

East
Central
Catholic
Schools



 EAST CENTRAL CATHOLIC
SCHOOL DIVISION

ANNUAL EDUCATION RESULTS REPORT

2023-2024

Mission - Together with home and church, we respond to the needs of each student by providing quality learning experiences rooted in our Catholic faith.

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2023 – 2024 Annual Education Results Report

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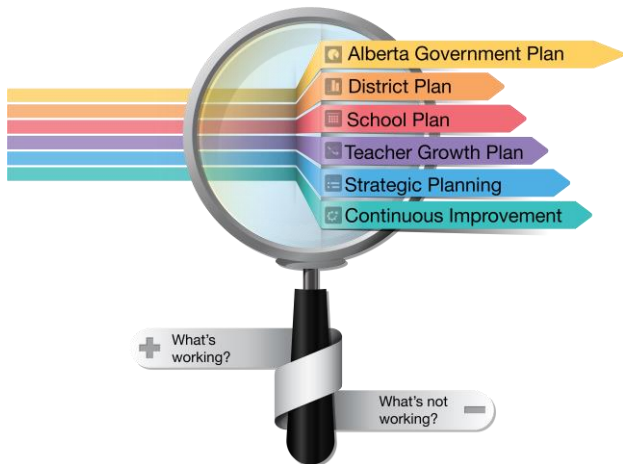
East Central Catholic School Division Assurance Context



East Central Catholic School Division (ECCS) focuses on listening to the many stakeholder voices of the communities we serve. By implementing local measures through surveys and public engagements as well as examining provincial Assurance Frameworks, we garner information that shapes the direction our school communities and school division will journey. Data collection and analysis has provided a clear picture of ECCS's successes, challenges, and opportunities.

ECCS is proud of our successes and accomplishments in achieving high results within the following measures: citizenship, PAT and Diploma average results, safe and caring learning communities, educational quality, life-long learning, and work preparation. These measures reassure us that strategies and action plans are successful within our school communities. [Click here for Assurance Reporting.](#)

Analysis of data collection helps pinpoint areas of challenges. Challenges such as improving upon our citizenship measure, educational quality measure, program of studies for at-risk students, overall school improvement, and parental involvement will be addressed through Divisional and School-based initiatives.



ECCS has determined opportunities, and created and implemented ways in which we can address the challenges and bring about better results. ECCS strategies include:

- Intentionality of budget designs to meet identified needs for improvement.
- Third Path Professional Development for all staff to foster and construct stronger relationships. A four-year faith plan highlighting the Catholic values and beliefs that sustain the safe and caring nature of our learning environments.
- The placement of personnel for increased opportunities within Learning Support provisions.
- The placement of personnel for increased opportunities for Family School Liaison Workers and outside agency supports to assist with mental health and well-being.
- Hiring of an Indigenous Program and Culture Facilitator. This position within our Division will facilitate FNMI ways of knowing and create a deeper understanding of Truth and Reconciliation.
- Adding program offerings within our CTF/CTS trailer. Providing additional opportunities for educational quality improvement.
- Targeted time and placement of personnel to complete assessments for grade 1 – 3 students within the “Learning Gap” to inform student levels and ways to improve learning within literacy and numeracy.

- Program flexibility between School of Hope (SOH) and brick-and-mortar schools to provide program offerings to our smallest schools. This ensures school sustainability by offering synchronous or asynchronous lessons for those classes with low student numbers. Rural school sustainability and wider course offerings.
- Offering primary and non-primary students course diversity via Dual Credit programming through SOH in partnership with Lakeland College.
- Collaborating with Learning Network consultants to focus on Teacher Professional Development for New Curriculum Delivery for K-6 teachers and a focus on pedagogy improvements for grade 7-12 teachers.
- Development of Professional Learning Networks across the division so that teachers have the opportunity to network and explore best practices.
- Collaborating with school leadership teams and stakeholders, the Division continues identifying critical data metrics to identify celebrations, challenges, or opportunities. The insights from local and provincial measures provide an opportunity to develop or refine existing strategies aligned with the continuous improvement process over the four-year education plan. The Division has developed a local assurance survey workflow to improve stakeholder feedback in areas not addressed by the provincial assurance survey format, such as:
 - support staff
 - all students from Grades 4-12
 - Domain One - Quality Catholic Education
 - Truth & Reconciliation and FNMI strategies
 - Assurance workflows and engagement feedback.

The Division supports the assurance reporting workflow by developing Assurance presentation templates in Google Slides, Clevr, and the Division's website platform, Presence. Leadership teams and stakeholders must have access to informative and summative visualizations of complex data trends to develop or tweak existing strategies to improve teaching and learning practices across the Division. As a result, the Division continues to explore the use of data tools, such as Microsoft's PowerBI platform, to generate just-in-time visualizations of local and provincial data metrics. Using data visualization tools and artificial intelligence (AI) workflows will play a critical role in creating up-to-date, relevant visualizations of complex data sets that would otherwise not be possible. The ability to analyze and identify trends in complex data metrics will be essential for educational stakeholders in the province who are seeking to continuously improve teaching, learning, and management practices in a rapidly changing political, economic, educational and societal landscape.

As you can see, ECCS is committed to responding to the voice of our stakeholders. ECCS will continue its commitment to work diligently in addressing celebrations, challenges, and opportunities for improvement. East Central Catholic School Division places the students we serve at the forefront of all decisions. In cooperation with our students, parents, staff, parent advisory councils, parish priests, and community members, we will continue to excel and improve our practices in transparent and meaningful ways. Thank you for being an active voice in our school communities and we are extremely grateful for the blessing of serving and educating your child.

East Central Catholic Separate School Division Accountability Statement

The Annual Education Results Report for The East Central Catholic Alberta School Division for the 2023/2024 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

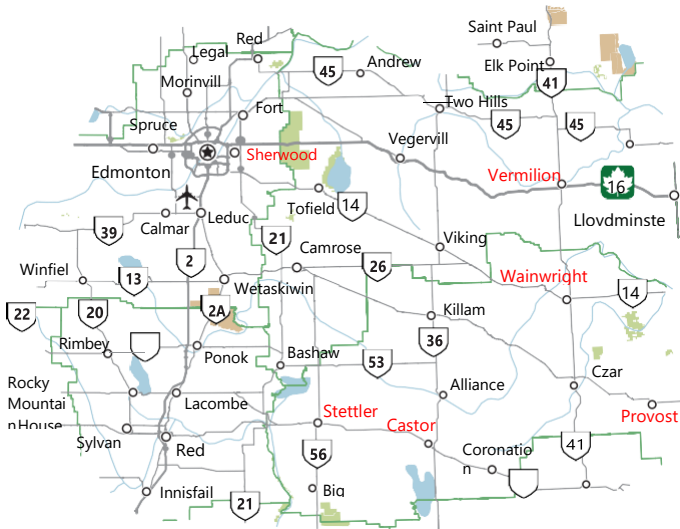
This Annual Education Results Report for 2023/2024 was approved by the Board on November 28, 2024.

East Central Catholic School Division Profile

East Central Catholic School Division is located in east-central Alberta and serves approximately 2,575 students, with schools and learning centres in the communities of Castor, Stettler, Provost, Wainwright, Sherwood Park, Lethbridge, Vermilion and our Division office is located in Wainwright, Alberta.

- Blessed Sacrament School Gr K-12 - Wainwright
- Blessed Sacrament Outreach School Gr 10-12 - Wainwright
- Hope Home Schooling Gr K-12 - Vermilion, Lethbridge
- School of Hope Gr 1-12 - Vermilion, Sherwood Park, Wainwright
- St. Jerome’s School Gr K-12 - Vermilion
- St. Thomas Aquinas School Gr K-12 - Provost
- Theresetta Roman Catholic Separate School Gr K-9 - Castor
- Christ-King Catholic School Gr K-9 - Stettler

The division’s 2024-2025 annual operating budget is \$26,313,846 and yearly expenditures of \$28,058,824 With a net deficit of \$1,744,978. ECCS currently employs 132 instructional staff, 84 support staff and contracts third party wrap around services to support the assessment and instructional needs of each student. Our schools deliver K-12 Alberta curriculum, Outreach, and province-wide online teacher-directed, shared, and parent-directed programs in the context of our Catholic faith.



East Central Catholic Board Mandates, Values, & Commitment

Mandate:

The mandate of the Board of Trustees of East Central Catholic Separate Schools Division is to provide the students with a complete offering of learning opportunities delivered within the context of Catholic teachings and tradition, the means of the Division and the legislated requirements of the province. In order to fulfill its mandate, the Board has adopted the following mission, vision, values, and commitments:

We Value:

- Lifelong learning and achievement.
- The right to Catholic education and the responsibility it entails.
- Strong and supportive relationships.
- Each person is a child of God.
- The gift of our resources.
- Our right and responsibility to our faith.

We Commit to:

- Welcoming all with unconditional love, as Christ would.
- Catholicity being included in all our learning.
- Working together to achieve our common goals.
- Learning to learn, to think, to question, and to discern.
- Learners being engaged, challenged, reaching for undiscovered potential; and being recognized for doing so.

Mission:

Together with home and church, we respond to the needs of each student by providing quality learning experiences rooted in our Catholic faith.

Vision:

Together we live our faith and engage in lifelong learning.

“Growing in Christ, Making a Difference!”

The Annual Education Results Report focuses on the goals established in the 2023-2024 education plan. The continuous improvement process is measured through the use of local and provincial assurance measures. The yearly results of these measures are used to inform instructional and assessment practices to improve student learning.

Alberta Education Assurance Measure Summary Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average.

Assurance Domain	Measure	East Central Alberta Catholic			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	84.3	86.4	85.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.8	89.2	86.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	66.0	75.1	77.2	80.4	80.7	82.4	Low	Declined Significantly	Concern
	5-year High School Completion	84.2	84.8	84.8	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	58.1	62.3	62.3	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	14.8	19.5	19.5	19.8	18.0	18.0	Intermediate	Declined	Issue
	PAT9: Acceptable	56.2	56.1	56.1	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	16.2	13.7	13.7	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	74.9	71.2	71.2	81.5	80.3	80.3	Low	Maintained	Issue
	Diploma: Excellence	13.3	13.3	13.3	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	89.6	91.6	90.4	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.8	91.2	89.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.2	84.1	82.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.6	80.8	78.2	79.5	79.1	78.9	High	Maintained	Good



Domain	Local & Alberta Education Assurance Measures (AEAMs)
Domain Six	Local Assurance Surveys, Assurance Planning Sessions, Parent Council Meetings, Board Meetings, Parish & Community Engagement Events
Domain Five	Local Assurance Surveys, Parent Involvement, School Improvement
Domain Four	Local Assurance Surveys, Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE), Safe & Caring, Access to Supports & Services Students at Risk
Domain Three	Local Assurance Surveys, Education Quality, In-Service Jurisdictional Needs
Domain Two	Local Assurance Surveys, Student Learning Engagement, Citizenship 3-yr - 5-yr HS Completion Rate, PAT Acceptable - PAT Excellence Diploma Acceptable - Diploma Excellence, Program of Studies, Life Long Learning, Work Preparation
Domain One	Local Assurance Surveys, Citizenship, Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE), Safe & Caring

ECCS Assurance Framework



Domain One - Quality Catholic Education

Local Survey Feedback - Domain One: Quality Catholic Education

Students Grade 4-6

Question Number	Question Stem	Response#	% Satisfied/ Very Satisfied
#3	I am involved in religious celebrations at my school?	407	96%
#4	I am satisfied the school provides the opportunity to grow in my faith and become closer to God?	407	96%

Students Grade 7-12

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#10	How satisfied are you with the opportunities to be involved in volunteer work and community service?	Gr 7-9 362	86%
#13		Gr 10-12 268	82%
#11	How satisfied are you with the Catholic atmosphere in the school?	Gr 7-9 362	85%
#14		Gr 10-12 268	81%
#12	How satisfied are you with your opportunity to be involved in the religious celebrations in your school?	Gr 7-9 362	90%
#15		Gr 10-12 268	91%
#13	How satisfied are you with your school allowing you to grow in your faith and become closer to God?	Gr 7-9 362	88%
#16		Gr 10-12 268	87%

Teachers

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#3	How satisfied are you with the Catholic Christian atmosphere of the school?	109	98%
#4	How satisfied are you with the sharing and access of faith-based information and resources to create a more dynamic Catholic community at your school?	109	95%
#5	How satisfied are you that the school provides opportunities for you to practice and develop your faith?	109	99%

Support Staff

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#3	How satisfied are you with the Catholic atmosphere of the school?	67	97%
#4	How satisfied are you that the school provides opportunities for you to practice and develop your faith?	67	96%

Parents

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#2	How satisfied are you that your school models Catholic Christian values consistent with the values taught in your home?	447	98%
#3	How satisfied are you that the school is helping your child develop their faith?	447	98%
#4	How satisfied are you with the relationship that exists between the home, school, and parish?	447	98%
#5	How satisfied are you that gospel values are integrated into all subject areas?	447	96%
#6	How satisfied are you with the opportunity for you to be involved in school-level religious celebrations?	447	96%
#7	How satisfied are you that there is a caring atmosphere in the school?	447	96%

AEAM - Citizenship

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	86.0	83.2	82.9	81.4	89.2	80.3	85.8	79.4
Parent	86.2	81.4	84.7	80.4	90.4	79.4	83.4	78.7
Student	76.4	74.1	76.2	72.1	80.2	71.3	78.8	69.6
Teacher	95.3	94.1	87.9	91.7	97.1	90.3	95.1	89.8

AEAM - Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	89.6	87.8	86.9	86.1	91.2	84.7	88.8	84.0
Parent	91.5	88.2	88.0	86.9	93.6	85.6	88.6	85.3
Student	80.8	79.8	81.3	77.7	83.4	76.6	82.1	75.2
Teacher	96.5	95.3	91.4	93.6	96.5	92.0	95.7	91.6

AEAM - Safe & Caring

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	91.9	90.0	90.3	88.8	92.6	87.5	91.1	87.1
Parent	93.7	90.5	90.8	89.5	95.2	88.1	90.5	88.0
Student	85.1	84.0	85.7	82.5	86.6	81.5	86.3	80.4
Teacher	96.9	95.4	94.3	94.3	96.0	93.0	96.6	92.9

Domain One - Provincial & Local Performance Measure Insights

- Parent results are low for the questions asking if students follow the rules (79%), and if their child is encouraged to be involved in activities that help the community (75%).
- Grade 4 student results are low for the questions asking if students follow the rules (66%), and students respect each other (77%), students care about each other (73%).
- Grade 7 student results are low for the questions asking if students follow the rules (67%) and respect each other (73%), students care about each other (72%).
- Grade 10 student results are low for the question asking if they feel like they belong (71%), if students care about each other (63%), respect each other (65%), and other students treat me well (77%).
- Parents are satisfied with the Catholic aspect of the schools. 3-year improvement trend for all questions.
- Support Staff are satisfied with the Catholic aspect of the schools. 3-year improvement trend for both questions.

