Holy Family
Catholic Regional Division

2019-2022
COMBINED THREE-YEAR EDUCATION PLAN

&

2018-2019
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 once again 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 2019-2022 Three-Year Education Plan.

Our team of dedicated trustees, administrators, educators, and support staff continue to strive 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 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 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
2019-2020

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2018-2019 school year and the Education Plan for the three years commencing September 1, 2019 for Holy Family Catholic Regional Division were prepared under the direction of the Board in accordance with its responsibilities under the *Education 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018-2019 school year and the Three-Year Education Plan for the 2019-2022 on December 4, 2019.

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
- Recruitment and retention of quality Catholic staff especially in administration
- 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 2,057 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: 181
Vice-Principal: Jennifer Anderson

GOOD SHEPHERD SCHOOL

Peace River   ECS – Grade 6
Principal: Tina McDonald
Enrolment: 386
Assistant Principal: Terry Hogan

GLENMARY SCHOOL

Peace River   Grades 7 – 12
Principal: David Amiot
Enrolment: 467
Vice- Principal: Lauri Goudreault
Vice Principal: Stéphane Gaudreau

Division Profile *(Continued)*

McLennan   ECS – Grade 7
Principal: Krista Veitch

Enrolment: 55

High Prairie   ECS – Grade 12
Principal: Marc Lamoureux
Enrolment : 572
Vice-Principal: Karen Nielsen (2018-19)
Vice-Principal : Joanne Baird (2019-20)
Vice-Principal: Stewart McIntyre
St. Francis Youth Assessment Centre

Valleyview   ECS – Grade 9
Principal: Jodie Chisholm
Enrolment : 264
Assistant Principal: Sandy Campbell
Assistant Principal: Beverly Dietzen

Peace River   Grades 10 – 12
Principal: David Amiot
Enrolment : 3 Full-Time Students

What's New for October 2019?

Alberta
Government

This section outlines any changes to the data, calculations or measures compared to the May 2019 release.

Data Updates:

- New year of results for Provincial Achievement Tests
- New year of results for Diploma Examination.

Data Updates

- Participation in Provincial Achievement Tests and Diploma Examinations was impacted by the fires in May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Combined Accountability Pillar Overall Summary – October 2019

Measure Category	Measure	Holy Family CRD			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	88.5	87.8	88.2	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.3	79.0	79.7	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	88.7	88.4	87.8	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	1.4	1.2	2.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	69.2	76.0	71.6	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	60.3	66.6	65.4	73.8	73.6	73.6	Very Low	Declined	Concern
	PAT: Excellence	9.3	12.1	11.3	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	71.1	68.4	76.4	83.6	83.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	7.1	7.3	11.3	24.0	24.2	22.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	34.2	57.2	41.3	56.3	55.7	55.1	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	60.9	77.5	66.2	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	57.0	53.6	57.2	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	82.2	78.6	7.4	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	83.8	80.9	82.1	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	84.1	84.2	80.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.3	80.5	81.2	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Combined Accountability Pillar First Nations, Métis and Inuit Summary – October 2019

Measure Category	Measure	Holy Family CRD (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	2.3	1.1	3.2	5.4	4.8	5.6	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	63.5	53.2	58.4	56.6	53.3	52.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	44.3	45.7	47.1	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	4.8	4.3	5.6	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	60.9	60.0	69.7	77.2	77.1	76.7	Very Low	Maintained	Concern
	Diploma: Excellence	7.2	2.1	4.0	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	24.1	26.6	22.0	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	42.9	53.3	48.2	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	51.1	38.4	45.1	34.2	33.	32.8	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

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	2021-22
Overall percentage of students who feel Religion class is helping them grow in their faith.	78.0	73.5	72.0	83.7			
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.	80.0	77.0	74.0	85.7			

Comment on Results • Tell them From Me data is used for these performance measures. • Supporting the implementation of new Religious Education curriculum. • Pure Witness, Face to Face Ministries, Access52 Ministries, Cat Chat, Feel the Pulse Ministries and Voice for Life 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 in schools and communities. • Schools are beginning to develop student faith leadership teams. • Retreats imbedded into school schedule across multiple grade levels and inter-connected school-parish activities when possible. • NET Canada ministries for two years. • Maintaining sacramental preparation in partnership with parishes. • Ensuring teachers who are teaching Religion are Catholic. • Supporting teachers to permeate the faith across subject areas.

