



2016-2019

COMBINED THREE-YEAR EDUCATION PLAN

&

2015-2016

ANNUAL EDUCATION RESULTS REPORT



MESSAGE FROM THE BOARD CHAIR

On behalf of the Holy Family Catholic Regional Division No. 37 Board of Trustees, I am pleased to present this year's Combined Three Year Education Plan and Annual Education Results Report. Continuing to build strong partnerships with all stakeholders, we are pleased to outline our vision and priorities in this 2016- 2019 Three-Year Education Plan.

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

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

Kelly Whalen
Board Chair
2016-2017



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2016 for Holy Family Catholic Regional Division No. 37 were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015-2016 school year and the Three-Year Education Plan for the 2016-2019 on November 24, 2016.

VISION

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

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

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

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

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

MISSION

“Student Success in a Catholic community guided by Christ.”

VALUES

- Catholic Education
- God-given Talents
- Excellence in Performance
- Catholic Citizens
- Diversity
- Fostering Communities of Care
- Collaboration
- Success of all Students
- Bridging the Achievement Gap for First Nations, Métis and Inuit (FNMI) Peoples
- Consulting and Input from Stakeholders
- Ensuring appropriate and effective management of resources while supporting priorities



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

BELIEFS

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

PRIORITIES

- Ensure Catholic faith permeation is evident for all stakeholders
- Ensure Catholic faith formation opportunities for all stakeholders
- Support teacher efficacy through personal and professional wellness.
- Create celebration opportunities for staff recognition and school success
- Ensure and support teacher growth around quality core instruction, collaboration and professional learning
- Build Catholic Citizens, healthy relationships and ethical actions
- Ensure support for a division-wide school calendar
- Maintain support for teachers through Learning Coaches and mentorship
- Ensure students have appropriate learning opportunities within an inclusive environment
- Maintain and regularly monitor student success using baseline data
- Curriculum redesign and moving forward with High School Redesign
- Ensure infrastructure is conducive to learning
- Ensure opportunities for programming are maximized including the effective use of technology
- Ensure capacity development for formal leadership positions
- Ensure meaningful and transparent stakeholder engagement
- Strive for continued improvement on acceptable and excellence levels in Provincial Testing to ensure student success
- Assessment for learning and of learning.



ISSUES

Issues taken into account in goal development:

- First Nations, Métis and Inuit Student Achievement and Integration of an Indigenous language
- Student Learning Achievement
- Budgeting sustainability
- Providing more opportunities for Career and Technology programs to engage our students in the discovery of their career pathway
- 2016/2017 Alberta Teachers Association Collective Agreement negotiations
- Recruitment and retention of quality Catholic staff and trustees
- Maintaining infrastructure that is conducive to learning
- Capital projects that may impact financial resources
- Supporting educational opportunities at St. Mary’s Elementary, Fort Vermilion and Holy Family Cyber High School
- Developing and maintaining agreements for dual credit and off campus opportunities



DIVISION PROFILE

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

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

A comprehensive range of programs is provided for the 2,155 students enrolled in the nine schools in the Division.



ROSARY SCHOOL

Manning

ECS – Grade 9

Principal: Pat Stokes

Enrolment: 165

Vice-Principal: Laurie Goyetche



Holy Family School

Grimshaw

ECS – Grade 9

Principal: Victoria Cornick

Enrolment: 173

Vice-Principal: Jennifer Anderson



GOOD SHEPHERD SCHOOL

Peace River

ECS – Grade 6

Principal: Sandra Ciurysek

Enrolment: 396

Vice Principal: Terry Hogan



GLENMARY SCHOOL

Peace River

Grades 7 – 12

Principal: Dominique Jean 2016-2017

Enrolment: 542

Vice-Principal: Lauri Goudreault

Vice Principal: Stéphane Gaudreau



Division Profile (Continued)



McLennan **ECS – Grade 9**
Principal: Krista Veitch
Enrolment: 54



ST. ANDREW'S SCHOOL

High Prairie **ECS – Grade 12**
Principal: Marc Lamoureux
Enrolment : 551
Vice-Principal: Karen Nielsen
Vice-Principal: Carlo Porretta



Valleyview **ECS – Grade 9**
Principal: Jodie Chisholm
Enrolment : 253
Assistant Principal: Sandy Campbell
Assistant Principal: Beverly Dietzen



Peace River **Grades 7 – 12**
Principal: Dominique Jean

Enrolment: 6



What's New for October 2016?



This section outlines any changes to the data, calculations or measures compared to the May 2016 release.

Data Updates:

- New year of results for Provincial Achievement Tests
- New year of results for Diploma Examinations
- Historical results for Provincial Achievement Tests and Diploma Examinations have been updated.

