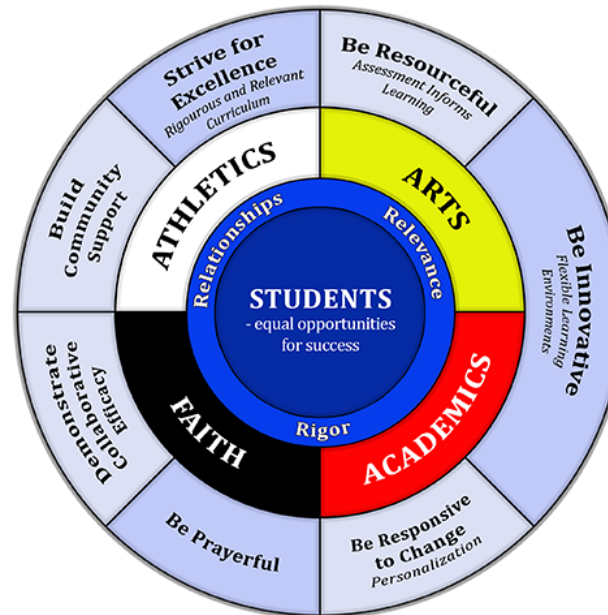




Alberta Education Assurance Measure Report: Spring 2021 School Results for Catholic Central High School (Posted December 1, 2021)



Welcome to Catholic Central High School (CCH)!

1. We are a faith-based community and strive to fulfill the Marks of an Excellent Catholic Teacher/ School: <https://www.ccssa.ca/public/download/documents/47427>
2. We are the only grade 10-12 Catholic high school in the city of Lethbridge, operated in the Holy Spirit Catholic Regional School Division #4.
3. We serve over 900 students over two campuses... yes, two! Campus East (which is located on the south side of Lethbridge, as we don't have an east side to Lethbridge) serves about 2/3 of our school population. Campus West (which is located on the west side of Lethbridge) serves about 1/3 of our school population. The two buildings function as a single school, in two sites. In terms of athletic competition, we are a 4A school.
4. We have operated on the Copernican or Quarter System (we have 4 x10 week quarters as opposed to 2 x 20 week semesters) for over 20 years!
5. We offer comprehensive programming including: Learning Support, Knowledge and Employability, Grad-Coach program for our First Nations, Metis, and Inuit Students, Off-Campus Programming (RAP, Green Certificate, Dual Credit opportunities, and Work Experience), Outreach through our Trinity E-Learning Centre partnership, as well as a wide variety of CTS options. For a full description of what we offer, refer to our Program Handbook, which can be accessed here: https://cch.holyspirit.ab.ca/resources_publications/student_handbook
6. We have been part of the High School Flexibility Project, now known as Moving Forward With High School Redesign, since it began in 2013. The work we do is grounded in the nine foundational principles: <https://open.alberta.ca/publications/foundational-principles-for-high-school-redesign-series>
7. We have a unique approach to education, which ensures that our students will be able to focus on subjects, to develop strong relationships with teachers, and to have access to a variety of curricular and co-curricular programs. We encourage students to use and develop competencies when they encounter unfamiliar or challenging situations <https://education.alberta.ca/competencies/student-competencies/>
8. We focus on our 3Rs of "Rigor, Relevance, and Relationships"

CONTEXTUAL INFORMATION SURROUNDING 2020-2021 AND THE IMPACT ON DATA

It is often the case that what is reflected in a school's data has a direct correlation with what is going on in the greater school community, the city, the zone, and even the province. Such is the case in the 2020-2021 school year as we started the school year impacted heavily by the COVID-19 pandemic. Schools were directed to operate in cohorted models with a focus on core subjects only (English, math, science, social, and Religious Education). There were enhanced safety measures implemented in schools which included masking, sanitization, daily screening tests, and physical distancing. In addition to these measures we were impacted by the following:

