%
EXPENSES					
Instruction	21,466,628	24,496,714	24,923,027	25,878,759	80.7%
Operations and Maintenance	3,863,687	3,803,202	3,837,948	3,931,899	12.3%
Transportation	325,709	407,748	379,379	408,547	1.3%
Board & System Administrations	1,301,276	1,567,294	1,530,706	1,475,885	4.6%
External Services	459,142	488,278	530,501	387,623	1.2%
Total Expenses	\$27,416,442	\$ 30,763,236	\$31,201,561	\$32,082,713	100.0%
Net Operating Results	\$1,143,113	\$ (839,177)	\$(240,581)	\$(1,475,296)	
Accumulated Operating Surplus	5,405,460,	11,387,862	11,135,125	9,696,169	
Detailed Expenses:					
Salaries/Wages/Benefits	20,500,398	23,475,200	24,045,479	24,372,291	76.0 %
Services/Contracts/Supplies	4,181,118	5,198,944	5,002,891	5,508,396	17.2 %
Gross School Generated Funds	681,780	-	-	-	0.0 %
Capital Debt Services	2,053,146	2,089,092	2,153,191	2,202,025	6.9 %
Total Expenses	\$27,416,442	\$30,763,236	\$31,201,561	\$32,082,712	100.0%
Capital Projects:					
Glenmary School Modular Classroom – In Progress					
<p>In the 2012-2013 school year, the Division started implementing recommendations from the Financial Processes Review conducted in the previous year.</p> <p>Although there is a slight decrease in enrolment for 2013-14, the Division was able to maintain its projected staffing by using the funds carried from previous years.</p> <p>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.</p> <p>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.</p>					



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.

In previous years, the School Board Capital Plan has identified **Holy Family School** in Grimshaw as the Board's first priority for replacement. In recent months, the Government of Alberta has announced that Holy Family School has been approved as part of the capital projects in the upcoming years. Final details are still under progress.

Glenmary School in Peace River has been identified requiring CTS space. A modular classroom has been added in November 2013, this is in addition to a modular classroom was added in December 2009. In recent years, minor upgrades have been done to address immediate CTS space needs and in August 2012 roofing upgrades were completed. Enrolment is stable at present with anticipated growth in the next 3 – 5 years.

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. As the school layout resembles a maze, a Concept Plan is needed to reconfigure the existing space and consolidate the many additions that have occurred over the years. In recent years, partial roofing upgrades and minor electrical upgrades were funded with IMR funding. Temporary space may be required as the population grows and this would need to be accommodated with modular classrooms. 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 programs. Additional space may be required to facilitate extensive special education programming needs.

As school facilities age, it is foreseeable that IMR funding received will be utilized to maintain Holy Family School as well as components of Glenmary School and St. Andrew's School facilities to a minimum acceptable standard to ensure learning environments are safe and acceptable.

Further information regarding school facilities may be obtained by contacting the Secretary-Treasurer at Central Office in Peace River at 780-624-3956 or email helen.diaz@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 class size report can 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 2012-2013 school year combined with the 2013-14 – 2015/16 Three Year Education Plan. It serves as a tool to continue monitoring improvement in the Division and it provides accountability to our stakeholders.



The following pages include tables and graphs that provide detailed data for the performance measures

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Holy Family CRD No. 37							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	High	Improved	Good	170	90.6	159	86.4	46,095	81.5	43,231	81.8
	Standard of Excellence	High	Maintained	Good	170	18.8	159	14.8	46,095	17.8	43,231	19.2
French Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	16	87.5	20	93.0	3,399	79.7	3,192	82.3
	Standard of Excellence	Low	Maintained	Issue	16	6.3	20	13.3	3,399	12.4	3,192	15.6
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	170	76.5	165	75.7	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	Improved	n/a	170	20.6	165	16.0	46,041	25.5	43,823	25.8
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	149	83.9	182	82.3	44,141	82.5	43,401	83.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	149	13.4	182	14.7	44,141	16.3	43,401	18.4
French Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	14	100.0	20	96.4	2,601	88.6	2,571	89.0
	Standard of Excellence	Low	Maintained	Issue	14	7.1	20	7.1	2,601	16.3	2,571	16.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3
Mathematics 6	Acceptable Standard	n/a	Improved	n/a	149	75.2	174	67.9	44,089	73.0	43,355	74.2
	Standard of Excellence	n/a	Improved	n/a	149	16.1	174	10.7	44,089	16.4	43,355	17.2
Science 6	Acceptable Standard	Intermediate	Improved Significantly	Good	149	81.9	182	72.5	44,138	77.5	43,341	76.9
	Standard of Excellence	High	Improved	Good	149	25.5	182	16.9	44,138	25.9	43,341	26.5
Social Studies 6	Acceptable Standard	Intermediate	Improved	Good	149	70.5	183	62.2	43,914	72.7	43,436	71.8
	Standard of Excellence	High	Improved Significantly	Good	149	24.2	183	11.7	43,914	19.0	43,436	18.1
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	203	68.0	186	69.7	28,137	76.4	42,995	78.6
	Standard of Excellence	Low	Maintained	Issue	203	8.4	186	8.2	28,137	14.7	42,995	15.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	92.9	1,450	62.4	1,616	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	19.6	1,450	4.3	1,616	7.2
French Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	12	100.0	16	79.4	2,485	87.2	2,359	87.5
	Standard of Excellence	Very Low	Maintained	Concern	12	0.0	16	6.7	2,485	13.9	2,359	13.2

Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	n/a	Maintained	n/a	202	50.5	191	52.9	28,155	66.5	42,224	66.3
	Standard of Excellence	n/a	Maintained	n/a	202	7.9	191	8.7	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	83.3	1,662	65.9	1,924	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	31.7	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	202	61.4	186	62.4	28,825	72.6	42,870	74.2
	Standard of Excellence	Intermediate	Declined	Issue	202	8.4	186	12.1	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	86.6	1,423	68.4	1,562	68.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	0.0	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	202	52.0	186	56.3	29,021	65.3	43,109	68.4
	Standard of Excellence	Low	Maintained	Issue	202	11.4	186	13.6	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	66.1	1,370	64.6	1,573	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	0.0	1,370	13.0	1,573	14.4

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Holy Family CRD No. 37							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	71	88.7	67	87.0	28,411	85.9	29,182	85.2
	Standard of Excellence	Low	Improved	Acceptable	71	9.9	67	2.9	28,411	10.5	29,182	10.5
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	39	89.7	48	91.2	15,068	89.5	14,478	89.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	39	7.7	48	8.3	15,068	11.1	14,478	9.8
French Lang Arts 30-1	Acceptable Standard	*	*	*	5	*	7	85.7	1,252	95.3	1,267	94.8
	Standard of Excellence	*	*	*	5	*	7	0.0	1,252	12.5	1,267	14.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	96.7	147	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	18.3	147	18.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	44	76.7	93	62.4	22,547	81.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	44	17.0	93	12.9	22,547	28.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	34	78.0	24	75.0	10,479	75.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	34	13.2	24	20.8	10,479	10.9
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	50	80.0	53	81.9	22,312	85.4	23,525	84.5
	Standard of Excellence	Low	Maintained	Issue	50	8.0	53	8.0	22,312	15.2	23,525	15.9
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	52	80.8	56	83.8	17,959	82.4	16,217	84.6
	Standard of Excellence	Low	Maintained	Issue	52	5.8	56	10.0	17,959	13.9	16,217	14.4
Biology 30	Acceptable Standard	Intermediate	Improved Significantly	Good	49	85.7	63	69.3	22,025	84.3	22,822	81.7
	Standard of Excellence	High	Improved	Good	49	28.6	63	18.8	22,025	32.4	22,822	28.7
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	55	58.2	38	66.3	15,897	78.8	19,217	76.9
	Standard of Excellence	Low	Maintained	Issue	55	12.7	38	11.3	15,897	31.8	19,217	28.7
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	25	76.0	22	71.9	8,920	81.1	10,527	77.2
	Standard of Excellence	High	Improved	Good	25	28.0	22	6.7	8,920	30.3	10,527	26.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,506	84.1	5,274	80.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,506	25.8	5,274	21.9

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
3 Year Completion	59.5	57.0	62.9	71.7	72.4	70.8	71.5	72.6	74.1	74.8
4 Year Completion	68.6	66.7	65.3	71.9	75.4	76.3	76.1	76.9	78.1	79.4
5 Year Completion	69.6	70.9	71.6	73.6	73.9	78.7	79.0	79.0	79.6	80.8

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	5.7	6.6	5.5	2.9	2.9	4.8	4.3	4.2	3.2	3.5
Returning Rate	25.3	17.2	25.7	22.8	41.0	19.8	23.5	27.9	23.4	23.0

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
4 Year Rate	42.4	44.0	36.5	36.1	27.2	38.9	37.5	37.8	38.2	39.6
6 Year Rate	52.1	53.1	51.0	61.4	57.2	59.2	59.8	59.3	58.4	59.5

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Rutherford Scholarship Eligibility Rate (Revised)	51.1	63.4	60.5	71.5	71.5	57.3	56.9	59.6	61.5	61.3

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
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
2012	144	91	63.2	81	56.3	52	36.1	103	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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
% Writing 0 Exams	23.3	25.4	20.8	14.3	17.4	18.4	18.0	17.2	16.1	15.9
% Writing 1+ Exams	76.7	74.6	79.2	85.7	82.6	81.6	82.0	82.8	83.9	84.1
% Writing 2+ Exams	71.7	67.4	74.5	82.4	79.2	78.0	78.7	79.6	80.8	81.2
% Writing 3+ Exams	52.5	56.2	55.1	60.2	65.5	64.9	65.2	66.0	67.4	67.5
% Writing 4+ Exams	40.4	38.5	39.6	42.9	49.1	53.3	53.5	54.9	56.2	56.6
% Writing 5+ Exams	30.3	23.3	24.1	19.8	28.7	34.3	34.7	36.1	37.2	38.0
% Writing 6+ Exams	20.2	12.8	10.9	9.9	13.0	12.7	12.9	13.4	14.1	14.6