

East
Central
Catholic
Schools



**EAST CENTRAL CATHOLIC
SCHOOL DIVISION**

ANNUAL EDUCATION RESULTS REPORT

2021-2022

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

<https://www.ecacs.ca/>



2021 – 2022 Annual Education Results Report

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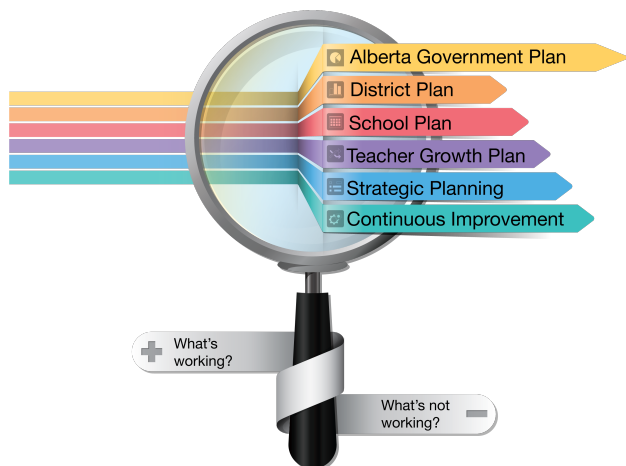


East Central Catholic School Division Assurance Context

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 2021/2022 school year and the Four-Year Assurance Plan that commenced on September 1, 2021 for East Central Catholic Separate School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

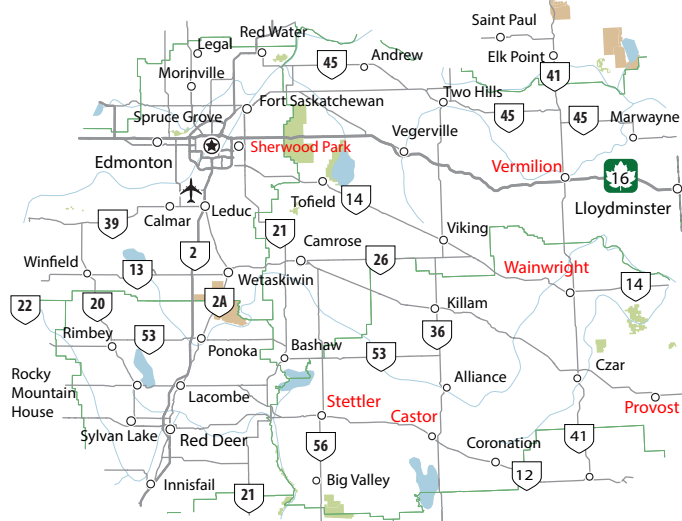
This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2021/2022 School year and the Four-Year Assurance Framework Plan for 2021/2025 on November 24th, 2022.

East Central Catholic School Division Profile

East Central Catholic School Division is located in east-central Alberta and serves approximately 2,476 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 2022-2023 annual operating budget is \$24,914,538 and yearly expenditures of \$26,963,546. With a net deficit of \$2,049,008. ECCS currently employs 126 instructional staff, 100 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.

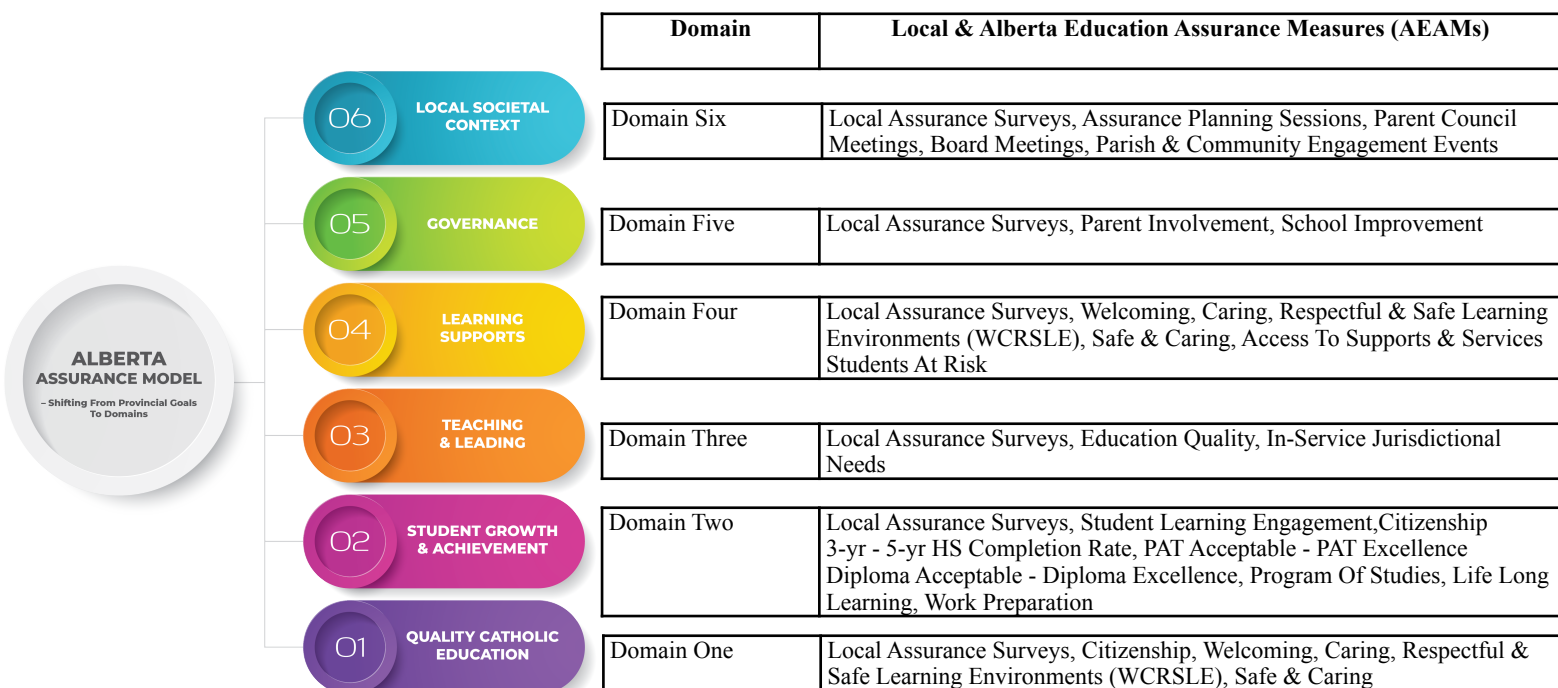
“Growing in Christ, Making a Difference!”

The Annual Education Results Report focuses on the goals established in the 2021-2022 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	85.0	86.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	82.9	86.0	87.1	81.4	83.2	83.1	Very High	Declined Significantly	Acceptable
	3-year High School Completion	80.2	76.3	77.1	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	84.4	85.1	83.5	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	62.8	n/a	65.0	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	14.3	n/a	18.2	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	72.0	n/a	82.6	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	11.3	n/a	17.4	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.3	89.6	92.1	89.0	89.6	90.3	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.9	89.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.0	85.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.6	81.8	83.5	78.8	79.5	81.5	Intermediate	Declined Significantly	Issue



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?	389	94%
#4	How satisfied are you with your school providing the opportunity to grow in your faith and become closer to God?	389	95%

Students Grade 7-12

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#13	How satisfied are you with the opportunities to be involved in volunteer work and community service?	691	75%
#14	How satisfied are you with the Christian atmosphere in the school?	691	81%
#15	How satisfied are you with your opportunity to be involved in the religious celebrations in your school?	691	82%
#16	How satisfied are you with your school providing the opportunity to grow in your faith and become closer to God?	691	81%

Teachers

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#3	How satisfied are you with the Catholic Christian atmosphere of the school?	99	100%
#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?	99	97%
#5	How satisfied are you that the school provides opportunities for you to practice and develop your faith?	99	96%

Support Staff

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#3	How satisfied are you with the Catholic Christian atmosphere of the school?	71	93%
#4	How satisfied are you that the school provides opportunities for you to practice and develop your faith?	71	88%

Parents

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#3	How satisfied are you that the school is helping your child develop their faith?	201	85%
#4	How satisfied are you with the relationship that exists between the home, school, and parish?	201	81%
#5	How satisfied are you that gospel values are integrated into all subject areas?	201	77%
#6	How satisfied are you with the opportunity for you to be involved in school-level religious celebrations?	201	70%
#7	How satisfied are you that there is a caring atmosphere in the school?	201	88%

AEAM - Citizenship

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	85.9	83	86.7	82.9	86.0	83.2	82.9	81.4
Parent	82.6	81.7	88.4	81.9	86.2	81.4	84.7	80.4
Student	79.3	73.9	76.0	73.5	76.4	74.1	76.2	72.1
Teacher	95.9	93.4	95.7	93.2	95.3	94.1	87.9	91.7

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

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	85.9	83	86.7	82.9	86.0	83.2	82.9	81.4
Parent	82.6	81.7	88.4	81.9	86.2	81.4	84.7	80.4
Student	79.3	73.9	76.0	73.5	76.4	74.1	76.2	72.1
Teacher	95.9	93.4	95.7	93.2	95.3	94.1	87.9	91.7

AEAM - Safe & Caring

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	91.2	89.0	90.6	89.4	91.9	90.0	90.3	88.8
Parent	93.2	89.7	92.4	90.2	93.7	90.5	90.8	89.5
Student	84.2	82.3	83.8	82.6	85.1	84.0	85.7	82.5
Teacher	96.1	95.1	95.7	95.3	96.9	95.4	94.3	94.3

Domain One - Provincial & Local Performance Measure Insights

- Students in Gr 7-12 feedback on volunteer and community work opportunities (75%).
- Parent feedback on gospel value integration into all subject areas (77%).
- Parent feedback on the opportunities to be involved in school-based religious celebrations (70%).
- Student results are low for the questions asking if students follow the rules, help each other, and respect each other.
- Parent results are low for the question asking if students respect each other.
- Student responses are low for the questions about being treated well by others and believing their teachers care about them.

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.	388	92%
#6	My school helps me understand FNMI cultures?	388	97%

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	n/a	n/a	n/a	n/a	86.5	85.6	85.0	85.1
Parent	n/a	n/a	n/a	n/a	91.8	89.0	89.8	88.7
Student	n/a	n/a	n/a	n/a	69.3	71.8	70.6	71.3
Teacher	n/a	n/a	n/a	n/a	98.3	96.0	94.7	95.5

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?	694	91%
#4	How satisfied are you with the school's opportunity to participate in work experience programs? (grade 10-12 only)	694	87%
#5	How satisfied are you with the school's help to learn about and respect FNMI cultures?	694	87%
#6	How satisfied are you with the variety of course offerings at your school?	694	80%
#7	How satisfied are you with the overall quality of education you receive at your school?	694	89%
#8	How satisfied are you with the resources available to help you make career path decisions? (grade 10-12 only)	694	73%
#9	How satisfied are you with the personal counseling services available at the school?	694	69%
#10	How satisfied are you with the school providing timely information about career choices (grade 10-12 only)	694	72%
#11	How satisfied are you with the opportunities for CTS and Dual Credit program options?	694	88%

AEAM - Citizenship

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	85.9	83	86.7	82.9	86.0	83.2	82.9	81.4
Parent	82.6	81.7	88.4	81.9	86.2	81.4	84.7	80.4
Student	79.3	73.9	76.0	73.5	76.4	74.1	76.2	72.1
Teacher	95.9	93.4	95.7	93.2	95.3	94.1	87.9	91.7

PAT Summary

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	62.8	67.3
Standard Of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	14.3	18

Diploma Summary

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	72	75.2
Standard Of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	11.3	18.2