- Cohorts (including students and staff) having to quarantine for up to 14-days due to exposure to a positive case.
- As a means of keeping students and staff safe (with less chance of risk and exposure), anyone not directly involved with the daily operations of the school (including parents, guardians, elders, priests, community members, visitors, volunteers, etc.) were not allowed into the school (Catholic Central and all HolySpirit Catholic Schools were "closed campus"). It is important to note that there were 55 parent responses for this survey.
- Forced government mandated "at-home" periods (of which there were two – one in November-December 2020 and one in April-May 2021).
- Student learning was still negatively impacted by access (or lack thereof) to technology (Wi-Fi or access to a device), particularly those students who live in remote areas or on reserves.
- The constant fluctuations from "in-person" to "at-home" had an effect on assessment, which had to be significantly adjusted because of the platform of delivery at the time.

- No co-curricular activities (athletics, fine arts, volunteer work/ social justice projects that required students to be off-site, travel opportunities, etc.) were permitted to run with the exception of those groups that could do so in a virtual platform (like Students' Council and Yearbook, for instance).
- Grade 12 diploma exams were NOT mandated but, rather, a choice for students (which not many chose to complete). As such, diploma exam breakdowns were not included in this summary for the reason that no data was available (or applicable) from the 2020-2021 school year.
- Alberta Education continued to offer the Unallocated Credit option (UCT) that allowed administration to decipher allocation of credits to those students were identified as being negatively impacted by the shift in learning (these credits were extended from the end of 2019-2020 school year).
- Post-secondary institutions continued to waive prerequisite requirements (i.e.: diploma exam marks were no longer required) for entrance.
- Many schools, including Catholic Central, were more flexible with individual attainment of grad requirements and benefit of the doubt went in favor to students.
- While most students were able to transition from high school into post-secondary, trade schools, or world of work, there were some who may have navigated this on their own due to lack of access to school supports.
- The Accountability Report is completed by parents/ guardians, certificated staff, and students in February. While the administration of this survey was complete, there are many components of this survey (like diploma exam administration) that were incomplete.

Assurance Measures - Overall Summary

Assurance Domain	Measure	Catholic Central High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.2	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.5	86.0	87.6	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	89.7	90.0	87.7	83.4	80.3	79.6	Very High	Maintained	Excellent
	5-year High School Completion	90.2	92.9	91.2	86.2	85.3	84.8	High	Maintained	Good
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	80.3	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	16.6	n/a	n/a	24.1	n/a	n/a	n/a	
Teaching & Leading	Education Quality	90.6	92.8	93.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.7	82.8	82.4	79.5	81.8	81.4	n/a	n/a	n/a

Comment on results: In the four areas of Assurance Domains, it is clear that CCH excels in the domains of “Student Growth and Achievement” and “Teaching & Leading” as we exceed or more than exceed the provincial averages. However, we recognize that two areas of growth would be in the areas of access to supports and services and in parental involvement. We think that these numbers were impacted by the lack of parental access to the school (and, therefore, to recognizing what kind of supports and services were available to them/ their children). While we attempted to communicate through various other channels (social media, newsletter, emails, etc.), there was no substitute to meeting parents/ guardians in person. We also recognize that there was A LOT of messaging that went out on a regular basis and that families may have just been inundated with information and chose not to read what was sent out.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	327	87.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,590	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55	91.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	89.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	237	76.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,125	75.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	94.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	203	97.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Comment on results: This is an interesting picture of Student Learning Engagement. From parents and students, the averages are above those from the province but from teachers, the average is below. This, perhaps, speaks to the challenges that teachers faced with engaging students and delivering content in consistently fluctuating environments.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	674	85.9	559	88.3	382	88.3	343	86.0	326	83.5	n/a	n/a	n/a	3,070	87.4	1,867	86.5	1,798	85.1	1,724	86.9	1,585	86.8	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	37	75.0	27	82.2	46	85.3	42	75.0	55	75.3	n/a	n/a	n/a	240	86.6	263	84.4	232	81.4	261	84.5	262	82.7	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	597	82.8	494	84.9	298	83.4	256	84.9	236	78.2	n/a	n/a	n/a	2,620	78.8	1,415	78.5	1,330	79.2	1,226	79.7	1,120	80.8	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	40	100.0	38	97.8	38	96.3	45	98.2	35	97.1	n/a	n/a	n/a	210	96.8	189	96.7	236	94.6	237	96.4	203	97.1	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Comment on results: As a faith-based school that focuses on how to support various needs on the school and community (for example, our longstanding Santas Anonymous project and our integrated Faith in Action projects with RE 35), it is of no surprise that the two above average groups in this measure are the student and teachers.