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

Performance Measure	Results						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-22
Percentage of new hires who are Catholic	69.0	69.0	69.0	87.7			
Percentage of staff who participated in Division supported Faith Development activities.	95.0	99.0	95.0	98.0			
Number of staff entering RCIA	2	1	1	2			

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. • Increased opportunities for staff prayer, bible study and staff masses • 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 • Encourage staff to be involved in GrACE • Staff are to provide a faith goal in their Professional Growth Plans.

OUTCOME ONE: Alberta's Students are Successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.2	66.3	63.5	66.6	60.3	65.0	Very Low	Declined	Concern	67.0	69.0	70.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.5	13.3	8.4	12.1	9.3	11.5	Very Low	Maintained	Concern	12.5	13.5	14.0

Comment on Results
- HFCRD is working diligently to continuously improve in the acceptable and excellence in PATs.
- Grade Six results on Acheivement Test have declined
- Grade 9 Mathmatics declined significantly

Strategies
- Acadience (DIBELS) 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.0	78.8	82.1	68.4	71.1	75.0	Very Low	Maintained	Concern	80.0	82.0	84.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.0	14.3	12.1	7.3	7.1	10.0	Very Low	Declined	Concern	12.0	14.0	16.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	64.7	72.5	66.4	76.0	69.2	70.0	Intermediate	Maintained	Acceptable	73.5	74.0	75.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	34.6	33.6	33.2	57.2	34.2	40.0	Low	Declined	Issue	42.0	43.0	44.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.6	2.2	2.5	1.2	1.4	1.0	Very High	Maintained	Excellent	.05	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.1	60.7	57.3	53.6	57.0	58.0	High	Maintained	Good	59.0	59.5	60.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	62.0	59.1	77.5	60.9	61.0	Intermediate	Maintained	Acceptable	62.0	63.0	64.0

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.

Strategies
- Division Learning Coaches support teachers in the areas of instruction and assessment
- Indigenous Program Cordinator continues to promote and support closing the achievement gap and focusing on the new TQS.
- Educational Technology embedded professional development for teachers using Google Aps for Education.
- Focus around Instructional Leadership continues to be 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.7	83.4	81.9	80.9	83.8	85.0	Very High	Improved	Excellent	86.0	87.0	88.0

Comment on Results
- Parents and teachers indicated a high level of satisfaction.

Strategies
- Students will be provided opportunities to learn about and participate in understanding positive behavior

OUTCOME TWO: Indigenous Students' in Alberta are Successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified Indigenous students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	43.8	50.6	45.2	45.7	44.3	45.5	Very Low	Maintained	Concern	46.0	47.0	48.0
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).	3.2	7.2	5.2	4.3	4.8	6.0	Very Low	Maintained	Concern	6.5	7.0	7.5
Overall percentage of self-identified Indigenous students who achieved the acceptable standard on diploma examinations (overall results).	71.7	70.5	78.6	60.0	60.9	62.5	Very Low	Maintained	Concern	63.0	63.5	64.0
Overall percentage of self-identified Indigenous students who achieved the standard of excellence on diploma examinations (overall results).	1.1	2.9	7.1	2.1	7.2	7.5	Very Low	Maintained	Concern	8.0	8.5	9.0

Comment on Results
- HFCRD has high expectations for all students including our Indigenous students.

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.
- The Division is working with leaders to support teachers in meeting the new TQS
- Through NRLC schools will have the opportunity to work with a consultant.
- 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.

