

# **Monsignor McCoy High School**

## **AERR and 3-Year Ed. Plan**

### **2014-2017**



## Accountability Statement

*The **McCoy High School** education plan for the three years commencing September 1, 2014 was prepared under the direction of the board in accordance with responsibilities under the School Act and the Government Accountability Act. This education plan was developed in the context of the provincial government's business and fiscal plans. Monsignor McCoy High School is committed to achieving the results laid out in this education plan.*

  
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Paul Bauche, Principal

  
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Laureen Getz, School Council Chairperson

## Mission Statement

In partnership with family, church and community, we provide Catholic Education of the highest quality to our students.

## Vision Statement

McCoy High School strives to promote academic excellence in all of its students. The school incorporates an integrated approach to education involving the student, home, community and parish. The school aspires to improve the intellectual, physical, social and spiritual well-being of all students and staff. McCoy High School recognizes its students as responsible individuals who lead by example and are committed to high moral and ethical standards.



### Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Monsignor McCoy 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	Excellent	Safe and Caring	90.6	90.6	87.5	89.1	89.0	88.6	Very High	Improved	Excellent
		Program of Studies	79.1	80.0	81.8	81.3	81.5	81.1	High	Maintained	Good
		Education Quality	90.8	90.8	89.5	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.0	0.6	0.6	3.3	3.5	3.6	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	85.6	84.6	86.3	74.9	74.8	73.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	87.5	92.3	90.3	85.4	84.2	83.4	High	Declined	Acceptable
		Diploma: Excellence	23.9	21.8	22.6	21.0	19.5	19.1	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	59.2	68.5	67.7	60.9	61.3	60.8	Intermediate	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	48.5	58.3	57.5	50.5	56.6	55.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	70.6	70.2	65.4	59.2	59.5	59.1	Very High	Improved	Excellent
		Work Preparation	90.4	83.6	84.9	81.2	80.3	80.0	Very High	Maintained	Excellent
		Citizenship	82.9	81.9	79.8	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	82.5	84.7	82.1	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	84.0	82.2	83.7	79.8	80.6	80.2	Very High	Maintained	Excellent

#### Notes:

- 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, KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE), Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
- 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, Chemistry 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure, please include a reference to this overall summary page for each performance measure.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



## 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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

## Notes:

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

## Improvement Table

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

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

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

## Overall Evaluation Table

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

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

## Category Evaluation

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



## Goal One: Success for Every Student

**Outcome:** *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	86.1	87.0	91.6	92.3	87.3	91.5	High	Declined	Acceptable	91.9	92.1	92.3
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.0	20.6	25.5	21.8	23.9	24.0	Very High	Maintained	Excellent	24.1	24.2	24.3

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.7	85.9	88.3	84.6	85.5	85.5	Very High	Maintained	Excellent	86.0	86.5	87.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.6	1.2	0.0	0.6	1.0	0.9	Very High	Maintained	Excellent	0.8	0.7	0.6
High school to post-secondary transition rate of students within six years of entering Grade 10.	71.1	60.9	65.2	70.2	70.6	70.8	Very High	Improved	Excellent	71.0	71.2	71.4
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	60.6	67.6	67.0	68.5	59.2	68.5	Intermediate	Declined	Issue	68.7	68.9	69.1
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	56.0	55.9	58.2	58.3	48.5	58.3	n/a	n/a	n/a	58.5	58.7	58.9

### Strategies

**Strategy #1 Monthly Professional Development Activities Directly Linked To Effective Teaching Practices, as determined with teacher and administrator input (eg. second chances, exemplars, formative assessment practices, differentiated instruction, and High School Redesign).**

- Professional discussions that highlight effective practices currently done in classrooms. The focus will be on sharing proven successful practices.
- Professional discussions highlighting the effective educational and mental health theory and practice currently done in the field. This will focus on *how* and *why* promising practices work.
- Professional Discussions on Inspiring Education (Action on Inclusion) that will focus on the definition, vision, present state, and focus on future development and capacity building using D.I., the Inclusive Education planning tool, and success in school for children and youth in care.
- Introduce the Learning Support Plan (LSP) concept and technology to staff.
- Effective Professional Development utilizing technology to enhance teaching.
- Analysis of DIPS to assist in improving instruction and mentoring of teachers new to this process.
- PLC's during PD days to work with their teams on best practices.

**Strategy #2 Professional Learning Environment – Monthly Professional Development Activities Directly Linked To Effective Teaching Practices That Support and Enhance The School Culture**

- In a collaborative manner, staff will discuss school issues to guide future practices that affect:
  - a) Positive School Culture – both in the classroom and in the school
  - b) Effective Management Practices – attendance, behaviour, classroom time management, etc.
  - c) Effective Teaching Practices – engaging students, use of technology, challenging students, etc.
  - d) DIPS Analysis Practices – To analyze and develop strategies to improve Acceptable Standard, Standard of Excellence, and levels of Participation on Diploma exams
  - e) Permeation of Catholicity into the various subject areas
  - f) Promoting our Catholic Faith through role modelling
  - g) Use of technology (BYOD)
  - h) Inspiring Education
  - i) Our understanding of the new Education Act
  - j) Offer opportunities for school departments to present best practices at staff meetings



**Strategy #3 Walk-Through and Teaching Practices – Use the walk-through data collection form developed at MMHS to assist in improving teaching practices**

- Analyze the data as a school, as a department, and individually to find areas of strength and areas that could be improved
- Use this data to improve areas of need as a school, department and individual
- Develop strategies directly related to the areas that are in need of improvement that are indicated by the data

**Strategy #4 Continue with Off-Campus programming**

- Continue to provide coordinator time to help facilitate the work experience program. This allows for all students to obtain credits outside of the classroom which assists them in completing high school.
- Continue with the RAP program - also assisting non-academic students in completing high school and finding a trade-oriented career
- Continue with learning services programming, which allows students to complete school with a high school Diploma, certificate of achievement, or certificate of high school completion while obtaining Workplace Readiness skills upon graduation.

**Strategy #5 Offer Programming of Student Interest**

- Continue to offer Mechanics – programs of interest help keep students in school which contributes to them completing high school
- Continue to offer Sports Medicine -- programs of interest help keep students in school which contributes to them completing high school
- Continue to offer Competitive Cross-Training – programs of interest help keep students in school which contributes to them completing high school
- Continue to offer Advanced Theatre Production -- programs of interest help keep students in school which contributes to them completing high school. Also, offering this program is intended to retain Monsignor McCoy High School students as well as students entering grade 10 from St. Mary's School and Notre Dame Academy.
- Continue to offer ADLC courses – programs of interest help keep students in school which contributes to them completing high school. Also, ADLC courses allow students to take courses that don't fit their timetable, or can not be taken in a traditional classroom for some other reason.
- Continue to offer Cosmetology -- programs of interest help keep students in school which contributes to them completing high school
- Continue to offer Photography -- programs of interest help keep students in school which contributes to them completing high school
- Continue to offer Videography -- programs of interest help keep students in school which contributes to them completing high school
- Continue to offer Art -- programs of interest help keep students in school which contributes to them completing high school
- Continue to offer Foods -- programs of interest help keep students in school which contributes to them completing high school
- Continue to offer Construction Technology -- programs of interest help keep students in school which contributes to them completing high school
- Continue to offer French Immersion -- programs of interest help keep students in school which contributes to them completing high school
- Continue to survey student interest by putting potential courses (ie. Fashion Studies) on next year's registration form.
- Offer Learning Strategies program
- Develop an Advisory Group of students to discuss programming and other aspects of the school.

**Strategy #6 Program tracking of Grade 12 Students**

- Hold a Grad/Parent meeting early in the year (Oct. 1/14) which will address graduation requirements and a checklist that contains requirements obtained and requirements outstanding.
- Hold a post-secondary information evening in conjunction with the first grad/parent meeting
- Set up an academic program for grade 12's who are at risk of not graduating.
- Academic counsellor meets with every grade 12 student to review their academic plans, graduation requirements, scholarship availability, and post-secondary opportunities

**Strategy #7 Development of 3 Year Academic Plans for Grade 10 students**

- Include a 3 year plan as part of our Transition Plan for upcoming grade 10's when they fill out their registration forms
- Review timeline date for transitioning grade 9 students
  - a) January: middle schools visit MMHS during exam week
  - b) February/March: MMHS visits middle schools to discuss placement options
  - c) March: Review current levels of achievement and teacher suggestions for placement in grade ten, review meet with administration and counselors to review teacher recommendations and student choices
  - d) Ensure that middle schools communicate with grade 9 parents to discuss grade 10 placement
  - e) Attend Spring parent-teacher interviews and lunch time at middle schools to provide information and answer questions
  - f) June: Review PAT scores and timetables for upcoming grade ten students
- Hold weekly meetings to discuss progress of students supported by the Learning Centre
- Generate ideas to help with transitioning:
  - a) Have a MMHS booth set up at parent-teacher interviews at middle schools in March
  - b) Set up information booth in middle schools at lunch time to talk to students about MMHS
  - c) Student council students visit Religion/Advisory classes for a Q & A session with grade 9 students
  - d) Prepare a new video to share with middle schools about MMHS



- e) Meet with grade nine teachers and administration to share common language and gain greater understanding of the various placements (-1/-2/-4/-5/AP) and the skills necessary to be successful in each area
- f) Investigate mentorship opportunities for grade nine students by MMHS students (eg. sports teams practice with each other, drama class works with fine arts students, MMHS student council meets with other student councils)
- g) Develop a list of strategies for more successful placements for grade ten students (eg. share exemplars of grade ten assignments, review second chance policy at MMHS and at middle schools to see if they are similar, create a "What I wish grade nine parents/teachers/students know about MMHS."
- h) Have ELA dash 4 classes complete a reading inventory to ensure they have the necessary skills to be successful in dash 4 placement (ie. Reading at a grade five level – minimum standard)
- i) Review websites to see what other middle schools and high schools are doing to facilitate student transitioning
- j) Talk to grade ten teachers to understand their perspective on strategies that might be used to improve the transition process of grade nine students
- k) Talk to grade nine teachers to see what they are interested in learning about MMHS programming
- l) Hold August open house for new grade 10 students: Beyond school tours, consider signing out books, getting pictures taken, timetables, etc., before the school year begins.

**Strategy #8 Third year implementation of Advanced Placement programming in English Literature and Calculus A/B for year 2014-15**

- Attend AP conferences and visit other schools that have been successful in implementing AP programming
- Create a timetable that allows for grade 10 and 11 students to take both AP courses, as appropriate.
- Monitor success of students in program and enrollment numbers
- Visit grade 9 students at St. Mary's School and Notre Dame Academy to promote AP program with current AP students.
- Meet with administration of St. Mary's School and Notre Dame Academy to explain/clarify aspects of the AP program.
- Contact grade 9 students and/or parents who are potential candidates to promote the AP program
- Hold AP parent information night
- Investigate opportunity for "Student-for-a Day" at MMHS

**Strategy #9 Continue development of a Learning Centre to assist students at risk for the 2013-14 school year.**

- Continue to provide a full time behaviour associate for the Learning Centre to assist students and teachers in dealing with behavioural/emotional concerns
- Continue to provide a Resiliency Outreach Coordinator to assist students in transitioning in and out of the high school and between programs. Provide universal supports and services for students dealing with issues such as peer mediation, student wellness, self-care programming, and outside agency referrals. Connect with student families to assist them with community based supports when needed.
- The Learning Team will meet weekly to discuss students in the Learning Centre
- Work collaboratively with community agencies to help support students in the Learning Centre (eg. Alberta Health Services: Mental Health, Addictions; McMan Agency: Omni-X, Mobile Addictions Worker, Family Mediation, Homeless Youth; Medicine Hat Police Service, Bridging Youth to Success)

**Strategy #10 Dual Credits**

- Work together with the Medicine Hat College to coordinate outcomes so that students can receive credits for classes in high school and college. This will continue to focus on Visual Communication, Kinesiology.
- Investigate further dual credit opportunities with the Medicine Hat College and other post-secondary schools

**Strategy #11 Support FNMI students**

- Work collaboratively with FNMI coordinator to track and provide supports for FNMI students.
- The FNMI coordinator will meet with the students on her caseload on a weekly basis.
- Investigate best practices at high schools with FNMI coordinators
- Hold monthly FNMI student and programming update meetings

**Strategy #12 Communication with Parents and the Community**

- Continue to promote the use of Home Logic to parents and students
- Continue to promote Events feature on Home Logic to communicate upcoming tests, projects, and all other information
- Monthly newsletters
- Promote school-wide use of Remind including school newsletter and parent information sheet
- Modify school website to include Remind information for parents and students
- Ongoing use of school sign
- Ongoing use of school TV monitor with updated information and videos to keep it current and interesting
- Ongoing use of bulletin boards around the school to communicate and promote community and school activities and events
- Regular use of Synovoice to communicate and promote school events

**Strategy #13 Health and Wellness Initiatives that support healthy living**

- Encouraging students to bring healthy food and beverages into the classroom
- Hanging posters: "The Pop Stops Here," and "Junk Food Jail."
- Regularly scheduled wellness activities, informational messages, videos, etc. to inform and encourage a healthy lifestyle
- Continuing to access the support and activities provided by the CCT team (eg. Lunch and Learn, Mental Health tips, Mental Health Week activities – May 4-8/15, etc.)
- Hold mental health activities to add health and wellness outcomes to lessons we are already using
- Continue to make the Breakfast Cart available to students in period one to ensure that all students have had something to eat.

- Offering healthy menu choices at Hof's Hut each day at lunch from the front foyer
- Wellness recipes and/or articles included in monthly newsletters
- Collaborate with students to promote a healthy school culture

**Strategy #14 Flexible scheduling to provide students with an opportunity to personalize their education by receiving help in target areas**

- Modify student schedules based upon emotional/behavioral needs  
Provide Flex Weeks and/or flexible timetables to provide instruction and opportunity for students needing or wanting additional support

**Notes:**

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. 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.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



*Outcome: Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.6	79.7	77.9	81.9	82.9	83.1	Very High	Maintained	Excellent	83.3	83.5	83.7
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.	91.2	86.7	84.2	83.6	90.4	90.5	Very High	Maintained	Excellent	90.7	90.9	91.1

#### Strategies

- Continue to sponsor and promote our Chalice Children offering opportunities for our students to raise funds to support a child.
- Continue with the Bubbles Campaign where the entire school is involved in raising various supplies for the Women's Shelter.
- Continue to provide the opportunity for students to donate to the Kiva program.
- Poppy Fundraiser for the Legion
- Medicine Hat Food Band – Collect food items throughout the year at various functions
- Hold a Post-Secondary Evening where Colleges and Universities set up booths to provide students and parents with information pertaining to continuing their education (Oct. 1/14)
- Several educational institutions set up tables in our main hallway during lunch breaks throughout the year to answer students' questions and provide them with information on continuing their education
- Provide a Registered Apprenticeship Program (RAP) with a RAP coordinator specifically for students who wish to pursue a career in the trades
- Provide a Work Experience program for students that includes a Work Experience Coordinator
- Attendance policy to develop responsible citizens for the present and future
- Offer scholarships through community organizations for students to continue their education
- Offer a Credit Completion Scholarship and Work Experience Bonus to encourage students to take more classes and be involved in work experience
- Continue with our Bullying Mediation Procedures involving the Learning Team
- Develop and continue the Community Helpers program
- Continue the Learning Centre program to assist high risk students in their educational needs
- Continue to use surveillance cameras
- United Way Gift Wrapping – Christmas
- Continue to hold an Academic Awards Night to encourage students to achieve success in their academics
- Offer a wide variety of CTS classes.
- Expand the Mechanics class and Sports Medicine Class in 2014-15
- Explore the opportunity of offering CTS options that include entrepreneurship.
- Continue to develop a dual credit partnership with the Medicine Hat College.
- Our school continues to be equipped with new technology, allowing for students to incorporate technology into their learning.
- Investigate dual credit opportunities that include entrepreneurship
- Implement Advanced Placement in English Literature and Calculus A/B to assist students in the transition to post-secondary school.
- Inspire Education – Appropriate supports are put in place to meet the needs of all students.
- Continue to house a School Resource Officer at Monsignor McCoy High School to be visible in and around the school and support ethical and legal behavior.
- Offer a "Building Healthy Literacy" project which includes healthy choices for students, potential junk food free classrooms
- Continue implementation of Communities Coming Together project by accessing PE and CALM classes to implement universal strategies
- Develop a student advisory committee composed of a variety of student types

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



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

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)**

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	*	83.3	100.0	88.9	90.1	High	Maintained	Good	90.3	90.5	90.7
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	*	5.6	29.2	18.5	24.0	Intermediate	Maintained	Acceptable	24.2	24.4	24.6

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	*	63.4	82.8	82.8	Very High	Maintained	Excellent	83.0	83.2	83.4
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	0.0	0.0	8.1	1.0	Low	Maintained	Issue	0.9	0.8	0.7
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	n/a	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	*	62.5	44.4	62.5	Low	Maintained	Issue	63.0	63.5	64.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	*	63.4	41.4	63.4	n/a	n/a	n/a	63.6	63.8	64.0

#### Strategies

- Have our District FNMI support teacher provide new information to support staff and students.
- Have our District FNMI support teacher meet with self-identified FNMI students on a weekly basis. This will be used to track attendance and academics, support positive behaviors, counsel, and promote scholarship and employment opportunities.
- Work together with our District FNMI support teacher when dealing with FNMI students who are at risk.
- Work together with our District FNMI support teacher when preparing an academic plan for our FNMI students.
- Organize and promote multi-cultural events in our school and community.
- Investigate offering FNMI lunch hour programming with Raevon Gehring.
- Incorporate FNMI content into regular classrooms as a way to support curriculum
- Hold monthly FNMI student and programming update meetings

Increase school visibility regarding aboriginal culture

#### Notes:

1. 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
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. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



## Goal Two: Quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.1	83.8	81.4	80.0	79.1	81.4	High	Maintained	Good	81.6	81.8	82.0

### Strategies

- The school provides parents with current feedback through a Home Logic program where parents can log on and get information regarding their child's progress, attendance, etc. This program is promoted throughout the year.
- Continue partnership with "Communities Coming Together" to start a Learning Centre that focuses on helping high risk students and their education
- Offer Advanced Placement in English Lit., Calculus, and Visual Communications
- Offer Program of Excellence: Fine Arts and Athletics
- Continue with our school monthly newsletters
- Make frequent use of our new school sign
- Continue to work with School Council to get input regarding school matters
- Continue to update our School Website with important information of upcoming activities and report on past activities
- Regularly use the TV monitor in the front foyer to communicate important school information
- Continue to hold Parent Teacher Interviews twice a year
- Continue with our Home Logic Program to assist communication of student progress to the parents/guardians
- Continue to analyze Accountability Pillar survey results and develop strategies for improvements where needed
- Continue to provide parents with an information document about all the things we do at Monsignor McCoy that are directly related to the Accountability Pillar areas
- Continue to encourage Monsignor McCoy students to attend Speak Out forums
- Continue to survey students on new initiatives such as the Fine Arts Excellence and Athletic Excellence Programs.
- Continue implementation of Communities Coming Together project by accessing PE and CALM classes to implement universal strategies.
- Host information nights for parents about current school issues
- Use Remind app to communicate school information