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										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	231	89.8	279	86.7	232	86.3	315	90.0	257	89.7	Very High	Maintained	Excellent	295	87.5	355	85.1	306	85.9	372	88.0	324	88.2	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	232	88.8	232	91.6	278	92.4	230	88.6	318	91.7	Very High	Maintained	Excellent	283	87.6	294	90.1	355	91.3	304	88.2	374	90.6	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	217	87.5	232	88.7	231	92.0	278	92.9	230	90.2	High	Maintained	Good	285	85.7	283	88.1	293	90.5	355	92.8	304	89.5	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

Comment on results: This is a measure that we are EXTREMELY proud of. We have been working on our language around high school programming and personalization to students' needs (and however long it takes). While there is much more work to be done, we feel we are on the right track and attribute this measure to the work done in our Grad Coach Program, by our Grad Coach, our First Nations, Metis, and Inuit Worker, our guidance counsellors, our Family School Liaison Counsellor, and our teachers. Additionally, our Trinity Learning Program (which is currently transitioned into an E-Learning program) provided us with the flexible programming to help students finish graduation requirements through such options as credit recovery.

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	676	93.2	560	94.6	382	92.3	344	92.8	326	90.6	n/a	n/a	n/a	3,069	92.2	1,870	93.1	1,799	91.7	1,728	92.8	1,586	91.5	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	37	91.9	27	94.4	46	92.4	42	90.9	55	87.6	n/a	n/a	n/a	240	90.2	263	89.6	232	87.8	261	90.2	262	87.5	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	599	89.5	495	92.4	298	89.9	257	90.5	236	88.0	n/a	n/a	n/a	2,619	89.5	1,418	91.9	1,331	91.0	1,230	91.1	1,121	89.9	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	40	98.3	38	96.9	38	94.7	45	97.0	35	96.2	n/a	n/a	n/a	210	97.0	189	97.7	236	96.2	237	97.2	203	97.2	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Comment on results: These numbers are above provincial average and indicate that the time invested into teacher professional development (and focus on personal growth plans) is valuable. A variety of professional development opportunities were more accessible than ever before through virtual platforms. In addition to this, formal professional development for CCH consisted of school-based PD, inter-school collaboration, and division supported PD with renowned presenters like Ron Ritchhart.

Parental Involvement – Measure Details

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

	School										Authority										Province																																		
	2017					2018					2019					2020					2021					Measure Evaluation					2017					2018					2019					2020					2021				
	N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%												
Overall	77	80.8	64	84.0	84	80.3	87	82.8	89	76.7	n/a	n/a	n/a	446	82.9	447	85.0	466	80.6	495	84.6	463	80.5	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5																						
Parent	37	65.6	27	72.9	46	69.2	42	71.0	55	69.1	n/a	n/a	n/a	236	73.2	260	76.9	231	69.6	258	75.6	262	72.2	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2																						
Teacher	40	96.0	37	95.0	38	91.5	45	94.6	34	84.3	n/a	n/a	n/a	210	92.6	187	93.1	235	91.6	237	93.5	201	88.8	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8																						

