

Combined 3-Year Education Plan

and

AERR Report for Catholic Central High School

October, 2017

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Catholic Central High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.5	90.5	90.6	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.3	85.6	85.9	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	93.2	89.4	90.4	90.1	90.1	89.6	Very High	Improved	Excellent
	Drop Out Rate	3.2	2.6	2.7	3.0	3.2	3.3	High	Maintained	Good
	High School Completion Rate (3 yr)	89.5	84.2	82.9	77.9	76.5	76.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.2	80.0	82.6	83.0	82.7	83.1	Low	Declined Significantly	Concern
	Diploma: Excellence	14.7	16.4	17.2	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	62.4	60.7	61.5	54.9	54.6	53.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	83.5	76.7	76.7	62.3	60.8	60.8	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	76.3	65.9	66.1	57.9	59.4	59.3	Very High	Improved Significantly	Excellent
	Work Preparation	80.2	86.8	87.4	82.7	82.6	81.9	High	Declined	Acceptable
	Citizenship	85.9	85.3	84.0	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	80.8	80.5	80.6	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	87.1	83.7	88.4	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. 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.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

[No Data for PAT Results]

Comment on Results

(an assessment of progress toward achieving the target)

- A) The first main areas of concern are the attainment of the "Acceptable" and "Excellent" standards on the diploma exam. In past years, we have focused teacher PD on engaging learning strategies and building upon a variety of assessment strategies. We will continue to do so but try to focus on finding a balance between curriculum-as-lived-experience AND curriculum-as-planned. This is not to say that teachers will "teach to the test" but they will be more cognizant of their diploma results, which will, in turn, impact how they prepare students for diploma exams.
- B) The second area of concern is the "Acceptable" standard in the Work Preparation outcome. We are continuing to address this area and hope to see a "Good" standard.

Strategies

- A)
 1. In order to improve in this area, we must first identify where, exactly, our students are struggling – which components of the diploma exam. Teachers will go through item analysis sessions to identify areas that require more attention or "teaching to the test."
 2. There are a few departments that plan on accessing exam development PD with Alberta Education so that they have a deeper understanding on building exam-type questions within their own in-class tests/ exams.
 3. Teachers of core classes will be encouraged to attend the semesterly (January and June) diploma marking sessions. This is the best way to see how one's preparation for the diploma and the expectations for the diploma align.
- B) At the grade 10 level, we have, this year, replaced the Information Processing course (where students work on developing skills in Word documents, Excel spreadsheets, and Powerpoint. This has become an archaic course. Instead, the new course – Workplace Readiness – will focus on CTS courses such as HCS 3000, Financial Management 1010, and Visual Composition. The course will also utilize the myBlueprints program, which allows students to take inventory of their abilities and skills and provides them with information about post-secondary, trades, and the world of work.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.

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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.9	83.4	84.4	80.0	75.2		Low	Declined Significantly	Concern			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	23.9	17.3	17.7	16.4	14.7		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	79.0	82.1	82.5	84.2	89.5		Very High	Improved Significantly	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.0	2.9	2.6	2.6	3.2		High	Maintained	Good			
High school to post-secondary transition rate of students within six years of entering Grade 10.	71.0	68.1	64.3	65.9	76.3		Very High	Improved Significantly	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	76.7	83.5		n/a	Improved	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	58.5	56.2	67.6	60.7	62.4		High	Maintained	Good			

Comment on Results

(an assessment of progress toward achieving the target)

See Page 4 A) for Comments.

Strategies

See Page 4 A) 1-3 for Strategies.

In addition, we will: continue to monitor at risk students (55% or lower) at mid-term and put in place specific interventions, utilize flex time as an opportunity for 1:1 contact with teachers and for mastery learning, and maintain room 114 as a Study Hall/ Test Centre.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. 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.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.4	81.3	85.4	85.3	85.9		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.4	89.3	86.1	86.8	80.2		High	Declined	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

In this outcome, we have declined in the area of “workplace readiness,” specifically attitudes and behaviors that will make students successful at work when they finish school. There is a need to encourage students to become active and involved members of the larger community during their time in high school. Additionally, communicating these initiatives to parents and staff is important to achieving our goals in this area.

Strategies

1. Promoting and encouraging the use of our Career Centre and Off-Campus program should address this outcome. We will utilize the following ways to communicate to parents and teachers about various opportunities for students when they finish school: Twitter, Facebook, webpage, online/ mailed out newsletter, phone outs.
2. Our grade 12 Faith in Action program is healthy but almost “too late” to engage students in development of workplace attitudes and behaviours. So, we have created a “Come and Serve” project at our grade 10 and 11 levels.
3. As mentioned on page 4 B), we have already revamped our grade 10 course for it to be more of a “Workplace Readiness” course.

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
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).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	74.1	82.0	77.6	77.6	66.7		Very Low	Declined	Concern			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.4	14.0	11.8	13.8	7.6		Very Low	Maintained	Concern			

Comment on Results

(an assessment of progress toward achieving the target)

There are so many variables that impact these results. First, many of our FNMI students are accessing other programs to complete high school – Knowledge and Employability, for instance, as opposed to a diploma track program. Second, attendance, or lack thereof, for multiple reasons impacts how our FNMI students perform on the diploma exam and, thus, end up only taking the necessary courses for graduation – English and Social – and not other courses.

Strategies

1. With the work of our Grad Coach program, we are addressing areas and providing supports for our FNMI students both in their attendance (closer monitoring and flexibility with programming), and academic focus, and their ability to transition to the diploma-track.
2. One of our division foci is on developing literacy and numeracy skills. We are working on expanding these definitions so that teachers can draw upon what literacy and numeracy can look like in specific contexts. For instance, understanding what cultural literacy looks like will play a large role in helping FNMI students recognize their stories and help them apply this knowledge to diploma exams (specifically English and Social).
3. Monitoring of diploma results for FNMI and encouraging credit recovery or rewrites (depending on context) will help in developing confidence of our FNMI students to attain the grades/ outcomes they desire.

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3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.

5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. 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.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	43.4	43.2	37.1	68.9	58.4		Low	Maintained	Issue			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.6	11.9	10.4	9.7	5.2		Intermediate	Improved	Good			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	69.9	56.9	34.9	51.6	52.7		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	62.5	72.2		n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	18.6	18.0	28.8	19.3	27.2		Very Low	Maintained	Concern			

Comment on Results

(an assessment of progress toward achieving the target)

The performance measure of FNMI students who have completed high school within three year of entering grade 10 is, again, influenced by so many factors, including: attendance, age, competence (at grade level coming into high school or not), and the type of supports accessible to the student. However, the concept of completing high school in three years works against the principles of Moving Forward With High School Redesign where programming is personalized, flexible, and there is emphasis on mastery learning. Many of our FNMI students require alternative and an extended time frame to complete attain their high school diploma.

With respect to the performance measure of the percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10, we are hoping that the initiation of the Grad Coach program at St. Francis Junior High School and the continuing Grad Coach program at CCH will work together to coach FNMI students into taking this path. The conversations need to start early for students to open doors to the idea of taking four or more diploma exams.

