



Holy Family
Catholic Regional Division

2017-2020

COMBINED THREE-YEAR EDUCATION PLAN

&

2016-2017

ANNUAL EDUCATION RESULTS REPORT



MESSAGE FROM THE BOARD CHAIR

On behalf of the Holy Family Catholic Regional Division No. 37 Board of Trustees, I am pleased to present this year's Combined Three Year Education Plan and Annual Education Results Report. Continuing to build strong partnerships with all stakeholders, we are pleased to outline our vision and priorities in this 2017- 2020 Three-Year Education Plan.

Our team of dedicated trustees, administrators, educators, and support staff continue to produce excellence in Catholic Education, as evidenced in this report. Guided by the light of Christ to serve our students, Holy Family Catholic Regional Division No. 37 schools continue to grow and shine in outstanding ways, while providing all students with equitable access to learning and technology and striving to close the gap so that the most vulnerable students achieve their full potential. We continue to deepen the focus on universal design and differentiated instruction to meet the learning needs of all students and increase critical thinking skills while remaining rooted in Gospel values. Holy Family Catholic Regional Division No. 37 remains firmly and proudly committed to offer a range of programs for our diverse student demographic while offering the highest quality of Catholic Education.

The Board of Trustees wishes to thank all our staff and partners who collaborated on the preparation of this report and its positive results. As partners in the task of serving our world through education, it is our fervent hope that the education provided will continue to create and celebrate inclusive and accepting environments in our School and Board communities where all students and staff feel safe, valued, and heard.

Kelly Whalen
Board Chair
2017-2018



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 1, 2017 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 Planning and Transparency 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 2016-2017 school year and the Three-Year Education Plan for the 2017-2020 on November 28, 2017.

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 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
- Five Marks of a Catholic School
- Excellence in Performance
- Catholic Citizens
- Diversity
- Fostering Communities of Care
- Collaboration
- Success of all Students
- Consulting and Input from Stakeholders
- Ensuring appropriate and effective management of resources while supporting priorities



“Student Success in a Catholic Community, Guided by Christ”

BELIEFS

- Modeling Christ as our Guide and Teacher
- Faith will be permeated
- The student is first
- Fairness and equity for all
- 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
- Support teacher efficacy through personal and professional wellness.
- Create celebration opportunities for staff recognition and school success
- Ensure and support teacher growth around quality core instruction, collaboration and professional learning
- Build Catholic Citizens, healthy relationships and ethical actions
- 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
- Bridging the Achievement Gap for First Nations, Métis and Inuit Peoples
- Maintain and regularly monitor student success using baseline data
- High School Redesign and off-campus learning opportunities and partnerships
- Enhance Second Language opportunities
- Increasing opportunities for community consultation
- Ensure infrastructure is conducive to learning
- Ensure opportunities for programming are maximized including the effective use of technology
- 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
- Integration of an Indigenous and Second languages
- Student Achievement in the Provincial Achievement tests
- Budgeting sustainability
- Providing more opportunities for Career and Technology programs to engage our students in the discovery of their career pathway
- 2017/2018 Alberta Teachers Association Collective Agreement negotiations
- Recruitment and retention of quality Catholic staff
- 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 2,091 students enrolled in the nine schools in the Division.



ROSARY SCHOOL

Manning

ECS – Grade 9

Acting Principal: Laurie Goyetche

Enrolment: 144

Acting Assistant Principal: Teresa Sallis-Stewart



**Holy Family
School**

Grimshaw

ECS – Grade 9

Principal: Victoria Cornick

Enrolment: 198

Vice-Principal: Jennifer Anderson



GOOD SHEPHERD SCHOOL

Peace River **ECS – Grade 6**

Principal: Tina McDonald

Enrolment: 366

Assistant Principal: Terry Hogan

Assistant Principal: Michael Pickles



**GLENMARY
SCHOOL**

Peace River

Grades 7 – 12

Principal: David Amiot

Enrolment: 509

Vice-Principal: Lauri Goudreault

Vice Principal: Stéphane Gaudreau



Division Profile (Continued)



McLennan **ECS – Grade 9**
Principal: Krista Veitch
Enrolment: 53

High Prairie **ECS – Grade 12**
Principal: Marc Lamoureux
Enrolment : 535
Vice-Principal: Karen Nielsen
Vice-Principal: Carlo Porretta



Valleyview **ECS – Grade 9**
Principal: Jodie Chisholm
Enrolment : 276
Assistant Principal: Sandy Campbell
Assistant Principal: Beverly Dietzen

Peace River **Grades 10 – 12**
Principal: David Amiot



What's New for October 2017?



This section outlines any changes to the data, calculations or measures compared to the May 2017 release.