Methodology Updates:

- Student demographic and enrolment information used when calculating Provincial Achievement Test results is now sourced from Provincial Approach to Student Information (PASI).
- “Disclosure Restricted” student numbers are now included in result calculations for Provincial Achievement Tests and Diploma Examinations. This is consistent with all other derived measures updated in May. For more information about PASI Information Disclosure Restrictions, please refer to: https://extranet.education.alberta.ca/PASI.devnet/PASI%20Documents/CurrentRelease/Business/information_disclosure_restrictions_overview.html

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

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



Combined 2016 Accountability Pillar Overall Summary – October 2016

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	88.2	88.3	88.5	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	80.6	79.8	77.9	81.9	81.3	81.4	High	Improved	Good
		Education Quality	88.1	88.7	88.4	90.1	89.5	89.5	High	Maintained	Good
		Drop Out Rate	2.2	2.6	3.4	3.2	3.5	3.5	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	72.5	64.7	70.9	76.5	76.5	75.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	66.3	61.2	65.6	73.6	72.9	73.4	Low	Maintained	Issue
		PAT: Excellence	13.3	9.5	11.4	19.4	18.8	18.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	79.9	82.2	81.5	85.0	85.2	85.1	Intermediate	Maintained	Issue
		Diploma: Excellence	12.3	9.2	11.1	21.0	21.0	20.5	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	33.6	34.6	41.6	54.6	54.4	53.5	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	62.0	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	60.7	56.1	54.6	59.4	59.7	59.3	High	Improved	Good
		Work Preparation	77.3	81.1	79.1	82.6	82.0	81.1	Intermediate	Maintained	Acceptable
		Citizenship	83.4	82.7	82.0	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	79.6	79.8	81.7	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	82.7	79.3	81.3	81.2	79.6	80.0	Very High	Maintained	Excellent

Combined Accountability Pillar FNMI Summary – October 2016

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	4.4	4.1	4.1	6.1	7.0	7.2	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	60.6	44.3	52.1	50.2	47.7	46.4	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	50.6	43.8	46.8	52.4	52.1	52.8	Very Low	Maintained	Concern
		PAT: Excellence	7.2	3.2	4.7	6.3	6.5	6.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	69.7	77.9	78.0	78.2	78.3	77.3	Very Low	Maintained	Concern
		Diploma: Excellence	0.0	0.0	4.2	10.0	9.5	9.4	Very Low	Declined	Concern
		Diploma Exam Participation Rate (4+ Exams)	20.2	20.4	20.5	20.7	18.921.0	20.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	41.2	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	48.8	32.0	37.2	33.5	33.0	33.3	Intermediate	Maintained	Acceptable



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

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 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



OVERRIDING GOAL: Build Catholic citizenship for all Students and Staff

OUTCOME: Maintain and expand faith development opportunities for students.

Performance Measure	Results			Targets		
	2013-14	2014-15	2015-16	2016	2017	2018
Overall percentage of students who feel Religion class is helping them grow in their faith.	43%	56%	78%	80%		
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.	41%	57.5%	80%	82%		

<p>Comment on Results</p> <ul style="list-style-type: none"> Tell them From Me data is used for these performance measures. Face to Face Ministries, Access52 Ministries, Cat Chat and Feel the Pulse Ministries provide grade level experiences.
<p>Strategies</p> <ul style="list-style-type: none"> Having a Division Faith Permeation Coordinator Each school has a school level coordinator. The division has started implementation of a comprehensive communities of care permeation plan building Catholic Citizens Retreats imbedded into school schedule across multiple grade levels and inter-connected school-parish activities when possible Supporting grade one, two and three teachers on the implementation of the new curriculum

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

Performance Measure	Results			Targets		
	2013-14	2014-15	2015-16	2017	2018	2019
Number of new hires who are Catholic	69%	63%	69%	70%		
Number of staff who participated in Division supported Faith Development activities.	No data	93%	Target 95%			
Number of staff entering RCIA	No data	3	2			

<p>Comment on Results</p> <ul style="list-style-type: none"> We continue to focus on hiring staff who are Catholic.
<p>Strategies</p> <ul style="list-style-type: none"> Staff retreat opportunities for all staff. Division Faith Day for all staff on annual basis to provide formation and faith development. Faith 101 mandatory for all new staff in the Division. Seven spots are centrally supported for staff to attend SPICE. In 2016-2017 this has been augmented by two spots. Divisional support for the rotation of Administrators to attend Blueprints. The Superintendent with the Faith Permeation Coordinator will build staff awareness of opportunities for personal and Parish faith involvement.