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



### Goal Three: Engaged and effective governance

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

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.9	77.5	84.2	84.7	82.5	84.7	Very High	Maintained	Excellent	84.8	84.9	85.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.1	89.6	88.2	90.8	90.8	90.9	Very High	Maintained	Excellent	91.0	91.1	91.2

#### Strategies

- The school provides parents with current feedback through a Home Logic program where parents can log on and get information regarding their child's progress, attendance, etc. This program is promoted throughout the year.
- Continue partnership with "Communities Coming Together" to start a Learning Centre that focuses on helping high risk students and their education
- Advertise parent council meetings and activities through the school newsletter and school sign
- Offer Program of Excellence: Fine Arts and Athletics
- Continue with our school monthly newsletters
- Make frequent use of our new school sign
- Continue to work with School Council to get input regarding school matters
- Continue to update our School Website with important information of upcoming activities and report on past activities
- Regularly use the TV monitor in the front foyer to communicate important school information
- Continue to hold Parent Teacher Interviews twice a year
- Continue with our Home Logic Program to assist communication of student progress to the parents/guardians
- Continue to analyze Accountability Pillar survey results and develop strategies for improvements where needed
- Continue to provide parents with an information document about all the things we do at Monsignor McCoy that are directly related to the Accountability Pillar areas
- Continue to encourage Monsignor McCoy students to attend Speak Out forums
- Continue to survey students on new initiatives such as the Fine Arts Excellence and Athletic Excellence Programs.
- Continue implementation of Communities Coming Together project by accessing PE and CALM classes to implement universal strategies.
- Host information nights for parents about current school issues
- Use Remind app to communicate school information
- Offer Cyber School in order to enhance the variety of student programs and flexible learning opportunities
- Offer Advanced Placement in English, Math and Art by working with the College Board to assist students with the transition from high school to secondary school and to give them advanced credits at the post-secondary level.
- Continue to offer recently developed courses in the 2014-15 school year, such as Advanced Theatre Production and Learning Strategies
- Continue to offer technology based courses such as Photography and Videography.
- Continue to use Assessment for Learning Strategies to support student learning
- Continue to offer extra help during lunch break and/or after school
- Introduce a Flex Block model to determine the flexible learning model for MMHS
- Continue to offer the portable laptop and computer labs to support students learning
- Continue to offer Academic Improvement Policy in every class so that students are able to have second chances on various assessments with consistency within departments.
- Continue to follow all school policies
- Have the School Resource Officer become more involved in various school functions including class presentations, counseling, visibility in and out of the school, and investigations
- Conduct annual SRO/Administration meetings to clarify roles and responsibilities, and services at the school
- Continue to offer programming in the areas of ESL, K&E (dash 4), and LAP (dash 5)
- Explore the opportunity of offering other related CTS models as part of the Advanced Theatre Production course
- Implement Learning Strategies, a curricular class that teaches students basic study skills and remediates literacy and numeracy skills.
- Have our District FNMI support teacher provide new information and support staff and students
- Offer a "Building Healthy Literacy" project which includes healthy choices for students, potential junk food free classrooms.
- Implement Differentiated Instruction at all levels.
- Access community agencies to help support students in and out of school

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



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

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.0	86.9	85.0	90.6	90.6	90.7	Very High	Improved	Excellent	90.8	90.9	91.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.5	86.5	82.3	82.2	84.0	84.2	Very High	Maintained	Excellent	84.4	84.6	84.8

#### Strategies

- Professional discussions in staff meetings that highlight effective practices currently done in classrooms. The focus will be on sharing proven successful practices
- Analysis of DIPS to assist in improving instruction.
- Provide appropriate supervision throughout the school and school day including before and after school, lunch time, field trips, and extra-curricular events.
- Continue with our Bullying Mediation Procedures involving the Learning Team
- Continue to offer Academic Improvement Policy in every class so that students are able to have second chances on various assessments with consistency within departments.
- Continue the Learning Centre program to assist high risk students in their educational needs
- Continue to use surveillance cameras
- Continue to follow school policies
- Have the School Resource Officer become more involved in various school functions including class presentations, counseling, visibility in and out of the school, and investigations
- Continue to collaborate in Alberta Health Services, addictions services, and mental health to support students with various needs
- Continue to offer programming in the areas of ESL, K&E (dash 4), and LAP (dash 5)
- Have our District FNMI support teacher provide new information and support staff and students
- Offer a "Building Healthy Literacy" project which includes healthy choices for students, potential junk food free classrooms
- Continue implementation of Communities Coming Together project to implement universal strategies.
- Continues to offer daily healthy food choices at Hof's Hut
- The SRO needs to be more visible within the school. His/her participation in pep rallies, student workshops, etc. is essential in order to build trust and comfort levels for the students at all levels
- Access community agencies to help support students in and out of school

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



## Goal Four: To Improve Catholicity

Outcome: Our Catholic faith and values permeates our school/ program curriculum and is reflected in the presence of Catholic symbols and art, religious celebrations, and the respectful relationships, attitudes and behaviour of students and staff.

\*Please see related data at the end of this document

### Strategy #1 Inclusion Of Staff And Students In The Religious Celebrations

- Involve students throughout the school to assist and partake in the Religious Celebrations. Different students will have the opportunity to be part of each Celebration. Students will be approached by our Religion Team Leader and/or Faith Development Team Leader to be part of these Celebrations.
- Hold a monthly mass on the first Wednesday of each month that will involve the students and staff.
- Involve the Fine Arts classes in our Religious Celebrations
- During Advent and Lent Religious Studies team leader provides in-class reflections that empower teachers to be spiritual leaders in their class
- Conduct "Purposeful Prayer" opportunities throughout the year in the front foyer allowing students to engage prayer opportunities around specific events or situations (eg. Breast Cancer Awareness in October)

### Strategy #2 Continue Prayer a Minimum of 2 Times A Day

- The Morning Prayer and the end of the day prayer will be done over the intercom. The morning will include a reflection followed by a prayer.
- Teachers are encouraged to include students within their classrooms to either partake or lead prayer before lunch break.

### Strategy #3 Youth Ministry Involvement

- The Youth Coordinator and Religious Education Coordinator will be available to Monsignor McCoy High School students on a weekly basis. Monsignor McCoy staff will work collaboratively with the Parish communities and the Youth Coordinator to promote Catholicity in our youth. Depending on the Youth Coordinator's availability, the following activities and programs may take place:
  - ✓ Involvement in Prayer
    - Organising before school prayer meetings for staff/students
    - Praying with students
    - Supporting the school in its observation of the liturgical calendar (i.e. Rosary, Stations of the Cross, Advent Celebrations/Lenten prayer)
    - Being a resource for the school in relation to prayer
  - ✓ Responsibility for Monthly Mass
    - Advertising and promoting attendance
  - ✓ Service Projects
    - Supporting staff with big annual projects and small ongoing activities
  - ✓ Symbolism
    - Display altar and prayer candles to the front foyer on a permanent basis
  - ✓ Celebrations
    - Working with the Monsignor McCoy Faith Committee and contributing to the planning and delivery of school celebrations
    - Help plan and coordinate annual student retreat
  - ✓ Relationship Building
    - Spend time with all Monsignor McCoy High School students to build relationships

### Strategy #4 Professional Development Discussions Directly Linked To Effective Teaching Practices That Support and Enhance:

- Permeation of Catholicity into the various subject areas
- Our Catholic Faith through role modelling
- Faith enrichment Wednesdays for staff from 3-4 pm



## Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	90.7	6.5	86.2	6.0	87.5	11.1	87.7	6.6	94.4	9.3	94.4	9.5
	Authority	91.0	6.3	86.7	5.8	87.5	11.1	87.4	6.3	93.8	8.9		
	Province	85.1	10.1	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7		
English Lang Arts 30-2	School	89.0	15.1	100.0	29.9	98.5	20.0	96.7	13.3	87.5	12.5	96.7	13.3
	Authority	89.2	14.9	100.0	29.9	98.5	19.7	95.5	12.1	87.5	12.5		
	Province	88.8	9.8	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1		
French Lang Arts 30-1	School	n/a	n/a	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	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5	96.5	14.5		
Français 30-1	School	n/a	n/a	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	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3	99.3	29.2		
Pure Mathematics 30	School	89.0	23.2	87.2	35.9	93.0	30.2	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	89.3	22.6	86.6	34.1	93.2	31.8	n/a	n/a	n/a	n/a		
	Province	82.9	29.7	81.0	28.7	81.8	27.1	61.6	12.1	n/a	n/a		
Applied Mathematics 30	School	80.3	4.9	84.8	9.1	89.6	6.3	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	81.0	6.3	84.8	9.1	89.8	6.1	n/a	n/a	n/a	n/a		
	Province	77.3	12.6	74.3	9.8	75.6	10.3	72.0	20.0	n/a	n/a		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	73.7	33.3	72.9	11.9	73.7	20.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.9	32.8	71.4	11.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	37.0	3.7	50.9	8.8	70.0	10.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	39.3	3.6	50.0	8.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0		
Social Studies 30	School	n/a	n/a	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	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-1	School	91.0	16.0	87.1	6.9	100.0	28.9	95.7	23.9	100.0	33.3	100.0	33.3
	Authority	91.3	16.3	87.4	6.7	100.0	30.4	95.7	23.9	97.9	29.8		
	Province	84.5	16.1	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2		
Social Studies 33	School	n/a	n/a	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	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-2	School	84.6	10.3	92.0	26.7	91.3	19.6	95.8	25.2	92.3	29.9	n/a	n/a
	Authority	84.6	10.3	92.1	26.3	91.5	19.1	95.9	25.6	92.4	29.7		
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8		
Biology 30	School	84.2	32.6	80.4	29.9	90.0	25.6	90.6	25.5	77.6	23.5	90.6	25.0
	Authority	83.8	31.3	81.3	30.4	90.0	25.6	88.4	23.1	77.6	23.5		
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
Chemistry 30 Old	School	n/a	n/a	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	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	School	77.4	19.0	77.9	23.4	85.1	41.9	85.7	31.0	79.2	37.5	85.7	37.5
	Authority	76.7	20.0	77.9	23.4	84.0	40.7	85.7	31.0	78.2	35.9		
	Province	79.0	29.9	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0		
Physics 30 Old	School	n/a	n/a	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	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		



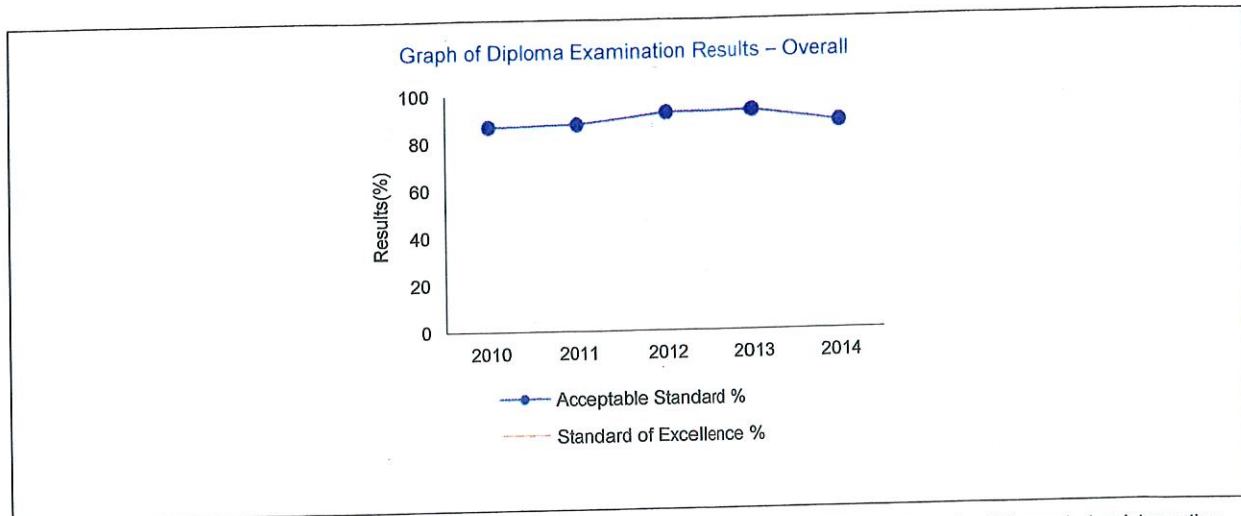
Physics 30	School	84.3	19.6	92.5	45.0	94.4	41.7	96.6	51.7	75.6	29.3	96.6	30.0
	Authority	81.1	18.9	92.5	45.0	94.6	43.2	96.6	51.7	75.0	27.3		
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1		
Science 30	School	66.7	33.3	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	66.7	33.3	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5		

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

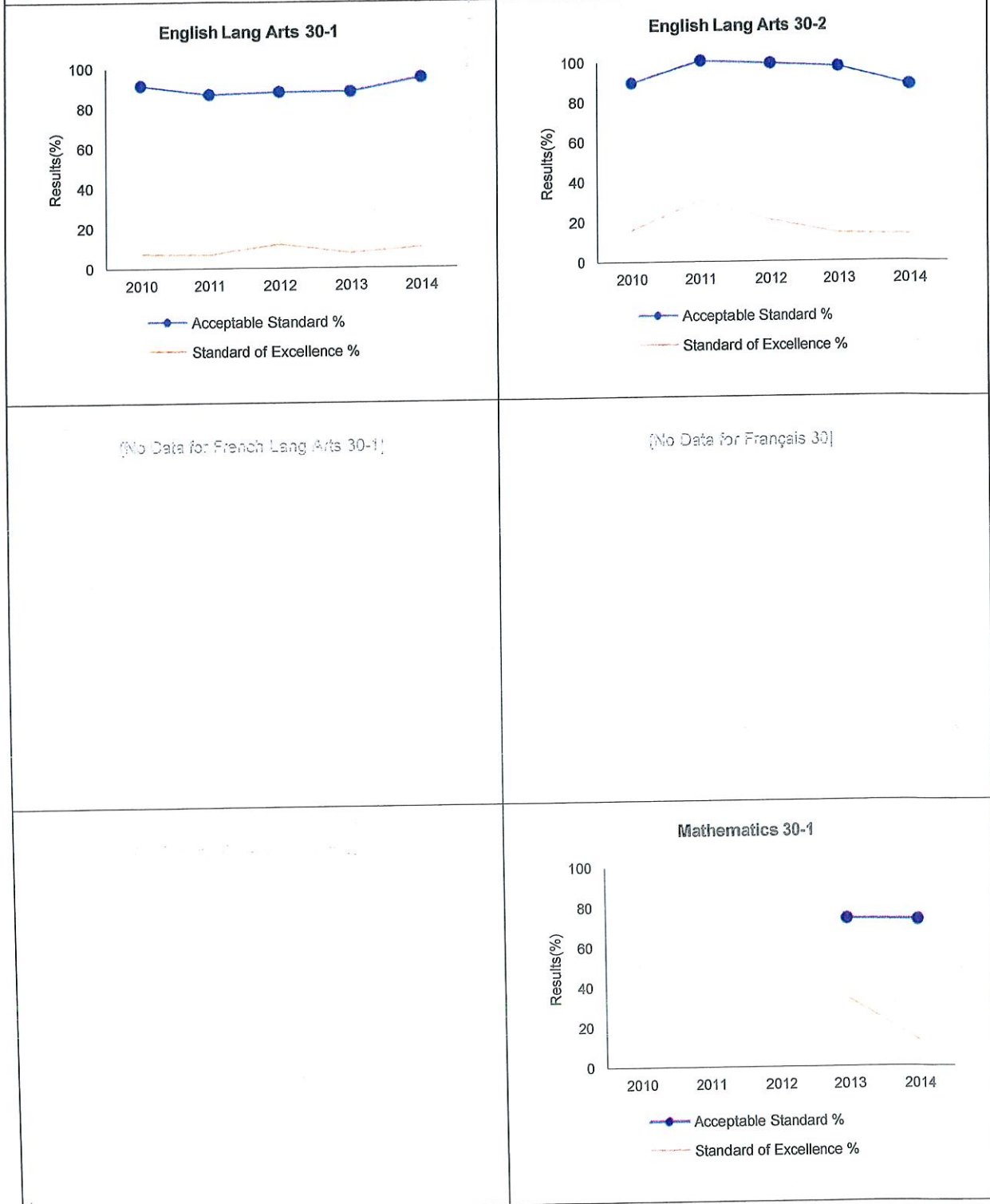




Note: Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Diploma Examination Results by Course



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

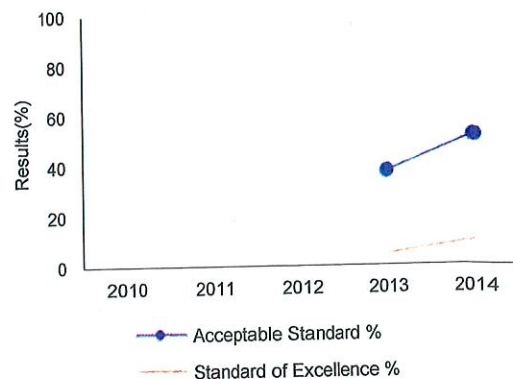
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Diploma Examination Results by Course

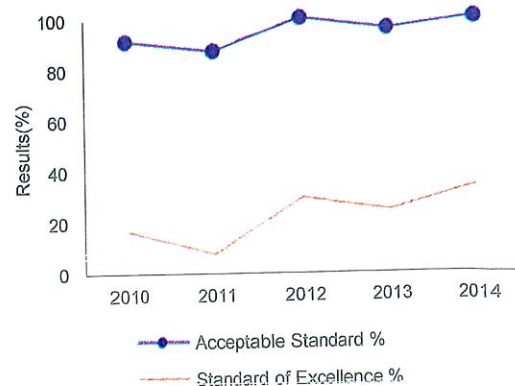
[No Data for Applied Mathematics 30]

Mathematics 30-2



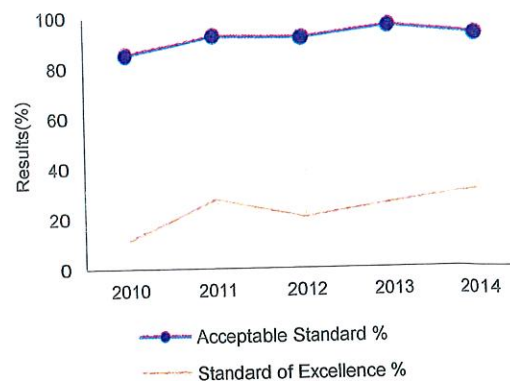
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Social Studies 30-1