Data Updates:

- New year of results for Provincial Achievement Tests
- New year of results for Diploma Examinations
- Diploma Examination aggregate results recalculated to include new courses (Mathematics 30-1 and 30-2).

Diploma Examinations: Mathematics 30-1/30-2

- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it have five years of equated examination data.

Impact of May to June 2016 Fires and June 2013 Flood in Alberta:

- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Combined Accountability Pillar Overall Summary – October 2017

Measure Category	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	Safe and Caring	88.6	88.2	88.3	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.5	80.6	78.5	81.9	81.9	81.5	High	Maintained	Good
	Education Quality	87.0	88.1	88.0	90.1	90.1	89.6	Intermediate	Maintained	Acceptable
	Drop Out Rate	2.5	2.2	3.0	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	66.4	72.5	71.2	77.9	76.5	76.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	63.5	66.3	65.3	73.4	73.6	73.2	Very Low	Maintained	Concern
	PAT: Excellence	8.4	13.3	11.3	19.5	19.4	18.8	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.1	78.8	79.1	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	12.1	14.3	11.7	22.2	21.2	21.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	33.2	33.6	36.7	54.9	54.6	53.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	59.1	62.0	62.0	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	57.3	60.7	56.1	57.9	59.4	59.3	High	Maintained	Good
	Work Preparation	82.3	77.3	78.6	82.7	82.6	81.9	High	Improved	Good
	Citizenship	81.9	83.4	82.4	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.0	79.6	81.0	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	80.3	82.7	80.8	81.4	81.2	80.2	High	Maintained	Good

Combined Accountability Pillar First Nations, Métis and Inuit Summary – October 2017

Measure Category	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	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	4.0	4.4	4.5	5.8	6.1	6.7	High	Maintained	Good
	High School Completion Rate (3 yr)	61.4	60.6	54.0	53.6	50.2	47.8	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	45.2	50.6	47.3	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	5.2	7.2	4.7	6.7	6.3	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.6	70.5	74.4	77.1	76.1	76.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	7.1	2.9	3.8	10.7	10.2	10.2	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	19.2	20.2	14.5	21.8	20.7	20.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	50.0	41.2	41.2	34.2	31.9	31.9	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	48.2	48.8	39.2	31.8	33.5	33.3	Intermediate	Maintained	Acceptable
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



“Student Success in a Catholic Community, Guided by Christ”

Measure Evaluation Reference

Achievement Evaluation

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

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

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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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
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.

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

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		
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Overall percentage of students who feel Religion class is helping them grow in their faith.	56.0	78.0	73.5	80.0		
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.	57.5	80.0	77.0	82.0		

Comment on Results <ul style="list-style-type: none"> Tell them From Me data is used for these performance measures. Face to Face Ministries, Access52 Ministries, Cat Chat and Feel the Pulse Ministries provide grade level experiences. 						
Strategies <ul style="list-style-type: none"> Having a Division Faith Permeation Coordinator Each school has a school level coordinator. The division is continuing with 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 grades one-four teachers on the implementation of the new curriculum 						

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

Performance Measure	Results			Targets		
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020
Number of new hires who are Catholic	63.0	69.0	69.0	70.0		
Number of staff who participated in Division supported Faith Development activities.	93.0	95.0	99.0			
Number of staff entering RCIA	3	2	1			

Comment on Results <ul style="list-style-type: none"> We continue to focus on hiring staff who are Catholic. 						
Strategies <ul style="list-style-type: none"> Staff retreat opportunities for 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. In 2016-2017 this has been augmented by two spots. Divisional support for the rotation of Administrators to attend Blueprints. 						



OUTCOME ONE: Alberta Students are Successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.0	68.5	61.2	66.3	63.5	69.0	Very Low	Maintained	Concern	70.0	71.0	72.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.4	11.3	9.5	13.3	8.4	15	Very Low	Declined	Concern	15.5	16	16.5

Comment on Results

- HFCRD is working diligently to improve in the acceptable and excellence in PATs.

Strategies

- DIBELS (Dynamics for Improved Basic Early Literacy Skills) screening and ongoing progress monitoring Grades K-6.
- There is a renewed focus on Math instruction.
- Targeting for 80% of core quality instruction.
- Support being offered to teachers through Division Learning Coaches.
- Five day-full day ECS in all schools
- Providing early intervention programming to pre-k students
- Providing required levels of interventions for students.
- Continued priority focus on improved student attendance.
- Continue to provide Administrator teams collaboration opportunities.
- School Admin teams develop, implement and monitor 45-day school improvement plans.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.0	78.7	80.0	78.8	82.1	83	Intermediate	Maintained	Acceptable	84	85	86
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.6	10.8	10.0	14.3	12.1	14	Low	Maintained	Issue	15	16	17

