

East
Central
Catholic
Schools



**EAST CENTRAL CATHOLIC
SCHOOL DIVISION**

ANNUAL EDUCATION RESULTS REPORT

2024-2025

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/>



2024-2025 Annual Education Results Report

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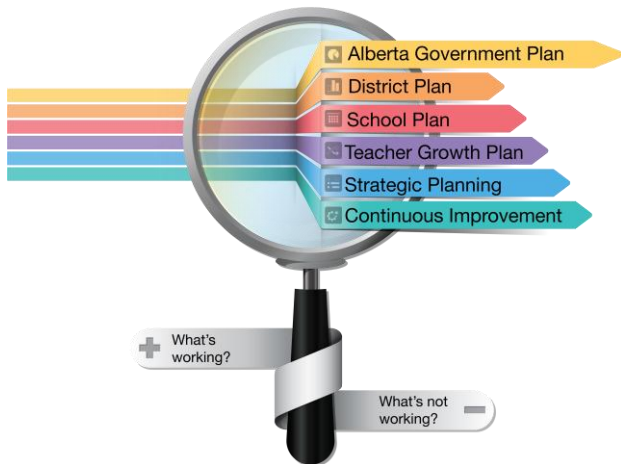


East Central Catholic School Division Assurance Context

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

Under the direction of the School Board/Board of Directors, the Annual Education Results Report for the East Central Catholic Schools for 2025/2026 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

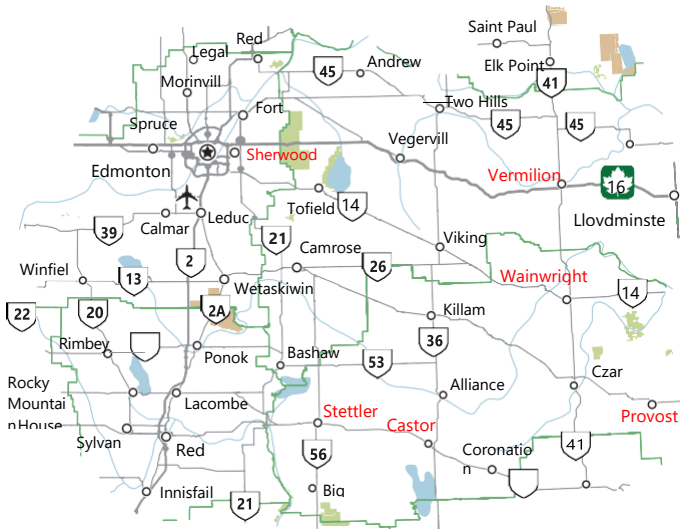
This Annual Education Results Report for 2024/2025 was approved by the Board on December 12, 2025.

East Central Catholic School Division Profile

East Central Catholic School Division is located in east-central Alberta and serves approximately 2,823 students, with schools and learning centres in the communities of Castor, Stettler, Provost, Wainwright, Sherwood Park, Lethbridge, Vermilion and our Division office is located in Wainwright, Alberta.

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

The division's 2024-2025 annual operating budget is \$26,313,846 and yearly expenditures of \$28,058,824 With a net deficit of \$1,744,978. ECCS currently employs 136 instructional staff, 81 support staff and contracts third party wrap-round 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.

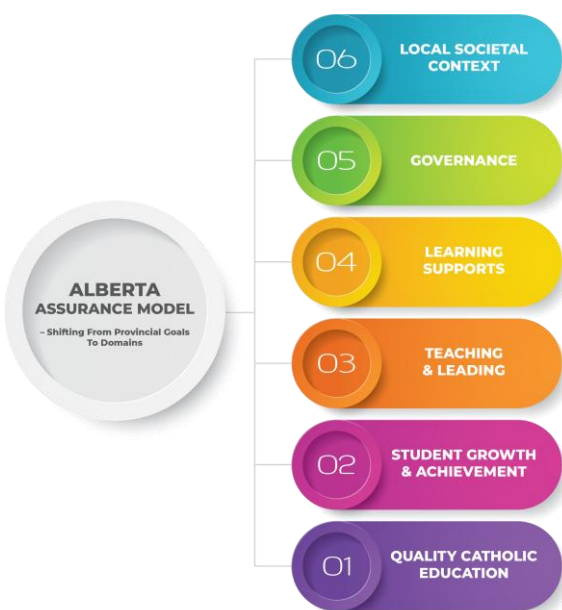
“Growing in Christ, Making a Difference!”

The Annual Education Results Report focuses on the goals established in the 2024-2025 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	85.3	84.3	85.3	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	83.8	85.8	86.0	79.8	79.4	80.4	Very High	Declined	Good
	3-year High School Completion	72.9	66.0	73.8	81.4	80.4	81.4	Low	Maintained	Issue
	5-year High School Completion	80.8	84.2	84.5	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	57.3	56.2	56.1	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	12.9	16.2	14.9	15.6	15.4	15.5	Low	Maintained	Issue
	Diploma: Acceptable	75.2	74.9	73.0	82.0	81.5	80.9	Low	Maintained	Issue
	Diploma: Excellence	13.2	13.3	13.3	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	89.8	89.6	90.1	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.7	88.8	89.0	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	81.8	84.2	83.1	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	76.2	79.6	78.6	80.0	79.5	79.1	Intermediate	Maintained	Acceptable



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

ECCS Assurance Framework



Domain One - Quality Catholic Education

Local Survey Feedback - Domain One: Quality Catholic Education

Students Grade 4-6

Question Number	Question Stem	Response#	% Satisfied/ Very Satisfied
#3	I am involved in religious celebrations at my school?	350	93%
#4	I am satisfied the school provides the opportunity to grow in my faith and become closer to God?	350	94%

Students Grade 7-12

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#10	How satisfied are you with the opportunities to be involved in volunteer work and community service?	Gr 7-9 383	90%
#13		Gr 10-12 282	83%
#11	How satisfied are you with the Catholic atmosphere in the school?	Gr 7-9 383	94%
#14		Gr. 10-12 282	86%
#12	How satisfied are you with your opportunity to be involved in the religious celebrations in your school?	Gr 7-9 383	96%
#15		Gr 10-12 282	92%
#13	How satisfied are you with your school allowing you to grow in your faith and become closer to God?	Gr 7-9 383	95%
#16		Gr 10-12 282	89%

Teachers

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#2	Number of self-identified Catholic teachers	100	89%
#3	How satisfied are you with the Catholic Christian atmosphere of the school?	100	98%
#4	How satisfied are you with the sharing and access of faith-based information and resources to create a more dynamic Catholic community at your school?	100	96%
#5	How satisfied are you that the school provides opportunities for you to practice and develop your faith?	100	97%

Support Staff

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#2	Number of self-identified Catholic support staff?	69	43%
#3	How satisfied are you with the Catholic atmosphere of the school?	69	97%
#4	How satisfied are you that the school provides opportunities for you to practice and develop your faith?	69	97%

Parents

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#2	How satisfied are you that your school models Catholic Christian values consistent with the values taught in your home?	357	98%
#3	How satisfied are you that the school is helping your child develop their faith?	357	97%
#4	How satisfied are you with the relationship that exists between the home, school, and parish?	357	96%
#5	How satisfied are you that gospel values are integrated into all subject areas?	357	95%
#6	How satisfied are you with the opportunity for you to be involved in school-level religious celebrations?	357	95%
#7	How satisfied are you that there is a caring atmosphere in the school?	357	93%

AEAM - Citizenship

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	82.9	81.4	89.2	80.3	85.8	79.4	83.8	79.8
Parent	84.7	80.4	90.4	79.4	83.4	78.7	81.0	78.6
Student	76.2	72.1	80.2	71.3	78.8	69.6	75.9	70.3
Teacher	87.9	91.7	97.1	90.3	95.1	89.8	94.5	90.5

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

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	86.9	86.1	91.2	84.7	88.8	84.0	86.7	84.4
Parent	88.0	86.9	93.6	85.6	88.6	85.3	86.5	85.2
Student	81.3	77.7	83.4	76.6	82.1	75.2	79.2	75.7
Teacher	91.4	93.6	96.5	92.0	95.7	91.6	94.4	92.3

AEAM - Safe & Caring

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	90.3	88.8	92.6	87.5	91.1	87.1	89.7	87.3
Parent	90.8	89.5	95.2	88.1	90.5	88.0	89.4	87.9
Student	85.7	82.5	86.6	81.5	86.3	80.4	84.0	80.6
Teacher	94.3	94.3	96.0	93.0	96.6	92.9	95.6	93.4

Domain One - Provincial & Local Performance Measure Insights

- Overall Citizenship results are at 84% which is very high but there is a concern with the student results being 76%.
- Safe and Caring results are strong with an overall satisfaction of 90% and all stakeholders are 84% or better.
- The measure of Welcoming, Caring, Respectful and Safe Learning Environments has strong overall results of 87% but there is a concern with the student results being at 79%.
- Local survey results on Quality Catholic Education are very strong with an overall average of 94%.

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.
- 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 Assistant Superintendent of Faith and Educational Services and Senior Administration 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.
- Targeted faith formation for Board, Senior Administration, Division Staff, Students, Parents and Parish partners; currently implementing Saints toolkit.

