MESSAGE FROM THE BOARD CHAIR

Along with the Board of Trustees of Holy Family Catholic Regional Division No. 37, I am pleased to share our Division's 2014-2017 Three Year Education Plan and the 2013-2014 Annual Education Results Report with all our stakeholders.

Our educational planning addresses the need to be accountable to provincial priorities, but it also focuses on the interests of the public who support our schools. This plan enables our schools to assess their performance, develop processes for improvement, celebrate their results and contribute to the overall success of our students.

In order for the Board to ensure that quality educational programs are provided for all students in our school division, a Three-Year Education Plan was established. This plan strategically targets areas that need improvement, while remaining dedicated to practices that have proven effective.

Our Three-Year Education Plan focuses on those goals and priorities identified through planning and consultation. Specific measures and targets have been established for each outcome and are designed to assist us in working towards our vision and in determining the progress we are making.

It is important to note that this plan can only be achieved within the milieu of a supportive environment of parents, staff and our Parish community. We believe that our schools are strongly committed to the ideals of Catholic education, providing our students an opportunity not only to achieve academic excellence but also to grow personally, socially and physically in a Christ-centered environment. We are committed to the philosophy that our students are unique creations of God to be respected and nurtured.

We are very proud of our successes and continuously aim for improvement in all areas. Together with the talents of our administrative, teaching and support staff, the Board of Trustees is confident this plan will further benefit Holy Family Catholic Regional Division No. 37.

On behalf of the Board of Trustees and the administration, I extend my most sincere thanks and appreciation to all staff, parents, and community members for all of the effort that they have extended, working collaboratively for the good of all of the Division. We are optimistic about the future while acknowledging that challenges always lie ahead. We are proud of all that has been accomplished to date.

I trust that you will find our document one that clearly outlines our path, a path that leads the way for all students to achieve success and reach their potential by developing skills to become engaged thinkers, ethical citizens with an entrepreneurial spirit to be contributing members to our society.

Dianne Lavoie
Board Chair

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2013-2014 school year and the Education Plan for the three years commencing September 1, 2014, for Holy Family Catholic Regional Division No. 37 were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013-2014 school year and the Three-Year Education Plan for the 2014-2017 on November 25, 2014.

VISION

Holy Family Catholic Regional Division No. 37 will strive to provide a unique and inviting Catholic learning environment that links the home, the parish and the community.

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

Resources will be distributed equitably and fairly so all students have an opportunity to learn in a flexible, safe and caring learning environment.

A strong, well informed teaching staff, with an eye to the future, will provide dynamic and innovative programs in well-planned school facilities.

Students will be provided with the opportunity to live the values they are taught. The uniqueness and diversity of students will be honored and recognized. All students will be successful.   Students will be prepared so they are motivated life-long learners grounded in the Catholic faith.

MISSION

"Student Success in a Catholic community guided by Christ."

VALUES

- Catholic Education
- God-given talents
- Excellence in performance.
- Catholic Citizens
- Healthy identity and relationships
- Ethical action
- Collaboration.
- Success of all students.
- Bridging the achievement gap for First Nations, Métis and Inuit (FNMI) people.
- Consulting and input from stakeholders.

BELIEFS

- Christ is our Guide and Teacher.
- Faith will be permeated.
- The student is first.
- Parents/guardians are the child's primary educators.
- Professional learning opportunities must be provided and supported for staff.
- Professional learning is most effective when it is focused, embedded and collaborative.
- Students learn best when the partnership among the home, the church, the school and the community is strong.
- All students can learn and experience success through an inclusive environment.
- Growth is best achieved in a positive safe and caring learning environment.
- Technology is a valuable tool in the learning process.
- Staff is responsible and accountable for student success.
- Regular student attendance increases student success.
- Students will be prepared for a successful future.

PRIORITIES

- Ensure Catholic faith permeation is evident for all stakeholders.
- Ensure Catholic faith formation opportunities for all stakeholders.
- Foster Communities of Care
- Ensure appropriate and effective management of resources while supporting priorities.

- Ensure and support quality core instruction.
- Ensure infrastructure is conducive to learning.
- Ensure opportunities for programming are maximized including the effective use of technology.
- Ensure capacity development for formal leadership positions.
- Ensure meaningful and transparent stakeholder engagement.
- Continue improving on acceptable and excellence levels in Provincial testing.

ISSUES

Issues taken into account in goal development:

- First Nations, Métis and Inuit Student Achievement
- Student Learning Achievement
- Budgeting sustainability.
- Leadership capacity development.
- Recruitment and retention of quality Catholic staff and trustees.
- Infrastructure that is conducive to learning.
- École Providence School, McLennan; St. Mary's Elementary, Fort Vermilion; and Holy Family Cyber High School opportunities.
- Curriculum redesign, high school redesign and dual credit

DIVISION PROFILE

Holy Family Catholic Regional Division No. 37 was formed on September 1, 1997, through the regionalization of the former Holy Family Catholic Separate Regional Division No. 17 and North Peace R.C.S.S.D. No. 43.