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	71.8	76.2	64.7	72.5	66.4	70	Intermediate	Maintained	Acceptable	70.5	71	71.5
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.1	4.3	2.6	2.2	2.5	2.0	Very High	Maintained	Excellent	1.5	1.0	0.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.0	51.6	56.1	60.7	57.3	61.0	High	Maintained	Good	62.5	63.0	63.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	62.0	59.1	63.0	n/a	Maintained	n/a	63.5	64.0	64.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	48.3	41.7	34.6	33.6	33.2	34.0	Low	Maintained	Issue	34.5	35.0	35.5



“Student Success in a Catholic Community, Guided by Christ”

Outcome One: Alberta's students are successful (continued)

Comment on Results

- We are focused on students improving on the Diploma excellence rate.
- We have exceeded the Provincial Average in our Dropout Rate, Rutherford Scholarship and Transition Rate.
- Our high schools are focused and broadening our programming for student success therefore programs are tailored to our student's needs and aspirations which at times lead to a lower number of core courses.

Strategies

- Professional collaboration has been sustained for teachers focused on Literacy and Grades 9-12 Math.
- Division Learning Coaches
- First Nations, Métis and Inuit Coordinator hired to promote and support provincial priorities in this area.
- Educational Technology support and training for teachers using Google Apps for Education.
- Focus around Instructional Leadership has been maintained.
- Off campus, dual credit and High School Redesign programs and creative CTS opportunities in trades are in development.

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.1	81.2	82.7	83.4	81.9	84.0	Very High	Maintained	Excellent	85.0	85.5	86.0
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.	78.7	77.5	81.1	77.3	82.3	83.0	High	Improved	Good	83.5	84.0	84.5

Comment on Results

- 82.3 % of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school

Strategies

- All strategies in our plan support the achievement of these performances measures.

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	63.1	67.1	68.7	70.2	68.8	70.0	n/a	n/a	n/a	70.5	71.0	71.5

Comment on Results

- All schools except for one rate good or excellent in this area. The school Division is working with the school who is reducing this percentage

Strategies

- Off-campus programming, dual credit and CTS opportunities in the trades.
- Post-secondary tours and career counselling.
- Working with two neighbouring school divisions on student transitions.



OUTCOME TWO: The Systematic Education Achievement Gap Between First Nations, Métis, and Inuit Students and All Other Students is Eliminated

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	49.0	47.5	43.8	50.6	45.2	51.0	Very Low	Maintained	Concern	52.0	53.0	54.0
Overall percentage of self-identified First Nations, Métis and Inuit students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.0	3.7	3.2	7.2	5.2	5.5	Very Low	Maintained	Concern	6.0	6.5	7.0
Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the acceptable standard on diploma examinations (overall results).	71.2	80.9	71.7	70.5	78.6	80.5	Intermediate	Maintained	Acceptable	81.0	82.0	83.0
Overall percentage of self-identified First Nations, Métis and Inuit students who achieved the standard of excellence on diploma examinations (overall results).	4.5	7.4	1.1	2.9	7.1	7.5	Very Low	Maintained	Concern	8.0	8.5	9.0

Comment on Results

- HFCRD has high expectations for all students including our First Nations Métis and Inuit students.
- HFCRD exceeds the provincial percentage in Diploma acceptable, high school completion rate, Rutherford eligibility, transition rate and drop-out rate.

Strategies

- Committed additional support with centralized coordination of First Nations, Métis and Inuit services and supports to schools.
- The Division continues to monitor and improve the attendance of our First Nations, Métis and Inuit students. Focus on Attendance Procedure enabling positive relationships and effective communication with families.
- First Nations, Métis and Inuit Success Coaches support students in meeting graduation requirements and achievement.
- The Division has sustained a Cree Language/Aboriginal Studies Teacher.
- Through the Board evaluation process, the Board of Trustees has success for First Nations, Métis and Inuit students as a priority by listing it as one of its Positive Path Forward.
- The Division is embracing opportunities provided through the Truth and Reconciliation Recommendations for teaching and learning.
- Identifying at-risk students and providing appropriate levels of support.