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.	349	96%
#6	My school helps me understand FNMI cultures?	349	97%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#3	How satisfied are you with the teacher’s assessment feedback provided to improve your learning?	Gr 7-9 384	93%
		Gr 10-12 284	87%
#4	How satisfied are you with your opportunity to participate in work experience programs? (grade 10-12 only)	Gr 10-12 284	81%
#4	How satisfied are you with the school’s help in learning about and respecting Indigenous cultures?	Gr 7-9 384	95%
#5		Gr 10-12 284	95%
#5	How satisfied are you with the variety of course offerings at your school?	Gr 7-9 384	85%
#6	How satisfied are you with the course offerings at your school?	Gr 10-12 284	79%
#6	How satisfied are you with the overall quality of education you receive at your school?	Gr 7-9 384	93%
#7		Gr 10-12 284	88%
#8	How satisfied are you with the career resources provided (newsletter, announcements, workshops, mentorships, online tools) (grade 10-12 only)	Gr 10-12 284	79%
#7	How satisfied are you with the availability of the Family School Liaison Worker services at the school?	Gr 7-9 384	95%
#9		Gr 10-12 284	86%
#10	How satisfied are you with the availability of career related information and sports when needed? (grade 10-12 only)	Gr 10-12 284	77%
#8	How satisfied are you with the opportunities for CTF program options?	Gr 7-9 384	88%
#11	How satisfied are you with the opportunities for CTS and Dual Credit Program Options?	Gr 10-12 284	92%
#9	How satisfied are you with the opportunities to participate in field trips and extracurricular activities that are available at your school?	Gr 7-9 384	86%
#12		Gr 10-12 284	68%
Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#23	How satisfied are you with the school-level activities that promote responsible citizenship, volunteerism and community service?	97	98%
#24	How satisfied are you with the school-level instructional and assessment resources to support the delivery of Fine-Arts education?	97	77%
#25	How satisfied are you with school-level instructional and assessment resourced to support the delivery of CTF/CTS programs?	97	92%
#26	How satisfied are you with the school-level resources to support EAL students?	97	57%
#27	How satisfied are you with the school-level resources, and supports offered to help you use assistive technology for teaching, learning, and assessment practices?	97	87%
#28	How satisfied are you with student opportunities to participate in field trips and extracurricular activities?	97	92%

AEAM - Student Learning Engagement

	2021/ 2022		2022/2 023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	85.0	85.1	86.4	84.4	84.3	83.7	85.3	83.9
Parent	89.8	88.7	91.1	87.3	85.9	86.7	86.5	87.6
Student	70.6	71.3	71.8	70.9	72.0	69.3	72.3	69.3
Teacher	94.7	95.5	96.4	95.1	95.1	95.1	97.2	95.0

AEAM - Citizenship

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	82.9	81.4	89.2	80.3	85.8	79.4	83.8	79.8
Parent	84.7	80.4	90.4	79.4	83.4	78.7	81.0	78.6
Student	76.2	72.1	80.2	71.3	78.8	69.6	75.9	70.3
Teacher	87.9	91.7	97.1	90.3	95.1	89.8	94.5	90.5

PAT Summary

	202 1/ 2022		2022/2 023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Gr 6 Acceptable Standard	69.4	67.8	62.3	66.2	58.1	68.5		
Gr 6 Standard of Excellence	18.9	20.1	19.5	18.0	14.8	19.8		
Gr 9 Acceptable Standard	54.9	62.9	56.1	62.6	56.2	62.5	57.3	62.5
Gr 9 Standard Of Excellence	10.6	16.8	13.7	15.5	16.2	15.4	12.9	15.8

Diploma Summary

	202 1/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Acceptable Standard	72	75.2	71.2	80.3	74.9	81.5	75.2	82.0
Standard Of Excellence	11.3	18.2	13.3	21.2	13.3	22.6	13.2	23.0

3-5 Year HS Completion Rates

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall 3 Year	80.2	83.2	75.1	80.7	66.0	80.4	72.9	81.4
Overall 4 Year	81.9	87.1	84.1	86.5	79.3	85.1	71.7	84.7
Overall 5 Year	84.4	87.1	84.8	88.6	84.2	88.1	80.8	87.1

Local Survey Feedback - Domain Two: Student Growth & Achievement

Support Staff

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#5	How satisfied are you with the overall quality of education offered in your school?	69	96%
#6	How satisfied are you that the School Division is a good place to teach, learn and grow?	69	91%
#7	How satisfied are you that the school provides opportunities that promote citizenship, volunteerism, and community service?	69	94%
#8	How satisfied are you that the school provides a variety of course offerings for students?	69	88%

Parents

Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#8	How satisfied are you with your opportunity to be involved in your child's school in-class activities, special events, and other activities?	354	95%
#9	How satisfied are you with the quality of information you receive from your child's school about your child's educational progress and achievement?	354	91%
#10	How satisfied are you that the school provides your child with activities that promote responsible citizenship, volunteerism, and community service?	354	93%
#11	How satisfied are you with your access to information from your child's school about your child's educational progress and achievement?	354	92%
#12	How satisfied are you with the overall quality of education your child is receiving in their school?	354	92%
#13	How satisfied are you with the opportunities for your child to participate in field trips and extracurricular activities?	354	93%
#14	How satisfied are you that your child is learning the skills and attitudes they will need when they move on from school?	354	89%

AEAM - Program of Studies

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	77.2	82.9	80.8	82.9	80.5	82.8	77.9	83.0
Parent	78.5	82.4	83.8	82.2	79.2	82.3	75.4	82.4
Student	68.0	76.9	74.9	77.4	75.6	76.7	73.9	77.0
Teacher	85.0	89.3	83.7	89.3	86.7	89.2	84.5	89.5

AEAM - Life Long Learning

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	83.3	81.0	85.1	80.4	80.2	79.9	82.8	80.8
Parent	74.5	74.6	80.8	73.4	69.3	73.3	71.4	74.5
Teacher	92.1	87.4	89.3	87.3	91.1	86.6	94.3	87.1

AEAM - Work Preparation

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	87.5	84.9	86.7	83.1	80.2	82.8	87.0	83.7
Parent	80.0	77.3	77.0	75.0	67.4	74.8	76.8	76.0
Teacher	94.9	92.5	96.3	91.3	93.0	90.7	97.1	91.4

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

Domain Two - Provincial & Local Performance Measure Insights

- The measure of Learning Engagement has an overall strong result of 85% but there is a concern with student results of 72%.
- Overall Citizenship results are at 84% which is very high but there is a concern with the student results being 76%.
- The measure of Program of Studies falls below 80% satisfaction with the overall result being 78%, parents being 75% and students being 74%. This measure asks about opportunities with specific option classes, many of which are not viable in the small rural schools. Our local survey asks about satisfaction with the variety of courses offered and the results are better with 85% for junior high and 79% for senior high students.
- Within the measure of Lifelong Learning, teachers report a high satisfaction rate that students are acquiring the knowledge, skills and attitudes necessary for learning throughout their lifetime (91% and 97%). Although the provincial survey shows an overall parent result of 71%, our local survey results show parents with 89% satisfaction.
- The measure of Work Preparation shows a 10% improvement in parent satisfaction with the overall parent result being 77%. The overall result for this measure is strong at 87%.

Participation

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

	Participation % Whole Division	Participation % Without SOH
Grade 6		
ELAL	84	97
Social	84	96
Math	84	98
Science	No Exam	No Exam
Grade 9		
ELA	73	98
Social	74	99
Math	72	96
Science	72	96

- Grade 6 PAT results are strong in all subjects except Math.
 - ELAL Acceptable Standard 89%, Standard of Excellence 12%
 - Social Acceptable Standard 86%, Standard of Excellence 21%
 - Math Acceptable Standard 66%, Standard of Excellence 15%.
- Grade 9 PAT results are solid in all subjects except Math.
 - ELA Acceptable Standard 91%, Standard of Excellence 12%
 - Social Acceptable Standard 78%, Standard of Excellence 22%

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

- Math Acceptable Standard 68%, Standard of Excellence 18%
- Science Acceptable Standard 80%, Standard of Excellence 24%
- Diploma exam results show strength in
 - ELA 30-2 (90% Acceptable Standard, 17% Standard of Excellence)
 - Social 30-2 (83% Acceptable Standard, 17% Standard of Excellence)
 - Social 30-1 (83% Acceptable Standard, 17% Standard of Excellence)
- However, in general Diploma exam results show need for improvement in both Acceptable Standard (6 out of 10 exams) and Standard of Excellence (5 out 10 exams)
- High school completion rates are being impacted by the online school and the outreach school.

	3 year	4 year	5 year
Division	73%	72%	81%
BSS	95%	92%	95%
STJ	88%	79%	87%
STA	100%	100%	94%
BSO	58%	68%	46%
SOH	65%	63%	73%

EAL Results

- Overall strength in Grade 6 Acceptable Standard, except for Math.
 - ELAL 86%
 - Social 83%
 - Math 29%
 - Science was not written
- Grade 9 ELA results were outstanding with 100% achieving Acceptable Standard. Math results are low with only 43% achieving Acceptable Standard.
- The number of EAL students writing diploma exams is low so specific subject information is not available. However, the overall results are 68% for Acceptable Standard and 5% Standard of Excellence.

- The division will implement Canvas (LMS) for core course design to address high school staffing challenges. Remote instruction provides an opportunity to develop blended program delivery models that align with current instructional design practices and offers a chance to improve program offerings in small rural high schools. Example: BSS teacher providing local and remote Math 31 & Physics 30 instruction for students at two schools. Additionally, the School of Hope offers synchronous and asynchronous instruction opportunities for schools that lack the subject area expertise or course scheduling flexibility to meet the student program needs.
- Utilize PLNs to provide opportunities for Division 2, 3 and 4 teachers to collaborate around best practices and improvement strategies.
- Facilitate discussions and PD around assessment best practices, including a review of the use of rubrics.
- Promote and encourage teachers to participate in the marking of the provincial exams.
- Note: Reference PAT & Diploma Results Data for more detail
 - ECCS Local & Provincial Results (page 20)
 - ECCS FNMI Local and Provincial Results (page 26)
 - ECCS ESL Local and Provincial Results (page 31)
- Division and school leadership teams will continue to guide the review and analysis of PATs and Diploma results with staff to develop strategies to improve instruction. Hence, the deviation in school-awarded marks and provincial assessment will remain under 10%.
- Review procedures around absent students and ensure all school admin teams are fully aware of the opportunities and flexibility for students to write PATs upon their return.
- Provide PD time for school administrators and senior admin to analyze PAT and Diploma results and gather insights around areas of celebration, challenges and opportunities.

Domain Two - Provincial & Local Strategies

- Through LSTs, identify EAL 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, EAL 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 5 (Engagement) and 6 (Identity).
- New curriculum implementation. Although the new curriculum implementation is not for all grade levels, the implementation process for the K-6 is providing teachers with different resources and learning tasks.

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

Grade 6

- Results for students by program indicate an overall strength in Acceptable Standard except for Math for all 3 programs and Social for Inclusive Education students.

		Acceptable Standard		Standard of Excellence	
		ECCS	Prov.	ECCS	Prov.
ELAL	Regular	92%	86%	14%	18%
	EAL	80%	70%	0%	9%
	Incl. Ed	80%	61%	7%	5%
Social	Regular	90%	82%	23%	27%
	EAL	80%	69%	0%	17%
	Incl. Ed	63%	59%	13%	11%
Math	Regular	72%	65%	17%	19%
	EAL	46%	58%	9%	17%
	Incl. Ed	33%	39%	7%	8%
Science	Regular				
	EAL				
	Incl. Ed				

- Results for FNMI students are not available because of the small number of students writing the exams.