	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	44.3	60.6	61.4	53.2	63.5	64.5	Intermediate	Maintained	Acceptable	65.0	65.5	66.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	20.4	20.2	19.2	26.6	24.1	24.5	Very Low	Maintained	Concern	25.0	25.5	26.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.1	4.4	4.0	1.1	2.3	2.5	Very High	Maintained	Excellent	3.0	3.5	4.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	32.0	48.8	48.2	38.4	51.1	52.5	Intermediate	Maintained	Acceptable	53.0	53.5	54.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	41.2	50.0	53.3	42.9	43.5	Very Low	Maintained	Concern	44.0	44.5	45.0

Comment on Results
See Comments above.
Strategies
See Strategies above.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	79.8	80.6	79.5	79.0	82.3	83.0	Very High	Improved	Excellent	83.5	84.0	84.5

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 CTF and CTS programs is having an impact on results.
Strategies

OUTCOME FOUR: Alberta's K – 12 Education System is Well Governed and Managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	88.3	88.2	88.6	87.8	88.5	89.0	Very High	Maintained	Excellent	90.0	90.5	91.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.7	88.1	87.0	88.4	88.7	90.0	High	Maintained	Good	90.5	91.0	91.5
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.	81.1	77.3	82.3	78.6	82.2	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.	79.8	79.6	79.0	84.2	84.1	84.5	Very High	Maintained	Excellent	85.0	85.5	86.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.3	82.7	80.3	80.5	86.3	87.0	Very High	Improved Significantly	Excellent	87.5	88.0	88.5

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.
- 91% of parents strongly agree and agree that teachers care about their child and 96% of parents strongly agree and agree 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.

Comment on Results :

- We will continue to create as many opportunities for parents/guardians to be involved in their child's education.
- 75.5% of parents feel that they are involved in decisions about their child's education.
- 90% 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 two Learning Coaches to support teachers.
- Intentional invitation of parent and community to celebrate school/student success.

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

Performance Measure	Result	Targets		
	2018	2019	2020	2021
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	93.0	
	Parents	87.0	89.0	87.0	88.0	
	Students 7-12	73.5	77.0	68.0	71.5	

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
- Google Apps for Education continues to be implemented.
- HFCRD continues to work with 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.

OUTCOME: Allocation of resources demonstrates support for Division strategic priorities

Performance Measure	Results					
	2014	2015	2016	2017	2018	2019
Faith Permeation	.816%	.82%	.70%	.71%	.73%	1.10%
Communications	.419%	.41%	.41%	.42%	.39%	.53%
Learning Coaches	2.48%	2.23%	1.9%	1.94%	1.94%	1.86%
Technology	1.68%	1.8%	1.6%	1.82%	2.21%	2.10%

Comment on Results
2018-2019 maintained five Learning coaches
2018-2019 continued support for technology provided by an outside consultant.

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

OUTCOME: Opportunities for community engagement are provided.

Performance Measure	Results					
	September 2014	September 2015	September 2016	September 2017	September 2018	September 2019
Engagement – Facebook likes/posts	178	252	362	450	711	806
Engagement – Twitter	238	510	774	825	877	891
HFCRD News Subscription	616	591	662	722	759	746
Instagram followers	N/A	N/A	94	112	225	289
Total Number of Times Parents and Students have accesed Powerschool September 4th to November 2nd , 2018			27,627	28,391	26,740	32,019

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
update numbers)

Salaries and Benefits	$25,627,721 –	75.1%
Services, Contracts & Supplies	$ 5,821,922 –	17.0%
Capital & Debt Services	$ 2,697,917 –	7.9%
Total	**$34,147,560 –**	**100.0%**