Domain One - Provincial & Local Strategies

- Third Path implementation emphasizes a Christian atmosphere and gospel values permeating all classrooms and subjects. We are focused on positive relationships among all stakeholders.
- As the Division transitions from a pandemic to endemic conditions, there will be more opportunities for students, staff, parents and stakeholders to engage in previous face-to-face activities that help build and nurture a sense of community.
- It will be critical to continue to involve all key stakeholders in the review and ongoing development of Domain One - Quality Catholic Education local survey questions to ensure the survey questions target the yearly improvement strategies.
- The Division and Religious Education Lead (REL) will continue to attend and network with regional and provincial professional associations, which help guide the selection and implementation of resources to support Alberta and Catholic faith curriculum outcomes.

AEAM - Student Learning Engagement

Local Survey Feedback - Domain Two: Student Growth & Achievement			
Students Grade 4-6			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#5	My school gives me a chance to volunteer and help others.	406	95%
#6	My school helps me understand FNMI cultures?	406	97%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#3	How satisfied are you with the teacher’s assessment feedback provided to improve your learning?	Gr 7-9 362	90%
		Gr 10-12 271	88%
#4	How satisfied are you with the school’s opportunity to participate in work experience programs? (grade 10-12 only)	Gr 10-12 270	84%
#4	How satisfied are you with the school’s help in learning about and respecting Indigenous cultures?	Gr 7-9 362	94%
#5		Gr 10-12 271	90%
#5	How satisfied are you with the variety of course offerings at your school?	Gr 7-9 362	85%
#6		Gr 10-12 271	72%
#6	How satisfied are you with the overall quality of education you receive at your school?	Gr 7-9 362	91%
#7		Gr 10-12 271	87%
#8	How satisfied are you with the resources available to help you make career path decisions? (grade 10-12 only)	Gr 10-12 271	75%
#7	How satisfied are you with the personal counseling services available at the school?	Gr 7-9 362	86%
#9		Gr 10-12 271	84%
#10	How satisfied are you with the school providing timely information about career choices (grade 10-12 only)	Gr 10-12 270	75%
#8	How satisfied are you with the opportunities for CTF program options? (and Dual Credit for Gr. 10-12)	Gr 7-9 362	85%
#11		Gr 10-12 271	86%
#9	How satisfied are you with the opportunities to participate in field trips and extracurricular activities that are available at your school?	Gr 7-9 362	82%
#12		Gr 10-12 271	66%
Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#23	How satisfied are you with the school-level activities that promote responsible citizenship, volunteerism and community service?	107	95%
#24	How satisfied are you with the school-level instructional and assessment resources to support the delivery of Fine-Arts education?	107	83%
#25	How satisfied are you with school-level instructional and assessment resourced to support the delivery of CTF/CTS programs?	107	92%
#26	How satisfied are you with the school-level resources and professional development to support EAL students?	107	63%
#27	How satisfied are you with the school-level professional development, resources and support offered to help you use assistive technology for teaching, learning and assessment practices?	107	79%
#28	How satisfied are you with student opportunities to participate in field trips and extracurricular activities?	107	89%

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	86.5	85.6	85.0	85.1	86.4	84.4	84.3	83.7
Parent	91.8	89.0	89.8	88.7	91.1	87.3	85.9	86.7
Student	69.3	71.8	70.6	71.3	71.8	70.9	72.0	69.3
Teacher	98.3	96.0	94.7	95.5	96.4	95.1	95.1	95.1

AEAM - Citizenship

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	86.0	83.2	82.9	81.4	89.2	80.3	85.8	79.4
Parent	86.2	81.4	84.7	80.4	90.4	79.4	83.4	78.7
Student	76.4	74.1	76.2	72.1	80.2	71.3	78.8	69.6
Teacher	95.3	94.1	87.9	91.7	97.1	90.3	95.1	89.8

PAT Summary

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Gr 6 Acceptable Standard	n/a	n/a	69.4	67.8	62.3	66.2	58.1	68.5
Gr 6 Standard of Excellence	n/a	n/a	18.9	20.1	19.5	18.0	14.8	19.8
Gr 9 Acceptable Standard	n/a	n/a	54.9	62.9	56.1	62.6	56.2	62.5
Gr 9 Standard Of Excellence	n/a	n/a	10.6	16.8	13.7	15.5	16.2	15.4

Diploma Summary

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Acceptable Standard	n/a	n/a	72	75.2	71.2	80.3	74.9	81.5
Standard Of Excellence	n/a	n/a	11.3	18.2	13.3	21.2	13.3	22.6

3-5 Year HS Completion Rates

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall 3 Year	76.3	83.4	80.2	83.2	75.1	80.7	66.0	80.4
Overall 4 Year	82.2	85.0	81.9	87.1	84.1	86.5	79.3	85.1
Overall 5 Year	85.1	86.2	84.4	87.1	84.8	88.6	84.2	88.1

Local Survey Feedback - Domain Two: Student Growth & Achievement

Support Staff

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#5	How satisfied are you with the overall quality of education offered in your school?	66	94%
#6	How satisfied are you that the School Division is a good place to teach, learn and grow?	66	92%
#7	How satisfied are you that the school provides opportunities that promote citizenship, volunteerism, and community service?	66	85%
#8	How satisfied are you that the school provides a variety of course offerings for students?	66	91%
#9	How satisfied are you that the school provides a variety of extracurricular and field trip opportunities for students?	66	88%

Parents

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#8	How satisfied are you with your opportunity to be involved in your child's school in-class activities, special events, and other activities?	446	95%
#9	How satisfied are you with the quality of information you receive from your child's school about your child's educational progress and achievement?	446	88%
#10	How satisfied are you that the school provides your child with activities that promote responsible citizenship, volunteerism, and community service?	446	95%
#11	How satisfied are you with your access to information from your child's school about your child's educational progress and achievement?	446	92%
#12	How satisfied are you with the overall quality of education your child is receiving in their school?	446	94%
#13	How satisfied are you with the opportunities for your children to participate in field trips and extracurricular activities?	446	93%
#14	How satisfied are you that your child is learning the skills and attitudes they will need when they move on from school?	446	94%

Domain Two - Provincial & Local Performance Measure Insights

- Parent results are low for the question asking if their child is learning what they need to know (75%) ... junior high (71%) and senior high (68%)
- Grade 4 Student results are low for the question asking if they like learning language arts (64%) and math (69%).
- Grade 7 & 10 Student results are low for the questions asking if the subject they are learning is useful to them or is interesting to them.
- Parent results are low for the questions asking if high school students demonstrate the knowledge, skills, and attitudes necessary for learning throughout their lifetime (65%) and if their child is being taught the knowledge, skills and attitudes necessary for learning throughout their lifetime (72%).
- Parent results are low for the questions about opportunities for their child to learn another language (57%), drama (64%), music (69%), technology (79%).
- Teacher results are low for the questions about student opportunities to learn about another language (65%).
- Grade 7 student results are low for the questions about their opportunity to learn about music (73%), and another language (79%).

AEAM - Program of Studies

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	77.8	81.9	77.2	82.9	80.8	82.9	80.5	82.8
Parent	78.0	81.7	78.5	82.4	83.8	82.2	79.2	82.3
Student	69.5	74.9	68.0	76.9	74.9	77.4	75.6	76.7
Teacher	86.0	89.2	85.0	89.3	83.7	89.3	86.7	89.2

AEAM - Life Long Learning

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	84.3	82.1	83.3	81.0	85.1	80.4	80.2	79.9
Parent	73.7	75.3	74.5	74.6	80.8	73.4	69.3	73.3
Teacher	94.9	88.9	92.1	87.4	89.3	87.3	91.1	86.6

AEAM - Work Preparation

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	89.9	85.7	87.5	84.9	86.7	83.1	80.2	82.8
Parent	79.8	77.8	80.0	77.3	77.0	75.0	67.4	74.8
Teacher	100.00	93.7	94.9	92.5	96.3	91.3	93.0	90.7

Domain Two - Provincial & Local Performance Measure Insights (Continued)

- Grade 10 student results are low for the questions about their opportunity to learn about art (61%), drama (41%), health (78%), music (42%), technology (72%), and another language (47%).
- Parent results are low for the question asking if their child is taught attitudes and behaviours to be successful at work when they leave school (67%).
- Parent results are low for the questions asking if high school students demonstrate the knowledge, skills, and attitudes necessary for learning throughout their lifetime (65%) and if their child is being taught the knowledge, skills and attitudes necessary for learning throughout their lifetime (72%).
- Parents are satisfied with the efforts around student growth and achievement. 3-year improvement trend for 4 out of 7 of the questions.
- Teachers are not satisfied with the school-level PD, resources and support to use assistive technology for teaching, learning and assessment practices. There is a 3-year improvement trend for this question.
- Grade 7 – 9 students are satisfied with their opportunities for growth and achievement. The lowest satisfaction rate is around opportunities to participate in field trips and extracurricular activities.
- Grade 10-12 students are not satisfied with four areas of Student Growth and Achievement:
 - Variety of course offerings (3-year downward trend)
 - Resources to help make career path decisions
 - Information about career choices (3-year upward trend)
 - Opportunities to participate in field trips and extracurricular activities

Grade 6

- Online students are contributing the most to the lower participation rates.

	Participation with SOH included	Participation with SOH excluded
ELA		
Social	77%	93%
Math		
Science	77%	93%

Domain Two - Provincial & Local Strategies

- Through LSTs, identify ELL/ESL and assistive technology resources and support that would be beneficial and work toward providing it to the schools.
- Professional Learning Networks (PLN) will allow 7-12 teachers the opportunity to inquire about best practices to support their work with Fine-Arts education, ELL/ESL and assistive technology.
- Explore ways to expand student opportunities to participate in courses which promote the acquisition of different knowledge, skills, and attitudes such as CTF, CTS, Work Experience, RAP, Green Certification Programs and Dual Credit.
- Expand option courses for students, possibly through the hiring of a CTS-CTF specialist, engaging community trade specialists and the use of technology for virtual course offerings, CTS Trailer options expanded upon.
- The implementation of the Third Path conditions 1 (Safety) and 2 (Regulation). Recognizing that it will take time for the conditions to become part of the culture, this first year of implementation will have an impact on student behaviors.
- New curriculum implementation. Although the new curriculum implementation is not for all grade levels, the implementation process for the K-3 (ELAL and Math) and K-6 (PEW) is providing teachers with different resources and learning tasks. As teachers refine their yearlong, unit and daily plans, subjects will become more engaging for students.
- The division will implement Canvas (LMS) for core course design to address high school staffing challenges. Remote instruction provides an opportunity to develop blended program delivery models that align with current instructional design practices and offers a chance to improve program offerings in small rural high schools. Example: BSS teacher providing local and remote Math 31 & Physics 30 instruction for students at two schools. Additionally, the School of Hope offers synchronous and asynchronous instruction opportunities for schools that lack the subject area expertise or course scheduling flexibility to meet the student program needs.
- Utilize PLNs to provide opportunities for Division 2, 3 and 4 teachers to collaborate around best practices and improvement strategies.
- Facilitate discussions and PD around assessment best practices, including a review of the use of rubrics.
- Promote and encourage teachers to participate in the marking of the provincial exams.
- Note: Reference PAT & Diploma Results Data for more detail
 - ECCS Local & Provincial Results (page 20)
 - ECCS FNMI Local and Provincial Results (page 26)
 - ECCS ESL Local and Provincial Results (page 31)
- Division and school leadership teams will continue to guide the review and analysis of PATs and Diploma results with staff to develop strategies to improve instruction. Hence, the deviation in school-awarded marks and provincial assessment will remain under 10%.
- Review procedures around absent students and ensure all school admin teams are fully aware of the opportunities and flexibility for students to write PATs upon their return.
- Provide PD time for school administrators and senior admin to analyze PAT and Diploma results and gather insights around areas of celebration, challenges and opportunities.

Domain Two - Provincial & Local Performance Measure Insights
(Continued)

- Results met or exceeded the provincial expectation of 85% Acceptable Standard in Science and 15% Standard of Excellence in both Social and Science.
 - Results for Acceptable Standard exceeded the provincial results in Science.
 - Results for Standard of Excellence surpassed the provincial results in Science.

	Acceptable Standard		Standard of Excellence	
	ECCS	Prov.	ECCS	Prov.
ELA				
Social	(75%)	80%	19%	24%
Math				
Science	86%	82%	31%	26%

- Results for students by program are quite positive for regular and EAL students. Results for Inclusive Education students are not as strong.
 - Regular program students equaled or surpassed the province in Acceptable Standard and Standard of Excellence in both subjects assessed last year (Social and Science).
 - EAL program students surpassed the province in the Acceptable Standard in both subjects.
 - Inclusive Education program students surpassed the province in the Acceptable Standard in Science.

		Acceptable Standard		Standard of Excellence	
		ECCS	Prov.	ECCS	Prov.
ELA	Regular				
	EAL				
	Incl. Ed				
Social	Regular	85%	85%	26%	27%
	EAL	(78%)	73%	(0%)	19%
	Incl. Ed	(38%)	63%	(10%)	11%
Math	Regular				
	EAL				
	Incl. Ed				
Science	Regular	91%	87%	33%	35%
	EAL	(78%)	73%	(0%)	21%
	Incl. Ed	(67%)	66%	(14%)	18%

- Areas of greatest challenge are

ELA	
Social	Local and Provincial Government 61%
	Iroquois Confederacy 63%
Math	
Science	Inquiry and Problem-Solving 66%
	Aerodynamics and Flight 66%

- Male students outscored female students.
 - Social 6%
 - Science 6%

Domain Two - Provincial & Local Performance Measure Insights
(Continued)

- Results for FNMI students are not available because not enough wrote the exams.

