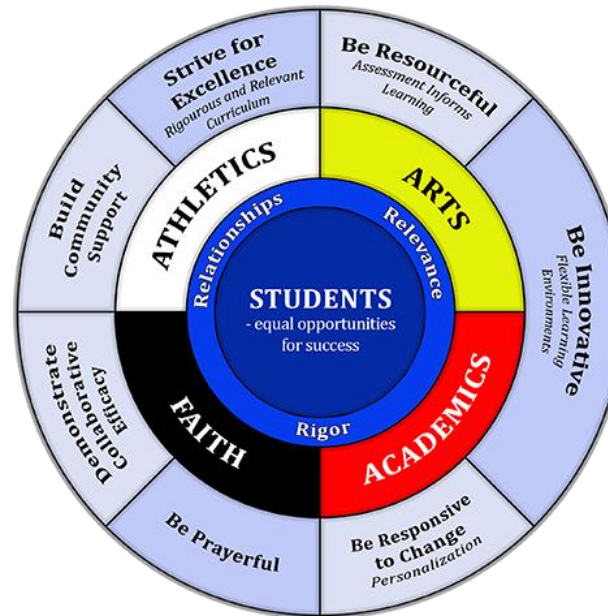




Alberta Education Assurance Measure Report: Fall Reporting 2022 School Results for Catholic Central High School (Posted November 30, 2022)



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 close to 950 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 2021-2022 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 2021-2022 school year as we started the school year still impacted heavily by the COVID-19 pandemic. While we did not move to an online/ at-home platform over the course of the year, we still had to follow various Alberta Health Guidelines until the winter of 2021. Some of the guidelines included:

- 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.) had to "check in", provide a proof-of-vaccine, and take a inventory of COVID symptoms before entering the building.
- 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 but with no spectators (at the beginning). Then, once "gatherings" were permitted, first in limited numbers and then fully open, any spectators had to provide proof-of-vaccine. This, sometimes, became contentious and the situations were difficult to navigate.
- Grade 12 diploma exams were "on-and-off" and this fluctuated per quarter. As such, diploma exam breakdowns are included in this summary but they are not comprehensive in nature as they were inconsistently delivered and the weightings were changed (from original 30% to 10%).
- 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.

Fall 2022 Required Alberta Education 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	86.0	87.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	84.2	83.5	87.2	81.4	83.2	83.1	Very High	Declined	Good
	3-year High School Completion	90.9	89.7	88.7	83.2	83.4	81.1	Very High	Maintained	Excellent
	5-year High School Completion	93.2	90.2	91.7	87.1	86.2	85.6	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	73.9	n/a	79.3	75.2	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	12.8	n/a	16.3	18.2	n/a	24.0	n/a	n/a	n/a	
Teaching & Leading	Education Quality	90.6	90.6	92.6	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	88.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.9	81.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.0	76.7	81.6	78.8	79.5	81.5	Very High	Maintained	Excellent

Comment on results: In the four areas of Assurance Domains, it is clear that CCH maintains a VERY HIGH achievement in the domains of “Student Growth and Achievement”, “Teaching & Leading”, and “Governance.” We continue to exceed or more than exceed the provincial averages. However, we recognize that there has been a slight decline in the measure of “Citizenship” (although higher than the province, there is a drop from previous year). “Citizenship” is defined as “active citizenship” and, perhaps, this number declined as we struggled with the fluctuating “rules” regarding gatherings, works of service (ie: providing Faith in Action hours and other works of service to the community), and co-curricular endeavors. One of numbers we are really proud of is the “Parental Involvement” as this was an area of growth and focus for us in 2021-2022.

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											
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022			
	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	32	87.2	34	86.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	55	91.5	37	83.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	23	76.0	27	80.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	35	94.1	36	94.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Comment on results: This is an interesting picture of Student Learning Engagement. Student and Teacher numbers are higher than previous years (and student number is significantly higher than provincial average). However, the parent number is lower than last year (note: only 37 parents completed the survey in 2022).