Grade 9

- Results for students by program indicate an overall strength in Acceptable Standard except for Math for all 3 programs and Science for EAL students.

		Acceptable Standard		Standard of Excellence	
		ECCS	Prov.	ECCS	Prov.
ELA	Regular	91%	87%	11%	15%
	EAL	100%	66%	0%	6%
	Incl. Ed	79%	65%	0%	5%
Social	Regular	79%	76%	23%	23%
	EAL	75%	57%	13%	13%
	Incl. Ed	65%	53%	10%	11%
Math	Regular	73%	64%	21%	18%
	EAL	43%	53%	0%	14%
	Incl. Ed	44%	37%	0%	7%
Science	Regular	82%	85%	24%	28%
	EAL	63%	69%	13%	17%
	Incl. Ed	70%	65%	20%	13%

- Results for FNMI students show strength in all subjects except for Math.
 - ELA 9: 100% Acceptable Standard, 14% Standard of Excellence
 - Social 9: 71% Acceptable Standard, 14% Standard of Excellence
 - Math 9: 43% Acceptable Standard, 14% Standard of Excellence
 - Science 9: 71% Acceptable Standard, 29% Standard of Excellence

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

Grade 12

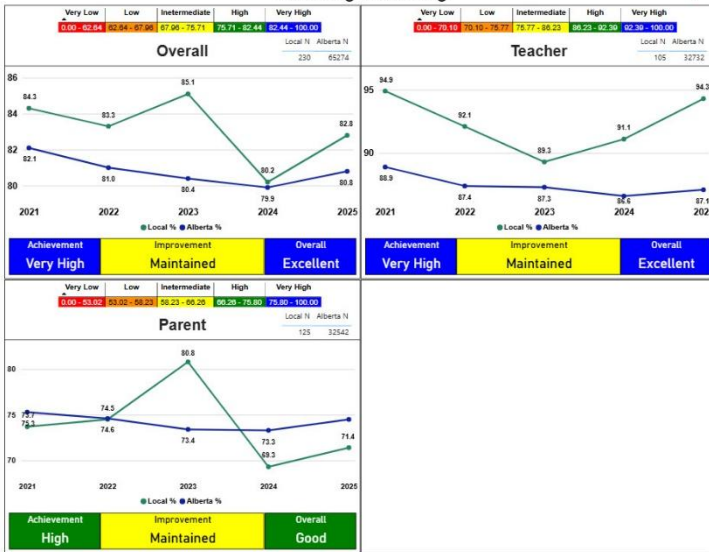
- Discrepancy between school awarded and diploma exam marks remains an area of focus.

	% School Awarded Mark is higher than Diploma exam mark
ELA 30-1	13%
ELA 30-2	7%
Social 30-1	19%
Social 30-2	11%
Math 30-1	27%
Math 30-2	17%
Biology 30	13%
Chemistry 30	18%
Physics 30	27%
Science 30	6%

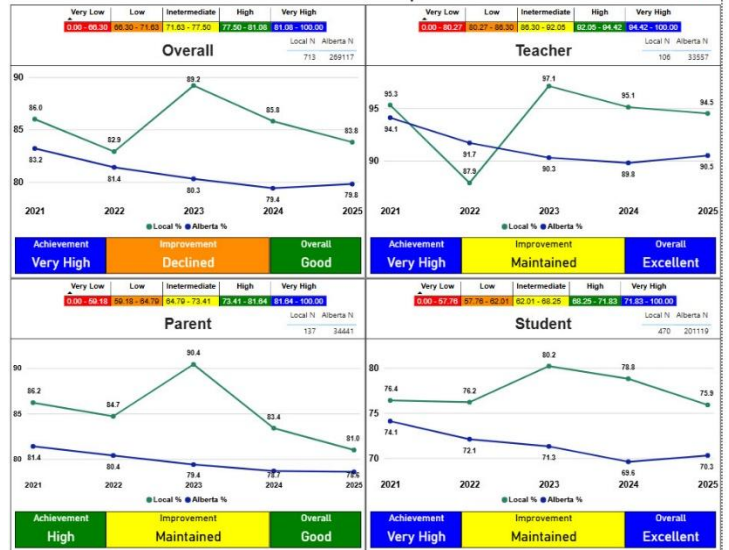
- Results for EAL students are not available for most subjects due to the small number of students writing. Across all exams, the results are 68% Acceptable Standard and 5% Standard of Excellence. Chemistry 30 had 6 students write and the results were 67% Acceptable Standard and 0% Standard of Excellence.
- Results for FNMI students are not available for most subjects due to the small number of students writing. Across all exams, the results are 90% Acceptable Standard and 11% Standard of Excellence. ELA 30-2 had 7 students write and the results were 100% Acceptable Standard and 14% Standard of Excellence.

Grade 1-3- Literacy & Numeracy Assessments			
	Grade 1	Grade 2	Grade 3
Approved screening assessments	Literacy: Provincial Screeners Numeracy: Provincial Screener	Literacy: Provincial Screeners Numeracy: Provincial Screener	Literacy: Provincial Screeners Numeracy: Provincial Screener
Number of students assessed at beginning of school year	155	118	148
Number of students identified as being at risk at the beginning of school year	27	21	42
Number of students identified as being at risk at the end of the school year	24	15	44
Summary of support strategies used for students identified as being at-risk	-The use of digital platforms to reinforce concepts -Small group instruction - Some schools had a dedicated intervention facilitator	-The use of digital platforms to reinforce concepts -Small group instruction - Some schools had a dedicated intervention facilitator	-The use of digital platforms to reinforce concepts -Small group instruction - Some schools had a dedicated intervention facilitator

Lifelong Learning



Citizenship



Local Survey Feedback - Domain Three: Teaching & Leading			
Students Grade 4-6			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#13	My teacher cares about me.	339	96%
#14	My teacher regularly uses technology for teaching.	339	98%
#15	My teacher gives me extra help if I need it.	339	95%
#16	I know that my teacher wants me to do my best work.	339	98%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#14	How satisfied are you with the different teaching methods your teacher uses to help you learn?	Gr 7-9 382	87%
#17		Gr 10-12 282	80%
#15	How satisfied are you with the teacher treating students with dignity and respect?	Gr 7-9 382	87%
#18		Gr 10-12 282	85%
#16	How satisfied are you with the teacher challenging you to do your best at school?	Gr 7-9 382	92%
#19		Gr 10-12 282	89%
#17	How satisfied are you with the help and support you receive from teachers to assist you in learning?	Gr 7-9 382	90%
#20		Gr 10-12 282	84%
Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#6	How satisfied are you with the school's implementation of the new curriculum? (only those implementing the new elementary curriculum)?	58	93%
#7	How satisfied are you with the school-level professional development, resources and support offered to help you incorporate Indigenous culture and perspectives?	98	95%
#8	How satisfied are you with the school-level implementation of Third Path strategies to improve stakeholder relationships?	98	95%
#9	How satisfied are you with the school-level instructional and assessment resources to support numeracy?	98	88%
#10	How satisfied are you with your ability and skills to integrate technology in a way that enhances instruction, assessment and student learning?	98	95%
#11	How satisfied are you with the school-level literacy instructional and assessment resources?	98	88%
#12	How satisfied are you with the opportunities to collaborate with staff across the division using tools such as Google Drive and Google Chat?	98	85%
#13	How satisfied are you with the effectiveness of Google Drive and Google Chat in supporting collaboration and communication with staff across the division?	98	76%
#14	How satisfied are you that the TQS and Professional Growth Plan evaluation and supervision process?	98	97%
#15	(Intended for first and second -year teachers participating in the NTO program). How satisfied are you with the New Teacher Orientation Program?	11	91%
#16	How satisfied are you with the school- based mentorship support for planning, classroom management, instruction, and assessment practices? (1 st & 2 nd year teachers only)	18	94%
#17	How satisfied are you with the opportunity to analyze data to collaboratively develop school goals, strategies and performance measures at your school?	98	93%
#18	How satisfied are you with the school-level support in encouraging continuous improvement and professional growth?	98	96%



Domain Three - Teaching & Leading

AEAM - Education Quality

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	89.3	89.0	91.6	88.1	89.6	87.6	89.8	87.7
Parent	85.7	86.1	89.2	84.4	84.3	83.8	84.0	84.3
Student	86.9	85.9	88.9	85.7	88.8	84.9	88.5	84.8
Teacher	95.1	95.0	96.5	94.4	95.7	93.9	97.0	93.9

AEAM - In-Service Jurisdictional Needs

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	75.7	83.7	71.2	82.2	70.1	81.1	81.4	81.7
Teacher	75.7	83.7	71.2	82.2	70.1	81.1	81.4	81.7

AEAM - Satisfaction with Program Access

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	72.6	72.6	73.8	72.9	72.8	71.9	72.3	72.1
Parent	68.2	67.4	75.8	68.4	64.5	67.8	67.8	68.4
Student	76.9	73.5	75.3	74.3	78.5	73.0	76.5	73.8
Teacher	72.7	77.0	70.4	76.0	75.2	74.8	72.6	74.1

Domain Three - Provincial & Local Performance Measure Insights

- Stakeholders have consistently indicated satisfaction with the measure of Education Quality, with the overall result being 90%
- There has been an 11% improvement in the measure of In-Service Jurisdiction Needs.
- Overall results for Satisfaction with Program Access have remained consistently in the low 70%, with parent satisfaction being the lowest in the past two years (65% and 68% respectively). The main concerns for parents are academic and career counselling (56% and 50% respectively). However, our Local Survey question of how satisfied are you with the information and resources provided to help your grade 10-12 child explore career options has an 82% satisfaction.
- Local survey results are showing strong satisfaction around technology inclusion in the classrooms.
- The Division has created an Artificial Intelligence Procedure.