Grade 9

- Online students are contributing the most to the lower participation rates.

	Participation with SOH included	Participation with SOH excluded
ELA	70%	96%
Social	70%	97%
Math	70%	96%
Science	70%	96%

- Results met or exceeded the provincial expectation of 85% Acceptable Standard in two subjects (ELA and Science) and 15% Standard of Excellence in all four subjects.
 - Results for Acceptable Standard surpassed the provincial results.
 - Results for Standard of Excellence exceeded the provincial results in all four subjects.

	Acceptable Standard		Standard of Excellence	
	ECCS	Prov.	ECCS	Prov.
ELA	91%	84%	18%	15%
Social	(76%)	71%	23%	18%
Math	(69%)	61%	21%	17%
Science	86%	79%	29%	26%

- Results for students by program are quite positive for regular students in all subjects and EAL students in Math and Science for Acceptable Standard. Results for Inclusive Education students are not as strong.
 - Regular program students surpassed the provincial results in both Acceptable Standard and Standard of Excellence in all four subjects.
 - EAL program students surpassed the province for Acceptable Standard in Math and Science.
 - EAL program students did not achieve the Standard of Excellence.
 - Results for Inclusive Education program students are lower than the provincial results in Acceptable Standard in all four subjects but surpassed the provincial results in Standard of Excellence for Social.

		Acceptable Standard		Standard of Excellence	
		ECCS	Prov.	ECCS	Prov.
ELA	Regular	96%	88%	21%	16%
	EAL	(67%)	68%	0%	6%
	Incl. Ed	(58%)	67%	0%	6%
Social	Regular	83%	76%	26%	21%
	EAL	(50%)	58%	0%	11%
	Incl. Ed	(42%)	53%	17%	10%
Math	Regular	(74%)	65%	25%	18%
	EAL	(75%)	55%	0%	14%
	Incl. Ed	(20%)	40%	0%	7%
Science	Regular	89%	83%	32%	28%
	EAL	(75%)	68%	0%	17%
	Incl. Ed	(60%)	64%	10%	13%

Domain Two - Provincial & Local Performance Measure Insights
(Gr. 9 Continued)

- Areas of greatest challenge are

ELA	Text Organization in Reading 58%
	Associating Meaning in Reading 65%
Social	Skills and Processes 61%
	The Political and Judicial System 57%
Math	Part A 52% vs Part B 63%
	Part A Rational Numbers 34%
	Powers & Exponent Laws 42%
	Statistics and Probability 53%
Science	Electrical Principles & Technologies 66%

- Female students outscored male students in all four subjects.
 - ELA 8%
 - Social 7%
 - Math 8%
 - Science 5%
- Results for FNMI students are not available as fewer than 8 students wrote the exams.

Grade 12

- Discrepancy between school awarded and diploma exam marks remains an area requiring focus.

	% School Awarded Mark is higher than Diploma exam mark
ELA 30-1	13%
ELA 30-2	4%
Social 30-1	17%
Social 30-2	8%
Math 30-1	25%
Math 30-2	20%
Biology 30	11%
Chemistry 30	20%
Physics 30	26%
Science 30	6%

Domain Two - Provincial & Local Performance Measure Insights (Gr. 12 Continued)

- Average marks for School Awarded and Diploma Exam

	SAM	Diploma	Total Student	
			SAM	Diploma
ELA 30-1	72% M 73% F	59% Males 61% Females	73%	60%
ELA 30-2	66% M 74% F	64% Males 68% Females	69%	65%
Social 30-1	84% M 76% F	75% Males 56% Females	81%	56%
Social 30-2	72% M 75% F	66% Males 66% Females	69%	65%
Math 30-1	86% M 76% F	72% Males 41% Females	81%	56%
Math 30-2	69% M 74% F	48% Males 56% Females	72%	52%
Biology 30	86% M 75% F	80% Males 62% Females	76%	65%
Chemistry 30	82% M 78% F	64% Males 58% Females	79%	59%
Physics 30	81% M 80% F	58% Males 55% Females	81%	55%
Science 30	71% M 69% F	65% Males 64% Females	70%	64%

- Average Diploma Exam marks are below the provincial results in eight subjects.
- Standard of Excellence is better than the provincial expectation of 15% in seven subjects (ELA 30-1, Social 30-1, Social 30-2, Math 30-1, Biology 30, Chemistry 30, Physics 30).
- Standard of Excellence exceeded the provincial results in one subject (Social 30-2).

	Average Diploma Mark		Standard of Excellence	
	ECCS	Prov.	ECCS	Prov.
ELA 30-1	60%	63%	16%	25%
ELA 30-2	65%	64%	8%	12%
Social 30-1	61%	66%	30%	34%
Social 30-2	66%	61%	22%	16%
Math 30-1	56%	66%	40%	42%
Math 30-2	52%	60%	11%	21%
Biology 30	65%	69%	25%	43%
Chemistry 30	59%	69%	26%	47%
Physics 30	55%	72%	36%	52%
Science 30	64%	66%	9%	28%

- Areas of challenge are

ELA 30-1	Written Response 57% Part A: Critical/Analytical Response to Literary Texts Thought and Understanding 63% Supporting Evidence 61% Part B: Connect Self, Culture, and Milieu to Text and Text Creators 58%
ELA 30-2	Part A Written Response 63% Part B – Connect Self, Culture, and Milieu to Text and Text Creators 63%
Social 30-1	Written Response 59% Multiple Choice 62%
Social 30-2	Written Response 61% Evaluation and Synthesis 69%
Math 30-1	Written Response 42% Multiple Choice 54%
Math 30-2	Written Response 42% Multiple Choice 53%
Biology 30	Reproductive Systems and Hormones 67% Cell Division and Genetics 67%
Chemistry 30	Multiple Choice 54% Numerical Response 41%
Physics 30	Multiple Choice 54% Numerical Response 49%
Science 30	Numerical Response 52% Field Theory and Electrical Energy 52% Electromagnetic Spectrum 53%

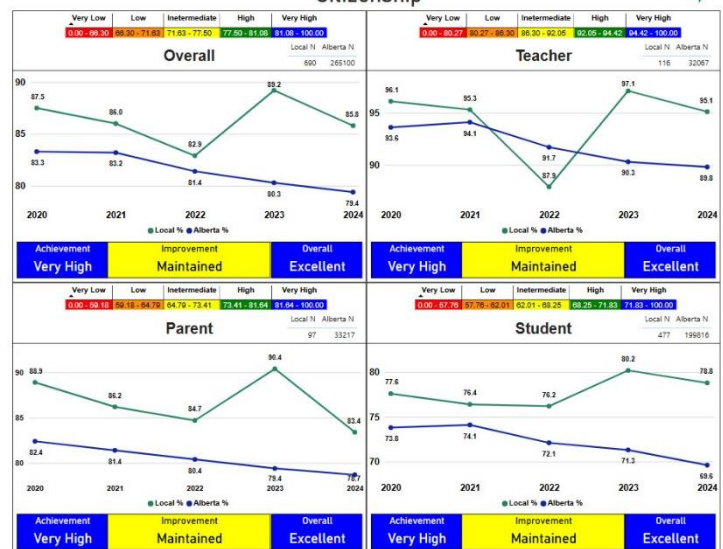
- Results for FNMI students are not available because not enough wrote the exams for most subjects. Social 30-2 had 6 FNMI students write and the results were 100% Acceptable Standard and 17% Standard of Excellence.

Grade 1-3- Literacy & Numeracy Assessments			
	Grade 1	Grade 2	Grade 3
Approved screening assessments	Literacy: Elk Island Catholic Phonological Awareness Assessment Numeracy: Elk Island Catholic Math Assessment	Literacy: Elk Island Catholic Phonological Awareness Assessment Numeracy: Elk Island Catholic Math Assessment	Literacy: Elk Island Catholic Phonological Awareness Assessment Numeracy: Elk Island Catholic Math Assessment
Number of students assessed at beginning of school year	162	124	157
Number of students identified as being at risk at the beginning of school year	61	82	71
Number of students identified as being at risk at the end of the school year	15	12	21
Average number of months behind grade level after initial assessment of at-risk students	6	6.5	7
Average number of months gained at grade level after the final assessment of at-risk students	3.5	4	3
Summary of support strategies used for students identified as being at-risk	-Small group instruction with increased guided practice -Phonics support through Jolly Classroom -A few students connected with an Early Literacy Interventionist for targeted phonics learning	-Small group instruction with increased guided practice -Phonics support through Jolly Classroom -A few students connected with an Early Literacy Interventionist for targeted phonics learning	-Small group instruction with increased guided practice -Phonics support through Jolly Classroom -A few students connected with an Early Literacy Interventionist for targeted phonics learning

Lifelong Learning



Citizenship



Local Survey Feedback - Domain Three: Teaching & Leading			
Students Grade 4-6			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#13	My teacher cares about me.	399	97%
#14	My teacher regularly uses technology for teaching.	399	99%
#15	My teacher gives me extra help if I need it.	399	96%
#16	I know that my teacher wants me to do my best work.	399	100%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#14	How satisfied are you with the different teaching methods your teacher uses to help you learn?	Gr 7-9 362	84%
#17		Gr 10-12 266	79%
#15	How satisfied are you with the teacher treating students with dignity and respect?	Gr 7-9 362	83%
#18		Gr 10-12 266	85%
#16	How satisfied are you with the teacher challenging you to do your best at school?	Gr 7-9 362	93%
#19		Gr 10-12 266	90%
#17	How satisfied are you with the help and support you receive from teachers to assist you in learning?	Gr 7-9 362	87%
#20		Gr 10-12 266	80%
Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#6	How satisfied are you with the school's implementation of the new curriculum? (only those implementing the new elementary curriculum)?	78	81%
#7	How satisfied are you with the school-level professional development, resources and support offered to help you incorporate Indigenous culture and perspectives?	109	82%
#8	How satisfied are you with the school-level implementation of Third Path strategies to improve stakeholder relationships?	109	88%
#9	How satisfied are you with the school-level instructional and assessment resources to support numeracy?	109	85%
#10	How satisfied are you with the school-level professional development to support the integration of technology to improve instruction, assessment, and student learning at your school?	109	78%
#11	How satisfied are you with the school-level literacy instructional and assessment resources?	109	84%
#12	How satisfied are you with the quality of collaboration time available between you and other staff across the division?	109	66%
#13	How satisfied are you with the Learning Network professional development opportunities?	109	56%
#14	How satisfied are you that the TQS and Professional Growth Plan evaluation and supervision process?	109	92%
#15	How satisfied are you with the division's onboarding program? (only those participating in the NTO program – New Teacher Orientation)	53	89%
#16	How satisfied are you with the school-based mentorship support for planning, classroom management, instruction, and assessment practices? (1 st & 2 nd year teachers only)	76	85%
#17	How satisfied are you with the opportunity to analyze data to collaboratively develop school goals, strategies and performance measures at your school?	109	91%
#18	How satisfied are you with the school-level support in providing high-quality professional development activities?	109	75%



Domain Three - Teaching & Leading

AEAM - Education Quality

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	89.6	89.6	89.3	89.0	91.6	88.1	89.6	87.6
Parent	88.2	86.7	85.7	86.1	89.2	84.4	84.3	83.8
Student	83.5	86.3	86.9	85.9	88.9	85.7	88.8	84.9
Teacher	97.2	95.7	95.1	95.0	96.5	94.4	95.7	93.9

AEAM - In-Service Jurisdictional Needs

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	71.9	84.9	75.7	83.7	71.2	82.2	70.1	81.1
Teacher	71.9	84.9	75.7	83.7	71.2	82.2	70.1	81.1

AEAM - Satisfaction with Program Access

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	73.3	71.8	72.6	72.6	73.8	72.9	72.8	71.9
Parent	71.3	65.7	68.2	67.4	75.8	68.4	64.5	67.8
Student	72.4	71.9	76.9	73.5	75.3	74.3	78.5	73.0
Teacher	76.3	77.8	72.7	77.0	70.4	76.0	75.2	74.8

Domain Three - Provincial & Local Performance Measure Insights

- Parent result is low for the question asking if their child finds schoolwork interesting (75%), and if their child is learning what they need to know (75%).
- Grade 7 student results are low for the questions asking if their schoolwork is challenging (79%), and if their schoolwork is interesting (75%).
- Grade 10 Student results are low for the questions asking if their schoolwork is interesting (70%) and useful (78%).
- Teacher results were low for the questions asking if the professional learning opportunities made through the jurisdiction have effectively addressed their professional growth needs (65%) and have significantly contributed to their on-going professional growth (64%).
- Parent results are low for questions about the specialized supports and services their child receives to enable them to be a successful learner (70%), that their child can access academic counselling in a timely manner (59%), career counselling in a timely manner (40%), and their child can access services beyond regular instruction to help them read and write in a timely manner (60%).
- Teacher results are low for questions around academic counselling (73%), career counselling (71%), services beyond regular instruction that help students to read and write (72%), that students can access assessment services for those with learning difficulties (72%), and that students can access supports for those with special needs (73%).
- Grade 4 student results are low for the question about being able to get help with using the school library (75%).
- Grade 7 student results are low for the questions about getting help with deciding what courses to take (68%), planning for a career (63%), and getting help using the school library (75%).
- Grade 10 student results are low for the question about being able to get help with using the school library (71%).
- Parents are satisfied with the efforts around teaching and learning. 3-year improvement trend for all questions.
- Support Staff are looking for additional/different resources and PD opportunities to help them

do their jobs.

