

Combined 3-Year Education Plan

and

AERR Report for Catholic Central High School

October, 2018

Combined 2018 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	93.8	92.5	92.1	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	89.0	87.3	86.3	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	94.6	93.2	91.7	90.0	90.1	89.9	Very High	Improved Significantly	Excellent
	Drop Out Rate	0.9	3.2	2.8	2.3	3.0	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	86.2	89.5	85.4	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.2	75.2	79.9	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	16.8	14.7	16.3	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	56.3	62.4	63.5	55.7	54.9	54.7	High	Declined	Acceptable
	Rutherford Scholarship Eligibility Rate	84.8	83.5	80.1	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	72.2	76.3	68.8	58.7	57.9	59.0	Very High	Maintained	Excellent
	Work Preparation	91.2	80.2	84.4	82.4	82.7	82.4	Very High	Improved	Excellent
	Citizenship	88.3	85.9	85.5	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	84.0	80.8	81.9	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.1	87.1	88.1	80.3	81.4	80.7	Very High	Declined	Good

Welcome to Catholic Central High School! This is our story:

1. We are a faith-based community.
2. We are the only grade 10-12 Catholic high school in the city of Lethbridge, operated in the Holy Spirit Catholic Regional School Division #4.
3. We serve over 900 students over two campuses... yes, two! Campus East (which is located on the south side of Lethbridge, as we don't have an east side to Lethbridge) serves about 2/3 of our school population. Campus West (which is located on the west side of Lethbridge) serves about 1/3 of our school population. The two buildings function as a single school, in two sites. In terms of athletic competition, we are a 4A school.
4. We operate on the Copernican or Quarter System (we have 4 x10 week quarters as opposed to 2 x 20 week semesters).
5. We offer comprehensive programming including: Honors and Enrichment, Learning Support for Inclusive Education, Knowledge and Employability, Grad-Coach program for our First Nations, Metis, and Inuit Students, Off-Campus Programming (RAP, Green Certificate, and Work Experience), Outreach through our Trinity Learning Centre, Dual Credit with the University of Lethbridge, as well as a wide variety of CTS options. For a full description of what we offer, refer to our Program Handbook, which can be accessed here: <https://www.holyspirit.ab.ca/cch/OurSchool/handbook.pdf>
6. We have been part of the High School Flexibility Project, now known as Moving Forward With High School Redesign, since it began in 2013.
7. We have a unique approach to education, which ensures that our students will be able to focus on subjects, to develop strong relationships with teachers, and to have access to a variety of curricular and co-curricular programs.
8. We focus on our 3Rs of "Rigor, Relevance, and Relationships."

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.4	84.4	80.0	75.2	81.2		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.3	17.7	16.4	14.7	16.8		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	82.1	82.5	84.2	89.5	86.2		Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.9	2.6	2.6	3.2	0.9		Very High	Improved Significantly	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	68.1	64.3	65.9	76.3	72.2		Very High	Maintained	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	76.7	83.5	84.8		n/a	Improved	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	56.2	67.6	60.7	62.4	56.3		High	Declined	Acceptable			

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.3	85.4	85.3	85.9	88.3		Very High	Improved	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.	89.3	86.1	86.8	80.2	91.2		Very High	Improved	Excellent			

What do our results tell us?

- The results that our students are attaining on diploma exams are in line with those across the province.
- We are improving in our students completing high school and transitioning into post-secondary opportunities.
- We still have a high number of students writing four or more diploma exams.
- We have excellent results in terms of work-ready attitudes and behaviors, as well as active citizenship.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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).	82.0	77.6	77.6	66.7	73.8		Low	Maintained	Issue			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	14.0	11.8	13.8	7.6	7.1		Very Low	Maintained	Concern			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	43.2	37.1	68.9	58.4	67.8		Intermediate	Improved	Good			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.9	10.4	9.7	5.2	2.3		Very High	Improved	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	56.9	34.9	51.6	52.7	45.4		Low	Maintained	Issue			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	62.5	72.2	54.8		n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	18.0	28.8	19.3	27.2	27.1		Very Low	Maintained	Concern			

What do our results tell us?

- We are working on expanding our supports for our FNMI population; increasing performance on diploma exams is an area of focus.
- We are also working on the transition for our FNMI population into post-secondary programs.
- While we believe that our FNMI data is on par or, in some cases, better than provincial average, we do acknowledge that an achievement gap does exist. An achievement gap reflects the streaming of FNMI students; ie: -1 vs. -2 classes or diploma certification vs. high school completion (K&E).