Local Survey Feedback - Domain Three: Teaching & Leading			
Support Staff			
Question Number	Question Stem	Number of Respondents	% Satisfied/Very Satisfied
#9	How satisfied are you with the resources available at your school to help you do your job?	68	74%
#10	How satisfied are you with the opportunities to learn new, or enhance current, skills for your job?	68	72%
#11	How satisfied are you with the school-level collaboration with staff?	68	81%
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?	354	92%
#16	How satisfied are you with the resources available at the school for teaching and learning?	354	92%
#17	Overall, I am satisfied with how the staff at this school work together to help my child.	354	92%
#18	Does your child's school provide diverse programming and a wide variety of learning opportunities?	354	86%



Domain Three - Teaching & Leading

Domain Three - Provincial & Local Strategies

- Expansion of option courses, especially for CTF/CTS Trailer – leatherworking, robotics, sewing.
- Professional Learning Network (PLN) implementation will provide opportunities for teachers to direct their own learning and collaborate with their peers division-wide.
- Explore ways to incorporate Support Staff professional development time into the calendar so LSTs are able to design PD opportunities for EAs.
- Support Staff will participate in, and collaborate around, the Third Path Framework.
- Continue to collaboratively design a division calendar alignment to accommodate common professional development opportunities for instructional and support staff.
- New curriculum implementation. As teachers develop lessons with high quality tasks from the different resource sites shared with them, students should find their schoolwork more interesting, challenging, and useful.
- Divisional implementation of a Learning Management System (LMS)- Canvas for core course design to address high school staffing challenges. Blended course development provides an opportunity to develop program delivery models that align to current instructional design practices, enhance program flexibility, improve student engagement and course completion rates.
- 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.

AEAM - In-Service Jurisdictional Needs



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

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

AEAM - Education Quality



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

AEAM - Satisfaction with Program Access



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.	348	89%
#8	I feel safe at school.	319	94%
#9	People treat each other with respect in this school.	348	84%
#10	Do you feel the playground is welcoming to all students?	299	90%
#11	I am treated fairly by adults in the school.	348	92%
#12	Are you satisfied with the availability of the Family School Liaison Worker services at your school?	348	93%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#18	How satisfied are you with the caring atmosphere in your school?	Gr 7-9 382	82%
#21	How satisfied are you with the overall environment and culture of your school?	Gr 10-12 282	83%
#19	How satisfied are you with being treated fairly by adults in the school?	Gr 7-9 382	85%
#22	How satisfied are you with how well adults at the school treat all students with kindness and respect?	Gr 10-12 282	83%
#20	How satisfied are you with students respecting one another in school?	Gr 7-9 382	74%
#23	How satisfied are you with the school's effort to encourage respectful interactions among students?	Gr 10-12 282	85%
#21	How satisfied are you with the school being a safe place?	Gr 7-9 382	87%
#24	How satisfied are you with the school's ongoing effort to improve and maintain a safe learning environment?	Gr 10-12 282	88%
#22	How satisfied are you that the school promotes physical activity, health, and wellness?	Gr 7-9 382	93%
#25		Gr 10-12 282	87%
#23	How satisfied are you with your opportunity to use computers and other technologies to help you complete your schoolwork?	Gr 7-9 382	95%
#26		Gr 10-12 282	91%
#24	How satisfied are you with your skills to use technology to improve learning?	Gr 7-9 382	94%
#27		Gr 10-12 282	91%



Domain Four - Learning Support

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

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	86.9	86.1	91.2	84.7	88.8	84.0	86.7	84.4
Parent	88.0	86.9	93.6	85.6	88.6	85.3	86.5	85.2
Student	81.3	77.7	83.4	76.6	82.1	75.2	79.2	75.7
Teacher	91.4	93.6	96.5	91.0	95.7	91.6	94.4	92.3

AEAM - Safe & Caring

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	90.3	88.8	92.6	87.5	91.1	87.1	89.7	87.3
Parent	90.8	89.5	95.2	88.1	90.5	88.0	89.4	87.9
Student	85.7	82.5	86.6	81.5	86.3	80.4	84.0	80.6
Teacher	94.3	94.3	96.0	93.0	96.6	92.9	95.6	93.4

AEAM - Access to Supports & Services

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	81.0	81.6	84.1	80.6	84.2	79.9	81.8	80.1
Parent	75.9	77.4	85.3	75.7	81.3	75.4	77.3	75.5
Student	81.6	80.1	83.9	79.9	83.4	78.7	81.3	78.7
Teacher	85.5	87.3	83.2	86.2	87.8	85.6	86.9	86.0

AEAM - Program of Studies - Students at Risk

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	81.9	81.9	85.9	81.2	84.1	80.6	82.1	80.5
Parent	74.8	75.3	85.1	73.7	78.5	73.5	75.0	73.5
Student	81.6	80.1	83.9	79.9	83.4	78.7	81.3	78.7
Teacher	89.3	90.3	88.8	89.9	90.4	89.5	89.9	89.4

Local Survey Feedback - Domain Four: Learning Support			
Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/Very Satisfied
#19	How satisfied are you with the school-level resources, support and professional development to develop and implement assessment strategies aligned with current best practice research standards?	98	89%
#20	How satisfied are you with the school-level access to technology required to complete your assigned work?	98	88%
#21	How satisfied are you with your ability to improve learning opportunities for students through the use of technology	98	87%
#22	How satisfied are you with the school-level resources available for teaching and learning?	98	86%
#29	How satisfied are you with the level of support and resources available for meeting the needs of students with special needs in your classroom?	96	75%
#30	How satisfied are you with the school-level resources and support offered to help all students achieve success?	96	71%
#31	How satisfied are you with your school's access to student support services provided by non-school agencies or specialists?	98	84%
#32	How satisfied are you with the student support services available at the school?	96	85%
#33	How satisfied are you that the school environment is physically and emotionally safe?	96	98%
#34	How satisfied are you that the school promotes physical activity, health and wellness?	96	96%

Domain Four - Provincial & Local Performance Measure Insights

- The measure of Welcoming, Caring, Respectful and Safe Learning Environments has strong overall results of 87% but there is a concern with the student results being at 79%. Student results on Local Survey questions around being treated with respect are higher (84% Grade 4-6, 74% Grade 7-9 and 85% Grade 10-12)
- Safe and Caring results are strong with an overall satisfaction of 90% and all stakeholders are 84% or better.
- Access to Supports & Services have strong overall results of 82% with parents showing a concern at 77%. Parent results on Local Survey questions are strong around their child is receiving suitable services to support their learning (86%) and the support provided for their child's success (90%).
- The measure of Program of Studies – At Risk Students has strong overall results of 82% with parents showing a concern at 75%.

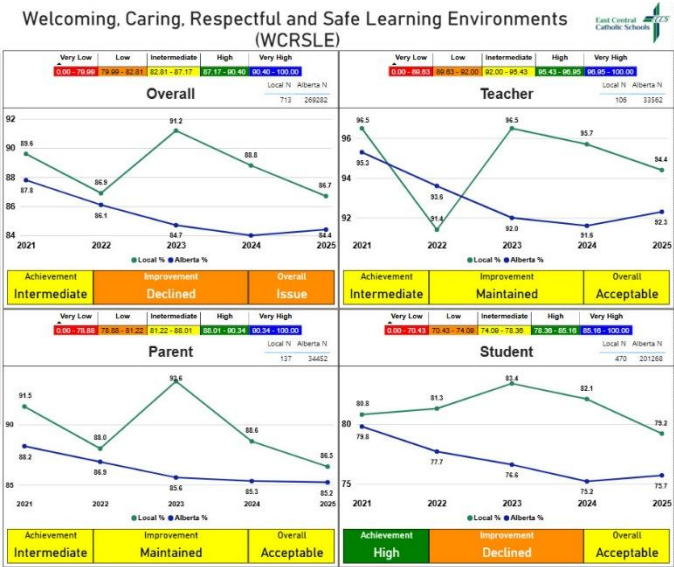
EAL Results

- Overall strength in Grade 6 Acceptable Standard, except for Math.
 - ELAL 86%
 - Social 83%
 - Math 29%
 - Science was not written
- Grade 9 ELA results were outstanding with 100% achieving Acceptable Standard. Math results are low with only 43% achieving Acceptable Standard.
- The number of EAL students writing diploma exams is low so specific subject information is not available. However, the overall results are 68% for Acceptable Standard and 5% Standard of Excellence.

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 submitted an application to participate in the ISSP program with Clearview School Division in Stettler.
- Third Path implementation of the Engagement and Identity conditions should enhance the classroom and school environment, so students feel more respected, cared about and that they belong.
- The Division implemented Student Aware as a protection of students online safety.

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

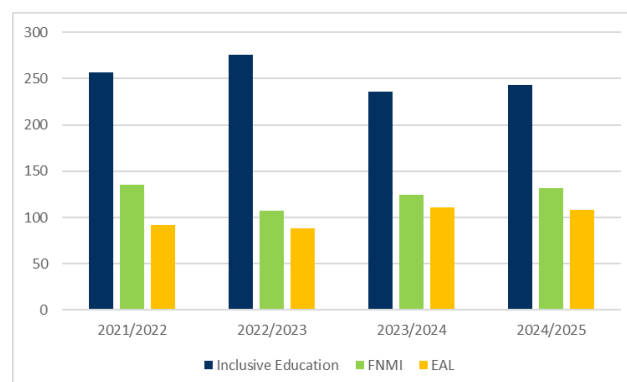


Local Survey Feedback - Domain Four: Learning Support			
Support Staff			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#12	How satisfied are you with the school-level resources and support offered to help all students succeed?	67	79%
#13	How satisfied are you with the school's ongoing effort to improve and maintain a safe learning environment?	67	96%
#14	How satisfied are you that the school promotes physical activity, health and wellness?	67	97%
#15	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?	354	92%
#20	How satisfied are you that your child's school environment is safe?	354	92%
#21	How satisfied are you with your child's learning opportunities around Indigenous culture and perspective?	354	94%
#22	How satisfied are you that your child's teachers use methods that help your child learn?	354	91%
#23	How satisfied are you that the school promotes physical activity, health and wellness?	354	95%
#24	How satisfied are you with the information and resources provided to help your grade 10-12 child explore career options?	354	82%
#25	I believe my child is receiving suitable types of services to support their specific learning needs.	354	86%
#26	How satisfied are you with the school's support of your child's success in school?	354	90%

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

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

ECCS Inclusive Ed, FNMI & EAL Enrollment Trends



Local Survey Feedback - Domain Five: Governance			
Students Grade 4-6			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#17	I would recommend my school to a friend.	399	94%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#25	The school community, staff and learning environment make my school a place worth recommending.	Gr 7-9 380	89%
#28		Gr 10-12 281	84%
Teachers			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#35	How satisfied are you with your school leadership team's Assurance Planning engagement sessions?	95	94%
#36	How satisfied are you with your school being a good place to teach, learn and grow?	95	91%
#37	How satisfied are you that your schools is responsive and responsible for supporting your community's unique teaching and learning needs?	95	91%
#38	How satisfied are you with the communication provided about the School Division and its operation?	95	99%
#39	How satisfied are you with the level and timeliness of technical support provided by theDivision?	95	88%
Support Staff			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#16	How satisfied are you with your school leadership team's Assurance Planning engagement sessions?	67	85%
#17	How satisfied are you that the School Division is responsive and responsible for supporting the unique teaching and learning communities across the Division?	67	82%
#18	How satisfied are you with the communication of information provided about the school Division and its operations?	67	91%
#19	How satisfied are you with the quality of technical support provided by the division?	67	91%
#20	How satisfied are you with the clarity of your job duties and responsibilities?	67	82%
#21	How satisfied are you with the appreciation your receive for the job you do?	63	83%
#22	How satisfied are you with the support you receive to do your job?	67	79%
#23	How satisfied are you with the feedback you receive to improve your work?	67	84%