- Support Staff are looking for more school-level collaboration time with staff. There was improvement but still not at the desired satisfaction rate.
- Question #12 around quality of PD to help in your work has a 3-year improvement trend.
- Teachers are not satisfied with the school level PD to support technology integration to help them improve instruction, assessment and student learning. There is improvement over last year (68% to 78%)
- Teachers are not satisfied with the quality of collaboration time across the division. There is improvement over last year (44% to 66%)
- Teachers are not satisfied with the Learning Network PD opportunities at the school.
- Teachers are not satisfied with the school-level support around providing high-quality PD activities. There is improvement over last year (69% to 75%)
-

Local Survey Feedback - Domain Three: Teaching & Leading			
Support Staff			
Question Number	Question Stem	Number of Respondents	% Satisfied/Very Satisfied
#10	How satisfied are you with the resources available at your school to help you do your job?	65	77%
#11	How satisfied are you with your opportunities for professional development at your school to help in your work?	65	74%
#12	How satisfied are you with the quality of professional development at your school to help in your work?	65	75%
#13	How satisfied are you with the school-level collaboration time available to work with the staff?	65	77%
Parents			
Question Number	Question Stem	Number of Respondents	% Satisfied/Very Satisfied
#15	How satisfied are you that your child is being encouraged by their teachers to achieve high standards?	445	93%
#16	How satisfied are you with the resources available at the school for teaching and learning?	445	96%
#17	Overall, I am satisfied with how the staff at this school work together to help my child.	445	93%
#18	Does the school provide diverse programming and a wide variety of learning opportunities at your child's school?	445	89%

AEAM - In-Service Jurisdictional Needs



AEAM - Education Quality



AEAM - Satisfaction with Program Access



Domain Three - Teaching & Leading

Domain Three - Provincial & Local Strategies

- Expansion of option courses, especially for CTF/CTS Trailer – leatherworking, robotics.
- Professional Learning Network (PLN) implementation will provide opportunities for teachers to direct their own learning and collaborate with their peers division-wide.
- Explore ways to incorporate Support Staff professional development time into the calendar so LSTs are able to design PD opportunities for EAs.
- Support Staff will participate in, and collaborate around, the Third Path Framework.
- Continue to collaboratively design a division calendar alignment to accommodate common professional development opportunities for instructional and support staff.
- New curriculum implementation. As teachers develop lessons with high quality tasks from the different resource sites shared with them, students should find their schoolwork more interesting, challenging, and useful.
- Divisional implementation of a Learning Management System (LMS)- Canvas for core course design to address high school staffing challenges. Blended course development provides an opportunity to develop program delivery models that align to current instructional design practices, enhance program flexibility, improve student engagement and course completion rates.
- Embarking on discussions around Division One assessments and the development of a common Division report card.
- Divisional implementation of Canvas for core course design to address high school staffing challenges. Remote instruction provides an opportunity to develop blended program delivery models that align to current instructional design practices and provides an opportunity to improve program offerings in small rural high schools.
- Explore various Career Day presentations as a means for students to be exposed to potential careers and to gather information from people involved with those careers.
- Explore ways to enhance the promotion of the opportunities within Dual Credit, Work Experience, RAP and Green Certificate.
- Explore the potential of implementing a divisional support resource for career counselling ... perhaps a person within the division with time dedicated to career counselling or perhaps some other form of support.
- School leadership teams exploring community opportunities to enhance CTS, CTF, music and drama program offerings.

The division is committed to ensuring high-quality teaching and learning through the implementation of Administrative Procedure 404: Teacher Growth, Supervision, and Evaluation, which emphasizes the following:

- Formal Evaluation Process
 - The Division conducts structured evaluation for:
 - Newly appointed teachers
 - Beginning principals and vice principals
 - Teachers and school leaders identified for evaluation.
- Professional Growth Plans
 - Teachers and school leaders develop Annual Professional Growth Plans that:
 - Align with the Teaching Quality Standard (TQS) and Leadership Quality Standard
 - Reflected personal growth goals and support Division Priorities
 - These plans are developed collaboratively with the principal to ensure clarity and alignment.
- Alignment with TQS and LQS
 - The TQS and LQS guide and inform the professional actions and decisions of certificated teachers and school leaders, setting clear expectations for excellence.
- Ongoing Professional Learning
 - The Division provides targeted professional learning opportunities to support growth and success within these standards. These initiatives are:
 - Strategically aligned with the TQS and LQS
 - Focused on building capacity and enhancing professional practice across all roles.

Through these processes, the Division fosters a culture of continuous improvement, professional excellence, and alignment with the highest teaching and leadership standards.

Local Survey Feedback - Domain Four: Learning Support			
Students Grade 4-6			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#7	I regularly use technology tools for learning.	402	89%
#8	I feel safe at school.	402	89%
#9	People treat each other with respect in this school.	402	89%
#10	I feel safe on the playground.	402	89%
#11	I am treated fairly by adults in the school.	402	89%
#12	Are you satisfied with the availability of personal counselling services at your school?	402	89%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#18	How satisfied are you with the caring atmosphere in your school?	Gr 7-9 356	76%
#21		Gr 10-12 265	79%
#19	How satisfied are you with being treated fairly by adults in the school?	Gr 7-9 356	80%
#22		Gr 10-12 265	80%
#20	How satisfied are you with students respecting one another in school?	Gr 7-9 356	61%
#23		Gr 10-12 265	72%
#21	How satisfied are you with the school being a safe place?	Gr 7-9 356	87%
#24		Gr 10-12 265	83%
#22	How satisfied are you that the school promotes physical activity, health, and wellness?	Gr 7-9 356	92%
#25		Gr 10-12 265	88%
#23	How satisfied are you with your opportunity to use computers and other technologies to help you complete your schoolwork?	Gr 7-9 356	95%
#26		Gr 10-12 265	94%
#24	How satisfied are you with your skills to use technology to improve learning?	Gr 7-9 356	95%
#27		Gr 10-12 265	93%

Domain Four - Provincial & Local Performance Measure Insights

- Grade 4 student results are low for the questions asking if students care about each other (73%) and respect each other (77%).
- Grade 7 student results are low for the questions asking if students care about each other (72%) and respect each other (73%).
- Grade 10 student results are low for the question asking if they feel like they belong (71%), if students care about each other (63%), respect each other (65%), and other students treat me well (77%).
- Parent results are low for the question asking if their child can easily access programs and services to get help with schoolwork (76%) and getting help with problems not related to schoolwork (73%).
- Grade 4 student results are low for the question asking if they can get help with problems that are not about schoolwork (79%).
- Grade 7 results are low for the question asking if they can get help with problems that are not related to schoolwork (76%).
- Grade 10 student results is low for the question asking if they can get help at school with problems not about schoolwork (62%).
- Parent results are low for the questions asking if their child can easily access programs and services to get help with schoolwork (76%) and get help with problems not related to schoolwork (73%).



Domain Four - Learning Support

AEAM - Welcoming, Caring, Respectful & Safe Learning Environments - WCRSLE

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	89.6	87.8	86.9	86.1	91.2	84.7	88.8	84.0
Parent	91.5	88.2	88.0	86.9	93.6	85.6	88.6	85.3
Student	80.8	79.8	81.3	77.7	83.4	76.6	82.1	75.2
Teacher	96.5	95.3	91.4	93.6	96.5	91.0	95.7	91.6

AEAM - Safe & Caring

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	91.9	90.0	90.3	88.8	92.6	87.5	91.1	87.1
Parent	93.7	90.5	90.8	89.5	95.2	88.1	90.5	88.0
Student	85.1	84.0	85.7	82.5	86.6	81.5	86.3	80.4
Teacher	96.9	95.4	94.3	94.3	96.0	93.0	96.6	92.9

AEAM - Access to Supports & Services

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	85.4	82.6	81.0	81.6	84.1	80.6	84.2	79.9
Parent	84.5	78.9	75.9	77.4	85.3	75.7	81.3	75.4
Student	81.0	80.2	81.6	80.1	83.9	79.9	83.4	78.7
Teacher	90.6	88.7	85.5	87.3	83.2	86.2	87.8	85.6

AEAM - Program of Studies - Students at Risk

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	85.6	82.7	81.9	81.9	85.9	81.2	84.1	80.6
Parent	82.3	76.7	74.8	75.3	85.1	73.7	78.5	73.5
Student	81.0	80.2	81.6	80.1	83.9	79.9	83.4	78.7
Teacher	93.5	91.2	89.3	90.3	88.8	89.9	90.4	89.5

Local Survey Feedback - Domain Four: Learning Support

Teachers

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#19	How satisfied are you with the school-level resources, support and professional development to develop and implement assessment strategies aligned with current best practice research standards?	108	82%
#20	How satisfied are you with the school-level access to technology required to complete your assigned work?	108	93%
#21	How satisfied are you with your ability to improve learning opportunities for students through the use of technology?	108	91%
#22	How satisfied are you with the school-level resources available for teaching and learning?	108	87%
#29	How satisfied are you with the school-level professional development, resources and support offered for integrating students with special needs into your classroom?	107	64%
#30	How satisfied are you with the school-level resources and support offered to help at-risk students succeed?	107	71%
#31	How satisfied are you with your school's access to student support services provided by non-school agencies or specialists?	107	81%
#32	How satisfied are you with the quality of student support services at the school level?	107	76%
#33	How satisfied are you that the school environment is physically and emotionally safe?	107	95%
#34	How satisfied are you that the school promotes physical activity, health and wellness?	107	98%

04

LEARNING
SUPPORTS

Domain Four - Learning Support

Domain Four - Provincial & Local Performance Measure Insights (Continued)

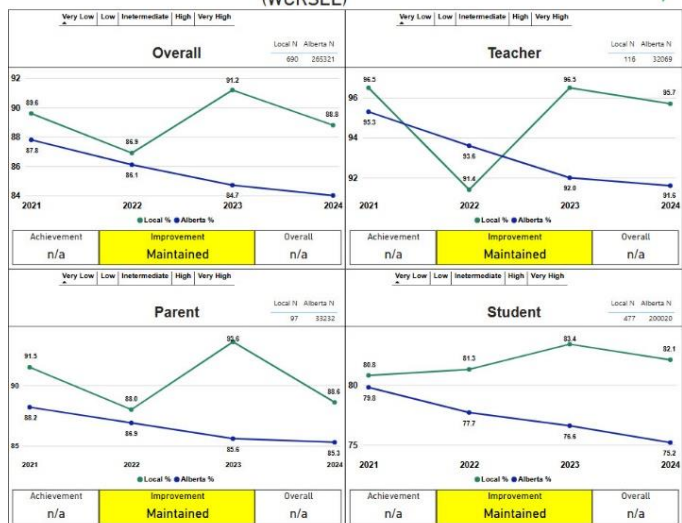
- Grade 10 Student results are low for the question about being able to get help at school with problems not related to schoolwork (62%).
- Grade 7 student results are low for the question about being able to get help with problems not related to schoolwork (76%).
- Grade 10 Student results are low for the question about being able to get help at school with problems not related to schoolwork (62%).
- Grade 10 Student results are low for the question about other students treat them well (77%).
- Parents are satisfied with the efforts around learning supports. Big gains made for question #24 around career guidance and information available for grade 10-12 students.
- Teachers are not satisfied with the school-level resources and support offered to:
 - integrate special needs students into the classroom (remained the same 63% to 64%)
 - Help at-risk students succeed (improvement from 65% to 71%)
- Teachers are not satisfied with the quality of student support services at the school. There is improvement over last year (69% to 76%)
- Results for students in EAL are quite strong for both grade 6 and grade 9 at the Acceptable Standard.
 - Grade 6 EAL program students surpassed the province in the Acceptable Standard in both subjects that were assessed (Social and Science).
 - Grade 6 EAL program students did not achieve the Standard of Excellence.
 - Grade 9 EAL program students surpassed the provincial results for Acceptable Standard in two subjects (Math and Science).
 - Grade 9 EAL program students did not achieve the Standard of Excellence.
- Results for FNMI Grade 6 and Grade 9 students are not available because not enough wrote the exams.

Domain Four - Provincial & Local Performance Measure Strategies

- PLN implementation will provide opportunities for self-directed professional development and peer collaboration.
- Increasing Family Support Liaison Worker (FSL) time in the schools will allow for more students to receive supports either from the FSL worker or from community referrals made by the FSL worker.
- Increasing Learning Support Teacher (LST) time in the schools will allow LSTs to be in the classrooms more and work with teachers to better integrate students with special needs.
- The Division has submitted an application to participate in a *Mental Health in Schools Pilot* over the next two years to increase mental health support to students. Although this is only for 2 years, the hope is that the findings from the pilot projects will result in more permanent supports/approaches at a provincial level.
- Practicum student from the Master of Arts in Counselling Psychology Program at Yorkville University is spending 8 months at Blessed Sacrament School. She will assist with FSL tasks and provide opportunity for more students to receive support. Third Path implementation of the Safety and Regulation conditions should enhance the classroom and school environment, so students feel more respected, cared about and that they belong.

