2015-2018
COMBINED THREE-YEAR EDUCATION PLAN

&

2014-2015
ANNUAL EDUCATION RESULTS REPORT

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 2015-2018 Three Year Education Plan and the 2014-2015 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 division, 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 priorities 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 for all students to achieve success and reach their potential by developing skills to become engaged thinkers, ethical citizens with an entrepreneurial spirit to be contributing members to our society.

Dianne Arcand-Lavoie
Board Chair

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2014-2015 school year and the Education Plan for the three years commencing September 1, 2015, for Holy Family Catholic Regional Division No. 37 were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management 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 2014-2015 school year and the Three-Year Education Plan for the 2015-2018 on November 24, 2015.

VISION

Holy Family Catholic Regional Division No. 37 will provide an 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 equitably 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 recognised. 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
- Catholic Citizens
- Diversity
- Healthy Identity and Relationships
- Engaged Thinkers, Ethical Action, Entrepreneurial Spirit
- Collaboration
- Success of all Students
- Bridging the Achievement Gap for First Nations, Métis and Inuit (FNMI) People
- Consulting and Input from Stakeholders
- Ensure appropriate and effective management of resources while supporting priorities

BELIEFS

- Modeling Christ as our Guide and Teacher.
- Faith will be permeated.
- The student is first.
- Parents/guardians are the child's primary educators.
- All staff are professional and guided by the teachings of the Catholic Church.
- 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
- Foster Communities of Care
- Teacher efficacy
- Create celebration opportunities for staff recognition and school success
- Ensure and support teacher growth around quality core instruction, collaboration and professional learning
- Ensure support for a division-wide school calendar
- Maintain support for teachers through Learning Coaches and mentorship
- Ensure students have appropriate learning opportunities within an inclusive environment
- Maintain and regularly monitor student success using baseline data
- Curriculum redesign and moving forward with High School Redesign
- 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
- Strive for continued improvement on acceptable and excellence levels in Provincial testing to ensure student success

ISSUES

Issues taken into account in goal development:

- First Nations, Métis and Inuit Student Achievement
- Student Learning Achievement
- Budgeting sustainability
- 2016/2017 Alberta Teachers Association Collective Agreement negotiations
- Recruitment and retention of quality Catholic staff and trustees
- Maintaining infrastructure that is conducive to learning
- Capital projects that may impact financial resources
- Supporting educational opportunities at St. Mary's Elementary, Fort Vermilion and Holy Family Cyber High School
- Developing and maintaining agreements for dual credit and off campus opportunities

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

Manning   ECS – Grade 9
Principal: Pat Stokes
Enrolment: 159
Vice-Principal: Laurie Goyetche

Grimshaw   ECS – Grade 9
Principal: Victoria Cornick
Enrolment: 187
Vice-Principal: Jennifer Anderson

Peace River   ECS – Grade 6
Principal: Sandra Ciurysek
Enrolment: 410
Vice Principal: Terry Hogan

Peace River   Grades 7 – 12
Principal: John Wiedrick
Enrolment: 541
Vice- Principal: Dominique Jean

Division Profile *(Continued)*

McLennan   ECS – Grade 9
Principal: Krista Veitch

Enrolment: 59

High Prairie   ECS – Grade 12
Principal: Marc Lamoureux
Enrolment : 546
Vice-Principal: Karen Nielsen
Vice-Principal: Linda Vandenberg

Valleyview   ECS – Grade 9
Principal: Jodie Chisholm
Enrolment : 247
Assistant Principals: Sandy Campbell & Beverly Dietzen

Peace River   Grades 7 – 12
Principal: John Wiedrick
Enrolment: 13 Full-Time/36 Part-Time

What's New for October 2015?

Alberta Government

This section outlines any changes to the data, calculations or measures compared to the May 2015 release.

What's New:

- **New year of results for Provincial Achievement Tests.**
- **New year of results for Diploma Examinations.**
- Provincial Achievement Test aggregate results recalculated to include Mathematics 6/9.

Methodology Update:

- Diploma Examination school authority and school attribution methodology was revised to reflect change to Provincial Approach to Student Information (PASI) as new data source:

    - New methodology was created to assign the linked school and diploma exam mark to a school authority and school.

    - Both the current and historical data for this measure have been adjusted to reflect these changes.

Impact of Student Learning Assessment Pilot (Fall 2014):

- School authorities participating in the Student Learning Assessment Pilot in Fall 2014 were not required to have students participate in the Grade 3 Provincial Achievement Tests. Consequently:
    - Provincial Achievement Test aggregate results do not include Grade 3 PAT courses
    - School authorities participating in the SLAs had their Grade 3 PAT evaluations suppressed

    Caution should be used when interpreting trends over time for the province and participating school authorities.