Domain Five - Governance

AEAM - Parental Involvement

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	75.6	78.8	80.8	79.1	79.6	79.5	76.2	80.0
Parent	70.9	72.3	76.2	72.5	76.8	74.4	67.4	75.6
Teacher	80.2	85.2	85.4	85.7	82.4	84.6	85.1	84.3

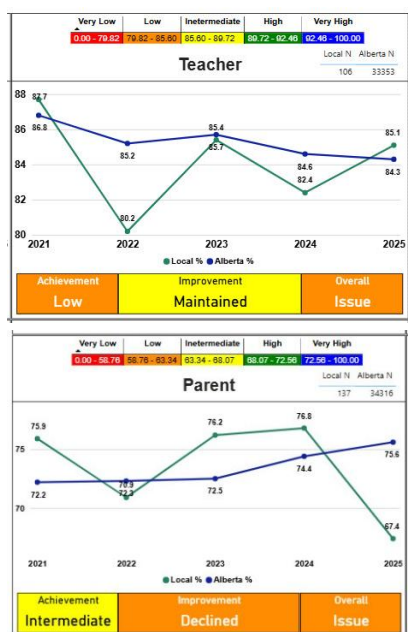
AEAM - School Improvement

	2021/ 2022		2022/ 2023		2023/ 2024		2024/ 2025	
	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %	ECCS %	AB %
Overall	73.7	74.2	83.1	75.2	81.2	75.8	82.1	76.6
Parent	68.3	70.0	83.6	72.5	78.5	75.2	80.5	76.4
Teacher	72.5	76.3	78.6	78.0	80.2	78.2	83.2	79.1

Domain Five - Provincial & Local Performance Measure Insights

- The measure of Parental Involvement shows a concern with the overall results being 76% and the parent response being 67%. However, in looking at a similar question on our Local Survey, how satisfied are you that the school considers, respects and values your input, has a satisfaction of 92%.
- There is an increase in the results for the measure of School Improvement.
- Local Survey results are very strong with all stakeholders.

AEAM - Parental Involvement

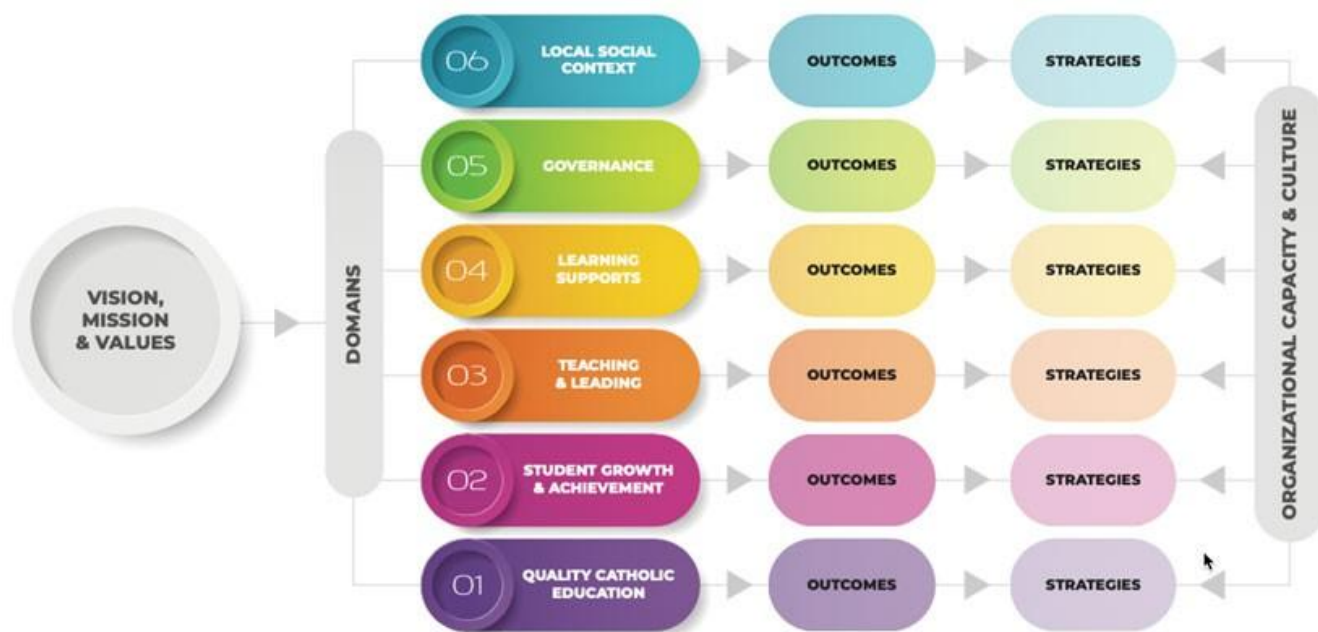


Local Survey Feedback - Domain Five: Governance			
Parents			
Question Number	Question Stem	Number of Respondents	% Satisfied/ Very Satisfied
#27	How satisfied are you that the school considers, respects, and values your input?	354	92%
#28	How satisfied are you that there are opportunities for your involvement in decisions that affect education in your child's school?	354	86%
#29	How satisfied are you with the communication of information between school and home?	354	91%
#30	How satisfied are you that the school council plays a meaningful role in the school community?	354	94%
#31	How satisfied are you with the communication of information provided about the School Division and its operations?	354	95%
#32	How satisfied are you that the School Division is responsive and responsible for supporting the unique teaching and learning environments in your community?	354	91%
#33	How satisfied are you that the School Division is a good place for children to learn and grow?	354	95%
#34	The school community, staff and learning environment make my child's school a place worth recommending.	354	95%

Domain Five - Provincial & Local Performance Measure Strategies

- Explore ways to incorporate Support Staff PD time into the calendar so school admin teams can schedule PD time with support staff.
- Continue the intentional use of various media platforms to promote the Division and the individual schools.
- Utilize stakeholder engagement sessions around the Assurance Plan.
- Explore ways to increase the completion of parent surveys.
- School administration continue to use the Assurance Presentation Templates to report and share assurance and education planning progress with stakeholders.
- Continue to collaborate with transporting boards, government, transportation companies, and local bus drivers to develop a sustainable cost-effective transportation service 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.

EAST CENTRAL CATHOLIC STRATEGIC PLANNING FRAMEWORK



Stakeholder Feedback - Domain Six: Local Societal Context			
Students Grade 4-6			
Question #	Question Stem	Number of Respondents	% of Respondents
#1	What school do you attend?	353	100%
	Blessed Sacrament School	105	30%
	Blessed Sacrament Outreach School	0	0%
	St. Jerome School	95	27%
	St. Thomas Aquinas School	43	12%
	Theresetta School	22	6%
	Christ-King School	42	12%
	School of Hope	37	10%
	Hope Home Schooling	9	3%
Students Grade 7-12			
Question Number	Question Stem	Number of Respondents	% of Respondents
#1	What school do you attend?	(7-9) 390	100%
		(10-12) 291	100%
	Blessed Sacrament School	(7-9) 149	38%
		(10-12) 111	38%
	Blessed Sacrament Outreach School	(7-9) 0	0%
		(10-12) 9	3%
	St. Jerome School	(7-9) 83	21%
		(10-12) 69	24%
	St. Thomas Aquinas School	(7-9) 44	11%
		(10-12) 35	12%
	Theresetta School	(7-9) 21	5%
		(10-12) 0	0%
	Christ-King School	(7-9) 40	10%
		(10-12) 0	0%
	School of Hope	(7-9) 49	13%
		(10-12) 57	20%
	Hope Home Schooling	(7-9) 4	1%
		(10-12) 8	3%
Teachers			
Question Number	Question Stem	Number of Respondents	% of Respondents
#1	What school do you currently teach at?	101	100%
	Blessed Sacrament School	25	25%
	Blessed Sacrament Outreach School	2	2%
	St. Jerome School	21	21%
	St. Thomas Aquinas School	13	13%
	Theresetta School	8	8%
	Christ-King School	11	11%
	School of Hope	18	18%
	Hope Home Schooling	3	3%

Domain Six - Provincial & Local Performance Measure Insights

- Q-17 on the local assurance surveys, 94% of **4-6 students** would recommend their school to another friend.
- Q-25 on the local assurance surveys, 89% of **7-9 students** would recommend their school to another friend.
- Q-28 on the local assurance surveys, 84% of **10-12 students** would recommend their school to another friend.
- Q-36 on the local assurance surveys, 91% of **teachers** agree with their school being a good place to teach, learn and grow?
- Q-6 on the local assurance surveys, 91% of **support staff** agree with their school being a good place to teach, learn and grow.
- Q-34 on the local assurance surveys, 95% of **parents** would recommend their school to another parent.
- Mental health and wellness challenges varied across the Division.
- The availability of substitute teachers across the Division.
- It is difficult to recruit and hire teachers, specialized high school teachers and qualified wrap around support services (LST, FSLW, AHS) personnel in small rural communities.
- The availability and long-term sustainability of rural and in-town transportation services vary from community.
- The availability of transportation personnel across the division.

Domain Five - Provincial & Local Performance Measure Strategies

- The Division is continuing to explore the development of an administrative procedure (AP) for non-instructional staff to supervise classrooms in the absence of certified teaching staff.
- The Division and school leadership teams will continue to focus on professional development opportunities that align with instructional design practices that improve face-to-face and blended learning environments.
- Standardized instructional design support for the implementation of the new Alberta curriculum.
- 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 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.

