



**Catholic Central High School**  
**Alberta Assurance Statement for the Superintendent**  
**November 13, 2025**

## **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://cdns5-ss10.sharpschool.com/UserFiles/Servers/Server\\_20670192/File/Faith/eNewsletters/Five-Marks-of-a-Catholic-School\\_Web.pdf](https://cdns5-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 1030 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](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 2024-2025 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 2024-2025 school year as we continued to enforce a rigid attendance procedure, leveraged the personal-owned electronic use user agreement to deal with growing concerns about students access and use of AI tools, 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, 2025. 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
<b>Student Learning &amp; Engagement</b>  <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>	87.6% in 23-24  88.9% in 24-25	83.7% in 23-24  83.9% in 24-25	+3.9%  +5%	<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 <b><u><i>maintained excellent</i></u></b> from previous years. Students are 11.3% more satisfied than their counterparts. Parents are 2.8% higher than their counterparts and teachers are 0.7% higher than their counterparts. It is an overall area of strength for Holy Spirit and Catholic Central.</p>
<b>Citizenship</b>  <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>	84.2% in 23-24  89.0% in 24-25	79.4% in 23-24  79.8% in 24-25	+4.8%  +9.2%	<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 has <b><u><i>improved significantly and overall excellent measure</i></u></b> from previous years. Students are 16.8% higher than their counterparts, and the main reason for success. Parents are 3.9% higher than their counterparts and saw a huge increase from 71.4% to 82.5% over one year. Teachers are 7% higher than their counterparts. This area is one of the highest contributing factors in outperforming the province. This is a superb result.</p>
<b>3-Year HS Completion</b>  <i>The % of students who graduate high school within 3 years of entering grade 10.</i>	92.5% in 23-24  91.4% in 24-25	80.4% in 23-24  81.4% in 24-25	+12.1%  +10%	<p>This category measures the extent to which students not only graduate, but also graduate on time.</p> <p>Catholic Central is both <b><u><i>very high and has maintained</i></u></b>. This is an excellent result and one that Catholic Central teachers and administrative staff endeavor to exceed the provincial average. We work diligently to track students' graduation status and graduation requirement and credit attainment from grade 10. <b><u><i>We recognize a slight drop from previous year (23-24) to current year (24-25).</i></u></b></p>
<b>4-Year HS Completion</b>  <i>The % of students who graduate high school within 4 years of entering grade 10.</i>	93.5% in 23-24  95.6% in 24-25	85.1% in 23-24  84.7% in 24-25	+8.4%  +10.9%	<p>This category measures the extent to which students graduate within four years upon entering high school.</p> <p>Catholic Central has <b><u><i>improved significantly and overall excellent measure</i></u></b> from previous years. This is an excellent result and one that Catholic Central teachers</p>



				and administrative staff endeavor to exceed the provincial average. We work diligently to track students' graduation status and graduation requirement and credit attainment from grade 10. We support students who require an additional year to meet these requirements.
<b>5-Year HS Completion</b> <i>The % of students who graduate high school within 5 years of entering grade 10.</i>	95.0% in 23-24  94.1% in 24-25	88.1% in 23-24  87.1% in 24-25	+6.9%   +7%	This category measures the extent to which students eventually graduate, despite not graduating on time (but within five years upon entering high school).  Catholic Central is <b><i>very high and has maintained</i></b> from previous year. This is a superb result and one that speaks to the work being done to support students to the completion of high school.
<b>Diploma: Acceptable (Division)</b>  <b>Diploma: Acceptable (Catholic Central)</b>	80.3% in 23-24  79.2% in 24-25	81.5% in 23-24  82.0% in 24-25	-1.2%   -2.8%	<b>In need of improvement.</b> 11 subjects were examined. Catholic Central students outperformed the provincial pass rate in 5 of 10 subjects: English 30-1 (+6.7%); English 30-2 (1.1%); Social 30-1 (+1.6%); Chemistry 30 (0% difference); French Language Arts 30-1 (+0.5%).  Catholic Central students were below in Math 30-1 and Math 30-2 by margins at -0.8% and -18.0% respectively. Additionally, Social 30-2 was low at -8.9%. Catholic Central students were also below in Biology, Physics and Science by -2.9%, -5.8%, and -2.5% respectively.  In short, Catholic Central should target math and the sciences for improvement.
<b>Diploma: Excellence (Division)</b>  <b>Diploma: Excellence (Catholic Central)</b>	13.9% in 23-24  18.3% in 24-25	22.6% in 23-24  23.0% in 24-25	-8.7%   -4.7%	This is a huge area of improvement as the gap between provincial and school is 4% less than in previous year. However, this is still <b><i>in need of improvement</i></b> . 11 subjects were examined. Central students outperformed the provincial pass rate in 4 of 10 subjects: English 30-1 (+3.8%); English 30-2 (3.9%); Science 30 (+3.9%); French Language Arts 30-1 (+3.1%).  Catholic Central students were below in Math 30-1 and Math 30-2 by margins at -7.9% and -8.3% respectively. Additionally, Social 30-1 was below at -2.1% and Social 30-2 was below at -8.9%. Catholic Central students were also below in Biology, Chemistry, and Physics by -6.3%, -10.0%, and -7.7% respectively.  In short, Catholic Central should target math and the sciences first for improvement.