Holy Family Catholic Regional Division No. 37 provides Catholic education in the northern communities of Fort Vermilion, Manning, Grimshaw, Peace River, McLennan, High Prairie and Valleyview. In addition, a virtual school has been established in which students from across the province are enrolled. An agreement with Fort Vermilion School Division No. 52 provides that it operates St. Mary's Elementary School that is owned by Holy Family Catholic Regional Division No. 37. St. Francis Holistic Learning Centre in the Youth Assessment Centre in High Prairie is also operated by Holy Family Catholic Regional Division No. 37.

A comprehensive range of programs is provided for the 2, 154 students enrolled in the nine schools in the Division.

ROSARY SCHOOL

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

Holy Family School

Grimshaw   **ECS – Grade 9**
Principal: Victoria Cornick
Enrolment: 151
Vice-Principal: John Meagher

GOOD SHEPHERD SCHOOL

Peace River   **ECS – Grade 6**
Principal: Sandra Ciurysek
Enrolment: 427
Vice- principal: Anna Taplin
Assistant Principal: Terry Hogan

GLENMARY SCHOOL

Peace River   **Grades 7 – 12**
Principal: John Wiedrick
Enrolment: 536
Vice- Principal: Patrick McLean

Division Profile (Continued)

McLennan   ECS – Grade 9
Principal: James Eidem (2013-14)
Enrolment: 50
Principal: Krista Veitch (2014-15)

High Prairie   ECS – Grade 12
Principal: Marc Lamoureux
Enrolment : 547
Vice-Principal: Karen Nielsen
Vice-Principal: Linda Vandenberg

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

Peace River   Grades 7 – 12
Principal: John Wiedrick
Enrolment: 8 Full-Time/36 Part-Time

OVERRIDING GOAL: Build Catholic citizenship for all Students and Staff

NEW *OUTCOME: Maintain and expand faith development opportunities for students.*

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

Comment on Results
Strategies   - Having a Division Faith permeation Coordinator.   - The division has created a comprehensive communities of care permeation plan building catholic citizens.   - Religion grade level PLC's on curriculum and assessment.   - Retreats imbedded into school schedule across multiple grade levels and inter-connected school-parish activities when possible.   - Staff retreat opportunities for new teachers and all staff.   - Division Faith Day for all staff on annual basis to provide formation and faith development.

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

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

Comment on Results
Strategies   - Providing whole staff site-based retreat using same facilitator.   - Faith 101 opened and mandated attendance to all new staff in the Division.   - Administrative Procedure for professional development.

What's New for October 2014?

Alberta Government

This section outlines any changes to the data, calculations or measures compared to the May 2014 release.

What's New:

- **New year of results for Provincial Achievement Tests.**
- **New year of results for Diploma Examinations.**
- Provincial Achievement Test and Diploma Examination aggregate results recalculated to include new cours (e.g., Social Studies 9KAE, Social Studies 30-1/30-2), and to remove courses where participation was affected by the introduction of the Student Learning Assessment Pilot (e.g., English Language Arts 3, Francais 3, French Language Arts 3).
- New course level achievement evaluations for Mathematics 3/6/9.
- Diploma examination course-by-course results for 2013 adjusted to better capture exam rewrites.

Impact of Student Learning Assessment Pilot (Fall 2014):

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

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

Impact of June 2013 Alberta Flood:

- Participation in Grade 9 Provincial Achievement Tests and Diploma Examinations were impacted by the flooding in June 2013.

  Consequently, for those school authorities affected by the floods:
  - 2013 results have been removed from the calculation of the Previous 3-year Average for Provincial Achievement Test and Diploma Examination aggregate results
  - 2013 results have been removed from the calculation of the Previous 3-year Average for Grade 9 PAT courses

Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Combined 2013 Accountability Pillar Overall Summary – October 2014

Measure Category	Measure Category Evaluation	Measure	Holy Family CRD No. 37			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.4	88.8	88.4	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	Acceptable	Program of Studies	75.2	78.6	77.7	81.3	81.5	81.1	Intermediate	Declined	Issue
		Education Quality	87.2	89.3	88.9	89.2	89.8	89.5	High	Declined	Acceptable
		Drop Out Rate	4.9	2.9	3.8	3.3	3.5	3.6	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	73.6	72.4	69.0	74.9	74.8	73.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	69.4	69.0	67.7	74.0	75.3	75.5	Low	Maintained	Issue
		PAT: Excellence	11.5	14.1	13.2	19.0	19.1	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	82.1	80.6	81.1	85.4	84.2	83.4	Intermediate	Maintained	Acceptable
		Diploma: Excellence	11.0	13.3	11.3	21.0	19.5	19.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	41.2	49.1	43.9	50.5	56.6	55.9	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	65.6	71.5	67.9	60.9	61.3	60.8	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	50.9	57.2	56.5	59.2	59.5	59.1	Intermediate	Maintained	Acceptable
		Work Preparation	77.5	78.7	78.7	81.2	80.3	80.0	Intermediate	Maintained	Acceptable
		Citizenship	81.2	82.1	80.9	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	83.6	81.7	81.4	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	80.6	83.9	81.7	79.8	80.6	80.2	Very High	Maintained	Excellent