Strategies

1. Utilize the Grad Coach program, credit recovery, and Trinity Learning Centre to facilitate graduating “on time.” However, if there are students looking to take on four or more diploma exams, these two performance measures become contradictory.
2. Hold early transition meetings with St. Francis about streaming for students.
3. Have Grad Coach take on more of a “guidance counselling” role so that students are aware of their options when taking for or more diplomas.
4. Explore ways of opening conversations with the University of Lethbridge and Lethbridge College about transitioning FNMI students. Perhaps invite a speaker in to present to FNMI students about opportunities they would have by pursuing post-secondary.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.6	87.8	93.4	90.5	92.5		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

We are at “excellent” for this measure. As our Division Mission Statement reads, “ We are a Catholic Faith Community, dedicated to providing each student entrusted to our care with an education rooted in the Good News of Jesus Christ.” Catholic Central has worked to nurture an atmosphere that all students are supported, cared for, and treated fairly.

Strategies

1. Continue to recognize and celebrate the diversity of our students.
2. Continue to develop our Wellness Program for students – including a breakfast and lunch program, outlets for stress relief (like intramurals, fitness programs, and informative sessions on how to study, etc.)
3. Ensure that all staff are trained in methods to support at-risk students.

Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.1	86.2	85.9	85.6	87.3		Very High	Maintained	Excellent			

Comment on Results
(an assessment of progress toward achieving the target)

Catholic Central is performing at “excellent” for this measure as well. We truly believe that everything we do here is good and important. Students are provided with a “well-rounded” opportunity to develop any/ all aspects of life from faith, academics, fine arts, and athletics.

Strategies

1. Continue to seek out creative ways to offer a variety of programs in fine-arts, athletics, and core subjects. Explore blended learning and/or cross-curricular projects.
2. Continue to focus on the Foundational Principles of Moving Forward With High School Redesign.

Notes:

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Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	83.8	88.1	93.5	83.7	87.1		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.1	76.8	84.6	80.5	80.8		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.4	89.3	92.4	89.4	93.2		Very High	Improved	Excellent			

Comment on Results
(an assessment of progress toward achieving the target)

Communication and opportunities for dialogue are essential to ensuring that stakeholders feel involved in the process of education. We place a high priority on surveying staff and students and applying what we learn to improvement in our school.

- Strategies**
1. Find ways to improve attendance at our PAC meetings, although we acknowledge that the lack of participation is often a sign that parents feel things are functioning well.
 2. Continue the use of social media (Facebook and Twitter), our newsletter, and our website to communicate with our community.
 3. Use “Progress Conferences” as a means to communicate with parents.
 4. Continue to communicate our initiatives and results in order to ensure that everyone is aware of the good things happening in our school!

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. We have chosen to include these under each measure/outcome to provide context and help in interpreting the results.

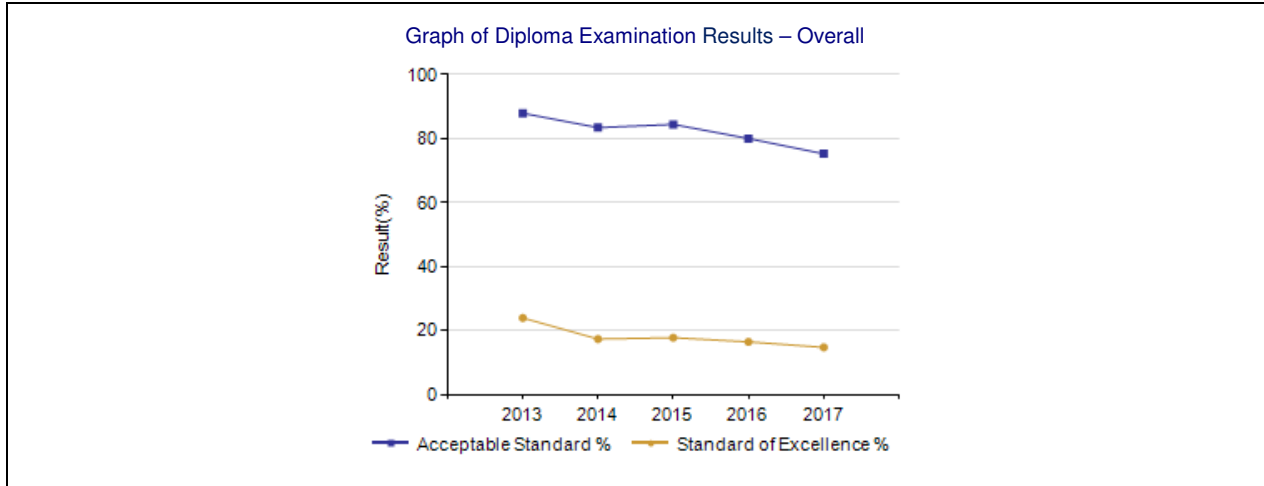
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	89.5	11.5	91.0	9.6	88.6	7.1	90.4	12.2	89.1	12.1		
	Authority	88.8	11.2	91.2	10.4	88.0	7.4	90.2	10.3	88.6	13.7		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	School	92.3	9.6	87.5	12.5	97.0	12.1	97.1	7.2	88.0	12.0		
	Authority	86.1	7.6	86.8	10.5	97.6	9.4	94.6	5.4	89.7	9.4		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
French Lang Arts 30-1	School	100.0	7.7	*	*	*	*	92.9	14.3	73.3	10.0		
	Authority	100.0	7.7	*	*	*	*	92.9	14.3	73.3	10.0		
	Province	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.0	11.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
Applied Mathematics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	School	86.9	33.8	68.4	22.4	77.5	29.4	62.7	20.6	64.0	22.5		
	Authority	87.3	32.4	65.2	20.0	78.8	28.8	58.1	18.5	58.2	20.0		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	School	61.2	6.1	63.3	5.0	67.2	7.8	54.3	4.3	64.0	10.5		
	Authority	63.8	5.2	60.7	6.0	67.1	11.0	56.6	7.9	63.8	9.5		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	School	95.8	28.2	91.1	19.6	91.5	12.3	82.6	13.2	76.2	8.7		
	Authority	93.8	26.9	88.8	17.9	92.2	14.7	82.4	11.4	74.3	7.9		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	School	85.1	14.9	94.9	16.7	89.3	8.3	82.1	10.3	62.0	8.5		
	Authority	85.6	12.4	92.2	12.5	91.5	7.7	78.0	10.1	66.1	6.3		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	School	92.9	28.3	83.9	19.5	83.2	25.6	81.3	21.6	73.8	14.8		
	Authority	90.1	27.0	84.7	20.9	84.4	25.4	81.1	20.8	76.7	16.8		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	School	81.0	38.1	81.0	26.6	80.6	34.7	76.3	30.3	76.2	33.3		
	Authority	80.8	37.5	84.7	29.6	79.8	34.2	75.7	26.2	74.6	31.7		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	School	86.4	37.9	75.7	18.6	77.3	20.5	83.6	31.3	69.7	18.4		
	Authority	87.5	37.5	75.3	18.2	79.6	24.1	84.5	29.6	69.3	17.0		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	School	n/a	n/a	100.0	36.4	84.6	7.7	70.0	10.0	68.0	4.0		
	Authority	n/a	n/a	92.9	28.6	80.0	6.7	63.6	9.1	70.4	7.4		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