Impact of June 2013 Alberta Flood:

- Participation in Grade 9 Provincial Achievement Tests and Diploma Examinations were impacted by the flooding in June 2013.
    Consequently, for those school authorities affected by the floods:
    - 2013 results have been removed from the calculation of the Previous 3-year Average for Provincial Achievement Test and Diploma Examination aggregate results
    - 2013 results have been removed from the calculation of the Previous 3-year Average for Grade 9 PAT courses
    Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Combined 2015 Accountability Pillar Overall Summary – October 2015

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	88.3	88.4	88.6	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	79.8	75.2	77.0	81.3	81.3	81.2	High	Improved	Good
		Education Quality	88.7	87.2	88.3	89.5	89.2	89.5	High	Maintained	Good
		Drop Out Rate	2.7	4.9	3.5	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	66.6	73.6	72.6	76.4	74.9	74.6	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	61.2	68.5	65.9	73.0	73.1	73.9	Very Low	Declined	Concern
		PAT: Excellence	9.5	11.3	11.5	18.8	18.4	18.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	82.1	82.1	81.4	85.2	85.5	84.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	9.3	11.0	11.5	21.0	21.1	20.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	35.3	41.2	44.4	54.9	50.5	54.4	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	64.8	65.6	69.6	61.2	60.9	61.3	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	54.5	50.9	56.5	59.8	59.2	59.0	Intermediate	Maintained	Acceptable
		Work Preparation	81.1	77.5	78.4	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	82.7	81.2	81.6	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	79.8	83.6	82.5	80.7	80.6	80.2	High	Maintained	Good
Continuous Improvement	Acceptable	School Improvement	79.3	80.6	815	79.6	79.8	80.1	High	Declined	Acceptable

Combined Accountability Pillar FNMI Summary – October 2015

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	6.6	3.9	4.6	8.0	7.8	8.4	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	49.3	57.7	53.4	43.6	42.6	40.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	43.8	48.9	49.0	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	3.2	3.6	4.7	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	77.9	86.1	81.2	78.3	78.4	76.6	Low	Maintained	Issue
		Diploma: Excellence	0.0	7.6	8.4	9.4	10.1	9.1	Very Low	Declined	Concern
		Diploma Exam Participation Rate (4+ Exams)	27.1	3.4	23.4	20.2	18.9	19.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	51.6	37.9	54.7	31.5	33.0	34.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	28.6	34.5	43.1	30.3	32.1	31.5	Very Low	Maintained	Concern

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 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 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	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:
1) 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%.
2) 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)

OVERRIDING GOAL: Build Catholic citizenship for all Students and Staff

OUTCOME: Maintain and expand faith development opportunities for students.

Performance Measure	Results		Targets		
	2013	2014	2015	2016	2017
Overall percentage of students who feel Religion class is helping them grow in their faith.	43%	56%%	60%		
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.	41%	57.5%	60%		

Comment on Results
- Tell them From Me data is used for these performance measures.
- Face to Face Ministries, Cat Chat and other organizations provide Grade level experiences

Strategies
- Having a Division Faith Permeation Coordinator
- Each school has a school level coordinator.
- The division has created a comprehensive communities of care permeation plan building catholic citizens
- Retreats imbedded into school schedule across multiple grade levels and inter-connected school-parish activities when possible
- Supporting grade one teachers on the implementation of the new curriculum

OUTCOME: Maintain and expand faith development opportunities and evangelization of staff.

Performance Measure	Results		Targets		
	2014	2015	2016	2017	2018
Number of new hires who are Catholic	69%	63%	70%		
Number of staff who participated in Division sponsored Faith Development activities.					
Number of staff entering RCIA					

Comment on Results
- We continue to focus on hiring teachers who are Catholic.

Strategies
- Keeping the same focus for school based staff retreats however individualized for school culture.
- Staff retreat opportunities for new teachers and all staff
- Division Faith Day for all staff on annual basis to provide formation and faith development
- Faith 101 mandatory for all new staff in the Division
- Seven spots are centrally supported for staff to attend SPICE
- Divisional support for the rotation of Administrators to attend Blueprints

DESIRED OUTCOME ONE: Every Student is Successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.9	82.0	80.2	82.1	82.1	82.5	Intermediate	Maintained	Acceptable	82.5		
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.0	10.4	13.2	11.0	9.3	14.0	Low	Maintained	Issue	14.0	14.5	15.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	62.9	71.7	72.4	73.6	66.6	70.0	Intermediate	Declined	Issue	70.0	71.0	72.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.5	2.9	2.9	4.9	2.7	3.5	Very High	Maintained	Excellent	3.0		
High school to post-secondary transition rate of students within six years of entering Grade 10.	51.0	61.4	57.2	50.9	54.5	59.0	Intermediate	Maintained	Acceptable	59.0		
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	60.5	71.5	71.5	65.6	64.8	66.0	High	Maintained	Good	66.0		
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	39.6	42.9	49.1	41.2	35.3	50.0	Low	Declined	Issue	50.0	50.5	51.0

Comment on Results

- We are pleased that our students exceeded the three year HFCRD average in the Diploma acceptable rate.
- We celebrate our student's success in exceeding the provincial rate on receiving Rutherford Scholarships.
- Our high schools are focused on programming for student success therefore programs are tailored to our student's needs and aspirations which at times leads to a lower number of core courses.