Comment on results: Again, this measure, which is below provincial average, is on that was expected as we knew that parents were distanced, physically, from the school. It is important to note the sample size of the parent group (55) that completed the survey. While we know that those who “work” within the school (students and teachers) are aware of what is going on and the variety of opportunities students have, it is clear that our parent group is not as aware. We have, especially as we endeavor to return to a more “normal” school year, erred on the side of regular, updated, consistent communication out to our parent group using a variety of communication platforms (school website, PowerSchool, School Messenger, Facebook, Twitter, Instagram, school newsletter, YouTube channel). Additionally, our School Council is working on creating ways to engage more parents.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Authority										Province																																		
	2017					2018					2019					2020					2021					Measure Evaluation					2017					2018					2019					2020					2021				
	N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%																
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	327	88.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8																	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55	83.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	89.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2																
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	237	84.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,123	85.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8																	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	96.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	203	96.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3																	

Comment on results: It is important to note that in both the student and teacher groups, they agree that their learning and working environments are welcoming, respectful, and safe, which is reflected in the numbers that are higher than the provincial average.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Authority										Province																																		
	2017					2018					2019					2020					2021					Measure Evaluation					2017					2018					2019					2020					2021				
	N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%																
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	326	81.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,584	83.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6																		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55	69.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	79.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9																	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	236	86.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,120	84.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2																		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	202	85.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7																		

Comment on results: While targeted to universal supports are available for a variety of student needs (academic, personal/ emotional, spiritual, etc.) and those within the building are aware, it is clear that parents who completed the survey may not be as aware that students have access to appropriate supports and services at the school.

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Catholic Central High School						Alberta						Measure Evaluation		
	Current Result		Prev Year Result		Prev 3 Year Average		Current Result		Prev Year Result		Prev 3 Year Average		Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a		63.1		59.0		n/a		56.6		56.4		n/a	n/a	n/a
Drop Out Rate	2.1		1.3		1.1		2.6		2.7		2.6		Very High	Declined	Good
Program of Studies	86.5		88.7		88.5		81.9		82.4		82.1		n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	82.6		80.6		81.8		68.0		66.6		64.9		Very High	Maintained	Excellent
Safe and Caring	91.0		91.8		92.6		90.0		89.4		89.1		n/a	n/a	n/a
School Improvement	85.4		88.8		85.0		81.4		81.5		81.0		n/a	n/a	n/a
Transition Rate (6 yr)	72.1		75.0		74.4		60.0		60.3		59.5		High	Maintained	Good
Work Preparation	88.3		87.1		88.9		85.7		84.1		83.2		n/a	n/a	n/a

Comment on results: Compared to the provincial average, CCH's current result for the following measures - "Program of Studies", "Rutherford Scholarship Eligibility Rate", "School Improvement", "Transition Rate", and "Work Preparation" – are high or very high. Each of these measures are further broken down in charts below.

Drop Out Rate – Measure Details

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

	School										Authority										Province												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	739	3.2	676	0.9	764	1.2	825	1.3	885	2.1	Very High	Declined	Good	1,216	2.8	1,235	1.6	1,305	1.8	1,352	1.0	1,354	1.8	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	21	28.7	27	8.3	14	0.0	16	27.1	11	0.0	n/a	n/a	n/a	26	22.7	39	14.3	31	9.1	29	37.5	17	0.0	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

Comment on results: While this result is still "good", it is a decline from previous years (2017, 2018, 2019), which is concerning. An explanation for the drop would be because of the oscillating environment (from in-person, to at-home, to in-person, to at-home, to in-person) that students in the 2020-2021 school year experienced. It is due to these frequent interruptions to routine that student mental health and wellness, resilience to "hold in there" or "bounce back", and commitment and motivation were negatively impacted. We witnessed many students just give up and say that they would come back when things were "more normal." As such, the number of returning grade 12s (for 2021-2022) is much higher than usual.

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												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
4 Year Rate	232	52.8	232	54.1	278	51.0	230	54.1	318	59.8	High	Improved	Good	283	51.6	294	51.6	355	50.1	304	53.9	374	57.8	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	261	76.5	216	72.1	232	76.0	231	75.0	278	72.1	High	Maintained	Good	321	72.8	284	69.8	283	73.1	293	73.8	354	72.1	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0

Comment on results: This is an excellent measure to see improvement in! As already noted, CCH works hard to support the diverse learning needs and student aspirations after high school. From those who wish to attend university, to college, to trade schools, to Registered Apprenticeship Programs, to faith-based schools, to travel, to the world of work, CCH has options to explore what is waiting for them. Our programming and access to such specialty programs as dual credit, RAP, Green Certificate, and Work Experience, combined with support from guidance counsellors, Grad Coach, First Nations, Metis, Inuit Worker, and Off-Campus Coordinators help to ensure that this transition rate continues to improve.