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.8	93.4	90.5	92.5	93.8		Very High	Improved	Excellent			

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	86.2	85.9	85.6	87.3	89.0		Very High	Improved	Excellent			

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	88.1	93.5	83.7	87.1	86.1		Very High	Declined	Good			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.8	84.6	80.5	80.8	84.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.3	92.4	89.4	93.2	94.6		Very High	Improved Significantly	Excellent			

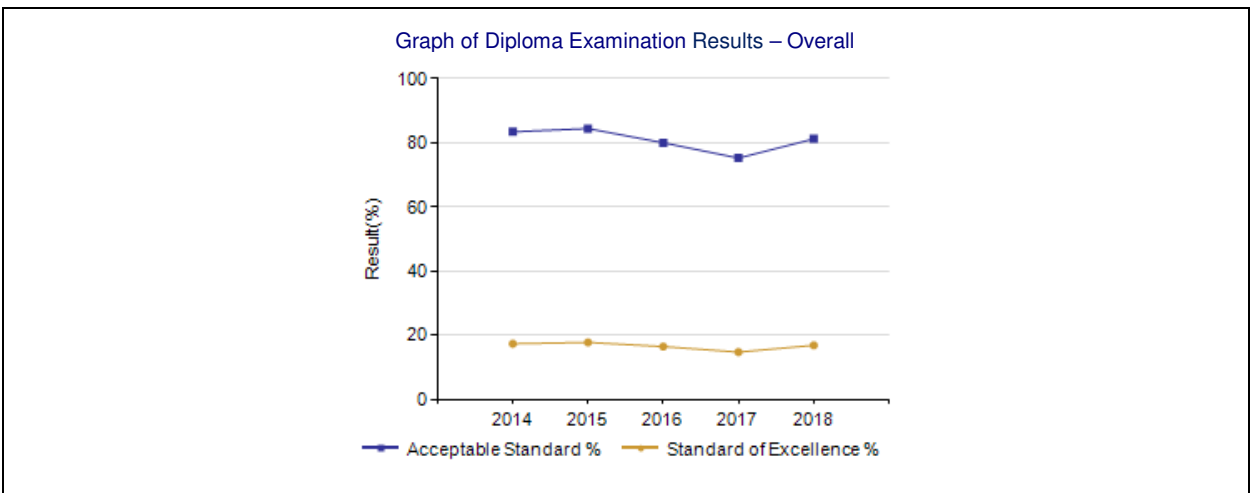
What do our results tell us?

- Our teachers, parents, and students are highly satisfied with the breadth of programming at our school. They are also highly satisfied with the overall climate in the school.
- In summary, teachers, parents, and students are highly satisfied with the quality of education at CCH.

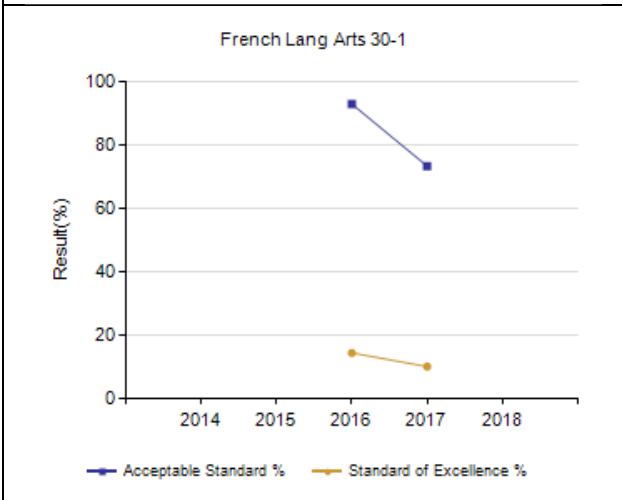
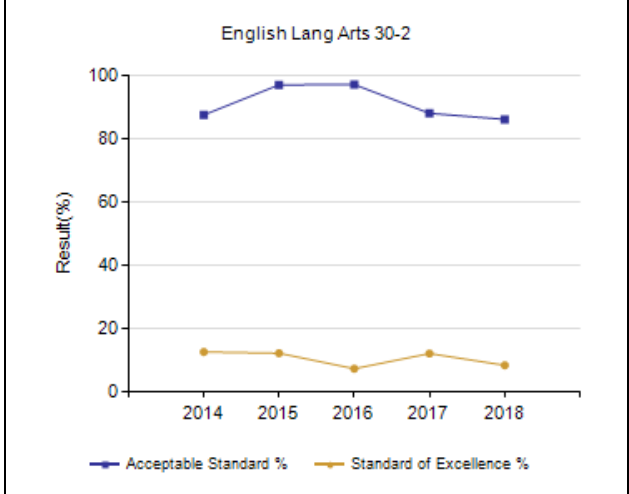
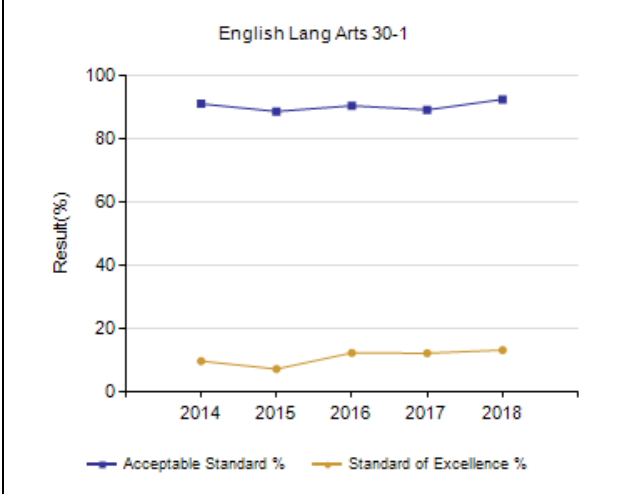
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.