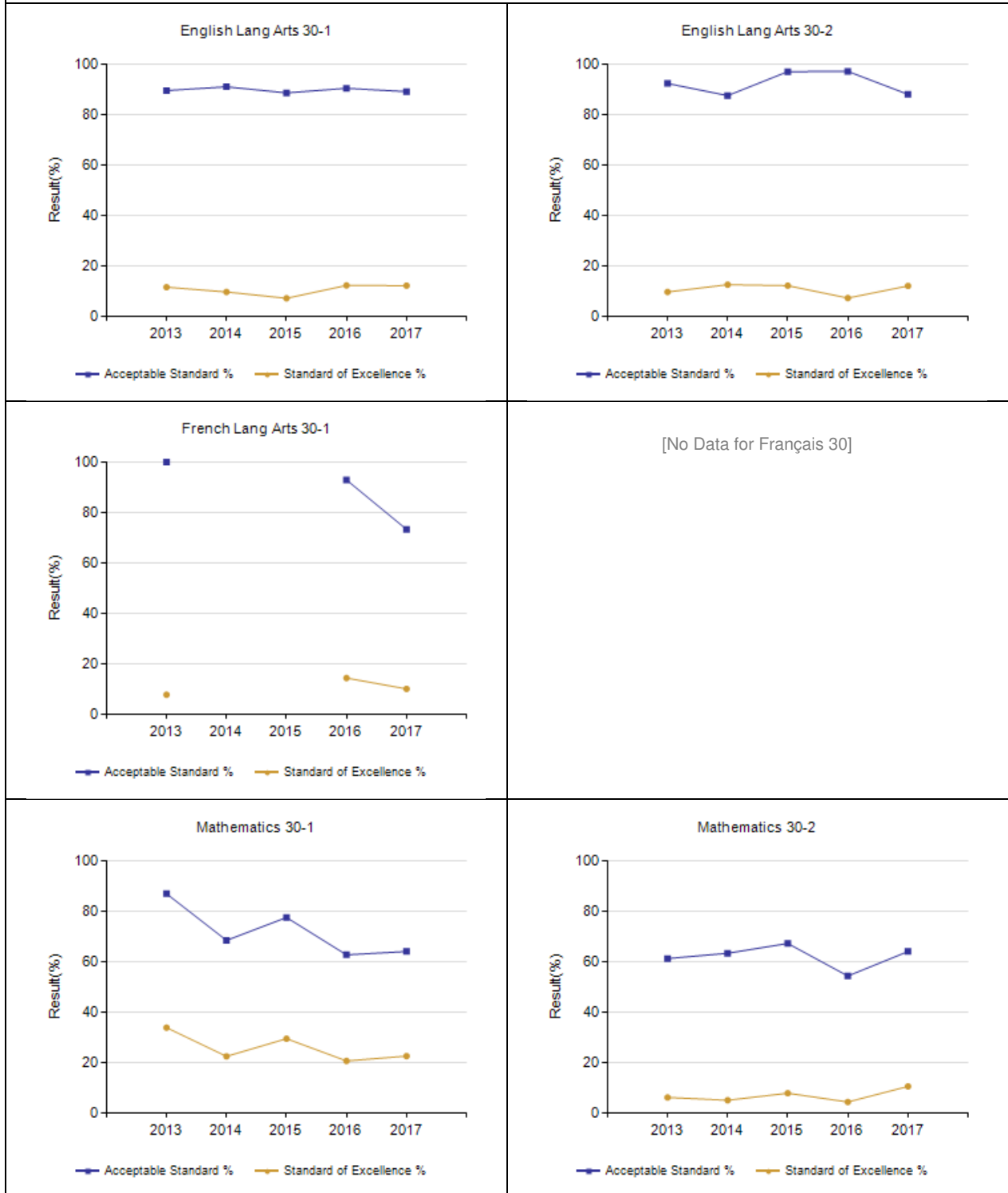
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. 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.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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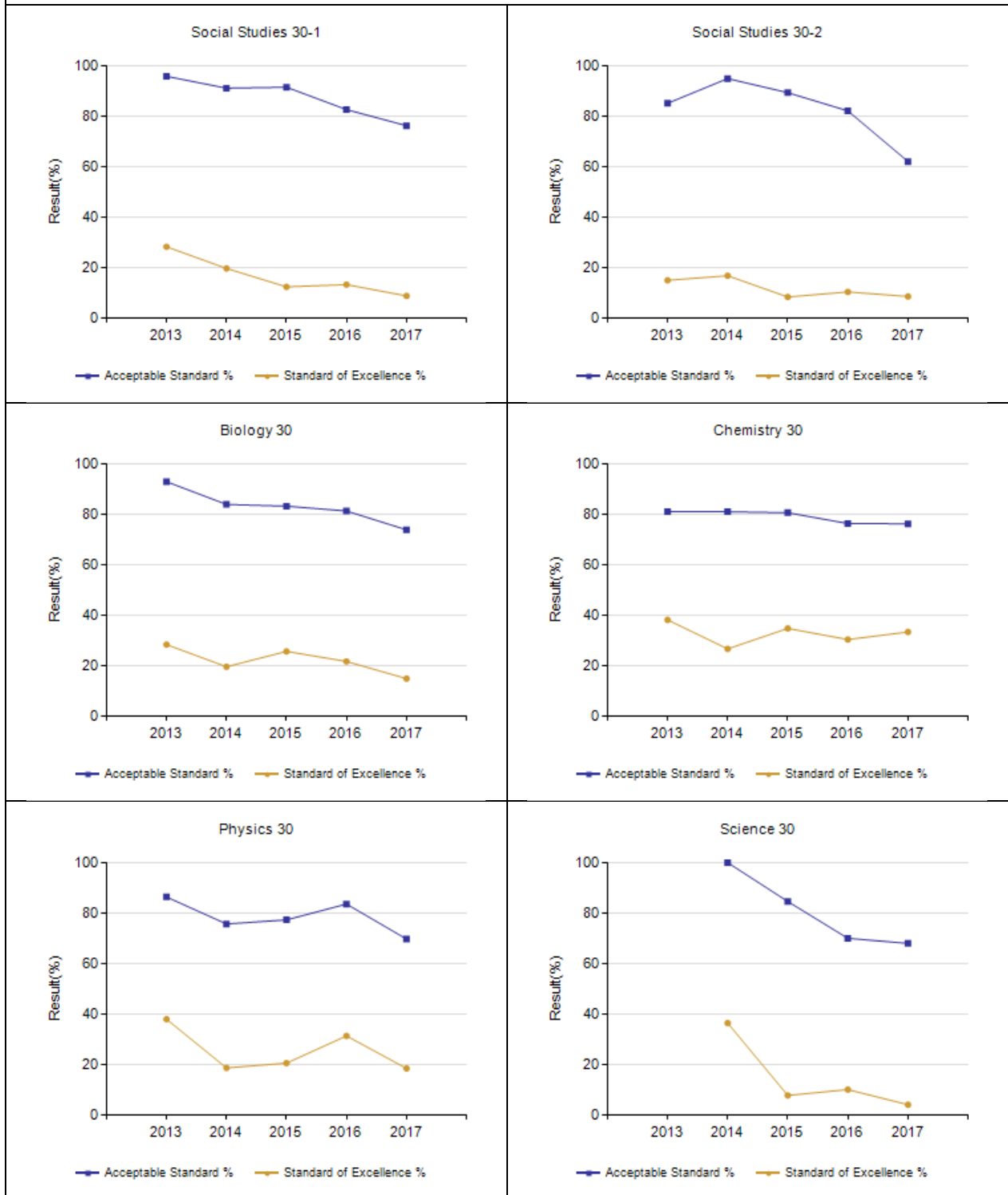
Diploma Examination Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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Diploma Examination Results by Course



