Holy Family
Catholic Regional Division

2018-2021
COMBINED THREE-YEAR EDUCATION PLAN

&

2017-2018
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 2018- 2021 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
2018-2019

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2017-2018 school year and the Education Plan for the three years commencing September 1, 2018 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 2017-2018 school year and the Three-Year Education Plan for the 2018-2021 on November 22, 2018.

VISION

Holy Family Catholic Regional Division No. 37 provides an inviting Catholic learning environment that links the home, the parish and the community.

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

- Excellence in Performance
- Diversity
- Fostering Communities of Care
- Collaboration
- Consult, receive input and provide feedback to Stakeholders
- Ensuring appropriate and effective management of resources to support priorities

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
- Professional learning is most effective when it is focused, embedded and collaborative
- Technology is a valuable tool in the learning process
- Staff is responsible and accountable for student success
- Regular student attendance increases student success

PRIORITIES

- Ensure Catholic faith permeation is evident for all stakeholders
- Enrich the relationship among the home, the parish and the community
- Faith formation opportunities must be provided and supported for staff and students
- Support staff 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
- Bridging the Achievement Gap for Indigenous students
- Maintain and regularly monitor student success using baseline data
- High School Redesign and off-campus learning opportunities and partnerships
- Enhance Second Language opportunities
- 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
- Professional learning opportunities be provided and supported for staff.

ISSUES

Issues taken into account in goal development:

- Student sacramental preparation
- Indigenous Student Achievement
- Integration of Indigenous and Second languages
- Student Achievement in Provincial tests
- Budgeting sustainability
- Career and Technology programs to engage our students
- 2018/2019 Alberta Teachers Association Collective Agreement negotiations
- Recruitment and retention of quality Catholic staff
- Maintaining infrastructure that is conducive to learning

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 2,086 students enrolled in the nine schools in the Division.

ROSARY SCHOOL

Manning   **ECS – Grade 9**
Principal: Laurie Goyetche
Enrolment: 127
Assistant Principal: Teresa Sallis-Stewart

Holy Family School

Grimshaw   **ECS – Grade 9**
Principal: Victoria Cornick
Enrolment: 171
Vice-Principal: Jennifer Anderson

GOOD SHEPHERD SCHOOL

Peace River   **ECS – Grade 6**
Principal: Tina McDonald
Enrolment: 390
Assistant Principal: Terry Hogan

GLENMARY SCHOOL

Peace River   **Grades 7 – 12**
Principal: David Amiot
Enrolment: 504
Vice- Principal: Lauri Goudreault
Vice Principal: Stéphane Gaudreau

Division Profile *(Continued)*

McLennan   ECS – Grade 9
Principal: Krista Veitch

Enrolment: 59

High Prairie   ECS – Grade 12
Principal: Marc Lamoureux
Enrolment : 551
Vice-Principal: Karen Nielsen
Vice-Principal: Robert Neiman
St. Francis Youth Assessment Centre –
Enrolment : 4

Valleyview   ECS – Grade 9
Principal: Jodie Chisholm
Enrolment : 271
Assistant Principal: Sandy Campbell
Assistant Principal: Beverly Dietzen

Peace River   Grades 10 – 12
Principal: David Amiot
Enrolment : 9 Full-Time Students

What's New for October 2018?

Alberta Government

This section outlines any changes to the data, calculations or measures compared to the May 2018 release.

Data Updates:

- New year of results for Provincial Achievement Tests
- New year of results for Diploma Examinations

Combined Accountability Pillar Overall Summary – October 2018

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	87.8	88.6	88.4	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	79.0	79.5	80.0	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	88.4	87.0	87.9	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	1.2	2.5	2.4	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	76.0	66.4	67.9	78.0	78.0	77.0	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	66.6	63.5	63.6	73.6	73.4	73.3	Low	Maintained	Issue
	PAT: Excellence	12.1	8.4	10.4	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	68.4	82.1	80.3	83.7	83.0	83.0	Very Low	Declined Significantly	Concern
	Diploma: Excellence	7.3	12.1	12.2	24.2	22.2	21.7	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	57.2	33.2	33.8	55.7	54.9	54.7	High	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate	77.5	59.1	60.6	63.4	62.3	61.5	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	53.6	57.3	58.0	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	78.6	82.3	80.2	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	80.9	81.9	82.7	83.0	83.7	83.7	High	Declined	Acceptable
Parental Involvement	Parental Involvement	84.2	79.0	79.5	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	80.5	80.3	80.8	80.3	81.4	80.7	Very High	Maintained	Excellent