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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	559	88.3	382	88.3	343	86.0	326	83.5	345	84.2	Very High	Declined	Good	1,867	86.5	1,798	85.1	1,724	86.9	1,585	86.8	1,637	85.2	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	27	82.2	46	85.3	42	75.0	55	75.3	37	72.8	Intermediate	Maintained	Acceptable	263	84.4	232	81.4	261	84.5	262	82.7	186	81.1	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	494	84.9	298	83.4	256	84.9	236	78.2	271	82.7	Very High	Maintained	Excellent	1,415	78.5	1,330	79.2	1,226	79.7	1,120	80.8	1,277	80.7	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	38	97.8	38	96.3	45	98.2	35	97.1	37	97.2	Very High	Maintained	Excellent	189	96.7	236	94.6	237	96.4	203	97.1	171	96.8	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

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 Santa’s 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. We are, also, significantly higher than provincial numbers in the student and teacher numbers. Again, the parent number is lower. While we are proud of our communication and engagement with parents, we recognize that this will continue to be a challenge.

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									
	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	%
3 Year Completion	279	86.7	232	86.3	315	90.0	257	89.7	324	90.9	Very High	Maintained	Excellent	355	85.1	306	85.9	372	88.0	324	88.2	402	90.2	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	232	91.6	278	92.4	230	88.6	318	91.7	257	90.9	High	Maintained	Good	294	90.1	353	91.3	304	88.2	374	90.6	324	89.4	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	232	88.7	231	92.0	278	92.9	230	90.2	318	93.2	Very High	Maintained	Excellent	283	88.1	293	90.5	355	92.8	304	89.5	374	91.9	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

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.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	92.4	13.1	85.9	9.1	n/a	n/a	n/a	n/a	80.4	5.7		
	Authority	91.5	11.7	85.2	8.4	n/a	n/a	n/a	n/a	78.5	5.8		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	School	86.1	8.3	82.5	9.5	n/a	n/a	n/a	n/a	81.0	4.8		
	Authority	86.9	11.1	84.0	8.5	n/a	n/a	n/a	n/a	81.5	7.7		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
French Language Arts 30-1	School	n/a	n/a	100.0	6.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	100.0	6.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.4	23.0	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2		
Mathematics 30-1	School	69.7	20.2	75.0	20.7	n/a	n/a	n/a	n/a	65.7	25.4		
	Authority	70.3	22.9	73.8	20.6	n/a	n/a	n/a	n/a	64.7	25.0		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	School	69.7	15.2	67.1	5.9	n/a	n/a	n/a	n/a	60.7	5.4		
	Authority	65.9	13.2	67.9	7.5	n/a	n/a	n/a	n/a	60.7	5.4		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	School	83.5	10.1	84.1	13.4	n/a	n/a	n/a	n/a	80.1	8.2		
	Authority	82.4	10.0	83.0	12.5	n/a	n/a	n/a	n/a	77.3	7.4		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	School	62.5	0.0	58.6	0.0	n/a	n/a	n/a	n/a	46.2	0.0		
	Authority	66.9	0.8	66.0	1.9	n/a	n/a	n/a	n/a	47.6	0.0		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	School	82.5	26.8	75.7	22.0	n/a	n/a	n/a	n/a	76.1	22.1		
	Authority	82.9	26.6	78.1	23.5	n/a	n/a	n/a	n/a	76.3	20.7		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	School	87.4	29.9	83.2	31.4	n/a	n/a	n/a	n/a	81.3	30.0		
	Authority	85.0	30.1	84.5	32.3	n/a	n/a	n/a	n/a	79.1	29.1		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	School	86.1	22.2	84.8	28.3	n/a	n/a	n/a	n/a	62.5	9.4		
	Authority	82.1	22.6	84.2	28.4	n/a	n/a	n/a	n/a	58.8	8.8		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		
Science 30	School	77.8	0.0	60.0	10.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.8	0.0	60.0	10.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2		

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Catholic Central High School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	158	80.4	220	85.9	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	158	5.7	220	9.1	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	42	81.0	63	82.5	8,903	80.8	16,640	87.1
	Standard of Excellence	n/a	n/a	n/a	42	4.8	63	9.5	8,903	12.3	16,640	12.1
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	100.0	666	91.9	1,215	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	6.3	666	6.8	1,215	10.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	98.8	139	98.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	44.2	139	29.5
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	67	65.7	116	75.0	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	67	25.4	116	20.7	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	56	60.7	85	67.1	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	56	5.4	85	5.9	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	146	80.1	201	84.1	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	146	8.2	201	13.4	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	39	46.2	70	58.6	11,131	72.5	20,758	77.8
	Standard of Excellence	n/a	n/a	n/a	39	0.0	70	0.0	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	113	76.1	214	75.7	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	113	22.1	214	22.0	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	80	81.3	137	83.2	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	80	30.0	137	31.4	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	64	62.5	92	84.8	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	64	9.4	92	28.3	5,560	34.6	9,247	43.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	60.0	4,887	75.7	9,676	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	10.0	4,887	17.2	9,676	31.2