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified First Nations, Métis and Inuit students who completed high school within three years of entering Grade 10.	54.8	57.1	44.3	60.6	61.4	62.0	Low	Maintained	Issue	63.0	64.0	65.0
Drop Out Rate - annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14 to 18	3.4	4.9	4.1	4.4	4.0	4.3	High	Maintained	Good	4.5	4.7	5.0
High school to post-secondary transition rate of self-identified First Nations, Métis and Inuit students within six years of entering Grade 10.	42.7	36.9	32.0	48.8	48.2	49.0	Intermediate	Maintained	Acceptable	49.5	50.0	50.5
Percentage of Grade 12 self-identified First Nations, Métis and Inuit students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	41.2	50.0	51.0	n/a	Maintained	n/a	52.0	52.5	53.0
Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma exams within three years of entering Grade 10.	38.1	2.9	20.4	20.2	19.2	20.5	Very Low	Maintained	Concern	21.0	21.5	22.0



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Comment on Results

- See comments above

Strategies:

- See strategies above

OUTCOME THREE: Alberta's Education System is Inclusive

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	88.8	88.4	88.3	88.2	88.6	89.0	Very High	Maintained	Excellent	89.5	90.0	90.5

Comment on Results:

- The continued excellence in safe and caring speaks to our division's vision and culture of supporting our students and their families.
- 94% of parents strongly agree and agree that teachers care about their child and that their child is safe at school.

Strategies

- Providing Division in town bussing for students in three of our communities.
- HFCRD has committed to Violent Threat Risk Assessment Training (VTTRA) for select staff to develop protocols with our community partners.

OUTCOME FOUR: Alberta has Excellent Teachers, School and School Authority Leaders

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	78.6	75.2	79.8	80.6	79.5	81.5	High	Maintained	Good	82.0	82.5	83.0

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.
- Increased opportunities for access to CTS programs is having an impact on results.
- Overall 87% of Parents, students and teachers are satisfied with the overall quality of basic education

Strategies

OUTCOME FIVE: The Education System is Well Governed and Managed

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	83.9	80.6	79.3	82.7	80.3	82.5	High	Maintained	Good	83.0	83.5	84.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.7	83.6	79.8	79.6	79.0	80.0	High	Maintained	Good	80.5	81.0	81.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.3	87.2	88.7	88.1	87.0	90.5	Intermediate	Maintained	Acceptable	91.0	91.5	92.0



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Comment on Results :

- 80.3 % of teachers, parents and students indicate that their school and the schools in the jurisdiction have improved in the last three years
- We will continue to create as many opportunities for parents/guardians 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.
- Providing a Divisional Calendar that allows for teacher preparation days, and professional collaboration days.
- Maintaining five Learning Coaches to support teachers.



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

Performance Measure	Result	Targets		
	2015	2016	2017	2018
NEW PERFORMANCE MEASURE				

Performance Measure- Accountability Pillar	Result					
		2015	2016	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to learn about computers	Teachers	81.0	89.0	86.0		
	Parents	87.0	89.0	87.0		
	Students 7-12	73.5	77.0	68.0		

Comment on Results

- HFCRD's Technology Plan of the student/device ratio supports our schools in the use of technology to support instruction.
- Resources that the Division has committed to technology is approximately three percent of the total annual budget

Strategies

- Maintaining our consulting services with LuminEd Technology.
- Google Apps for Education continues to be implemented.
- HFCRD has created a PowerSchool Leadership Team who have been trained to provide supports and services to staff.
- The learning coaches, school technology leads and computer technicians support and target student centered personalized learning.
- The bulk of Classroom Enhancement Fund is being used to purchase chromebook carts for every Grade 6-9 classroom





Outcome: Allocation of resources demonstrates support for Division strategic priorities

Performance Measure	Results				2017
	2013	2014	2015	2016	
Faith Permeation	.76%	.81%	.82%	.70%	.71%
Communications	.29%	.41%	.41%	.41%	.42%
Learning Coaches	1.56%	2.48%	2.23%	1.9%	1.94%
Technology	1.62%	1.68%	1.8%	1.6%	1.82%

Comment on Results

- 2017-2018 allocations of funds to maintain five learning coaches.

Strategies

- Schools are funded on an 18:1 Pupil Teacher ratio.



Outcome: Opportunities for community engagement are provided.

Performance Measure	Results				
	September 2013	September 2014	September 2015	September 2016	September 2017
Engagement – Facebook likes/posts	157	178	252	362	450
Engagement – Twitter	205	238	510	774	825
HFCRD News Subscription	552	616	591	662	722
Instagram followers	N/A	N/A	N/A	94	112
Total Number of Times Parents and Students have accessed Powerschool September 1 st to November 9, 2017				27,627	28,391

Comment on Results

- Transparency in communication inspires trust with our school community.