Combined Accountability Pillar First Nations, Métis and Inuit Summary – October 2018

Measure Category	Measure	Holy Family CRD No. 37 (FNMI)			Alberta (FNMI)			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	1.1	4.0	4.2	4.8	5.8	6.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	53.2	61.4	55.5	53.3	53.7	50.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	45.7	45.2	46.5	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	4.3	5.2	5.2	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	60.0	78.6	73.6	77.1	77.1	76.6	Very Low	Declined	Concern
	Diploma: Excellence	2.1	7.1	3.7	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	26.6	19.2	20.0	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	53.3	50.0	45.6	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	38.4	48.2	43.0	33.0	31.8	32.8	Very Low	Maintained	Concern
	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

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 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: Support Students and Staff on their Faith Formation Journey to build active Catholic citizens.

OUTCOME: Maintain and expand faith development opportunities for students.

Performance Measure	Results					
	2015-2016	2016-17	2017-18	2018-19	2019-20	2020-21
Overall percentage of students who feel Religion class is helping them grow in their faith.	78.0	73.5	72.0			
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.	80.0	77.0	74.0			

Comment on Results
- Tell them From Me data is used for these performance measures.
- Pure Witness, Face to Face Ministries, Access52 Ministries, Cat Chat and Feel the Pulse Ministries provide grade level experiences.

Strategies
- 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-six teachers on the implementation of the new curriculum
- Students are supported to attend Youth Archdiocese activities
- NET Canada ministries for two years

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

Performance Measure	Results					
	2015-2016	2016-17	2017-18	2018-19	2019-20	2020-2021
Number of new hires who are Catholic	69.0	69.0	69.0			
Number of staff who participated in Division supported Faith Development activities.	95.0	99.0	95.0			
Number of staff entering RCIA	2	1	1			

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

Strategies
- 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. Exploring faith development opportunities for long term staff (Faith 201)
- Seven spots are centrally supported for staff to attend SPICE.
- Divisional support for the rotation of Administrators to attend Blueprints.
- 2018-2019 Catholic Leadership Academy for staff development
- Staff will be encouraged and supported to engage in actively participating in their faith journey

OUTCOME ONE: Alberta Students are Successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	68.5	61.2	66.3	63.5	66.6	70.0	Low	Maintained	Issue	71.0	72.0	73.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.3	9.5	13.3	8.4	12.1	15.5	Low	Maintained	Issue	16.0	16.5	17.0

Comment on Results
• HFCRD is working diligently to continuously improve in the acceptable and excellence in PATs.   • Grade Six results on Acheivement Test have improved

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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.7	80.0	78.8	82.1	68.4	80.0	Very Low	Declined Significantly	Concern	81.0	82.0	83.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.8	10.0	14.3	12.1	7.3	13.0	Very Low	Declined	Concern	14.0	15.0	16.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	76.2	64.7	72.5	66.4	76.0	72.0	High	Improved	Good	73.0	73.5	74.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.3	2.6	2.2	2.5	1.2	1.5	Very High	Improved	Excellent	1.0	.05	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	51.6	56.1	60.7	57.3	53.6	56.0	Intermediate	Maintained	Acceptable	57.0	58.0	58.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	62.0	59.1	77.5	66.0	n/a	Improved Significantly	n/a	67.0	68.0	69.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	41.7	34.6	33.6	33.2	57.2	41.0	High	Improved Significantly	Good	41.5	42.5	43.0

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

Comment on Results
- We are focused on students improving on the Diploma acceptable and excellence rate.
- We have exceeded the Provincial Average in our Dropout Rate, Rutherford Scholarship and Transition Rate. .