Comment on results: Grade 12 diploma exams were “on-and-off” and this fluctuated per quarter. As such, diploma exam breakdowns are included in this summary but they are not comprehensive in nature as they were inconsistently delivered and the weightings were changed (from original 30% to 10%). It would be important to look at the number of student that actually took the exam being administered. Not all students had to take all exams.

Education Quality – Measure Details

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

	School										Authority						Province																
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	560	94.6	382	92.3	344	92.8	326	90.6	345	90.6	Very High	Maintained	Excellent	1,870	93.1	1,799	91.7	1,728	92.8	1,586	91.5	1,633	90.7	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	27	94.4	46	92.4	42	90.9	55	87.6	37	87.7	Very High	Maintained	Excellent	263	89.6	232	87.8	261	90.2	262	87.5	186	86.7	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	495	92.4	298	89.9	257	90.5	236	88.0	271	90.0	Very High	Maintained	Excellent	1,418	91.9	1,331	91.0	1,230	91.1	1,121	89.9	1,276	89.2	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	38	96.9	38	94.7	45	97.0	35	96.2	37	94.0	Intermediate	Maintained	Acceptable	189	97.7	236	96.2	237	97.2	203	97.2	171	96.3	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

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. However, it has been quite some time that teachers have had the ability to access their own professional development of choice. Additionally, the number of professional development days allocated on the yearly calendar have been challenging as they provide less frequent opportunity for collaboration.

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																
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	327	88.2	345	88.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	90.5	1,638	88.6	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	55	83.4	37	79.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	89.5	186	86.0	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	237	84.5	271	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,123	85.2	1,281	82.3	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	35	96.7	37	97.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	203	96.9	171	97.4	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6		

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																
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	326	81.8	345	85.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,584	83.4	1,634	81.4	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	55	69.1	37	74.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	79.8	186	72.6	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4		
Student	n/a	n/a	n/a	n/a	n/a	n/a	236	86.1	271	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,120	84.7	1,278	84.1	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	35	90.2	37	93.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	202	85.9	170	87.4	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3		

Comment on results: We are pleased with the improvement of these numbers from 2021-2022. This is because we have worked toward a Collaborative Response Model that provides teachers with opportunity to collaborate on various implementation of supports before any need to provide more targeted supports. 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.

Parental Involvement – Measure Details

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

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	64	84.0	84	80.3	87	82.8	89	76.7	74	86.0	Very High	Maintained	Excellent	447	85.0	466	80.6	495	84.6	463	80.5	356	81.6	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	27	72.9	46	69.2	42	71.0	55	69.1	37	78.7	Very High	Maintained	Excellent	260	76.9	231	69.6	258	75.6	262	72.2	186	72.3	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	37	95.0	38	91.5	45	94.6	34	84.3	37	93.3	Very High	Maintained	Excellent	187	93.1	235	91.6	237	93.5	201	88.8	170	90.8	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Comment on results: We have worked extremely hard in this area. As a result, our numbers compared from previous years and compared to provincial averages are very high. We have, especially as we endeavor to return to a more “normal” school year, erred on the side of regular, updated, consistent communicate 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.

Fall 2022 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	n/a	60.3	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.1	2.1	1.5	2.3	2.6	2.6	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	77.5	83.8	82.4	83.7	84.9	85.1	Low	Maintained	Issue
Lifelong Learning	82.9	87.2	87.1	81.0	82.1	72.0	Very High	Maintained	Excellent
Program of Studies	89.6	86.5	88.2	82.9	81.9	82.3	Very High	Maintained	Excellent
Program of Studies - At Risk Students	85.6	81.4	87.9	81.9	82.7	84.8	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	87.2	82.6	81.1	70.2	68.0	66.4	Very High	Improved Significantly	Excellent
Safe and Caring	91.1	91.0	92.0	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	83.8	80.2	83.8	72.6	71.8	74.1	Very High	Maintained	Excellent
School Improvement	83.4	85.4	84.4	74.2	81.4	81.3	Very High	Maintained	Excellent
Transition Rate (6 yr)	73.9	72.1	74.4	60.3	60.0	59.8	Very High	Maintained	Excellent
Work Preparation	80.7	88.3	87.8	84.9	85.7	83.5	High	Declined	Acceptable

Comment on results: Two areas of concern would be the “In-Service Jurisdiction Needs” and “Work Preparation”. These measures are further broken down below.