Strategies

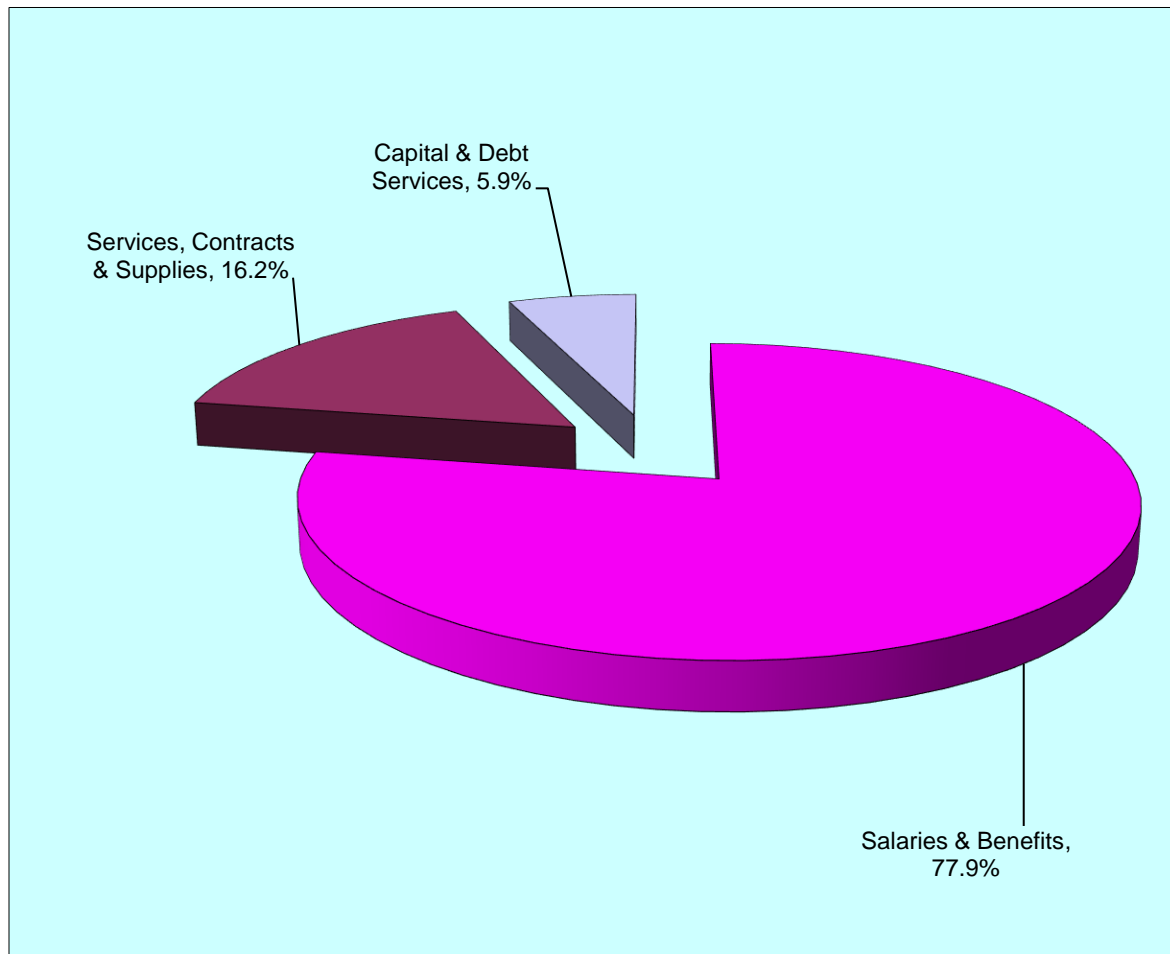
- Communicating within stakeholders by reaching them in places they already visit – social media and email being the newest tools introduced to our Division.
- A new webpage design was completed in 2016-2017
- Using social media to drive traffic to our website, including information parents and students want, i.e. photos.