[No Data for Social Studies 30-2]

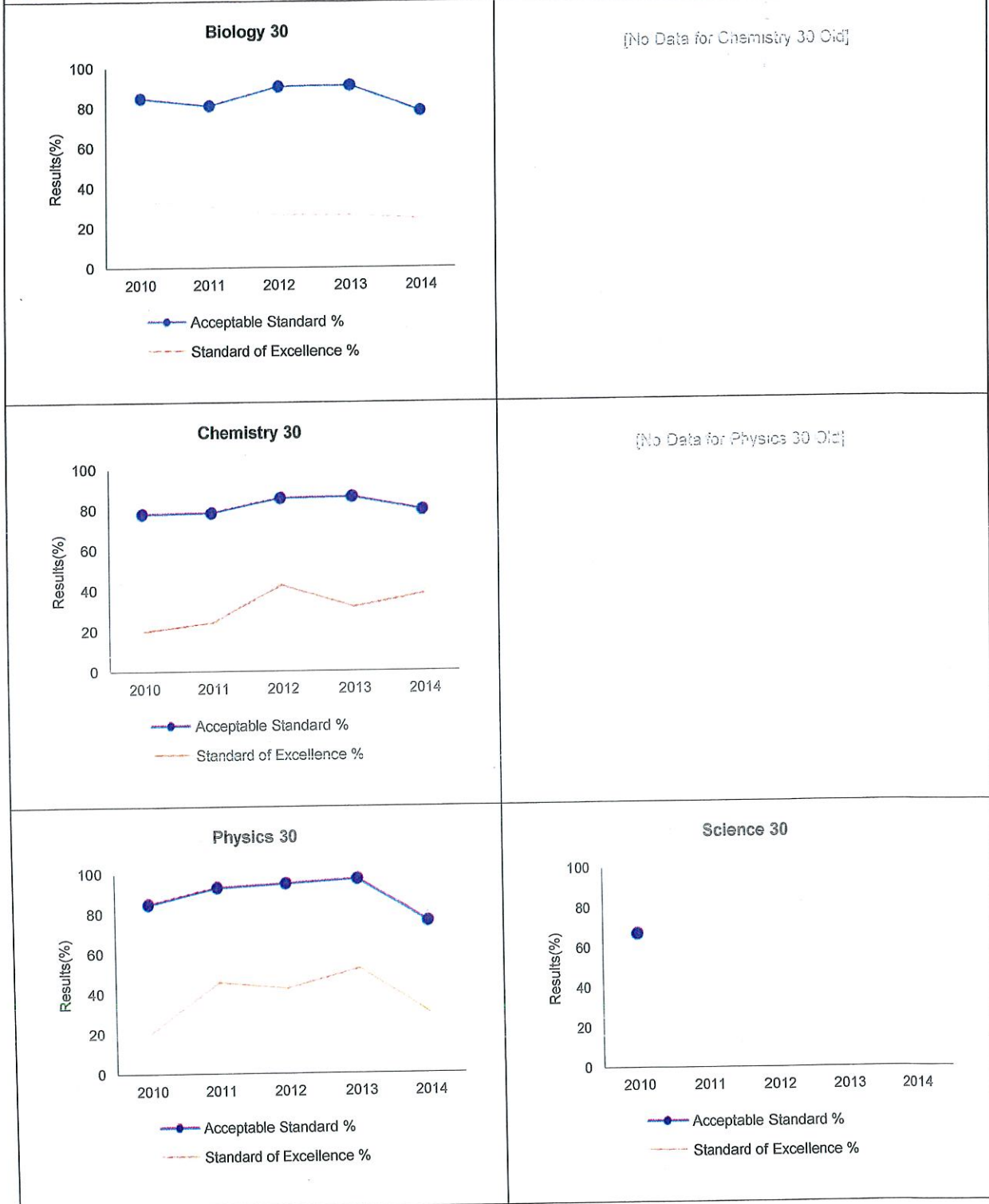
Social Studies 30-2



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Diploma Examination Results by Course



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Diploma Examination Results Course By Course Summary With Measure Evaluation

		Monsignor McCoy High School							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Improved	Good	107	94.4	98	87.1	28,671	87.1	29,063	85.4
	Standard of Excellence	Low	Maintained	Issue	107	9.3	98	7.9	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined Significantly	Issue	64	87.5	64	98.4	15,887	89.7	14,790	89.1
	Standard of Excellence	Very High	Declined	Good	64	12.5	64	21.1	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	96.5	1,243	95.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	14.5	1,243	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	99.3	146	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	29.2	146	19.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	61	90.1	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	61	33.1	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	57	87.2	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	57	7.7	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	59	72.9	57	73.7	21,314	74.6	19,841	80.4
	Standard of Excellence	n/a	Declined Significantly	n/a	59	11.9	57	33.3	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Improved	n/a	57	50.9	27	37.0	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Maintained	n/a	57	8.8	27	3.7	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	Very High	Improved	Excellent	42	100.0	69	94.2	21,992	85.5	23,164	84.8
	Standard of Excellence	Very High	Improved	Excellent	42	33.3	69	19.9	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	High	Maintained	Good	117	92.3	95	93.0	19,173	83.9	17,286	83.6
	Standard of Excellence	Very High	Maintained	Excellent	117	29.9	95	23.8	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	Low	Declined	Issue	85	77.6	101	87.0	21,656	85.2	22,802	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	85	23.5	101	27.0	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	High	Maintained	Good	72	79.2	64	82.9	19,118	81.3	18,261	76.8
	Standard of Excellence	Very High	Maintained	Excellent	72	37.5	64	32.1	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	Intermediate	Declined Significantly	Issue	41	75.6	35	94.5	10,758	83.0	10,060	79.6
	Standard of Excellence	High	Declined	Acceptable	41	29.3	35	46.1	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	85.1	5,477	81.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	25.5	5,477	22.9

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



### 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 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

#### Notes:

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%.

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.

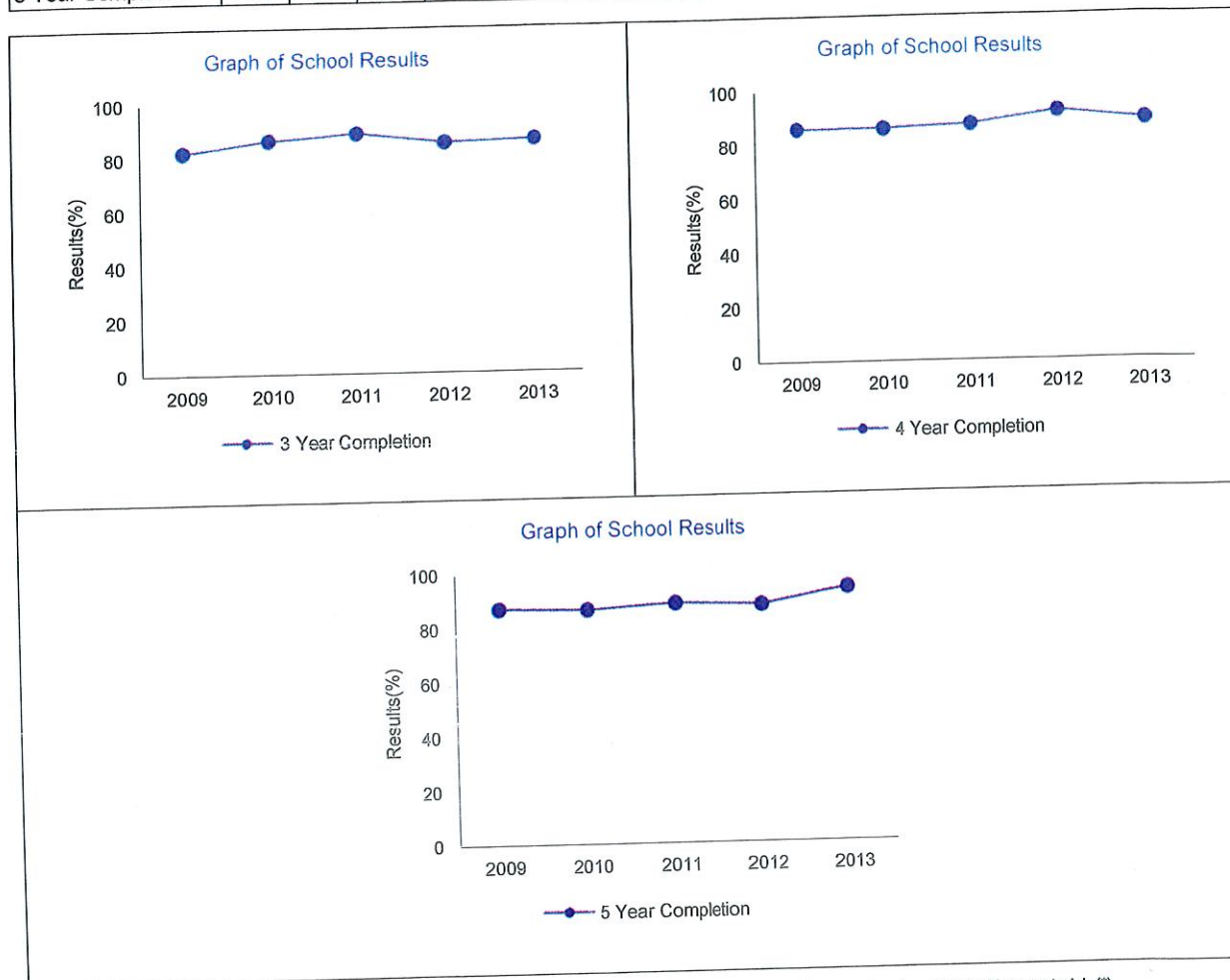
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	81.7	85.9	88.3	84.6	85.5	79.9	84.7	88.5	84.6	85.9	71.5	72.6	74.1	74.8	74.9
4 Year Completion	85.5	85.6	86.7	91.3	87.9	85.1	84.9	86.2	91.4	87.9	76.1	76.9	78.1	79.4	79.6
5 Year Completion	86.8	86.1	88.1	87.0	92.8	84.9	85.7	87.3	86.6	93.0	79.0	79.0	79.6	80.8	81.7

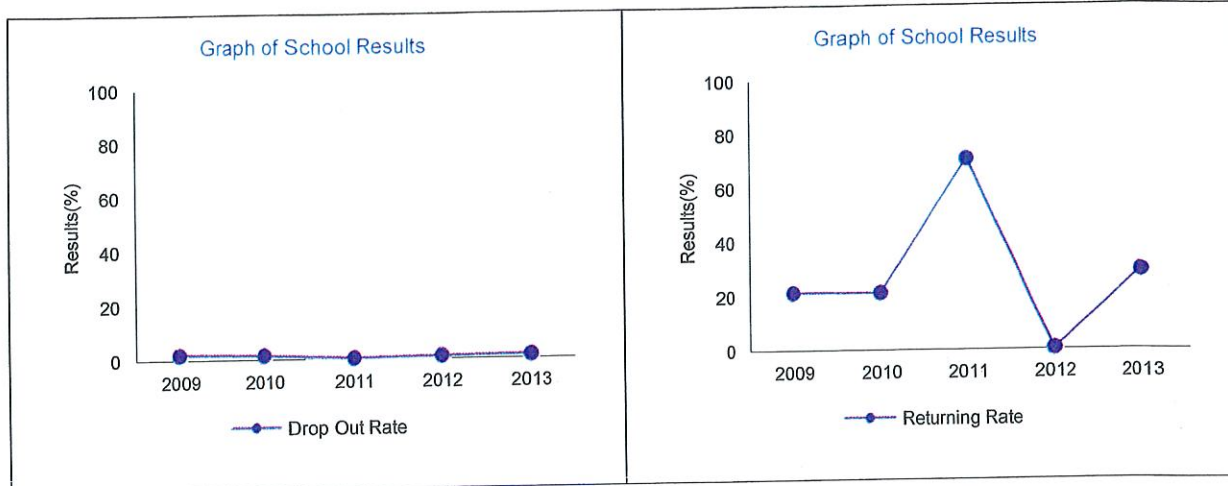


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

### Drop Out Rate – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	1.6	1.2	0.0	0.6	1.0	2.6	1.3	0.0	0.8	1.2	4.3	4.2	3.2	3.5	3.3
Returning Rate	20.9	20.8	70.2	0.0	28.7	19.6	25.6	62.2	0.0	16.0	23.5	27.9	23.4	23.0	21.1



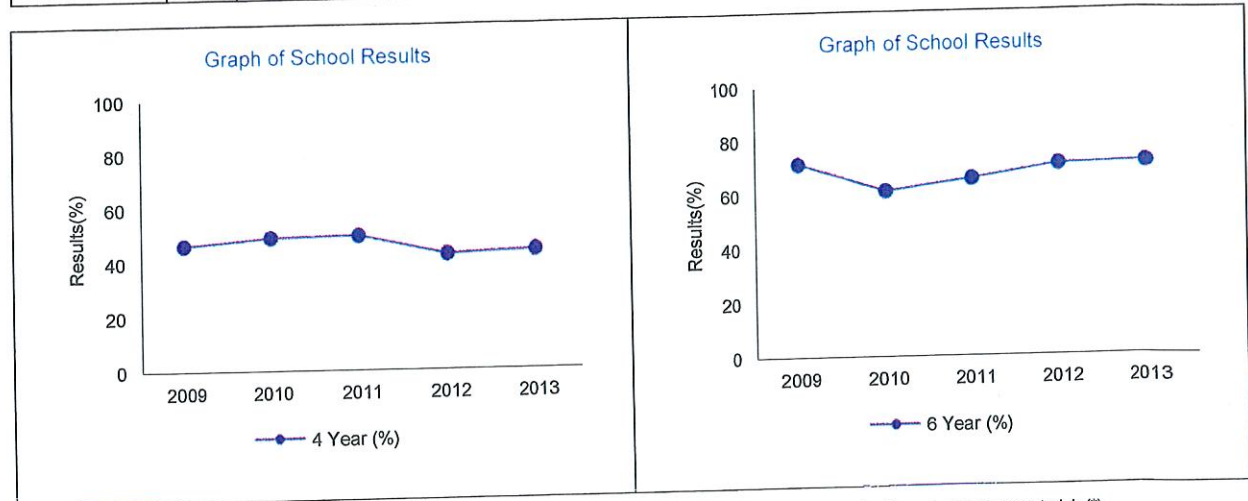
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



# 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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	45.9	48.7	49.2	42.1	43.4	44.6	47.3	48.0	43.0	43.4	37.5	37.8	38.2	39.6	40.0
6 Year Rate	71.1	60.9	65.2	70.2	70.6	70.8	57.7	64.4	69.1	69.8	59.8	59.3	58.4	59.5	59.2

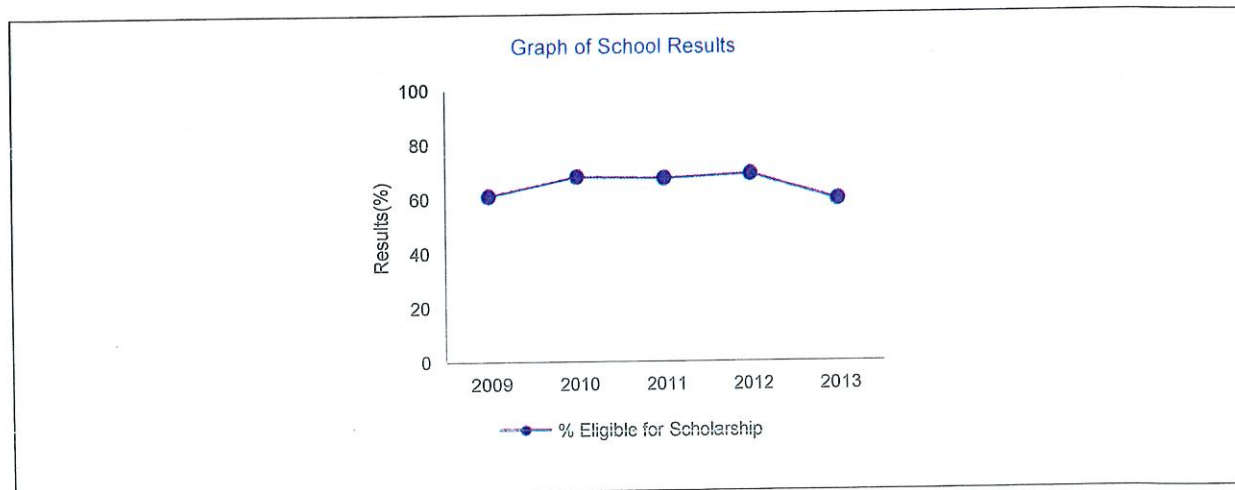


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

### Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Rutherford Scholarship Eligibility Rate (Revised)	60.6	67.6	67.0	68.5	59.2	60.6	67.8	67.7	68.7	59.2	56.9	59.6	61.5	61.3	60.9

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2009	137	81	59.1	69	50.4	41	29.9	83	60.6
2010	173	105	60.7	108	62.4	67	38.7	117	67.6
2011	185	116	62.7	100	54.1	63	34.1	124	67.0
2012	146	90	61.6	82	56.2	55	37.7	100	68.5
2013	169	97	57.4	87	51.5	73	43.2	100	59.2



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

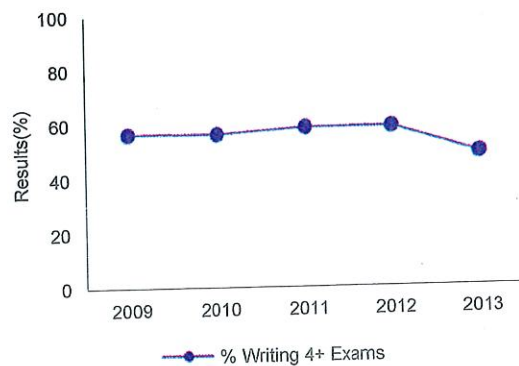


# Diploma Examination Participation Rate – Measure Details

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	13.0	7.1	7.5	9.6	8.5	13.7	8.0	7.4	9.6	8.2	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	87.0	92.9	92.5	90.4	91.5	86.3	92.0	92.6	90.4	91.8	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	85.3	90.8	90.4	87.8	88.9	84.5	89.9	90.6	87.8	89.2	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	65.6	70.9	75.9	69.2	63.8	64.8	70.3	76.2	69.2	64.8	65.2	66.0	67.4	67.5	63.8
% Writing 4+ Exams	56.0	55.9	58.2	58.3	48.5	54.4	55.8	58.8	58.3	49.3	53.5	54.9	56.2	56.6	50.5
% Writing 5+ Exams	36.4	40.8	37.9	39.1	21.1	35.3	40.3	38.9	39.1	22.2	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	8.9	18.8	12.0	19.2	6.8	8.7	19.1	11.8	19.2	8.3	12.9	13.4	14.1	14.6	11.5