3-5 Year HS Completion Rates

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall 3 Year	77	79.7	77.9	80.3	76.3	83.4	80.2	83.2
Overall 4 Year	81.4	83.3	82.4	84	82.2	85	81.9	87.1
Overall 5 Year	81.1	85.2	84.4	85.3	85.1	86.2	84.4	87.1

Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#22	How satisfied are you with the school-level activities that promote responsible citizenship, volunteerism and community service?	95	94%
#23	How satisfied are you with the school-level instructional and assessment resources to support the delivery of Fine-Arts education?	95	63%
#24	How satisfied are you with school-level instructional and assessment resources to support the delivery of CTS programs?	95	81%
#25	How satisfied are you with the school-level resources and professional development to support ELL/ESL students?	95	59%
#26	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?	95	72%
#27	How satisfied are you with student opportunities to participate in field trips and extracurricular activities?	95	92%

Local Survey Feedback - Domain Two: Student Growth & Achievement

Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/Very Satisfied
#22	How satisfied are you with the school-level activities that promote responsible citizenship, volunteerism and community service?	95	94%
#23	How satisfied are you with the school-level instructional and assessment resources to support the delivery of Fine-Arts education?	95	63%
#24	How satisfied are you with school-level instructional and assessment resources to support the delivery of CTS programs?	95	81%
#25	How satisfied are you with the school-level resources and professional development to support ELL/ESL students?	95	59%
#26	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?	95	72%
#27	How satisfied are you with student opportunities to participate in field trips and extracurricular activities?	95	92%
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?	70	94%
#6	How satisfied are you that the School Division is a good place to teach, learn and grow?	70	90%
#7	How satisfied are you that the school provides opportunities that promote citizenship, volunteerism, and community service?	70	86%
#8	How satisfied are you that the school provides a variety of course offerings for students?	70	77%
#9	How satisfied are you that the school provides a variety of extracurricular and field trip opportunities for students?	70	84%

Domain Two - Provincial & Local Performance Measure Insights

- Students in Gr 7-12 feedback on the resource support for making career path decisions (73%).
- Students in Gr 7-12 feedback on timely career path decision support (72%).
- Students in Gr 7-12 feedback on the access to personal counselling services (69%).
- Parent feedback on the opportunity to be involved in your child's school in-class activities, special events, and other activities (79%).
- Student results are low for the question asking if the subject they are learning is interesting to them.
- Parent result is low for the question asking if their child is learning what they need to know.
- Parent feedback on the opportunities for your children to participate in field trips and extracurricular activities (78%).
- Parent response is low for the question asking if high school students demonstrate the knowledge, skills, and attitudes necessary for learning throughout their lifetime.

AEAM - Program Of Studies

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	74.9	83	78.8	82.9	77.8	83.2	77.2	81.4
Parent	76.0	81.7	77.7	81.9	78.0	81.4	78.5	80.4
Student	69.1	73.9	75.0	73.5	69.5	74.1	68.0	72.1
Teacher	79.7	93.4	83.9	93.2	86.0	94.1	85.0	91.7

AEAM - Life Long Learning

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	75.5	71.4	74.9	72.6	84.3	82.1	83.3	81.0
Parent	68.0	64.0	65.6	64.6	73.7	75.3	74.5	74.6
Teacher	83.1	78.8	84.2	80.6	94.9	88.9	92.1	87.4

AEAM - Work Preparation

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	86.1	71.4	87.4	72.6	89.9	82.1	87.5	81.0
Parent	79.8	64.0	78.7	64.6	79.8	75.3	80.0	74.6
Teacher	92.4	78.8	96.1	80.6	100.0	88.9	94.9	87.4

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

- Teacher feedback on the school-level instructional and assessment resources to support the delivery of Fine-Arts education (63%).
- Teacher feedback on the school-level resources and professional development to support ELL/ESL students (59%).
- Teacher feedback on the school-level professional development, resources and support offered to help you use assistive technology for teaching, learning and assessment practices (72%).
- Support Staff feedback on the school's ability to provide a variety of course offerings for students (77%).
- All stakeholders had a satisfaction rate of higher than 80% for Work Preparation.
- Post Covid PAT results indicate a slight decrease in achievement (2.2% in Acceptable Standard and 4% Standard of Excellence).
- Female and male PAT raw score results are near equivalent for both literacy and numeracy.
- Social 30-2 results meet the provincial expectations for Acceptable Standard and Standard of Excellence. (AS = 85.4% and SE = 19.5%)
- Two diploma subjects have results significantly below provincial expectations for Acceptable Standard and Standard of Excellence. (Math 30-1 has AS = 38.9% and SE = 5.6%; Chemistry 30 has AS = 54.5% and SE = 9.1%)
- PAT participation rates require more investigation.

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?	197	79%
#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?	197	89%
#10	How satisfied are you that the school provides your child with activities that promote responsible citizenship, volunteerism, and community service?	197	84%
#11	How satisfied are you with your access to information from your child's school about your child's educational progress and achievement?	197	90%
#12	How satisfied are you with the overall quality of education your child is receiving in their school?	197	85%
#13	How satisfied are you with the opportunities for your children to participate in field trips and extracurricular activities?	197	78%
#14	How satisfied are you that your child is learning the skills and attitudes they will need when they move on from school?	197	82%

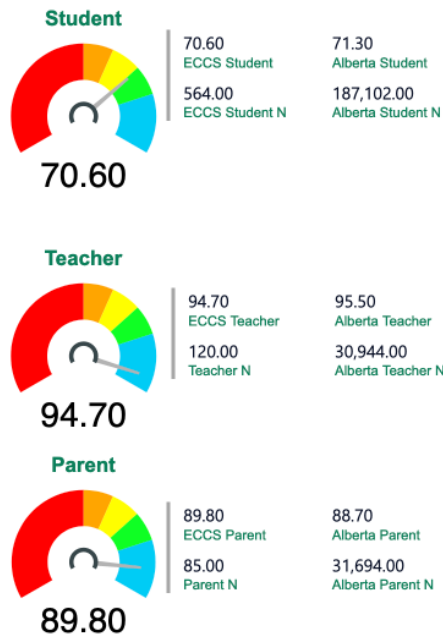
Domain Two - Provincial & Local Strategies

- 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.

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

- Two diploma subjects are within +/- 10% of the provincial results. (ELA 30-1 AS = 71.4% vs 78.8% and SE = 7.1% vs. 9.4%; Social 30-1 AS = 77.1% vs 81.5% and SE = 14.6% vs 15.8%)
- The Acceptable Standard for both Grade 6 and Grade 9 literacy are strong. (91% for Grade 6 and 89% for Grade 9).
- Area of focus for literacy is the Standard of Excellence and in particular, Grade 6 writing results and Grade 9 reading results. (8.1% for grade 6 writing and 9.2% for grade 9 reading)
- The main area of focus in Grade 6 literacy is the reporting category of narrative writing with attention to sentence structure and vocabulary.
- The main area of focus in Grade 9 literacy is the reporting category of narrative writing with attention to content and organization.
- ECCS Grade 6 and 9 numeracy results achieved equal to or above the results of the province.
- Math Part A exam results indicate a strength for Grade 6 and an area of focus for Grade 9. (Acceptable Standard is 75% for grade 6 and 39% for grade 9; Standard of Excellence is 46% for grade 6 and 8% for grade 9)
- 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.
- 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)

AEAM - Student Growth & Achievement



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.	376	98%
#14	My teacher regularly uses technology for teaching.	376	98%
#15	My teacher gives me extra help if I need it.	376	96%
#16	I know that my teacher wants me to do my best work.	376	99%
#17	I would recommend my school to a friend.	376	93%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#17	How satisfied are you with the online instruction due to the pandemic restrictions?	690	77%
#18	How satisfied are you with the different teaching methods your teacher uses to help you learn?	690	85%
#19	How satisfied are you with teachers treating students with dignity and respect?	690	86%
#20	How satisfied are you with teachers challenging you to do your best at school?	690	89%
#21	How satisfied are you with the help and support you receive from teachers to assist you in learning?	690	87%
Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#6	How satisfied are you with the school-level professional development, resources and support offered to help you in the delivery of FNMI programs and services?	95	80%
#7	How satisfied are you with the school-level instructional and assessment resources to support numeracy?	95	91%
#8	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?	95	79%
#9	How satisfied are you with the school-level literacy instructional and assessment resources?	95	84%
#10	How satisfied are you with the quality of collaboration time available between you and other staff across the division?	95	44%
#11	How satisfied are you with the Learning Network professional development opportunities at your school?	95	60%
#12	How satisfied are you that the TQS and Professional Growth Plan evaluation and supervision process?	95	96%
#13	How satisfied are you with the division's onboarding program? (1 st & 2 nd year teachers only)	95	60%
#14	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)	95	58%
#15	How satisfied are you with the opportunity to analyze data to collaboratively develop school goals, strategies and performance measures at your school?	95	89%
#16	How satisfied are you with the school-level support in providing high-quality professional development activities?	95	76%



Domain Three - Teaching & Leading

AEAM - Education Quality

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	92.4	90.2	91.8	90.3	89.6	89.6	89.3	89.0
Parent	92.0	86.4	90.2	86.7	88.2	86.7	85.7	86.1
Student	89.1	88.1	88.3	87.8	83.5	86.3	86.9	85.9
Teacher	96.3	96.1	96.8	96.4	97.2	95.7	95.1	95.0

AEAM - In-Service Jurisdictional Needs

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	79.6	85.2	75.6	85.0	71.9	84.9	75.7	83.7
Teacher	79.6	85.2	75.6	85.0	71.9	84.9	75.7	83.7

AEAM - Satisfaction With Program Access

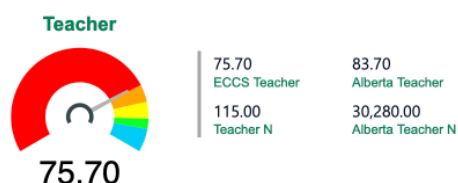
	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	75.2	73.1	78.0	75.2	73.3	71.8	72.6	72.6
Parent	63.4	61.1	76.5	68.4	71.3	65.7	68.2	67.4
Student	80.7	78.8	80.2	79.0	72.4	71.9	76.9	73.5
Teacher	81.5	79.3	77.4	78.1	76.3	77.8	72.7	77.0

Domain Three - Provincial & Local Performance Measure Insights

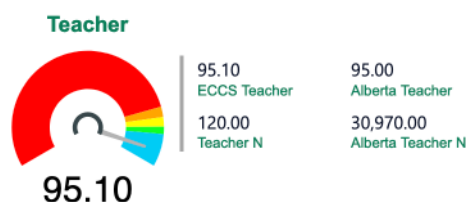
- Students in Gr 7-12 feedback on learning from home during the pandemic (77%).
- Parent feedback on providing diverse programming and a wide variety of learning opportunities at your child's school (65%).
- Support Staff feedback on the opportunities for professional development at your school to help in your work (79%).
- Support Staff feedback on the quality of professional development at your school to help in your work (60%).
- Support Staff feedback on the school-level collaboration time available to work with the staff (72%).
- Teacher feedback on the school-level professional development to support the integration of technology to improve instruction, assessment, and student learning at your school (79%).
- Teacher feedback on the quality of collaboration time available between you and other staff across the division (44%).
- Teacher feedback on the Learning Network professional development opportunities at your school (60%).
- Teacher feedback on the division's onboarding program (1st & 2nd year teachers only) (60%).
- Teacher feedback on the school-based mentorship support for planning, classroom management, instruction, and assessment practices (1st & 2nd year teachers only) (58%).
- Teacher feedback on the school-level support in providing high-quality professional development activities (76%).