Summary of Financial Results

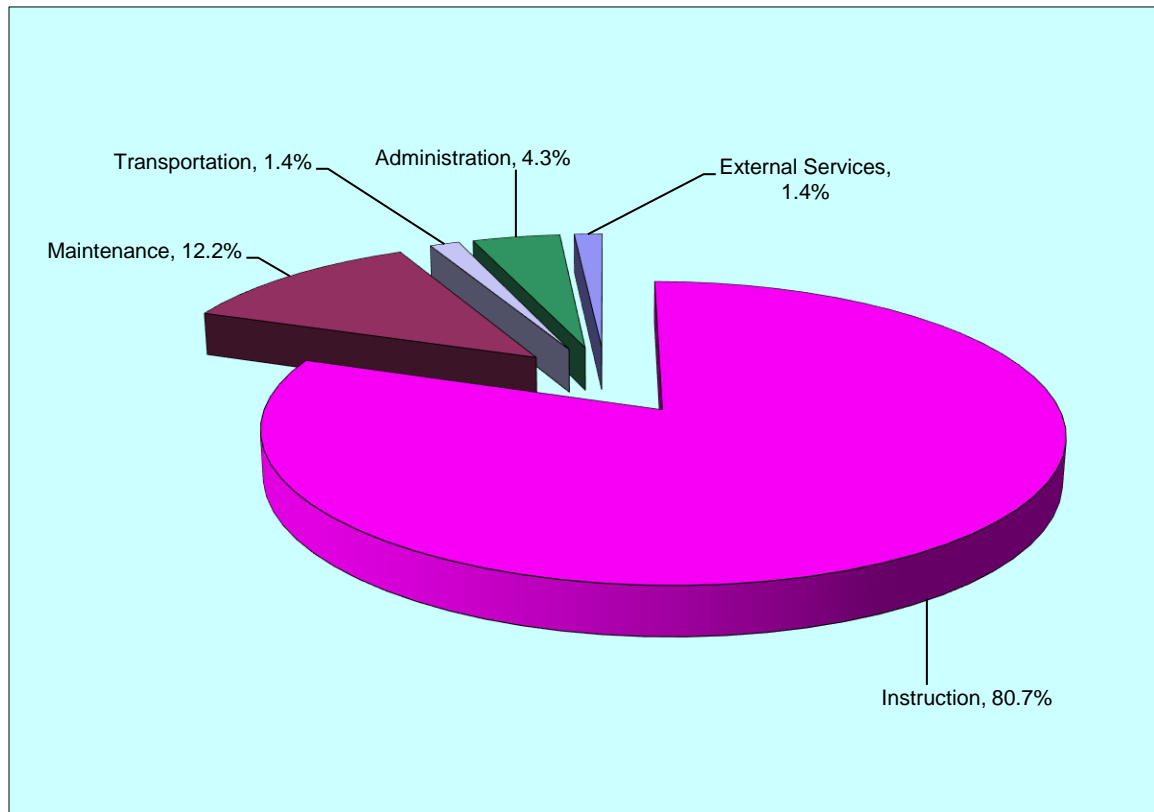
Expenditures by Type for 2016-2017

Salaries and Benefits	\$24,774,822 – 77.9%
Services, Contracts & Supplies	\$ 5,160,226 – 16.2%
Capital & Debt Services	\$ 1,877,054 – 5.9%
Total	\$31,812,102 – 100.0%



Revenue and Expense Summary 2016-2017

	<u>Revenues</u>	<u>Expenditures</u>	<u>Surplus/Deficit</u>
Instruction	\$ 25,748,160	\$ 25,675,040	\$ 73,120
Maintenance	\$ 3,765,773	\$ 3,867,918	\$102,145
Transportation	\$ 496,712	\$ 460,595	\$ 36,117
Administration	\$ 1,372,786	\$ 1,372,786	0
External Services	\$ 435,763	\$ 435,763	0
TOTAL:	\$ 31,819,194	\$ 31,812,102	\$7,092



“Student Success in a Catholic Community, Guided by Christ”

Budget Summary	Audited Financial Statements 2014-2015	Audited Financial Statements 2015-2016	Audited Financial Statements 2016-2017	Updated & Approved Budget 2017-2018	Percent
Total Net Enrolled Students (FTE)	2071	2060	2067	2011	
REVENUES					
Government of Alberta	25,959,180	26,873,264	26,519,195	26,540,700	83.3%
Federal Government/First Nations	2,716,785	2,283,246	2,700,764	2,699,891	8.5%
All Other Revenues	2,913,617	2,092,084	2,599,235	2,620,699	8.2%
Total Revenues	\$31,589,582	\$31,248,594	\$31,819,194	\$31,861,290	100.0%
EXPENSES					
Instruction	25,239,717	25,256,885	25,675,040	26,784,910	81.8%
Operations and Maintenance	3,769,757	3,739,515	3,867,918	3,658,610	11.2%
Transportation	410,899	441,825	460,595	506,788	1.5%
Board & System Administrations	1,278,497	1,368,273	1,372,786	1,386,013	4.2%
External Services	531,116	427,560	435,763	414,622	1.3%
Total Expenses	\$31,229,986	\$31,234,058	\$31,812,102	\$32,750,943	100.0%
Net Operating Results	\$359,596	\$14,536	\$7,092	\$(889,653)	
Accumulated Operating Surplus from Operations	3,283,624	3,022,796	2,590,469	1,478,291	
Less: School Generated Funds	(358,203)	(350,000)	(395,353)	(350,000)	
Adjusted Accumulated Surplus from Operations	2,925,421	2,672,796	2,195,116	1,128,291	
Detailed Expenses:					
Salaries/Wages/Benefits	24,094,510	24,658,186	24,774,822	25,122,638	76.7%
Services/Contracts/Supplies	5,852,320	4,633,964	5,160,226	5,910,353	18.0%
Capital Amortization & Debt Services	2,055,315	1,941,908	1,877,054	1,717,952	5.3%
Total Expenses	\$31,229,986	\$31,234,058	\$31,812,102	\$32,750,943	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.