Combined Accountability Pillar FNMI Summary – October 2014

Measure Category	Measure Category Evaluation	Measure	Holy Family CRD No. 37			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	**3.9**	4.2	5.3	**7.8**	8.5	9.3	High	Maintained	Good
		High School Completion Rate (3 yr)	**57.7**	61.4	49.8	**43.6**	43.9	40.8	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	**50.6**	50.4	50.0	**53.4**	56.2	53.6	Very Low	Maintained	Concern
		PAT: Excellence	**4.0**	7.0	6.3	**6.3**	6.3	6.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	**83.9**	72.2	80.5	**78.2**	75.2	75.7	Intermediate	Maintained	Acceptable
		Diploma: Excellence	**6.5**	5.6	7.4	**10.4**	8.4	8.0	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	**3.4**	41.0	30.5	**18.9**	21.2	20.0	Very Low	Declined Significantly	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	**37.9**	76.2	60.7	**33.0**	35.1	33.9	Very Low	Declined	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	**34.5**	43.8	43.7	**32.1**	32.2	31.2	Very Low	Maintained	Concern

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

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 color using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

GOAL ONE: An Excellent Start to Learning

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

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

Comment on Results (OPTIONAL)
Strategies • Full day – 5 day ECS in 2 schools. • Pre-K programs in 2 schools. • Division association to early learning coalition. • Participation in early year continuum project. • Introducing system wide benchmarking using DIBELS (Dynamics for Improvement of Basic Early Literacy Skills) to inform individual student readiness in ECS.

GOAL TWO: Success for Every Student

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.7	81.1	81.6	80.6	82.1	82.0	Intermediate	Maintained	Acceptable	82.5		
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	8.7	10.1	10.4	13.3	11.0	14.0	Low	Maintained	Issue	14.0		

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	57.0	62.9	71.7	72.4	73.6	67.0	Intermediate	Maintained	Acceptable	70.0		
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.6	5.5	2.9	2.9	4.9	3.5	Intermediate	Maintained	Acceptable	3.5		
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.1	51.0	61.4	57.2	50.9	59.0	Intermediate	Maintained	Acceptable	59.0		
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	63.4	60.5	71.5	71.5	65.6	65.0	High	Maintained	Good	66.0		
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	38.5	39.6	42.9	49.1	41.2	50.0	Low	Maintained	Issue	50.0		

Comment on Results

Strategies

- The creation of a Division calendar allowing for common Professional Collaborative Days across the Division
- Centralized Division professional collaboration for Gr. K-4 teachers around Literacy and Jr. High teacher around planning and assessment.
- Providing intensive collaboration and leadership development for Divisional learning coaches.
- Four Division Learning Coaches to support teachers in Inclusive Education, First Nations, Métis and Inuit and Educational Technology.
- Instructional Leadership Teams to work on quality core instruction.
- Participation in Mental Health Capacity Building Projects.
- Division virtual education programming to support credit recovery, course conflicts and alternative delivery methods.
- Off campus and dual credit program development.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.8	70.5	63.7	69.0	69.4	79.0	Low	Maintained	Issue			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.5	15.0	10.7	14.1	11.5	14.5	Low	Maintained	Issue			

Comment on Results

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

Strategies

- DIBELS (Dynamics for Improved Basic Early Literacy Skills) screening and ongoing progress monitoring.
- Teachers are engaged in school based Grade level/subject specific Professional Learning Communities that focus on improved instruction and quality planning.
- Support being offered to teachers through Division Learning Coaches.
- Early Intervention programming for students.
- Targeted for core instruction and providing required intervention.
- Requirement of administrators to supervise instruction.
- Continued training for Administrators and Instructional Leadership Teams on the Response to Intervention Framework.
- Continued priority focus on improved student attendance.
- School Admin teams develop, implement and monitor 45 day school improvement plan.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.1	79.1	81.5	82.1	81.2	84.0	Very High	Maintained	Excellent	84.0		
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	80.9	78.3	78.9	78.7	77.5	82.0	Intermediate	Maintained	Acceptable	82.0		
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	75.1	66.6	67.6	63.1	67.1	68.0	n/a	n/a	n/a	69.0		

Comment on Results

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

Strategies
- Off-campus programming & dual credit.
- Post-secondary tours and career counselling.
- Enhanced CTS offerings.
- Increase parental/guardianship involvement in the conversations around the 21st Century child. Preparing the young adult for a job in the future that we don't even know exists.
- Working with local group, Lac Cardinal Economic Development to increase Gr. 8-12 student's awareness and opportunities for entrepreneurship.
- Fostering ethical actions in local school communities, including community and global partnerships, environmental stewards and charity and service.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets	
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	56.3	49.1	50.6	50.4	50.6		Very Low	Maintained	Concern		
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	8.0	7.7	4.1	7.0	4.0		Very Low	Maintained	Concern		
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	72.7	83.8	85.5	72.2	83.9		Intermediate	Maintained	Acceptable		
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.6	5.4	11.3	5.6	6.5		Very Low	Maintained	Concern		
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	51.8	46.9	41.1	61.4	57.7	50.0	Low	Maintained	Issue		
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.0	5.9	5.7	4.2	3.9	4.5	High	Maintained	Good		
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	38.5	36.4	50.9	43.8	34.5	38.0	Very Low	Maintained	Concern		
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	50.0	56.0	50.0	76.2	37.9	53.0	Very Low	Declined	Concern		
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	21.6	24.8	25.7	41.0	3.4	25.0	Very Low	Declined Significantly	Concern		

Comment on Results

- **The % reported by Alberta Education is inaccurate**
- Our Division in the majority of these measures, all except one, is higher than the Provincial average.