<p><b>Education Quality</b></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>	<p>91.5% in 23-24</p> <p>93.7% in 24-25</p>	<p>87.6% in 23-24</p> <p>87.7% in 24-25</p>	<p>+3.9%</p> <p>+6%</p>	<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 have <b><i>improved and are excellent</i></b>. Of two years at 91.5% (a very high result), last year saw a 2.2% increase, whereas the province only saw 0.1% increase. The students are 4.7% higher than their counterparts. The parents are 9.7% higher than their counterparts. The teachers are 3.5% higher than their counterparts. It is a strong result.</p>
<p><b>Welcoming, Caring, Respectful, Safe and Caring Learning Environments</b></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 adults at your school. Your child's school is a welcoming place to be.</i></p>	<p>88.8% in 23-24</p> <p>91.8% in 24-25</p>	<p>84% in 23-24</p> <p>84.4% in 24-25</p>	<p>+4.8%</p> <p>+7.4%</p>	<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 results have <b><i>improved and are excellent</i></b>. The students were 13.1% higher than their counterparts. The parents are 3.1% higher than their counterparts (which is a significant area of improvement from being below the provincial average in the previous year). Teachers are 5.9% higher than their counterparts. This is a very strong result overall.</p>
<p><b>Access to Supports and Services</b></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>	<p>85.7% in 23-24</p> <p>86.9% in 24-25</p>	<p>79.9% in 23-24</p> <p>80.1% in 24-25</p>	<p>+5.8%</p> <p>+6.8%</p>	<p>This category measures how the division serves students with learning needs, both through targeted support and classroom support.</p> <p>Catholic Central's results have <b><i>improved and are excellent</i></b>. The students are 9.7% higher than their counterparts, which is excellent. Parents are 8.6% higher than their counterparts, and the teachers are 2.1% higher than their counterparts. While it is clear that access to support 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><b>Parental Involvement</b></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</i></p>	<p>81.2% in 23-24</p> <p>83.4% in 24-25</p>	<p>79.5% in 23-24</p> <p>80.0% in 24-25</p>	<p>+1.7%</p> <p>+3.4%</p>	<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 <b><i>excellent and maintained</i></b>. The area of improvement was seen in the parents as they were 10.0% higher than their counterparts (whereas they</p>



<i>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>were 1.5% lower in the previous year). However, teachers were 3% lower in the current year than their counterparts.</p> <p>Two items of note: a) School Council at Catholic Central is a dedicated and engaged group but more parents are welcome to attend and learn more about the school, and b) more discussion around teachers' perception around parental involvement is required to identify the disconnect.</p>
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### Summary Analysis of Catholic Central's Results

- Parent participation rates are very low (only 28 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 can harm or skew performance (depending on who chooses to fill out the survey).
- Teacher participation rates could be better given that 32/43 teachers completed the survey. Low participation rates can harm or skew 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, 4, and 5-year completion rates, Citizenship, Welcoming/ Caring Learning Environments, and the improvement seen in Diploma Exam: Standard of Excellence measurement.
- While focus on all diploma areas is still needed, math and science results are in need of the most improvement.