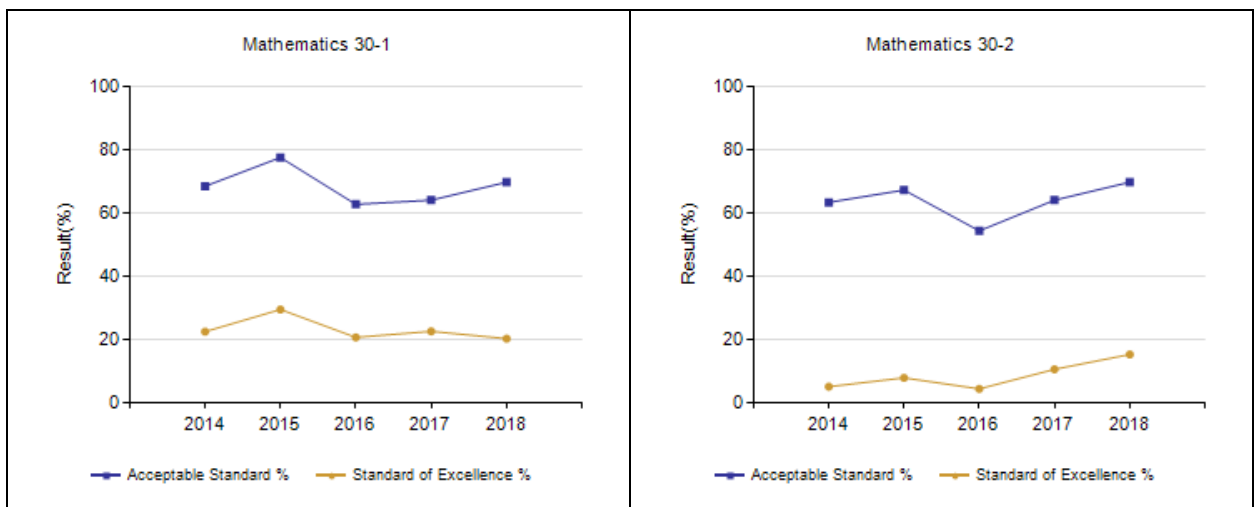
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	91.0	9.6	88.6	7.1	90.4	12.2	89.1	12.1	92.4	13.1		
	Authority	91.2	10.4	88.0	7.4	90.2	10.3	88.6	13.7	91.5	11.7		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	87.5	12.5	97.0	12.1	97.1	7.2	88.0	12.0	86.1	8.3		
	Authority	86.8	10.5	97.6	9.4	94.6	5.4	89.7	9.4	86.9	11.1		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	School	*	*	*	*	92.9	14.3	73.3	10.0	n/a	n/a		
	Authority	*	*	*	*	92.9	14.3	73.3	10.0	*	*		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	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	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	School	68.4	22.4	77.5	29.4	62.7	20.6	64.0	22.5	69.7	20.2		
	Authority	65.2	20.0	78.8	28.8	58.1	18.5	58.2	20.0	70.3	22.9		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	School	63.3	5.0	67.2	7.8	54.3	4.3	64.0	10.5	69.7	15.2		
	Authority	60.7	6.0	67.1	11.0	56.6	7.9	63.8	9.5	65.9	13.2		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	School	91.1	19.6	91.5	12.3	82.6	13.2	76.2	8.7	83.5	10.1		
	Authority	88.8	17.9	92.2	14.7	82.4	11.4	74.3	7.9	82.4	10.0		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	School	94.9	16.7	89.3	8.3	82.1	10.3	62.0	8.5	62.5	0.0		
	Authority	92.2	12.5	91.5	7.7	78.0	10.1	66.1	6.3	66.9	0.8		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	School	83.9	19.5	83.2	25.6	81.3	21.6	73.8	14.8	82.5	26.8		
	Authority	84.7	20.9	84.4	25.4	81.1	20.8	76.7	16.8	82.9	26.6		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	School	81.0	26.6	80.6	34.7	76.3	30.3	76.2	33.3	87.4	29.9		
	Authority	84.7	29.6	79.8	34.2	75.7	26.2	74.6	31.7	85.0	30.1		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	School	75.7	18.6	77.3	20.5	83.6	31.3	69.7	18.4	86.1	22.2		
	Authority	75.3	18.2	79.6	24.1	84.5	29.6	69.3	17.0	82.1	22.6		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	School	100.0	36.4	84.6	7.7	70.0	10.0	68.0	4.0	77.8	0.0		
	Authority	92.9	28.6	80.0	6.7	63.6	9.1	70.4	7.4	77.8	0.0		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		