Strategies

- The creation of a Division calendar allowing for common Professional Collaborative Days across the Division
- Centralized Division professional collaboration for ECS teachers, Gr.5 and 6 teachers focused on Literacy and Jr. High teachers focused on planning and assessment.
- Providing intensive collaboration and leadership development for Division Learning Coaches.
- Five 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.
- Division virtual education programming to support credit recovery, course conflicts and alternative delivery methods.
- Off campus and dual credit program development.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.1	81.5	82.1	81.2	82.7	84.0	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.	78.3	78.9	78.7	77.5	81.1	82.0	High	Maintained	Good	82.0		

Comment on Results

- HFCRD has exceeded the provincial results.

Strategies

- All strategies in our plan support the achievement of these performances measures.
- Maintaining a focus on quality core instruction and student's understanding of how their knowledge, skills and attitudes are important for the future.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	66.6	67.6	63.1	67.1	68.7	69.0	n/a	n/a	n/a	70		

Comment on Results

- The school Division is focusing on a common language for staff, students and parents around lifelong learning.
- 70% of our parents said students were taught the necessary skills, yet only 50% of the parents said high school students demonstrated them. Very similar results with the teachers.

Strategies

- Off-campus programming & dual credit.
- Post-secondary tours and career counselling.
- Enhanced CTS offerings.
- Increase parental/guardianship involvement in the conversations around lifelong learning and preparing the young adult for a job in the future that we don't even know exists.
- Fostering ethical actions in local school communities, including community and global partnerships, environmental stewards and charity and service.
- Learning Fair or a school based hybrid.
- Community based presentations
- Open houses

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	68.7	62.1	67.0	68.5	61.2	79.0	Very Low	Declined	Concern	79.0	79.5	80.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.5	9.7	13.4	11.3	9.5	14.5	Very Low	Maintained	Concern	14.5	15.0	15.5

Comment on Results

- Historically at HFCRD the grade three results were significantly high and with their removal the achievement for Grade six and nine has declined.

Strategies

- DIBELS (Dynamics for Improved Basic Early Literacy Skills) screening and ongoing progress monitoring Grades K-6.
- Targeting for 80% of core quality instruction.
- Placing comprehension supports for diagnosing literacy interventions into Gr. 7 and 8.
- Providing a Divisional calendar that allows teachers to be 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.
- Five day-full day ECS in all schools
- Students who are not at or above are being identified and provided supports.
- Providing required interventions for students.
- Requirement of administrators to supervise instruction.
- Continued priority focus on improved student attendance.
- School Admin teams develop, implement and monitor 45 day school improvement plan.

NEW *Outcome: Technology is used to support student-centered personalized learning.*

Performance Measure	Result	Targets		
	2015	2016	2017	2018
Student access to computers. To be reported in 2015-2016 through the Tell Them From Me Survey.				

Performance Measure- Accountability Pillar	Result		Targets		
	2015		2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to learn about computers	Teachers	81.0			
	Parents	87.0			
	Students	73.5			

Comment on Results
• HFCRD's Technology Plan of the student/device ratio supports our schools in the use of technology to support instruction.

Strategies
• All High Schools are doing My Blueprint.
• Developing in 2015-2016 a Divisional roll out plan to include educational technology using google.
• The learning coaches are supporting and targeting student centered personalized learning.

DESIRED OUTCOME TWO: Alberta has quality teaching and school leadership.

Specific 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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	77.3	77.2	78.6	75.2	79.8	80.0	High	Improved	Good	81.0		

Comment on Results
• 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
• We increased opportunities for enhanced exposure in these areas through guests, presentations, authors, illustrators.
• We try to provide Junior High options that are of interest and relevant to High School CTS.
• Teachers in these areas are supported in Professional Learning Communities internal and external to the Division.
• All our schools offer extra-curricular sports programs.
• Educating parents and students of the option choices available to students.

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: *The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.2	82.3	81.7	83.6	79.8	85.0	High	Maintained	Good	85.0		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.8	88.4	89.3	87.2	88.7	91.0	High	Maintained	Good	91.0		

Comment on Results
• We will continue to create as many opportunities for parents to be involved in their child's education.

Strategies
• Parental portal in PowerSchool has supported parents in their level of involvement. • Effective use of a variety of communication to parents through SynerVoice, social media, personal contact.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	87.9	88.6	88.8	88.4	88.3	89.0	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.	81.1	80.0	83.9	80.6	79.3	82.0	High	Declined	Acceptable	82.0		

Comment on Results
• In reviewing the results, teachers have impacted the percentage indicating school and schools in their jurisdiction have improved or stayed the same in the last three years. It is believed that as we ask them to improve their instructional practices they are indicating we are directing their PD. • The continued excellence in safe and caring speaks to our division's vision and culture of supporting our students and their families.