Strategies
- Continue to support centralized coordination of FNMI services and supports to schools.
- Through the Board evaluation process, the Board of Trustees has success for FNMI students a priority by listing it as one of its Positive Path Forward.
- Ensure each school develops FNMI program goals that address appropriate programs and supports for FNMI students.
- Focus on Attendance Procedure enabling positive relationships and effective communication with families.
- Concentrated efforts to provide cultural infusion.
- Identifying at-risk students and providing appropriate levels of support.

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

Performance Measure	Result	Targets		
	2013	2014	2015	2016
To be determined				

Comment on Results
Strategies •

GOAL THREE: Quality Teaching and School Leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.2	77.3	77.2	78.6	75.2	80.0	Intermediate	Declined	Issue	80.0		

Comment on Results
• It is difficult in small rural schools to provide broad programming. • Recruiting and retaining staffing with special areas of expertise is challenging. • Excellent school based technology access for students. • Quality integration of technology in multiple forms of instruction and learning including smart boards, document cameras, IPads and educational tools and programs.

Strategies
• We try to offer Fine Arts in our schools. • We try to provide Junior High options that are of interest and relevant to High School CTS. • All our schools offer extra-curricular sports programs. • Educating parents of the option choices available to students.

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

Performance Measure	Result	Targets		
	2013	2014	2015	2016
To be determined				

Comment on Results

- HFCRD No. 37 has spent the last 3-4 years building teams and creating leadership at the school levels.
- The Division has maintained instructional leadership teams and continues to work with the Response to Intervention Framework (RTI).
- We continue to monitor and provide professional development collaboration opportunities focusing on core instruction.
- Benchmark assessments are completed three times a year and data is reviewed Ongoing support is provided to help educators adjust instruction based on this data.

Strategies

- Division focus on quality core instruction.
- Ongoing training and support to ILT teams by senior administration.
- Principal meetings provide opportunities for professional growth, collaboration and feedback.
- Administrative Collaborative meetings three times a year with a focus on school improvement.
- On-site visits from Senior Administrators to assist in team building and support the focus and direction of instructional leadership at the school level.

GOAL FOUR: Engaged and Effective Governance

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.2	80.2	82.3	81.7	83.6	81.5	Very High	Maintained	Excellent	85.0		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.7	88.8	88.4	89.3	87.2	91.0	High	Declined	Acceptable	91.0		

Comment on Results

- Efforts to focus schools in this area have positively impacted results.

Strategies

- Maintain strategies to promote our schools and enhance parental involvement.
- Instructional Leadership Teams.
- Four Learning Coaches to support teachers.
- Through Power School there is real time Parental Access to information on their child's learning.
- Schools have embedded collaboration time into timetable for cross grade planning, professional learning communities and common learning times.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.8	87.9	88.6	88.8	88.4	89.0	Very High	Maintained	Excellent	89.0		
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	83.5	81.1	80.0	83.9	80.6	82.0	Very High	Maintained	Excellent	82.0		

Comment on Results

- Efforts to focus schools in this area have positively impacted results.

Strategies
- Maintain strategies to promote our schools and enhance parental involvement.
- Instructional Leadership Teams.
- Lead teams for learning support, wellness/health, and focus on maintaining and improving healthy school culture.
- New Teacher Mentorship and orientation a focus for Divisional learning coaches.
- Through Power School there is real time Parental Access to information on their child's learning.
- Maintain multiple forms of parent communication and feedback including traditional (newsletter, mail, phone) and incorporating new electronic communications including Twitter, Facebook, website updates, email etc.
- Division focus on fostering communities of care by building catholic citizenship, building ethical action and building healthy relationship.

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

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

Comment on Results
- For 2014-2015 allocations of funds to increase from four learning coaches to five.

Strategies
- Schools are funded on a 16:1 Pupil Teacher ratio.

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

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

Comment on Results (OPTIONAL)
• Transparency in communication inspires trust with our school community.

Strategies
• Communicating within stakeholders by reaching them in places they already visit – social media and email being the newest tools introduced to our Division. • Using social media to drive traffic to our website, including information parents and students want, i.e. photos.