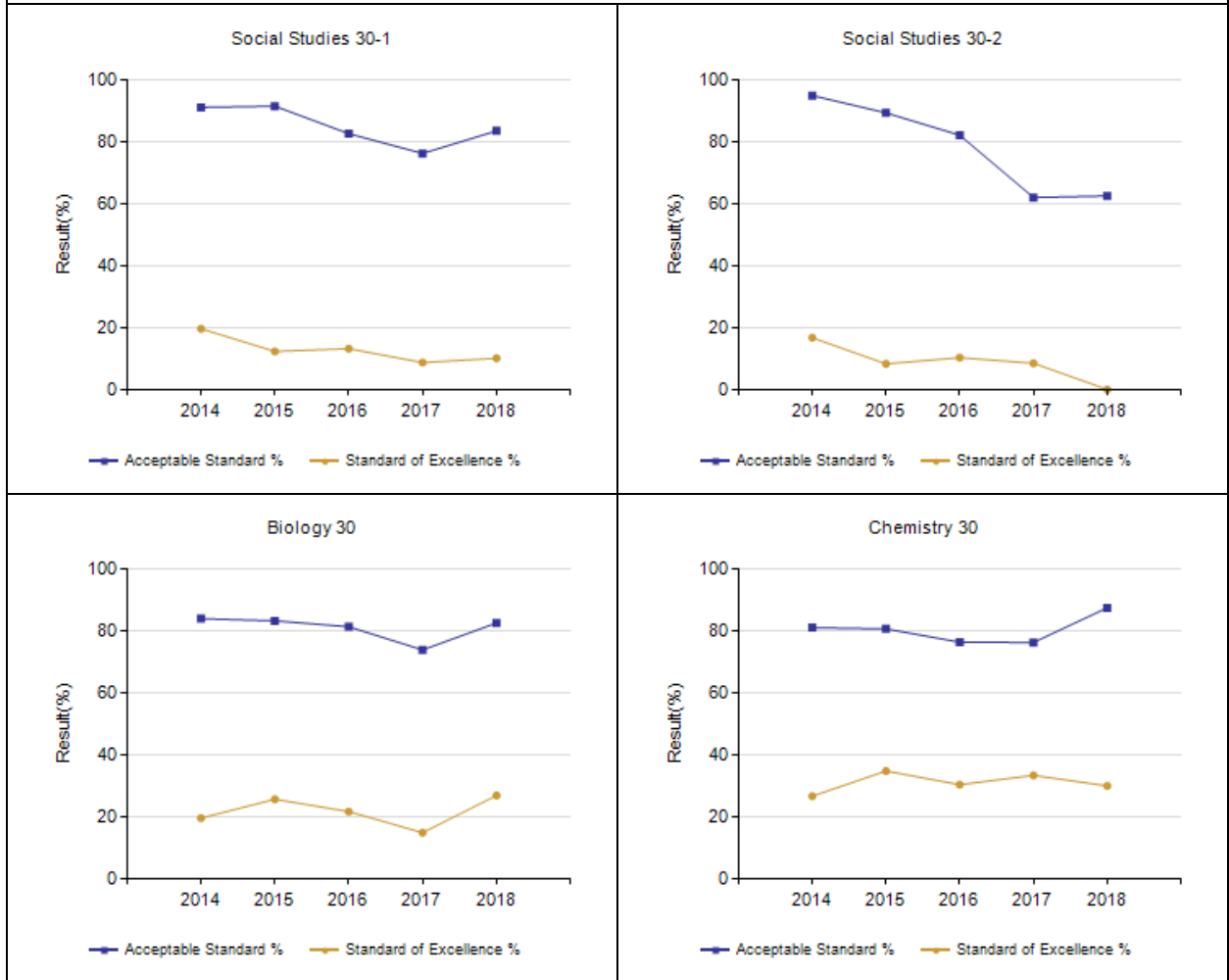
Diploma Examination Results by Course

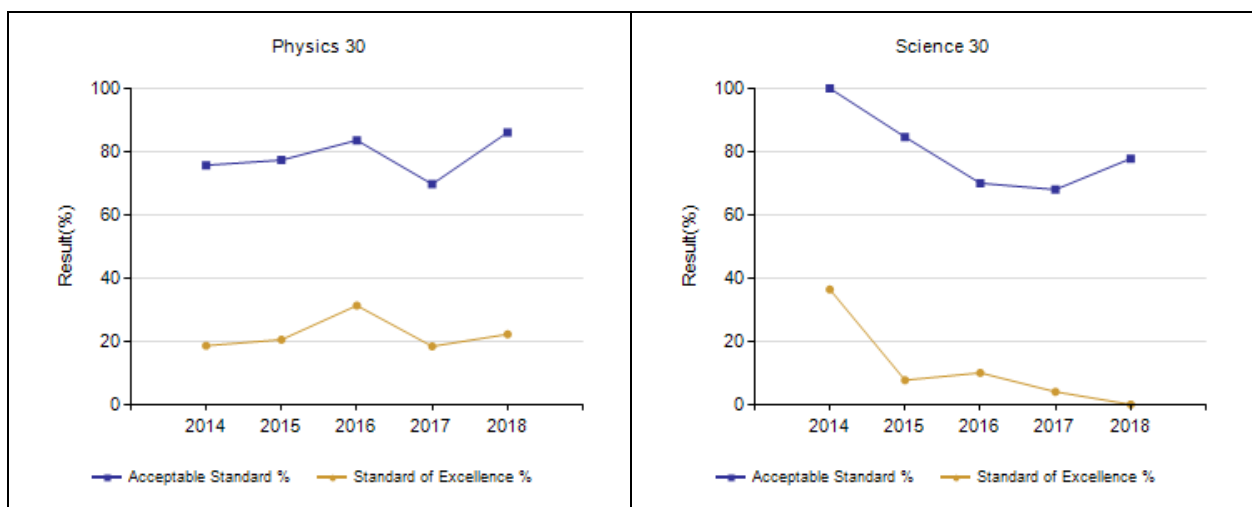


[No Data for Français 30]