Notes:

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Diploma Examination Results Course By Course Summary With Measure Evaluation

		Catholic Central High School							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	174	89.1	151	90.0	30,150	86.5	28,895	87.0
	Standard of Excellence	High	Maintained	Good	174	12.1	151	9.6	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	Low	Declined	Issue	83	88.0	56	93.9	16,797	89.5	16,361	89.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	83	12.0	56	10.6	16,797	11.4	16,361	12.2
French Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	30	73.3	14	92.9	1,375	94.7	1,256	95.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	30	10.0	14	14.3	1,375	9.4	1,256	11.0
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	89	64.0	101	69.5	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	89	22.5	101	24.1	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	86	64.0	65	61.6	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	86	10.5	65	5.7	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	Low	Declined Significantly	Concern	172	76.2	121	88.4	22,249	86.0	21,875	85.9
	Standard of Excellence	Intermediate	Declined	Issue	172	8.7	121	15.0	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	Very Low	Declined Significantly	Concern	71	62.0	80	88.7	20,054	80.6	19,579	82.1
	Standard of Excellence	Low	Maintained	Issue	71	8.5	80	11.8	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Low	Declined	Issue	149	73.8	136	82.8	22,993	84.2	21,843	85.4
	Standard of Excellence	Low	Declined	Issue	149	14.8	136	22.2	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	105	76.2	84	79.3	18,751	83.1	19,161	81.7
	Standard of Excellence	High	Maintained	Good	105	33.3	84	30.5	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	Low	Declined	Issue	76	69.7	60	78.9	9,952	85.7	10,553	84.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	76	18.4	60	23.5	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	Low	Declined	Issue	25	68.0	11	84.9	9,323	84.9	7,914	84.4
	Standard of Excellence	Low	Declined	Issue	25	4.0	11	18.0	9,323	28.4	7,914	26.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. 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.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

1. 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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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

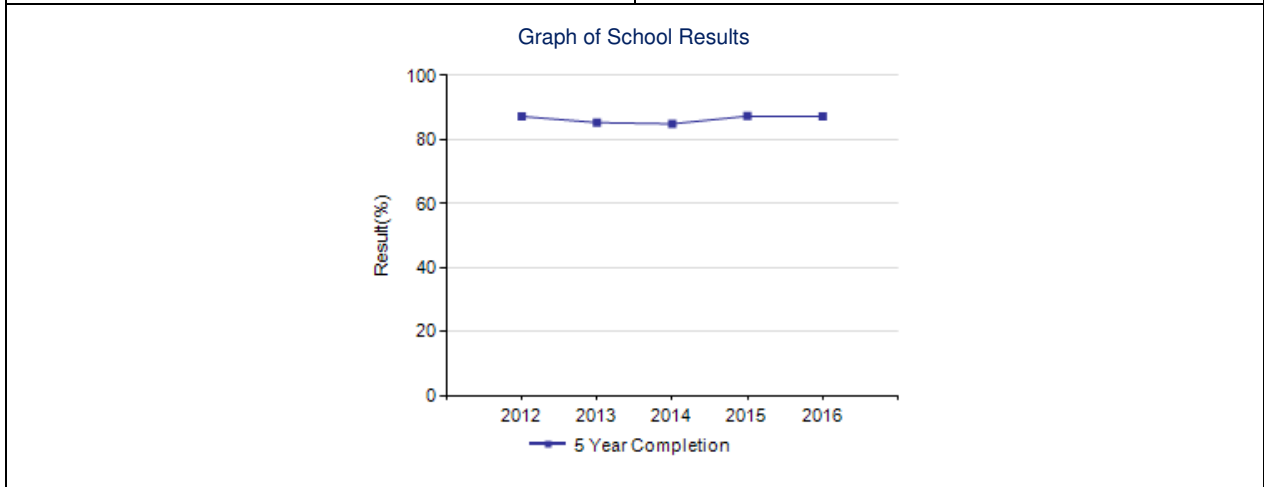
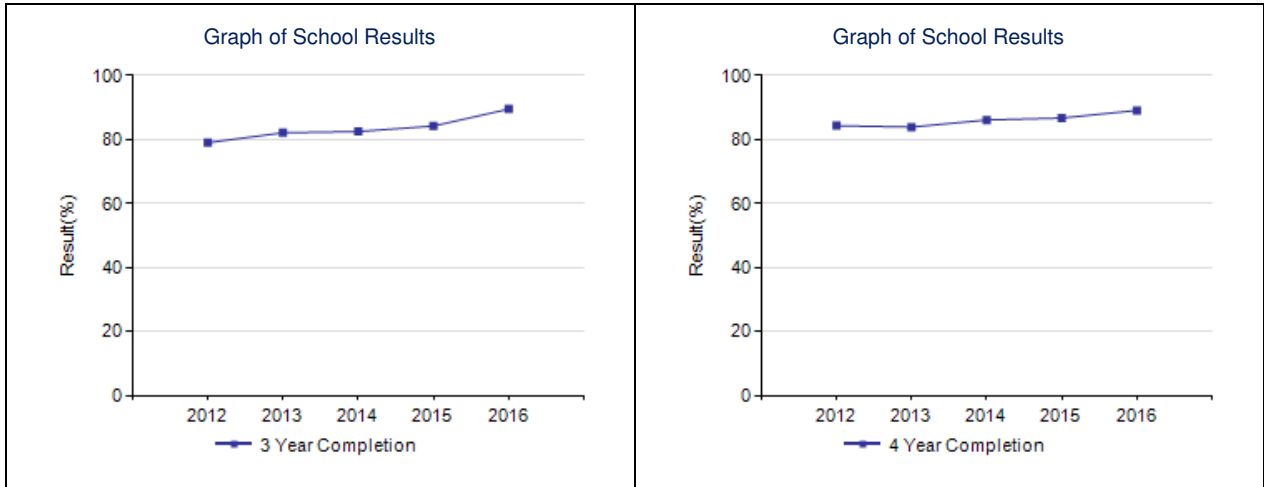
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	79.0	82.1	82.5	84.2	89.5	79.0	79.7	80.6	83.1	87.2	74.8	75.3	76.5	76.5	77.9
4 Year Completion	84.3	83.9	86.1	86.7	89.1	83.8	82.8	84.3	84.8	87.8	79.2	79.6	79.9	81.0	81.2
5 Year Completion	87.2	85.3	84.9	87.3	87.2	87.5	85.0	83.7	86.0	85.5	80.6	81.5	82.0	82.1	83.2