Strategies
- Division Learning Coaches support teachers in the areas of instruction and assessment
- Indigenous Program Cordinator hired to promote and support closing the achievement gap.
- Educational Technology support and training for teachers using Google Aps for Education.
- Focus around Instructional Leadership has been prioritized.
- Off campus, dual credit and High School Redesign programs and creative CTS opportunities in trades are established in some schools.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.2	82.7	83.4	81.9	80.9	82.0	High	Declined	Acceptable	83.0	84.0	85.0
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.	77.5	81.1	77.3	82.3	78.6	80.0	High	Maintained	Good	81.0	81.5	82.0

Comment on Results
- Parents and teachers indicated a high level of satisfaction.
- Student responses impacted the results with 68.4% of our students being satisfied that students model the characteristics of active citizenship. Two areas identified with low student satisfaction are 1) At school students respect each other and 2) At school students follow the rules

Strategies
- Students will be provided opportunities to learn about and participate in understanding positive behavior
- Through the Classroom Improvement fund, two Behavior Management Consultants have been hired to support staff, students and parents

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	67.1	68.7	70.2	68.8	69.5	70.5	n/a	n/a	n/a	71.0	71.5	72.0

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.
- Interschool and school based transition plans are implemented for students
- Working with two neighbouring school divisions on student transitions.
- Work with High School principals to educate teachers on the student learning pathways for post secondary opprtunities

OUTCOME TWO: Alberta's Education System supports Indigenous Students' Success

| Performance Measure	Results (in percentages)					Target	Evaluation			Targets	
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020
Overall percentage of self-identified Indigenous students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	47.5	43.8	50.6	45.2	45.7	46.0	Very Low	Maintained	Concern	46.5	47.0
Overall percentage of self-identified Indigenous students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.7	3.2	7.2	5.2	4.3	6.0	Very Low	Maintained	Concern	6.5	7.0
Overall percentage of self-identified Indigenous students who achieved the acceptable standard on diploma examinations (overall results).	80.9	71.7	70.5	78.6	60.0	69.0	Very Low	Declined	Concern	69.5	70.0
Overall percentage of self-identified IndigenousI students who achieved the standard of excellence on diploma examinations (overall results).	7.4	1.1	2.9	7.1	2.1	5.0	Very Low	Maintained	Concern	5.5	6.0

Comment on Results
- HFCRD has high expectations for all students including our Indigenous students.
- HFCRD exceeds the provincial percentage in Rutherford eligibility, transition rate and drop-out rate.
- HFCRD High school completion rate is at provincial rate

Strategies
- Increased school based support and centralized coordination of Indigenous services.
- The Division continues to monitor and improve the attendance of our Indigenous students. Focus on Attendance Procedure enabling positive relationships and effective communication with families.
- The Division has integrated programming for Cree Language/Aboriginal Studies.
- Through the Board evaluation process, the Board of Trustees has success for Indigenous students as a priority
- The Division is working with leaders to support teachers in meeting the new TQS
- 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	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified Indigenous students who completed high school within three years of entering Grade 10.	57.1	44.3	60.6	61.4	53.2	62.0	Very Low	Maintained	Concern	62.5	63.0	63.5
Drop Out Rate - annual dropout rate of self-identified Indigenous students aged 14 to 18	4.9	4.1	4.4	4.0	1.1	3.0	Very High	Improved	Excellent	2.5	2.0	1.5
High school to post-secondary transition rate of self-identified Indigenous students within six years of entering Grade 10.	36.9	32.0	48.8	48.2	38.4	45.0	Very Low	Maintained	Concern	45.5	46.0	46.5
Percentage of Grade 12 self-identified Indigenous students eligible for a Rutherford Scholarship.	n/a	n/a	41.2	50.0	53.3	52.0	n/a	Maintained	n/a	52.5	53.0	53.5
Percentage of self-identified Indigenous students writing four or more diploma exams within three years of entering Grade 10.	2.9	20.4	20.2	19.2	26.6	22.0	Very Low	Maintained	Concern	22.5	23.0	23.5

Comment on Results
See Comments above.

Strategies
See Strategies above.