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

OUTCOME ONE: Alberta Students are Successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.7	67.0	68.5	61.2	66.3	69	Low	Maintained	Issue	69	70	71
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.7	13.4	11.3	9.5	13.3	14.5	Low	Maintained	Issue	15	15.5	16

Comment on Results

- HFCRD is making slow growth and looks forward to the impact of a solid three years of DIBELS work on these results.

Strategies

- DIBELS (Dynamics for Improved Basic Early Literacy Skills) screening and ongoing progress monitoring Grades K-6.
- Targeting for 80% of core quality instruction.
- Placing comprehension supports for literacy interventions for all students Gr. K-8 who transition into HFCRD.
- Providing a Divisional calendar that allows teachers to be engaged in school based Grade level/subject specific Professional Learning Communities that focus on improved instruction, quality planning, and authentic assessment.
- Support being offered to teachers through Division Learning Coaches.
- Five day-full day ECS in all schools
- Providing required interventions for students.
- Requirement of administrators to supervise instruction.
- Continued priority focus on improved student attendance.
- School Admin teams develop, implement and monitor 45-day school improvement plans.

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.0	80.2	82.1	82.2	79.9	82.5	Low	Maintained	Issue	82.5	83	84
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.4	13.2	11.0	9.2	12.3	14	Low	Maintained	Issue	14	15	16

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	71.0	71.8	76.2	64.7	72.5	70	Intermediate	Maintained	Acceptable	70.5	71	71.5
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.9	3.1	4.3	2.6	2.2	2.0	Very High	Improved	Excellent	2.0	1.9	1.8
High school to post-secondary transition rate of students within six years of entering Grade 10.	57.4	56.0	51.6	56.1	60.7	61	High	Improved	Good	61.5	62	62.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	62.0	62.5	n/a	n/a	n/a	63	63.5	64
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	42.4	48.3	41.7	34.6	33.6	34	Low	Declined	Issue	34.5	35	35.5



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

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

Comment on Results

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

Strategies

- The creation of a Division calendar allowing for common Professional Collaborative Days across the Division
- Professional collaboration has been sustained for teachers focused on Literacy and Jr. High teachers focused on planning and assessment.
- Sustained intensive collaboration and leadership development for Division Learning Coaches.
- Five Division Learning Coaches to support teachers in Inclusive Education, First Nations, Métis and Inuit and Educational Technology.
- Instructional Leadership Teams established at each school work on quality core instruction.
- Division virtual education programming to support credit recovery, course conflicts and alternative delivery methods.
- Off campus, dual credit and High School Redesign programs and creative CTS opportunities in trades are in development.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.5	82.1	81.2	82.7	83.4	84	Very High	Maintained	Excellent	84	85	85.5
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.	78.9	78.7	77.5	81.1	77.3	81	Intermediate	Maintained	Acceptable	81	81.5	82

Comment on Results

- HFCRD has maintained these results.

Strategies

- All strategies in our plan support the achievement of these performances measures.
- Maintaining a focus on quality core instruction and student’s understanding of how their knowledge, skills and attitudes are important for the future.
- First Responders, First Aide, and other areas of workplace preparation are helping our students in the transition to the world of work.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	67.6	63.1	67.1	68.7	70.2	69	n/a	n/a	n/a	70	70.5	71

Comment on Results

- The school Division is focusing on a common language for staff, students and parents around lifelong learning.

Strategies

- Off-campus programming, dual credit and CTS opportunities in the trades.
- Post-secondary tours and career counselling.
- High School Redesign
- Fostering ethical actions in local school communities, including community and global partnerships, environmental stewards and charity and service.
- The Know-by-Heart Learning Fair gathering authentic learning evidence in K to 12 classrooms through technology.



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

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	49.3	49.0	47.5	43.8	50.6	51	Very Low	Maintained	Concern	52	53	54
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).	3.4	7.0	3.7	3.2	7.2	5.0	Very Low	Maintained	Concern	5.0	5.5	6.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	87.5	70.0	86.1	77.9	69.7	80	Very Low	Maintained	Concern	80	81	82
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	12.5	5.0	7.6	0.0	0.0	5.0	Very Low	Declined	Concern	5.5	6.0	6.5

Comment on Results

- HFCRD has high expectations for First Nations Metis and Inuit students.
- HFCRD is pleased that our Grades 6 and 9 standard of excellence results exceeds the Provincial average.
The Division has worked very hard on increasing the attendance of our FNMI students.

Strategies

- Continue to support centralized coordination of FNMI services and supports to schools.
- FNMI Success Coaches have been implemented to drive graduation and achievement.
- The Division is recruiting for a Cree Language/Aboriginal Studies Teacher.
- Through the Board evaluation process, the Board of Trustees has success for FNMI students as 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.
- The Division is embracing opportunities provided through the Truth and Reconciliation Recommendations for teaching and learning.
- Identifying at-risk students and providing appropriate levels of support.