St. Andrew’s School (High Prairie)

St. Andrew’s School has been identified as the number one priority in the 2017-2020 Three-Year Facility Plan. The school 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. The concept plan is part of the request for modernization to Alberta Education.

The Division is exploring partnership with Northern Lakes College and High Prairie School Division to leverage the Capital development of Northern Lakes College in High Prairie in order to seek a new High School attached to the Northern Lakes College. Though this plan does not replace the request for a modernization, it is anticipated that the modernization, if accompanied by a new build, would no longer require a new gymnasium or CTS space as these would be built in synergy with the Northern Lakes College’s high school partnership.

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 allows for a partnership between Holy Family Catholic Regional Division No. 37, the Town of Grimshaw, and Peace River School Division No. 10. The new school was completed in April 2017 and opened to students in September 2017. The school has a capacity to expand to 350 students. The new school is attached to the Mile Zero Multiplex which allows for opportunities to share space and provide increased options for students and the community. The School has been designed with two CTS Labs, a shared Library, Theatre, and Atrium space.

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.

After extensive stakeholder consultation, priorities were set to ensure student engagement through a focus on development of CTS Labs, improved science classrooms and lab spaces, upgrades to the electrical systems for the entire building and significant mechanical upgrades to the heating and air systems. There are also improvements to spaces for the arts, efficiencies to be gained through renewed front office facilities and renovated classrooms whose design no longer reflect curriculum outcomes.

The project was tendered in September of 2016 and contractors have been appointed and began their work in November.

In 2013, Glenmary School received a modular classroom from the Government of Alberta, which is now fully operational.



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.

The closed portion of the École Providence building now accommodates a community gymnasium under our Joint Use agreement with the Town of McLennan and has lease arrangements with other organizations.

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.

Significant investment in heating systems has been made through IMR to ensure the continued health and learning goals of the school. Facility evaluation completed in 2015 continues to guide our investments in this school building.

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. This modular was received and installed for the 2015-2016 year and has alleviated enrolment pressures on the building. At Good Shepherd, we have requested an additional modular which would allow us to expand bathroom facilities for the K-3 wing of the school and permit a handicapped accessible, gender neutral washroom facility.

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. In 2015-2016 cooling solutions have been addressed through a retrofit of windows funded by our IMR program. In addition, we have worked in concert with Alberta Infrastructure to address solutions to the settling of the slab at St. Stephens. These efforts at remediation are ongoing.

Further information regarding school facilities may be obtained by contacting the Assistant Superintendent of Business Services at Central Office in Peace River at 780-624-3956 or email larry.connolly@hfcrd.ab.ca Three Year Facility Plans may be accessed at <http://www.hfcrd.ab.ca/div/content/documents-and-reports>

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 Education 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 <https://www.hfcrd.ab.ca/about-us/documents#category/6331>. The class size report can be accessed at <https://extranet.education.alberta.ca/CSIS/Authority.aspx>. Copies of these reports are available upon request.

This report is a summary of Holy Family Catholic Regional Division's achievements for the 2016-2017 school year combined with the 2017-18 – 2019/20 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 2015-2016 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