Capital & Debt
Services 7.9%

Services, Contracts
& Supplies, 17.0

Salaries & Benefits,
75.1%
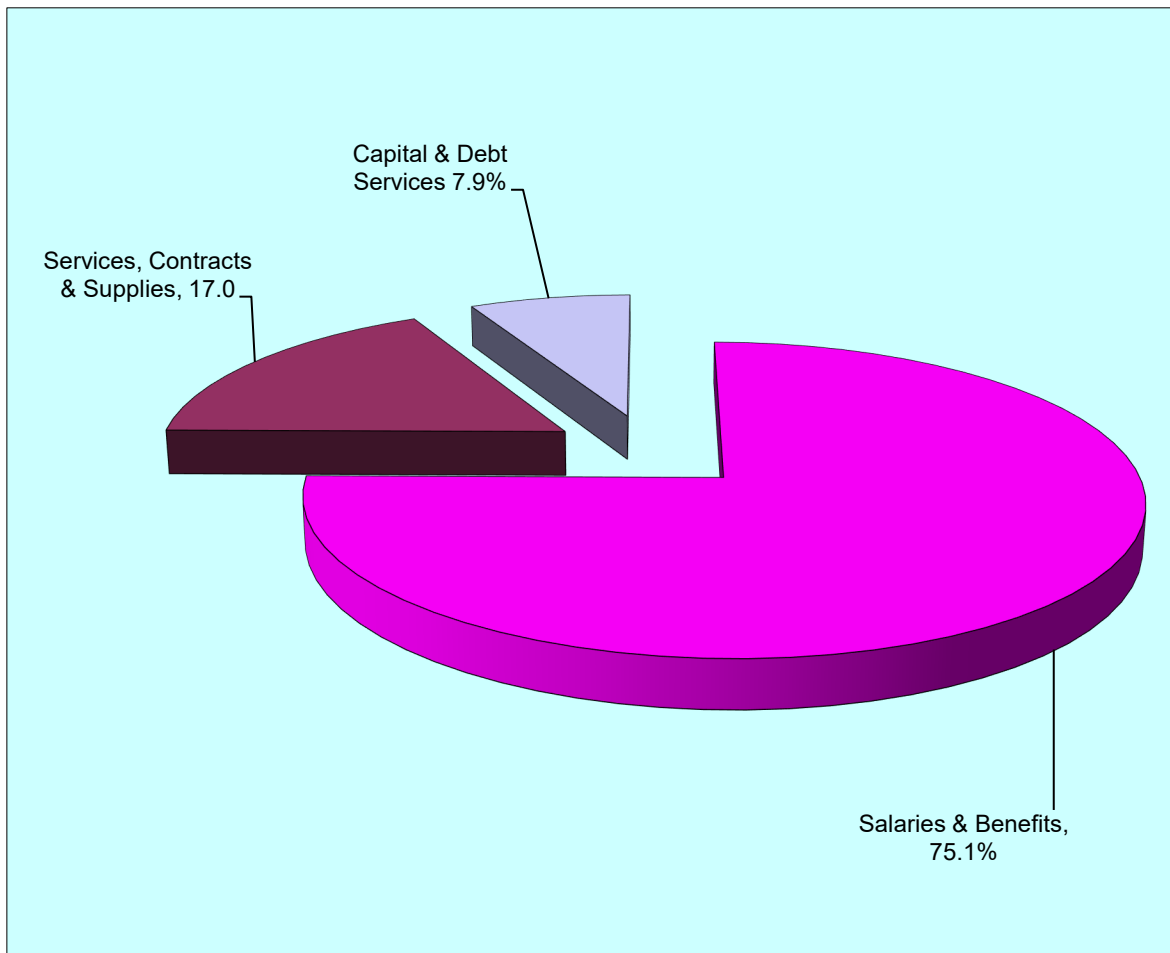
Revenue and Expense Summary 2018 – 2019