NEW *Outcome:* *Opportunities to increase awareness of 21st Century Learning Strategies are provided to stakeholders.*

Performance Measure	Result	Targets		
	2013	2014	2015	2016
To be determined				

Comment on Results (OPTIONAL)

Strategies
• Learning Fair • Community based presentations • Open houses

Summary of Financial Results

Expenditures by Type for 2013-2014

Salaries and Benefits	$23,791,574 – 76.1%
Services, Contracts & Supplies	$ 5,286,814 – 16.9%
Capital & Debt Services	$ 2,195,738 – 7.0%
Total	**$31,274,126 – 100.0%**
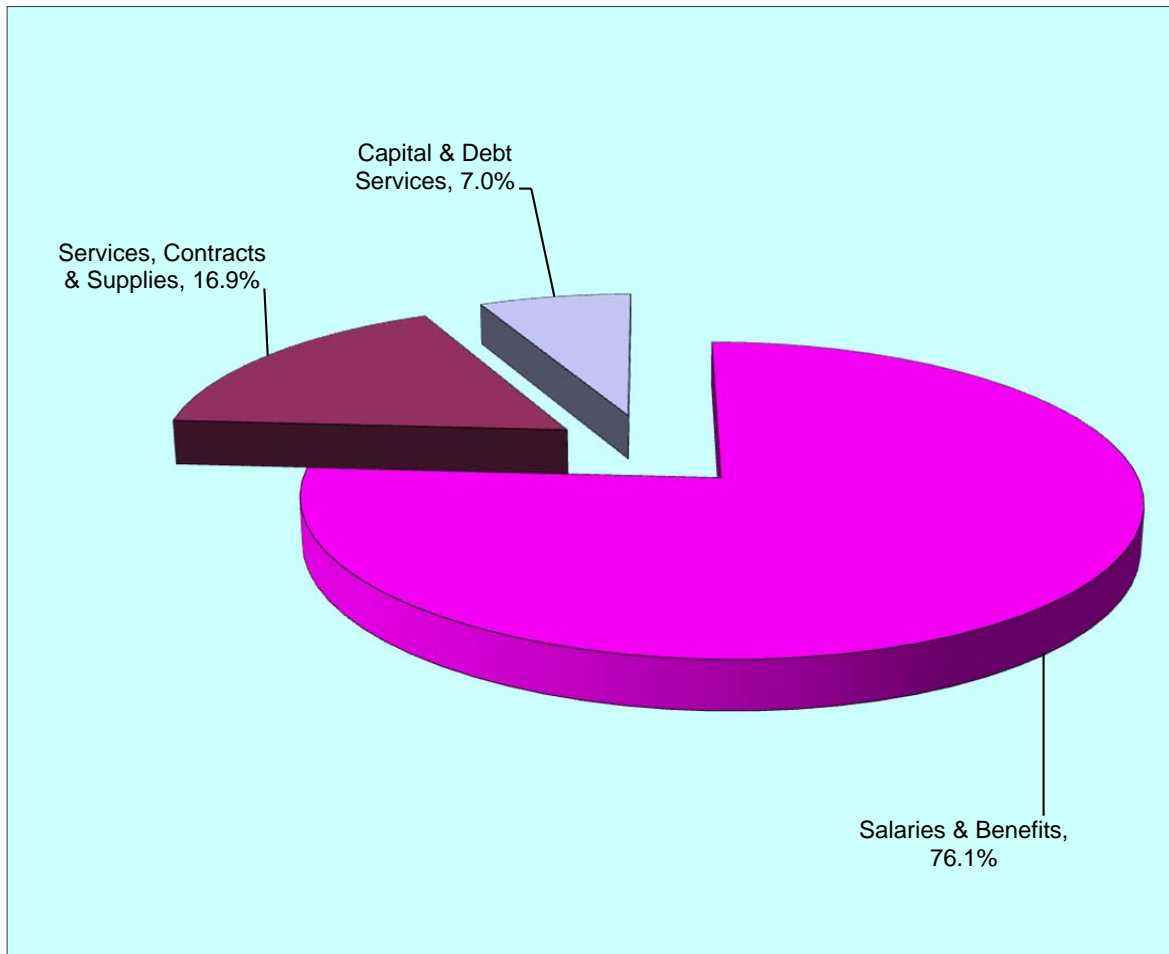
Revenue and Expense Summary 2013-2014

	Revenues	Expenditures	Surplus/Deficit
Instruction	$ 25,340,625	$ 25,155,048	185,577
Maintenance	$ 3,788,804	$ 3,906,100	$ (177,296)
Transportation	$ 435,215	$ 376,367	$ 58,848
Administration	$ 1,352,731	$ 1,352,731	0
External Services	$ 483,880	$ 483,880	0
TOTAL:	**$ 31,401,255**	**$ 31,201,561**	**$ 127,129**