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	47.2	54.8	57.1	44.3	60.6	51.0	Low	Maintained	Issue	52.0	53.0	54.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.7	3.4	4.9	4.1	4.4	5.0	Intermediate	Maintained	Acceptable	4.3	4.2	4.1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	50.6	42.7	36.9	32.0	48.8	35.0	Intermediate	Maintained	Acceptable	49.0	49.5	50.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	41.2	40.0	n/a	n/a	n/a	41.5	42.0	42.5
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	20.2	38.1	2.9	20.4	20.2	21.0	Very Low	Maintained	Concern	20.5	21.0	21.5



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Comment on Results

- See comments above

Strategies:

- See strategies above

OUTCOME THREE: Alberta’s Education System is Inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	88.6	88.8	88.4	88.3	88.2	89.0	Very High	Maintained	Excellent	89.0	89.5	90

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.

Strategies

- Providing Division in town bussing for students in three of our communities.
- Through Power School there is real time Parental Access to information on their child’s learning.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	77.2	78.6	75.2	79.8	80.6	81.0	High	Improved	Good	81.5	82.0	82.5

Comment on Results

- Excellent school based technology access for students.
- Quality integration of technology in multiple forms of instruction and learning including smart boards, document cameras, iPads and educational tools and programs.
- Increased opportunities for access to CTS programs is having an impact on results.

Strategies

- Increased opportunities for enhanced exposure in these areas including wellness.
- Continuing to provide Junior High options that are of interest and relevant to High School CTS and flexible learning opportunities.
- Continued support of Professional Learning Communities.
- All our schools offer extra-curricular sports programs.
- Educating parents/guardians and students on the broad program of studies available to students.



OUTCOME FIVE: The Education System is Well Governed and Managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.0	83.9	80.6	79.3	82.7	82.0	Very High	Maintained	Excellent	82.5	83.0	83.5
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.3	81.7	83.6	79.8	79.6	80.0	High	Maintained	Good	80.0	80.5	81
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.4	89.3	87.2	88.7	88.1	90.0	High	Maintained	Good	90.5	91.0	91.5

Comment on Results :

- We will continue to create as many opportunities for parents/guardians to be involved in their child's education.

Strategies

- Parental portal in PowerSchool has supported parents in their level of involvement.
- Effective use of a variety of communication to parents through SynerVoice, social media, personal contact.
- Providing a Divisional Calendar that allows for teacher preparation days, and professional collaboration days.
- Maintaining five Learning Coaches to support teachers.

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

Performance Measure	Result	Targets		
	2015	2016	2017	2018
NEW PERFORMANCE MEASURE				

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

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

- Senior Administration is participating in CASS ATLE initiative: Leveraging System Leaders in Technology.
- Maintaining our consulting services with SNS Technology.
- The Division is redesigning all Webpages.
- Google Apps for Education continues to be implemented.
- Increased the size of the internet services and auditing to ensure connectivity in all areas of the schools.
- The learning coaches, school technology leads and computer technicians support and target student centered personalized learning.



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

Performance Measure				
	2013	2014	2015	2016
Faith Permeation	.76%	.81%	.82%	.70%
Technology	.29%	.41%	.41%	.80%
Learning Coaches	1.56%	2.48%	2.23%	1.9%
Communications	1.62%	1.68%	1.8%	1.6%

<p>Comment on Results</p> <ul style="list-style-type: none"> 2016-2017 allocations of funds to maintain five learning coaches.
<p>Strategies</p> <ul style="list-style-type: none"> Schools are funded on an 18:1 Pupil Teacher ratio.

NEW Outcome: Opportunities for community engagement are provided.

Performance Measure					
	September 2012	September 2013	September 2014	September 2015	September 2016
Engagement – Facebook likes/posts	21	157	178	252	362
Engagement – Twitter	36	205	238	510	774
HFCRD News Subscription	N/A	552	616	591	662
Instagram followers	N/A	N/A	N/A	N/A	94
Total Number of Tmes Parents and Students have accessed Powerschool September 1 st to November 9, 2016					27,627