OUTCOME THREE: Alberta's Education System Respects Diversity and Promotes Inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	88.4	88.3	88.2	88.6	87.8	89.5	High	Maintained	Good	90.0	90.5	91.0

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.   93.5 % of parents and 95.4% of teachers strongly agree and agree the 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 (VTRA) for select staff to develop protocols with our community partners.   - A new Safe and Caring Inclusive Administrative Procedure has been created   - Three Behavior Management Consultants will be working in the Diviision

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	75.2	79.8	80.6	79.5	79.0	82.0	High	Maintained	Good	82.5	83.0	83.5

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 88.4% of Parents, students and teachers are satisfied with the overall quality of basic education
Strategies

OUTCOME FIVE: Alberta's Education System is Well Governed and Managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	80.6	79.3	82.7	80.3	80.5	83.0	Very High	Maintained	Excellent	83.5	84.0	84.5
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.6	79.8	79.6	79.0	84.2	81.5	Very High	Improved	Excellent	82.0	82.5	83.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.2	88.7	88.1	87.0	88.4	90.0	High	Maintained	Good	90.5	91.0	91.5

Comment on Results :

- We will continue to create as many opportunities for parents/guardians to be involved in their child's education.
- 85% of parents feel that they are involved in decisions about their child's education.
- 91% of our parents are satisfied with the quality of education their child is receiving at school

Strategies
- Parental portal in PowerSchool has supported parents in their level of involvement.
- Effective use of a variety of communication to parents through School Messenger, 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.
- Intentional invitation of parent and community to celebrate school/student success.

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

Performance Measure	Result	Targets		
	2017	2018	2019	2020
Percentage of Grade 4-12 students who are satisified with the use of technology to support their learning. (Spring 2019)				

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	91.0	
	Parents	87.0	89.0	87.0	81.0	
	Students 7-12	73.5	77.0	68.0	74.5	

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 and parents.
- The learning coaches, school technology leads and computer technicians support and target student centered personalized learning.

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

Performance Measure	Results				
	2014	2015	2016	2017	2018
Faith Permeation	.816%	.82%	.70%	.71%	.73%
Communications	.419%	.41%	.41%	.42%	.39%
Learning Coaches	2.48%	2.23%	1.9%	1.94%	1.94%
Technology	1.68%	1.8%	1.6%	1.82%	2.21%

Comment on Results
• 2018-2019 allocations of funds to maintain five learning coaches.

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

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

Performance Measure	Results				
	September 2014	September 2015	September 2016	September 2017	September 2018
Engagement – Facebook likes/posts	178	252	362	450	711
Engagement – Twitter	238	510	774	825	877
HFCRD News Subscription	616	591	662	722	759
Instagram followers	N/A	N/A	94	112	225
Total Number of Times Parents and Students have accesed Powerschool September 4th to November 2nd , 2018			27,627	28,391	26,740

Comment on Results
• Transparency in communication inspires trust with our school community.
• There is a downward trend for local media
• Our communication strategies allows our Division to communicate directly with our audience.

Strategies
• Communicating with 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.

Summary of Financial Results

Expenditures by Type for 2017-2018

Salaries and Benefits	$25,003,048 –	75.2%
Services, Contracts & Supplies	$ 5,781,516 –	17.4%
Capital & Debt Services	$ 2,474,395 –	7.4%
Total	**$33,258,959 –**	**100.0%**