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?	68	78%
#11	How satisfied are you with your opportunities for professional development at your school to help in your work?	68	75%
#12	How satisfied are you with the quality of professional development at your school to help in your work?	68	60%
#13	How satisfied are you with the school-level collaboration time available to work with the staff?	68	72%
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?	193	85%
#16	How satisfied are you with the resources available at the school for teaching and learning?	193	85%
#17	Overall, I am satisfied with how the staff at this school work together to help my child.	193	83%
#18	Does the school provide diverse programming and a wide variety of learning opportunities at your child's school?	193	65%

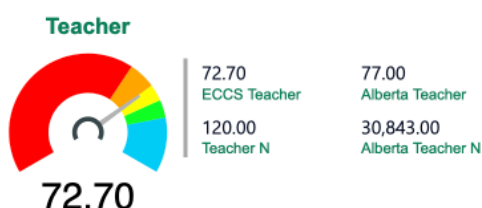
AEAM - In-Service Jurisdictional Needs



AEAM - Education Quality



AEAM - Satisfaction With Program Access



Domain Three - Teaching & Leading

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

- Student results are low for the questions asking if their schoolwork is interesting, challenging, and useful.
- Parent result is low for the question asking if their child finds schoolwork interesting.
- Student responses are low for questions about being able to get help with deciding what courses to take, planning for a career, and using the school library.
- Parent responses are low for questions about the specialized supports and services their child receives enables them to be a successful learner, that their child can access academic counselling in a timely manner, career counselling in a timely manner, and their child can access services to help them read and write in a timely manner.
- Teacher responses are low for questions around academic counselling, career counselling, services beyond regular instruction that help students to read and write, that students can access assessment services for those with learning difficulties, and that students can access supports for those with special needs.

Domain Three - Provincial & Local Strategies

- Expansion of option courses, especially for CTF/CTS Trailer – leather working, robotics.
- Professional Learning Network (PLN) implementation will provide opportunity 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.

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.	386	88%
#8	I feel safe at school.	386	84%
#9	People treat each other with respect in this school.	386	91%
#10	I feel safe on the playground.	386	74%
#11	I am treated fairly by adults in the school.	386	94%
#12	Are you satisfied with the availability of personal counselling services at your school?	386	92%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#22	How satisfied are you with the caring atmosphere in your school?	688	82%
#23	How satisfied are you with being treated fairly by adults in the school?	688	83%
#24	How satisfied are you with students respecting one another in school?	688	75%
#25	How satisfied are you with the school being a safe place?	688	86%
#26	How satisfied are you that the school promotes physical activity, health, and wellness?	688	91%
#27	How satisfied are you with your opportunity to use computers and other technologies to help you complete your schoolwork?	688	94%
#28	How satisfied are you with your skills to use technology to improve learning?	688	93%

Domain Four - Provincial & Local Performance Measure Insights

- Students in Gr 4-6 feedback on feeling safe on the playground (74%).
- Parent feedback on the overall quality of FNMI reconciliation and knowledge acquisition opportunities your child is receiving in this school (66%).
- Parent feedback on the career guidance and information available for your child at this school (44%)
- Parent feedback on their children receiving the right type of services (79%)
- Support Staff feedback on the school-level resources and support offered to help at-risk students succeed (66%).
- Support Staff feedback on the school-level support services provided by non-school agencies or specialists (61%).
- Teacher feedback on the school-level resources, support and professional development to develop and implement assessment strategies aligned with current best practice research standards (79%).
- Teacher feedback on the school-level resources available for teaching and learning (79%).
- Teacher feedback on the school-level professional development, resources and support offered for integrating students with special needs into your classroom (63%).



Domain Four - Learning Support

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

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	85.9	83	86.7	82.9	86.0	83.2	82.9	81.4
Parent	82.6	81.7	88.4	81.9	86.2	81.4	84.7	80.4
Student	79.3	73.9	76.0	73.5	76.4	74.1	76.2	72.1
Teacher	95.9	93.4	95.7	93.2	95.3	94.1	87.9	91.7

AEAM - Safe & Caring

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	91.2	89.0	90.6	89.4	91.9	90.0	90.3	88.8
Parent	93.2	89.7	92.4	90.2	93.7	90.5	90.8	89.5
Student	84.2	82.3	83.8	82.6	85.1	84.0	85.7	82.5
Teacher	96.1	95.1	95.7	95.3	96.9	95.4	94.3	94.3

AEAM - Access To Supports & Services

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	n/a	n/a	n/a	n/a	85.4	82.6	81.0	81.6
Parent	n/a	n/a	n/a	n/a	84.5	78.9	75.9	77.4
Student	n/a	n/a	n/a	n/a	81.0	80.2	81.6	80.1
Teacher	n/a	n/a	n/a	n/a	90.6	88.7	85.5	87.3

AEAM - Program Of Studies - Students At Risk

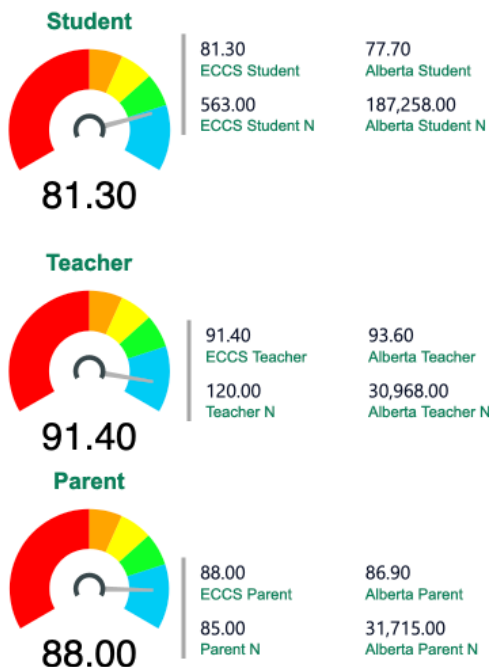
	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	83.6	84.7	88.0	84.9	85.6	82.7	81.9	81.9
Parent	83.0	77.8	86.3	78.1	82.3	76.7	74.8	75.3
Student	79.8	81.9	82.6	82.2	81.0	80.2	81.6	80.1
Teacher	87.9	94.5	95.1	94.4	93.5	91.2	89.3	90.3

Local Survey Feedback - Domain Four: Learning Support

Teachers

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#17	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?	95	79%
#18	How satisfied are you with the school-level access to technology required to complete your assigned work?	95	95%
#19	How satisfied are you with your ability to improve learning opportunities for students through the use of technology?	95	87%
#20	How satisfied are you with your ability to provided blended or online learning?	95	88%
#21	How satisfied are you with the school-level resources available for teaching and learning?	95	79%
#28	How satisfied are you with the school-level professional development, resources and support offered for integrating students with special needs into your classroom?	95	63%
#29	How satisfied are you with the school-level resources and support offered to help at-risk students succeed?	95	74%
#30	How satisfied are you with your school's access to student support services provided by non-school agencies or specialists?	95	68%
#31	How satisfied are you with the quality of student support services at the school level (LST, FSL)?	95	86%
#32	How satisfied are you that the school environment is physically and emotionally safe?	95	95%
#33	How satisfied are you that the school promotes physical activity, health and wellness?	95	89%

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



04

LEARNING
SUPPORTS

Domain Four - Learning Support

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

- Teacher feedback on the school-level resources and support offered to help at-risk students succeed (72%).
- Teacher feedback on the school's access to student support services provided by non-school agencies or specialists (68%).
- Student responses are low for the questions asking if students care about each other, respect each other, treat them well and if they feel like they belong.
- Parent response is low for the question asking if students respect one another.
- Student responses are low for the question asking if they can get help at school with problems not about schoolwork.
- Parent responses is low for the questions asking about appropriate supports and services available to help their child with learning, being able to get support from the school to help their child be successful in their learning, how easy it is to access programs and services at school to get help with schoolwork and that their child can get help at school with problems that are not related to schoolwork.
- Teacher response is low for the question asking if supports and services to help students be successful in their learning are available in a timely manner.
- Student responses are low for the question about being able to get help at school with problems not related to schoolwork.
- Parent responses are low for the questions about their child being able to easily access programs and services at school to get help with schoolwork and that their child can get help at school with problems not related to schoolwork.
- Population of English Language Learners (ELL) students is small and, therefore, the data is not there to be able to look at trends.
- The data for 2021-2022 shows that ELL students at the grade 6 level are being very successful in the PAT Acceptable Standard, but work needs to be done to move students into the Standard of Excellence.
- Grade 9 PAT results show that students are matching the provincial results in the Acceptable Standard but work needs to be done to move students into the Standard of Excellence.
- The results of the diploma exams also show that ELL students in ECCS are matching the provincial results
- The small population of self-identified FNMI students makes it difficult to establish trends.
- The results for the 2021-2022 grade 6 PATs show that FNMI students are exceeding the provincial results in all subjects. The one exception is the Standard of Excellence for Math 6.
- The overall marks on Diploma exams also shows that FNMI students are exceeding the provincial results.

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.

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?	67	66%
#15	How satisfied are you with the school-level support services provided by non-school agencies or specialists?	67	61%
#16	How satisfied are you that the school environment is physically and emotionally safe?	67	76%
#17	How satisfied are you that the school promotes physical activity, health and wellness?	67	87%
#18	How satisfied are you with the school-level access to technology to help you with your job?	67	87%

Parents

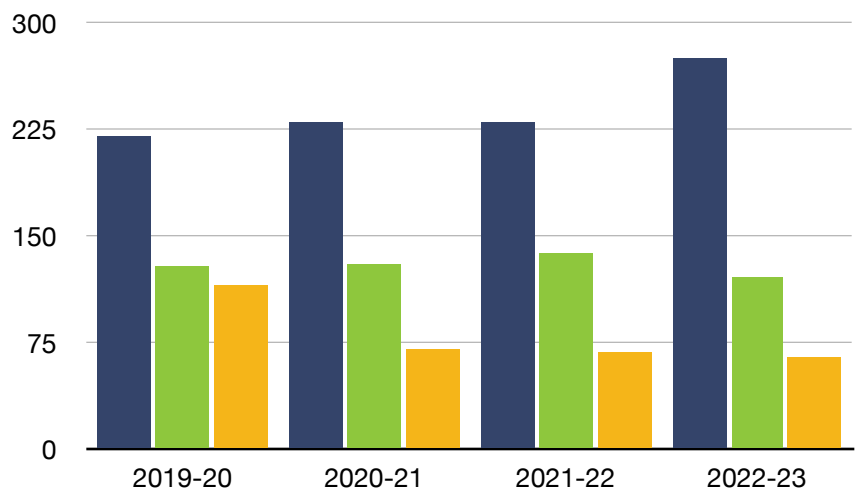
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#19	How satisfied are you that your child is learning the computer technology skills and competencies they need to support their learning?	192	81%
#20	How satisfied are you that your child's school environment is safe?	192	91%
#21	How satisfied are you with the overall quality of FNMI reconciliation and knowledge acquisition opportunities your child is receiving in this school?	192	65%
#22	How satisfied are you that your child's teachers use methods that help your child learn?	192	85%
#23	How satisfied are you that the school promotes physical activity, health and wellness?	192	92%
#24	How satisfied are you with the career guidance and information available for your child at this school?	192	44%
#25	I believe my child is receiving the right types of services.	192	78%
#26	How satisfied are you with the support the school provides to your child's success in school?	192	83%