Graph of School Results



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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
English Language Arts 30-1	53.5	57.3	57.7	50.9	57.2	52.5	56.5	58.3	50.9	57.3	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	32.6	33.9	33.7	35.4	31.1	32.8	33.5	33.2	35.4	31.4	24.5	25.1	26.1	26.1	27.2
<b>Total of 1 or more English Diploma Exams</b>	<b>84.3</b>	<b>89.6</b>	<b>88.8</b>	<b>84.5</b>	<b>87.2</b>	<b>83.6</b>	<b>88.5</b>	<b>88.9</b>	<b>84.5</b>	<b>87.6</b>	<b>77.1</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>	<b>79.3</b>
Social Studies 30	46.5	2.1	0.0	0.0	n/a	45.8	2.0	0.0	0.0	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	49.5	56.1	32.3	25.6	0.0	49.5	56.8	32.3	25.9	0.0	45.7	48.2	48.0	46.1
Social Studies 33	37.8	1.6	0.0	0.0	n/a	37.9	1.5	0.0	0.0	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	35.9	36.2	54.7	62.2	0.0	35.0	35.7	54.7	62.2	0.0	27.4	31.0	32.1	34.0
<b>Total of 1 or more Social Diploma Exams</b>	<b>83.7</b>	<b>88.5</b>	<b>89.3</b>	<b>86.3</b>	<b>87.2</b>	<b>83.1</b>	<b>87.5</b>	<b>89.4</b>	<b>86.3</b>	<b>87.6</b>	<b>77.4</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>	<b>79.3</b>
Pure Mathematics 30	35.5	38.0	33.7	34.8	2.2	34.5	37.5	34.7	34.8	2.2	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	27.3	24.5	37.2	30.4	0.0	26.6	24.5	36.7	30.4	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	26.1	n/a	n/a	n/a	n/a	27.6	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	13.9	n/a	n/a	n/a	n/a	13.5	n/a	n/a	n/a	n/a	16.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>61.0</b>	<b>61.5</b>	<b>69.4</b>	<b>64.6</b>	<b>42.2</b>	<b>59.3</b>	<b>61.0</b>	<b>69.8</b>	<b>64.6</b>	<b>43.2</b>	<b>59.9</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>	<b>52.5</b>
Biology 30	31.4	48.4	51.5	46.6	52.2	31.6	48.5	52.3	46.6	53.5	39.8	41.2	42.8	43.1	42.5
Chemistry 30	34.3	41.7	41.3	39.8	25.0	33.3	41.0	42.2	39.8	25.9	29.7	35.2	36.0	36.7	31.7
Physics 30	22.7	25.0	17.3	24.8	17.2	22.0	25.0	17.1	24.8	18.4	17.5	20.0	20.6	20.4	17.4
Science 30	7.0	4.2	2.6	6.2	1.7	6.8	4.0	2.5	6.2	1.6	8.2	9.0	9.1	10.5	9.8
<b>Total of 1 or more Science Diploma Exams</b>	<b>55.8</b>	<b>60.9</b>	<b>62.8</b>	<b>59.6</b>	<b>61.1</b>	<b>55.4</b>	<b>60.5</b>	<b>63.3</b>	<b>59.6</b>	<b>62.2</b>	<b>56.1</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</b>	<b>57.7</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	2.9	2.8	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>	<b>3.0</b>

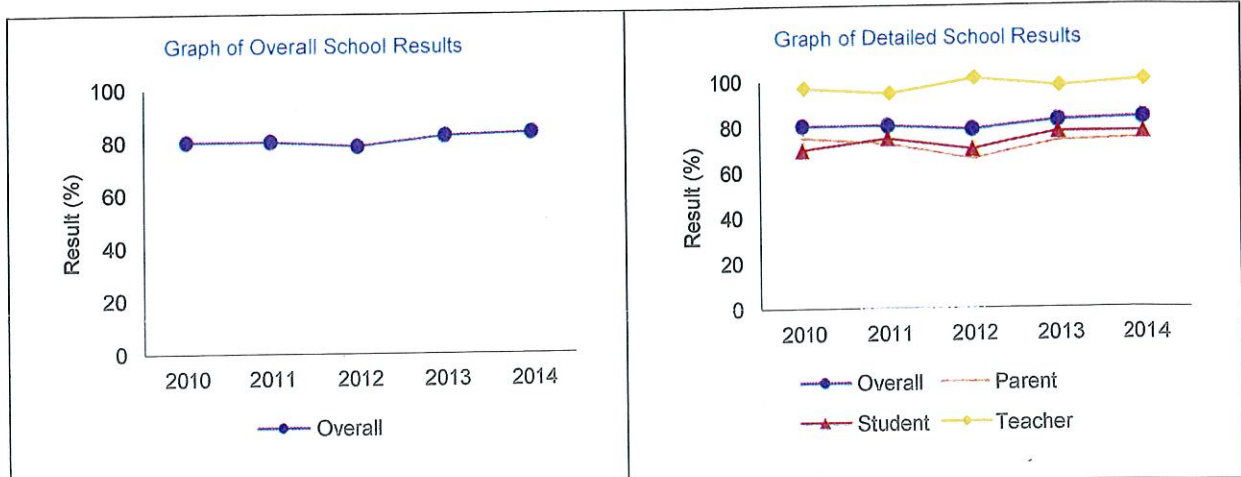
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



**Citizenship – Measure Details**

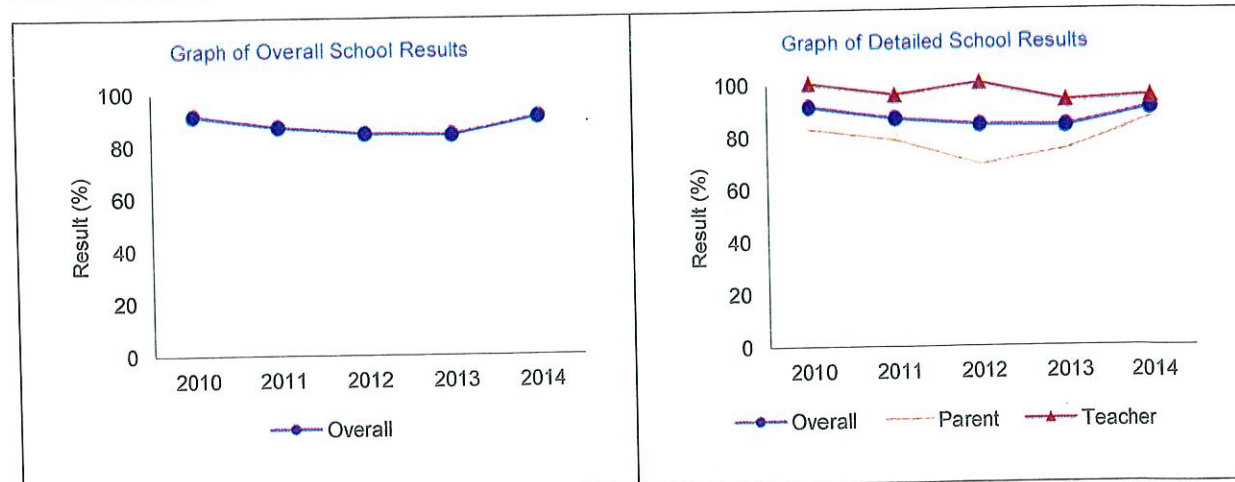
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.6	79.7	77.9	81.9	82.9	85.1	84.0	85.1	86.0	88.2	81.4	81.9	82.5	83.4	83.4
Teacher	96.0	93.6	100.0	96.6	99.0	97.2	95.1	96.1	97.6	98.3	93.0	92.7	93.1	93.6	93.8
Parent	74.1	71.5	64.6	72.5	73.3	81.9	80.2	80.8	78.9	83.6	78.5	78.6	79.4	80.3	81.9
Student	68.8	73.9	69.0	76.6	76.4	76.1	76.5	78.2	81.7	82.8	72.7	74.5	75.0	76.2	74.5



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Work Preparation – Measure Details**

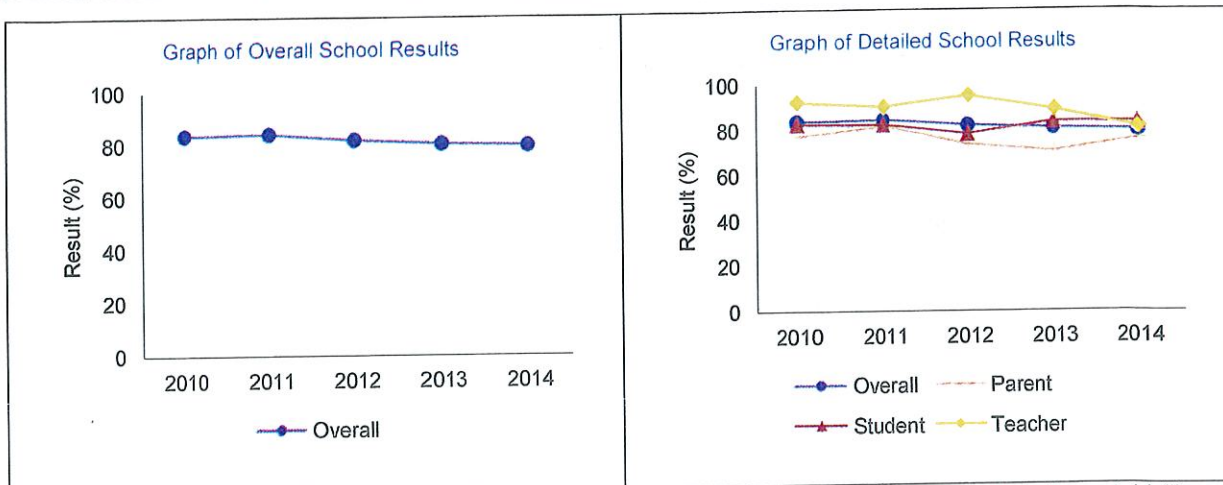
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	91.2	86.7	84.2	83.6	90.4	82.8	80.7	83.3	83.1	84.2	79.9	80.1	79.7	80.3	81.2
Teacher	100.0	95.5	100.0	93.1	94.7	96.7	92.7	93.7	96.5	92.1	90.0	89.6	89.5	89.4	89.3
Parent	82.4	78.0	68.4	74.2	86.1	68.9	68.7	72.8	69.6	76.3	69.8	70.6	69.9	71.1	73.1



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

# Program of Studies – Measure Details

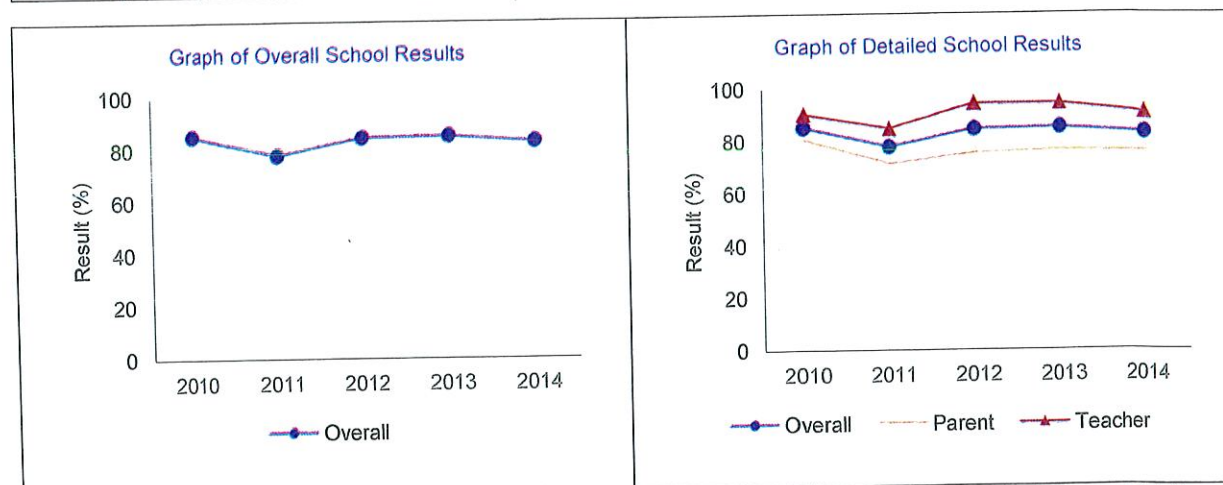
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	83.1	83.8	81.4	80.0	79.1	86.3	81.4	82.2	79.6	80.9	80.5	80.9	80.7	81.5	81.3
Teacher	91.3	89.2	94.0	87.9	80.0	91.7	87.7	88.5	88.9	84.4	87.7	87.6	87.3	87.9	87.5
Parent	76.3	80.7	72.7	69.5	74.9	83.0	81.5	79.0	73.1	77.2	78.0	78.3	78.1	78.9	79.9
Student	81.7	81.6	77.4	82.7	82.5	84.0	75.0	79.3	76.7	81.2	75.9	76.9	76.9	77.8	76.6



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	84.9	77.5	84.2	84.7	82.5	85.4	85.1	82.8	85.7	83.2	80.0	79.9	79.7	80.3	80.6
Teacher	89.9	84.3	93.7	93.7	90.0	94.8	93.1	93.9	95.7	91.5	88.6	88.1	88.0	88.5	88.0
Parent	79.9	70.7	74.7	75.7	75.0	75.9	77.0	71.7	75.8	74.9	71.3	71.7	71.4	72.2	73.1



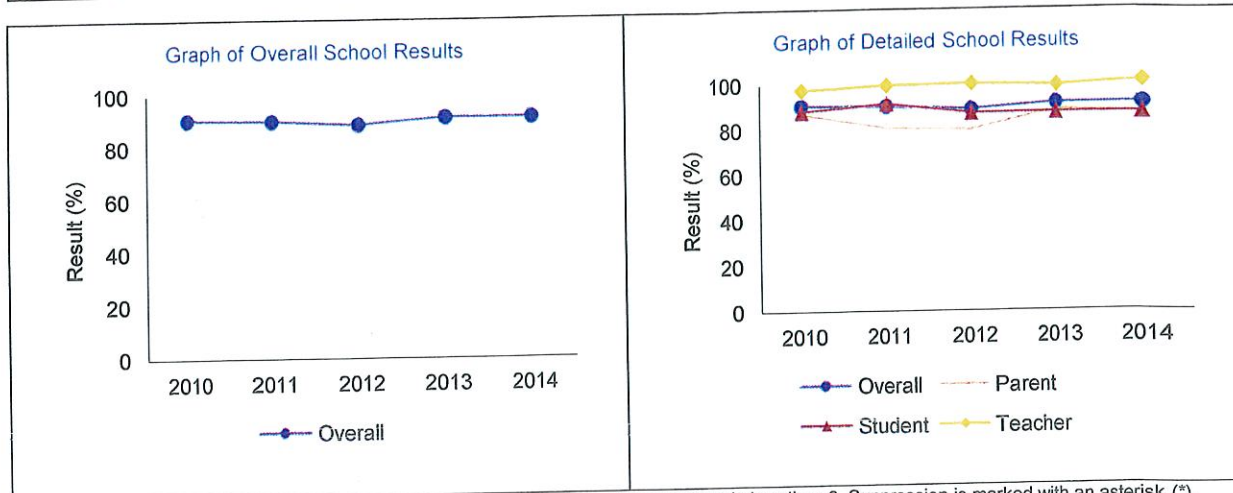
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



**Education Quality – Measure Details**

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	90.1	89.6	88.2	90.8	90.8	92.6	91.3	91.8	91.7	92.6	89.2	89.4	89.4	89.8	89.2
Teacher	96.7	98.5	99.1	98.3	100.0	99.2	96.6	97.3	97.7	99.2	95.6	95.5	95.4	95.7	95.5
Parent	86.1	79.6	78.9	87.6	86.1	88.0	86.6	87.9	86.5	88.1	83.9	84.2	84.2	84.9	84.7
Student	87.4	90.6	86.4	86.5	86.4	90.6	90.6	90.1	90.9	90.7	88.2	88.5	88.6	88.7	87.3

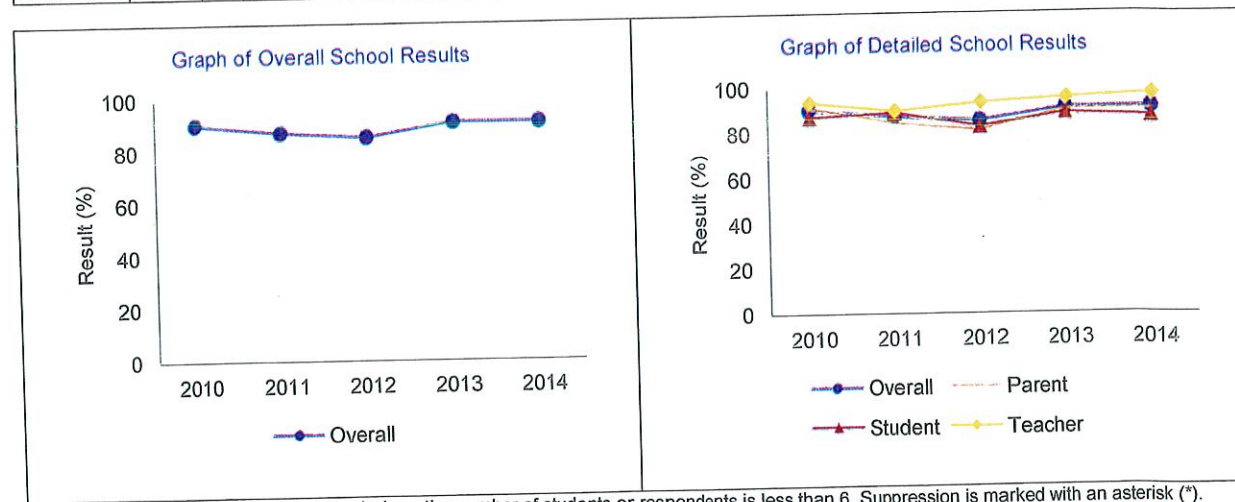


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	90.0	86.9	85.0	90.6	90.6	90.7	90.2	90.6	91.3	92.7	87.6	88.1	88.6	89.0	89.1
Teacher	92.9	89.0	92.6	94.5	96.0	96.7	95.1	96.6	97.4	98.0	94.4	94.5	94.8	95.0	95.3
Parent	90.8	83.5	80.3	89.5	89.5	89.4	89.5	88.9	88.8	90.9	86.1	86.6	87.4	87.8	88.9
Student	86.5	88.2	82.1	87.9	86.3	86.0	86.0	86.4	87.7	89.0	82.2	83.3	83.7	84.2	83.1