AEAM - Welcoming, Caring, Respectful, & Safe Learning Environments

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSE)

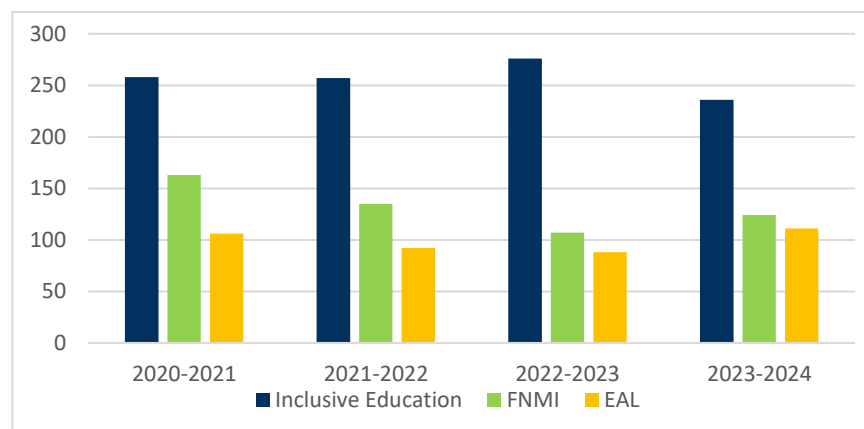


Local Survey Feedback - Domain Four: Learning Support			
Support Staff			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#14	How satisfied are you with the school-level resources and support offered to help at-risk students succeed?	64	73%
#15	How satisfied are you with the school-level support services provided by non-school agencies or specialists?	64	81%
#16	How satisfied are you that the school environment is physically and emotionally safe?	64	84%
#17	How satisfied are you that the school promotes physical activity, health and wellness?	64	89%
#18	How satisfied are you with the school-level access to technology to help you with your job?	64	88%
Parents			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#19	How satisfied are you that your child is learning the computer technology skills and competencies they need to support their learning?	445	95%
#20	How satisfied are you that your child's school environment is safe?	445	95%
#21	How satisfied are you with your child's learning opportunities around Indigenous culture and perspective?	445	96%
#22	How satisfied are you that your child's teachers use methods that help your child learn?	445	91%
#23	How satisfied are you that the school promotes physical activity, health and wellness?	445	98%
#24	How satisfied are you with the career guidance and information available for your grade 10-12 child at this school?	445	81%
#25	I believe my child is receiving suitable types of services to support their specific learning needs.	445	89%
#26	How satisfied are you with the support the school's support of your child's success in school?	445	92%

Domain Four - Provincial & Local Performance Measure Strategies (Continued)

- With the implementation of Benchmarks 2.0 next year, there will be review of key strategies to enhance language acquisition.
- The Benchmarks 2.0 will also serve as an opportunity to engage teachers in discussions and ensure there is solid understanding of the work to be done with English Language Learners.
- ECCS is committed to acknowledging and supporting the implementation of the Truth and Reconciliation Commission (TRC) 94 Calls to Action specific to education. Namely, we are committed to supporting improved achievement, equity, and well-being for students who self-identify as Indigenous and creating opportunities for all students, staff, and school communities to engage in practices that facilitate reconciliation. To meet these commitments, East Central Catholic School Division will develop the professional capacity of all staff to work towards achieving local and provincial education plan assurance strategies through relevant key actions such as:
 - professional learning for all ECCS staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, staff, and the system as a whole;
 - acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action in the context of our Catholic faith;
 - enhance the collection and use of holistic data to monitor achievement and well-being for students who self-identify as Indigenous;
 - build and sustain relationships with Indigenous parents/caregivers;
 - collaborate with Indigenous Elders, leaders, organizations, and community members to establish education plan strategies that support and enhance Indigenous student achievement and well-being; and
 - incorporate holistic approaches to learning that address students' spiritual, emotional, physical, and intellectual (spirit, heart, body, mind) needs.
 - collaborating with school leadership teams and staff members to identify and support the learning needs of self-identified FNMI students and families.

ECCS Inclusive Ed, FNMI, & EAL Enrollment Trends



Local Survey Feedback - Domain Five: Governance			
Students Grade 4-6			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#17	I would recommend my school to a friend.	399	94%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#25	I would recommend my school to a friend.	Gr 7-9 264	80%
#28		Gr 10-12 264	80%
Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#35	How satisfied are you with your school leadership team's Assurance Planning engagement sessions?	106	92%
#36	How satisfied are you with your school being a good place to teach, learn and grow?	106	96%
#37	How satisfied are you that your schools is responsive and responsible for supporting your community's unique teaching and learning needs?	106	92%
#38	How satisfied are you with the communication provided about the School Division and its operation?	106	93%
#39	How satisfied are you with the level and timeliness of technical support provided by the Division?	106	89%
Support Staff			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#19	How satisfied are you with your school leadership team's Assurance Planning engagement sessions?	63	89%
#20	How satisfied are you that the School Division is responsive and responsible for supporting the unique teaching and learning communities across the Division?	63	81%
#21	How satisfied are you with the communication of information provided about the school Division and its operations?	63	94%
#22	How satisfied are you with the quality of technical support provided by the division?	63	92%
#23	How satisfied are you with the school's orientation process for new support staff? (For those hired within this current year)	63	73%
#24	How satisfied are you with the division's support staff evaluation process? (For those hired within the current year)	63	83%



Domain Five - Governance

AEAM - Parental Involvement

	2020/ 2021		2021/ 2022		2022/ 2023		2023/ 2024	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	81.8	79.5	75.6	78.8	80.8	79.1	79.6	79.5
Parent	75.9	72.2	70.9	72.3	76.2	72.5	76.8	74.4
Teacher	87.7	86.8	80.2	85.2	85.4	85.7	82.4	84.6

AEAM - School Improvement

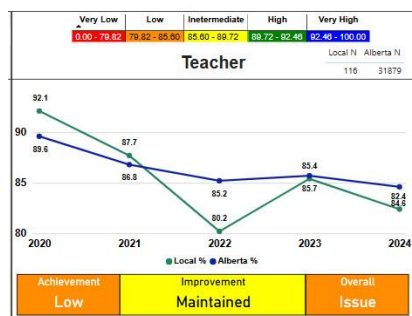
	2019/ 2020		2020/ 2021		2021/ 2022		2022/ 2023	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	81.2	81.4	73.7	74.2	83.1	75.2	81.2	75.8
Parent	78.5	81.7	68.3	70.0	83.6	72.5	78.5	75.2
Teacher	84.2	83.4	72.5	76.3	78.6	78.0	80.2	78.2

Domain Five - Provincial & Local Performance Measure Insights

Parent results are low for the questions asking about their involvement in decisions about their child's school (58%) and that their input into decisions about the school are considered (78%).

- Teacher results are low for the questions asking if parents are involved in decisions about the school (78%).
- Parent results are low for the question about the quality of education improving or staying the same over the past three years (78%).
- Grade 10 student results are low for the question asking if they would recommend their school to a friend (77%).
- Parents are not satisfied with the overall improvement of the school. 3-year improvement trend for all other questions

AEAM - Parental Involvement

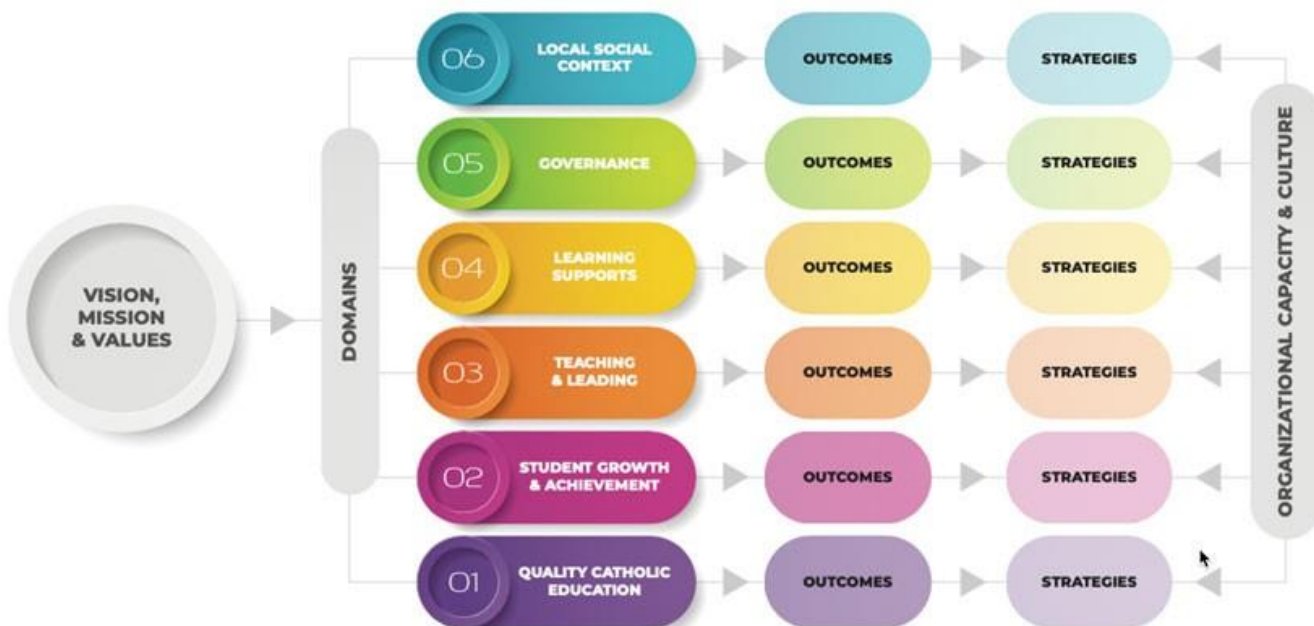


Local Survey Feedback - Domain Five: Governance			
Parents			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#27	How satisfied are you that the school considers, respects, and values your input?	445	94%
#28	How satisfied are you that there are opportunities for your involvement in decisions that affect education in your child's school?	445	90%
#29	How satisfied are you with the communication of information between school and home?	445	94%
#30	How satisfied are you that the school council plays a meaningful role in the school community?	445	97%
#31	Over the past three years, how would you describe your child's school's overall improvement?	445	58%
#32	How satisfied are you with the communication of information provided about School Division and its operations?	445	96%
#33	How satisfied are you that the School Division is responsive and responsible for supporting the unique teaching and learning environments in each community?	445	91%
#34	How satisfied are you that the School Division is a good place for children to learn and grow?	445	96%
#35	How satisfied are you with the bus transportation services?	445	92%
#36	Would you recommend your child's school to another parent?	445	95%

Domain Five - Provincial & Local Performance Measure Strategies

- Explore ways to incorporate Support Staff PD time into the calendar so school admin teams can schedule PD time with support staff.
- Continue the intentional use of various media platforms to promote the Division and the individual schools.
- Utilize stakeholder engagement sessions around the Assurance Plan.
- Explore ways to increase the completion of parent surveys.
- School administration continue to use the Assurance Presentation Templates to report and share assurance and education planning progress with stakeholders.
- Continue to collaborate with transporting boards, government, transportation companies, and local bus drivers to develop a sustainable cost effective transportation services for all students within the division.
- Continue to explore recruitment methods to attract specialized teachers and wrap-around services to rural communities.
- Continue to develop synchronous and asynchronous instructional approaches to improve program delivery options and flexibility within ECCS brick-and-mortar schools.
- As the Division and schools transition from pandemic restrictions to endemic workflows, traditional school activities and stakeholder engagement sessions will resume, providing an opportunity to nurture the school community cultures across the division.

EAST CENTRAL CATHOLIC STRATEGIC PLANNING FRAMEWORK



Stakeholder Feedback - Domain Six: Local Societal Context			
Students Grade 4-6			
Question #	Question Stem	Number of Respondents	% of Students
#1	What school do you attend?	409	66.83%
	Blessed Sacrament School	159	38.87%
	Blessed Sacrament Outreach School	0	0%
	St. Jerome School	92	22.49%
	St. Thomas Aquinas School	38	9.29%
	Theresetta School	23	5.62%
	Christ-King School	48	11.74%
	School of Hope	41	10.02%
	Hope Home Schooling	8	1.96%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% of Students
#1	What school do you attend?	(7-9) 368	56.01%
		(10-12) 276	48.94%
	Blessed Sacrament School	(7-9) 144	39.13%
		(10-12) 107	38.77%
	Blessed Sacrament Outreach School	(7-9) 0	0%
		(10-12) 13	4.71%
	St. Jerome School	(7-9) 86	23.37%
		(10-12) 58	21.01%
	St. Thomas Aquinas School	(7-9) 48	13.04%
		(10-12) 39	14.13%
	Theresetta School	(7-9) 18	4.89%
		(10-12) 0	0%
	Christ-King School	(7-9) 29	7.88%
		(10-12) 0	0%
	School of Hope	(7-9) 40	10.87%
		(10-12) 52	18.84%
	Hope Home Schooling	(7-9) 3	0.82%
		(10-12) 7	2.54%
Teachers			
Question Number	Question Stem	Number of Respondents	% of Teachers
#1	What school do you currently teach at?	110	84.62%
	Blessed Sacrament School	39	35.45%
	Blessed Sacrament Outreach School	2	1.82%
	St. Jerome School	18	16.36%
	St. Thomas Aquinas School	11	10.00%
	Theresetta School	9	8.18%
	Christ-King School	8	7.27%
	School of Hope	2	1.82%

Domain Six - Provincial & Local Performance Measure Insights

- Q-17 on the local assurance surveys, 94% of **4-6 students** would recommend their school to another friend.
- Q-25 on the local assurance surveys, 80% of **7-9 students** would recommend their school to another friend.
- Q-28 on the local assurance surveys, 80% of **10-12 students** would recommend their school to another friend.
- Q-36 on the local assurance surveys, 96% of **teachers** agree with their school being a good place to teach, learn and grow?
- Q-6 on the local assurance surveys, 92% of **support staff** agree with their school being a good place to teach, learn and grow?
- Q-36 on the local assurance surveys, 95% of **parents** would recommend their school to another parent.
- Mental health and wellness challenges varied across the Division.
- The availability of substitute teachers across the Division.
- It is difficult to hire specialized high school teachers and qualified wrap around support services (LST, FSLW, AHS) personnel in small rural communities.
- The availability and long-term sustainability of rural and in-town transportation services vary from community.
- The availability of transportation personnel across the division.

Domain Five - Provincial & Local Performance Measure Strategies

- The Division is continuing to explore the development of an administrative procedure (AP) for non-instructional staff to supervise classrooms in the absence of certified teaching staff.
- As the Division and school communities transition to endemic conditions, returning to regular face-to-face learning and extracurricular activities will be important in rekindling that sense of belonging and community within each school.
- The Division and school leadership teams will continue to focus on professional development opportunities that align with instructional design practices that improve face-to-face and blended learning environments.
- Standardized instructional design support for the implementation of the new Alberta.
- Ensuring all school admin teams deploy the surveys in a consistent format to ensure staff and students understand the importance of providing constructive feedback which will help guide the development of strategies within the school education plan.
- Ensuring all the school sample populations complete the local survey in February and March.