■ Inclusive Education
■ FNMI
■ ESL

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

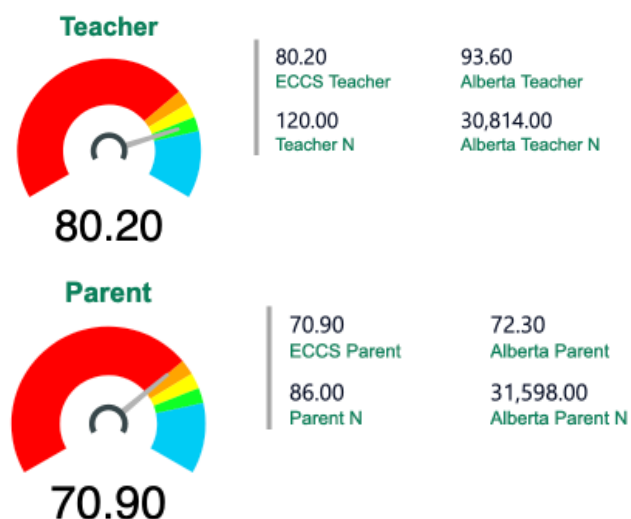
- With the implementation of Benchmarks 2.0 next year, there will be review of key strategies to enhance language acquisition.
- The Benchmarks 2.0 will also serve as an opportunity to engage teachers in discussions and ensure there is solid understanding of the work to be done with English Language 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, & ESL 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.	389	91%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#29	I would recommend my school to a friend.	686	82%
Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#34	How satisfied are you with your school leadership team's Assurance Planning engagement sessions?	93	86%
#35	How satisfied are you with your school being a good place to teach, learn and grow?	93	89%
#36	How satisfied are you that the School Division is responsive and responsible for supporting the unique teaching and learning needs of your school community?	93	84%
#37	How satisfied are you with the communication provided about the School Division and its operation?	93	92%
#38	How satisfied are you with the level and timeliness of technical support provided by the Division?	93	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?	65	45%
#20	How satisfied are you that the School Division is responsive and responsible for supporting the unique teaching and learning communities across the Division?	65	48%
#21	How satisfied are you with the communication of information provided about the school Division and its operations?	65	75%
#22	How satisfied are you with the school's new staff orientation process?	65	42%
#23	How satisfied are you with the division evaluation process?	65	45%
#24	How satisfied are you are you with the quality of technical support provided by the Division?	65	82%

AEAM - Parental Involvement



Domain Five - Governance

AEAM - Parental Involvement

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	81.6	81.3	85.4	81.8	81.8	79.5	75.6	78.8
Parent	73.2	73.6	78.7	73.9	75.9	72.2	70.9	72.3
Teacher	90.1	89	92.1	89.6	87.7	86.8	80.2	85.2

AEAM - School Improvement

	2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	82.5	81.0	82.5	81.5	81.2	81.4	73.7	74.2
Parent	86.5	80.3	85.8	80.0	78.5	81.7	68.3	70.0
Teacher	82.0	79.4	82.0	79.6	80.9	79.1	80.4	76.3

Domain Five - Provincial & Local Performance Measure Insights

- Parent feedback on their input is considered, respected and valued by the school and the division? (65%).
- Parent feedback on their opportunities for your involvement in decisions that affect education in your child's school (62%)
- Parent feedback on how their school council plays a meaningful role in the school community (74%)
- Parent feedback on the past three years, has your child's school overall improvement stayed the same, improved, or significantly improved (77%).
- Parent feedback on the School Division being responsive and responsible for supporting the unique teaching and learning environments in each community (57%).
- Support Staff feedback on the School Division being responsive and responsible for supporting the unique teaching and learning communities across the Division (48%).
- Support Staff feedback on the communication of information provided about the school Division and its operations. (75%).
- Support Staff feedback on the school-level new staff orientation process? (42%).
- Support Staff feedback on the division's evaluation process? (45%).
- Parent responses are low for the questions asking about their involvement in decisions about their child's overall education, in decisions about their child's school, that their input into decisions about the school are considered, their opportunity to be involved in decision about their child's overall education and their opportunity to be involved in decision about their child's school.
- Teacher responses were low for the questions asking if parents are involved in decisions about the school and the opportunity for parents to be involved in decisions about the school.

Local Survey Feedback - Domain Five: Governance

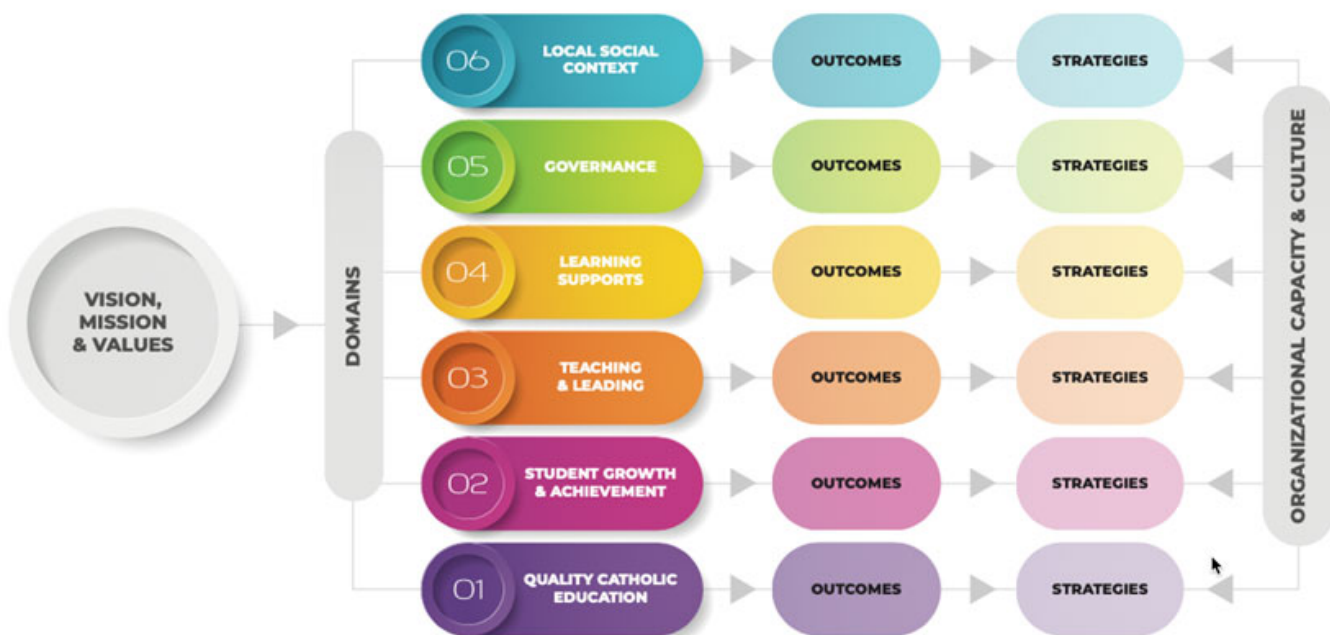
Parents

Question Number	Question Stem	Number of Respondents	% Satisfied/Very Satisfied
#27	How satisfied are you that your input is considered, respected and valued by the school and the division?	188	65%
#28	How satisfied are you that there are opportunities for your involvement in decisions that affect education in your child's school?	188	62%
#29	How satisfied are you with the communication of information between school and home?	188	88%
#30	How satisfied are you that the school council plays a meaningful role in the school community?	188	74%
#31	Over the past three years, has your child's school overall improvement stayed the same, improved, or significantly improved?	188	77%
#32	How satisfied are you with the communication of information provided about School Division and its operations?	188	82%
#33	How satisfied are you that the School Division is responsive and responsible for supporting the unique teaching and learning environments in each community?	188	57%
#34	How satisfied are you with the in-town transportation services?	188	95%
#35	How satisfied are you with the rural transportation services?	188	91%
#36	How satisfied are you that the School Division is a good place for children to learn and grow?	188	87%
#37	Would you recommend your school to another parent?	188	87%

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?	391	100%
	Blessed Sacrament School	154	39%
	Blessed Sacrament Outreach School	NA	NA
	St. Jerome School	90	23%
	St. Thomas Aquinas School	43	11%
	Theresetta School	16	4%
	Christ-King School	43	11%
	School Of Hope	40	10%
	Hope Home Schooling	5	1%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% of Students
#1	What school do you attend?	705	100%
	Blessed Sacrament School	278	39%
	Blessed Sacrament Outreach School	25	4%
	St. Jerome School	132	19%
	St. Thomas Aquinas School	104	15%
	Theresetta School	27	4%
	Christ-King School	30	4%
	School Of Hope	102	14%
Teachers			
Question Number	Question Stem	Number of Respondents	% of Teachers
#1	What school do you currently teach at?	101	100%
	Blessed Sacrament School	22	22%
	Blessed Sacrament Outreach School	1	3%
	St. Jerome School	25	37%
	St. Thomas Aquinas School	12	31%
	Theresetta School	10	3%
	Christ-King School	9	10%
	School Of Hope	20	22%

Domain Six - Provincial & Local Performance Measure Insights

- Q-29 on the local assurance surveys, 82% of **7-12 students** would recommended their school to another friend.
- Q-17 on the local assurance surveys, 93% of **4-6 students** would recommended their school to another friend.
- Q-35 on the local assurance surveys, 89% of **teachers** agree with their school being a good place to teach, learn and grow?
- Q-6 on the local assurance surveys, 90% of **support staff** agree with their school being a good place to teach, learn and grow?
- Q-37 on the local assurance surveys, 87% of **parents** would recommended their school to another parent.
- The low (22) teacher response rate at Blessed Sacrament negatively impacts the validity of the divisional response rate for instructional staff since the BSS has the largest teacher population.
- 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.
- The student and staff absentee rates significantly varied across the division due to respiratory illnesses which impacted instruction and student learning.
- The impact of the pandemic restrictions on school and community engagement events (parent council meetings, parent-teacher conferencing, extra curricular activities, awards ceremonies, graduation ceremonies) varied across the Division.
- Mental health and wellness challenges associated with the pandemic varied across the Division.
- The availability of substitute teachers during the pandemic varied across the Division which impacted the ability to provide face-to-face instruction.
- The ability of staff, students, and families to adapt to online instruction during the pandemic varied across the division. (Internet access, technology devices, parental supervision for At-Home-Learning)
- The economic impact of the pandemic on families varied across the Division which impacted the ability for parents and guardians to provide the appropriate supervision and support for At-Home-Learning.
- The Division's parent engagement sessions during the pandemic resulted in an increase parent response rate on the local surveys within the community.
- The declining high school student enrolment numbers in small rural communities.
- It is difficult to hire specialized high school teachers and qualified wrap around support services (LST, FSLW, AHS) personnel in small rural communities.
- Additional instructional design support for the implementation of the new Alberta curriculum varied from community to community.
- The availability and long-term sustainability of rural and in-town transportation services vary from community.
- The availability of transportation personnel vary across the division.

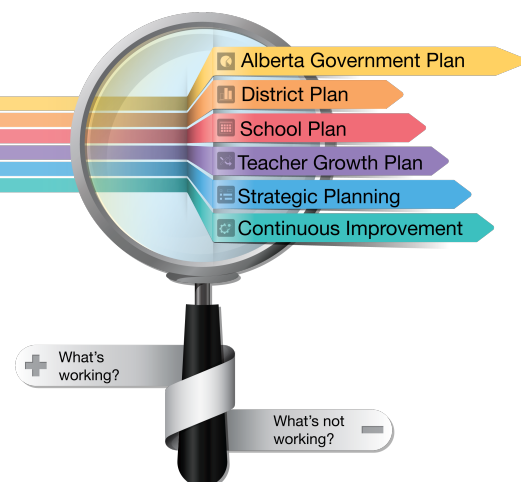
Domain Five - Provincial & Local Performance Measure Strategies

- 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.