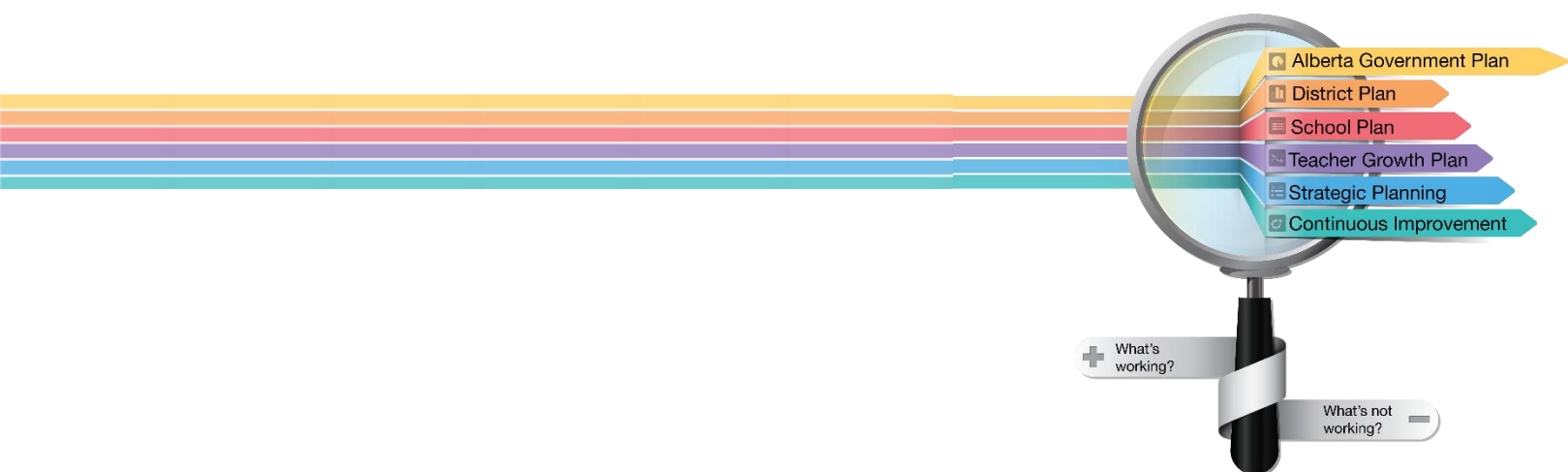
Stakeholder Feedback - Domain Six: Local Societal Context			
Support Staff			
Question Number	Question Stem	Number of Respondents	% of Respondents
#1	Where do you currently work?	72	100%
	Blessed Sacrament School	20	28%
	Blessed Sacrament Outreach School	1	1%
	St. Jerome School	18	25%
	St. Thomas Aquinas School	8	11%
	Theresetta School	6	8%
	Christ-King School	12	17%
	School of Hope	6	8%
	Hope Home Schooling	1	1%
Parents			
Question Number	Question Stem	Number of Respondents	% of Parents
#1	What school does your child attend?	358	100%
	Blessed Sacrament School	115	32%
	Blessed Sacrament Outreach School	11	3%
	St. Jerome School	118	33%
	St. Thomas Aquinas School	42	12%
	Theresetta School	28	8%
	Christ-King School	44	12%



Domain Six - Local Societal Context

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

- 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 2024-25 Detailed Budget Report or may be requested from the Division Office at:

Mary Ann Threinen - Secretary-Treasurer

780-842-3992

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

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

Revenue \$27,496,524

Expenditures \$29,485,027

Deficit \$1,988,503

School Generated Funds		
	2025	2024
School Generated Funds, Beginning of Year	\$ 413,608	\$ 504,045
Gross Receipts:		
Fees	237,053	178,299
Fundraising	195,152	194,155
Gifts and donations	67,251	79,792
Grants to schools	-	-
Other sales and services	136,180	152,720
Total gross receipts	635,636	413,608
Total Related Expenses and Uses of Funds	298,957	385,755
Total Direct Costs Including Cost of Goods Sold to Raise Funds	286,696	309,648
School Generated Funds, End of Year	\$ 463,591	\$ 413,608
Balance included in Deferred Contributions*	\$ 40,273	\$ 39,085
Balance included in Accounts Payable**	\$ 8,335	\$ 13,016
Balance included in Accumulated Surplus (Operating Reserves)**	\$ 414,983	\$ 361,507

VARIANCE ANALYSIS (FOR INFORMATION ONLY - NOT PART OF FINANCIAL STATEMENTS)

For the Year Ended August 31, 2025 (in dollars)

1. Revenues and Expenses

	2025 Actual	2025 Budget	Variance Amount	Variance %	Variance Explanation (higher than 10% or \$500K; or lower than - 10% or -\$500K)
Government of Alberta	\$ 24,551,849	\$ 23,998,210	\$ 553,639	2%	Enrolment increased more than expected, generating a \$301,778 additional in Alberta Education grants which will be paid out over the 2025-2026 school year.
Federal Government and other government grants	-	-	-	-	
Property taxes	1,547,728	1,450,000	97,728	7%	
Fees	251,872	183,000	68,872	38%	Budgeted 183,000 for 24-25, actual 23-24 fees were 216,672. Budget should have been at least 216,672 (33,672 higher) One school brought back the the opportunity to attend Oiler/Oil King hockey trips; increased sales by \$6,350. Another school increased interest in Options by updating projects, increasing Option fees by \$6,100. For example, Industrial Arts option fees increased by \$900 and Woods option by \$1,070. One school lacks gym space so utilized local community venue; fees increased by \$5,880 (to cover transportation and other costs). They also chartered ski trips , fees increased \$8,900 because four trips instead of three and charter buses rather than school buses.)
Sales of services and products	157,176	147,145	10,031	7%	
Investment income	248,903	250,000	(1,097)	0%	
Donations and other contributions	299,707	276,991	22,716	8%	
Other revenue	6,343	8,500	(2,157)	-25%	Budget facility rentals of \$8,500; actual was \$5,143. Received a stipend of \$1,200 from a third party for a service provided.
Total Revenues	27,063,578	26,313,846	749,732	3%	
Expense by Programs					
Instruction - ECS	\$ 1,029,207	\$ 751,928	\$ 277,279	37%	More PUF, K-Severe moderate Language delay children so increased the number of EA for increase of wages/benefit cost by 171,051. Increased teacher FTE 1.0 - wages/benefits
Instruction - Grades 1 - 12	20,949,603	20,890,281	59,322	0%	
Operations and maintenance	4,302,066	4,237,964	64,102	2%	
Transportation	733,852	762,572	(28,720)	-4%	
System administration	1,303,711	1,278,866	24,845	2%	
External services	131,264	137,213	(5,949)	-4%	
Total Expenses	28,449,703	28,058,824	390,879	1%	
Annual Operating Surplus /(Deficit)	\$ (1,386,125)	\$ (1,744,978)	358,853	-21%	Additional funding resulting from enrolment increases revenues \$301,778 reduced the projected deficit.

2. Key Financial Position

	2025 Actual	2024 Actual	Variance Amount	Variance %	Variance Explanation (higher than 10% or \$500K; or lower than -10% or -\$500K)
Cash and cash equivalents	\$ 5,668,476	\$ 7,202,577	\$ (1,534,101)	-21%	Submitted a deficit budget. Used cash reserves to pay for salary, benefits, operating and capital asset expenditures. Use of cash reserves draws down cash and bank account balances.
Accounts receivable (net after allowances)	1,139,874	763,349	376,525	49%	Actual enrolment higher than 2024-2025 projected enrolments. \$301,778 in 2024-2025 grants will be paid over 12 months of the 2025-2026 school year. Previously, the division owed Alberta Education money because the division budgeted enrolment was higher than actual enrolment.
Accounts payable and accrued liabilities	1,088,252	1,016,871	71,381	7%	
Unspent deferred contributions	1,921,815	2,250,028	(328,213)	-15%	IMR expenditures of \$522,814. The 24-25 grant was \$213,832. Drew-down deferred IMR by \$308,982. CMR additions \$345,278. The 24-25 grant was \$278,140; drew-down deferred CMR by \$ 67,138 Total draw-down in IMR and CMR is 376,120.
Tangible capital assets	43,541,219	45,386,718	(1,845,499)	-4%	Additional Capital Assets 958,774. Amortization - 2,755,759. Loss on Disposal - 48,514. Change of -1,845,499 (Amortization > Capital Additions)
Spent deferred capital contributions	37,884,543	39,158,094	(1,273,551)	-3%	Capital Assets purchased with grants 915,649 Amortization of NBV of all Capital assets purchased with specific grants - 2,189,200. Net Book Value (NBV) of supported Capital Assets decreased by 1,273,551

3. Reserves

	2025 Actual	2025 Spring Budget	Variance Amount	Variance %	Variance Explanation
ASO	\$ 3,268,811	\$ 2,248,004	\$ 1,020,807	45%	The 2024-2025 deficit was 358,853 less than budgtd so Operating Reserves did not decline by \$358,853. Operating Surplus Reserve \$200,000 were not transferred to Capital Reserve in November 2024 as budgeted. Operating Surplus Reserve \$200,000 have not trnsferred to Capital Reserve during the 2024-2025 school Year. Above Variance 358,853+200,000+200,000 = 758,853.
Capital Reserves	691,007	1,089,007	(398,000)	-37%	Transfer of \$200,000 of operating surplus reserves to capital reserves in 2023-2024 deferred and transfer of \$ 200,000 of operating surplus reserves to capital reserves in 2024-2025 has not yet occurred, therefore, capital reserves remain at \$691,007.