	Revenues	Expenditures	Surplus/Deficit
Instruction	$ 25,813,570	$ 26,866,516	$1,052,946
Maintenance	$ 4,176,898	$ 4,826,467	$649,569
Transportation	$ 475,505	$ 551,807	$76,302
Administration	$ 1,372,120	$ 1,560,410	$188,290
External Services	$ 342360	$ 342,360	0
TOTAL:	**$ 32,180,453**	**$ 34,147,5609**	**$1,967,107**
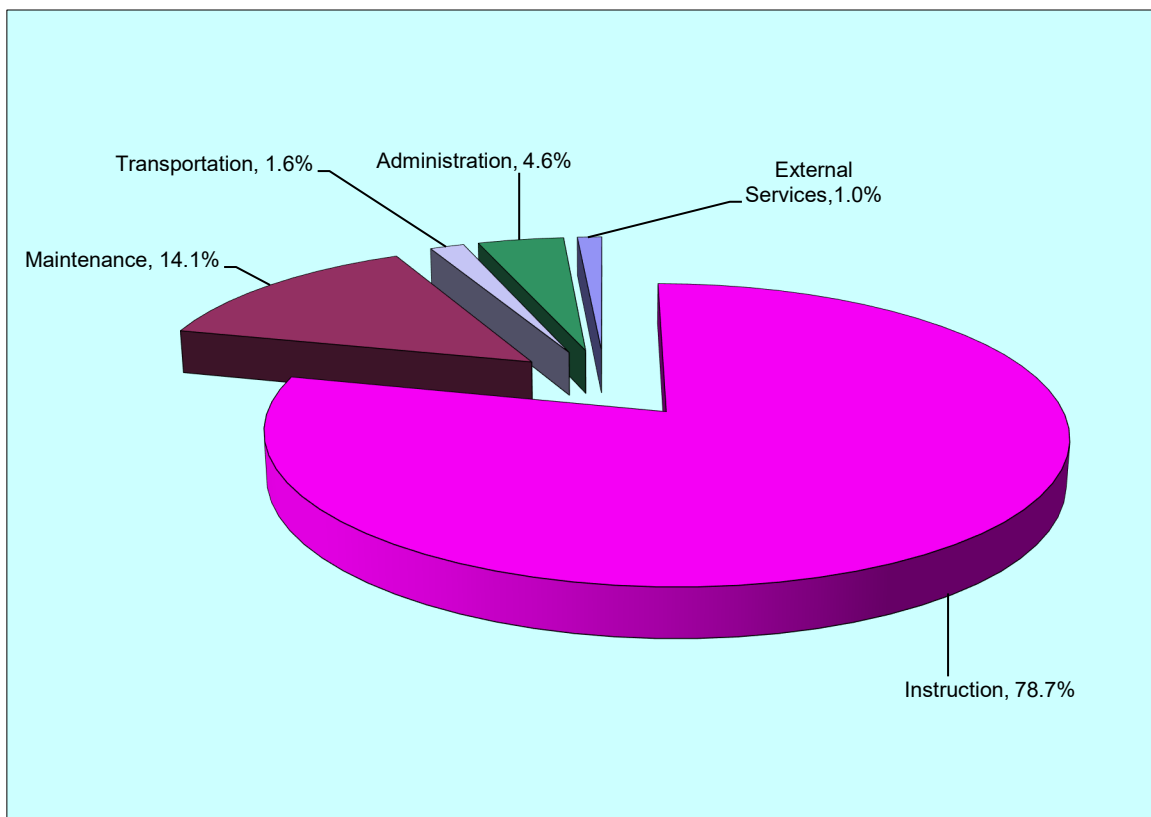
Budget Summary	Audited Financial Statements	Audited Financial Statements	Audited Financial Statements	Updated & Approved Budget	
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**Percent**
Total Net Enrolled Students (FTE)	2067	2011	1996	1982	
REVENUES					
Government of Alberta	26,519,195	26,790,000	26,963,630	26,963,630	83.2%
Federal Government/First Nations	2,700,764	2,689,774	2,632,386	26,323,386	8.1%
All Other Revenues	2,599,235	2,696,025	2,584,437	2,584,437	8.7%
Total Revenues	**$31,819,194**	**$32,175,799**	**$32,180,453**	32,180,453	100.0%
EXPENSES					
Instruction	25,675,040	26,246,143	26,866,516	26,866,516	76.7%
Operations and Maintenance	3,867,918	4,651,515	4,826,467	4,826,467	15.7%
Transportation	460,595	557,843	551,807	551,807	1.9%
Board & System Administrations	1,372,786	1,404,420	1,560,410	1,560,410	4.5%
External Services	435,763	399,038	342,360	342,360	1.2%
Total Expenses	**$31,812,102**	**$33,258,959**	**$34,147,570**	34,147,560	100.0%
Net Operating Results	**$7,092**	**$(1,083,160)**	**$(1,967,107)**	(1,967,107)	
Accumulated Operating Surplus from Operations	**2,590,469**	**1,893,410**	**589,319**	**589,319**	
Less: School Generated Funds	(395,353)	(376,079)	(361,222)	(361,222)	
Adjusted Accumulated Surplus from Operations	2,195,116	1,517,331	228,097	228,097	
Detailed Expenses:					
Salaries/Wages/Benefits	24,774,822	25,003,048	25,627,721	25,627,721	72.65%
Services/Contracts/Supplies	5,160,226	5,781,516	5,821,922	5,821,922	19.03%
Capital Amortization & Debt Services	1,877,054	2,474,395	2,697,917	2,697,917	8.32%
Total Expenses	**$31,812,102**	**$33,258,959**	**34,147,560**	**34,147,560**	**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   The Three Year Facility Plan may be accessed at https://www.hfcrd.ab.ca/download/216350