Drop Out Rate – Measure Details

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

	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	%
Drop Out Rate	676	0.9	764	1.2	825	1.3	885	2.1	881	1.1	Very High	Maintained	Excellent	1,235	1.6	1,305	1.8	1,352	1.0	1,354	1.8	1,387	1.2	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	27	8.3	14	0.0	16	27.1	11	0.0	20	5.5	n/a	n/a	n/a	39	14.3	31	9.1	29	37.5	17	0.0	28	16.3	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

Comment on results: Catholic Central’s drop out rate is less than double the provincial drop out rate. Teachers, guidance counsellors, grad coach, First Nations Metis and Inuit Worker, and administration work extremely hard to ensure students are in position to meet graduation requirements every year. Extensive “grad tracking” is done.

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										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	%
4 Year Rate	232	54.1	278	51.0	230	54.1	318	59.8	257	58.6	High	Maintained	Good	294	51.6	355	50.1	304	53.9	374	57.8	324	53.7	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2
6 Year Rate	216	72.1	232	76.0	231	75.0	278	72.1	229	73.9	Very High	Maintained	Excellent	284	69.8	283	73.1	293	73.8	354	72.1	303	73.7	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3

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										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	37	93.6	38	79.6	45	85.1	33	83.8	37	77.5	Low	Maintained	Issue	188	88.8	233	88.5	237	85.0	200	83.5	171	85.8	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	37	93.6	38	79.6	45	85.1	33	83.8	37	77.5	Low	Maintained	Issue	188	88.8	233	88.5	237	85.0	200	83.5	171	85.8	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Comment on results: This is an area of concern. As referenced earlier, it has been quite some time that teachers have had the ability to access their own professional development of choice. Additionally, the number of professional development days allocated on the yearly calendar have been challenging as they provide less frequent opportunity for collaboration. As we see more new teachers (teacher turnover), we will need to ensure there is opportunity for mentorship.

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 three 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 a more balanced focus on division priorities so as to allow teachers time and space to collaborate on the school mantra of “Rigour, Relevance, and Relationships.”

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										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	64	90.7	84	86.4	87	87.8	90	87.2	74	82.9	Very High	Maintained	Excellent	433	75.6	461	76.4	487	77.4	453	83.9	348	82.8	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	27	87.0	46	83.5	42	84.5	55	81.5	37	72.6	High	Declined	Acceptable	245	64.7	225	67.1	250	66.5	254	76.8	179	73.1	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	37	94.4	38	89.3	45	91.1	35	92.9	37	93.2	Very High	Maintained	Excellent	188	86.5	236	85.7	237	88.3	199	91.0	169	92.5	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

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										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	560	89.0	382	87.7	343	88.7	326	86.5	343	89.6	Very High	Maintained	Excellent	1,355	87.3	1,226	86.0	1,187	86.6	1,082	81.8	1,076	84.3	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	27	80.7	46	75.7	42	77.0	54	80.2	37	83.6	Very High	Maintained	Excellent	263	84.5	232	79.9	260	82.6	259	78.6	186	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	495	92.7	298	93.1	256	93.3	237	89.0	269	92.1	Very High	Maintained	Excellent	903	86.1	758	85.5	690	86.2	621	79.5	719	84.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	38	93.7	38	94.4	45	95.8	35	90.3	37	93.1	Very High	Maintained	Excellent	189	91.3	236	92.7	237	91.1	202	87.2	171	88.1	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	558	91.0	381	87.7	343	88.1	326	81.4	345	85.6	Intermediate	Maintained	Acceptable	1,865	85.5	1,794	84.3	1,722	87.5	1,584	83.8	1,634	81.8	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	27	86.4	46	77.8	42	79.4	55	66.0	37	73.0	Low	Maintained	Issue	263	77.0	232	74.1	260	79.9	262	77.9	186	70.7	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	494	90.0	297	90.5	256	89.3	236	86.1	271	90.2	Very High	Maintained	Excellent	1,414	84.9	1,326	84.9	1,225	86.7	1,120	84.7	1,278	84.1	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	37	96.4	38	94.7	45	95.6	35	92.2	37	93.5	Intermediate	Maintained	Acceptable	188	94.7	236	93.9	237	95.8	202	88.8	170	90.5	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	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	%
Rutherford Scholarship Eligibility Rate	263	84.8	227	80.2	309	80.6	265	82.6	321	87.2	Very High	Improved Significantly	Excellent	367	78.7	322	76.4	370	77.8	333	81.7	395	86.8	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