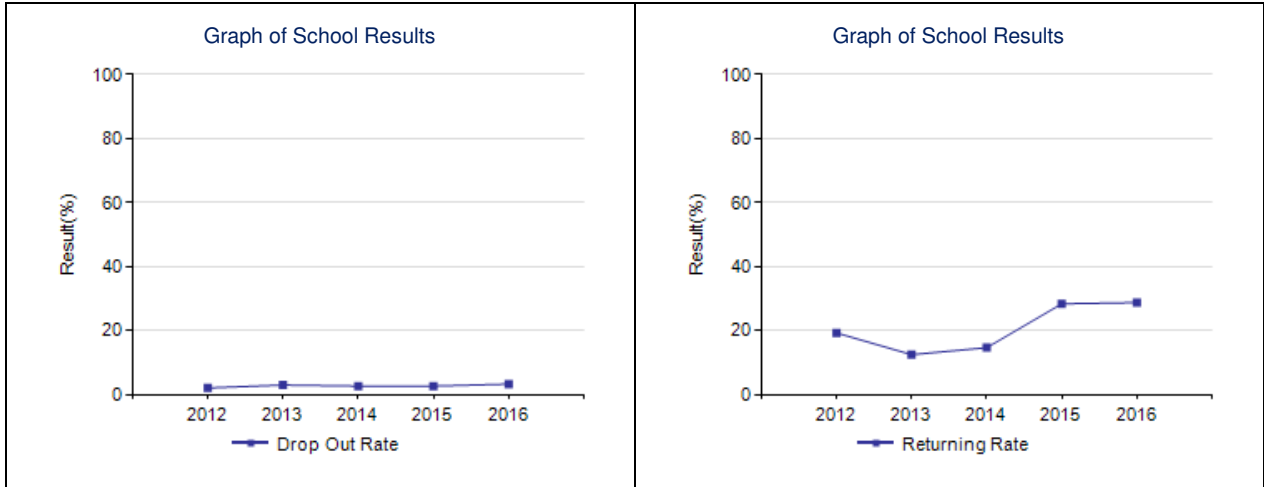


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	2.0	2.9	2.6	2.6	3.2	2.9	3.6	2.5	1.8	2.8	3.6	3.3	3.5	3.2	3.0
Returning Rate	19.2	12.4	14.6	28.3	28.7	21.5	27.5	23.8	24.6	22.7	22.8	20.7	20.9	18.2	18.9



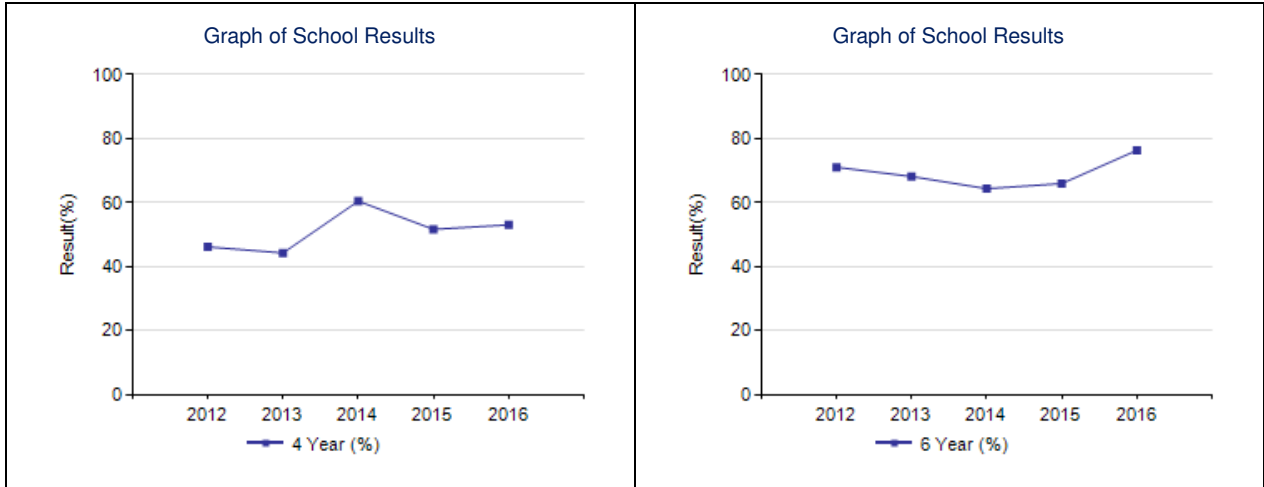
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	46.1	44.2	60.4	51.6	53.0	44.8	44.4	58.1	48.1	51.7	39.4	39.7	38.3	37.0	37.0
6 Year Rate	71.0	68.1	64.3	65.9	76.3	67.5	67.0	63.1	66.4	72.5	59.3	59.0	59.7	59.4	57.9



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

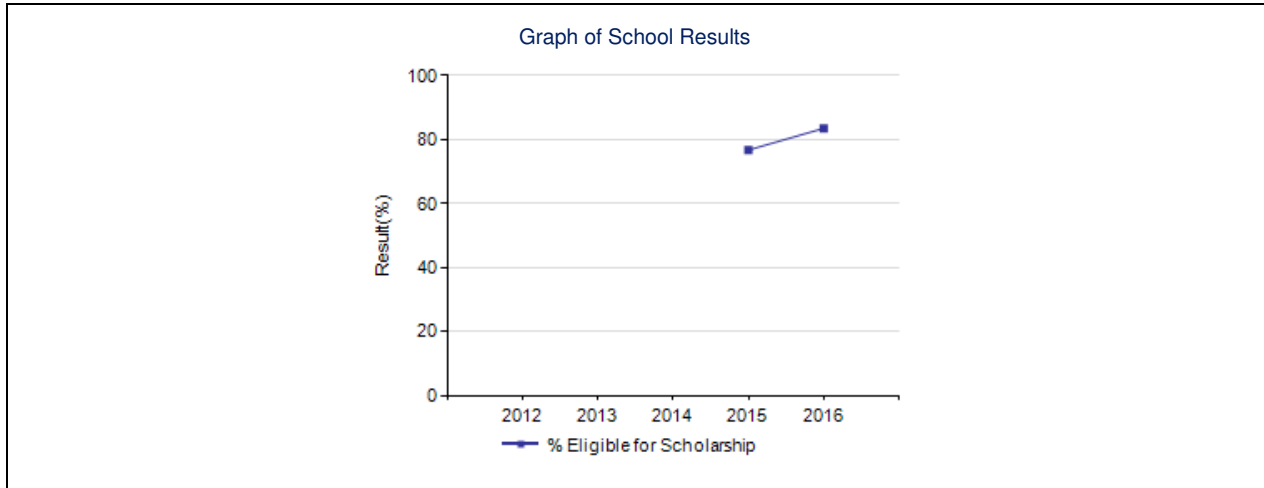
Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	76.7	83.5	n/a	n/a	n/a	72.4	74.4	n/a	n/a	n/a	60.8	62.3

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	227	162	71.4	160	70.5	103	45.4	174	76.7
2016	218	163	74.8	163	74.8	110	50.5	182	83.5



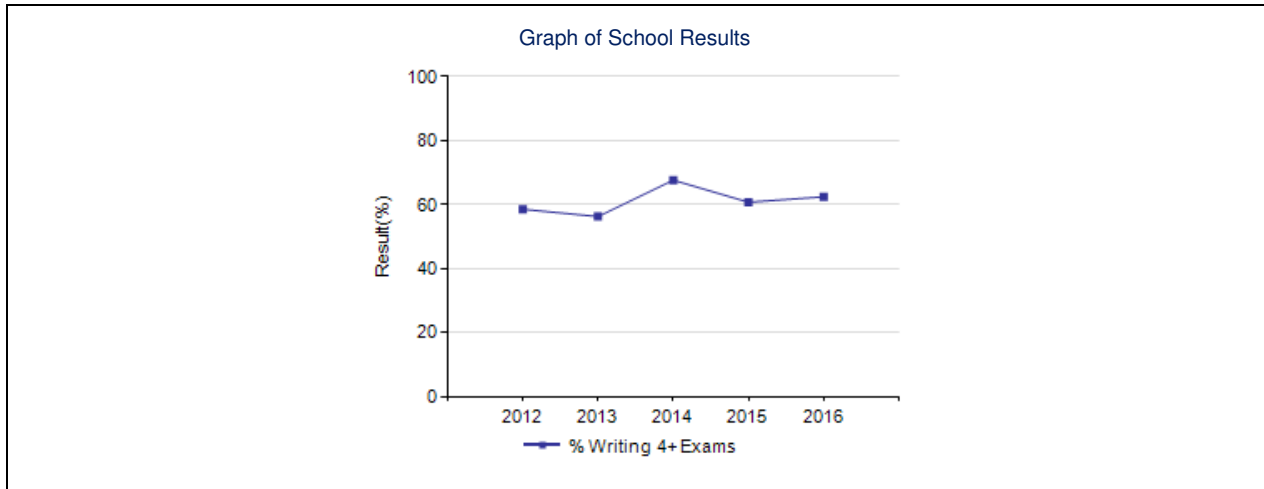
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