4. Childcare Revenue

	2025 Actual	2024 Actual	Variance Amount	Variance %	Please provide details regarding the funding source, type of grant, and any other relevant information.
Alberta Education and Childcare	87308	74103	\$ 13,205	18%	\$7,000 due to the Affordability Grant rate increases. (In April, 2025 the Affordability grants increased from 75/eligible preschool in the child twice/week program to \$100/month; the once/week program grant increased from \$45 to \$78/month. Children must attend regularly to be eligible for the Affordability grant.) 6,205 increase due to increase in number of children and due to increase in other elements of the Affordability grant

Assurance Communication

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

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

Whistleblower Protection

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

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

Alberta Education Measurement Evaluation Reference

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

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

Notes:

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

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

Improvement Table:

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

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

Evaluation Table

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

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

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

Category Evaluation:

Category Evaluation

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

Fall 2025 Alberta Education Supplemental Measures Summary

Measure	East Central Alberta Catholic			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+Exams)	35.9	35.4	35.4	54.5	52.7	52.7	Very Low	Maintained	Concern
Drop Out Rate	3.7	6.3	4.9	2.4	2.5	2.4	High	Improved	Good
In-Service Jurisdiction Needs	81.4	70.1	72.3	81.7	81.1	82.3	Low	Improved	Acceptable
Lifelong Learning	82.8	80.2	82.9	80.8	79.9	80.4	Very High	Maintained	Excellent
Program of Studies	77.9	80.5	79.5	83.0	82.8	82.9	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	82.1	84.1	84.0	80.5	80.6	81.2	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	70.2	73.5	75.9	69.4	70.7	70.9	High	Declined	Acceptable
Safe and Caring	89.7	91.1	91.3	87.3	87.1	87.8	Very High	Declined	Good
Satisfaction with Program Access	72.3	72.8	73.1	72.1	71.9	72.5	Low	Maintained	Issue
School Improvement	82.1	81.2	79.3	76.6	75.8	75.1	Very High	Improved	Excellent
Transition Rate (6 yr)	58.1	67.4	63.3	59.9	60.1	60.0	Intermediate	Maintained	Acceptable
Work Preparation	87.0	80.2	84.8	83.7	82.8	83.6	Very High	Maintained	Excellent

Provincial Achievement Test Results by Percentage & Students Enrolled.		East Central Alberta Catholic					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
English Language Arts & Lit 6	Acceptable Standard %	n/a	n/a	n/a	n/a	74.7	n/a	n/a	n/a	n/a	69.1
	Standard of Excellence %	n/a	n/a	n/a	n/a	9.6	n/a	n/a	n/a	n/a	12.7
Mathematics 6	Acceptable Standard %	n/a	n/a	n/a	n/a	54.1	n/a	n/a	n/a	n/a	53.1
	Standard of Excellence %	n/a	n/a	n/a	n/a	12.3	n/a	n/a	n/a	n/a	15.1
Social Studies 6	Acceptable Standard %	n/a	69.4	62.3	58.1	71.2	n/a	67.8	66.2	68.5	64.1
	Standard of Excellence %	n/a	18.9	19.5	14.8	17.1	n/a	20.1	18.0	19.8	18.5
English Language Arts & Lit 9	Acceptable Standard %	n/a	59.6	59.2	63.6	65.8	n/a	69.6	71.4	69.5	69.8
	Standard of Excellence %	n/a	6.2	11.2	12.3	6.8	n/a	12.9	13.4	11.8	11.1
K&E English Language Arts 9	Acceptable Standard %	n/a	*	n/a	n/a	n/a	n/a	50.5	50.2	49.6	47.4
	Standard of Excellence %	n/a	*	n/a	n/a	n/a	n/a	5.0	5.7	5.6	5.2
French Language Arts 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	73.5	76.1	76.6	75.2
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	9.9	10.9	10.6	9.3
Français 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	80.0	81.6	83.1	84.8
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	25.0	22.3	19.7	16.4
Mathematics 9	Acceptable Standard %	n/a	48.6	46.7	47.8	48.9	n/a	53.0	54.4	52.7	51.7
	Standard of Excellence %	n/a	8.1	11.2	14.9	12.1	n/a	16.7	13.5	14.0	14.0
K&E Mathematics 9	Acceptable Standard %	n/a	*	n/a	*	*	n/a	55.3	52.7	52.2	49.7
	Standard of Excellence %	n/a	*	n/a	*	*	n/a	11.1	11.3	9.9	11.0
Science 9	Acceptable Standard %	n/a	59.6	63.5	59.6	57.6	n/a	68.0	66.3	67.6	68.6
	Standard of Excellence %	n/a	19.2	16.2	19.9	16.8	n/a	22.6	20.1	20.8	21.1
K&E Science 9	Acceptable Standard %	n/a	*	n/a	*	n/a	n/a	57.8	52.9	52.3	50.3
	Standard of Excellence %	n/a	*	n/a	*	n/a	n/a	11.0	10.9	8.9	7.9
Social Studies 9	Acceptable Standard %	n/a	52.7	55.3	53.7	57.4	n/a	60.8	58.4	60.5	60.5
	Standard of Excellence %	n/a	9.6	16.4	16.7	15.8	n/a	17.2	15.9	15.8	17.1
K&E Social Studies 9	Acceptable Standard %	n/a	*	n/a	n/a	n/a	n/a	53.2	49.6	50.4	50.3
	Standard of Excellence %	n/a	*	n/a	n/a	n/a	n/a	14.1	10.6	11.3	10.6

PAT Results Course by Course Measure Summary by Enrolled with Measure Evaluation		East Central Catholic Schools				Alberta			
		2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	146	71.2	155	60.2	50,053	64.1	59,230	67.4
	Standard of Excellence	146	17.1	155	17.2	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	190	65.8	157	61.4	59,391	69.8	57,676	70.4
	Standard of Excellence	190	6.8	157	11.8	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	n/a	n/a	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	3,134	75.2	3,262	76.4
	Standard of Excellence	n/a	n/a	n/a	n/a	3,134	9.3	3,262	10.7
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	578	84.8	595	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	578	16.4	595	21.0
Mathematics 9	Acceptable Standard	190	48.9	157	47.3	58,911	51.7	57,012	53.5
	Standard of Excellence	190	12.1	157	13.0	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	1	*	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	1	*	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	191	57.6	155	61.6	59,453	68.6	57,692	66.9
	Standard of Excellence	191	16.8	155	18.0	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	n/a	n/a	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	190	57.4	157	54.5	59,472	60.5	57,717	59.4
	Standard of Excellence	190	15.8	157	16.6	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	n/a	n/a	n/a	n/a	1,434	10.6	1,246	10.9

Diploma Exam Results - Data Summary		East Central Alberta Catholic					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
English Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	71.4	72.2	84.4	74.3	n/a	78.8	83.7	84.2	85.3
	Diploma Examination Standard of Excellence	n/a	7.1	4.2	6.5	1.4	n/a	9.4	10.5	10.1	10.9
	School Awarded Acceptable Standard	n/a	100.0	98.6	98.7	100.0	n/a	98.2	98.4	98.6	98.8
	School Awarded Standard of Excellence	n/a	71.4	36.1	35.1	18.6	n/a	44.6	42.4	42.1	42.4
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	66.7	90.0	85.9	90.4	n/a	80.8	86.2	85.7	85.6
	Diploma Examination Standard of Excellence	n/a	0.0	10.0	7.0	17.3	n/a	12.3	12.7	12.9	11.3
	School Awarded Acceptable Standard	n/a	100.0	96.0	94.4	100.0	n/a	96.6	96.7	96.7	97.3
	School Awarded Standard of Excellence	n/a	33.3	36.0	23.9	36.5	n/a	19.9	18.7	19.1	20.1
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	91.9	93.1	95.3	94.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	6.8	6.1	8.6	6.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	99.8	99.4	99.3	99.7
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	65.8	62.3	67.4	64.6
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	98.8	99.2	99.4	99.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	44.2	30.7	26.3	23.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	100.0	99.4
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	72.1	78.0	72.5	74.7
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	38.9	48.8	56.3	53.3	n/a	63.6	70.8	75.4	77.8
	Diploma Examination Standard of Excellence	n/a	5.6	9.8	21.9	13.3	n/a	23.0	29.0	34.9	37.1
	School Awarded Acceptable Standard	n/a	100.0	100.0	100.0	100.0	n/a	95.4	96.1	96.4	96.9
	School Awarded Standard of Excellence	n/a	38.9	43.9	59.4	43.3	n/a	51.6	54.1	54.8	56.5
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	78.3	55.8	53.8	65.5	n/a	61.5	71.1	70.9	73.6
	Diploma Examination Standard of Excellence	n/a	13.0	9.3	6.2	10.9	n/a	11.8	15.2	15.4	17.3
	School Awarded Acceptable Standard	n/a	100.0	95.3	96.9	98.2	n/a	94.3	94.1	94.3	95.5
	School Awarded Standard of Excellence	n/a	34.8	32.6	29.2	30.9	n/a	29.7	29.2	30.9	32.9
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	77.1	72.7	73.3	83.3	n/a	81.5	83.5	85.2	84.6
	Diploma Examination Standard of Excellence	n/a	14.6	25.0	17.8	16.7	n/a	15.8	15.9	18.7	16.8
	School Awarded Acceptable Standard	n/a	100.0	100.0	100.0	100.0	n/a	99.3	99.3	99.3	99.5
	School Awarded Standard of Excellence	n/a	45.8	63.6	48.9	70.8	n/a	50.6	50.0	50.1	51.3
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	85.4	85.7	84.2	82.8	n/a	72.5	78.1	77.6	77.5
	Diploma Examination Standard of Excellence	n/a	19.5	9.1	17.8	17.2	n/a	13.2	12.3	12.7	12.3
	School Awarded Acceptable Standard	n/a	97.6	97.4	100.0	98.9	n/a	97.1	97.0	96.9	97.3
	School Awarded Standard of Excellence	n/a	34.1	42.9	29.7	38.7	n/a	24.7	22.6	23.9	25.4

Diploma Exam Results - Data Summary		East Central Alberta Catholic					Alberta				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Biology 30	Diploma Examination Acceptable Standard	n/a	73.9	70.2	72.7	82.3	n/a	74.3	82.7	83.1	82.7
	Diploma Examination Standard of Excellence	n/a	8.7	21.3	23.6	12.9	n/a	25.2	32.8	33.7	34.8
	School Awarded Acceptable Standard	n/a	100.0	95.7	100.0	98.4	n/a	97.0	97.2	97.3	97.6
	School Awarded Standard of Excellence	n/a	30.4	23.4	34.5	30.6	n/a	51.1	51.6	51.3	54.6
Chemistry 30	Diploma Examination Acceptable Standard	n/a	54.5	61.1	69.0	66.1	n/a	77.1	80.5	82.9	83.8
	Diploma Examination Standard of Excellence	n/a	9.1	16.7	11.9	17.9	n/a	31.1	37.0	38.0	40.6
	School Awarded Acceptable Standard	n/a	100.0	98.1	100.0	96.4	n/a	97.4	97.4	97.4	97.8
	School Awarded Standard of Excellence	n/a	18.2	42.6	57.1	37.5	n/a	56.6	56.3	57.4	57.8
Physics 30	Diploma Examination Acceptable Standard	n/a	66.7	58.3	75.0	41.7	n/a	78.5	82.3	85.1	85.6
	Diploma Examination Standard of Excellence	n/a	11.1	33.3	12.5	8.3	n/a	34.6	39.9	43.1	43.6
	School Awarded Acceptable Standard	n/a	100.0	91.7	100.0	100.0	n/a	97.9	98.1	97.8	98.0
	School Awarded Standard of Excellence	n/a	33.3	50.0	68.8	33.3	n/a	64.0	61.2	60.9	61.6
Science 30	Diploma Examination Acceptable Standard	n/a	62.5	77.8	72.4	77.3	n/a	75.7	79.4	81.3	79.6
	Diploma Examination Standard of Excellence	n/a	0.0	22.2	13.8	18.2	n/a	17.2	23.1	24.6	26.2
	School Awarded Acceptable Standard	n/a	87.5	100.0	96.6	95.5	n/a	96.5	96.2	96.7	97.6
	School Awarded Standard of Excellence	n/a	12.5	33.3	6.9	22.7	n/a	36.8	35.5	36.0	39.4