Diploma Examination Results by Course





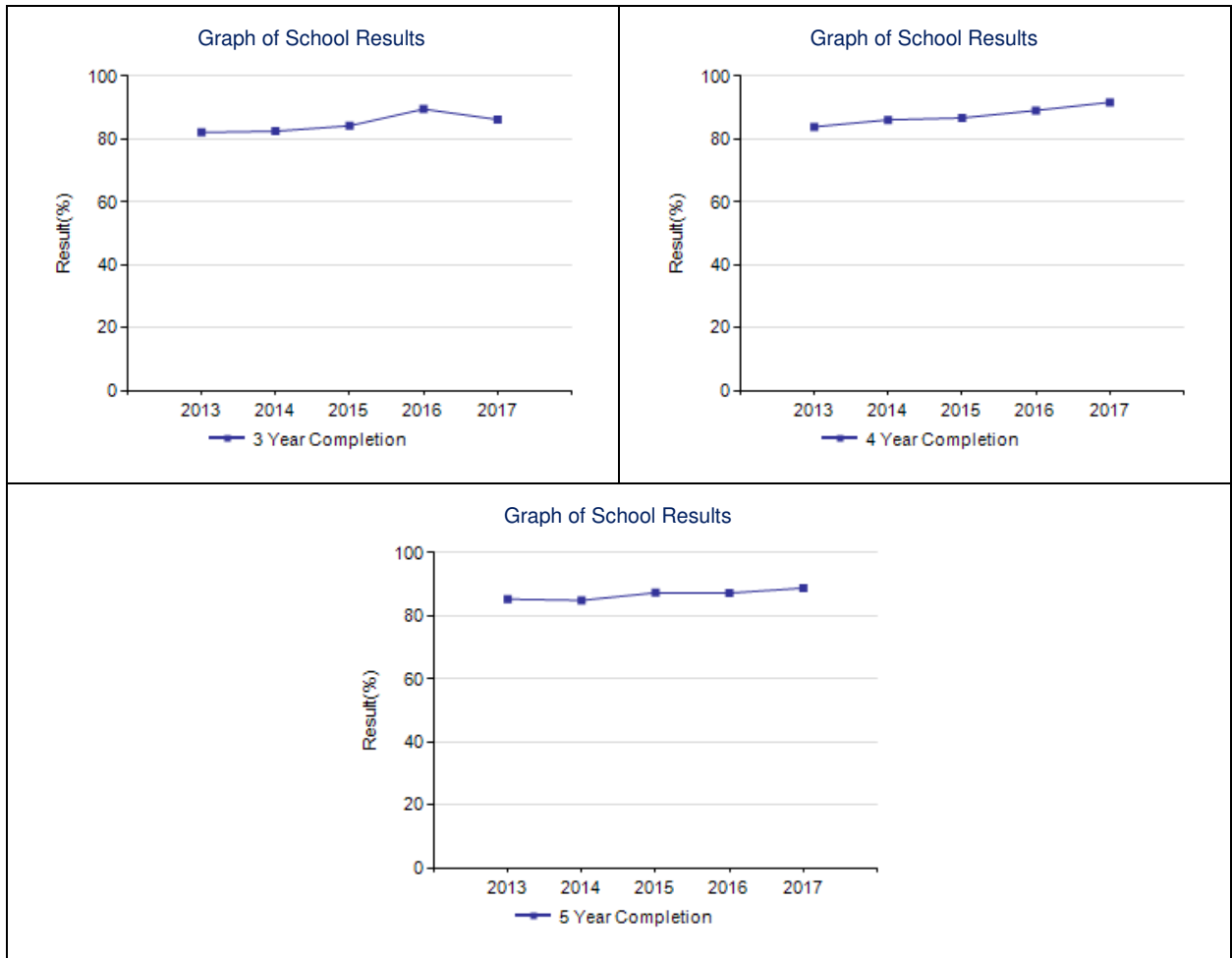
Diploma Examination Results Course By Course Summary With Measure Evaluation