In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	40	94.1	37	93.6	38	79.6	45	85.1	33	83.8	n/a	n/a	n/a	207	87.4	188	88.8	233	88.5	237	85.0	200	83.5	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	40	94.1	37	93.6	38	79.6	45	85.1	33	83.8	n/a	n/a	n/a	207	87.4	188	88.8	233	88.5	237	85.0	200	83.5	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

Comment on results: This measure and the following four measures of “Lifelong Learning”, “Program of Studies”, “Program of Studies – At Risk Students”, and “Satisfaction with Program Access” speak to the rigor and relevance of both staff and student learning.

For teachers: Even with a variety of learning opportunities readily available and to access, with the challenges of the past almost two years, teachers were more focused on surviving the year and doing everything they could to facilitate student learning, which required much flexibility in the area of professional development in the 2021-2022 school year (and the year following), the vision is to move toward more focused professional learning around creating cultures of thinking (see CCH CIP for 2021-2022).

For students: CCH is well above the provincial average in student and parent satisfaction around demonstrating knowledge, skills, and attitudes necessary for lifelong learning and with the opportunities for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School										Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	75	81.1	64	90.7	84	86.4	87	87.8	90	87.2	n/a	n/a	n/a	430	77.6	433	75.6	461	76.4	487	77.4	453	83.9	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	35	67.1	27	87.0	46	83.5	42	84.5	55	81.5	n/a	n/a	n/a	222	69.0	245	64.7	225	67.1	250	66.5	254	76.8	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	40	95.0	37	94.4	38	89.3	45	91.1	35	92.9	n/a	n/a	n/a	208	86.1	188	86.5	236	85.7	237	88.3	199	91.0	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

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												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	675	87.3	560	89.0	382	87.7	343	88.7	326	86.5	n/a	n/a	n/a	2,083	83.1	1,355	87.3	1,226	86.0	1,187	86.6	1,082	81.8	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	37	78.6	27	80.7	46	75.7	42	77.0	54	80.2	n/a	n/a	n/a	240	80.5	263	84.5	232	79.9	260	82.6	259	78.6	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	598	88.0	495	92.7	298	93.1	256	93.3	237	89.0	n/a	n/a	n/a	1,633	80.6	903	86.1	758	85.5	690	86.2	621	79.5	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	40	95.3	38	93.7	38	94.4	45	95.8	35	90.3	n/a	n/a	n/a	210	88.4	189	91.3	236	92.7	237	91.1	202	87.2	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	77	84.8	558	91.0	381	87.7	343	88.1	326	81.4	n/a	n/a	n/a	450	85.7	1,865	85.5	1,794	84.3	1,722	87.5	1,584	83.8	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	37	71.3	27	86.4	46	77.8	42	79.4	55	66.0	n/a	n/a	n/a	240	77.9	263	77.0	232	74.1	260	79.9	262	77.9	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	494	90.0	297	90.5	256	89.3	236	86.1	n/a	n/a	n/a	n/a	n/a	1,414	84.9	1,326	84.9	1,225	86.7	1,120	84.7	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	40	98.3	37	96.4	38	94.7	45	95.6	35	92.2	n/a	n/a	n/a	210	93.5	188	94.7	236	93.9	237	95.8	202	88.8	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	75	74.3	558	85.6	381	82.1	343	85.4	325	80.2	n/a	n/a	n/a	441	70.7	1,846	76.3	1,788	75.4	1,710	78.5	1,571	75.2	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	35	55.3	27	74.3	46	63.6	42	69.8	54	61.8	n/a	n/a	n/a	231	62.2	250	63.5	229	59.9	255	68.7	253	66.4	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	494	89.4	297	91.6	256	90.8	237	88.4	n/a	n/a	n/a	n/a	n/a	1,408	82.4	1,323	84.6	1,218	84.0	1,118	80.3	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	40	93.3	37	93.1	38	91.2	45	95.6	34	90.4	n/a	n/a	n/a	210	79.3	188	82.9	236	81.6	237	82.7	200	78.8	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	218	83.5	263	84.8	227	80.2	309	80.6	265	82.6	Very High	Maintained	Excellent	309	74.4	367	78.7	322	76.4	370	77.8	333	81.7	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