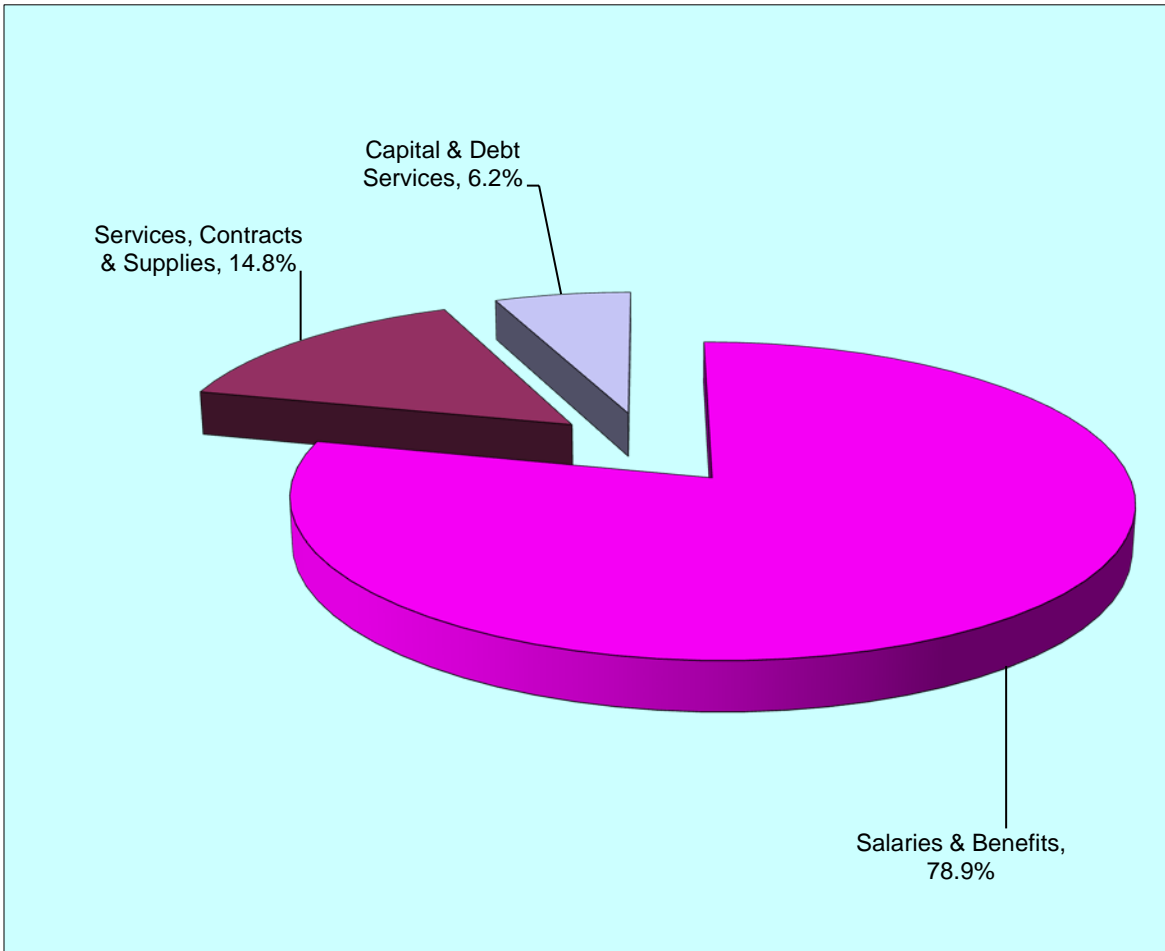
<p>Comment on Results</p> <ul style="list-style-type: none"> Transparency in communication inspires trust with our school community.
<p>Strategies</p> <ul style="list-style-type: none"> Communicating within stakeholders by reaching them in places they already visit – social media and email being the newest tools introduced to our Division. A new webpage design is to be completed in 2016-2017 Using social media to drive traffic to our website, including information parents and students want, i.e. photos.