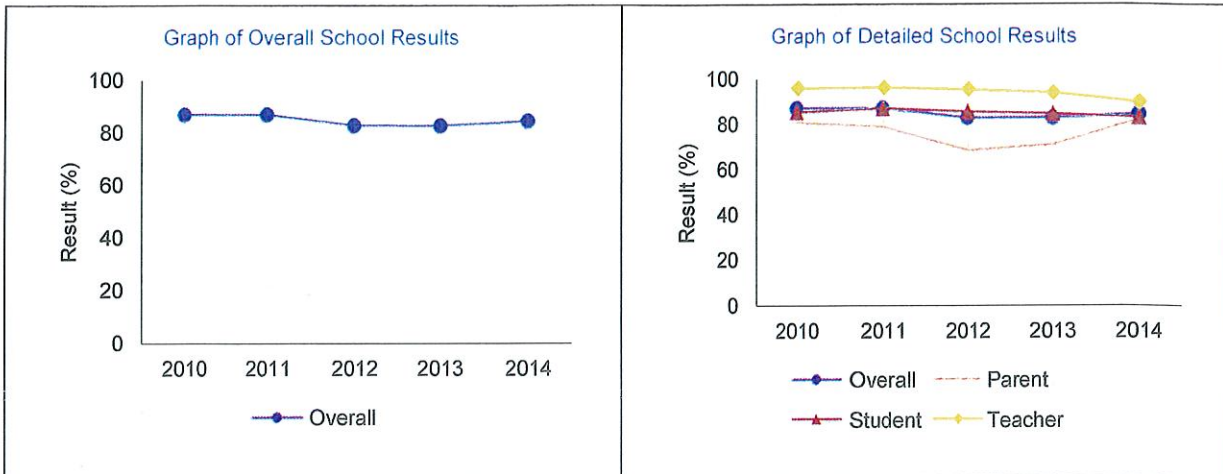


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	86.5	86.5	82.3	82.2	84.0	86.6	86.1	86.0	82.8	84.5	79.9	80.1	80.0	80.6	79.8
Teacher	95.0	95.2	94.4	92.9	88.9	91.7	90.0	89.7	84.7	87.6	80.8	80.1	81.1	80.9	81.3
Parent	80.0	78.0	67.6	70.0	81.1	80.2	82.8	79.8	76.9	77.3	77.0	77.3	76.2	77.9	77.0
Student	84.6	86.2	84.8	83.9	82.2	88.0	85.5	88.6	86.7	88.5	81.8	82.9	82.7	82.9	81.2



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



## Division Goal: The Enhancement of Catholic Education

Outcome: Catholic faith and values are permeated throughout school culture

Outcomes	Measures	Results							
				Evaluation			Targets		
		Current Result	Previous 2-Yr Avg	Achievement	Improvement	Overall	12/13	13/14	14/15
Our Catholic faith and values permeates our school curriculum and is reflected in the presence of Catholic symbols, religious celebrations, Faith Development opportunities and positive relationships between parishes, schools and homes	Percentage of teacher, parent and student agreement that students are learning Catholic faith and values through curriculum, celebrations, and service projects	84.1	85	Very High	Maintained	Excellent	84	84.5	85
	Percentage of teacher, parent and student agreement that Catholic faith and values are reflected in Catholic symbols throughout the schools	93	93	Very High	Maintained	Excellent	92	92.5	93
	Percentage of teacher, parent and student agreement that Catholic faith and values are reflected in a relationship between parish, school, and home.	82	81.8		Maintained		84	84.5	85

### Notes:

- 1) The results are based upon a comparison of data gathered in November 2012 to data gathered in May 2014.
- 2) The Achievement evaluation uses the average of the range of values for Program of Studies, Education Quality and Parental Involvement.

### Strategies:

- Faith Development day to begin the school year –Carrying the Light of Christ into the World
- A common Faith Development theme for the entire Division: Carrying the Light of Christ into the World
- Offer Faith Development PD opportunities to teachers
- Ensure each school has a religion representative to provide faith retreats, prepare for Catholic Education Sunday and analyze resources
- Continue to focus on permeation strategies for all subjects
- Continue to increase the amount of Catholic Symbols in schools including a reflection of the liturgical calendar
- Support and connect with the parish youth coordinator to build the relationship between parish and schools (church walks, youth nights)
- Meet with Bishop Henry at least once a year
- Meet with Religious Education Community at least once a year
- Work closely with the local churches, clergy and sacrament coordinator (Living Rosary/retreats)
- Continue to develop new Religion Education Resources
- Schools have monthly Masses for staff
- Schools have weekly/monthly prayer celebrations led by students and staff with a Catholic focus
- Schools sponsor a Sunday Mass once in the school year
- Students and staff will gather in community to celebrate Mass and liturgical celebrations at schools and church
- Students and staff will gather in community to pray four times a day
- Creation of religious celebrations/assemblies stored in religious education portal accessible to all administrators
- Use digital displays/newsletters to promote church activities, religious events, and acts of kindness
- Schools have staff prayer groups
- Promote Catholic Schools through Catholic Education Sunday
- Promote attendance at SPICE/BLEUPRINTS

## Division Goal: The Enhancement of Catholic Education

Outcome: Catholic Education offers a unique and valuable dimension to education

Outcomes	Measures	Results							
		Current Result	Previous 2 Year Avg.	Achievement	Improvement	Overall	12/13	13/14	14/15
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through curriculum, celebrations/retreats and prayer	82	84	Intermediate	Declined	Issue	83	83.5	84
	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through participation in service projects and faith-based activities in school	85.5	83.9	Very High		Excellent	85	85.5	86

### Notes:

- 1) The results are based upon a comparison of data gathered in November 2012 to data gathered in May 2013.
- 2) The Achievement evaluation uses the average of the range of values for Education Quality, Safe and Caring and Citizenship.

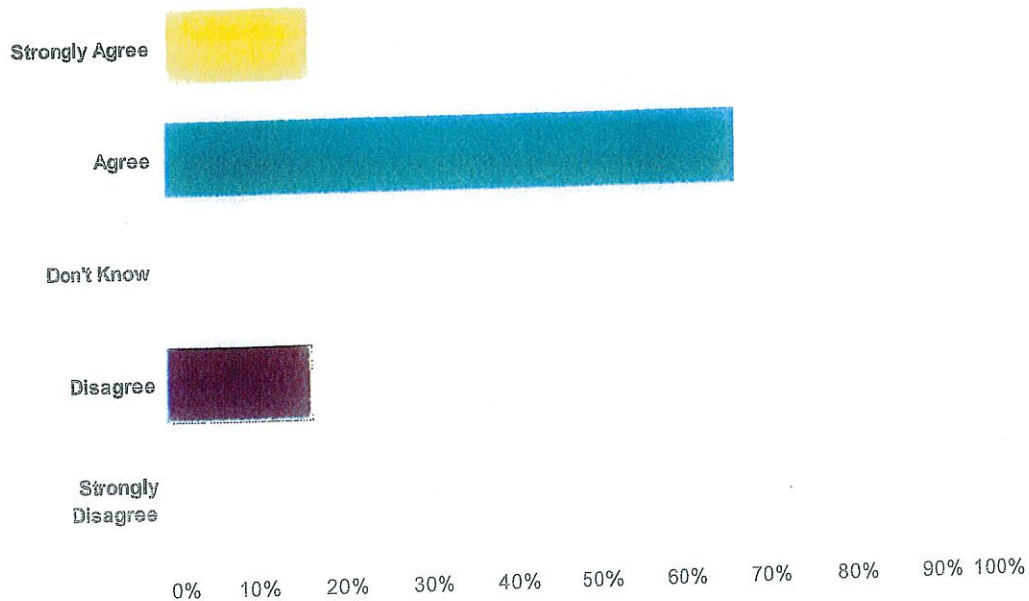
### Strategies:

- Promote Catholic Schools
- Promote Catholic Schools through Catholic Education Sunday
- A common Faith Development theme for the entire Division: Carrying the light of Christ into the World
- Work closely with the local churches, clergy and sacrament coordinator
- Encourage and support the formation of prayer groups and monthly Masses at all schools
- Continue to provide religious retreat experiences for our students
- Schools will develop service projects for all students
- All extracurricular events and meetings begin with prayer
- Students and staff will gather in community to pray four times a day
- All classrooms will have a prayer centre
- The Division consults with the bishop on matters affecting Catholic Education in the diocese
- Promote attendance at SPICE/BUEPRINTS
- Organize monthly priest visits to schools
- Inservice grade 1 teachers in preparation for the new curriculum



**Q1 Do you feel our Catholic faith and values are permeated throughout our school curriculum?**

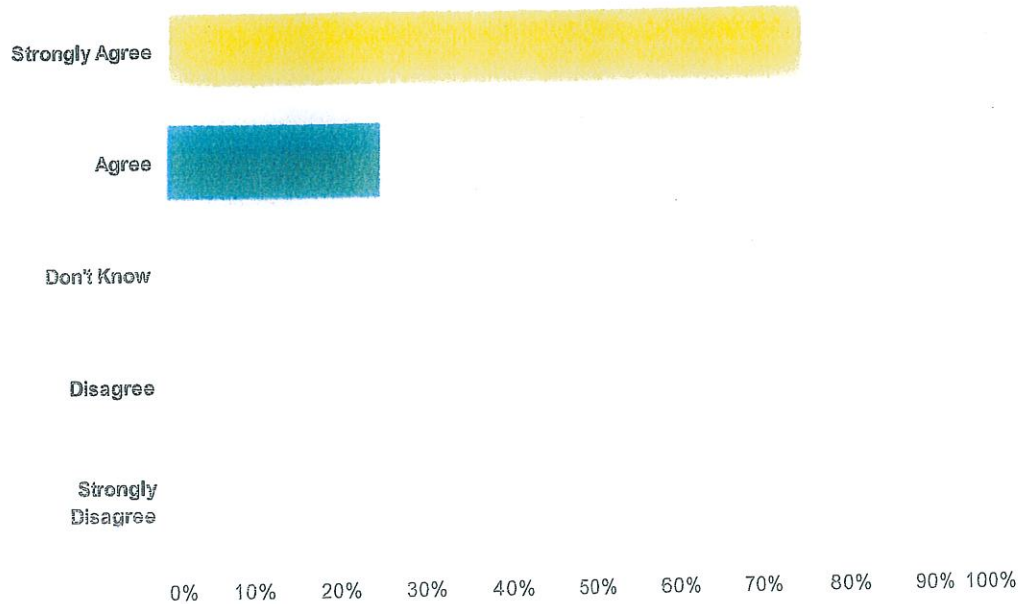
Answered: 12 Skipped: 0



Answer Choices	Responses	
Strongly Agree	16.67%	2
Agree	66.67%	8
Don't Know	0.00%	0
Disagree	16.67%	2
Strongly Disagree	0.00%	0
<b>Total</b>		<b>12</b>

22 Do you feel our Catholic faith and values are reflected in the presence of Catholic symbols throughout our schools?

Answers: 2 Skipped: 0

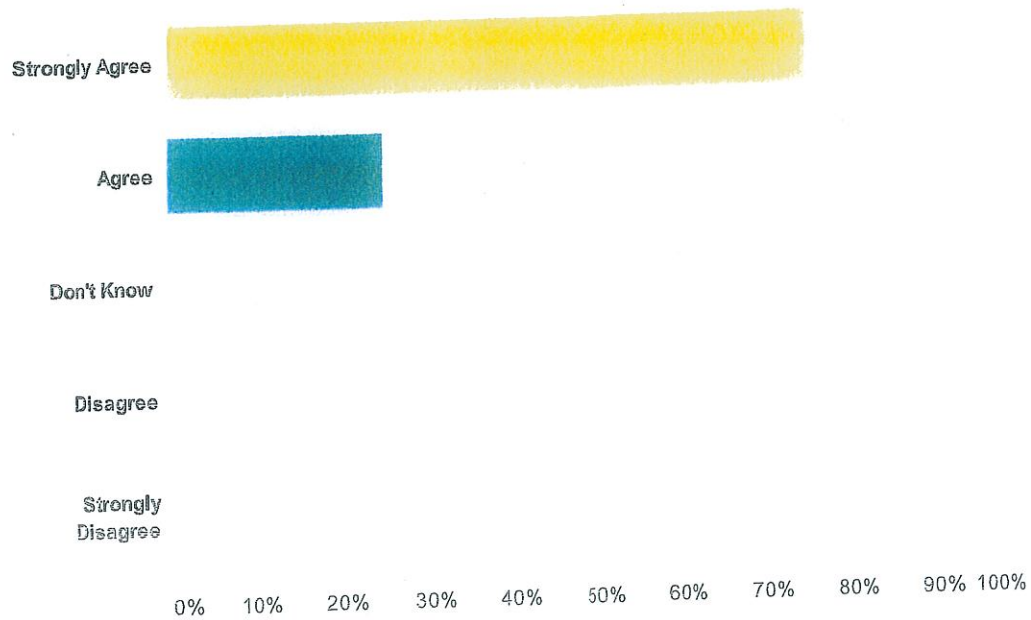


Answer Choices	Responses	
Strongly Agree	75.00%	9
Agree	25.00%	3
Don't Know	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>Total</b>		<b>12</b>



**Q3 Do you feel our Catholic faith and values are reflected through religious celebrations?**

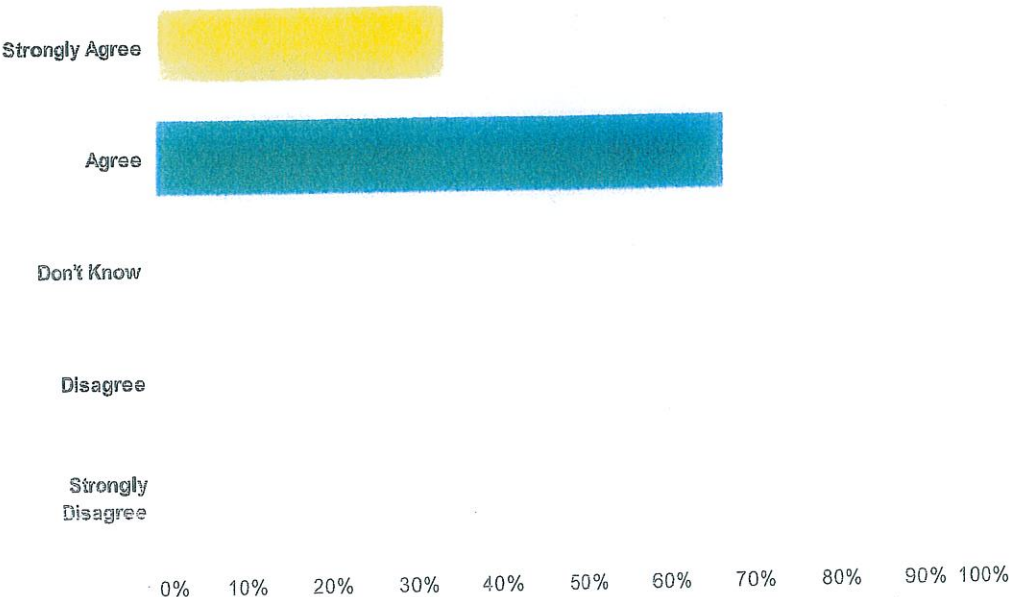
ANSWERS BY QUESTION



Answer Choices	Responses	
Strongly Agree	75.00%	9
Agree	25.00%	3
Don't Know	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>Total</b>		<b>12</b>

44 Do you feel our Catholic faith and values are reflected through faith development opportunities?

Answers: 1, 2    Returned: 5

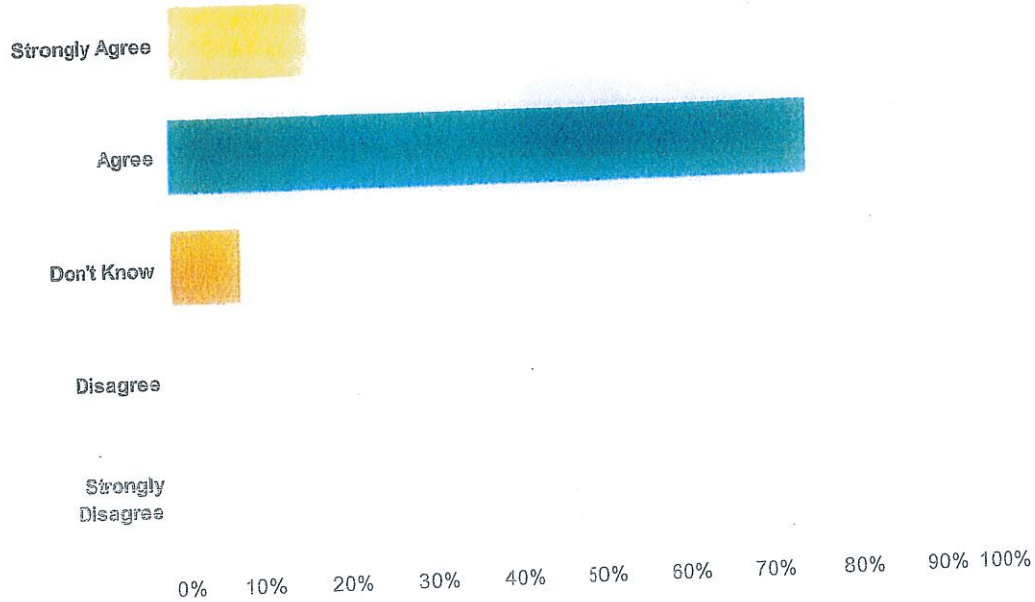


Answer Choices	Responses	
Strongly Agree	33.33%	4
Agree	66.67%	8
Don't Know	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total		12



**Q15 Do you feel our Catholic faith and values are demonstrated in our relationships between school, home, and parish?**

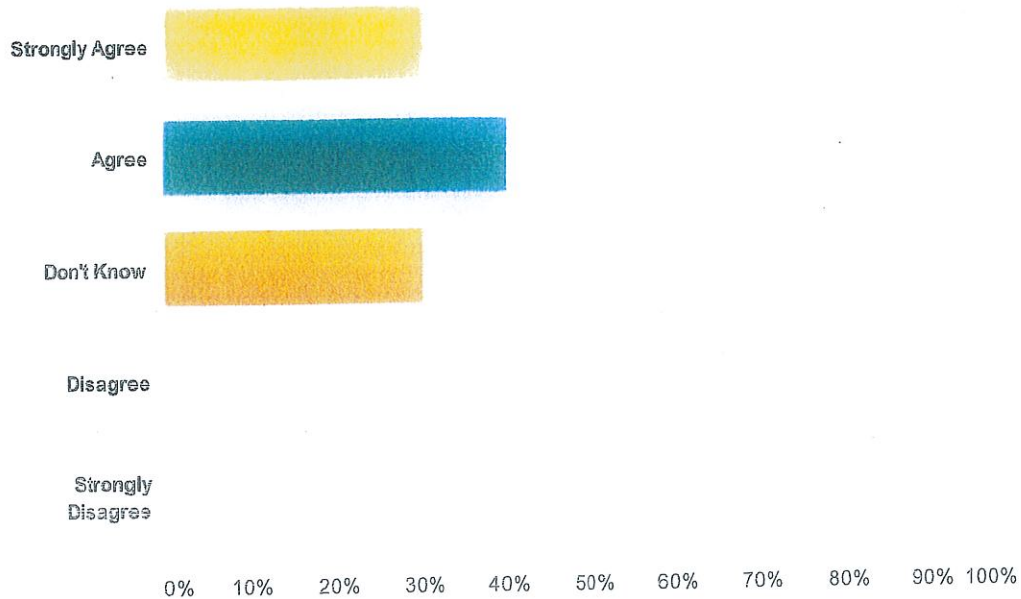
Answered: 13 (100%)