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?	72	100%
	Blessed Sacrament School	33	46%
	Blessed Sacrament Outreach School	1	2%
	St. Jerome School	16	27%
	St. Thomas Aquinas School	7	12%
	Theresetta School	3	5%
	Christ-King School	6	10%
	School Of Hope	5	8%
Parents			
Question Number	Question Stem	Number of Respondents	% of Parents
#1	What school does your child attended?	287	100%
	Blessed Sacrament School	58	20%
	Blessed Sacrament Outreach School	6	2%
	St. Jerome School	37	13%
	St. Thomas Aquinas School	71	25%
	Theresetta School	7	2%
	Christ-King School	48	17%
	School Of Hope	46	16%
#35	How satisfied are you with the rural transportation services?	71	83% Satisfied/Very Satisfied
#35	How satisfied are you with the in-town transportation services?	41	95% Satisfied/Very Satisfied

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 2021-22 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 2022-2023 operating budget consists of:

Revenue	\$24,914,538
Expenditures	\$26,963,546
Deficit	\$2,049,008

School Generated Funds

	2022	2021
School Generated Funds, Beginning of Year	\$ 478,709	\$ 423,773
Gross Receipts:		
Fees	160,444	25,216
Fundraising	139,078	69,453
Gifts and donations	51,550	33,146
Grants to schools	- 0	- 0
Other sales and services	133,462	108,797
Total gross receipts	484,534	236,612
Total Related Expenses and Uses of Funds	208,083	40,747
Total Direct Costs Including Cost of Goods Sold to Raise Funds	227,915	140,929
School Generated Funds, End of Year	\$ 527,245	\$ 478,709
Balance included in Deferred Contributions*	\$ 102,094	\$ 101,255
Balance included in Accounts Payable**	\$ 12,367	\$ 2,934
Balance included in Accumulated Surplus (Operating Reserves)**	\$ 412,784	\$ 374,520

ECCS School Division Projected Statements Of Operations For the year ending August 31, 2022	Budget 2022	Actual 2022	Actual 2021	Variance Amount	% Variance	
REVENUES						
Government of Alberta	22,807,158	23,025,629	24,156,627	218,471	1%	
Federal Government and other government grants		0	2,100	(27,445)	-2%	
Property taxes	1,435,357	1,407,912	1,441,327			
Fees	150,575	208,692	62,657	58,117	39%	Impact of COVID on field trips, extracurricular activities unknown when preparing 2022 budget. Once COVID restrictions lifted, the number of field trips and extracurricular events increased, and associated fees increased.
Sales of services and products	169,325	177,914	194,214	8,589	5%	
Investment income	50,000	137,775	89,123	87,775	176%	Interest rates increased substantially. In August 2022 earned 3.4X the interest earned in August 2021.
Donations and other contributions	176,043	236,502	131,391	60,459	34%	Parents of a replacement school requested playground donations.
Other revenue	6,000	21,777	117,060	15,777	263%	
Total revenues	24,794,458	25,216,205	26,194,499	421,743	2%	
EXPENSES						
Instruction - ECS	424,021	522,944	579,561	98,923	23%	
Instruction - Grades 1-12	19,388,090	18,541,061	18,384,741	(847,029)	-4%	
Plant operations and maintenance	3,791,463	3,913,868	3,585,976	122,405	3%	
Transportation	639,496	534,348	411,496	(105,148)	-16%	
Administration	1,237,862	1,194,465	1,299,494	(43,397)	-4%	
External services	64,785	125,229	99,856	60,444	93%	
Total expenses	25,545,717	24,831,913	24,361,124	(713,802)	-3%	
Accumulated Surplus from operation (ASO - total of operating surplus and operating reserves).						
Accessed ASO amount (positive - reserved access; negative - reserve increase)	2022 Actual	Amount approved by Minister	Variance Amount			In spring, realized January projected enrolment was too high. Budget included \$325,000 to offset grants received that would subsequently be returned to AB Ed. In addition, contracted bus services in Clondonald would nullify the Cooperative Student transportation agreement so cancelled contract (\$60,000). \$186,600 IMR spent on capital items instead of Repairs & Maintenance budgeted. Some delays in hiring staff, enrolment reductions reduced staffing requirements. COVID restricted resulted in positive travel variance of \$136,000. Interest revenue higher than budgeted by \$ 87,000.
	(72,234)	1,072,384	(1,144,618)			

Assurance Communication

The 2021-2025 Four-Year Education Plan and 2021-22 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, 2021-22 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 2021-2022, 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 Category Evaluation 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 2022 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)	n/a	n/a	49.9	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	4.6	3.8	3.7	2.3	2.6	2.6	Intermediate	Maintained	Acceptable
In-Service Jurisdiction Needs	75.7	71.9	77.6	83.7	84.9	85.1	Very Low	Maintained	Concern
Lifelong Learning	83.3	84.3	75.2	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	77.2	77.8	76.9	82.9	81.9	82.3	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	81.9	85.6	85.8	81.9	82.7	84.8	Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	74.0	77.7	78.9	70.2	68.0	66.4	High	Declined	Acceptable
Safe and Caring	90.3	91.9	90.9	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	72.6	73.3	76.6	72.6	71.8	74.1	Intermediate	Declined	Issue
School Improvement	73.7	81.2	82.5	74.2	81.4	81.3	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	62.6	64.8	60.3	60.3	60.0	59.8	Intermediate	Maintained	Acceptable
Work Preparation	87.5	89.9	86.7	84.9	85.7	83.5	Very High	Maintained	Excellent

Provincial Achievement Test Result By Percentage & Students Enrolled		East Central Alberta Catholic					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 6	Acceptable Standard %	77.1	71.5	n/a	n/a	71.1	83.5	83.2	n/a	n/a	76.1
	Standard of Excellence %	11.1	11.9	n/a	n/a	13.3	17.9	17.8	n/a	n/a	18.9
French Language Arts 6	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	85.2	87.7	n/a	n/a	76.9
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	12.3	15.7	n/a	n/a	10.6
Français 6	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	93.3	90.3	n/a	n/a	83.0
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	23.1	24.6	n/a	n/a	20.2
Mathematics 6	Acceptable Standard %	68.4	70.9	n/a	n/a	64.4	72.9	72.5	n/a	n/a	64.1
	Standard of Excellence %	9.9	13.2	n/a	n/a	11.7	14.0	15.0	n/a	n/a	12.6
Science 6	Acceptable Standard %	71.7	70.9	n/a	n/a	72.2	78.8	77.6	n/a	n/a	71.5
	Standard of Excellence %	28.9	31.1	n/a	n/a	25.6	30.5	28.6	n/a	n/a	23.7
Social Studies 6	Acceptable Standard %	71.1	69.5	n/a	n/a	69.4	75.1	76.2	n/a	n/a	67.8
	Standard of Excellence %	29.6	27.8	n/a	n/a	18.9	23.2	24.4	n/a	n/a	20.1
English Language Arts 9	Acceptable Standard %	60.2	64.7	n/a	n/a	59.6	76.1	75.1	n/a	n/a	69.6
	Standard of Excellence %	8.0	10.2	n/a	n/a	6.2	14.7	14.7	n/a	n/a	12.9
K&E English Language Arts 9	Acceptable Standard %	n/a	*	n/a	n/a	*	55.7	57.4	n/a	n/a	50.5
	Standard of Excellence %	n/a	*	n/a	n/a	*	5.9	5.4	n/a	n/a	5.0
French Language Arts 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	81.4	82.9	n/a	n/a	73.5
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	9.8	12.3	n/a	n/a	9.9
Français 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	82.7	88.6	n/a	n/a	80.0
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	22.3	26.0	n/a	n/a	25.0
Mathematics 9	Acceptable Standard %	47.4	53.0	n/a	n/a	48.6	59.2	60.0	n/a	n/a	53.0
	Standard of Excellence %	8.6	15.2	n/a	n/a	8.1	15.0	19.0	n/a	n/a	16.7
K&E Mathematics 9	Acceptable Standard %	n/a	*	n/a	n/a	*	57.4	59.6	n/a	n/a	55.3
	Standard of Excellence %	n/a	*	n/a	n/a	*	13.6	13.2	n/a	n/a	11.1
Science 9	Acceptable Standard %	65.7	62.9	n/a	n/a	59.6	75.7	75.2	n/a	n/a	68.0
	Standard of Excellence %	14.9	22.8	n/a	n/a	19.2	24.4	26.4	n/a	n/a	22.6
K&E Science 9	Acceptable Standard %	n/a	*	n/a	n/a	*	64.6	61.7	n/a	n/a	57.8
	Standard of Excellence %	n/a	*	n/a	n/a	*	12.3	10.7	n/a	n/a	11.0
Social Studies 9	Acceptable Standard %	55.4	58.9	n/a	n/a	52.7	66.7	68.7	n/a	n/a	60.8
	Standard of Excellence %	14.9	14.9	n/a	n/a	9.6	21.5	20.6	n/a	n/a	17.2
K&E Social Studies 9	Acceptable Standard %	n/a	n/a	n/a	n/a	*	55.2	55.9	n/a	n/a	53.2
	Standard of Excellence %	n/a	n/a	n/a	n/a	*	14.2	15.0	n/a	n/a	14.1

PAT Results Course By Course Summary By Enrolled With Measure Evaluation		East Central Alberta Catholic				Alberta			
		2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	180	71.1	151	71.5	56,095	76.1	54,820	83.2
	Standard of Excellence	180	13.3	151	11.9	56,095	18.9	54,820	17.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	180	64.4	151	70.9	56,019	64.1	54,778	72.5
	Standard of Excellence	180	11.7	151	13.2	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	180	72.2	151	70.9	56,451	71.5	54,879	77.6
	Standard of Excellence	180	25.6	151	31.1	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	180	69.4	151	69.5	56,483	67.8	54,802	76.2
	Standard of Excellence	180	18.9	151	27.8	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	146	59.6	167	64.7	35,521	69.6	47,465	75.1
	Standard of Excellence	146	6.2	167	10.2	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	3	*	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	3	*	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (Continued)		East Central Alberta Catholic				Alberta			
		2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	148	48.6	164	53.0	32,890	53.0	46,764	60.0
	Standard of Excellence	148	8.1	164	15.2	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	1	*	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	1	*	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	146	59.6	167	62.9	31,215	68.0	47,489	75.2
	Standard of Excellence	146	19.2	167	22.8	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	3	*	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	3	*	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	146	52.7	168	58.9	30,108	60.8	47,496	68.7
	Standard of Excellence	146	9.6	168	14.9	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	3	*	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	3	*	n/a	n/a	1,167	14.1	1,466	15.0