Summary of Financial Results

Expenditures by Type for 2015-2016

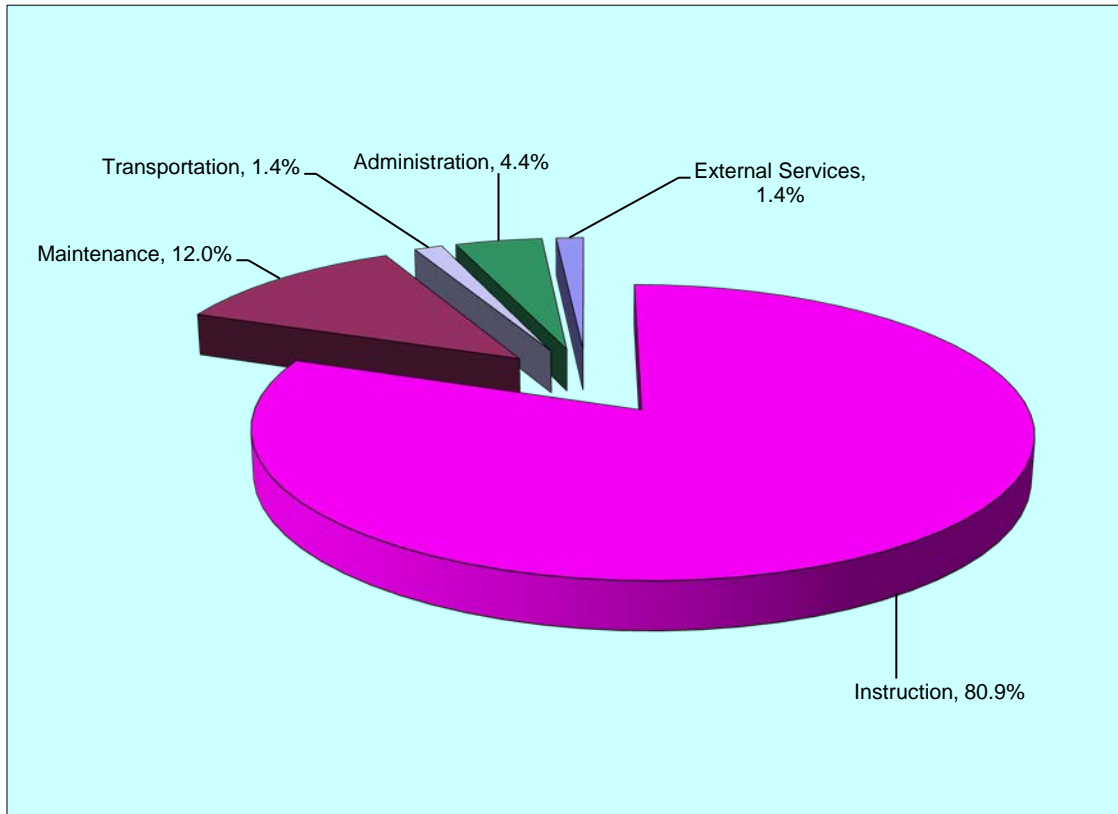
Salaries and Benefits	\$24,658,186 – 78.9%
Services, Contracts & Supplies	\$ 4,633,964 – 14.8%
Capital & Debt Services	\$ 1,941,908 – 6.2%
Total	\$31,234,058 – 100.0%



Revenue and Expense Summary 2015-2016

	<u>Revenues</u>	<u>Expenditures</u>	<u>Surplus/Deficit</u>
Instruction	\$ 25,146,296	\$ 25,256,885	\$ 110,589
Maintenance	\$ 3,810,296	\$ 3,739,515	\$ 70,781
Transportation	\$ 496,169	\$ 441,825	\$ 54,344
Administration	\$ 1,368,273	\$ 1,368,273	0
External Services	\$ 427,560	\$ 427,560	0
TOTAL:	\$ 31,248,594	\$ 31,234,058	\$14,536

Spending by Program



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Budget Summary	Audited Financial Statements	Audited Financial Statements	Audited Financial Statements	Updated & Approved Budget	
	2013-2014	2014-15	2015-16	2016-2017	Percent
Total Net Enrolled Students (FTE)	2120	2071	2060	2067	
REVENUES					
Government of Alberta	26,163,606	25,959,180	26,873,264	26,985,858	85.4%
Federal Government/First Nations	2,756,158	2,716,785	2,283,246	2,581,932	8.2%
All Other Revenues	2,481,491	2,913,617	2,092,084	2,005,360	6.4%
Total Revenues	\$31,401,255	\$31,589,582	\$31,248,594	\$31,573,150	100.0%
EXPENSES					
Instruction	25,155,048	25,239,717	25,256,885	26,245,981	81.1%
Operations and Maintenance	3,906,100	3,769,757	3,739,515	3,807,980	11.7%
Transportation	376,367	410,899	441,825	530,953	1.6%
Board & System Administrations	1,352,731	1,278,497	1,368,273	1,360,618	4.2%
External Services	483,880	531,116	427,560	408,490	1.2%
Total Expenses	\$31,274,126	\$31,229,986	\$31,234,058	\$32,354,022	100.0%
Net Operating Results	\$127,129	\$359,596	\$14,536	\$(780,872)	
Accumulated Operating Surplus from Operations	3,267,389	3,283,624	3,022,796	1,781,232	
Less: School Generated Funds	(341,387)	(358,203)	(350,000)	(350,000)	
Adjusted Accumulated Surplus from Operations	2,926,002	2,925,421	2,672,796	1,431,232	
Detailed Expenses:					
Salaries/Wages/Benefits	23,791,574	24,094,510	24,658,186	24,973,276	77.1%
Services/Contracts/Supplies	5,286,814	5,852,320	4,633,964	5,497,771	16.9%
Capital Amortization & Debt Services	2,195,738	2,055,315	1,941,908	1,882,975	5.8%
Total Expenses	\$31,274,126	\$31,964,637	\$31,234,058	\$32,354,022	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 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. The concept plan is part of the request for modernization to Alberta Education.

