



Catholic Central High School
Alberta Assurance Statement for the Superintendent
November 12, 2024

Welcome to Catholic Central High School (CCH)!

- 1. We are a faith-based community and strive to fulfill the Marks of an Excellent Catholic School:**
https://cdnsm5-ss10.sharpschool.com/UserFiles/Servers/Server_20670192/File/Faith/eNewsletters/Five-Marks-of-a-Catholic-School_Web.pdf
- 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 1000 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 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/>
- 7. We focus on our 3Rs of "Rigor, Relevance, and Relationships"**

CONTEXTUAL INFORMATION SURROUNDING 2023-2024 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 2023-2024 school year as we moved to establish and institute a rigid attendance procedure, implement a personal-owned electronic use user agreement, and provide more frequent opportunities for students to engage with post-secondary and the world of work.

- Improved attendance rates.
- More students completed courses successfully because they were attending for 80% or more of their classes per quarter.
- Higher volume of students who met Grade 12 High School Requirements or Certificate of Achievement Requirements.
- Grade 12 diploma exams were consistent and weighted at 30%.
- 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, 2024. It would be important to note the sample size of students, parents, and teachers that chose to complete the survey.



Area	School	AB	Diff	Analysis
<p>Student Learning & Engagement</p> <p><i>The literacy and numeracy skills your child is learning at school are useful, and your child is learning what they need to know.</i></p>	87.6%	83.7%	+3.9%	<p>This category purports to measure engagement, but focuses reductively on literacy, numeracy, and whether the students are learning what they should. It's not a very accurate way of measuring engagement and the category title is misleading. It's really measuring whether stakeholders think math and English Language Arts are taught well and then whether they think the other things students learn are valuable.</p> <p>The result is <i>maintained</i> from previous years. Students are 8.7% more satisfied than their counterparts. Parents are 2.7% higher than their counterparts and teachers are 0.2% higher than their counterparts. It is an overall area of strength for Holy Spirit.</p>
<p>Citizenship</p> <p><i>Students at your child's school: follow the rules; help each other when they can; respect each other; are encouraged at school to be involved in activities that help the community; and are encouraged at school to try their best</i></p>	84.2%	79.4%	+4.8%	<p>This category measures citizenship well. An examination of the questions reveals that both modeling and teaching the Catholic faith can impact these areas strongly. School service projects have the same impact. It is very much a corollary measure of faith.</p> <p>Catholic Central ranks both <i>very high and has maintained</i> from previous years. Students are 12.6% higher than their counterparts, and the main reason for success. The student result is in direct contradiction to the parent result that shows that they are 7.3% lower than their counterparts, which is a concern and requires investigation of why this is (as the student result is significantly higher than the provincial average). Teachers are 9.1% higher than their counterparts and the second highest contributing factor in outperforming the province. This is a superb result.</p>
<p>3-Year HS Completion</p> <p><i>The % of students who graduate high school within 3 years of entering grade 10.</i></p>	92.5%	80.4%	+12.1%	<p>This category measures the extent to which students not only graduate, but also graduate on time.</p> <p>Catholic Central is both <i>very high and has maintained</i>. This is an excellent result and one that Catholic Central teachers and administrative staff endeavor to exceed the provincial average. *Note, will be updated when October results are out.</p>
<p>5-Year HS Completion</p> <p><i>The % of students who graduate high school within 5 years of entering grade 10.</i></p>	95.0%	88.1%	+6.9%	<p>This category measures the extent to which students eventually graduate, despite not graduating on time.</p> <p>Catholic Central is <i>very high and improved</i>. This is a superb result and one that speaks to the work being done to support students to the completion of high school.</p>