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 Catholic Regional Division'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 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 2018-2019 school year combined with the 2019/20 – 2021/22 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 had no incidences of public disclosure during the 2018-2019 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 Catholic Separate | | | | | | | Alberta | | | |
| | | Achievement | Improvement | Overall | 2019 | | Prev 3 Year Average | | 2019 | | Prev 3 Year Average | |
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	Declined	Issue	177	76.8	179	83.3	54,820	83.2	49,573	82.9
English Language Arts 6	Standard of Excellence	Low	Declined	Issue	177	8.5	179	12.4	54,820	17.8	49,573	19.1
French Language Arts 6	Acceptable Standard	Low	Declined	Issue	11	63.6	13	88.3	3,559	87.7	3,122	86.0
French Language Arts 6	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	13	7.4	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
Français 6 année	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	177	56.5	178	60.7	54,778	72.5	49,502	71.5
Mathematics 6	Standard of Excellence	Very Low	Declined Significantly	Concern	177	4.0	178	9.2	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Low	Maintained	Issue	177	68.9	178	73.4	54,879	77.6	49,520	77.9
Science 6	Standard of Excellence	Intermediate	Maintained	Acceptable	177	17.5	178	19.9	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	177	63.3	178	67.1	54,802	76.2	49,511	73.1
Social Studies 6	Standard of Excellence	Low	Declined	Issue	177	9.0	178	12.9	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	184	63.6	179	69.5	47,465	75.1	45,363	76.6
English Language Arts 9	Standard of Excellence	Low	Maintained	Issue	184	7.1	179	7.1	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
K&E English Language Arts 9	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9	Acceptable Standard	Low	Maintained	Issue	15	80.0	12	80.0	2,811	82.9	2,758	82.5
French Language Arts 9	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	12	4.8	2,811	12.3	2,758	10.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
Français 9	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	180	40.6	177	53.5	46,764	60.0	44,959	64.7
Mathematics 9	Standard of Excellence	Very Low	Maintained	Concern	180	5.0	177	6.3	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	2,190	59.6	2,007	58.7
K&E Mathematics 9	Standard of Excellence	*	*	*	4	*	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	183	63.4	179	61.6	47,489	75.2	45,363	74.6
Science 9	Standard of Excellence	High	Maintained	Good	183	13.7	179	11.7	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,536	61.7	1,520	64.1
K&E Science 9	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	183	48.1	179	51.1	47,496	68.7	45,366	66.1
Social Studies 9	Standard of Excellence	Low	Maintained	Issue	183	10.9	179	11.3	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,466	55.9	1,501	56.5
K&E Social Studies 9	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,466	15.0	1,501	12.8