Strategies
• Division calendar that supports centrally driven professional development. • Providing Division in town bussing for students in three of our communities. • Instructional Leadership Teams. • Five Learning Coaches to support teachers. • 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.

NEW *Outcome:* *Instructional Leadership Teams identify and monitor school-wide instructional needs.*

Performance Measure	Result	Targets		
	2013	2014	2015	2016

Comment on Results

- HFCRD has spent the last 3-4 years building teams and creating leadership at the school levels.
- Division focus on quality core instruction.

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

Performance Measure		
	2013	2014	2015	2016
Faith Permeation	.76%	.81%	.82%	
Technology	.29%	.41%	.41%	
Learning Coaches	1.56%	2.48%	2.2.3%	
Communications	1.62%	1.68%	1.8%	

Comment on Results
- 2015-2016 allocations of funds to increase to five learning coaches.

Strategies

- Schools are funded on a 17:1 Pupil Teacher ratio.

NEW *Outcome:* *Opportunities for community engagement are provided.*

Performance Measure				Target	
	September 2012	September 2013	September 2014	2015	2016
Engagement – Facebook likes/posts	21	157	178	225	275
Engagement – Twitter	36	205	238	250	300
HFCRD News Subscription	N/A	552	616	800	1000

Comment on Results

- Transparency in communication inspires trust with our school community.

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.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	47.4	49.5	48.6	48.9	43.8		Very Low	Maintained	Concern	45.0	45.5	46.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.3	3.4	7.0	3.6	3.2		Very Low	Maintained	Concern	6.0	6.5	7.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	89.5	87.5	70.0	86.1	77.9		Low	Maintained	Issue	80.0	81.0	82.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.0	12.5	5.0	7.6	0.0		Very Low	Declined	Concern	7.5	8.0	8.5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	46.9	41.1	61.4	57.7	49.3		Very Low	Maintained	Concern	51.0	51.5	52.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	5.9	5.7	4.2	3.9	6.6		Intermediate	Maintained	Acceptable	5.0	5.5	6.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	36.4	50.9	43.8	34.5	28.6		Very Low	Maintained	Concern	30.0	30.5	31.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	56.0	50.0	76.2	37.9	51.6		Intermediate	Maintained	Acceptable	53.0	53.5	54.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	24.8	25.7	41.0	3.4	27.1		Very Low	Maintained	Concern	30.0	30.5	31.0

Comment on Results

- HFCRD has high expectations for First Nations Metis and Inuit students.
- We are proud that our Division's three year average for Diploma Acceptable is 81.4 and for our FNMI students it is 81.2.
- We have exceeded the three year average results compared to the province on Dropout rate, High School completion, Diploma acceptable, Diploma participation rates, Rutherford and Transition rates
- The Division has worked very hard on increasing the attendance of our FNMI students.

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 it's Positive Path Forward.
- Ensure each school develops FNMI program goals that address appropriate programs and supports for FNMI students.
- 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.

Summary of Financial Results

Expenditures by Type for 2014-2015

Salaries and Benefits	$24,094,510 – 77.2%	
Services, Contracts & Supplies	$ 5,080,161 – 16.3%	
Capital & Debt Services	$ 2,055,315 – 6.5%	
Total	**$31,229,986 – 100.0%**	