Transportation, 1.2%
Administration, 4.3%
External Services, 1.5%
Maintenance, 12.5%
Instruction, 80.4%
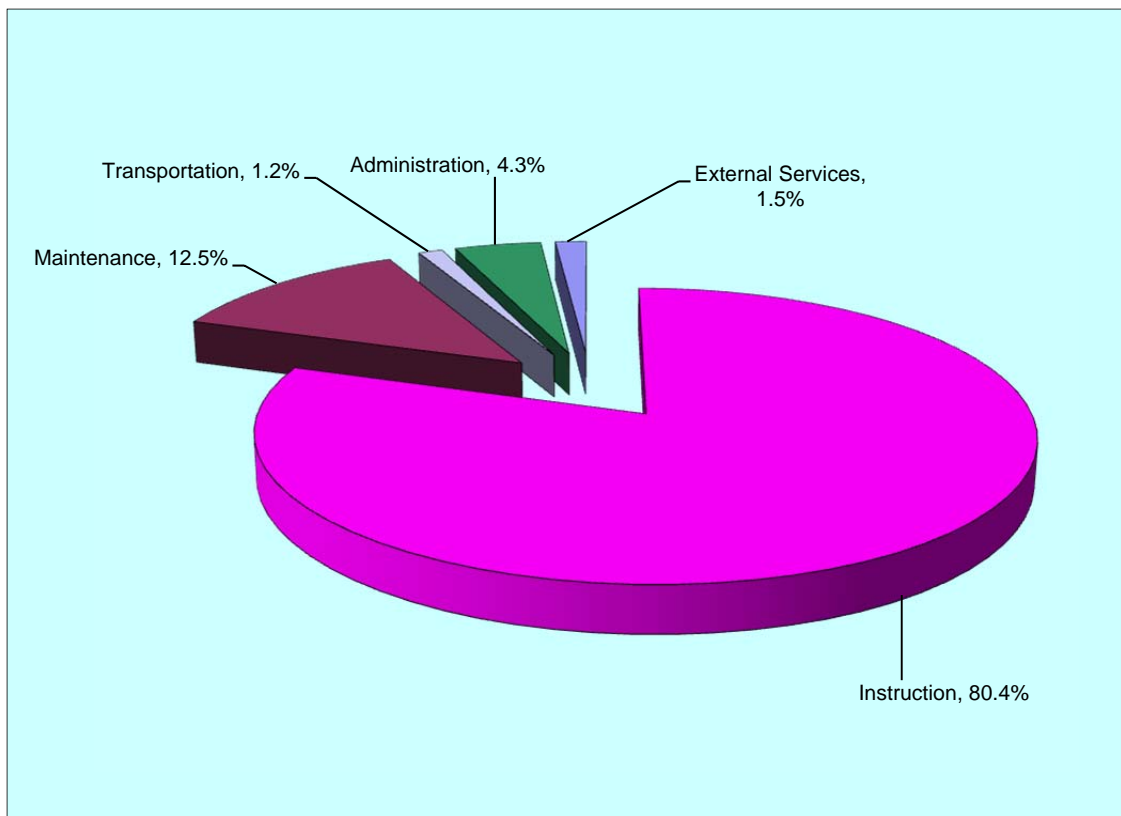
Budget Summary	Audited Financial Statements	Updated & Approved Budget	Updated & Approved Budget	Updated & Approved Budget	
	2011-12	**2012-2013**	**2013-2014**	**2014-15**	**Percent**
Total Net Enrolled Students (FTE)	2145	2145	2120	2091	
REVENUES					
Government of Alberta	25,025,795	25,584,356	26,163,606	26,380,972	84.6%
Federal Government/First Nations	2,725,480	2,933,058	2,756,158	2,544,584	8.2%
All Other Revenues	2,172,784	2,443,566	2,481,491	2,270,376	7.3%
Total Revenues	**$29,924,059**	**$30,960,980**	**$31,401,255**	**$31,195,932**	**100.0%**
EXPENSES					
Instruction	24,496,714	24,923,027	25,155,048	25,584,731	80.0%
Operations and Maintenance	3,803,202	3,837,948	3,906,100	3,970,903	12.4%
Transportation	407,748	379,379	376,367	422,231	1.3%
Board & System Administrations	1,567,294	1,530,706	1,352,731	1,417,405	4.4%
External Services	488,278	530,501	483,880	569,367	1.8%
Total Expenses	**$ 30,763,236**	**$31,201,561**	**$31,274,126**	**31,964,637$**	**100.0%**
Net Operating Results	**$ (839,177)**	**$(240,581)**	**$127,129**	**(768,705)**	
Accumulated Operating Surplus from Operations	**3,931,649**	**3,399,037**	**3,267,389**	**1,980,766**	
*Less: School Generated Funds		341,720	341,387		
Total Accumulated Surplus from Operations		**$3,057,317**	**$2,926,002**		
Detailed Expenses:					
Salaries/Wages/Benefits	23,475,200	24,045,479	23,791,574	23,863,606	74.7%
Services/Contracts/Supplies	5,198,944	5,002,891	5,286,814	6,090,284	19.1%
Capital Debt Services	2,089,092	2,153,191	2,195,738	2,010,747	6.3%
Total Expenses	**$30,763,236**	**$31,201,561**	**$31,274,126**	**31,964,637$**	**100.0%**
Capital Projects:					
Glenmary School Modular Classroom – In Progress			98,873		

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

In the 2013-2014 school year, the Division continues to implement recommendations from the Financial Processes Review conducted in the previous years.