		Catholic Central High School								Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	145	92.4	157	89.3	30,393	87.5	29,349	86.6	
	Standard of Excellence	High	Maintained	Good	145	13.1	157	10.5	30,393	13.2	29,349	11.3	
English Lang Arts 30-2	Acceptable Standard	Low	Declined	Issue	72	86.1	73	94.0	16,184	88.0	16,632	89.1	
	Standard of Excellence	Low	Maintained	Issue	72	8.3	73	10.5	16,184	13.1	16,632	11.7	
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	22	83.1	1,230	93.8	1,312	94.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	22	12.1	1,230	11.0	1,312	9.3	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6	
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	99	69.7	98	68.1	20,148	77.8	20,605	73.3	
	Standard of Excellence	n/a	n/a	n/a	99	20.2	98	24.2	20,148	35.3	20,605	29.4	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	66	69.7	73	61.8	14,362	74.2	13,516	74.7	
	Standard of Excellence	n/a	n/a	n/a	66	15.2	73	7.5	14,362	16.4	13,516	16.1	
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	139	83.5	141	83.4	21,793	86.2	21,941	86.0	
	Standard of Excellence	Intermediate	Maintained	Acceptable	139	10.1	141	11.4	21,793	17.7	21,941	15.1	
Social Studies 30-2	Acceptable Standard	Very Low	Declined Significantly	Concern	80	62.5	78	77.8	20,391	78.8	19,847	81.0	
	Standard of Excellence	Very Low	Declined Significantly	Concern	80	0.0	78	9.0	20,391	12.2	19,847	12.7	
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	194	82.5	136	79.5	23,026	86.6	22,263	85.0	
	Standard of Excellence	Intermediate	Improved	Good	194	26.8	136	20.7	23,026	36.6	22,263	32.6	
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	87	87.4	93	77.7	18,770	83.6	19,031	82.3	
	Standard of Excellence	Intermediate	Maintained	Acceptable	87	29.9	93	32.8	18,770	38.3	19,031	35.8	
Physics 30	Acceptable Standard	High	Improved	Good	72	86.1	62	76.9	9,679	86.2	10,276	85.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	72	22.2	62	23.4	9,679	43.6	10,276	39.1	
Science 30	Acceptable Standard	Intermediate	Maintained	Acceptable	18	77.8	16	74.2	9,426	85.4	8,651	84.4	
	Standard of Excellence	Low	Declined	Issue	18	0.0	16	7.2	9,426	31.5	8,651	27.6	

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	82.1	82.5	84.2	89.5	86.2	79.7	80.6	83.1	87.2	84.5	75.3	76.5	76.5	78.0	78.0
4 Year Completion	83.9	86.1	86.7	89.1	91.7	82.8	84.3	84.8	87.8	90.1	79.6	79.9	81.0	81.2	82.6
5 Year Completion	85.3	84.9	87.3	87.2	88.8	85.0	83.7	86.0	85.5	88.2	81.5	82.0	82.1	83.2	83.4

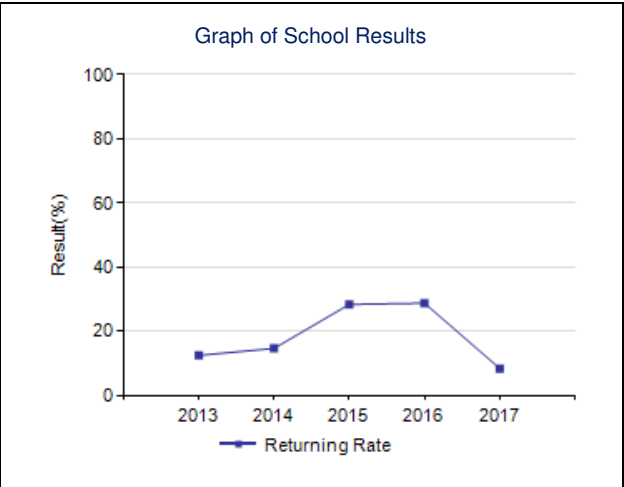
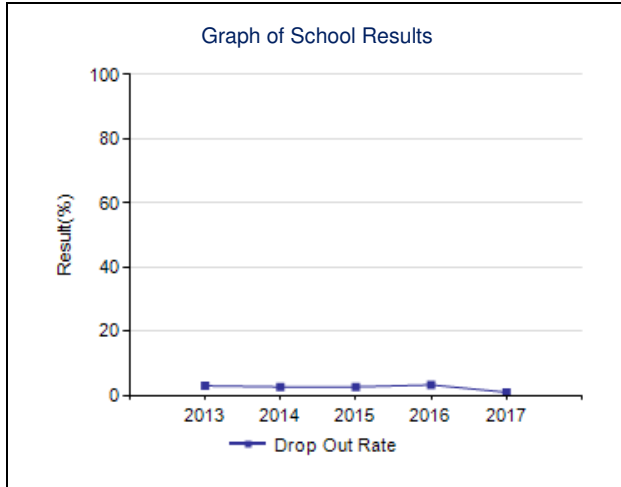
High School Completion Rate – Measure Details