Answer Choices	Responses	
Strongly Agree	16.67%	2
Agree	75.00%	9
Don't Know	8.33%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>Total</b>		<b>12</b>

**Q6 Do you believe that our religion curriculum offers a unique and valuable dimension to Catholic education?**

Answered: 10 Strongly Agree

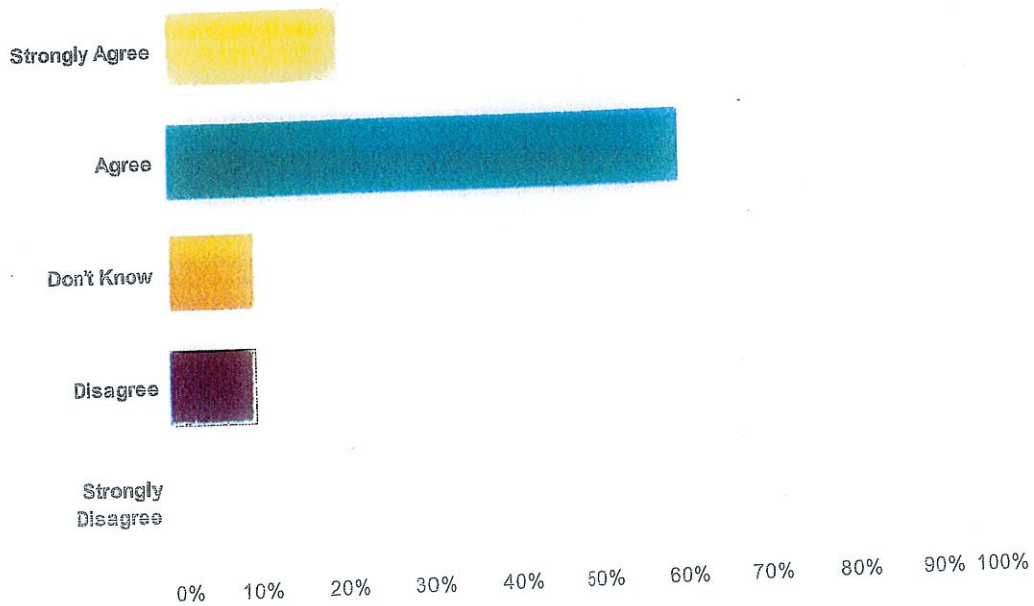


Answer Choices	Responses	
Strongly Agree	30.00%	3
Agree	40.00%	4
Don't Know	30.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>Total</b>		<b>10</b>



**Q7 Do you believe that our religious celebrations and/or retreats offer valuable learning to Catholic education?**

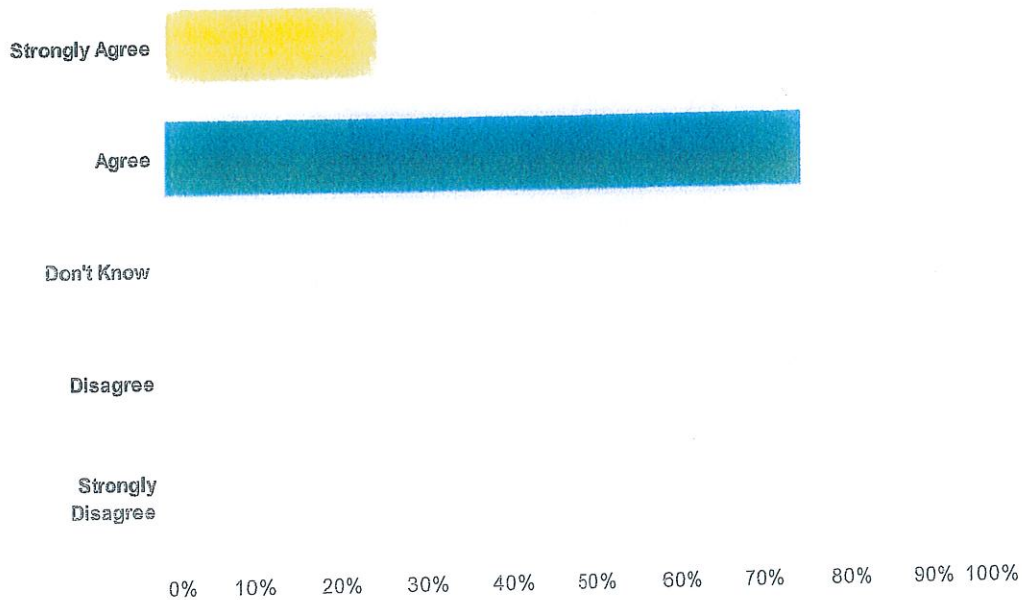
Created: 11/10/2010 10:00:00 AM



Answer Choices	Responses	
Strongly Agree	20.00%	2
Agree	60.00%	6
Don't Know	10.00%	1
Disagree	10.00%	1
Strongly Disagree	0.00%	0
<b>Total</b>		<b>10</b>

**Q2 Do you believe that our Catholic education offers opportunities for students to participate in service projects?**

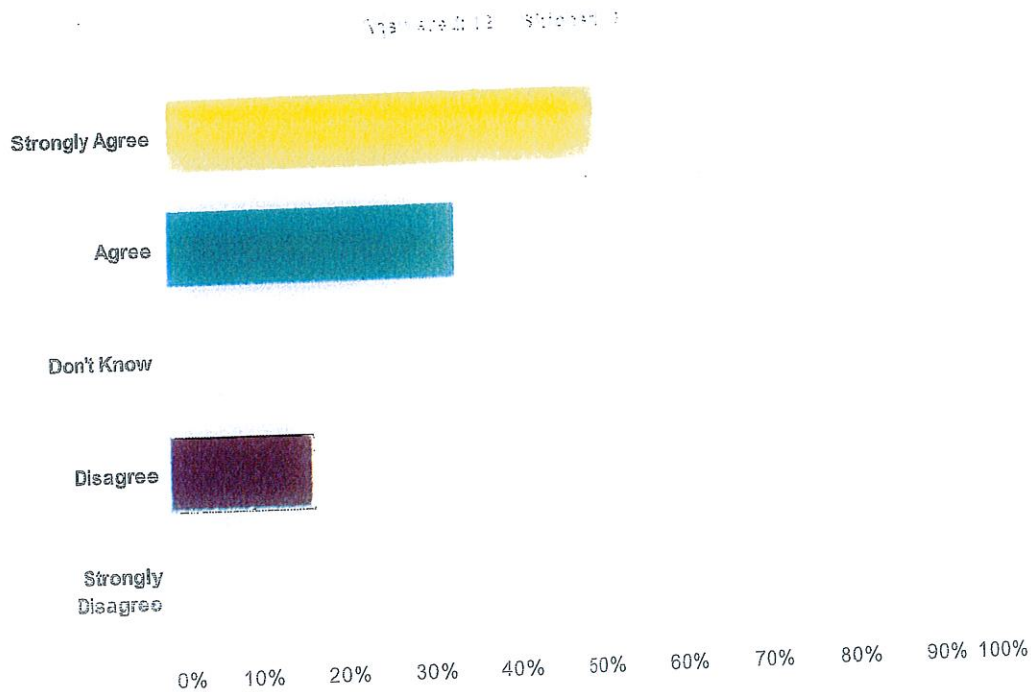
Version: 1.0 Date: 10/10/2010



Answer Choices	Responses	
Strongly Agree	25.00%	3
Agree	75.00%	9
Don't Know	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>Total</b>		<b>12</b>



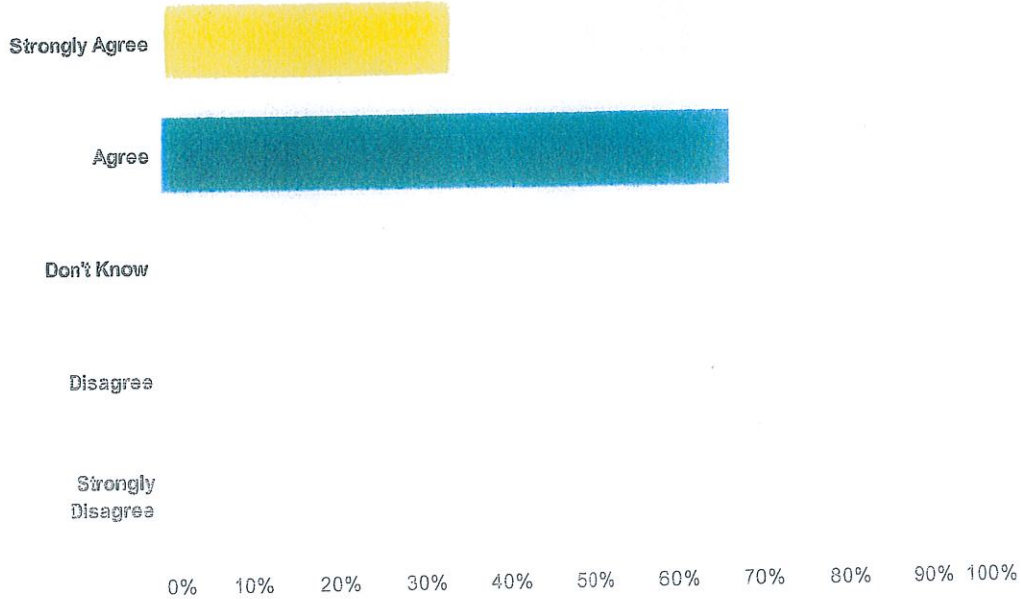
Q9 Do you believe that our daily prayer offers a unique and valuable dimension to our Catholic education?



Answer Choices	Responses	
Strongly Agree	50.00%	6
Agree	33.33%	4
Don't Know	0.00%	0
Disagree	16.67%	2
Strongly Disagree	0.00%	0
<b>Total</b>		<b>12</b>

Q10 Do you think our students have the opportunity to be involved with extra-curricular faith-based activities in the school (some examples are rosary club/choir/bible study/prayer group/community service)

Vis March 14 8:00pm '12

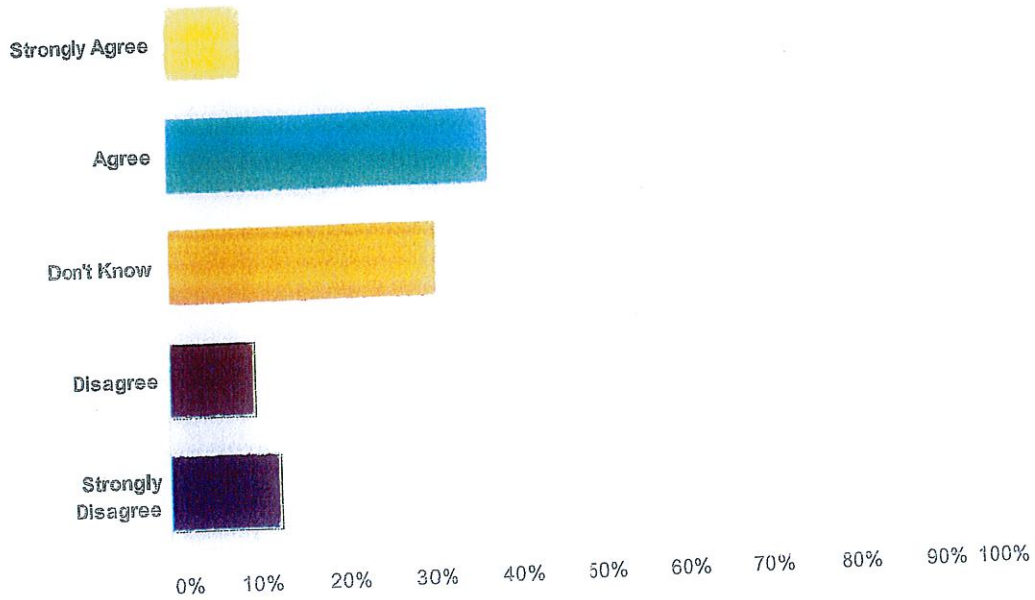


Answer Choices	Responses	
Strongly Agree	33.33%	4
Agree	66.67%	8
Don't Know	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total		12



# Q1 Do you feel our Catholic faith and values are modeled throughout the day?

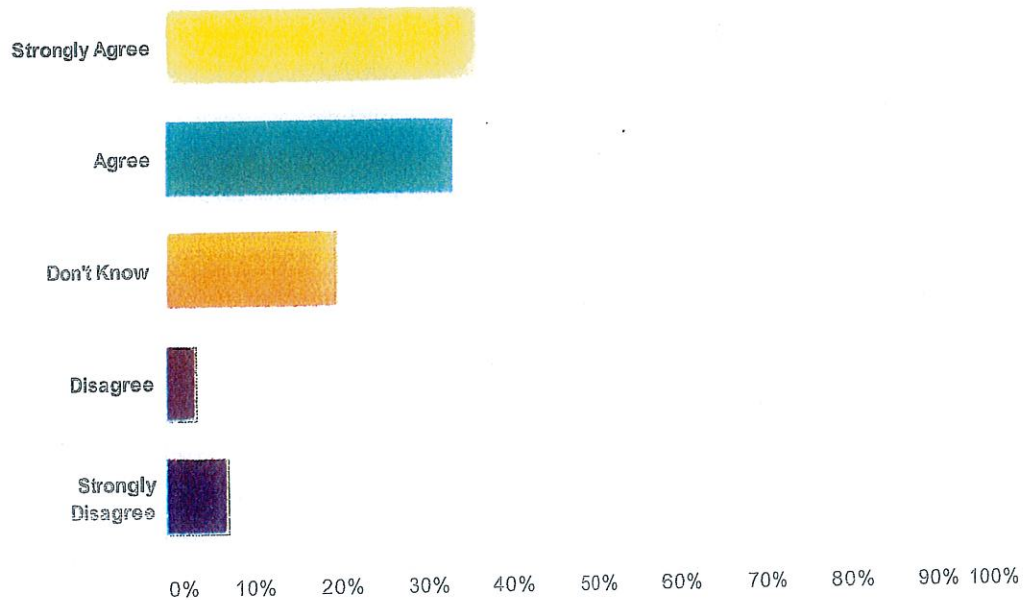
Answered: 110 Skipped: 1



Answer Choices	Responses	
Strongly Agree	9.09%	10
Agree	37.27%	41
Don't Know	30.91%	34
Disagree	10.00%	11
Strongly Disagree	12.73%	14
Total		110

**Q2 Do you feel there are enough Catholic symbols showing our faith and values throughout your school?**

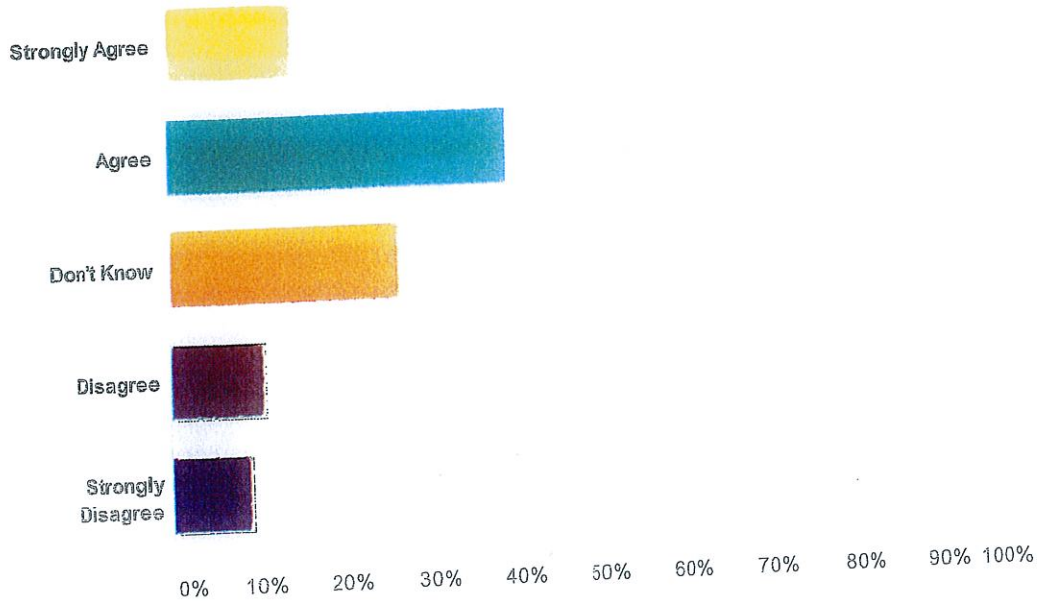
Answers: 111 Skipped: 0



Answer Choices	Responses	
Strongly Agree	36.04%	40
Agree	33.33%	37
Don't Know	19.82%	22
Disagree	3.60%	4
Strongly Disagree	7.21%	8
<b>Total</b>		<b>111</b>



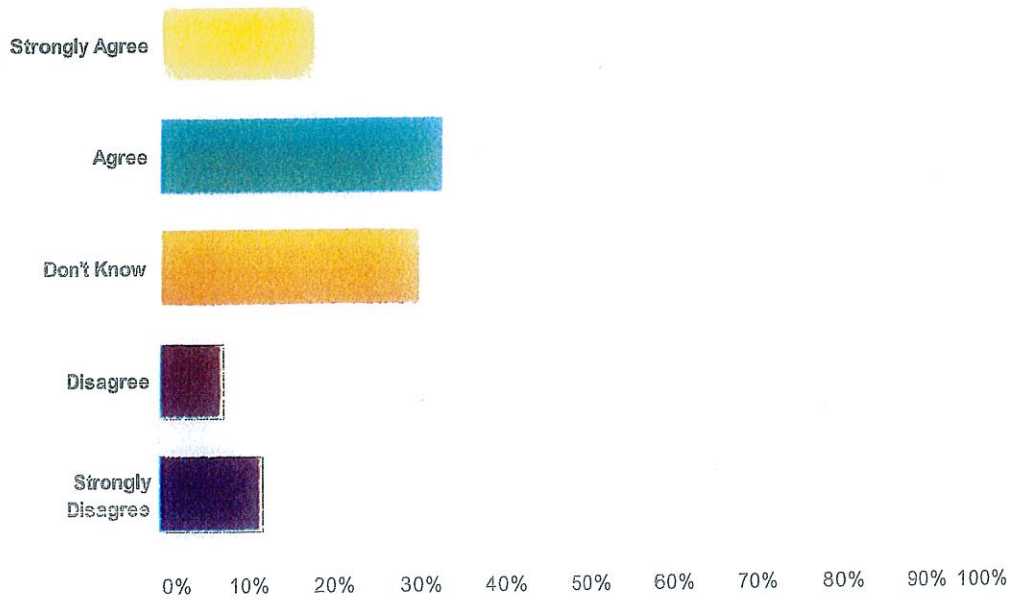
**Q3 Do you learn about your faith and how we should treat others through religious celebrations?**



Answer Choices	Responses	
Strongly Agree	14.55%	16
Agree	39.09%	43
Don't Know	25.36%	29
Disagree	10.91%	12
Strongly Disagree	9.09%	10
Total		110

**Q4 Do you learn about your faith and how we should treat others through religion classes?**

Approved: 11/1/2019

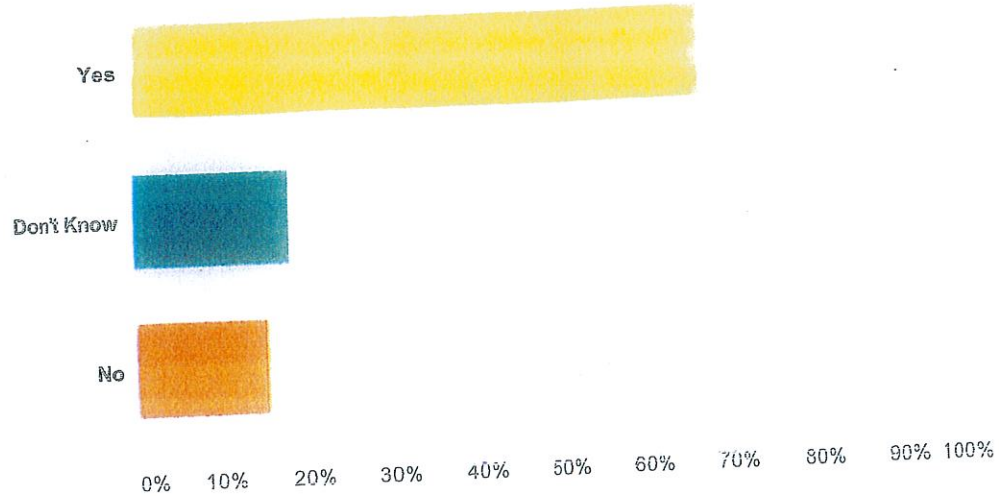


Answer Choices	Responses	
Strongly Agree	18.18%	20
Agree	32.73%	36
Don't Know	30.00%	33
Disagree	7.27%	8
Strongly Disagree	11.82%	13
<b>Total</b>		<b>110</b>



Q5 Has your school provided you with the opportunity to hear someone from the church (this might be a priest, deacon, Louisa etc.)