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
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
2021	321	271	84.4	258	80.4	207	64.5	280	87.2

Comment on results: Even with the added challenges of the pandemic and post-pandemic era, 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									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	559	93.8	382	92.3	343	91.8	327	91.0	345	91.1	Very High	Maintained	Excellent	1,864	92.2	1,794	91.2	1,722	92.0	1,586	92.3	1,637	90.8	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	27	90.4	46	89.4	42	83.7	55	87.4	37	83.1	High	Maintained	Good	263	92.0	232	88.7	261	90.5	262	91.5	186	88.2	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	494	92.2	298	91.0	256	92.5	237	89.1	271	92.1	Very High	Maintained	Excellent	1,412	87.0	1,326	87.5	1,224	87.4	1,122	88.6	1,281	86.5	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	38	98.9	38	96.3	45	99.1	35	96.6	37	98.3	Very High	Maintained	Excellent	189	97.5	236	97.5	237	98.1	202	96.8	170	97.6	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

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.

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	558	85.6	381	82.1	343	85.4	325	80.2	343	83.8	Very High	Maintained	Excellent	1,846	76.3	1,788	75.4	1,710	78.5	1,571	75.2	1,627	75.9	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	27	74.3	46	63.6	42	69.8	54	61.8	37	65.7	Intermediate	Maintained	Acceptable	250	63.5	229	59.9	255	68.7	253	66.4	181	66.7	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	494	89.4	297	91.6	256	90.8	237	88.4	269	94.0	Very High	Improved	Excellent	1,408	82.4	1,323	84.6	1,218	84.0	1,118	80.3	1,275	80.2	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	37	93.1	38	91.2	45	95.6	34	90.4	37	91.6	Very High	Maintained	Excellent	188	82.9	236	81.6	237	82.7	200	78.8	171	80.7	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	557	86.1	380	80.0	343	88.8	310	85.4	339	83.4	Very High	Maintained	Excellent	1,856	84.8	1,783	83.9	1,708	86.3	1,539	86.0	1,617	78.0	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	26	69.2	45	75.6	42	83.3	48	75.0	36	77.8	High	Maintained	Good	256	78.5	224	76.8	252	82.1	246	82.5	180	66.7	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	494	94.5	297	93.5	256	94.3	231	90.9	267	92.0	Very High	Maintained	Excellent	1,412	86.4	1,324	86.0	1,224	86.7	1,107	88.0	1,270	83.4	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	37	94.6	38	71.1	45	88.9	31	90.3	36	80.6	High	Maintained	Good	188	89.4	235	88.9	232	90.1	186	87.6	167	83.8	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

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 return to establishing clear routines and expectations, enhancing rigor and relevance, and building relationships. The staff of CCH are committed to holding our students to a standard of excellence and ensuring that knowledge and skills gained are relevant in students' lives beyond high school.

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	62	91.2	83	88.5	87	87.1	88	88.3	73	80.7	High	Declined	Acceptable	426	86.2	457	83.7	481	85.7	441	87.8	343	85.2	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	27	85.2	45	82.2	42	81.0	54	79.6	36	72.2	Very High	Maintained	Excellent	241	78.4	222	73.0	246	75.6	246	79.7	178	75.3	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	35	97.1	38	94.7	45	93.3	34	97.1	37	89.2	Intermediate	Maintained	Acceptable	185	94.1	235	94.5	235	95.7	195	95.9	165	95.2	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Comment on results: At CCH, student are taught attitudes and behaviours that make them successful at work when they finish school. We will continue to provide support for and opportunities to our students to explore a variety of work-related and post-secondary choices.