Capital & Debt
Services, 6.5%

Services, Contracts
& Supplies, 16.3%

Salaries & Benefits,
77.2%
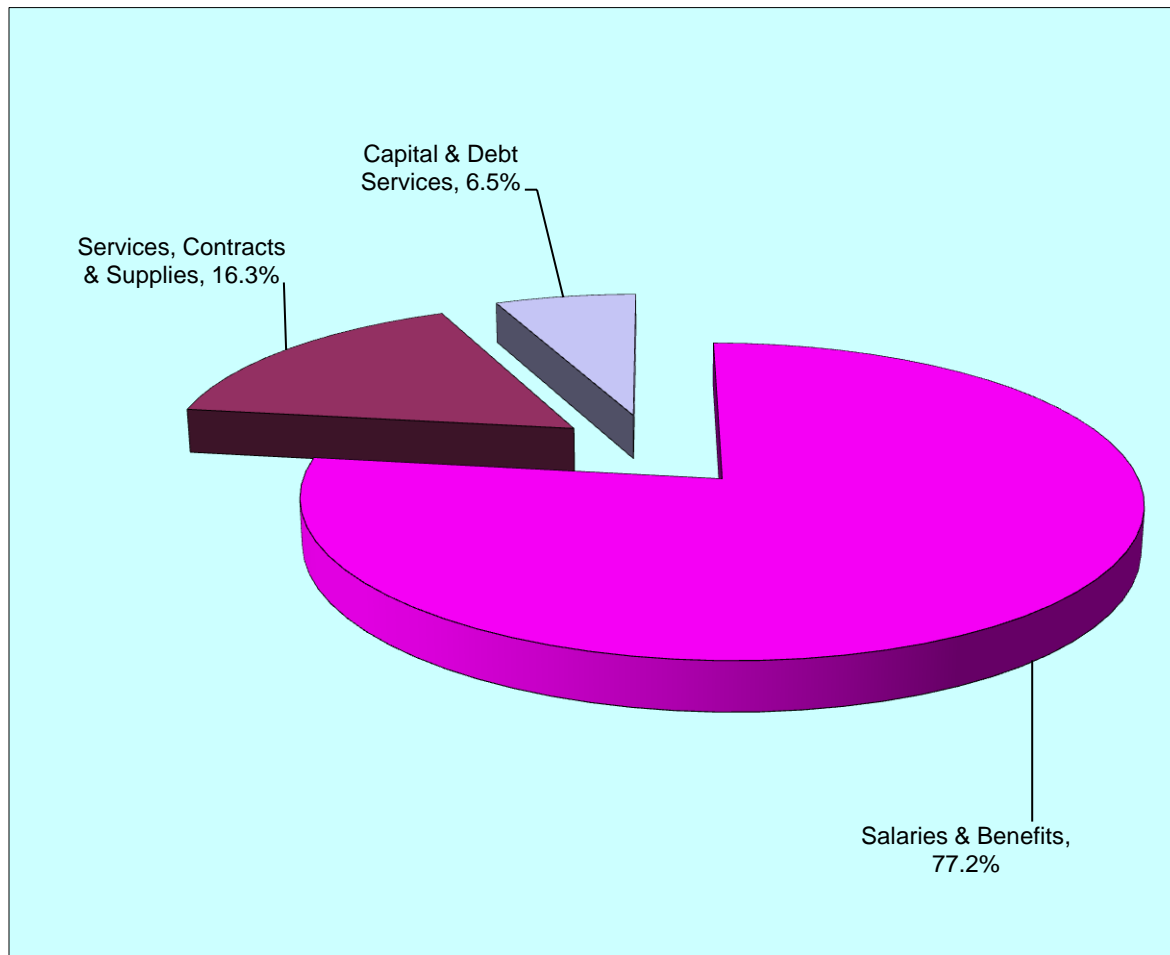
Revenue and Expense Summary 2014-2015

	Revenues	Expenditures	Surplus/Deficit
Instruction	$ 25,528,221	$ 25,239,717	288,504
Maintenance	$ 3,810,941	$ 3,769,757	$ 41,184
Transportation	$ 440,807	$ 410,899	$ 29,908
Administration	$ 1,278,497	$ 1,278,497	0
External Services	$ 531,116	$ 531,116	0
TOTAL:	$ 31,589,582	$ 31,229,986	$ 359,596