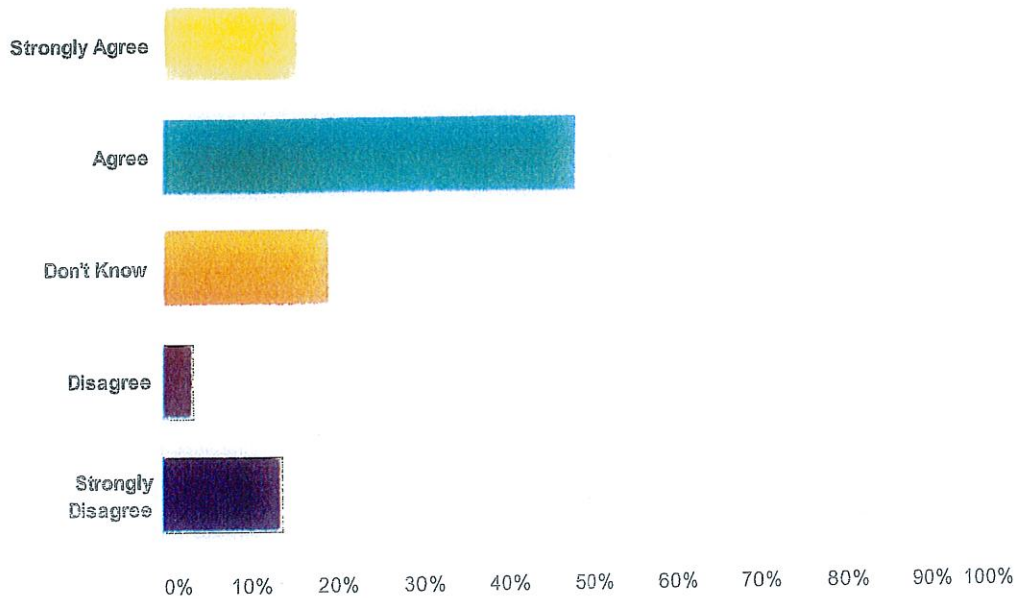
Answered: 110 (3 days)



Answer Choices	Responses	
Yes	66.36%	73
Don't Know	15.45%	17
No	18.18%	20
Total		110

**Q8 Do you believe that your religion class offers learning that supports Catholic education?**

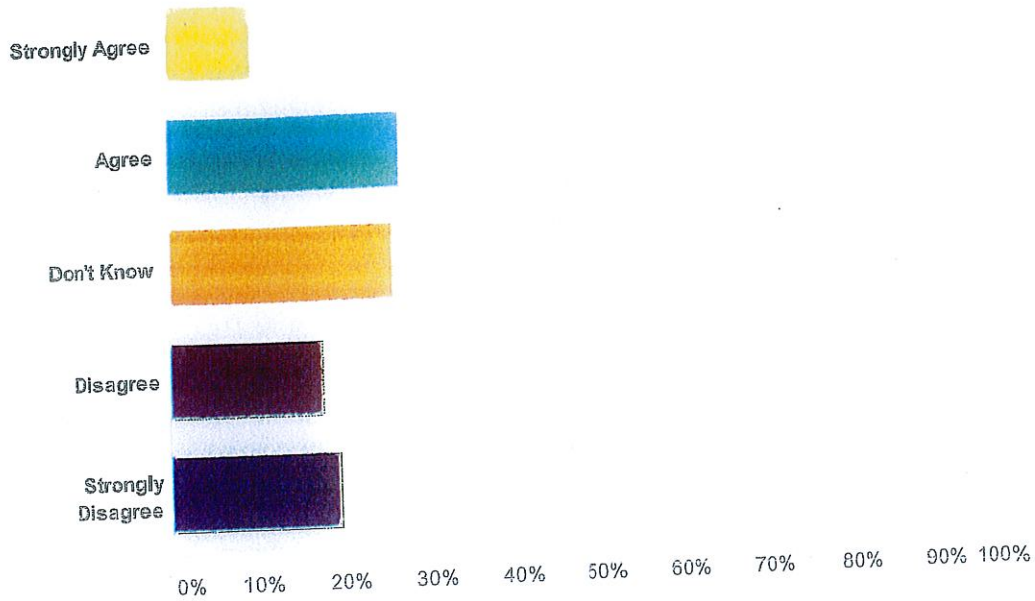
Answers: 10 Skip: 0



Answer Choices	Responses	
Strongly Agree	15.60%	17
Agree	47.71%	52
Don't Know	19.27%	21
Disagree	3.67%	4
Strongly Disagree	13.76%	15
<b>Total</b>		<b>109</b>

**Q7 Do you believe that your school's religious celebrations are meaningful?**

ANSWERS: 110 RESPONSES

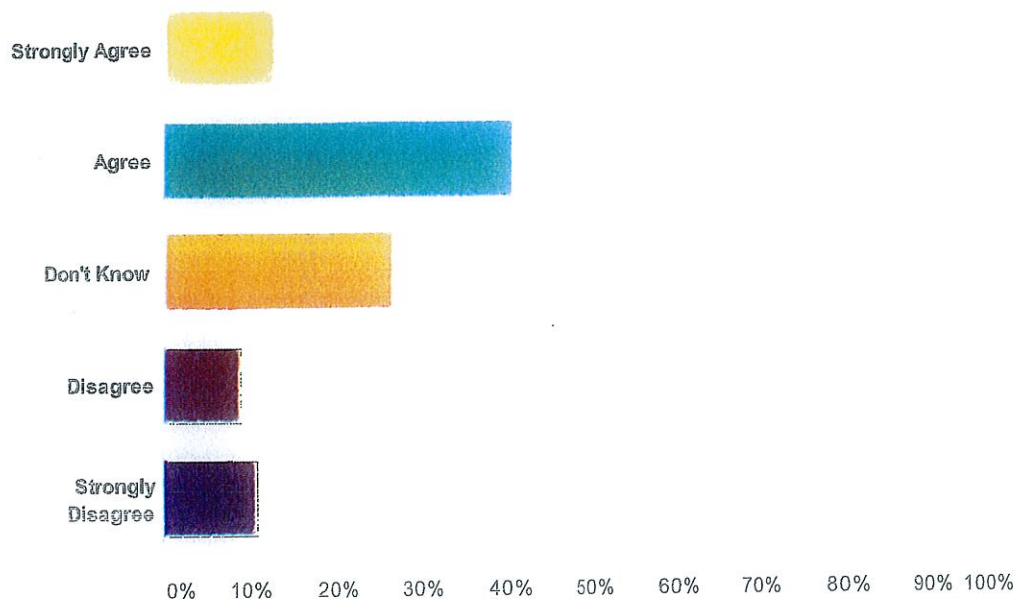


Answer Choices	Responses	
Strongly Agree	10.19%	11
Agree	26.85%	29
Don't Know	25.93%	28
Disagree	17.59%	19
Strongly Disagree	19.44%	21
<b>Total</b>		<b>108</b>



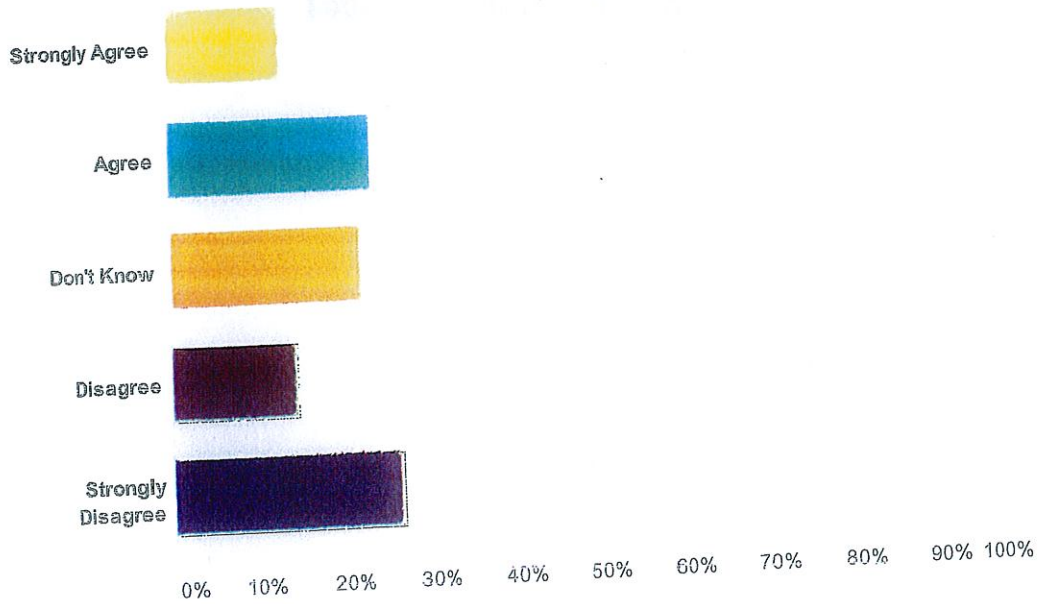
**Do you believe that the school offers valuable learning through helping others in need?**

Version: 1.0 10/14/2011



Answer Choices	Responses	
Strongly Agree	12.84%	14
Agree	40.37%	44
Don't Know	26.61%	29
Disagree	9.17%	10
Strongly Disagree	11.01%	12
<b>Total</b>		<b>109</b>

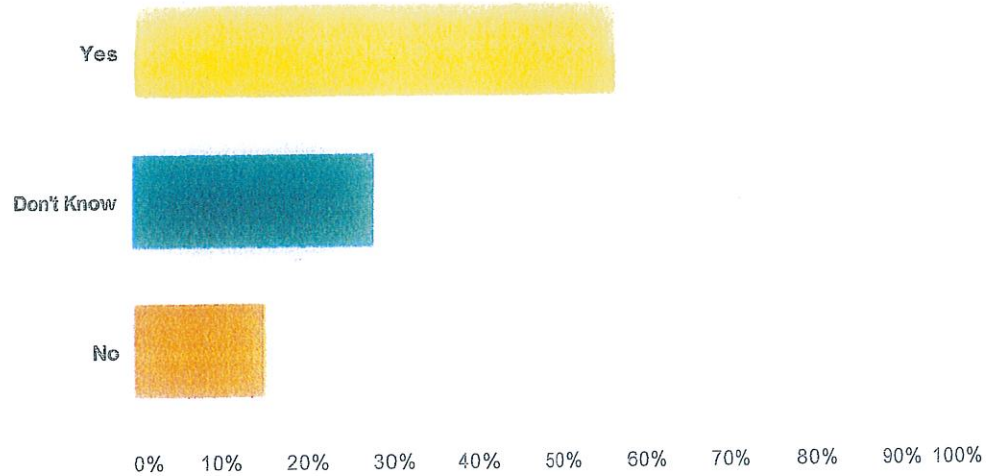
Do you believe that prayer is a special part of your education?



Answer Choices	Responses	
Strongly Agree	13.64%	15
Agree	23.64%	26
Don't Know	14.35%	16
Disagree	26.36%	29
Strongly Disagree	26.36%	29
Total		110

**Q10 Do you have the opportunity to be involved with extra-curricular faith-based activities in the school (some examples are rosary club/choir/bible study/prayer group/community service)**

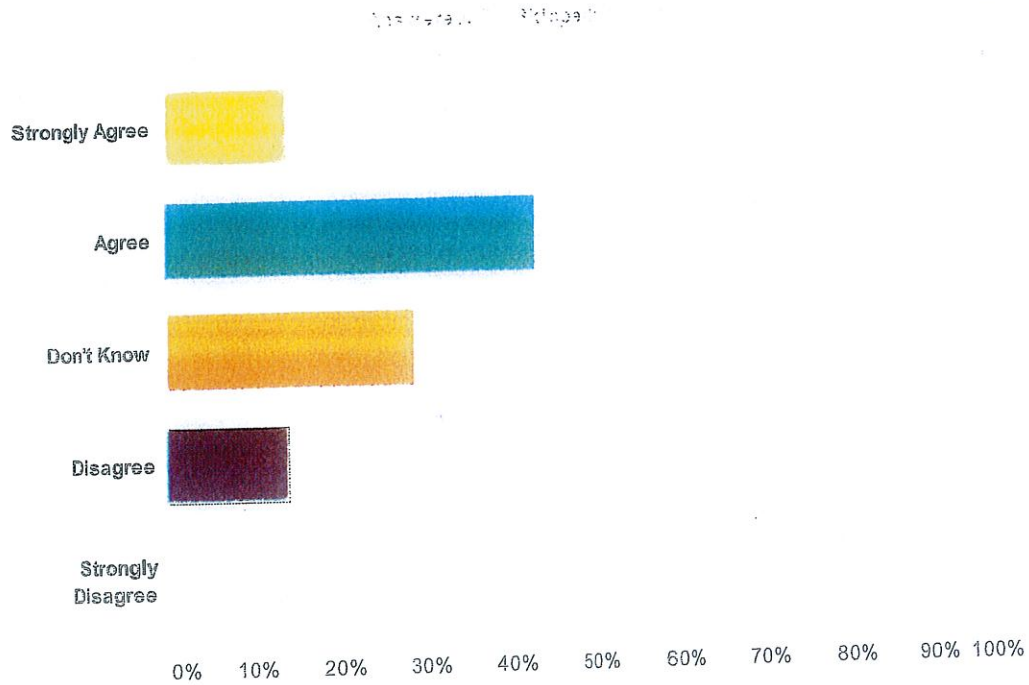
Answered: 110 (100%)



Answer Choices	Responses	
Yes	55.36%	62
Don't Know	23.18%	31
No	15.45%	17
Total		110



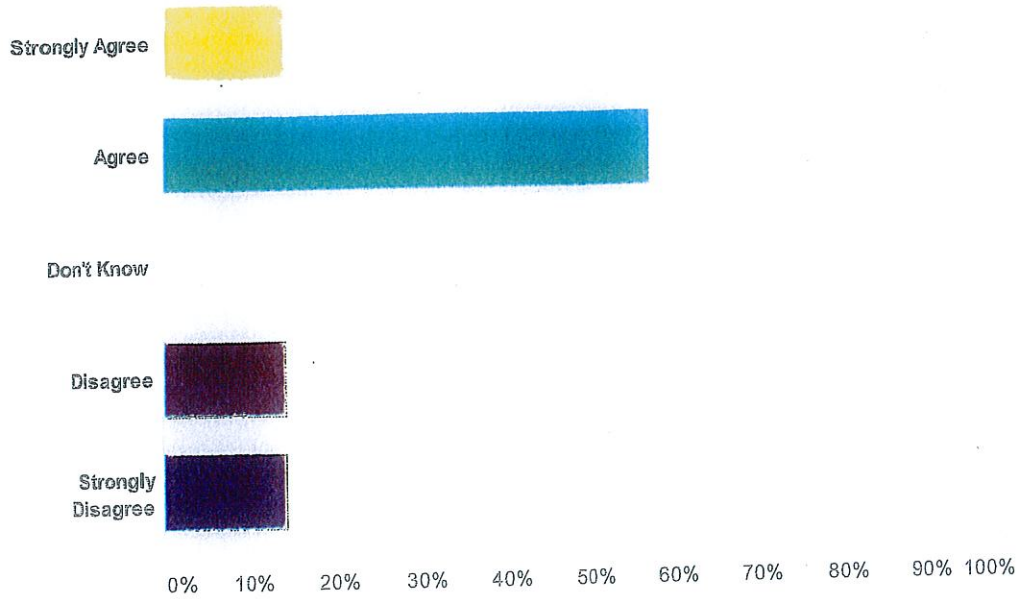
# Q1 Do you feel our Catholic faith and values are modeled and reflected throughout our school subjects?