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.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	11.1	10.9	10.5	11.4	7.9	11.4	12.5	11.7	11.2	9.4	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	88.9	89.1	89.5	88.6	92.1	88.6	87.5	88.3	88.8	90.6	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	86.6	85.8	87.6	86.4	89.9	86.1	84.4	85.7	87.0	88.5	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	69.1	69.9	73.6	70.3	71.6	68.0	66.5	69.3	68.4	66.7	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	58.5	56.2	67.6	60.7	62.4	57.1	53.3	62.0	59.4	58.1	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	34.9	38.0	44.3	32.3	38.4	34.5	35.7	40.1	34.0	35.5	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	14.8	17.9	19.6	15.7	17.9	15.5	17.0	17.9	14.7	14.7	14.3	11.4	13.1	13.8	13.6



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	63.2	66.0	70.6	60.3	63.6	60.8	63.0	63.1	59.7	60.7	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	22.7	20.9	17.4	29.3	26.4	24.5	21.9	22.9	29.3	27.8	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	85.1	84.7	87.2	87.1	89.6	84.6	83.1	85.3	86.9	88.1	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	53.5	55.6	49.5	47.8	56.3	52.4	52.4	44.8	46.3	52.9	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	33.8	29.5	37.2	38.8	32.5	33.5	30.7	40.1	40.6	33.9	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	85.9	85.1	86.2	85.8	88.7	84.6	83.1	84.6	86.2	86.8	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	40.5	6.0	0.0	0.0	0.0	39.5	5.0	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	21.6	0.0	0.0	0.0	0.0	21.9	0.0	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	41.8	46.8	39.2	43.3	n/a	38.6	41.9	36.7	41.4	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	15.3	24.8	26.3	25.1	n/a	15.4	25.1	27.9	22.0	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	62.1	62.7	69.7	64.2	67.5	61.1	58.6	65.2	62.9	62.7	61.1	52.1	57.0	57.6	58.3
Biology 30	53.2	51.1	59.2	52.2	55.0	51.7	49.5	55.6	52.7	52.2	42.8	42.2	41.4	40.6	40.7
Chemistry 30	33.8	38.1	39.0	32.8	33.3	33.5	35.7	35.8	33.9	32.5	36.5	31.5	34.7	35.7	35.5
Physics 30	19.3	25.4	28.0	21.1	27.7	19.4	23.2	25.1	19.4	23.1	20.2	17.3	20.0	19.9	19.3
Science 30	4.5	0.7	6.0	5.6	2.6	3.8	0.6	4.7	4.9	2.0	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	62.5	61.2	68.8	63.8	65.4	59.9	58.3	63.1	62.5	61.7	59.2	57.3	59.4	59.8	60.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	2.6	5.2	1.8	1.7	6.1	2.2	4.4	1.4	1.4	4.7	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	2.6	5.2	1.8	1.7	6.1	2.2	4.4	1.4	1.4	4.7	2.9	3.0	2.9	3.0	3.1

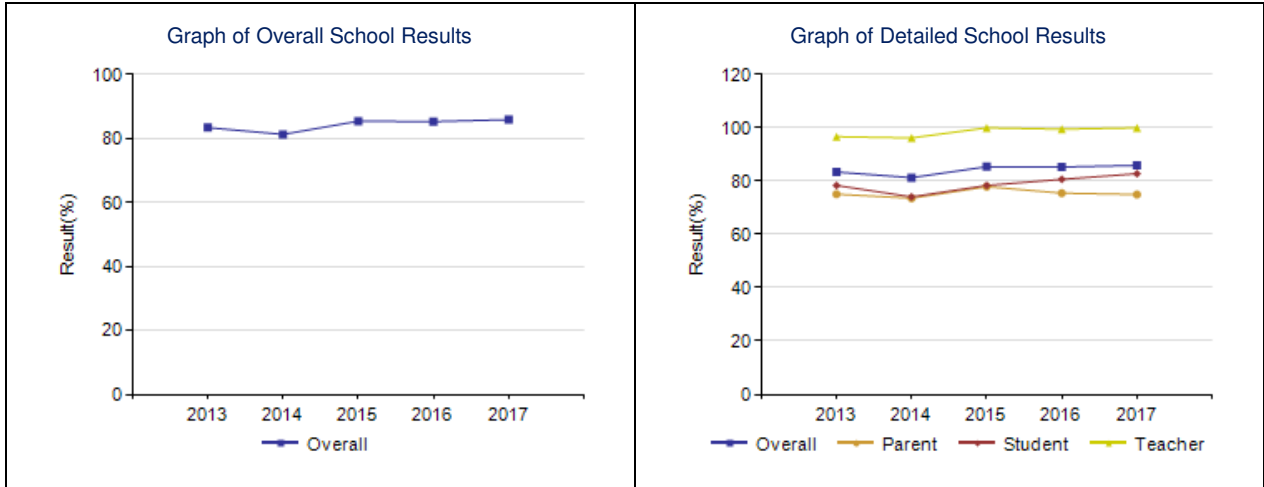
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	83.4	81.3	85.4	85.3	85.9	85.1	85.4	85.3	85.8	87.4	83.4	83.4	83.5	83.9	83.7
Teacher	96.7	96.2	100.0	99.5	100.0	97.4	96.8	98.4	98.4	96.8	93.6	93.8	94.2	94.5	94.0
Parent	75.1	73.6	77.9	75.5	75.0	79.1	85.5	83.2	82.9	86.6	80.3	81.9	82.1	82.9	82.7
Student	78.4	74.1	78.4	80.7	82.8	78.6	73.9	74.2	76.1	78.8	76.2	74.5	74.2	74.5	74.4