		Holy Family CRD No. 37							Alberta			
Course	Measure	Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	177	80.2	170	84.0	49,572	82.5	46,989	82.5
	Standard of Excellence	Low	Declined	Issue	177	9.0	170	12.9	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	12	91.7	15	86.0	3,185	85.1	2,864	87.7
	Standard of Excellence	Very Low	Maintained	Concern	12	0.0	15	5.1	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Very Low	Declined Significantly	Concern	176	55.7	170	67.4	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Declined	Concern	176	5.7	170	10.2	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Low	Declined	Issue	176	68.2	170	74.0	49,501	76.9	46,914	76.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	176	18.2	170	19.2	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	176	64.2	170	63.1	49,485	72.9	46,903	70.5
	Standard of Excellence	Low	Maintained	Issue	176	11.4	170	12.7	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	194	68.6	187	67.4	45,487	76.8	43,746	76.3
	Standard of Excellence	Low	Maintained	Issue	194	6.7	187	5.4	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	16	87.5	18	80.0	2,763	83.1	2,625	85.1
	Standard of Excellence	Very Low	Maintained	Concern	16	0.0	18	5.8	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	188	54.8	187	53.9	45,020	67.2	43,295	66.7
	Standard of Excellence	Very Low	Declined Significantly	Concern	188	3.2	187	8.5	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	*	*	*	5	*	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	*	*	*	5	*	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	193	61.1	187	62.1	45,445	74.0	43,808	73.8
	Standard of Excellence	Intermediate	Declined	Issue	193	7.3	187	13.1	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	193	51.8	187	50.8	45,484	67.0	43,722	65.1
	Standard of Excellence	Very Low	Maintained	Concern	193	8.3	187	10.7	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Holy Family CRD No. 37							Alberta			
Course	Measure	Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	83	84.3	68	84.0	30,150	86.5	28,895	87.0
	Standard of Excellence	Low	Maintained	Issue	83	4.8	68	6.4	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	High	Improved	Good	33	97.0	47	88.1	16,797	89.5	16,361	89.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	33	9.1	47	7.1	16,797	11.4	16,361	12.2
French Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	14	100.0	8	93.8	1,375	94.7	1,256	95.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	14	7.1	8	0.0	1,375	9.4	1,256	11.0
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	41	65.9	32	61.6	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	41	14.6	32	16.8	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	46	80.4	38	73.1	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	46	6.5	38	15.9	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	High	Improved	Good	53	90.6	48	81.3	22,249	86.0	21,875	85.9
	Standard of Excellence	Low	Maintained	Issue	53	7.5	48	5.4	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	Intermediate	Improved	Good	53	83.0	64	74.9	20,054	80.6	19,579	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	53	13.2	64	8.6	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	60	80.0	48	84.8	22,993	84.2	21,843	85.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	60	23.3	48	20.9	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	53	69.8	30	71.4	18,751	83.1	19,161	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	53	22.6	30	16.9	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	18	77.8	13	71.5	9,952	85.7	10,553	84.3
	Standard of Excellence	Very Low	Declined Significantly	Concern	18	0.0	13	21.5	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	High	Maintained	Good	16	93.8	11	98.0	9,323	84.9	7,914	84.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	16	18.8	11	12.8	9,323	28.4	7,914	26.6

Notes:

Diploma Examination Results Course By Course Results by Student Writing

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	88.7	9.9	85.9	7.0	80.8	4.1	85.2	8.2	84.3	4.8		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	Authority	87.5	7.5	85.7	10.2	93.0	7.0	85.4	4.2	97.0	9.1		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
French Lang Arts 30-1	Authority	*	*	*	*	100.0	0.0	87.5	0.0	100.0	7.1		
	Province	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.0	11.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	79.5	25.6	57.9	5.3	67.7	19.4	59.3	25.9	65.9	14.6		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	Authority	66.7	3.0	66.7	15.2	70.0	10.0	82.5	22.5	80.4	6.5		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	80.0	8.0	86.7	2.2	71.9	1.8	85.4	12.2	90.6	7.5		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	Authority	80.8	5.8	81.3	17.3	80.0	3.6	63.5	4.8	83.0	13.2		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	86.0	28.0	79.6	18.4	89.6	18.8	85.1	25.5	80.0	23.3		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	58.2	12.7	72.2	11.1	73.1	15.4	69.0	24.1	69.8	22.6		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	76.0	28.0	58.3	0.0	75.0	33.3	81.3	31.3	77.8	0.0		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	n/a	n/a	100.0	0.0	94.1	29.4	100.0	9.1	93.8	18.8		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

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				
2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
71.8	76.2	64.7	72.5	66.4	74.8	75.3	76.5	76.5	77.9
77.2	76.4	80.9	73.0	78.4	79.2	79.6	79.9	81.0	81.2
74.5	82.7	80.6	82.0	73.8	80.6	81.5	82.0	82.1	83.2

Drop Out Rate – Measure Details

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	3.1	4.3	2.6	2.2	2.5	3.6	3.3	3.5	3.2	3.0
Returning Rate	41.8	31.7	18.1	17.4	22.9	22.8	20.7	20.9	18.2	18.9

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				
2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
28.5	39.8	34.0	37.2	40.3	39.4	39.7	38.3	37.0	37.0
56.0	51.6	56.1	60.7	57.3	59.3	59.0	59.7	59.4	57.9

Rutherford Scholarship Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.0	59.1	n/a	n/a	n/a	60.8	62.3

Rutherford Scholarship Eligibility Rate Details

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
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	129	72	55.8	69	53.5	44	34.1	80	62.0
2016	132	69	52.3	68	51.5	47	35.6	78	59.1

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	17.8	18.1	25.7	25.5	24.5	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	82.2	81.9	74.3	74.5	75.5	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	78.7	79.5	69.2	72.5	71.4	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	64.9	58.6	45.5	46.8	48.0	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	48.3	41.7	34.6	33.6	33.2	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	29.0	31.3	22.4	20.4	17.0	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	13.1	13.6	5.1	6.6	3.5	14.3	11.4	13.1	13.8	13.6