<p><u>Diploma: Acceptable</u> (Division)</p> <p><u>Diploma: Acceptable</u> (Catholic Central)</p>	80.3%	81.5%	-1.2%	<p>In need of improvement. 11 subjects were examined. Catholic Central students outperformed the provincial pass rate in only 4 of 10 subjects: English 30-1 (+5.5%); English 30-2 (+7.8%); Social 30-1 (+5.2%); Science 30 (+6.2%).</p> <p>Catholic Central students were below in Math 30-1 and Math 30-2 by wide margins at -7.0% and -13.4% respectively. Additionally, Social 30-2 was low at -4.3%. Catholic Central students were also below in Biology, Chemistry, and Physics by -5.0%, -6.6%, and -5.1% respectively.</p> <p>In short, Catholic Central should target math and the sciences first for improvement.</p>
<p><u>Diploma: Excellence</u> (Division)</p> <p><u>Diploma: Excellence</u> (Catholic Central)</p>	13.9%	22.6%	-8.7%	<p>In need of significant improvement. 11 subjects were examined. Catholic Central students were below the provincial excellence rate in all 9 of the 10 subjects examined, with the exception of English 30-2 (+0.1%).</p> <p>The results most in need of improvement were in Math 30-1 (-20.2%), Chemistry 30 (-12.2%), and Physics 30 (-28.1%).</p> <p>In short, Catholic Central should target math and the sciences first for improvement.</p>
<p>Education Quality</p> <p><i>Your child: clearly understands what they are expected to learn at school; finds school work challenging; finds school work interesting; and is learning what they need to know. You are satisfied with the quality of education your child is receiving at school.</i></p>	91.5%	87.6%	+3.9%	<p>This is a very important question as the category is a measure of overall satisfaction with what students are learning, how well our teachers are teaching it, and the extent to which we find learning interesting and challenging.</p> <p>Catholic Central's results are very high and have been maintained. The students are 2.5% higher than their counterparts. The parents are 6.5% higher than their counterparts. The teachers are 2.8% higher than their counterparts. It is a strong result.</p>
<p>Welcoming, Caring, Respectful, Safe and Caring Learning Environments</p> <p><i>Students at your child's school: care about each other; respect each other; treat each other well. Teachers care about your child. Your child is safe at school and on the way to and from school and is treated fairly by</i></p>	88.8%	84%	+4.8%	<p>This category is a good measure of the extent to which the schools are safe and caring. Teaching and modeling our faith should impact results. It is very much a corollary measure of faith.</p> <p>Catholic Central's result is maintained from past years. The students were 10.1% higher than their counterparts. The parents were, again 3.7% lower than their counterparts, which indicates we could be better as their spread between the provincial average of the counterparts are higher on other questions (but, again,</p>



<p>adults at your school. Your child's school is a welcoming place to be.</p>				<p>discrepant between what students are indicating). Teachers are , however, 8% higher than their counterparts, which is very positive. This is a very strong result overall.</p>
<p>Access to Supports and Services</p> <p><i>At school, there are appropriate supports and services available to your child to help with their learning. When your child needs it, teachers at your child's school are available to help them. You can get the support you need from the school to help your child be successful in their learning. Your child can easily access programs and services at school to get help with school work and can get help at school with problems that are not related to school work.</i></p>	85.7	79.9%	+5.8%	<p>This category measures how the division serves students with learning needs, both through targeted support and classroom support.</p> <p>This result is very good and maintained relative to the Holy Spirit's satisfaction and provincial satisfaction in other areas. For Catholic Central, the students are 7.5% higher than their counterparts, which is excellent. Parents are 3.9% higher than their counterparts, and the teachers are 7.5% higher than their counterparts. While it is clear that access to supports and services throughout the division is an area of need, Catholic Central continues to use every resource available both within the and outside of the school community to support students.</p>
<p>Parental Involvement</p> <p><i>To what extent are you involved in decisions about your child's education and decisions at your child's school? How satisfied or dissatisfied are you that your input into decisions at your child's school is considered and you have the opportunity to be involved in decisions about your child's education. How satisfied or dissatisfied are you with the opportunity to be involved in decisions and at your child's school.</i></p>	81.2%	79.5%	+1.7%	<p>This is a critical question in Catholicism because we consider parents as partners and primary educators of their children.</p> <p>Catholic Central's result is very high or high and maintained. However, teachers are more satisfied than parents. Namely, parents are 1.5% lower than their counterparts, while teachers are 4.8% higher than their counterparts. This is an adequate result that could be a focus for improvement.</p>

Summary Analysis of Catholic Central's Results

- Parent participation rates are very low (only 38 parents completed the survey). It should be noted that this survey is for grade 10 parents. Promote participation at School Council, parent teacher interviews, social media, website. Low participation rates really harm performance.
- Teacher participation rates could be better given that 36/43 teachers completed the survey. Low participation rates really harm performance. Give staff time to do the surveys at a staff meeting. They should not be optional.
- Parental Involvement is and continues to be a focus as an area of improvement.
- Areas to celebrate are: 3 and 5-year completion rates, Citizenship, Access to Supports and Services, and Welcoming/ Caring Learning Environments.
- While focus on all diploma areas is needed, math and science results are in need of the most improvement.