Diploma Exam Results - Data Summary		East Central Alberta Catholic					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Lang Arts 30-1	Diploma Examination Acceptable Standard	89.5	89.0	n/a	n/a	71.4	87.5	86.8	n/a	n/a	78.8
	Diploma Examination Standard of Excellence	13.2	6.1	n/a	n/a	7.1	13.2	12.3	n/a	n/a	9.4
	School Awarded Acceptable Standard	98.7	100.0	n/a	n/a	100.0	97.9	98.0	n/a	n/a	98.2
	School Awarded Standard of Excellence	53.9	52.4	n/a	n/a	71.4	34.5	35.1	n/a	n/a	44.6
English Lang Arts 30-2	Diploma Examination Acceptable Standard	96.2	97.8	n/a	n/a	66.7	88.0	87.1	n/a	n/a	80.8
	Diploma Examination Standard of Excellence	13.2	15.6	n/a	n/a	0.0	13.1	12.1	n/a	n/a	12.3
	School Awarded Acceptable Standard	100.0	100.0	n/a	n/a	100.0	95.9	96.1	n/a	n/a	96.6
	School Awarded Standard of Excellence	43.4	48.9	n/a	n/a	33.3	15.2	15.4	n/a	n/a	19.9
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	93.8	91.5	n/a	n/a	91.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11.0	10.1	n/a	n/a	6.8
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	99.8	99.7	n/a	n/a	99.8
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	60.0	56.7	n/a	n/a	65.8
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	97.4	98.6	n/a	n/a	98.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	23.0	29.5	n/a	n/a	44.2
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	98.0	97.8	n/a	n/a	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	53.9	60.4	n/a	n/a	72.1
Mathematics 30-1	Diploma Examination Acceptable Standard	67.2	51.8	n/a	n/a	38.9	77.8	77.8	n/a	n/a	63.6
	Diploma Examination Standard of Excellence	25.9	14.3	n/a	n/a	5.6	35.3	35.1	n/a	n/a	23.0
	School Awarded Acceptable Standard	100.0	100.0	n/a	n/a	100.0	96.1	96.2	n/a	n/a	95.4
	School Awarded Standard of Excellence	63.8	62.5	n/a	n/a	38.9	52.3	51.6	n/a	n/a	51.6
Mathematics 30-2	Diploma Examination Acceptable Standard	67.3	81.0	n/a	n/a	78.3	74.2	76.5	n/a	n/a	61.5
	Diploma Examination Standard of Excellence	12.2	9.5	n/a	n/a	13.0	16.4	16.8	n/a	n/a	11.8
	School Awarded Acceptable Standard	100.0	97.6	n/a	n/a	100.0	94.4	94.3	n/a	n/a	94.3
	School Awarded Standard of Excellence	40.8	35.7	n/a	n/a	34.8	26.9	28.6	n/a	n/a	29.7
Social Studies 30-1	Diploma Examination Acceptable Standard	84.1	84.6	n/a	n/a	77.1	86.2	86.6	n/a	n/a	81.5
	Diploma Examination Standard of Excellence	12.7	7.7	n/a	n/a	14.6	17.7	17.0	n/a	n/a	15.8
	School Awarded Acceptable Standard	100.0	100.0	n/a	n/a	100.0	99.0	99.1	n/a	n/a	99.3
	School Awarded Standard of Excellence	66.7	40.4	n/a	n/a	45.8	43.3	43.6	n/a	n/a	50.6
Social Studies 30-2	Diploma Examination Acceptable Standard	80.9	88.9	n/a	n/a	85.4	78.8	77.8	n/a	n/a	72.5
	Diploma Examination Standard of Excellence	11.8	22.2	n/a	n/a	19.5	12.2	12.2	n/a	n/a	13.2
	School Awarded Acceptable Standard	100.0	98.6	n/a	n/a	97.6	95.8	96.4	n/a	n/a	97.1
	School Awarded Standard of Excellence	22.1	34.7	n/a	n/a	34.1	19.6	20.2	n/a	n/a	24.7

Diploma Exam Results - Data Summary (Continued)		East Central Alberta Catholic					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Biology 30	Diploma Examination Acceptable Standard	73.2	73.1	n/a	n/a	73.9	86.6	83.9	n/a	n/a	74.3
	Diploma Examination Standard of Excellence	22.5	21.2	n/a	n/a	8.7	36.6	35.5	n/a	n/a	25.2
	School Awarded Acceptable Standard	100.0	98.1	n/a	n/a	100.0	97.1	97.5	n/a	n/a	97.0
	School Awarded Standard of Excellence	42.3	40.4	n/a	n/a	30.4	50.4	49.3	n/a	n/a	51.1
Chemistry 30	Diploma Examination Acceptable Standard	67.4	90.2	n/a	n/a	54.5	83.6	85.7	n/a	n/a	77.1
	Diploma Examination Standard of Excellence	23.9	29.5	n/a	n/a	9.1	38.3	42.5	n/a	n/a	31.1
	School Awarded Acceptable Standard	100.0	100.0	n/a	n/a	100.0	97.1	97.3	n/a	n/a	97.4
	School Awarded Standard of Excellence	52.2	47.5	n/a	n/a	18.2	52.7	53.9	n/a	n/a	56.6
Physics 30	Diploma Examination Acceptable Standard	84.2	71.4	n/a	n/a	66.7	86.2	87.5	n/a	n/a	78.5
	Diploma Examination Standard of Excellence	47.4	35.7	n/a	n/a	11.1	43.6	43.5	n/a	n/a	34.6
	School Awarded Acceptable Standard	100.0	92.9	n/a	n/a	100.0	97.4	97.8	n/a	n/a	97.9
	School Awarded Standard of Excellence	57.9	64.3	n/a	n/a	33.3	58.3	58.5	n/a	n/a	64.0
Science 30	Diploma Examination Acceptable Standard	82.6	91.7	n/a	n/a	62.5	85.4	85.7	n/a	n/a	75.7
	Diploma Examination Standard of Excellence	39.1	37.5	n/a	n/a	0.0	31.5	31.2	n/a	n/a	17.2
	School Awarded Acceptable Standard	95.7	100.0	n/a	n/a	87.5	96.6	96.6	n/a	n/a	96.5
	School Awarded Standard of Excellence	60.9	37.5	n/a	n/a	12.5	39.6	38.1	n/a	n/a	36.8

Diploma Exam Results Course By Course Summary With Measure Evaluation		East Central Alberta Catholic		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	71.4	89.0	78.8	86.8
	Diploma Examination Standard of Excellence	7.1	6.1	9.4	12.3
English Lang Arts 30-2	Diploma Examination Acceptable Standard	66.7	97.8	80.8	87.1
	Diploma Examination Standard of Excellence	0.0	15.6	12.3	12.1
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	91.9	91.5
	Diploma Examination Standard of Excellence	n/a	n/a	6.8	10.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	98.8	98.6
	Diploma Examination Standard of Excellence	n/a	n/a	44.2	29.5
Mathematics 30-1	Diploma Examination Acceptable Standard	38.9	51.8	63.6	77.8
	Diploma Examination Standard of Excellence	5.6	14.3	23.0	35.1
Mathematics 30-2	Diploma Examination Acceptable Standard	78.3	81.0	61.5	76.5
	Diploma Examination Standard of Excellence	13.0	9.5	11.8	16.8
Social Studies 30-1	Diploma Examination Acceptable Standard	77.1	84.6	81.5	86.6
	Diploma Examination Standard of Excellence	14.6	7.7	15.8	17.0
Social Studies 30-2	Diploma Examination Acceptable Standard	85.4	88.9	72.5	77.8
	Diploma Examination Standard of Excellence	19.5	22.2	13.2	12.2
Biology 30	Diploma Examination Acceptable Standard	73.9	73.1	74.3	83.9
	Diploma Examination Standard of Excellence	8.7	21.2	25.2	35.5
Chemistry 30	Diploma Examination Acceptable Standard	54.5	90.2	77.1	85.7
	Diploma Examination Standard of Excellence	9.1	29.5	31.1	42.5
Physics 30	Diploma Examination Acceptable Standard	66.7	71.4	78.5	87.5
	Diploma Examination Standard of Excellence	11.1	35.7	34.6	43.5
Science 30	Diploma Examination Acceptable Standard	62.5	91.7	75.7	85.7
	Diploma Examination Standard of Excellence	0.0	37.5	17.2	31.2

FNMI Provincial Achievement Test Result - Based on Number Enrolled		East Central Alberta Catholic (FNMI)					Alberta (FNMI)				
Course	Achievement Standard	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 6	Acceptable Standard %	*	66.7	n/a	n/a	81.8	69.0	71.6	n/a	n/a	58.2
	Standard of Excellence %	*	11.1	n/a	n/a	9.1	5.5	6.3	n/a	n/a	7.4
French Language Arts 6	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	74.1	81.3	n/a	n/a	63.7
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	5.2	6.6	n/a	n/a	6.4
Français 6	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	100.0	80.0	n/a	n/a	71.4
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	0.0	0.0	n/a	n/a	7.1
Mathematics 6	Acceptable Standard %	*	85.7	n/a	n/a	77.8	57.3	58.2	n/a	n/a	51.6
	Standard of Excellence %	*	28.6	n/a	n/a	0.0	3.5	4.8	n/a	n/a	4.7
Science 6	Acceptable Standard %	*	66.7	n/a	n/a	72.7	58.9	59.2	n/a	n/a	51.2
	Standard of Excellence %	*	22.2	n/a	n/a	18.2	11.5	11.9	n/a	n/a	9.7
Social Studies 6	Acceptable Standard %	*	66.7	n/a	n/a	81.8	52.8	57.7	n/a	n/a	46.8
	Standard of Excellence %	*	22.2	n/a	n/a	9.1	7.5	8.9	n/a	n/a	7.3
English Language Arts 9	Acceptable Standard %	*	75.0	n/a	n/a	*	54.4	55.0	n/a	n/a	49.4
	Standard of Excellence %	*	8.3	n/a	n/a	*	4.9	4.2	n/a	n/a	3.6
K&E English Language Arts 9	Acceptable Standard %	n/a	n/a	n/a	n/a	*	53.5	56.3	n/a	n/a	46.7
	Standard of Excellence %	n/a	n/a	n/a	n/a	*	4.5	5.0	n/a	n/a	5.0
French Language Arts 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	71.9	67.7	n/a	n/a	53.3
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	4.5	5.4	n/a	n/a	5.2
Français 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	100.0	77.8	n/a	n/a	50.0
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	30.0	11.1	n/a	n/a	0.0
Mathematics 9	Acceptable Standard %	*	50.0	n/a	n/a	*	30.7	31.5	n/a	n/a	26.3
	Standard of Excellence %	*	8.3	n/a	n/a	*	3.4	5.4	n/a	n/a	4.1
K&E Mathematics 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	51.4	55.0	n/a	n/a	48.1
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	10.7	11.4	n/a	n/a	6.0
Science 9	Acceptable Standard %	*	75.0	n/a	n/a	*	51.7	52.8	n/a	n/a	49.3
	Standard of Excellence %	*	16.7	n/a	n/a	*	8.0	10.2	n/a	n/a	8.5
K&E Science 9	Acceptable Standard %	n/a	n/a	n/a	n/a	*	58.9	56.2	n/a	n/a	53.3
	Standard of Excellence %	n/a	n/a	n/a	n/a	*	12.2	6.1	n/a	n/a	9.7
Social Studies 9	Acceptable Standard %	*	75.0	n/a	n/a	*	41.2	44.7	n/a	n/a	34.7
	Standard of Excellence %	*	8.3	n/a	n/a	*	6.8	6.8	n/a	n/a	4.1
K&E Social Studies 9	Acceptable Standard %	n/a	n/a	n/a	n/a	*	48.8	53.9	n/a	n/a	41.3
	Standard of Excellence %	n/a	n/a	n/a	n/a	*	12.3	12.9	n/a	n/a	9.1

FNMI PAT Results Course By Course Summary By Enrolled With Measure Evaluation		East Central Alberta Catholic (FNMI)				Alberta (FNMI)			
		2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	11	81.8	9	66.7	4,275	58.2	4,109	71.6
	Standard of Excellence	11	9.1	9	11.1	4,275	7.4	4,109	6.3
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	171	63.7	166	81.3
	Standard of Excellence	n/a	n/a	n/a	n/a	171	6.4	166	6.6
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	14	71.4	15	80.0
	Standard of Excellence	n/a	n/a	n/a	n/a	14	7.1	15	0.0
Mathematics 6	Acceptable Standard	11	63.6	9	66.7	4,294	40.3	4,101	50.5
	Standard of Excellence	11	0.0	9	22.2	4,294	3.7	4,101	4.2
Science 6	Acceptable Standard	11	72.7	9	66.7	4,391	51.2	4,096	59.2
	Standard of Excellence	11	18.2	9	22.2	4,391	9.7	4,096	11.9
Social Studies 6	Acceptable Standard	11	81.8	9	66.7	4,396	46.8	4,080	57.7
	Standard of Excellence	11	9.1	9	22.2	4,396	7.3	4,080	8.9
English Language Arts 9	Acceptable Standard	8	*	12	75.0	2,822	49.4	3,259	55.0
	Standard of Excellence	8	*	12	8.3	2,822	3.6	3,259	4.2
K&E English Language Arts 9	Acceptable Standard	1	*	n/a	n/a	362	46.7	416	56.3
	Standard of Excellence	1	*	n/a	n/a	362	5.0	416	5.0
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	135	53.3	93	67.7
	Standard of Excellence	n/a	n/a	n/a	n/a	135	5.2	93	5.4
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	12	50.0	9	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	12	0.0	9	11.1
Mathematics 9	Acceptable Standard	9	*	12	50.0	2,169	26.3	3,128	31.5
	Standard of Excellence	9	*	12	8.3	2,169	4.1	3,128	5.4
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	451	48.1	525	55.0
	Standard of Excellence	n/a	n/a	n/a	n/a	451	6.0	525	11.4
Science 9	Acceptable Standard	8	*	12	75.0	2,476	49.3	3,245	52.8
	Standard of Excellence	8	*	12	16.7	2,476	8.5	3,245	10.2
K&E Science 9	Acceptable Standard	1	*	n/a	n/a	321	53.3	425	56.2
	Standard of Excellence	1	*	n/a	n/a	321	9.7	425	6.1
Social Studies 9	Acceptable Standard	8	*	12	75.0	2,073	34.7	3,261	44.7
	Standard of Excellence	8	*	12	8.3	2,073	4.1	3,261	6.8
K&E Social Studies 9	Acceptable Standard	1	*	n/a	n/a	320	41.3	388	53.9
	Standard of Excellence	1	*	n/a	n/a	320	9.1	388	12.9