Spending by Program

Transportation, 1.3%
Administration, 4.1%
External Services, 1.7%
Maintenance, 12.1%
Instruction, 80.8%
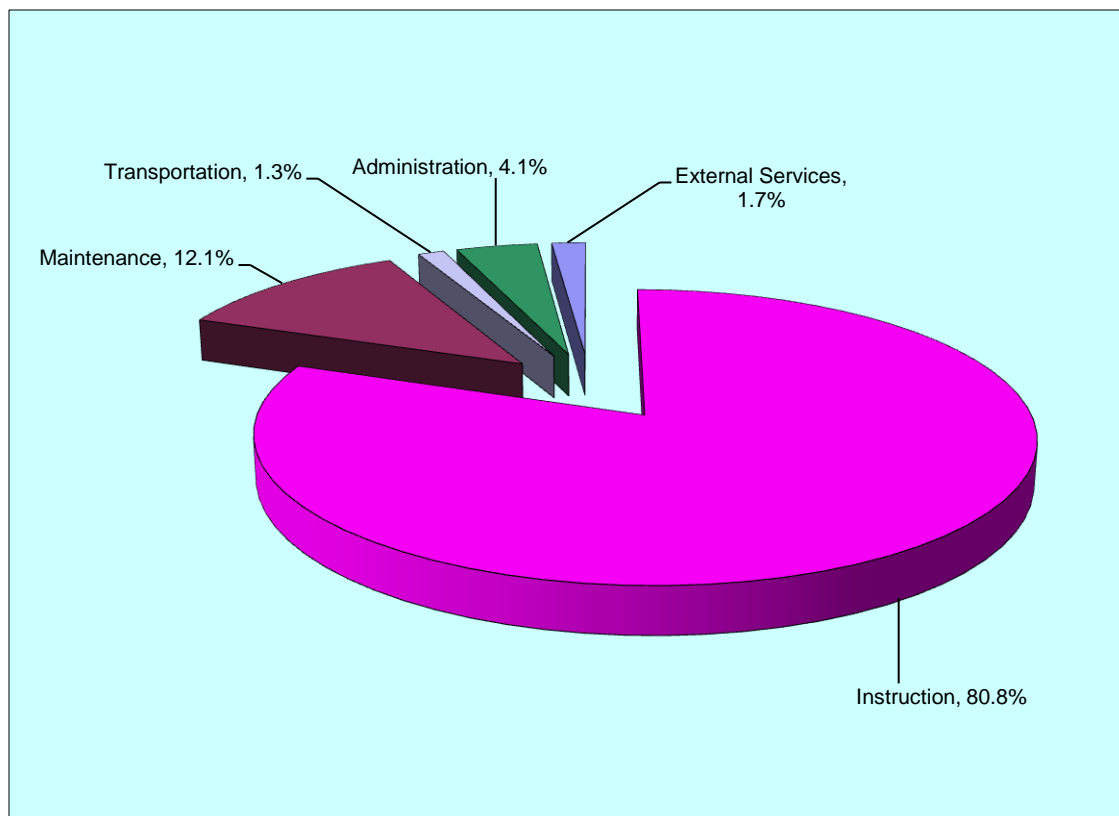
Budget Summary	Audited Financial Statements	Audited Financial Statements	Audited Financial Statements	Updated & Approved Budget	
	2012-2013	**2013-2014**	**2014-15**	**2015-2016**	**Percent**
Total Net Enrolled Students (FTE)	2145	2120	2071	2086	
REVENUES					
Government of Alberta	25,584,356	26,163,606	25,959,180	26,625,998	84.2%
Federal Government/First Nations	2,933,058	2,756,158	2,716,785	2,471,305	7.8%
All Other Revenues	2,443,566	2,481,491	2,913,617	2,527,923	8.0%
Total Revenues	**$30,960,980**	**$31,401,255**	**$31,589,582**	**$31,625,226**	**100.0%**
EXPENSES					
Instruction	24,923,027	25,155,048	25,239,717	26,009,223	80.5%
Operations and Maintenance	3,837,948	3,906,100	3,769,757	3,883,315	12.0%
Transportation	379,379	376,367	410,899	473,599	1.5%
Board & System Administrations	1,530,706	1,352,731	1,278,497	1,477,371	4.6%
External Services	530,501	483,880	531,116	477,702	1.5%
Total Expenses	**$31,201,561**	**$31,274,126**	**31,229,986$**	**$32,321,210**	**100.0%**
Net Operating Results	**$(240,581)**	**$127,129**	**$359,596**	**$(695,984)**	
Accumulated Operating Surplus from Operations	**3,399,037**	**3,267,389**	**3,283,624**	**2,457,228**	
Less: School Generated Funds	(341, 720)	(341,387)	(358,203)	(358,203)	
Adjusted Accumulated Surplus from Operations	3,057,317	2,926,002	2,925,421	2,099,025	
Detailed Expenses:					
Salaries/Wages/Benefits	24,045,479	23,791,574	24,094,510	24,538,177	75.9%
Services/Contracts/Supplies	5,002,891	5,286,814	5,852,320	5,852,320	18.1%
Capital Amortization & Debt Services	2,153,191	2,195,738	2,055,315	1,930,713	6.0%
Total Expenses	**$31,201,561**	**$31,274,126**	**31,964,637$**	**32,321,210**	**100.0%**

*   Accumulated surplus represents funding available for use by the Division after deducting school generated funds committed for use by the schools.

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 Corporate-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 Three-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.

Holy Family School (Grimshaw)
In December 2013, the Government of Alberta announced that Holy Family School was approved for a replacement school. The new project will allow a partnership between Holy Family Catholic Regional Division No. 37, the Town of Grimshaw, and Peace River School Division No. 10. The new school will be attached to the Mile Zero Multiplex to allow for opportunities to share space and provide increased options for students and the community. The new school will have a capacity of 350 students from ECS to grade 9 and is projected to be completed in 2017.

We anticipate being able to offer an enriched set of school programs including enhancements to CTS programming such as Shop and Home Economics. There is a theatre, and atrium for shared and partnered spaces. The partnership with Library, the Town of Grimshaw and Peace River School Division No. 10 is strong and a vibrant driver of our construction project

Glenmary School (Peace River)
In the 2015-2018 Three-Year Facility Plan, the Division identified Glenmary as the number one priority for modernization and lab addition. In October 2014, the Provincial government announced that Glenmary School will receive a modernization and CTS lab addition. The modernization is needed to upgrade the aging building and to offer additional programming in the school. An in-depth analysis is nearly completed to determine the exact needs of the facility. The modernization and CTS lab addition project is expected to be completed in 2017.

In 2013, Glenmary School received a modular classroom from the Government of Alberta, which is now fully operational. Glenmary is reaching the design phase of the project and as we move forward we continually have an eye to the programing needs of the Ministerial Order, 21st Century Learning and how they come alive in the context of the Peace Country.

École Providence (McLennan)
In March 2013, the Holy Family Catholic Regional Division No. 37 Board of Trustees unanimously supported the reorganization of École Providence School to a grades K-6 school effective in the 2013-2014 school year. Consequently, the Division closed a portion of the school in the 2013-14 school year.