Drop Out Rate – Measure Details

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

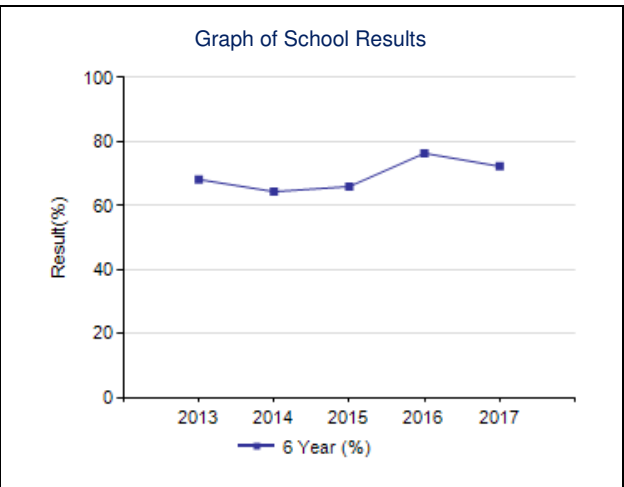
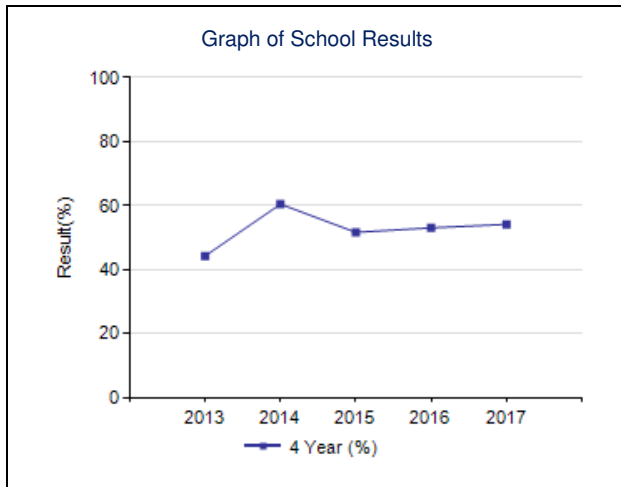
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	2.9	2.6	2.6	3.2	0.9	3.6	2.5	1.8	2.8	1.6	3.3	3.5	3.2	3.0	2.3
Returning Rate	12.4	14.6	28.3	28.7	8.3	27.5	23.8	24.6	22.7	14.3	20.7	20.9	18.2	18.9	19.9



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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	44.2	60.4	51.6	53.0	54.1	44.4	58.1	48.1	51.7	51.6	39.7	38.3	37.0	37.0	39.3
6 Year Rate	68.1	64.3	65.9	76.3	72.2	67.0	63.1	66.4	72.5	70.1	59.0	59.7	59.4	57.9	58.7



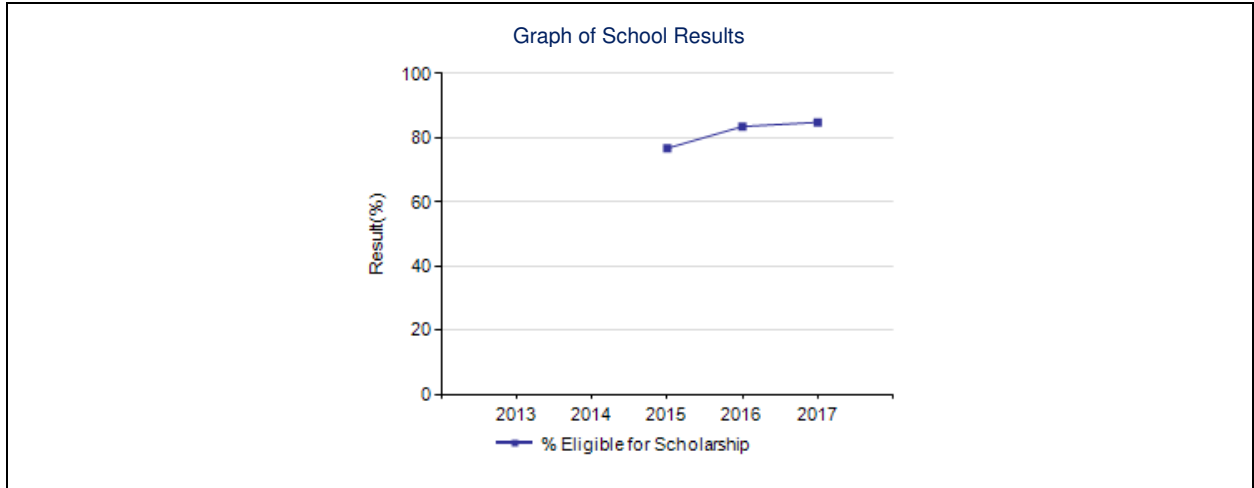
Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	76.7	83.5	84.8	n/a	n/a	72.4	74.4	78.7	n/a	n/a	60.8	62.3	63.4

Rutherford eligibility rate details.

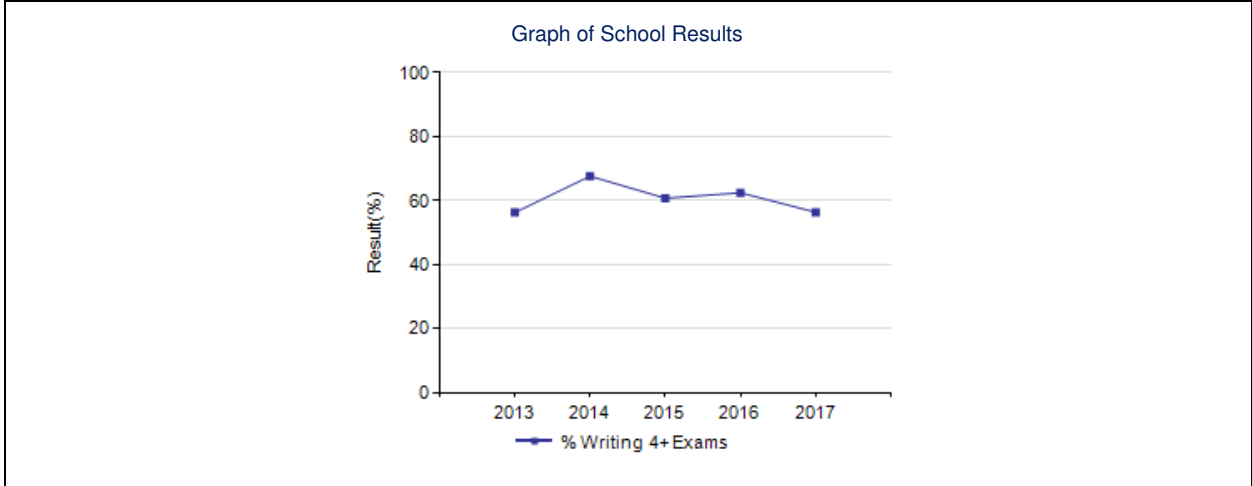
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
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
2017	263	208	79.1	200	76.0	133	50.6	223	84.8