FNMI Diploma Exam Results - Data Summary		East Central Alberta Catholic (FNMI)					Alberta (FNMI)				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	n/a	n/a	n/a	83.1	84.4	n/a	n/a	73.5
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	n/a	5.9	5.4	n/a	n/a	4.4
	School Awarded Acceptable Standard	*	*	n/a	n/a	n/a	97.2	95.9	n/a	n/a	97.1
	School Awarded Standard of Excellence	*	*	n/a	n/a	n/a	22.3	22.5	n/a	n/a	31.9
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	*	n/a	n/a	n/a	88.5	88.4	n/a	n/a	82.1
	Diploma Examination Standard of Excellence	n/a	*	n/a	n/a	n/a	10.0	9.7	n/a	n/a	9.2
	School Awarded Acceptable Standard	n/a	*	n/a	n/a	n/a	94.9	94.8	n/a	n/a	96.0
	School Awarded Standard of Excellence	n/a	*	n/a	n/a	n/a	11.5	11.2	n/a	n/a	13.7
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	83.8	81.3	n/a	n/a	83.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	5.4	0.0	n/a	n/a	0.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	97.3	100.0	n/a	n/a	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	40.5	56.3	n/a	n/a	55.6
Français 30-1	Diploma Examination Acceptable Standard	n/a	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	n/a	*
	School Awarded Acceptable Standard	n/a	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	n/a	*
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	n/a	n/a	n/a	61.3	61.7	n/a	n/a	50.9
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	n/a	15.3	18.2	n/a	n/a	10.5
	School Awarded Acceptable Standard	*	*	n/a	n/a	n/a	93.1	95.5	n/a	n/a	94.5
	School Awarded Standard of Excellence	*	*	n/a	n/a	n/a	34.6	37.9	n/a	n/a	39.1
Mathematics 30-2	Diploma Examination Acceptable Standard	*	n/a	n/a	n/a	*	69.1	72.0	n/a	n/a	55.2
	Diploma Examination Standard of Excellence	*	n/a	n/a	n/a	*	9.7	12.0	n/a	n/a	7.3
	School Awarded Acceptable Standard	*	n/a	n/a	n/a	*	92.7	93.1	n/a	n/a	91.5
	School Awarded Standard of Excellence	*	n/a	n/a	n/a	*	19.4	19.5	n/a	n/a	22.8
Social Studies 30-1	Diploma Examination Acceptable Standard	*	n/a	n/a	n/a	66.7	75.3	77.3	n/a	n/a	72.5
	Diploma Examination Standard of Excellence	*	n/a	n/a	n/a	16.7	8.1	7.6	n/a	n/a	7.4
	School Awarded Acceptable Standard	*	n/a	n/a	n/a	100.0	98.4	97.2	n/a	n/a	99.1
	School Awarded Standard of Excellence	*	n/a	n/a	n/a	50.0	27.1	26.9	n/a	n/a	34.6
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	*	n/a	n/a	*	72.2	70.1	n/a	n/a	66.0
	Diploma Examination Standard of Excellence	n/a	*	n/a	n/a	*	5.8	5.8	n/a	n/a	5.4
	School Awarded Acceptable Standard	n/a	*	n/a	n/a	*	93.5	94.7	n/a	n/a	95.5
	School Awarded Standard of Excellence	n/a	*	n/a	n/a	*	10.9	11.2	n/a	n/a	13.2

FNMI Diploma Exam Results - Data Summary		East Central Alberta Catholic (FNMI)					Alberta (FNMI)				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Biology 30	Diploma Examination Acceptable Standard	*	n/a	n/a	n/a	*	75.7	72.6	n/a	n/a	58.9
	Diploma Examination Standard of Excellence	*	n/a	n/a	n/a	*	17.3	17.8	n/a	n/a	11.5
	School Awarded Acceptable Standard	*	n/a	n/a	n/a	*	94.7	94.9	n/a	n/a	95.7
	School Awarded Standard of Excellence	*	n/a	n/a	n/a	*	30.6	32.0	n/a	n/a	32.9
Chemistry 30	Diploma Examination Acceptable Standard	n/a	*	n/a	n/a	n/a	69.7	72.9	n/a	n/a	62.5
	Diploma Examination Standard of Excellence	n/a	*	n/a	n/a	n/a	19.9	23.7	n/a	n/a	15.4
	School Awarded Acceptable Standard	n/a	*	n/a	n/a	n/a	94.1	95.6	n/a	n/a	96.8
	School Awarded Standard of Excellence	n/a	*	n/a	n/a	n/a	36.9	38.3	n/a	n/a	39.6
Physics 30	Diploma Examination Acceptable Standard	*	n/a	n/a	n/a	*	76.9	74.1	n/a	n/a	68.6
	Diploma Examination Standard of Excellence	*	n/a	n/a	n/a	*	24.0	25.9	n/a	n/a	25.2
	School Awarded Acceptable Standard	*	n/a	n/a	n/a	*	95.9	94.9	n/a	n/a	97.5
	School Awarded Standard of Excellence	*	n/a	n/a	n/a	*	41.6	45.8	n/a	n/a	54.1
Science 30	Diploma Examination Acceptable Standard	*	*	n/a	n/a	*	84.1	84.1	n/a	n/a	70.0
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	*	24.4	19.5	n/a	n/a	7.2
	School Awarded Acceptable Standard	*	*	n/a	n/a	*	96.6	95.8	n/a	n/a	96.4
	School Awarded Standard of Excellence	*	*	n/a	n/a	*	28.7	23.6	n/a	n/a	27.2

FNMI Diploma Exam Results Course By Course Summary With Measure Evaluation		East Central Alberta Catholic (FNMI)				Alberta (FNMI)			
		2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	722	73.5	1,164	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	722	4.4	1,164	5.4
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	923	82.1	1,548	88.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	923	9.2	1,548	9.7
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	18	83.3	32	81.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	18	0.0	32	0.0
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	2	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	2	*	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	220	50.9	467	61.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	220	10.5	467	18.2
Mathematics 30-2	Diploma Examination Acceptable Standard	1	*	n/a	n/a	413	55.2	699	72.0
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	413	7.3	699	12.0
Social Studies 30-1	Diploma Examination Acceptable Standard	6	66.7	n/a	n/a	564	72.5	864	77.3
	Diploma Examination Standard of Excellence	6	16.7	n/a	n/a	564	7.4	864	7.6
Social Studies 30-2	Diploma Examination Acceptable Standard	2	*	n/a	n/a	929	66.0	1,647	70.1
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	929	5.4	1,647	5.8
Biology 30	Diploma Examination Acceptable Standard	4	*	n/a	n/a	514	58.9	821	72.6
	Diploma Examination Standard of Excellence	4	*	n/a	n/a	514	11.5	821	17.8
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	285	62.5	527	72.9
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	285	15.4	527	23.7
Physics 30	Diploma Examination Acceptable Standard	1	*	n/a	n/a	159	68.6	216	74.1
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	159	25.2	216	25.9
Science 30	Diploma Examination Acceptable Standard	1	*	n/a	n/a	250	70.0	471	84.1
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	250	7.2	471	19.5

ESL Provincial Achievement Test Result Based on Student Enrollment		East Central Alberta Catholic (ESL)					Alberta (ESL)				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 6	Acceptable Standard %	*	*	n/a	n/a	83.3	80.7	81.3	n/a	n/a	76.8
	Standard of Excellence %	*	*	n/a	n/a	0.0	12.7	13.8	n/a	n/a	16.0
	Below Acceptable Standard %	*	*	n/a	n/a	16.7	9.5	9.8	n/a	n/a	12.2
French Language Arts 6	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	81.3	89.5	n/a	n/a	74.0
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	11.5	21.5	n/a	n/a	11.6
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	9.1	9.6	n/a	n/a	20.0
Français 6	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	91.6	89.3	n/a	n/a	78.1
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	25.2	15.7	n/a	n/a	18.8
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	6.1	9.1	n/a	n/a	16.4
Mathematics 6	Acceptable Standard %	*	*	n/a	n/a	83.3	71.5	72.7	n/a	n/a	65.3
	Standard of Excellence %	*	*	n/a	n/a	0.0	13.3	14.5	n/a	n/a	13.1
	Below Acceptable Standard %	*	*	n/a	n/a	16.7	20.2	19.1	n/a	n/a	24.3
Science 6	Acceptable Standard %	*	*	n/a	n/a	100.0	75.5	76.4	n/a	n/a	72.0
	Standard of Excellence %	*	*	n/a	n/a	0.0	25.3	23.5	n/a	n/a	21.0
	Below Acceptable Standard %	*	*	n/a	n/a	0.0	15.9	15.4	n/a	n/a	18.3
Social Studies 6	Acceptable Standard %	*	*	n/a	n/a	83.3	72.0	74.8	n/a	n/a	68.4
	Standard of Excellence %	*	*	n/a	n/a	16.7	19.0	20.5	n/a	n/a	17.9
	Below Acceptable Standard %	*	*	n/a	n/a	16.7	19.0	16.6	n/a	n/a	21.5

ESL Provincial Achievement Test Result Based on Student Enrollment		East Central Alberta Catholic (ESL)					Alberta (ESL)				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Language Arts 9	Acceptable Standard %	71.4	75.0	n/a	n/a	66.7	64.6	63.4	n/a	n/a	61.9
	Standard of Excellence %	0.0	0.0	n/a	n/a	0.0	6.9	6.8	n/a	n/a	7.0
	Below Acceptable Standard %	14.3	25.0	n/a	n/a	33.3	21.2	22.4	n/a	n/a	18.1
K&E English Language Arts 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	56.9	49.7	n/a	n/a	45.7
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	6.9	2.1	n/a	n/a	2.4
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	27.9	30.9	n/a	n/a	37.8
French Language Arts 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	75.0	79.1	n/a	n/a	64.0
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	9.7	13.9	n/a	n/a	10.1
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	18.1	17.1	n/a	n/a	27.5
Français 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	64.7	81.0	n/a	n/a	72.5
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	17.6	9.5	n/a	n/a	17.5
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	21.6	14.3	n/a	n/a	22.5
Mathematics 9	Acceptable Standard %	71.4	50.0	n/a	n/a	50.0	53.2	53.3	n/a	n/a	47.0
	Standard of Excellence %	0.0	12.5	n/a	n/a	16.7	12.1	16.3	n/a	n/a	12.9
	Below Acceptable Standard %	28.6	50.0	n/a	n/a	50.0	34.4	34.7	n/a	n/a	35.9
K&E Mathematics 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	59.4	54.0	n/a	n/a	54.5
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	19.8	15.0	n/a	n/a	9.8
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	30.2	34.7	n/a	n/a	33.6
Science 9	Acceptable Standard %	85.7	62.5	n/a	n/a	66.7	68.1	66.0	n/a	n/a	55.8
	Standard of Excellence %	14.3	0.0	n/a	n/a	0.0	16.4	18.1	n/a	n/a	13.7
	Below Acceptable Standard %	14.3	37.5	n/a	n/a	33.3	19.6	21.4	n/a	n/a	19.8
K&E Science 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	63.0	61.1	n/a	n/a	52.3
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	9.5	6.0	n/a	n/a	2.8
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	25.4	27.5	n/a	n/a	29.4
Social Studies 9	Acceptable Standard %	71.4	62.5	n/a	n/a	50.0	58.0	59.6	n/a	n/a	54.5
	Standard of Excellence %	14.3	0.0	n/a	n/a	0.0	14.2	14.1	n/a	n/a	12.6
	Below Acceptable Standard %	28.6	37.5	n/a	n/a	50.0	29.3	27.6	n/a	n/a	29.7
K&E Social Studies 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	54.5	57.7	n/a	n/a	64.1
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	13.4	12.3	n/a	n/a	11.7
	Below Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	34.8	34.4	n/a	n/a	23.3