This said our closed portion of the Facility is being re-tasked to the community's use in partnership with the Town of McLennan and the Recreation Board. These partnerships only serve to build on the newfound momentum to growing and reviving school programming at École Providence.

St. Andrew's School (High Prairie)
St. Andrew's School has been identified as the number one priority in the 2016-2019 Three-Year Facility Plan. The school requires significant upgrading to mechanical and electrical components. Funding will have requirements 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.

Rosary School (Manning)

A modernization and addition was completed in 2002. The project provided for a modern and functional learning environment as well as appropriate space for ECS to grade 9. Rosary School underwent a Facility Evaluation September of 2015. We look forward to the results of this assessment in guiding our work forward in the years to come.

Good Shepherd School (Peace River)

In 2008, a second modular classroom added to meet the Class Size Initiative targets. Due to increased enrollment, a new modular classroom was requested in October 2014.   The Modular was installed in September of 2015 and is now an active element of our school based program.

St. Stephen's School (Valleyview)

A new school has been operational since 2006-2007 which provides students with a modern and functional facility to accommodate a growing ECS to grade 9 programs. We seek to address solutions in cooling the school in the most environmentally and fiscally effective manner in the 2015-2016 year.

As school facilities age, it is foreseeable that IMR funding received will be utilized to maintain Division schools to an acceptable standard to ensure learning environments are safe and adequate. The Division will be receiving $387,000.00 in IMR Funding for the 2015-2016 school year.

Further information regarding school facilities may be obtained by contacting the Assistant Superintendent of Business Services, Nigel McCarthy at Central Office in Peace River at 780-624-3956 or email Nigel.McCarthy@hfcrd.ab.ca or visit the website at www.hfcrd.ab.ca. The 2016-2019 Three-Year Facility Plan can be viewed by clicking on the following link: http://www.hfcrd.ab.ca/div/sites/default/files/Documents/Facilities/2016-2019%20Three%20year%20facility%20plan.pdf

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 https://docushare.hfcrd.ab.ca/docushare/dsweb/Get/Document-112313/2015-10-30%20Class%20Size%20Survey%20Jurisdiction%20Report%20-%20All%20Subjects.pdf . Copies of these reports are available upon request.

This report is a summary of Holy Family Catholic Regional Division's achievements for the 2014-2015 school year combined with the 2015-16 – 2017/18 Three-Year Education Plan. It serves as a tool to continue monitoring improvement in the Division and it provides accountability to our stakeholders.

Whistleblower Protection

In accordance with Section 32 of the Public Interest Disclosure Act (2013), Holy Family Catholic Regional Division No. 37 had no incidences of public disclosure during the 2014-2015 school year.

APPENDIX – Measure Details
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	Achievement	Improvement	Overall	2015 N	2015 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %	Alberta 2015 N	Alberta 2015 %	Alberta Prev 3 Yr Avg N	Alberta Prev 3 Yr Avg %
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	172	83.1	158	83.7	47,446	82.8	44,338	82.4
	Standard of Excellence	Low	Maintained	Issue	172	11.0	158	12.1	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	Low	Declined	Issue	17	70.6	16	95.8	2,972	87.5	2,648	88.6
	Standard of Excellence	Very Low	Maintained	Concern	17	0.0	16	2.4	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Low	Declined	Issue	172	66.3	158	71.9	47,377	73.3	44,292	73.8
	Standard of Excellence	Very Low	Declined	Concern	172	6.4	158	10.7	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Low	Declined	Issue	172	69.8	157	77.8	47,379	76.4	44,273	77.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	172	18.6	157	19.6	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	172	59.9	158	64.4	47,385	69.8	44,226	72.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	172	15.1	158	14.4	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	188	61.7	201	67.1	43,532	75.6	38,021	76.8
	Standard of Excellence	Very Low	Declined	Concern	188	3.7	201	7.2	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	62.8	1,543	62.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	Low	Maintained	Issue	15	80.0	21	88.2	2,601	85.9	2,496	87.1
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	21	2.7	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	186	44.6	200	53.0	43,190	65.3	37,734	66.8
	Standard of Excellence	Very Low	Declined	Concern	186	5.4	200	8.8	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	60.7	1,858	63.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Low	Maintained	Issue	186	58.1	200	60.2	43,653	74.1	38,253	73.4
	Standard of Excellence	High	Maintained	Good	186	12.4	200	10.8	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	64.4	1,503	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	186	46.2	200	52.2	43,451	65.1	38,360	66.7
	Standard of Excellence	Very Low	Declined Significantly	Concern	186	5.9	200	12.5	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	57.2	1,489	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	11.2	1,489	12.5