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

Holy Family School (Grimshaw)

In December 2013, the Government of Alberta announced that Holy Family School was approved for a replacement school. The new project 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 is projected for completion in April 2017 and has a capacity to expand to 350 students. 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 School has been designed with two CTS Labs, a shared Library, Theatre, and Atrium space.

Glenmary School (Peace River)

In the 2015-2018 Three-Year Facility Plan, the Division identified Glenmary as the number one priority for modernization and lab addition. In October 2014, the Provincial government announced that Glenmary School will receive a modernization and CTS lab addition.

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

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

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



École Providence (McLennan)

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

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

Rosary School (Manning)

A modernization and addition was completed in 2002. The project provided for a modern and functional learning environment as well as appropriate space for ECS to grade 9.

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

Good Shepherd School (Peace River)

In 2008, a second modular classroom added to meet the Class Size Initiative targets. Due to increased enrollment, a new modular classroom was requested in October 2014. This modular was received and installed for the 2015-2016 year and has alleviated enrolment pressures on the building. At Good Shepherd, we have requested an additional modular which would allow us to expand bathroom facilities for the K-3 wing of the school and permit a handicapped accessible, gender neutral washroom facility.

St. Stephen’s School (Valleyview)

A new school has been operational since 2006-2007 which provides students with a modern and functional facility to accommodate a growing ECS to grade 9 programs. In 2015-2016 cooling solutions have been addressed through a retrofit of windows funded by our IMR program. In addition, we have worked in concert with Alberta Infrastructure to address solutions to the settling of the slab at St. Stephens. These efforts at remediation are ongoing.

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

Parental Involvement

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



Timelines and Communication

This report is made available to parents and the public on the Holy Family Catholic Regional Division No. 37 website at <http://www.hfcrd.ab.ca/div/content/documents-and-reports>. The class size report can be accessed at <https://docushare.hfcrd.ab.ca/docushare/dsweb/View/Collection-25881>. Copies of these reports are available upon request.

This report is a summary of Holy Family Catholic Regional Division's achievements for the 2015-2016 school year combined with the 2016-17 – 2018/19 Three-Year Education Plan. It serves as a tool to continue monitoring improvement in the Division and it provides accountability to our stakeholders.

Whistleblower Protection

In accordance with Section 32 of the Public Interest Disclosure Act (2013), Holy Family Catholic Regional Division No. 37 had no incidences of public disclosure during the 2015-2016 school year.



APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Holy Family CRD No. 37							Alberta			
Course	Measure	Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	173	81.5	162	84.8	47,606	82.9	45,843	82.4
	Standard of Excellence	Intermediate	Improved	Good	173	16.8	162	11.8	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	13	100.0	16	86.0	2,854	87.7	2,780	88.0
	Standard of Excellence	High	Improved	Good	13	15.4	16	2.4	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	Very Low	Declined Significantly	Concern	173	61.3	162	72.0	47,512	72.2	45,774	73.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	173	13.3	162	11.1	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Low	Maintained	Issue	173	73.4	162	76.9	47,543	78.0	45,788	76.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	173	19.1	162	21.3	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	173	62.4	162	65.7	47,522	71.4	45,710	71.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	173	12.7	162	16.5	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	Low	Improved	Acceptable	169	71.6	199	66.2	43,780	77.0	38,487	76.2
	Standard of Excellence	Low	Maintained	Issue	169	7.1	199	5.8	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	7	85.7	19	84.7	2,611	83.0	2,584	86.5
	Standard of Excellence	Intermediate	Improved	Good	7	14.3	19	1.1	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	Low	Improved	Acceptable	169	59.2	198	51.1	43,253	67.8	38,217	66.4
	Standard of Excellence	Low	Maintained	Issue	169	9.5	198	8.0	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	169	65.7	198	60.6	43,834	74.2	38,760	73.4
	Standard of Excellence	High	Maintained	Good	169	14.2	198	11.2	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	169	51.5	198	51.0	43,775	64.7	38,759	65.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	169	13.0	198	10.2	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	11.6	1,454	11.6