Although there is a slight decrease in enrolment for 2014-15, the Division was able to maintain its projected staffing by using the funds carried from previous years.

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 Secretary-Treasurer at Central Office in Peace River at 780-624-3956 or viewed on the internet at www.hfcrd.ab.ca.

Capital and Facilities Projects

The Division maintains a Three-Year Facility Plan that is updated on an annual basis. All school facilities are audited through the Alberta Infrastructure School Facility Evaluation Program. The audits are key drivers in identifying additional space and modernization needs that will be prioritized in the Three-Year Capital Plan of the jurisdiction. The ultimate goal of this plan is to ensure students are taught in schools that facilitate programming needs in a healthy and safe environment.

Holy Family School (Grimshaw)
In December 2013, the Government of Alberta announced that Holy Family School was approved for a replacement school. The new project will allow a partnership between Holy Family Catholic Regional Division No. 37, the Town of Grimshaw, and Peace River School Division No. 10. The new school will be attached to the Mile Zero Multiplex to allow for opportunities to share space and provide increased options for students and the community. The new school will have a capacity of 350 students from ECS to grade 9 and is projected to be completed in 2016.

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

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

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.

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

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.

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.

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.

As school facilities age, it is foreseeable that IMR funding received will be utilized to maintain Division schools to an acceptable standard to ensure learning environments are safe and adequate. The Division will be receiving $750,000.00 in IMR Funding for the 2014-2015 school year.

Further information regarding school facilities may be obtained by contacting the Secretary-Treasurer at Central Office in Peace River at 780-624-3956 or email helen.diaz@hfcrd.ab.ca or visit the website at www.hfcrd.ab.ca. The 2016-2019 Three-Year Facility Plan is can be viewed by clicking on the following link: http://www.hfcrd.ab.ca/div/sites/default/files/pictures/2015-18%20Three-Year%20Facility%20Plan.pdf Change link

Parental Involvement

The individual School Combined Annual Education Results Report and Three-Year Education Plan is communicated to the school council and made available to parents and the public on each school's websites which can be accessed by navigating Holy Family CRD No. 37's webpage at www.hfcrd.ab.ca School Councils are given an opportunity to provide input into the Combined AERR and Three-Year Ed Plan at school council meetings with their school principals. Principals then bring input forward to the Superintendent at meetings held with Principals to update the report.

Timelines and Communication

This report is made available to parents and the public on the Holy Family Catholic Regional Division No. 37 website at http://www.hfcrd.ab.ca/div/content/documents-and-reports.   The class size report can be accessed at http://www.hfcrd.ab.ca/div/node/82 . Copies of these reports are available upon request.

This report is a summary of Holy Family Catholic Regional Division's achievements for the 2013-2014 school year combined with the 2014-15 – 2016/17 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 2013-2014 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	2014 N	2014 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %	2014 N	2014 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %
		Holy Family CRD No. 37							Alberta			
English Language Arts 3*	Acceptable Standard	Intermediate	Declined	Issue	181	84.0	167	88.0	16,235	78.0	44,576	81.7
	Standard of Excellence	Low	Declined Significantly	Concern	181	7.7	167	15.2	16,235	15.3	44,576	18.6
French Language Arts 3*	Acceptable Standard	Intermediate	Maintained	Acceptable	18	83.3	20	88.8	966	74.6	3,319	80.8
	Standard of Excellence	Very Low	Declined	Concern	18	0.0	20	7.1	966	10.4	3,319	14.3
Français 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	78.2	540	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	7.0	540	15.1
Mathematics 3*	Acceptable Standard	Low	Declined	Issue	180	71.1	167	76.0	16,202	74.0	44,562	76.9
	Standard of Excellence	Very Low	Declined	Concern	180	11.1	167	17.6	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	High	Improved	Good	165	87.3	166	82.6	45,704	81.9	43,581	82.7
	Standard of Excellence	Low	Maintained	Issue	165	10.9	166	14.1	45,704	17.6	43,581	17.5
French Language Arts 6	Acceptable Standard	Intermediate	Declined	Issue	16	87.5	20	98.8	2,752	88.0	2,609	89.1
	Standard of Excellence	Very Low	Declined	Concern	16	0.0	20	9.5	2,752	15.6	2,609	16.9
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	90.6	474	92.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	17.1	474	20.4
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	165	75.2	166	70.3	45,617	73.5	43,599	73.8
	Standard of Excellence	Low	Maintained	Issue	165	10.9	166	12.5	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	165	79.4	165	76.0	45,608	75.9	43,551	77.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	165	20.0	165	20.2	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	165	66.7	166	64.5	45,593	70.4	43,540	72.3
	Standard of Excellence	Low	Declined	Issue	165	10.3	166	15.4	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	205	68.8	198	67.6	43,760	76.3	37,776	77.8
	Standard of Excellence	Very Low	Declined	Concern	205	5.4	198	8.8	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	85.7	1,524	62.9	1,570	63.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	14.3	1,524	3.5	1,570	6.0
French Language Arts 9	Acceptable Standard	Low	Declined	Issue	31	74.2	16	88.5	2,658	86.5	2,387	87.8
	Standard of Excellence	Low	Maintained	Issue	31	3.2	16	3.7	2,658	11.1	2,387	13.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	86.1	330	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	17.8	330	15.5
Mathematics 9	Acceptable Standard	Low	Improved	Acceptable	205	58.0	195	52.1	43,279	67.1	37,487	66.5
	Standard of Excellence	Low	Maintained	Issue	205	10.7	195	8.4	43,279	17.3	37,487	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	66.7	1,971	63.4	1,846	64.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	13.3	1,971	14.5	1,846	15.0
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	205	62.4	197	60.8	43,769	73.2	37,974	74.0
	Standard of Excellence	High	Maintained	Good	205	12.7	197	11.7	43,769	22.1	37,974	21.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	85.7	1,513	64.1	1,528	68.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	1,513	14.9	1,528	16.6
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	205	54.6	197	53.7	43,773	65.5	38,159	67.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	205	13.2	197	12.7	43,773	19.9	38,159	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	57.1	1,510	61.8	1,510	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	1,510	10.7	1,510	13.5