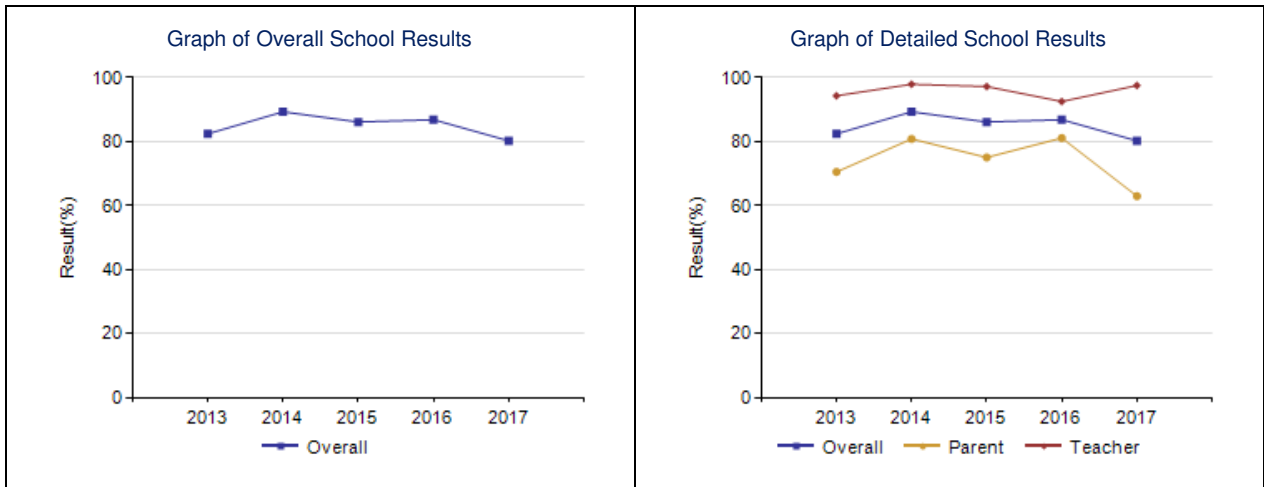


- Notes:
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 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.4	89.3	86.1	86.8	80.2	80.5	84.5	82.1	83.3	84.6	80.3	81.2	82.0	82.6	82.7
Teacher	94.3	97.9	97.2	92.5	97.5	94.4	92.8	92.0	91.7	92.2	89.4	89.3	89.7	90.5	90.4
Parent	70.5	80.8	75.0	81.1	62.9	66.7	76.2	72.1	74.9	76.9	71.1	73.1	74.2	74.8	75.1

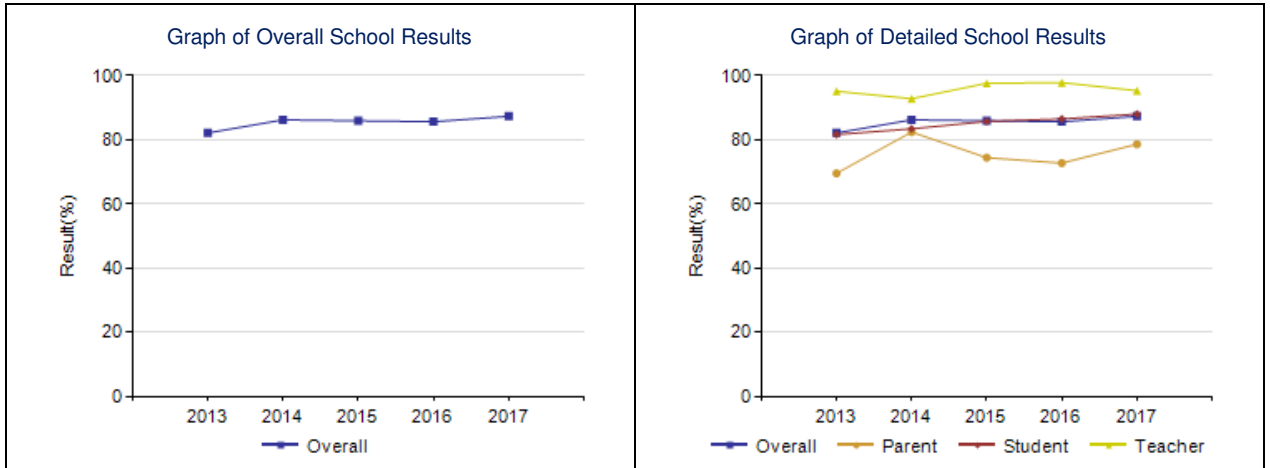


- Notes:
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Program of Studies – Measure Details

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.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.1	86.2	85.9	85.6	87.3	84.8	84.8	84.0	82.6	83.1	81.5	81.3	81.3	81.9	81.9
Teacher	95.1	92.8	97.6	97.8	95.3	94.3	89.0	91.5	90.7	88.4	87.9	87.5	87.2	88.1	88.0
Parent	69.5	82.4	74.4	72.7	78.6	77.9	83.6	80.0	77.6	80.5	78.9	79.9	79.9	80.1	80.1
Student	81.6	83.4	85.7	86.5	88.0	82.2	81.7	80.4	79.6	80.6	77.8	76.6	76.9	77.5	77.7

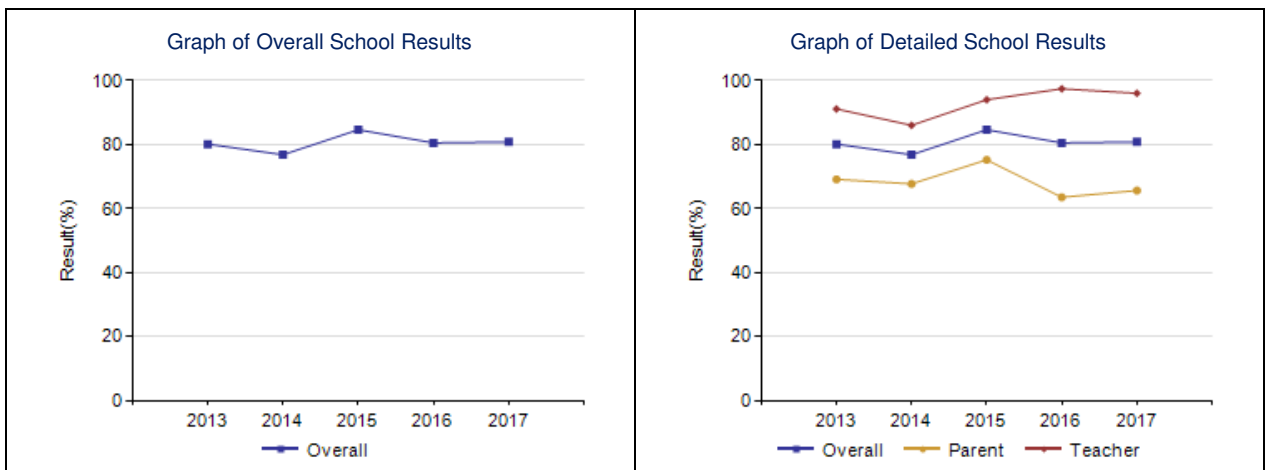


- Notes:
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Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	80.1	76.8	84.6	80.5	80.8	82.1	83.2	85.3	83.3	82.9	80.3	80.6	80.7	80.9	81.2
Teacher	91.1	86.0	94.0	97.4	96.0	90.8	90.5	94.7	94.3	92.6	88.5	88.0	88.1	88.4	88.5
Parent	69.1	67.7	75.2	63.5	65.6	73.4	75.9	76.0	72.3	73.2	72.2	73.1	73.4	73.5	73.9