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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	10.9	10.5	11.4	7.9	8.7	12.5	11.7	11.2	9.4	7.8	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	89.1	89.5	88.6	92.1	91.3	87.5	88.3	88.8	90.6	92.2	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	85.8	87.6	86.4	89.9	89.1	84.4	85.7	87.0	88.5	89.6	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	69.9	73.6	70.3	71.6	75.0	66.5	69.3	68.4	66.7	72.4	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	56.2	67.6	60.7	62.4	56.3	53.3	62.0	59.4	58.1	55.4	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	38.0	44.3	32.3	38.4	35.0	35.7	40.1	34.0	35.5	33.6	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	17.9	19.6	15.7	17.9	17.3	17.0	17.9	14.7	14.7	16.4	11.4	13.1	13.8	13.6	13.9



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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	66.0	70.6	60.3	63.6	60.2	63.0	63.1	59.7	60.7	58.7	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	20.9	17.4	29.3	26.4	31.9	21.9	22.9	29.3	27.8	32.9	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	84.7	87.2	87.1	89.6	90.0	83.1	85.3	86.9	88.1	89.9	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	55.6	49.5	47.8	56.3	61.3	52.4	44.8	46.3	52.9	59.6	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	29.5	37.2	38.8	32.5	27.2	30.7	40.1	40.6	33.9	29.8	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	85.1	86.2	85.8	88.7	88.2	83.1	84.6	86.2	86.8	89.0	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	6.0	0.0	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	41.8	46.8	39.2	43.3	31.2	38.6	41.9	36.7	41.4	30.6	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	15.3	24.8	26.3	25.1	30.5	15.4	25.1	27.9	22.0	29.8	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	62.7	69.7	64.2	67.5	60.9	58.6	65.2	62.9	62.7	59.8	52.1	57.0	57.6	58.3	58.6
Biology 30	51.1	59.2	52.2	55.0	50.9	49.5	55.6	52.7	52.2	50.8	42.2	41.4	40.6	40.7	41.7
Chemistry 30	38.1	39.0	32.8	33.3	31.9	35.7	35.8	33.9	32.5	33.1	31.5	34.7	35.7	35.6	35.1
Physics 30	25.4	28.0	21.1	27.7	26.5	23.2	25.1	19.4	23.1	24.2	17.3	20.0	19.9	19.3	18.6
Science 30	0.7	6.0	5.6	2.6	9.0	0.6	4.7	4.9	2.0	7.0	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	61.2	68.8	63.8	65.4	69.9	58.3	63.1	62.5	61.7	67.4	57.3	59.4	59.8	60.5	61.2
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	0.2	0.3	0.3
French Language Arts 30	5.2	1.8	1.7	6.1	8.2	4.4	1.4	1.4	4.7	6.5	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	5.2	1.8	1.7	6.1	8.2	4.4	1.4	1.4	4.7	6.5	3.0	2.9	3.0	3.1	3.3

What do our diploma exam results tell us?

- Like all schools, our exam results are dependent on the cohort taking those exams.
- In many areas, we have high numbers of students participating in diploma exam classes.
- We saw gains in many diploma exam areas last year:
 - Acceptable standard: ELA 30-1, Math 30-1, Math 30-2, Social 30-1, Social 30-2, Biology 30, Chemistry 30, Physics 30, and Science 30.
 - Standard of Excellence: ELA 30-1, Math 30-2, Social 30-1, Biology 30, and Physics 30.

What strategies do we have moving forward for 2018-2019?

- Develop and grow our FNMI/Grad Coach program to go beyond our doors and into post-secondary transitioning (see CIP Vision #2).
- Establish a First Nations, Metis, and Inuit Education committee to explore ways to permeate cultural awareness for students and staff throughout the school year (see CIP Vision #2).
- Reach out to students who have not met graduation requirements after three years and provide them with the opportunity to finish (see CIP Vision #2).
- Continue to focus professional development and learning on expanding not only teacher capacity, but also student engagement and real-life interdisciplinary work (see CIP Vision #3 and #4).
- Focus guidance counseling on appropriate streaming options for students, while maintaining the breadth of opportunities.
- Increase our ability to offer vocational/trades programming.
- Improve communication to parents and students about the ways they can be involved in the decisions of the management and governance.
- Explore a reverse blueprint curriculum-mapping activity for staff as a tool to examine the gaps between diploma results and school-awarded marks.

Document reviewed by CCH staff and administration, as well as School Council (on Nov. 21) and board trustee to CCH, Danny Ponjavic.