Capital & Debt Services, 7.4%

Services, Contracts & Supplies, 17.4%

Salaries & Benefits, 75.2%
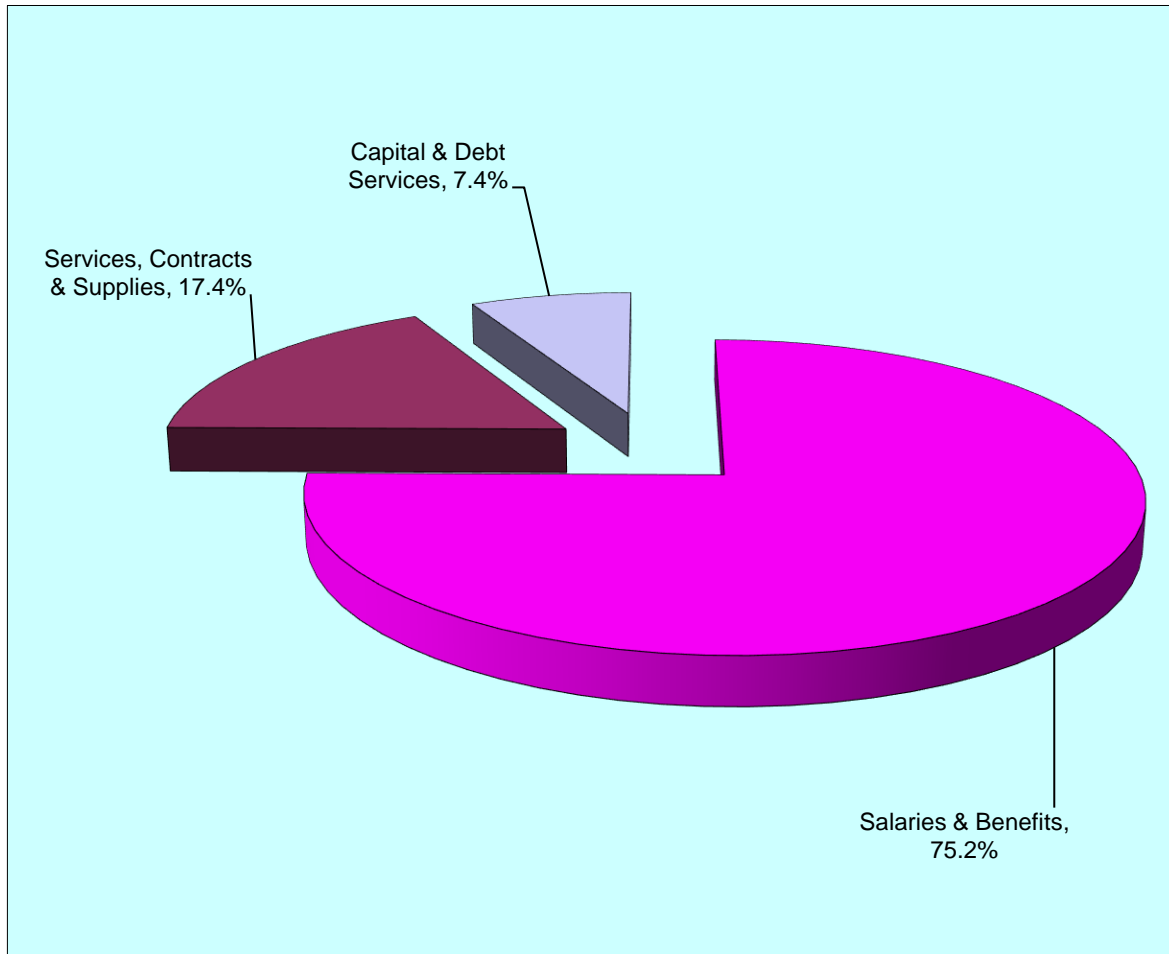
Revenue and Expense Summary 2017 - 2018