ESL PAT Results Course By Course Summary By Enrolled With Measure Evaluation		East Central Alberta Catholic (ESL)				Alberta (ESL)			
		2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	6	83.3	n/a	n/a	9,336	76.8	9,804	81.3
	Standard of Excellence	6	0.0	n/a	n/a	9,336	16.0	9,804	13.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	215	74.0	228	89.5
	Standard of Excellence	n/a	n/a	n/a	n/a	215	11.6	228	21.5
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	128	78.1	121	89.3
	Standard of Excellence	n/a	n/a	n/a	n/a	128	18.8	121	15.7
Mathematics 6	Acceptable Standard	6	83.3	n/a	n/a	9,289	65.3	9,792	72.7
	Standard of Excellence	6	0.0	n/a	n/a	9,289	13.1	9,792	14.5
Science 6	Acceptable Standard	6	100.0	n/a	n/a	9,369	72.0	9,819	76.4
	Standard of Excellence	6	0.0	n/a	n/a	9,369	21.0	9,819	23.5
Social Studies 6	Acceptable Standard	6	83.3	n/a	n/a	9,379	68.4	9,817	74.8
	Standard of Excellence	6	16.7	n/a	n/a	9,379	17.9	9,817	20.5
English Language Arts 9	Acceptable Standard	6	66.7	8	75.0	4,153	61.9	6,143	63.4
	Standard of Excellence	6	0.0	8	0.0	4,153	7.0	6,143	6.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	127	45.7	191	49.7
	Standard of Excellence	n/a	n/a	n/a	n/a	127	2.4	191	2.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	189	64.0	158	79.1
	Standard of Excellence	n/a	n/a	n/a	n/a	189	10.1	158	13.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	40	72.5	42	81.0
	Standard of Excellence	n/a	n/a	n/a	n/a	40	17.5	42	9.5
Mathematics 9	Acceptable Standard	6	50.0	8	50.0	4,157	47.0	6,102	53.3
	Standard of Excellence	6	16.7	8	12.5	4,157	12.9	6,102	16.3
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	143	54.5	213	54.0
	Standard of Excellence	n/a	n/a	n/a	n/a	143	9.8	213	15.0
Science 9	Acceptable Standard	6	66.7	8	62.5	3,141	55.8	6,163	66.0
	Standard of Excellence	6	0.0	8	0.0	3,141	13.7	6,163	18.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	109	52.3	167	61.1
	Standard of Excellence	n/a	n/a	n/a	n/a	109	2.8	167	6.0
Social Studies 9	Acceptable Standard	6	50.0	8	62.5	4,434	54.5	6,151	59.6
	Standard of Excellence	6	0.0	8	0.0	4,434	12.6	6,151	14.1
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	103	64.1	163	57.7
	Standard of Excellence	n/a	n/a	n/a	n/a	103	11.7	163	12.3

ESL Diploma Exam Results - Data Summary		East Central Alberta Catholic (ESL)					Alberta (ESL)				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
English Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	n/a	n/a	*	71.0	68.1	n/a	n/a	55.5
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	*	3.8	3.3	n/a	n/a	2.6
	School Awarded Acceptable Standard	*	*	n/a	n/a	*	95.4	95.3	n/a	n/a	96.4
	School Awarded Standard of Excellence	*	*	n/a	n/a	*	18.8	19.2	n/a	n/a	28.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	n/a	n/a	*	76.3	73.1	n/a	n/a	63.9
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	*	4.8	4.8	n/a	n/a	3.7
	School Awarded Acceptable Standard	*	*	n/a	n/a	*	95.9	95.4	n/a	n/a	95.5
	School Awarded Standard of Excellence	*	*	n/a	n/a	*	11.1	11.1	n/a	n/a	14.8
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	92.3	93.0	n/a	n/a	93.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12.8	20.9	n/a	n/a	12.5
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	97.4	100.0	n/a	n/a	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	59.0	65.1	n/a	n/a	56.3
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	83.3	100.0	n/a	n/a	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8.3	33.3	n/a	n/a	25.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	91.7	100.0	n/a	n/a	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16.7	66.7	n/a	n/a	75.0
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	n/a	n/a	*	71.5	71.7	n/a	n/a	52.2
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	*	29.3	27.6	n/a	n/a	19.2
	School Awarded Acceptable Standard	*	*	n/a	n/a	*	93.4	93.5	n/a	n/a	92.1
	School Awarded Standard of Excellence	*	*	n/a	n/a	*	45.7	43.9	n/a	n/a	47.7
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	n/a	n/a	*	66.1	68.8	n/a	n/a	46.9
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	*	12.0	11.6	n/a	n/a	6.3
	School Awarded Acceptable Standard	*	*	n/a	n/a	*	91.2	90.5	n/a	n/a	91.0
	School Awarded Standard of Excellence	*	*	n/a	n/a	*	20.0	22.3	n/a	n/a	23.9

ESL Diploma Exam Results - Data Summary		East Central Alberta Catholic (ESL)					Alberta (ESL)				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	*	n/a	n/a	*	77.9	79.1	n/a	n/a	68.7
	Diploma Examination Standard of Excellence	n/a	*	n/a	n/a	*	10.0	9.6	n/a	n/a	9.0
	School Awarded Acceptable Standard	n/a	*	n/a	n/a	*	98.2	98.2	n/a	n/a	98.3
	School Awarded Standard of Excellence	n/a	*	n/a	n/a	*	34.5	34.6	n/a	n/a	40.8
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	n/a	n/a	*	68.0	65.7	n/a	n/a	55.6
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	*	8.7	7.5	n/a	n/a	7.1
	School Awarded Acceptable Standard	*	*	n/a	n/a	*	95.3	95.7	n/a	n/a	96.1
	School Awarded Standard of Excellence	*	*	n/a	n/a	*	16.6	15.6	n/a	n/a	20.1
Biology 30	Diploma Examination Acceptable Standard	*	*	n/a	n/a	*	80.5	76.6	n/a	n/a	61.0
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	*	29.1	24.7	n/a	n/a	18.0
	School Awarded Acceptable Standard	*	*	n/a	n/a	*	95.2	94.9	n/a	n/a	94.3
	School Awarded Standard of Excellence	*	*	n/a	n/a	*	42.2	36.2	n/a	n/a	40.3
Chemistry 30	Diploma Examination Acceptable Standard	*	*	n/a	n/a	n/a	79.3	78.8	n/a	n/a	67.9
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	n/a	33.2	34.6	n/a	n/a	23.5
	School Awarded Acceptable Standard	*	*	n/a	n/a	n/a	95.0	95.1	n/a	n/a	95.5
	School Awarded Standard of Excellence	*	*	n/a	n/a	n/a	44.1	42.1	n/a	n/a	49.9
Physics 30	Diploma Examination Acceptable Standard	*	n/a	n/a	n/a	*	79.4	79.3	n/a	n/a	63.1
	Diploma Examination Standard of Excellence	*	n/a	n/a	n/a	*	32.8	32.3	n/a	n/a	26.4
	School Awarded Acceptable Standard	*	n/a	n/a	n/a	*	94.9	96.2	n/a	n/a	95.5
	School Awarded Standard of Excellence	*	n/a	n/a	n/a	*	50.6	48.4	n/a	n/a	55.9
Science 30	Diploma Examination Acceptable Standard	*	*	n/a	n/a	n/a	75.8	78.3	n/a	n/a	59.7
	Diploma Examination Standard of Excellence	*	*	n/a	n/a	n/a	22.1	21.8	n/a	n/a	11.8
	School Awarded Acceptable Standard	*	*	n/a	n/a	n/a	95.2	94.8	n/a	n/a	93.3
	School Awarded Standard of Excellence	*	*	n/a	n/a	n/a	30.7	32.0	n/a	n/a	30.0

ESL Student Growth and Achievement (Grades 10-12)		East Central Alberta Catholic (ESL)				Alberta (ESL)			
		2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	2	*	n/a	n/a	1,398	55.5	2,294	68.1
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	1,398	2.6	2,294	3.3
English Lang Arts 30-2	Diploma Examination Acceptable Standard	1	*	n/a	n/a	1,368	63.9	2,420	73.1
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	1,368	3.7	2,420	4.8
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	16	93.8	43	93.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	16	12.5	43	20.9
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	8	100.0	6	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	8	25.0	6	33.3
Mathematics 30-1	Diploma Examination Acceptable Standard	2	*	n/a	n/a	873	52.2	1,807	71.7
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	873	19.2	1,807	27.6
Mathematics 30-2	Diploma Examination Acceptable Standard	2	*	n/a	n/a	819	46.9	1,461	68.8
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	819	6.3	1,461	11.6
Social Studies 30-1	Diploma Examination Acceptable Standard	1	*	n/a	n/a	804	68.7	1,082	79.1
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	804	9.0	1,082	9.6
Social Studies 30-2	Diploma Examination Acceptable Standard	5	*	n/a	n/a	1,630	55.6	2,901	65.7
	Diploma Examination Standard of Excellence	5	*	n/a	n/a	1,630	7.1	2,901	7.5
Biology 30	Diploma Examination Acceptable Standard	3	*	n/a	n/a	1,030	61.0	1,745	76.6
	Diploma Examination Standard of Excellence	3	*	n/a	n/a	1,030	18.0	1,745	24.7
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	807	67.9	1,553	78.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	807	23.5	1,553	34.6
Physics 30	Diploma Examination Acceptable Standard	2	*	n/a	n/a	444	63.1	744	79.3
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	444	26.4	744	32.3
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	536	59.7	975	78.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	536	11.8	975	21.8

Resource Links

East Central Catholic School Division Assurance Dashboard - <https://bit.ly.co/FfPk>

Alberta Education Assurance Framework - <https://www.alberta.ca/accountability-education-system.aspx>

Accountability Fact Sheet - <https://open.alberta.ca/publications/6565964>

Measuring The Quality Of Your Child's Education - <https://open.alberta.ca/publications/measuring-the-quality-of-your-child-s-education>

Annual Dropout Rates - <https://open.alberta.ca/publications/annual-dropout-and-returning-rates-methodology-for-rate-calculation>

Student Outcome Measures - <https://open.alberta.ca/publications/student-outcomes-measures-based-on-the-grade-10-cohort-methodologies-for-rates-calculation>

Rutherford Scholarship Eligibility - <https://open.alberta.ca/publications/rutherford-scholarship-eligibility-measure-methodology-for-rate-calculation>

Pillar Survey Methodology - <https://open.alberta.ca/publications/accountability-pillar-survey-methodology-for-rate-calculation>

Provincial Accountability Reports - <https://open.alberta.ca/publications/accountability-pillar-results-province-2020>

Alberta School Authority Summary Reports - <https://open.alberta.ca/publications/accountability-pillar-results-authorities-2020>

Alberta School Division Financial Information - <https://www.alberta.ca/k-12-education-financial-statements.aspx>

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