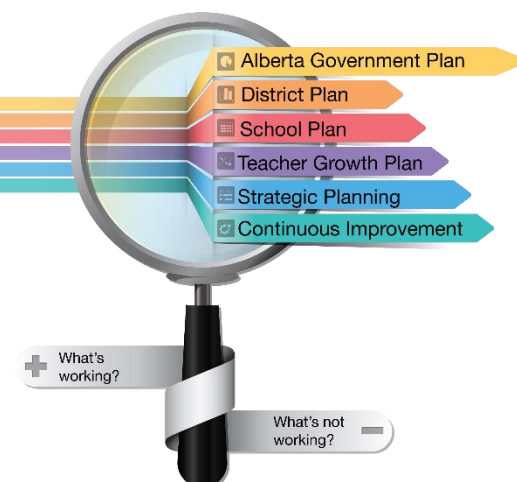
Stakeholder Feedback - Domain Six: Local Societal Context			
Support Staff			
Question Number	Question Stem	Number of Respondents	% of Support Staff
#1	What school do you currently work at?	66	94.29%
	Blessed Sacrament School	28	40.00%
	Blessed Sacrament Outreach School	1	1.43%
	St. Jerome School	17	24.29%
	St. Thomas Aquinas School	5	7.14%
	Theresetta School	5	7.14%
	Christ-King School	8	11.43%
	School of Hope	6	8.57%
	Hope Home Schooling	0	0%
Parents			
Question Number	Question Stem	Number of Respondents	% of Parents
#1	What school does your child attended?	449	34.14%
	Blessed Sacrament School	183	40.76%
	Blessed Sacrament Outreach School	12	2.67%
	St. Jerome School	124	27.62%
	St. Thomas Aquinas School	59	13.14%
	Theresetta School	27	6.01%
	Christ-King School	44	9.80%
#35	How satisfied are you with the bus transportation services?	445	33.84%



Domain Six - Local Societal Context

Domain Five - Provincial & Local Performance Measure Strategies (Continued)

- The Division and school leadership teams will ensure that all instructional staff have the necessary technological hardware, software, and training to support a blended learning environment (Learning Management Systems - LMS, Video Conferencing - Zoom - Google Hangouts, Webcams, Microphones, Presentation Tablets, Network bandwidth)
- The Division and school leadership teams will continue to promote parent engagement (newsletters, social media, Bright Arrow notifications, websites, and parent council meetings) in providing constructive feedback through the local assurance survey process.
- The Division is collaborating with school leadership teams and the Learning Network Consortium to develop a divisional professional development plan to support the implementation of the new curriculum.
- The Division collaborates with the Learning Network Consortium to provide parent council overview presentations on the new curriculum implementation.
- The Division collaborates with the Alberta Parent Council Association to provide parent council roles and responsibility presentations to school admin teams and local parent council members.
- The Division leadership team and board members continue collaborating with the surrounding transporting boards, transportation service providers, community members and the provincial government to develop sustainable transportation services.
- The Division and school leadership teams will continue to collaborate on developing a divisional high school course schedule to improve synchronous and asynchronous programming opportunities for students across the Division.
- The Division is coordinating the installation of audio and visual equipment to support synchronous and asynchronous instructional practices to provide the opportunity for teachers to provide face-to-face and remote instruction that would otherwise not be possible.
- The Division is developing an Assurance continuous improvement workflow that allows all key stakeholders (students, staff, parent council, board members, parents, and parish communities) to review local and provincial data sets to inform strategies that improve teaching and learning.
- The Division and school leadership teams continue to review and revise health and safety practices that reduce respiratory and gastrointestinal illness in learning environments.



Financial Summary

A web link to the Audited Financial Statements and Budget

Summary:
https://www.ecacs.ca/division/about_us/finance

Detailed expenditure information, including information on school-generated funds and their uses, is available in the ECCS 2023-24 Detailed Budget Report or may be requested from the Division Office at:

Mary Ann Threinen - Secretary-Treasurer

780-842-3992

Website link to the provincial roll up of AFS information:
 Government of Alberta K to 12 Financial Statements - Provincial Report

The Division's 2024-2025 operating budget consists of:

Revenue	\$26,313,846
Expenditures	\$28,058,824
Deficit	\$1,744,978

School Generated Funds

	2024	2023
School Generated Funds, Beginning of Year	\$ 504,045	\$ 527,245
Gross Receipts:		
Fees	178,299	190,595
Fundraising	194,155	175,315
Gifts and donations	79,792	57,662
Other sales and services	152,720	159,549
Total gross receipts	604,966	583,121
Total Related Expenses and Uses of Funds	385,755	226,113
Total Direct Costs Including Cost of Goods Sold to Raise Funds	309,648	340,208
School Generated Funds, End of Year	\$ 413,608	\$ 504,045
Balance included in Deferred Contributions*	\$ 39,085	\$ 52,997
Balance included in Accounts Payable**	\$ 13,016	\$ 3,106
Balance included in Accumulated Surplus (Operating Reserves)**	\$ 361,507	\$ 447,942

STATEMENT OF OPERATIONS						
For the Year Ended August 31, 2024 (in dollars)						
	2024 Budget	2024 Actual	2023 Actual	2024 Variance		Variance Explanation
	Budget	Actual	Actual	Dollar	Percentage	
REVENUES						Required for all lines with variance over \$500,000 or a variance of 10% or more.
Government of Alberta	\$ 23,438,034	\$ 24,162,797	\$ 22,826,507	\$ 724,763	3.09%	1. Home Education and Shared Responsibility higher than budgeted by \$ 112,636. 2. Low Incidence and Learning Disruption announced after budget \$ 45,430. 3. Transportation Grants higher than projected (includes fuel contingency & Bus Driver Training) \$92,851. 4. Increased Amortization Capital Allocations \$ 114,624 . 5. Alberta Infrastructure Deficiency Funds approved in spring 2024. Completed requirements for \$ 129,441 in revenue. 6. Summer School: New program estimate \$ 60,168 based on 393 completed credits.
Property taxes	\$ 1,437,893	\$ 1,388,772	\$ 1,450,598	\$ (49,121)	-3.42%	
Fees	\$ 178,260	\$ 216,672	\$ 230,787	\$ 38,412	21.55%	1. New hockey program \$7,140. 2. No bus fees budgeted, expected lack of capacity for additional riders. Fees to ineligible riders generated revenue of \$ 18,125. 3. Field trip fees higher by \$ 7,284.
Sales of services and products	\$ 145,500	\$ 172,839	\$ 183,321	\$ 27,339	18.79%	1. Adult tuition higher than budgeted \$5,100. 2. Sales of items like yearbooks, clothing, \$5,446 3. Sales of milk, hot lunches etc. \$ 11,714.
Investment income	\$ 300,000	\$ 431,993	\$ 470,372	\$ 131,993	44.00%	1. Interest rates did not decrease as quickly as expected.
Donations and other contributions	\$ 150,450	\$ 317,206	\$ 307,734	\$ 166,756	110.84%	1. No donation revenue expected (at hoc donations) , Donation revenue \$ 84,792. 2. Fundraiser revenue higher than budgeted \$ 43,704. 3. Budgeted amortization of donated assets in 'other government' instead of \$38,280 in Donation revenue.
Other revenue	\$ 6,800	\$ 14,020	\$ 63,225	\$ 7,220	106.18%	1. Facility user fees \$4,295 higher than expected. 2. Sold bus with no Book Value for \$ 2,000.
Total revenues	\$ 25,656,937	\$ 26,704,299	\$ 25,532,544	\$ 1,047,362	4.08%	
EXPENSES						
Instruction - ECS	\$ 666,323	\$ 866,053	\$ 660,592	\$ (199,730)	-29.97%	1. Three maternity leaves increased benefits by \$ 19,000 2. Additional EAs for additional Severe children, EAs originally budgeted as Gr 1-12 at an average cost of \$120,000 for wages and benefits.
Instruction - Grades 1 to 12	\$ 21,255,833	\$ 20,532,533	\$ 19,553,102	\$ 723,300	3.40%	1. Teachers 1.34 FTE vacant with internal coverage, 1.0 FTE vacant since January. Average salary with benefit, 2 FTE costs \$215,000. 2. EA budget in gr 1-12, three reassigned to ECS \$ 120,000.
Facility	\$ 3,925,757	\$ 4,411,605	\$ 4,053,781	\$ (485,848)	-12.38%	1. Deficiency Expenses - Alberta Infrastructure \$ 99,000. 2. Contracted HVAC alarm monitoring and weekly Building Management System checks. This was a new service which cost \$18,000 for 10 months. 3. Unexpected repairs, January 2024 frost damage CoGen (22,000), SOH water heater burst (7,800), BSS Elevator phone replacement (4,550), bring TH Elevator to code (\$3,093). 4. Insurance increased \$ 31,536, some due to increase in replacement cost. 5. Amortization expense increased \$120,456. CMR/IMR/equipment upgrades in summer of 2023 for \$ 813,625; September to November 2023, additional \$391,407 CMR/CMR projections completed, increasing amortization.
Transportation	\$ 800,418	\$ 762,266	\$ 523,690	\$ 38,152	4.77%	
System administration	\$ 1,265,470	\$ 1,247,926	\$ 1,230,838	\$ 17,544	1.39%	
External services	\$ 81,500	\$ 145,029	\$ 117,762	\$ (63,529)	-77.95%	1. No PUF in budget. Two part-tiem PUF children eligible - two part-time EA required. Deficit partly off-set with PUF grant of \$27,885.
Total expenses	\$ 27,995,301	\$ 27,965,412	\$ 26,139,765	\$ (29,889)	-0.11%	
Surplus (Deficit)	\$ (2,338,364)	\$ (1,261,113)	\$ (607,221)			

Assurance Communication

The 2021-2025 Four-Year Education Plan and 2023-2024 Annual Education Results Report can be accessed on the [ECCS website](https://www.ecacs.ca/division/documents/aerr_education_plan). (https://www.ecacs.ca/division/documents/aerr_education_plan)

In addition, contact information has been sent to community stakeholders and to parishes informing them of the website address and link. Copies of the 2021-2025 Four-Year Education Plan, 2023-24 Annual Education Results Report and the ECCS 4-year Assurance Plan will be distributed to schools. Principals will communicate the plan to staff and their school council. Highlights of the 4-year Assurance Plan will be posted in school newsletters and shared with local parishes.

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their combined Four-Year Education Plan/Annual Education Results Report.

The Policy and Requirements for School Board Planning and Results Reporting, April 2015 made this reporting mandatory for the submission of this and future reports. For 2023-2024, there were no disclosures made during this time period. (https://www.ecacs.ca/division/about_us/annual_education_results_report)

Alberta Education Measurement Evaluation Reference

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table to the left shows the range of values defining the 5 achievement evaluation levels for each measure.

Notes:

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Improvement Table:

A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes. The table on the next page shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Evaluation Table

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

The table to the left shows the range of values defining the 5 achievement evaluation levels for each measure.

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

Category Evaluation:

Category Evaluation

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

Fall 2024 Alberta Education Supplemental Measures Summary

Measure	East Central Alberta Catholic			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)	35.4	0.6	n/a	52.7	3.5	n/a	Very Low	n/a	n/a
Drop Out Rate	6.3	3.7	4.0	2.5	2.5	2.4	Intermediate	Declined	Issue
In-Service Jurisdiction Needs	70.1	71.2	73.4	81.1	82.2	83.0	Very Low	Maintained	Concern
Lifelong Learning	80.2	85.1	84.2	79.9	80.4	80.7	High	Declined	Acceptable
Program of Studies	80.5	80.8	79.0	82.8	82.9	82.9	High	Maintained	Good
Program of Studies - At Risk Students	84.1	85.9	83.9	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	73.5	80.1	77.3	70.7	71.9	70.0	High	Maintained	Good
Safe and Caring	91.1	92.6	91.4	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	72.8	73.8	73.2	71.9	72.9	72.7	Intermediate	Maintained	Acceptable
School Improvement	81.2	83.1	78.4	75.8	75.2	74.7	Very High	Improved	Excellent
Transition Rate (6 yr)	67.4	60.1	62.5	60.1	59.7	60.0	High	Maintained	Good
Work Preparation	80.2	86.7	87.1	82.8	83.1	84.0	High	Declined	Acceptable

Provincial Achievement Test Results by Percentage & Students Enrolled		East Central Alberta Catholic					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
French Language Arts 6 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.9	77.6	69.9
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10.6	12.5	9.3
Français 6 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.0	78.9	80.4
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20.2	19.4	18.5
Science 6	Acceptable Standard %	n/a	n/a	72.2	66.9	66.5	n/a	n/a	71.5	66.7	68.8
	Standard of Excellence %	n/a	n/a	25.6	24.7	20.0	n/a	n/a	23.7	21.8	24.8
Social Studies 6	Acceptable Standard %	n/a	n/a	69.4	62.3	58.1	n/a	n/a	67.8	66.2	68.5
	Standard of Excellence %	n/a	n/a	18.9	19.5	14.8	n/a	n/a	20.1	18.0	19.8
English Language Arts 9	Acceptable Standard %	n/a	n/a	59.6	59.2	63.6	n/a	n/a	69.6	71.4	69.5
	Standard of Excellence %	n/a	n/a	6.2	11.2	12.3	n/a	n/a	12.9	13.4	11.8
K&E English Language Arts 9	Acceptable Standard %	n/a	n/a	*	n/a	n/a	n/a	n/a	50.5	50.2	49.6
	Standard of Excellence %	n/a	n/a	*	n/a	n/a	n/a	n/a	5.0	5.7	5.6
French Language Arts 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.5	76.1	76.6
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9.9	10.9	10.6
Français 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.0	81.6	83.1
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25.0	22.3	19.7
Mathematics 9	Acceptable Standard %	n/a	n/a	48.6	46.7	47.8	n/a	n/a	53.0	54.4	52.7
	Standard of Excellence %	n/a	n/a	8.1	11.2	14.9	n/a	n/a	16.7	13.5	14.0
K&E Mathematics 9	Acceptable Standard %	n/a	n/a	*	n/a	*	n/a	n/a	55.3	52.7	52.2
	Standard of Excellence %	n/a	n/a	*	n/a	*	n/a	n/a	11.1	11.3	9.9
Science 9	Acceptable Standard %	n/a	n/a	59.6	63.5	59.6	n/a	n/a	68.0	66.3	67.6
	Standard of Excellence %	n/a	n/a	19.2	16.2	19.9	n/a	n/a	22.6	20.1	20.8
K&E Science 9	Acceptable Standard %	n/a	n/a	*	n/a	*	n/a	n/a	57.8	52.9	52.3
	Standard of Excellence %	n/a	n/a	*	n/a	*	n/a	n/a	11.0	10.9	8.9
Social Studies 9	Acceptable Standard %	n/a	n/a	52.7	55.3	53.7	n/a	n/a	60.8	58.4	60.5
	Standard of Excellence %	n/a	n/a	9.6	16.4	16.7	n/a	n/a	17.2	15.9	15.8
K&E Social Studies 9	Acceptable Standard %	n/a	n/a	*	n/a	n/a	n/a	n/a	53.2	49.6	50.4
	Standard of Excellence %	n/a	n/a	*	n/a	n/a	n/a	n/a	14.1	10.6	11.3