Diploma Examination Results Course By Course Summary With Measure Evaluation

| Course | Measure | Holy Family Catholic Separate | | | | | | Alberta | | | |
| | | Achievement | Improvement | Overall | 2019 | | Prev 3 Year Average | | 2019 | | Prev 3 Year Average | |
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	70	81.4	70	81.7	29,832	86.8	30,091	86.9
	Standard of Excellence	Low	Maintained	Issue	70	2.9	70	5.9	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	36	88.9	39	87.8	16,640	87.1	16,563	88.9
	Standard of Excellence	Low	Maintained	Issue	36	5.6	39	7.1	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	*	*	*	1	*	9	90.3	1,215	91.5	1,296	94.1
	Standard of Excellence	*	*	*	1	*	9	2.4	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	26	50.0	31	55.8	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	26	11.5	31	18.6	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	23	60.9	37	75.6	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	23	8.7	37	9.7	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	39	56.4	45	82.0	21,610	86.6	22,179	85.7
	Standard of Excellence	Low	Maintained	Issue	39	5.1	45	8.2	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	47	61.7	57	70.4	20,758	77.8	20,078	80.2
	Standard of Excellence	Very Low	Maintained	Concern	47	2.1	57	6.0	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Low	Maintained	Issue	32	75.0	47	77.9	22,442	83.9	22,853	85.3
	Standard of Excellence	Low	Maintained	Issue	32	12.5	47	20.1	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	38	65.8	36	64.2	18,525	85.7	18,929	82.7
	Standard of Excellence	Low	Maintained	Issue	38	13.2	36	19.4	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	11	90.9	17	77.1	9,247	87.5	9,974	85.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	18.2	17	16.0	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	High	Maintained	Good	13	92.3	12	94.6	9,676	85.7	9,180	84.9
	Standard of Excellence	Low	Maintained	Issue	13	7.7	12	19.3	9,676	31.2	9,180	29.2

Diploma Examination Results Course By Course Results by Student Writing

Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	80.8	4.1	85.2	8.2	84.3	4.8	75.4	4.6	81.4	2.9		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	93.0	7.0	85.4	4.2	97.0	9.1	81.1	8.1	88.9	5.6		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	Authority	100.0	0.0	87.5	0.0	100.0	7.1	83.3	0.0	*	*		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	67.7	19.4	59.3	25.9	65.9	14.6	42.3	15.4	50.0	11.5		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	70.0	10.0	82.5	22.5	80.4	6.5	64.0	0.0	60.9	8.7		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	71.9	1.8	85.4	12.2	90.6	7.5	70.0	5.0	56.4	5.1		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	80.0	3.6	63.5	4.8	83.0	13.2	64.8	0.0	61.7	2.1		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	89.6	18.8	85.1	25.5	80.0	23.3	68.6	11.4	75.0	12.5		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	73.1	15.4	69.0	24.1	69.8	22.6	53.8	11.5	65.8	13.2		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	75.0	33.3	81.3	31.3	77.8	0.0	72.2	16.7	90.9	18.2		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	94.1	29.4	100.0	9.1	93.8	18.8	90.0	30.0	92.3	7.7		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	64.7	72.5	66.4	76.0	69.2	76.5	76.5	78.0	78.0	79.1
4 Year Completion	80.9	73.0	78.4	73.2	80.9	79.9	81.0	81.2	82.6	82.7
5 Year Completion	80.6	82.0	73.8	79.4	76.8	82.0	82.1	83.2	83.4	84.8

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	2.6	2.2	2.5	1.2	1.4	3.5	3.2	3.0	2.3	2.6
Returning Rate	18.1	17.4	22.9	26.6	43.1	20.9	18.2	18.9	19.9	22.7

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	34.0	37.2	40.3	35.4	47.8	38.3	37.0	37.0	39.3	40.1
6 Year Rate	56.1	60.7	57.3	53.6	57.0	59.7	59.4	57.9	58.7	59.0

Rutherford Scholarship Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	62.0	59.1	77.5	60.9	n/a	60.8	62.3	63.4	64.8

Rutherford Scholarship Eligibility Rate Details

Rutherford eligibility rate details.									
		Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
Reporting School Year	Total Students	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
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
2017	129	96	74.4	83	64.3	59	45.7	100	77.5
2018	110	60	54.5	52	47.3	30	27.3	67	60.9

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	25.7	25.5	24.5	14.2	19.3	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	74.3	74.5	75.5	85.8	80.7	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	69.2	72.5	71.4	82.8	78.4	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	45.5	46.8	48.0	67.0	42.6	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	**34.6**	**33.6**	**33.2**	**57.2**	**34.2**	**54.4**	**54.6**	**54.9**	**55.7**	**56.3**
% Writing 5+ Exams	22.4	20.4	17.0	39.9	20.5	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	5.1	6.6	3.5	15.1	9.1	13.1	13.8	13.6	13.9	14.2