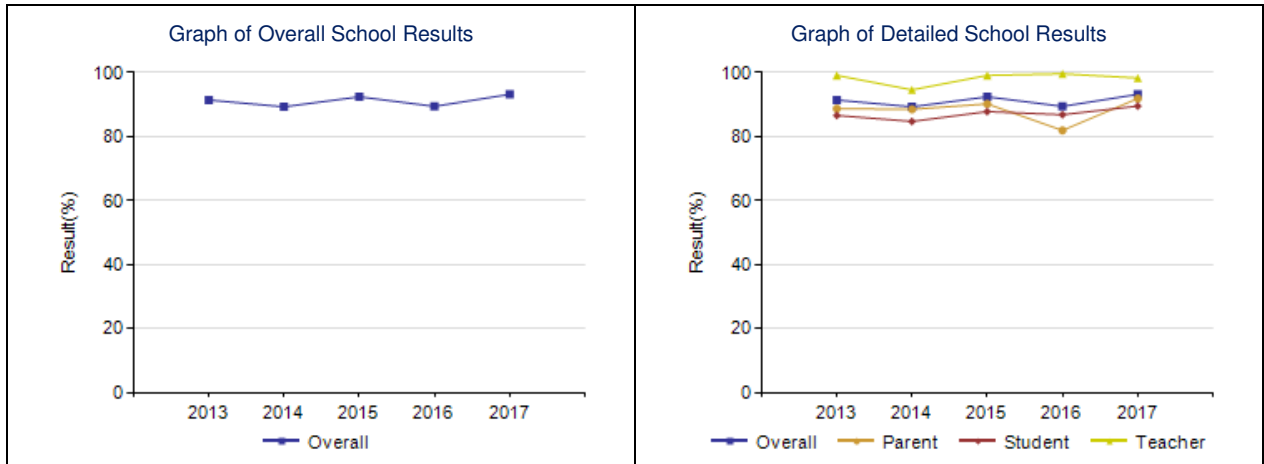


- Notes:
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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.4	89.3	92.4	89.4	93.2	91.7	91.0	90.7	90.4	92.2	89.8	89.2	89.5	90.1	90.1
Teacher	99.1	94.6	99.1	99.6	98.3	97.9	95.7	98.0	98.1	97.0	95.7	95.5	95.9	96.0	95.9
Parent	88.7	88.5	90.2	81.9	91.9	87.8	89.7	85.4	84.5	90.2	84.9	84.7	85.4	86.1	86.4
Student	86.6	84.7	87.8	86.8	89.5	89.3	87.4	88.7	88.5	89.5	88.7	87.3	87.4	88.0	88.1

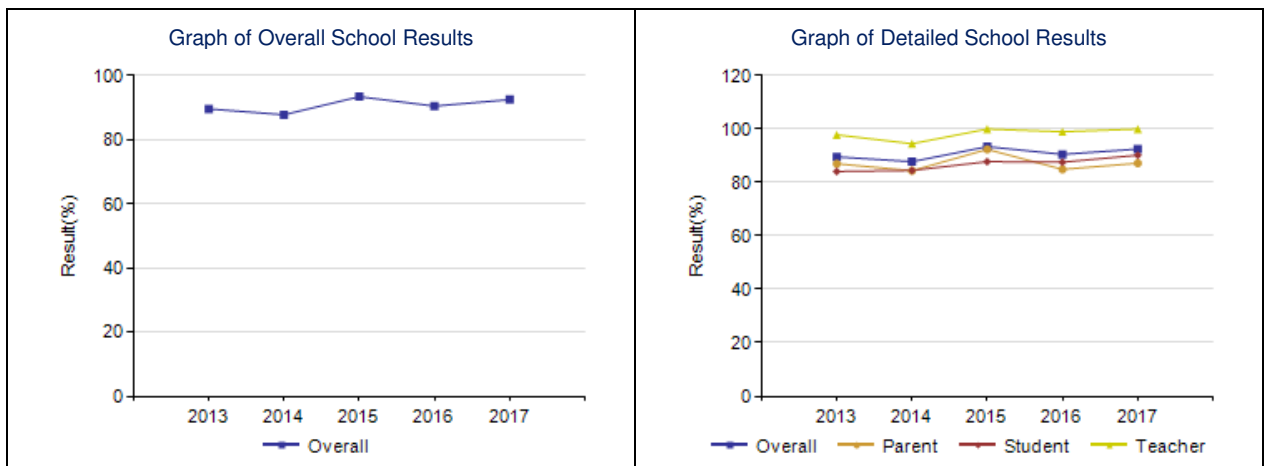


- Notes:
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Safe and Caring – Measure Details

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.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	89.6	87.8	93.4	90.5	92.5	90.1	90.1	90.0	90.9	91.8	89.0	89.1	89.2	89.5	89.5
Teacher	97.8	94.5	100.0	99.0	100.0	96.9	96.3	97.9	98.6	97.4	95.0	95.3	95.4	95.4	95.3
Parent	87.0	84.4	92.4	84.9	87.2	88.6	91.3	88.4	89.2	91.2	87.8	88.9	89.3	89.8	89.9
Student	84.1	84.5	87.8	87.6	90.2	84.8	82.7	83.6	84.8	86.7	84.2	83.1	83.0	83.4	83.3

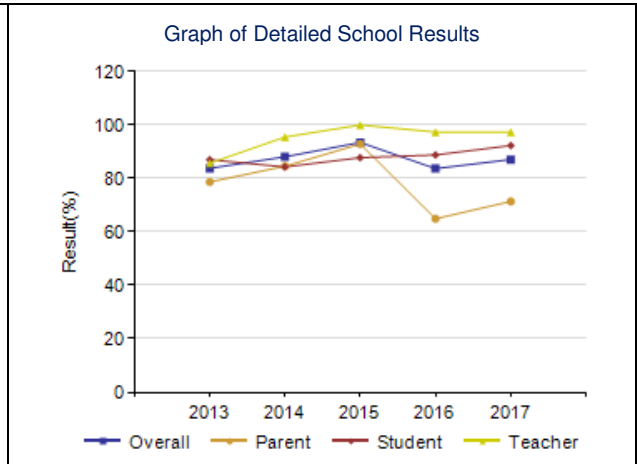
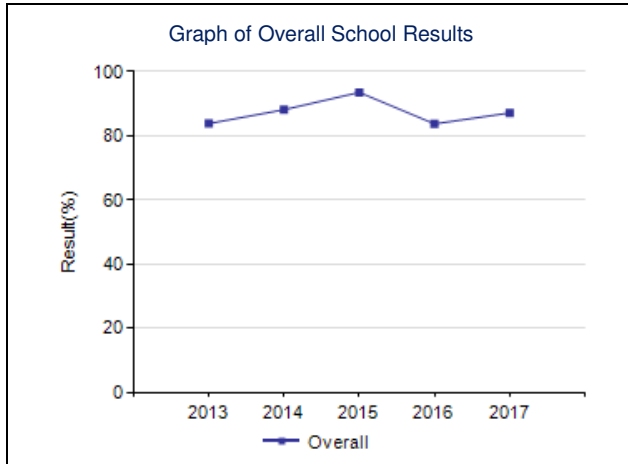


- Notes:
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School Improvement – Measure Details

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.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	83.8	88.1	93.5	83.7	87.1	84.8	84.4	84.1	83.9	86.5	80.6	79.8	79.6	81.2	81.4
Teacher	85.7	95.5	100.0	97.4	97.4	87.8	88.3	86.6	91.2	88.8	80.9	81.3	79.8	82.3	82.2
Parent	78.7	84.6	92.9	64.9	71.4	80.2	82.5	81.7	76.4	85.1	77.9	77.0	78.5	79.7	80.8
Student	87.0	84.3	87.8	88.8	92.3	86.4	82.2	84.0	84.3	85.7	82.9	81.2	80.7	81.5	81.1



Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.