	Revenues	Expenditures	Surplus/Deficit
Instruction	$ 25,830,499	$ 26,246,143	$415,644
Maintenance	$ 4,426,015	$ 4,651,515	$225,500
Transportation	$ 444,594	$ 557,843	$113,249
Administration	$ 1,075,653	$ 1,404,420	$328,767
External Services	$ 399,038	$ 399,038	0
TOTAL:	**$ 32,175,799**	**$ 33,258,959**	**$1,083,160**
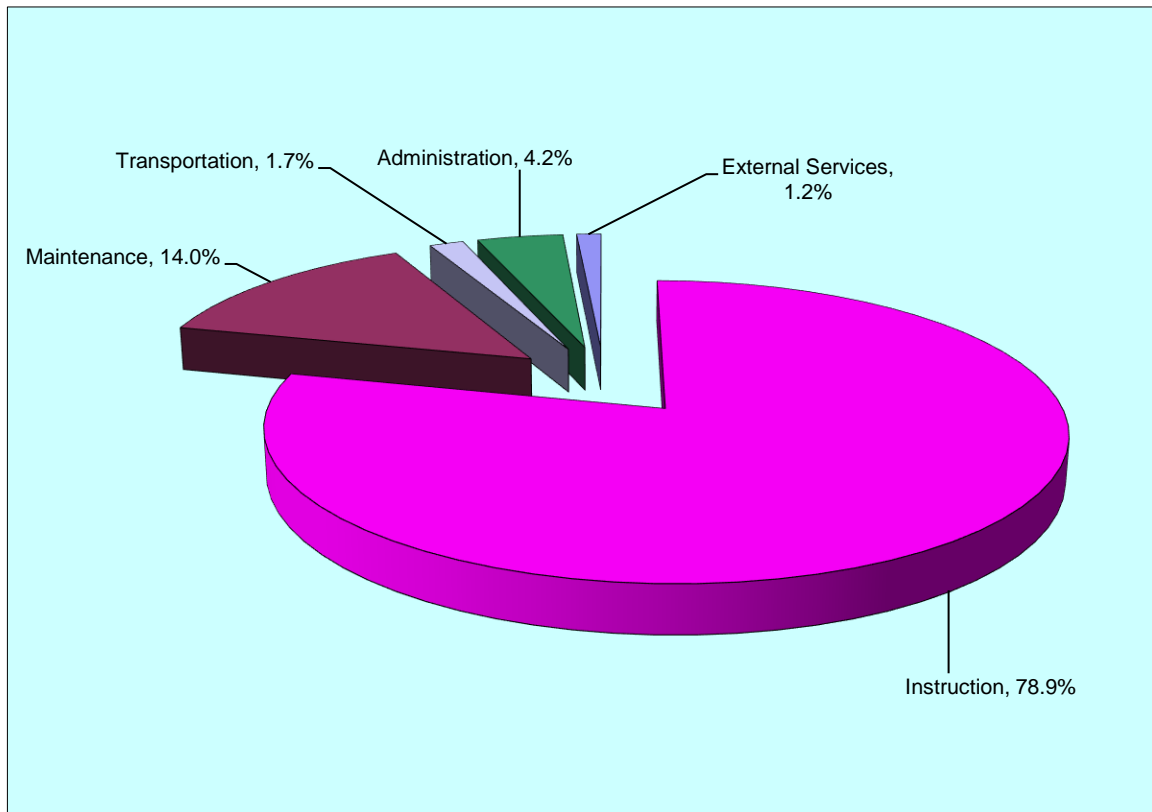
Budget Summary	Audited Financial Statements	Audited Financial Statements	Audited Financial Statements	Updated & Approved Budget	
	2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**Percent**
Total Net Enrolled Students (FTE)	2060	2067	2011	1996	
REVENUES					
Government of Alberta	26,873,264	26,519,195	26,790,000	27,192,611	84.3%
Federal Government/First Nations	2,283,246	2,700,764	2,689,774	2,625,831	8.1%
All Other Revenues	2,092,084	2,599,235	2,696,025	2,438,673	7.6%
Total Revenues	**$31,248,594**	**$31,819,194**	**$32,175,799**	**$32,257,115**	**100.0%**
EXPENSES					
Instruction	25,256,885	25,675,040	26,246,143	27,450,254	79.2%
Operations and Maintenance	3,739,515	3,867,918	4,651,515	4,870,960	14.1%
Transportation	441,825	460,595	557,843	507,656	1.5%
Board & System Administrations	1,368,273	1,372,786	1,404,420	1,409,085	4.1%
External Services	427,560	435,763	399,038	394,663	1.1%
Total Expenses	**$31,234,058**	**$31,812,102**	**$33,258,959**	**$34,632,618**	**100.0%**
Net Operating Results	**$14,536**	**$7,092**	**$(1,083,160)**	**$(2,375,502)**	
Accumulated Operating Surplus from Operations	**3,022,796**	**2,590,469**	**1,893,410**	**643,568**	
Less: School Generated Funds	(350,000)	(395,353)	(376,079)	(376,079)	
Adjusted Accumulated Surplus from Operations	2,672,796	2,195,116	1,517,331	376,015	
Detailed Expenses:					
Salaries/Wages/Benefits	24,658,186	24,774,822	25,003,048	25,467,487	73.5%
Services/Contracts/Supplies	4,633,964	5,160,226	5,781,516	6,497,487	18.8%
Capital Amortization & Debt Services	1,941,908	1,877,054	2,474,395	2,667,644	7.7%
Total Expenses	**$31,234,058**	**$31,812,102**	**$33,258,959**	**34,632,618**	**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.