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2015 N	2015 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %	2015 N	2015 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %
					Holy Family CRD No. 37				Alberta			
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	72	80.6	75	86.4	28,104	86.5	29,085	86.6
English Lang Arts 30-1	Standard of Excellence	Low	Maintained	Issue	72	4.2	75	6.8	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	43	93.0	47	87.1	16,324	88.7	15,323	89.6
English Lang Arts 30-2	Standard of Excellence	Low	Maintained	Issue	43	7.0	47	7.9	16,324	11.3	15,323	11.6
French Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	7	100.0	7	85.7	1,278	95.5	1,224	95.9
French Lang Arts 30-1	Standard of Excellence	Low	Maintained	Issue	7	0.0	7	0.0	1,278	9.9	1,224	13.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	95.3	145	97.5
Français 30-1	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	17.1	145	22.1
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	49	73.5	n/a	n/a	10,936	70.5
Pure Mathematics 30	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	49	12.2	n/a	n/a	10,936	19.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	48	83.3	n/a	n/a	5,026	73.6
Applied Mathematics 30	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	48	6.3	n/a	n/a	5,026	14.1
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	31	67.7	39	68.7	20,915	76.2	20,619	78.0
Mathematics 30-1	Standard of Excellence	n/a	Maintained	n/a	31	19.4	39	15.5	20,915	31.7	20,619	31.9
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	40	70.0	33	66.7	12,558	73.9	10,829	70.4
Mathematics 30-2	Standard of Excellence	n/a	Maintained	n/a	40	10.0	33	9.1	12,558	15.5	10,829	12.3
Social Studies 30-1	Acceptable Standard	Low	Declined	Issue	57	71.9	52	83.9	21,038	87.1	22,680	85.8
Social Studies 30-1	Standard of Excellence	Very Low	Declined	Concern	57	1.8	52	6.7	21,038	16.2	22,680	15.4
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	54	79.6	61	84.4	19,617	81.3	18,230	83.1
Social Studies 30-2	Standard of Excellence	Very Low	Declined	Concern	54	3.7	61	10.0	19,617	12.5	18,230	14.1
Biology 30	Acceptable Standard	High	Improved	Good	48	89.6	59	81.4	21,219	85.9	22,506	83.9
Biology 30	Standard of Excellence	Low	Maintained	Issue	48	18.8	59	22.6	21,219	33.0	22,506	30.7
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	26	73.1	47	64.8	19,050	82.2	18,412	79.1
Chemistry 30	Standard of Excellence	Low	Maintained	Issue	26	15.4	47	13.3	19,050	34.2	18,412	31.9
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	12	75.0	20	71.2	10,573	83.9	10,127	81.9
Physics 30	Standard of Excellence	High	Improved	Good	12	33.3	20	12.1	10,573	35.8	10,127	31.8
Science 30	Acceptable Standard	High	Maintained	Good	16	93.8	6	100.0	7,819	83.9	6,190	83.0
Science 30	Standard of Excellence	High	Improved	Good	16	31.3	6	0.0	7,819	26.7	6,190	24.4

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	62.9	71.7	72.4	73.6	66.6	72.6	74.1	74.8	74.9	76.4
4 Year Completion	65.3	71.9	75.4	77.3	77.7	76.9	78.1	79.4	79.6	80.0
5 Year Completion	71.6	73.6	73.9	80.1	81.2	79.0	79.6	80.8	81.7	82.1

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	5.5	2.9	2.9	4.9	2.7	4.2	3.2	3.5	3.3	3.4
Returning Rate	25.7	22.8	41.0	33.5	16.2	27.9	23.4	23.0	21.1	20.3

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4 Year Rate	36.5	36.1	27.2	39.5	33.2	37.8	38.2	39.6	40.0	38.4
6 Year Rate	51.0	61.4	57.2	50.9	54.5	59.3	58.4	59.5	59.2	59.8

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Rutherford Scholarship Eligibility Rate	60.5	71.5	71.5	65.6	64.8	59.6	61.5	61.3	60.9	61.2

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
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
2013	128	69	53.9	71	55.5	35	27.3	84	65.6
2014	128	76	59.4	53	41.4	41	32.0	83	64.8

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 0 Exams	20.8	14.3	17.4	20.0	23.6	17.2	16.1	15.9	16.1	15.2
% Writing 1+ Exams	79.2	85.7	82.6	80.0	76.4	82.8	83.9	84.1	83.9	84.8
% Writing 2+ Exams	74.5	82.4	79.2	77.6	71.2	79.6	80.8	81.2	80.8	82.0
% Writing 3+ Exams	55.1	60.2	65.5	57.8	47.0	66.0	67.4	67.5	63.8	65.6
% Writing 4+ Exams	**39.6**	**42.9**	**49.1**	**41.2**	**35.3**	**54.9**	**56.2**	**56.6**	**50.5**	**54.9**
% Writing 5+ Exams	24.1	19.8	28.7	30.9	22.2	36.1	37.2	38.0	31.8	36.7
% Writing 6+ Exams	10.9	9.9	13.0	13.5	5.2	13.4	14.1	14.6	11.5	13.3