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2014 N	2014 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %	Alberta 2014 N	Alberta 2014 %	Alberta Prev 3 Yr Avg N	Alberta Prev 3 Yr Avg %
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	71	85.9	71	87.6	28,671	87.1	29,063	85.4
	Standard of Excellence	Low	Maintained	Issue	71	7.0	71	5.6	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	49	85.7	46	90.0	15,887	89.7	14,790	89.1
	Standard of Excellence	High	Maintained	Good	49	10.2	46	8.6	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	*	*	*	4	*	7	85.7	1,210	96.5	1,243	95.4
	Standard of Excellence	*	*	*	4	*	7	0.0	1,210	14.5	1,243	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	99.3	146	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	29.2	146	19.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	45	74.5	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	45	17.1	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	38	81.0	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	38	13.8	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	n/a	Declined Significantly	n/a	38	57.9	39	79.5	21,314	74.6	19,841	80.4
	Standard of Excellence	n/a	Declined Significantly	n/a	38	5.3	39	25.6	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	33	66.7	33	66.7	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Improved	n/a	33	15.2	33	3.0	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	45	86.7	56	83.2	21,992	85.5	23,164	84.8
	Standard of Excellence	Low	Declined	Issue	45	2.2	56	8.3	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	75	81.3	53	82.9	19,173	83.9	17,286	83.6
	Standard of Excellence	High	Improved	Good	75	17.3	53	7.5	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	49	79.6	60	77.8	21,656	85.2	22,802	82.7
	Standard of Excellence	Low	Maintained	Issue	49	18.4	60	23.1	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	36	72.2	45	62.6	19,118	81.3	18,261	76.8
	Standard of Excellence	Low	Maintained	Issue	36	11.1	45	11.9	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	Low	Declined	Issue	12	58.3	22	77.2	10,758	83.0	10,060	79.6
	Standard of Excellence	Very Low	Declined	Concern	12	0.0	22	16.0	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	7,103	85.1	5,477	81.4
	Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	7,103	25.5	5,477	22.9

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	57.0	62.9	71.7	72.4	73.6	71.5	72.6	74.1	74.8	74.9
4 Year Completion	66.7	65.3	71.9	75.4	77.3	76.1	76.9	78.1	79.4	79.6
5 Year Completion	70.9	71.6	73.6	73.9	80.1	79.0	79.0	79.6	80.8	81.7

Drop Out Rate – Measure Details

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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	6.6	5.5	2.9	2.9	4.9	4.3	4.2	3.2	3.5	3.3
Returning Rate	17.2	25.7	22.8	41.0	33.5	23.5	27.9	23.4	23.0	21.1

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	44.0	36.5	36.1	27.2	39.5	37.5	37.8	38.2	39.6	40.0
6 Year Rate	53.1	51.0	61.4	57.2	50.9	59.8	59.3	58.4	59.5	59.2

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Rutherford Scholarship Eligibility Rate (Revised)	63.4	60.5	71.5	71.5	65.6	56.9	59.6	61.5	61.3	60.9

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2009	101	61	60.4	49	48.5	27	26.7	64	63.4
2010	114	55	48.2	57	50.0	31	27.2	69	60.5
2011	123	76	61.8	71	57.7	37	30.1	88	71.5
2012	144	91	63.2	81	56.3	52	36.1	103	71.5
2013	128	69	53.9	71	55.5	35	27.3	84	65.6

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	25.4	20.8	14.3	17.4	20.0	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	74.6	79.2	85.7	82.6	80.0	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	67.4	74.5	82.4	79.2	77.6	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	56.2	55.1	60.2	65.5	57.8	65.2	66.0	67.4	67.5	63.8
% Writing 4+ Exams	**38.5**	**39.6**	**42.9**	**49.1**	**41.2**	**53.5**	**54.9**	**56.2**	**56.6**	**50.5**
% Writing 5+ Exams	23.3	24.1	19.8	28.7	30.9	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	12.8	10.9	9.9	13.0	13.5	12.9	13.4	14.1	14.6	11.5