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 commenced in September of 2016 and is now almost fully complete.

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.

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.

In 2018-2019, HFCRD has requested a modular for the school because of growing enrolment.

Further information regarding school facilities may be obtained by contacting the Director of Business and Operations at Central Office in Peace River at 780-624-3956 or email Jarrett.Fulcher@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 2017-2018 school year combined with the 2018/19 – 2020/21 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 2017-2018 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	Holy Family CRD No. 37 2018 N	%	Prev 3 Year Average N	%	Alberta 2018 N	%	Prev 3 Year Average N	%
English Language Arts 6	Acceptable Standard	High	Improved	Good	186	88.2	174	81.6	51,540	83.5	48,248	82.7
	Standard of Excellence	Low	Maintained	Issue	186	11.3	174	12.3	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	Low	Maintained	Issue	15	73.3	14	87.4	3,326	85.2	3,007	86.8
	Standard of Excellence	Low	Maintained	Issue	15	6.7	14	5.1	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	186	65.1	174	61.1	51,486	72.9	48,172	71.6
	Standard of Excellence	Low	Maintained	Issue	186	8.6	174	8.5	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Low	Improved	Acceptable	186	78.5	174	70.5	51,517	78.8	48,180	77.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	186	22.6	174	18.6	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Intermediate	Improved Significantly	Good	185	74.6	174	62.2	51,525	75.1	48,170	71.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	185	14.6	174	13.1	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	174	68.4	184	67.3	46,822	76.1	44,296	76.5
	Standard of Excellence	Low	Maintained	Issue	174	7.5	184	5.8	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	12	66.7	13	84.4	2,899	81.4	2,660	84.0
	Standard of Excellence	Very Low	Maintained	Concern	12	0.0	13	4.8	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	174	46.6	181	52.9	46,603	59.2	43,851	66.8
	Standard of Excellence	Very Low	Maintained	Concern	174	6.3	181	6.0	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Low	Maintained	Issue	174	58.0	183	61.6	46,810	75.7	44,341	74.1
	Standard of Excellence	High	Maintained	Good	174	13.8	183	11.3	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	174	50.0	183	49.8	46,840	66.7	44,267	65.6
	Standard of Excellence	Low	Improved	Acceptable	174	12.6	183	9.1	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	N (2018)	% (2018)	N (Prev 3 Yr Avg)	% (Prev 3 Yr Avg)	N (Alberta 2018)	% (Alberta 2018)	N (Alberta Prev 3 Yr)	% (Alberta Prev 3 Yr)
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	65	75.4	72	83.5	30,393	87.5	29,349	86.6
English Lang Arts 30-1	Standard of Excellence	Low	Maintained	Issue	65	4.6	72	5.7	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Very Low	Declined	Concern	37	81.1	41	91.8	16,184	88.0	16,632	89.1
English Lang Arts 30-2	Standard of Excellence	Low	Maintained	Issue	37	8.1	41	6.7	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	6	83.3	10	95.8	1,230	93.8	1,312	94.6
French Lang Arts 30-1	Standard of Excellence	Low	Maintained	Issue	6	0.0	10	2.4	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
Français 30-1	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	26	42.3	33	64.3	20,148	77.8	20,605	73.3
Mathematics 30-1	Standard of Excellence	n/a	n/a	n/a	26	15.4	33	20.0	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	25	64.0	42	77.6	14,362	74.2	13,516	74.7
Mathematics 30-2	Standard of Excellence	n/a	n/a	n/a	25	0.0	42	13.0	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	Low	Declined	Issue	40	70.0	50	82.6	21,793	86.2	21,941	86.0
Social Studies 30-1	Standard of Excellence	Low	Maintained	Issue	40	5.0	50	7.2	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Very Low	Declined	Concern	54	64.8	57	75.5	20,391	78.8	19,847	81.0
Social Studies 30-2	Standard of Excellence	Very Low	Declined Significantly	Concern	54	0.0	57	7.2	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	Low	Declined	Issue	35	68.6	52	84.9	23,026	86.6	22,263	85.0
Biology 30	Standard of Excellence	Low	Declined	Issue	35	11.4	52	22.5	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	Very Low	Declined	Concern	26	53.8	36	70.6	18,770	83.6	19,031	82.3
Chemistry 30	Standard of Excellence	Low	Maintained	Issue	26	11.5	36	20.7	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	18	72.2	15	78.0	9,679	86.2	10,276	85.1
Physics 30	Standard of Excellence	Low	Maintained	Issue	18	16.7	15	21.5	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	High	Maintained	Good	10	90.0	15	96.0	9,426	85.4	8,651	84.4
Science 30	Standard of Excellence	High	Maintained	Good	10	30.0	15	19.1	9,426	31.5	8,651	27.6