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Holy Family CRD No. 37							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	61	85.2	72	85.2	29,730	86.8	28,663	86.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	61	8.2	72	7.0	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	48	85.4	44	88.7	16,707	89.1	15,920	89.3
	Standard of Excellence	Low	Maintained	Issue	48	4.2	44	8.2	16,707	12.3	15,920	11.7
French Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	8	87.5	7	100.0	1,282	93.8	1,247	95.8
	Standard of Excellence	Low	Maintained	Issue	8	0.0	7	0.0	1,282	8.7	1,247	12.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
Mathematics 30-1	Acceptable Standard	Low	Maintained	Issue	27	59.3	36	68.4	20,492	70.7	20,735	77.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	27	25.9	36	16.8	20,492	25.9	20,735	31.8
Mathematics 30-2	Acceptable Standard	Very High	Improved	Excellent	40	82.5	35	67.8	13,631	75.4	11,425	71.6
	Standard of Excellence	Very High	Improved	Excellent	40	22.5	35	9.4	13,631	16.8	11,425	13.4
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	41	85.4	51	79.5	22,494	84.9	21,869	86.0
	Standard of Excellence	Intermediate	Improved	Good	41	12.2	51	4.0	22,494	14.3	21,869	15.2
Social Studies 30-2	Acceptable Standard	Very Low	Declined Significantly	Concern	63	63.5	61	80.7	19,790	81.1	19,060	82.5
	Standard of Excellence	Low	Maintained	Issue	63	4.8	61	8.9	19,790	13.1	19,060	13.7
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	47	85.1	49	85.1	22,539	85.1	21,806	85.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	47	25.5	49	21.7	22,539	32.4	21,806	32.3
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	29	69.0	39	67.8	19,265	81.5	18,126	80.8
	Standard of Excellence	Intermediate	Improved	Good	29	24.1	39	13.1	19,265	34.5	18,126	33.7
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	16	81.3	16	69.8	10,291	85.8	10,126	82.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	16	31.3	16	20.4	10,291	39.8	10,126	33.5
Science 30	Acceptable Standard	Very High	Maintained	Excellent	11	100.0	12	97.1	8,790	84.4	6,841	84.3
	Standard of Excellence	Low	Maintained	Issue	11	9.1	12	14.7	8,790	27.6	6,841	25.9

Diploma Examination Results Course By Course Results by Student Writing

		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	84.5	3.6	88.7	9.9	85.9	7.0	80.8	4.1	85.2	8.2		
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	Authority	88.2	5.9	87.5	7.5	85.7	10.2	93.0	7.0	85.4	4.2		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
French Lang Arts 30-1	Authority	85.7	0.0	*	*	*	*	100.0	0.0	87.5	0.0		
	Province	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathematics 30	Authority	73.5	12.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.0	27.5	59.0	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	83.3	6.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	79.5	25.6	57.9	5.3	67.7	19.4	59.3	25.9		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	Authority	n/a	n/a	66.7	3.0	66.7	15.2	70.0	10.0	82.5	22.5		
	Province	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	Authority	85.0	10.0	80.0	8.0	86.7	2.2	71.9	1.8	85.4	12.2		
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	Authority	91.2	7.0	80.8	5.8	81.3	17.3	80.0	3.6	63.5	4.8		
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	Authority	78.5	21.5	86.0	28.0	79.6	18.4	89.6	18.8	85.1	25.5		
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	Authority	64.0	16.0	58.2	12.7	72.2	11.1	73.1	15.4	69.0	24.1		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	Authority	79.2	8.3	76.0	28.0	58.3	0.0	75.0	33.3	81.3	31.3		
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	Authority	n/a	n/a	n/a	n/a	100.0	0.0	94.1	29.4	100.0	9.1		
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	71.0	71.8	76.2	64.7	72.5	74.2	74.8	75.3	76.5	76.5
4 Year Completion	74.1	77.2	76.4	80.9	73.0	78.0	79.2	79.6	79.9	81.0
5 Year Completion	72.0	74.5	82.7	80.6	82.0	79.4	80.6	81.5	82.0	82.1

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	2.9	3.1	4.3	2.6	2.2	3.8	3.6	3.3	3.5	3.2
Returning Rate	29.8	41.8	31.7	18.1	17.4	23.2	22.8	20.7	20.9	18.2

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	36.4	28.5	39.8	34.0	37.2	38.4	39.4	39.7	38.3	37.0
6 Year Rate	57.4	56.0	51.6	56.1	60.7	58.4	59.3	59.0	59.7	59.4

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	62.0	n/a	n/a	n/a	n/a	60.8

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
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	129	72	55.8	69	53.5	69	53.5	80	62.0

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	14.3	17.8	18.1	25.7	25.5	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	85.7	82.2	81.9	74.3	74.5	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	82.4	78.7	79.5	69.2	72.5	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	59.6	64.9	58.6	45.5	46.8	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	42.4	48.3	41.7	34.6	33.6	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	19.6	29.0	31.3	22.4	20.4	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	9.8	13.1	13.6	5.1	6.6	13.9	14.3	11.4	13.1	13.8