Answer Choices	Responses	
Strongly Agree	14.29%	1
Agree	42.86%	3
Don't Know	28.57%	2
Disagree	14.29%	1
Strongly Disagree	0.00%	0
Total		7

**Q2 Do you feel our Catholic faith and values are visible in the presence of Catholic symbols throughout our schools?**

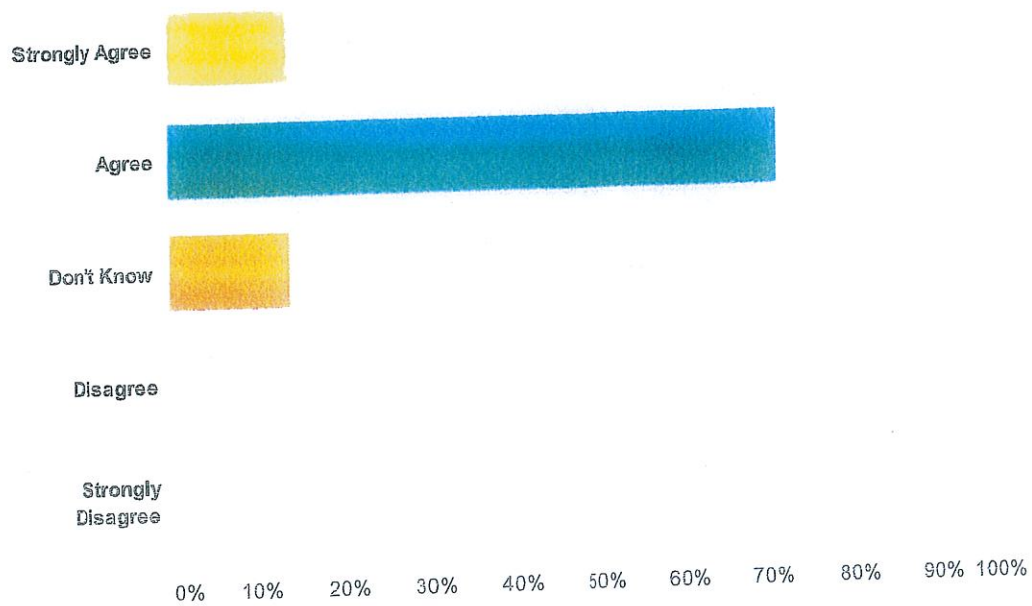
Answers: 7 (Strongly Agree)



Answer Choices	Responses	
Strongly Agree	14.29%	1
Agree	57.14%	4
Don't Know	0.00%	0
Disagree	14.29%	1
Strongly Disagree	14.29%	1
<b>Total</b>		<b>7</b>

# Q3 Do you feel our Catholic faith and values are taught through religious celebrations?

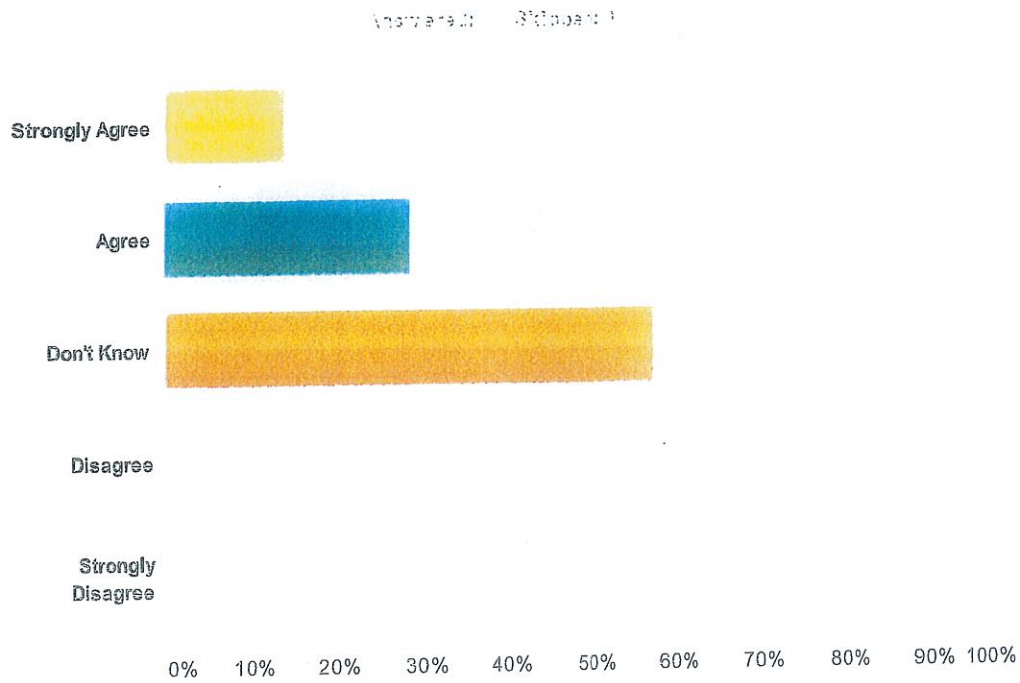
100% 100%



Answer Choices	Responses	
Strongly Agree	14.29%	1
Agree	71.43%	5
Don't Know	14.29%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total		7

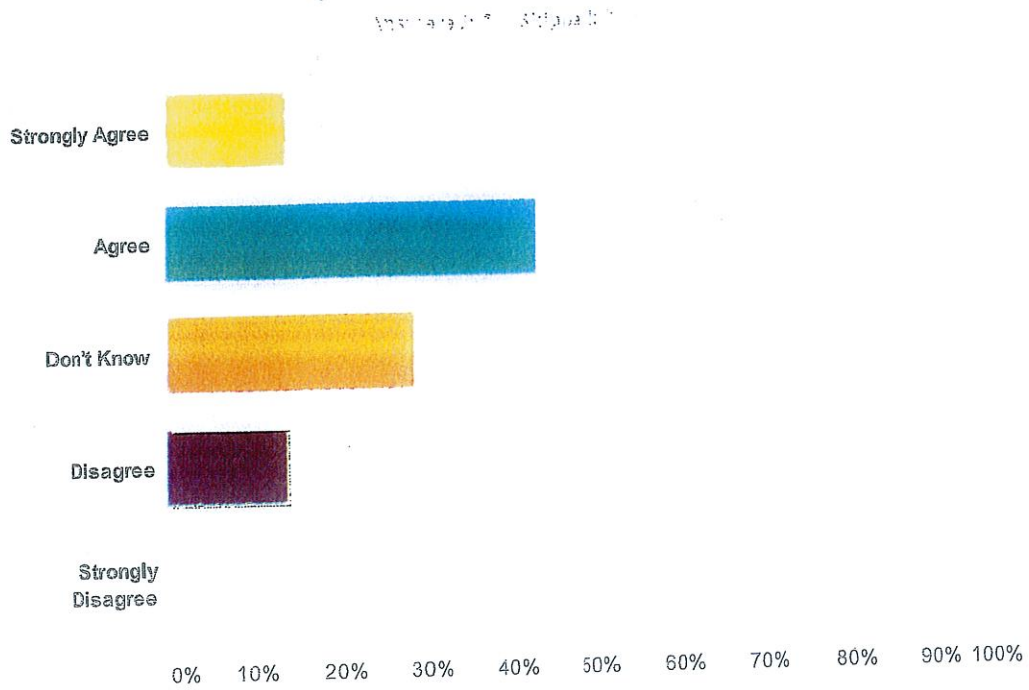


14. Do you feel our Catholic faith and values are supported through faith development opportunities?



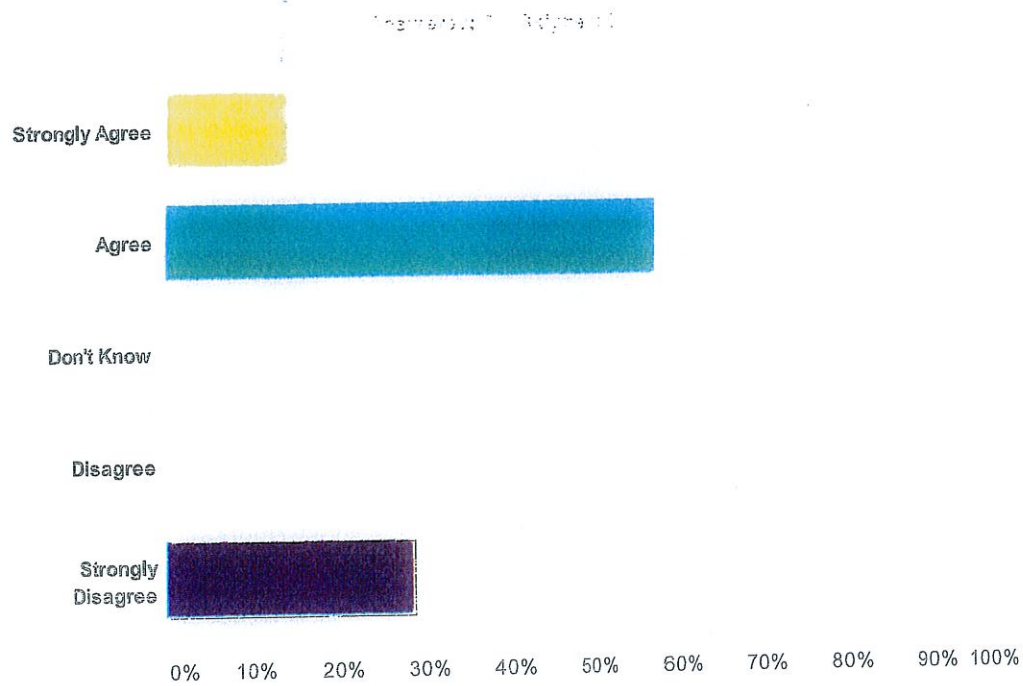
Answer Choices	Responses	
Strongly Agree	14.29%	1
Agree	28.57%	2
Don't Know	57.14%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
<b>Total</b>		<b>7</b>

**Q5 Do you feel our Catholic faith and values are demonstrated in relationships between school, home, and parish?**



Answer Choices	Responses	
Strongly Agree	14.29%	1
Agree	42.86%	3
Don't Know	28.57%	2
Disagree	14.29%	1
Strongly Disagree	0.00%	0
Total		7

**Do you believe that our religion classes offer a unique and valuable dimension to Catholic education?**

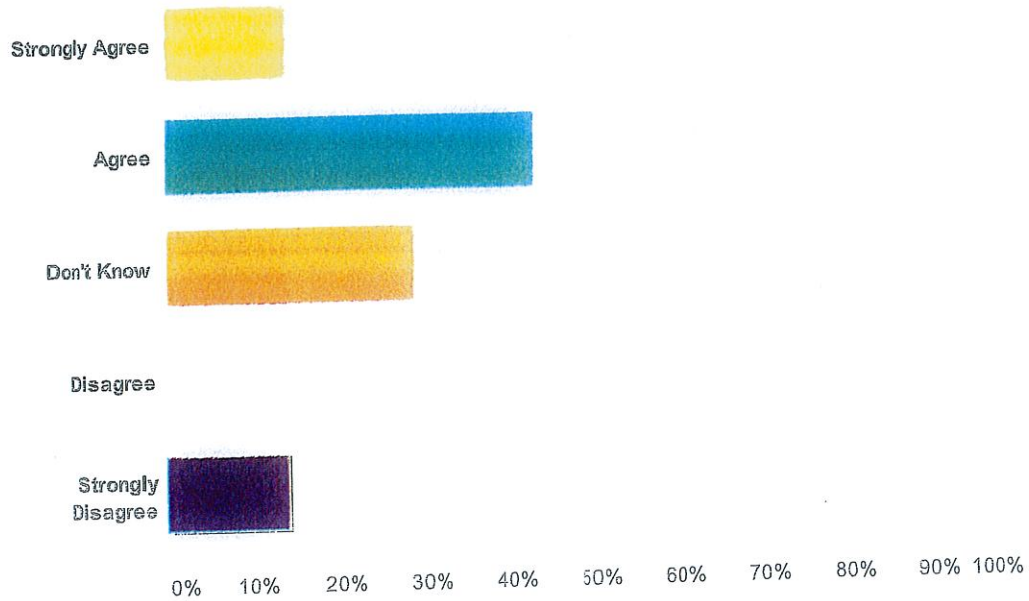


Answer Choices	Responses	
Strongly Agree	14.29%	1
Agree	57.14%	4
Don't Know	0.00%	0
Disagree	0.00%	0
Strongly Disagree	28.57%	2
<b>Total</b>		<b>7</b>



**Q7 Do you believe that our religious celebrations and/or retreats offer valuable learning to Catholic education?**

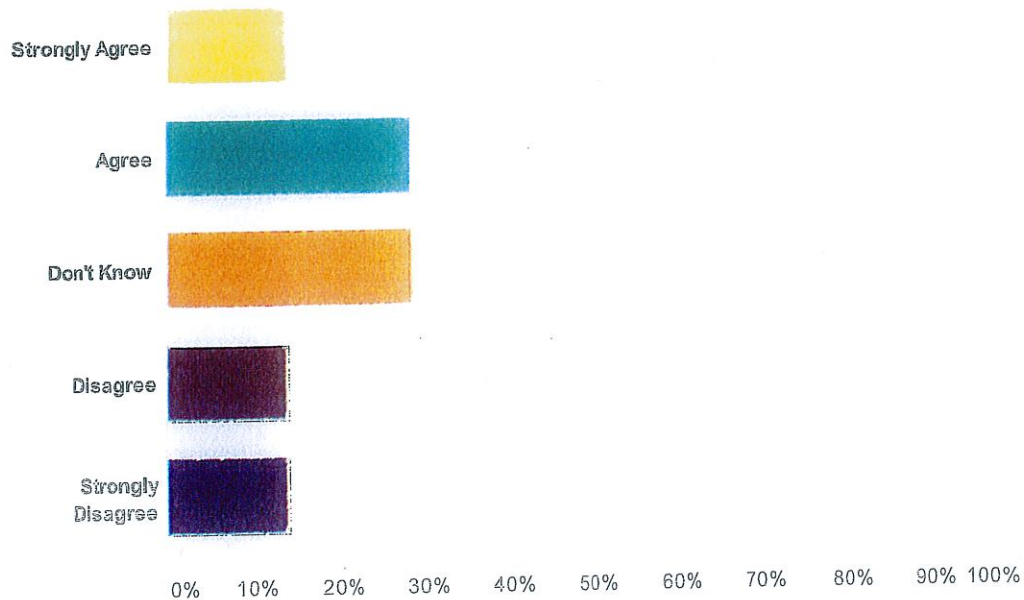
Answers: 7 - 80.00%



Answer Choices	Responses	
Strongly Agree	14.29%	1
Agree	42.86%	3
Don't Know	23.57%	2
Disagree	0.00%	0
Strongly Disagree	14.29%	1
Total		7

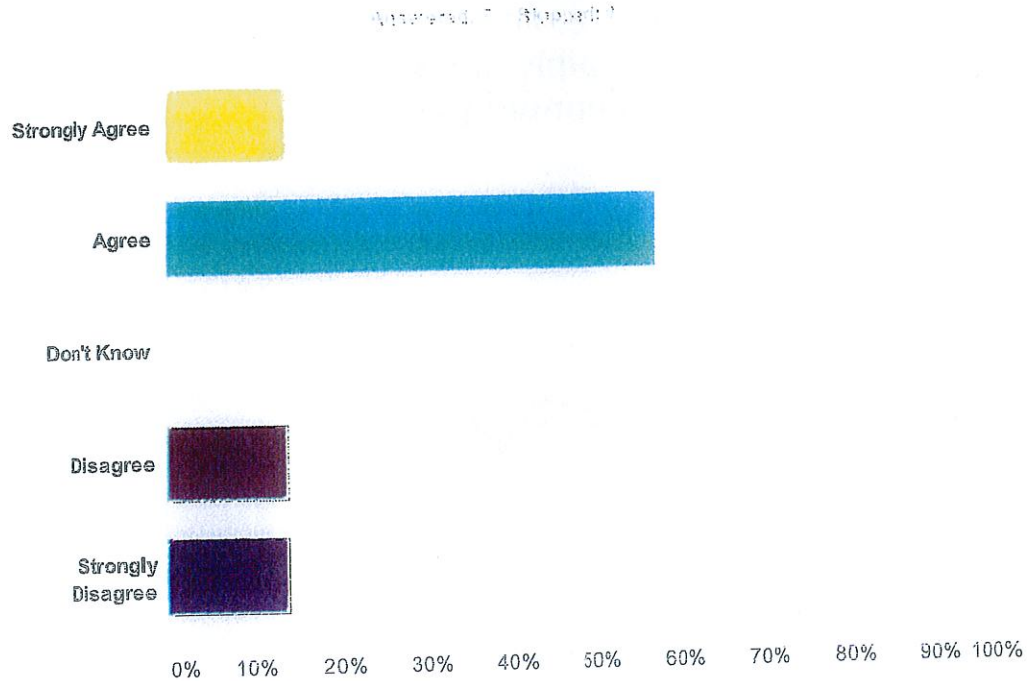
**Q8 Do you believe that our Catholic education offers a unique and valuable dimension to education by having students participate in projects where they help others in need?**

Answered: 31 (100%)



Answer Choices	Responses	
Strongly Agree	14.29%	1
Agree	28.57%	2
Don't Know	28.57%	2
Disagree	14.29%	1
Strongly Disagree	14.29%	1
Total		7

**Q9 Do you believe that our daily prayer offers a unique and valuable dimension to our Catholic education?**

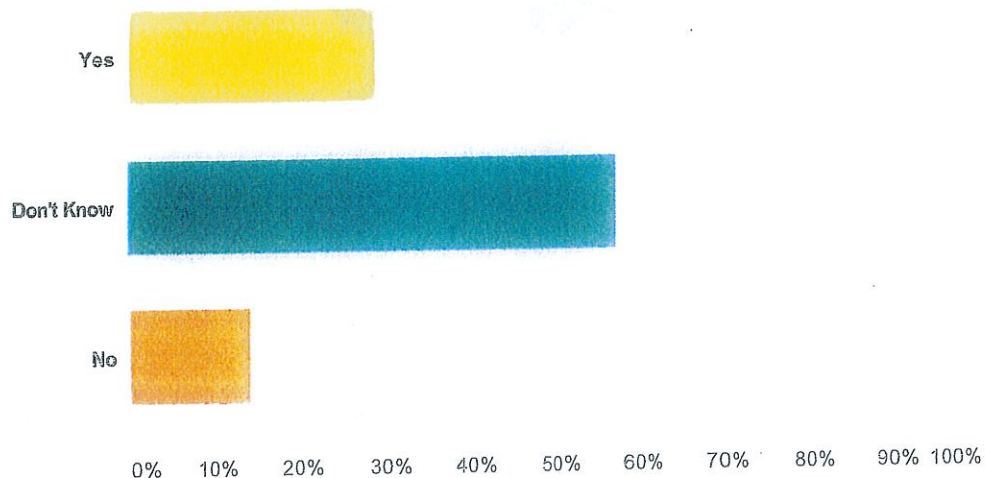


Answer Choices	Responses	
Strongly Agree	14.29%	1
Agree	57.14%	4
Don't Know	0.00%	0
Disagree	14.29%	1
Strongly Disagree	14.29%	1
Total		7



**Q10 Do you think our students have the opportunity to be involved with extra-curricular faith-based activities in the school (some examples are rosary club/choir/bible study/prayer group/community service)**

Answered: 7 (Open: 1)



Answer Choices

Responses

Yes

28.57%

2

Don't Know

57.14%

4

No

14.29%

1

Total

7