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
2016	218	163	74.8	163	74.8	110	50.5	182	83.5
2017	263	208	79.1	200	76.0	133	50.6	223	84.8
2018	227	170	74.9	160	70.5	101	44.5	182	80.2
2019	309	240	77.7	226	73.1	163	52.8	249	80.6
2020	265	204	77.0	201	75.8	155	58.5	219	82.6

Comment on results: Even with the added challenges of the pandemic, our students continue to search out and receive a variety of financial awards and scholarships. CCH is significantly above the provincial average!

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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	674	92.5	559	93.8	382	92.3	343	91.8	327	91.0	n/a	n/a	n/a	3,065	91.8	1,864	92.2	1,794	91.2	1,722	92.0	1,586	92.3	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	37	87.2	27	90.4	46	89.4	42	83.7	55	87.4	n/a	n/a	n/a	240	91.2	263	92.0	232	88.7	261	90.5	262	91.5	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	597	90.2	494	92.2	298	91.0	256	92.5	237	89.1	n/a	n/a	n/a	2,615	86.7	1,412	87.0	1,326	87.5	1,224	87.4	1,122	88.6	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	40	100.0	38	98.9	38	96.3	45	99.1	35	96.6	n/a	n/a	n/a	210	97.4	189	97.5	236	97.5	237	98.1	202	96.8	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Comment on results: Students feel safe at school, are learning the importance of caring for others, are learning respect for others and feel that they are treated fairly in school. The highest group average come from our teachers and students.

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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	75	80.2	62	91.2	83	88.5	87	87.1	88	88.3	n/a	n/a	n/a	427	84.6	426	86.2	457	83.7	481	85.7	441	87.8	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	35	62.9	27	85.2	45	82.2	42	81.0	54	79.6	n/a	n/a	n/a	221	76.9	241	78.4	222	73.0	246	75.6	246	79.7	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	40	97.5	35	97.1	38	94.7	45	93.3	34	97.1	n/a	n/a	n/a	206	92.2	185	94.1	235	94.5	235	95.7	195	95.9	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Comment on results: At CCH, student are taught attitudes and behaviours that make them successful at work when they finish school.

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										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	671	87.1	557	86.1	380	80.0	343	88.8	310	85.4	n/a	n/a	n/a	3,048	86.5	1,856	84.8	1,783	83.9	1,708	86.3	1,539	86.0	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	35	71.4	26	69.2	45	75.6	42	83.3	48	75.0	n/a	n/a	n/a	228	85.1	256	78.5	224	76.8	252	82.1	246	82.5	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	597	92.3	494	94.5	297	93.5	256	94.3	231	90.9	n/a	n/a	n/a	2,615	85.7	1,412	86.4	1,324	86.0	1,224	86.7	1,107	88.0	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	39	97.4	37	94.6	38	71.1	45	88.9	31	90.3	n/a	n/a	n/a	205	88.8	188	89.4	235	88.9	232	90.1	186	87.6	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

Comment on results: CCH's averages are significantly higher than provincial averages in this area of school improvement. This is a positive and reassuring measure as we continue to navigate things in a "post-pandemic" learning environment. While it is still too early to know what the full impact of the pandemic on students, student learning, and teachers, we continue to work for the best interest of our students in supporting them and their needs. The staff of CCH are committed to establishing and nurturing relationships, focusing on academic rigor and holding our students to a standard of excellence, and ensuring that knowledge and skills gained are relevant in students' lives beyond high school.