PAT Results Course by Course Measure Summary by Enrolled with Measure Evaluation		East Central Catholic Schools				Alberta			
		2024		Prev 3 Year Average		2024		Prev 3 Year Average	
		N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	155	66.5	154	66.9	53,806	68.8	54,859	66.7
	Standard of Excellence	155	20.0	154	24.7	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	155	58.1	154	62.3	60,804	68.5	57,655	66.2
	Standard of Excellence	155	14.8	154	19.5	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	162	63.6	152	59.2	59,096	69.5	56,255	71.4
	Standard of Excellence	162	12.3	152	11.2	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	161	47.8	152	46.7	58,577	52.7	55,447	54.4
	Standard of Excellence	161	14.9	152	11.2	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	2	*	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	2	*	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	161	59.6	148	63.5	59,072	67.6	56,311	66.3
	Standard of Excellence	161	19.9	148	16.2	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	2	*	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	2	*	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	162	53.7	152	55.3	59,125	60.5	56,309	58.4
	Standard of Excellence	162	16.7	152	16.4	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Diploma Exam Results - Data Summary		East Central Alberta Catholic					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
English Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	71.4	72.2	84.4	n/a	n/a	78.8	83.7	84.2
	Diploma Examination Standard of Excellence	n/a	n/a	7.1	4.2	6.5	n/a	n/a	9.4	10.5	10.1
	School Awarded Acceptable Standard	n/a	n/a	100.0	98.6	98.7	n/a	n/a	98.2	98.4	98.6
	School Awarded Standard of Excellence	n/a	n/a	71.4	36.1	35.1	n/a	n/a	44.6	42.4	42.1
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	66.7	90.0	85.9	n/a	n/a	80.8	86.2	85.7
	Diploma Examination Standard of Excellence	n/a	n/a	0.0	10.0	7.0	n/a	n/a	12.3	12.7	12.9
	School Awarded Acceptable Standard	n/a	n/a	100.0	96.0	94.4	n/a	n/a	96.6	96.7	96.7
	School Awarded Standard of Excellence	n/a	n/a	33.3	36.0	23.9	n/a	n/a	19.9	18.7	19.1
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.9	93.1	95.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6.8	6.1	8.6
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	99.8	99.4	99.3
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.8	62.3	67.4
Francais 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	98.8	99.2	99.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44.2	30.7	26.3
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.1	78.0	72.5
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	38.9	48.8	56.3	n/a	n/a	63.6	70.8	75.4
	Diploma Examination Standard of Excellence	n/a	n/a	5.6	9.8	21.9	n/a	n/a	23.0	29.0	34.9
	School Awarded Acceptable Standard	n/a	n/a	100.0	100.0	100.0	n/a	n/a	95.4	96.1	96.4
	School Awarded Standard of Excellence	n/a	n/a	38.9	43.9	59.4	n/a	n/a	51.6	54.1	54.8
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	78.3	55.8	53.8	n/a	n/a	61.5	71.1	70.9
	Diploma Examination Standard of Excellence	n/a	n/a	13.0	9.3	6.2	n/a	n/a	11.8	15.2	15.4
	School Awarded Acceptable Standard	n/a	n/a	100.0	95.3	96.9	n/a	n/a	94.3	94.1	94.3
	School Awarded Standard of Excellence	n/a	n/a	34.8	32.6	29.2	n/a	n/a	29.7	29.2	30.9
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	77.1	72.7	73.3	n/a	n/a	81.5	83.5	85.2
	Diploma Examination Standard of Excellence	n/a	n/a	14.6	25.0	17.8	n/a	n/a	15.8	15.9	18.7
	School Awarded Acceptable Standard	n/a	n/a	100.0	100.0	100.0	n/a	n/a	99.3	99.3	99.3
	School Awarded Standard of Excellence	n/a	n/a	45.8	63.6	48.9	n/a	n/a	50.6	50.0	50.1
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	85.4	85.7	84.2	n/a	n/a	72.5	78.1	77.6
	Diploma Examination Standard of Excellence	n/a	n/a	19.5	9.1	17.8	n/a	n/a	13.2	12.3	12.7
	School Awarded Acceptable Standard	n/a	n/a	97.6	97.4	100.0	n/a	n/a	97.1	97.0	96.9
	School Awarded Standard of Excellence	n/a	n/a	34.1	42.9	29.7	n/a	n/a	24.7	22.6	23.9

Diploma Exam Results - Data Summary		East Central Alberta Catholic					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	73.9	70.2	72.7	n/a	n/a	74.3	82.7	83.1
	Diploma Examination Standard of Excellence	n/a	n/a	8.7	21.3	23.6	n/a	n/a	25.2	32.8	33.7
	School Awarded Acceptable Standard	n/a	n/a	100.0	95.7	100.0	n/a	n/a	97.0	97.2	97.3
	School Awarded Standard of Excellence	n/a	n/a	30.4	23.4	34.5	n/a	n/a	51.1	51.6	51.3
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	54.5	61.1	69.0	n/a	n/a	77.1	80.5	82.9
	Diploma Examination Standard of Excellence	n/a	n/a	9.1	16.7	11.9	n/a	n/a	31.1	37.0	38.0
	School Awarded Acceptable Standard	n/a	n/a	100.0	98.1	100.0	n/a	n/a	97.4	97.4	97.4
	School Awarded Standard of Excellence	n/a	n/a	18.2	42.6	57.1	n/a	n/a	56.6	56.3	57.4
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	66.7	58.3	75.0	n/a	n/a	78.5	82.3	85.1
	Diploma Examination Standard of Excellence	n/a	n/a	11.1	33.3	12.5	n/a	n/a	34.6	39.9	43.1
	School Awarded Acceptable Standard	n/a	n/a	100.0	91.7	100.0	n/a	n/a	97.9	98.1	97.8
	School Awarded Standard of Excellence	n/a	n/a	33.3	50.0	68.8	n/a	n/a	64.0	61.2	60.9
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	62.5	77.8	72.4	n/a	n/a	75.7	79.4	81.3
	Diploma Examination Standard of Excellence	n/a	n/a	0.0	22.2	13.8	n/a	n/a	17.2	23.1	24.6
	School Awarded Acceptable Standard	n/a	n/a	87.5	100.0	96.6	n/a	n/a	96.5	96.2	96.7
	School Awarded Standard of Excellence	n/a	n/a	12.5	33.3	6.9	n/a	n/a	36.8	35.5	36.0

Diploma Course by Course Measure Summary		East Central Catholic Schools				Alberta			
		2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	77	84.4	72	72.2	33,001	84.2	31,493	83.7
	Diploma Examination Standard of Excellence	77	6.5	72	4.2	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	71	85.9	50	90.0	19,219	85.7	17,112	86.2
	Diploma Examination Standard of Excellence	71	7.0	50	10.0	19,219	12.9	17,112	12.7
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Diploma Examination Acceptable Standard	32	56.3	41	48.8	21,035	75.4	19,763	70.8
	Diploma Examination Standard of Excellence	32	21.9	41	9.8	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	65	53.8	43	55.8	15,676	70.9	14,418	71.1
	Diploma Examination Standard of Excellence	65	6.2	43	9.3	15,676	15.4	14,418	15.2
Social Studies 30-1	Diploma Examination Acceptable Standard	45	73.3	44	72.7	25,167	85.2	24,023	83.5
	Diploma Examination Standard of Excellence	45	17.8	44	25.0	25,167	18.7	24,023	15.9
Social Studies 30-2	Diploma Examination Acceptable Standard	101	84.2	77	85.7	23,985	77.6	21,045	78.1
	Diploma Examination Standard of Excellence	101	17.8	77	9.1	23,985	12.7	21,045	12.3
Biology 30	Diploma Examination Acceptable Standard	55	72.7	47	70.2	24,414	83.1	23,270	82.7
	Diploma Examination Standard of Excellence	55	23.6	47	21.3	24,414	33.7	23,270	32.8
Chemistry 30	Diploma Examination Acceptable Standard	42	69.0	54	61.1	19,955	82.9	18,364	80.5
	Diploma Examination Standard of Excellence	42	11.9	54	16.7	19,955	38.0	18,364	37.0
Physics 30	Diploma Examination Acceptable Standard	16	75.0	12	58.3	9,955	85.1	9,241	82.3
	Diploma Examination Standard of Excellence	16	12.5	12	33.3	9,955	43.1	9,241	39.9
Science 30	Diploma Examination Acceptable Standard	29	72.4	18	77.8	8,439	81.3	8,007	79.4
	Diploma Examination Standard of Excellence	29	13.8	18	22.2	8,439	24.6	8,007	23.1

FNMI Provincial Achievement Test Results - Based on Number Enrolled		East Central Alberta Catholic (FNMI)					Alberta (FNMI)				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
French Language Arts 6 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.7	65.9	56.9
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6.4	5.3	2.9
Français 6 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.4	81.3	57.1
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7.1	31.3	0.0
Science 6	Acceptable Standard %	n/a	n/a	72.7	*	n/a	n/a	n/a	51.2	46.0	51.4
	Standard of Excellence %	n/a	n/a	18.2	*	n/a	n/a	n/a	9.7	9.0	12.3
Social Studies 6	Acceptable Standard %	n/a	n/a	81.8	*	n/a	n/a	n/a	46.8	45.3	48.7
	Standard of Excellence %	n/a	n/a	9.1	*	n/a	n/a	n/a	7.3	6.5	7.3
English Language Arts 9	Acceptable Standard %	n/a	n/a	*	38.5	*	n/a	n/a	49.4	49.2	49.5
	Standard of Excellence %	n/a	n/a	*	7.7	*	n/a	n/a	3.6	4.4	4.7
K&E English Language Arts 9	Acceptable Standard %	n/a	n/a	*	n/a	n/a	n/a	n/a	46.7	43.8	42.8
	Standard of Excellence %	n/a	n/a	*	n/a	n/a	n/a	n/a	5.0	3.7	4.9
French Language Arts 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.3	65.4	63.8
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5.2	4.4	5.6
Français 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.0	75.0	79.2
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.0	10.0	12.5
Mathematics 9	Acceptable Standard %	n/a	n/a	*	30.8	*	n/a	n/a	26.3	28.7	28.7
	Standard of Excellence %	n/a	n/a	*	7.7	*	n/a	n/a	4.1	3.8	4.8
K&E Mathematics 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	48.1	48.9	43.7
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6.0	11.1	6.2
Science 9	Acceptable Standard %	n/a	n/a	*	41.7	*	n/a	n/a	49.3	42.1	46.0
	Standard of Excellence %	n/a	n/a	*	0.0	*	n/a	n/a	8.5	7.1	8.5
K&E Science 9	Acceptable Standard %	n/a	n/a	*	n/a	n/a	n/a	n/a	53.3	48.4	46.6
	Standard of Excellence %	n/a	n/a	*	n/a	n/a	n/a	n/a	9.7	8.2	7.2
Social Studies 9	Acceptable Standard %	n/a	n/a	*	38.5	*	n/a	n/a	34.7	34.1	39.0
	Standard of Excellence %	n/a	n/a	*	15.4	*	n/a	n/a	4.1	4.9	6.3
K&E Social Studies 9	Acceptable Standard %	n/a	n/a	*	n/a	n/a	n/a	n/a	41.3	45.4	46.2
	Standard of Excellence %	n/a	n/a	*	n/a	n/a	n/a	n/a	9.1	7.3	9.4

FNMI PAT Course by Course Measure Summary		East Central Catholic Schools (FNMI)				Alberta (FNMI)			
		2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	102	56.9	132	65.9
	Standard of Excellence	n/a	n/a	n/a	n/a	102	2.9	132	5.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	14	57.1	16	81.3
	Standard of Excellence	n/a	n/a	n/a	n/a	14	0.0	16	31.3
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	3,851	51.4	3,990	46.0
	Standard of Excellence	n/a	n/a	n/a	n/a	3,851	12.3	3,990	9.0
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	4,556	48.7	4,332	45.3
	Standard of Excellence	n/a	n/a	n/a	n/a	4,556	7.3	4,332	6.5
English Language Arts 9	Acceptable Standard	7	*	13	38.5	4,465	49.5	4,375	49.2
	Standard of Excellence	7	*	13	7.7	4,465	4.7	4,375	4.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	388	42.8	297	43.8
	Standard of Excellence	n/a	n/a	n/a	n/a	388	4.9	297	3.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	160	63.8	136	65.4
	Standard of Excellence	n/a	n/a	n/a	n/a	160	5.6	136	4.4
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	24	79.2	20	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	24	12.5	20	10.0
Mathematics 9	Acceptable Standard	7	*	13	30.8	4,361	28.7	4,197	28.7
	Standard of Excellence	7	*	13	7.7	4,361	4.8	4,197	3.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	485	43.7	440	48.9
	Standard of Excellence	n/a	n/a	n/a	n/a	485	6.2	440	11.1
Science 9	Acceptable Standard	7	*	12	41.7	4,477	46.0	4,380	42.1
	Standard of Excellence	7	*	12	0.0	4,477	8.5	4,380	7.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	373	46.6	281	48.4
	Standard of Excellence	n/a	n/a	n/a	n/a	373	7.2	281	8.2
Social Studies 9	Acceptable Standard	7	*	13	38.5	4,498	39.0	4,393	34.1
	Standard of Excellence	7	*	13	15.4	4,498	6.3	4,393	4.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	351	46.2	262	45.4
	Standard of Excellence	n/a	n/a	n/a	n/a	351	9.4	262	7.3