Diploma Examination Results Course By Course Results by Student Writing

Diploma Exam Course by Course Results by Students Writing.

| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | | 2018 | |
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	85.9	7.0	80.8	4.1	85.2	8.2	84.3	4.8	75.4	4.6		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	Authority	85.7	10.2	93.0	7.0	85.4	4.2	97.0	9.1	81.1	8.1		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	Authority	*	*	100.0	0.0	87.5	0.0	100.0	7.1	83.3	0.0		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
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	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	Authority	57.9	5.3	67.7	19.4	59.3	25.9	65.9	14.6	42.3	15.4		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	Authority	66.7	15.2	70.0	10.0	82.5	22.5	80.4	6.5	64.0	0.0		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	Authority	86.7	2.2	71.9	1.8	85.4	12.2	90.6	7.5	70.0	5.0		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	Authority	81.3	17.3	80.0	3.6	63.5	4.8	83.0	13.2	64.8	0.0		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	Authority	79.6	18.4	89.6	18.8	85.1	25.5	80.0	23.3	68.6	11.4		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	Authority	72.2	11.1	73.1	15.4	69.0	24.1	69.8	22.6	53.8	11.5		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	Authority	58.3	0.0	75.0	33.3	81.3	31.3	77.8	0.0	72.2	16.7		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	Authority	100.0	0.0	94.1	29.4	100.0	9.1	93.8	18.8	90.0	30.0		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

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 | | | | |
2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
76.2	64.7	72.5	66.4	76.0	75.3	76.5	76.5	78.0	78.0
76.4	80.9	73.0	78.4	73.2	79.6	79.9	81.0	81.2	82.6
82.7	80.6	82.0	73.8	79.4	81.5	82.0	82.1	83.2	83.4

Drop Out Rate – Measure Details

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

| Province | | | | |
2013	2014	2015	2016	2017
3.3	3.5	3.2	3.0	2.3
20.7	20.9	18.2	18.9	19.9

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.

| Province | | | | |
2013	2014	2015	2016	2017
39.7	38.3	37.0	37.0	39.3
59.0	59.7	59.4	57.9	58.7

Rutherford Scholarship Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.									
Authority					**Province**				
2013	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
n/a	n/a	62.0	59.1	77.5	n/a	n/a	60.8	62.3	63.4

Rutherford Scholarship Eligibility Rate Details

Rutherford eligibility rate details.					
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
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a
69	53.5	44	34.1	80	62.0
68	51.5	47	35.6	78	59.1
83	64.3	59	45.7	100	77.5

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.									
Authority					**Province**				
2013	**2014**	**2015**	**2016**	**2017**	**2013**	**2014**	**2015**	**2016**	**2017**
18.1	25.7	25.5	24.5	14.2	16.6	15.7	15.7	15.0	14.8
81.9	74.3	74.5	75.5	85.8	83.4	84.3	84.3	85.0	85.2
79.5	69.2	72.5	71.4	82.8	80.3	81.4	81.2	82.0	82.3
58.6	45.5	46.8	48.0	67.0	63.3	65.0	64.7	65.2	66.1
41.7	**34.6**	**33.6**	**33.2**	**57.2**	**50.1**	**54.4**	**54.6**	**54.9**	**55.7**
31.3	22.4	20.4	17.0	39.9	31.5	36.3	37.1	37.5	37.8
13.6	5.1	6.6	3.5	15.1	11.4	13.1	13.8	13.6	13.9