FNMI Diploma Exam Results - Data Summary		East Central Alberta Catholic (FNMI)					Alberta (FNMI)				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
English Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	73.5	78.3	81.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	4.4	6.1	6.9
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	97.1	98.1	98.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	31.9	30.3	33.0
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	82.1	86.5	86.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	9.2	9.9	10.8
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	96.0	96.3	95.1
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	13.7	13.7	15.5
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	83.8	88.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.0	2.7	0.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55.6	64.9	44.4
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	50.9	60.6	64.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	10.5	15.0	17.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	94.5	95.8	97.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	39.1	41.3	41.8
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	55.2	65.8	64.8
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	7.3	12.1	10.1
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	91.5	93.5	93.8
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	22.8	24.0	24.6
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	66.7	*	*	n/a	n/a	72.5	73.0	79.1
	Diploma Examination Standard of Excellence	n/a	n/a	16.7	*	*	n/a	n/a	7.4	8.6	10.6
	School Awarded Acceptable Standard	n/a	n/a	100.0	*	*	n/a	n/a	99.1	97.4	98.8
	School Awarded Standard of Excellence	n/a	n/a	50.0	*	*	n/a	n/a	34.6	36.5	38.1
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	*	*	100.0	n/a	n/a	66.0	72.3	72.9
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	16.7	n/a	n/a	5.4	5.4	6.6
	School Awarded Acceptable Standard	n/a	n/a	*	*	100.0	n/a	n/a	95.5	94.9	95.2
	School Awarded Standard of Excellence	n/a	n/a	*	*	16.7	n/a	n/a	13.2	12.4	14.5

FNMI Diploma Exam Results - Data Summary (Con't)		East Central Alberta Catholic (FNMI)					Alberta (FNMI)				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	58.9	72.5	72.8
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	11.5	19.1	17.0
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	95.7	95.1	94.7
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	32.9	37.5	34.9
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	62.5	70.0	78.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	15.4	24.0	23.5
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	96.8	96.4	97.2
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	39.6	42.9	42.5
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	*	*	n/a	n/a	n/a	68.6	72.0	80.4
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	n/a	n/a	n/a	25.2	26.8	23.2
	School Awarded Acceptable Standard	n/a	n/a	*	*	n/a	n/a	n/a	97.5	97.6	97.1
	School Awarded Standard of Excellence	n/a	n/a	*	*	n/a	n/a	n/a	54.1	47.2	44.6
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	70.0	75.3	78.1
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	7.2	18.7	18.5
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	96.4	96.0	95.0
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	27.2	29.4	27.3

FNMI Diploma Course by Course Measure Summary		East Central Catholic Schools (FNMI)				Alberta (FNMI)			
		2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	5	*	n/a	n/a	1,402	81.7	1,286	78.3
	Diploma Examination Standard of Excellence	5	*	n/a	n/a	1,402	6.9	1,286	6.1
English Lang Arts 30-2	Diploma Examination Acceptable Standard	3	*	n/a	n/a	2,010	86.0	1,833	86.5
	Diploma Examination Standard of Excellence	3	*	n/a	n/a	2,010	10.8	1,833	9.9
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	36	88.9	37	83.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	36	0.0	37	2.7
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	4	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	4	*	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	2	*	n/a	n/a	634	64.4	566	60.6
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	634	17.0	566	15.0
Mathematics 30-2	Diploma Examination Acceptable Standard	3	*	n/a	n/a	785	64.8	742	65.8
	Diploma Examination Standard of Excellence	3	*	n/a	n/a	785	10.1	742	12.1
Social Studies 30-1	Diploma Examination Acceptable Standard	2	*	n/a	n/a	1,071	79.1	986	73.0
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	1,071	10.6	986	8.6
Social Studies 30-2	Diploma Examination Acceptable Standard	6	100.0	n/a	n/a	2,091	72.9	1,933	72.3
	Diploma Examination Standard of Excellence	6	16.7	n/a	n/a	2,091	6.6	1,933	5.4
Biology 30	Diploma Examination Acceptable Standard	3	*	n/a	n/a	1,041	72.8	902	72.5
	Diploma Examination Standard of Excellence	3	*	n/a	n/a	1,041	17.0	902	19.1
Chemistry 30	Diploma Examination Acceptable Standard	1	*	n/a	n/a	614	78.2	550	70.0
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	614	23.5	550	24.0
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	280	80.4	250	72.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	280	23.2	250	26.8
Science 30	Diploma Examination Acceptable Standard	3	*	n/a	n/a	480	78.1	470	75.3
	Diploma Examination Standard of Excellence	3	*	n/a	n/a	480	18.5	470	18.7

EAL Provincial Achievement Test Results based on Number Enrolled		East Central Alberta Catholic (EAL)					Alberta (EAL)				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
French Language Arts 6 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74.0	75.5	74.5
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.6	13.8	12.7
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20.0	18.1	12.7
Français 6 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.1	65.8	75.3
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18.8	10.1	11.7
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16.4	17.7	10.4
Science 6	Acceptable Standard %	n/a	n/a	100.0	72.7	71.4	n/a	n/a	72.0	64.7	63.8
	Standard of Excellence %	n/a	n/a	0.0	36.4	0.0	n/a	n/a	21.0	17.2	18.4
	Below Acceptable Standard %	n/a	n/a	0.0	27.3	28.6	n/a	n/a	18.3	24.1	23.1
Social Studies 6	Acceptable Standard %	n/a	n/a	83.3	81.8	71.4	n/a	n/a	68.4	65.4	64.6
	Standard of Excellence %	n/a	n/a	16.7	27.3	0.0	n/a	n/a	17.9	15.7	16.5
	Below Acceptable Standard %	n/a	n/a	16.7	18.2	28.6	n/a	n/a	21.5	23.3	23.6
English Language Arts 9	Acceptable Standard %	n/a	n/a	66.7	75.0	*	n/a	n/a	61.9	62.2	56.9
	Standard of Excellence %	n/a	n/a	0.0	0.0	*	n/a	n/a	7.0	6.6	5.4
	Below Acceptable Standard %	n/a	n/a	33.3	25.0	*	n/a	n/a	18.1	22.5	25.2
K&E English Language Arts 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45.7	34.9	46.7
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.4	1.3	4.0
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37.8	32.2	32.7
French Language Arts 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.0	71.1	67.8
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10.1	11.3	9.2
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27.5	25.3	24.7
Français 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.5	64.3	60.8
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17.5	11.9	7.6
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22.5	27.4	26.6
Mathematics 9	Acceptable Standard %	n/a	n/a	50.0	62.5	*	n/a	n/a	47.0	50.1	46.7
	Standard of Excellence %	n/a	n/a	16.7	0.0	*	n/a	n/a	12.9	12.0	11.5
	Below Acceptable Standard %	n/a	n/a	50.0	37.5	*	n/a	n/a	35.9	36.0	38.4
K&E Mathematics 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54.5	39.5	49.7
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9.8	5.6	12.2
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33.6	41.2	39.6
Science 9	Acceptable Standard %	n/a	n/a	66.7	87.5	*	n/a	n/a	55.8	59.4	57.7
	Standard of Excellence %	n/a	n/a	0.0	0.0	*	n/a	n/a	13.7	15.0	14.2
	Below Acceptable Standard %	n/a	n/a	33.3	12.5	*	n/a	n/a	19.8	26.2	27.3
K&E Science 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52.3	33.1	41.1
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.8	3.3	5.5
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29.4	40.4	43.2
Social Studies 9	Acceptable Standard %	n/a	n/a	50.0	62.5	*	n/a	n/a	54.5	50.4	49.4
	Standard of Excellence %	n/a	n/a	0.0	0.0	*	n/a	n/a	12.6	11.0	9.6
	Below Acceptable Standard %	n/a	n/a	50.0	37.5	*	n/a	n/a	29.7	35.4	35.3
K&E Social Studies 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.1	39.4	44.4
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11.7	1.5	7.4
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23.3	39.4	39.3

PAT Results Course by Course Measure		East Central Catholic Schools (EAL)				Alberta (EAL)			
		2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	110	74.5	188	75.5
	Standard of Excellence	n/a	n/a	n/a	n/a	110	12.7	188	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	77	75.3	79	65.8
	Standard of Excellence	n/a	n/a	n/a	n/a	77	11.7	79	10.1
Science 6	Acceptable Standard	7	71.4	11	72.7	10,323	63.8	9,728	64.7
	Standard of Excellence	7	0.0	11	36.4	10,323	18.4	9,728	17.2
Social Studies 6	Acceptable Standard	7	71.4	11	81.8	11,278	64.6	10,098	65.4
	Standard of Excellence	7	0.0	11	27.3	11,278	16.5	10,098	15.7
English Language Arts 9	Acceptable Standard	3	*	8	75.0	7,249	56.9	6,969	62.2
	Standard of Excellence	3	*	8	0.0	7,249	5.4	6,969	6.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	150	46.7	149	34.9
	Standard of Excellence	n/a	n/a	n/a	n/a	150	4.0	149	1.3
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	174	67.8	194	71.1
	Standard of Excellence	n/a	n/a	n/a	n/a	174	9.2	194	11.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	79	60.8	84	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	79	7.6	84	11.9
Mathematics 9	Acceptable Standard	3	*	8	62.5	7,201	46.7	6,930	50.1
	Standard of Excellence	3	*	8	0.0	7,201	11.5	6,930	12.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	197	49.7	177	39.5
	Standard of Excellence	n/a	n/a	n/a	n/a	197	12.2	177	5.6
Science 9	Acceptable Standard	3	*	8	87.5	7,236	57.7	6,975	59.4
	Standard of Excellence	3	*	8	0.0	7,236	14.2	6,975	15.0
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	146	41.1	151	33.1
	Standard of Excellence	n/a	n/a	n/a	n/a	146	5.5	151	3.3
Social Studies 9	Acceptable Standard	3	*	8	62.5	7,249	49.4	6,983	50.4
	Standard of Excellence	3	*	8	0.0	7,249	9.6	6,983	11.0
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	135	44.4	137	39.4
	Standard of Excellence	n/a	n/a	n/a	n/a	135	7.4	137	1.5

EAL Diploma Results Data Summary		East Central Alberta Catholic (EAL)					Alberta (EAL)				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
English Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	55.5	63.3	61.3
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	2.6	3.7	2.7
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	96.4	95.6	95.8
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	28.5	29.7	30.3
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	*	n/a	n/a	n/a	n/a	63.9	71.5	70.0
	Diploma Examination Standard of Excellence	n/a	n/a	*	n/a	n/a	n/a	n/a	3.7	5.5	5.2
	School Awarded Acceptable Standard	n/a	n/a	*	n/a	n/a	n/a	n/a	95.5	95.8	96.7
	School Awarded Standard of Excellence	n/a	n/a	*	n/a	n/a	n/a	n/a	14.8	12.7	16.5
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93.8	85.2	85.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12.5	0.0	19.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	96.3	90.5
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56.3	48.1	71.4
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25.0	9.1	11.1
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.0	63.6	63.0
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	52.2	61.1	64.0
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	19.2	23.1	27.6
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	92.1	92.3	91.6
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	47.7	46.6	47.8
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	46.9	58.5	57.7
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	6.3	9.7	9.0
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	91.0	88.7	89.4
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	23.9	20.9	20.9
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	68.7	72.7	70.5
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	9.0	8.8	10.7
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	98.3	98.3	98.2
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	40.8	43.0	39.6
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	55.6	62.5	63.2
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	7.1	7.8	8.3
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	96.1	95.6	95.1
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	20.1	18.0	21.0

EAL Diploma Results Data Summary (Con't)		East Central Alberta Catholic (EAL)					Alberta (EAL)				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	61.0	72.8	69.7
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	18.0	24.7	23.6
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	n/a	94.3	92.7	94.2
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	n/a	40.3	41.8	38.4
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	67.9	73.5	73.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	23.5	29.9	29.6
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	95.5	94.8	94.9
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	49.9	47.8	45.7
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	*	n/a	*	n/a	n/a	63.1	75.7	71.3
	Diploma Examination Standard of Excellence	n/a	n/a	*	n/a	*	n/a	n/a	26.4	32.3	32.9
	School Awarded Acceptable Standard	n/a	n/a	*	n/a	*	n/a	n/a	95.5	97.2	95.0
	School Awarded Standard of Excellence	n/a	n/a	*	n/a	*	n/a	n/a	55.9	55.1	49.3
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	59.7	67.4	69.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	11.8	16.1	16.2
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*	n/a	n/a	93.3	92.0	93.2
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*	n/a	n/a	30.0	28.9	25.4

EAL Student Growth and Achievement (Gr. 10-12)		East Central Catholic Schools (EAL)				Alberta (EAL)			
		2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	5	*	n/a	n/a	2,095	61.3	2,482	63.3
	Diploma Examination Standard of Excellence	5	*	n/a	n/a	2,095	2.7	2,482	3.7
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	2,333	70.0	2,284	71.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	2,333	5.2	2,284	5.5
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	21	85.7	27	85.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	21	19.0	27	0.0
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	27	100.0	11	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	27	11.1	11	9.1
Mathematics 30-1	Diploma Examination Acceptable Standard	3	*	n/a	n/a	1,543	64.0	1,714	61.1
	Diploma Examination Standard of Excellence	3	*	n/a	n/a	1,543	27.6	1,714	23.1
Mathematics 30-2	Diploma Examination Acceptable Standard	2	*	n/a	n/a	1,250	57.7	1,327	58.5
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	1,250	9.0	1,327	9.7
Social Studies 30-1	Diploma Examination Acceptable Standard	5	*	n/a	n/a	1,110	70.5	1,415	72.7
	Diploma Examination Standard of Excellence	5	*	n/a	n/a	1,110	10.7	1,415	8.8
Social Studies 30-2	Diploma Examination Acceptable Standard	2	*	n/a	n/a	2,904	63.2	2,749	62.5
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	2,904	8.3	2,749	7.8
Biology 30	Diploma Examination Acceptable Standard	4	*	n/a	n/a	1,509	69.7	1,790	72.8
	Diploma Examination Standard of Excellence	4	*	n/a	n/a	1,509	23.6	1,790	24.7
Chemistry 30	Diploma Examination Acceptable Standard	4	*	n/a	n/a	1,364	73.2	1,479	73.5
	Diploma Examination Standard of Excellence	4	*	n/a	n/a	1,364	29.6	1,479	29.9
Physics 30	Diploma Examination Acceptable Standard	2	*	n/a	n/a	645	71.3	715	75.7
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	645	32.9	715	32.3
Science 30	Diploma Examination Acceptable Standard	1	*	n/a	n/a	591	69.0	714	67.4
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	591	16.2	714	16.1

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