Diploma Course by Course Summary		East Central Catholic				Alberta			
		2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	70	74.3	75	78.3	35,845	85.3	32,247	83.9
	Diploma Examination Standard of Excellence	70	1.4	75	5.3	35,845	10.9	32,247	10.3
English Language Arts 30-2	Diploma Examination Acceptable Standard	52	90.4	61	88.0	21,398	85.6	18,166	85.9
	Diploma Examination Standard of Excellence	52	17.3	61	8.5	21,398	11.3	18,166	12.8
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	1,234	94.7	1,218	94.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	1,234	6.0	1,218	7.4
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	174	99.4	144	99.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	174	23.0	144	28.5
Mathematics 30-1	Diploma Examination Acceptable Standard	30	53.3	37	52.5	22,680	77.8	20,399	73.1
	Diploma Examination Standard of Excellence	30	13.3	37	15.8	22,680	37.1	20,399	32.0
Mathematics 30-2	Diploma Examination Acceptable Standard	55	65.5	54	54.8	17,430	73.6	15,047	71.0
	Diploma Examination Standard of Excellence	55	10.9	54	7.7	17,430	17.3	15,047	15.3
Social Studies 30-1	Diploma Examination Acceptable Standard	24	83.3	45	73.0	26,238	84.6	24,595	84.4
	Diploma Examination Standard of Excellence	24	16.7	45	21.4	26,238	16.8	24,595	17.3
Social Studies 30-2	Diploma Examination Acceptable Standard	93	82.8	89	84.9	27,021	77.5	22,515	77.8
	Diploma Examination Standard of Excellence	93	17.2	89	13.5	27,021	12.3	22,515	12.5
Biology 30	Diploma Examination Acceptable Standard	62	82.3	51	71.5	25,916	82.7	23,842	82.9
	Diploma Examination Standard of Excellence	62	12.9	51	22.5	25,916	34.8	23,842	33.2
Chemistry 30	Diploma Examination Acceptable Standard	56	66.1	48	65.1	21,438	83.8	19,160	81.7
	Diploma Examination Standard of Excellence	56	17.9	48	14.3	21,438	40.6	19,160	37.5
Physics 30	Diploma Examination Acceptable Standard	12	41.7	14	66.7	11,366	85.6	9,598	83.7
	Diploma Examination Standard of Excellence	12	8.3	14	22.9	11,366	43.6	9,598	41.5
Science 30	Diploma Examination Acceptable Standard	22	77.3	24	75.1	9,027	79.6	8,223	80.3
	Diploma Examination Standard of Excellence	22	18.2	24	18.0	9,027	26.2	8,223	23.9

FNMI Provincial Achievement Test Results - Based on Number Enrolled		East Central Alberta Catholic (FNMI)					Alberta (FNMI)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
English Language Arts & Lit 6	Acceptable Standard %	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	52.0
	Standard of Excellence %	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	5.3
Mathematics 6	Acceptable Standard %	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	30.4
	Standard of Excellence %	n/a	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	4.7
Social Studies 6	Acceptable Standard %	n/a	81.8	*	n/a	*	n/a	46.8	45.3	48.7	43.7
	Standard of Excellence %	n/a	9.1	*	n/a	*	n/a	7.3	6.5	7.3	7.9
English Language Arts & Lit 9	Acceptable Standard %	n/a	*	38.5	*	50.0	n/a	49.4	49.2	49.5	50.7
	Standard of Excellence %	n/a	*	7.7	*	7.1	n/a	3.6	4.4	4.7	4.7
K&E English Language Arts 9	Acceptable Standard %	n/a	*	n/a	n/a	n/a	n/a	46.7	43.8	42.8	43.5
	Standard of Excellence %	n/a	*	n/a	n/a	n/a	n/a	5.0	3.7	4.9	5.3
French Language Arts 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	53.3	65.4	63.8	63.0
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	5.2	4.4	5.6	5.5
Français 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	50.0	75.0	79.2	84.2
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	0.0	10.0	12.5	5.3
Mathematics 9	Acceptable Standard %	n/a	*	30.8	*	20.0	n/a	26.3	28.7	28.7	27.4
	Standard of Excellence %	n/a	*	7.7	*	6.7	n/a	4.1	3.8	4.8	4.7
K&E Mathematics 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	48.1	48.9	43.7	41.5
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	6.0	11.1	6.2	8.5
Science 9	Acceptable Standard %	n/a	*	41.7	*	33.3	n/a	49.3	42.1	46.0	47.7
	Standard of Excellence %	n/a	*	0.0	*	13.3	n/a	8.5	7.1	8.5	8.9
K&E Science 9	Acceptable Standard %	n/a	*	n/a	n/a	n/a	n/a	53.3	48.4	46.6	44.9
	Standard of Excellence %	n/a	*	n/a	n/a	n/a	n/a	9.7	8.2	7.2	6.6
Social Studies 9	Acceptable Standard %	n/a	*	38.5	*	35.7	n/a	34.7	34.1	39.0	38.6
	Standard of Excellence %	n/a	*	15.4	*	7.1	n/a	4.1	4.9	6.3	6.4
K&E Social Studies 9	Acceptable Standard %	n/a	*	n/a	n/a	n/a	n/a	41.3	45.4	46.2	43.1
	Standard of Excellence %	n/a	*	n/a	n/a	n/a	n/a	9.1	7.3	9.4	9.3

FNMI PAT Course by Course Measure Summary						Alberta (FNMI)			
		2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	3	*	n/a	n/a	3,434	43.7	4,444	47.0
	Standard of Excellence	3	*	n/a	n/a	3,434	7.9	4,444	6.9
English Language Arts 9	Acceptable Standard	14	50.0	13	38.5	4,495	50.7	4,420	49.3
	Standard of Excellence	14	7.1	13	7.7	4,495	4.7	4,420	4.5
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	400	43.5	343	43.3
	Standard of Excellence	n/a	n/a	n/a	n/a	400	5.3	343	4.3
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	165	63.0	148	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	165	5.5	148	5.0
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	19	84.2	22	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	19	5.3	22	11.3
Mathematics 9	Acceptable Standard	15	20.0	13	30.8	4,390	27.4	4,279	28.7
	Standard of Excellence	15	6.7	13	7.7	4,390	4.7	4,279	4.3
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	508	41.5	463	46.3
	Standard of Excellence	n/a	n/a	n/a	n/a	508	8.5	463	8.7
Science 9	Acceptable Standard	15	33.3	12	41.7	4,512	47.7	4,429	44.1
	Standard of Excellence	15	13.3	12	0.0	4,512	8.9	4,429	7.8
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	381	44.9	327	47.5
	Standard of Excellence	n/a	n/a	n/a	n/a	381	6.6	327	7.7
Social Studies 9	Acceptable Standard	14	35.7	13	38.5	4,528	38.6	4,446	36.6
	Standard of Excellence	14	7.1	13	15.4	4,528	6.4	4,446	5.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	367	43.1	307	45.8
	Standard of Excellence	n/a	n/a	n/a	n/a	367	9.3	307	8.3

FNMI Diploma Exam Results - Data Summary		East Central Alberta Catholic (FNMI)					Alberta (FNMI)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
English Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	73.5	78.3	81.7	80.6
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	4.4	6.1	6.9	5.3
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	97.1	98.1	98.0	98.5
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	31.9	30.3	33.0	28.2
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	*	*	100.0	n/a	82.1	86.5	86.0	88.6
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	14.3	n/a	9.2	9.9	10.8	9.3
	School Awarded Acceptable Standard	n/a	n/a	*	*	100.0	n/a	96.0	96.3	95.1	96.0
	School Awarded Standard of Excellence	n/a	n/a	*	*	57.1	n/a	13.7	13.7	15.5	16.0
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	83.3	83.8	88.9	86.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	0.0	2.7	0.0	2.3
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	100.0	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	55.6	64.9	44.4	58.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	25.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	62.5
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	*	*	n/a	n/a	50.9	60.6	64.4	67.8
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	n/a	n/a	10.5	15.0	17.0	23.2
	School Awarded Acceptable Standard	n/a	n/a	*	*	n/a	n/a	94.5	95.8	97.0	95.7
	School Awarded Standard of Excellence	n/a	n/a	*	*	n/a	n/a	39.1	41.3	41.8	44.8
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	*	*	*	*	n/a	55.2	65.8	64.8	71.6
	Diploma Examination Standard of Excellence	n/a	*	*	*	*	n/a	7.3	12.1	10.1	11.5
	School Awarded Acceptable Standard	n/a	*	*	*	*	n/a	91.5	93.5	93.8	95.5
	School Awarded Standard of Excellence	n/a	*	*	*	*	n/a	22.8	24.0	24.6	26.3
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	66.7	*	*	n/a	n/a	72.5	73.0	79.1	77.5
	Diploma Examination Standard of Excellence	n/a	16.7	*	*	n/a	n/a	7.4	8.6	10.6	9.1
	School Awarded Acceptable Standard	n/a	100.0	*	*	n/a	n/a	99.1	97.4	98.8	99.1
	School Awarded Standard of Excellence	n/a	50.0	*	*	n/a	n/a	34.6	36.5	38.1	38.4
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	*	*	100.0	*	n/a	66.0	72.3	72.9	72.1
	Diploma Examination Standard of Excellence	n/a	*	*	16.7	*	n/a	5.4	5.4	6.6	5.7
	School Awarded Acceptable Standard	n/a	*	*	100.0	*	n/a	95.5	94.9	95.2	96.0
	School Awarded Standard of Excellence	n/a	*	*	16.7	*	n/a	13.2	12.4	14.5	13.7

FNMI Diploma Exam Results - Data Summary		East Central Alberta Catholic (FNMI)					Alberta (FNMI)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Biology 30	Diploma Examination Acceptable Standard	n/a	*	*	*	*	n/a	58.9	72.5	72.8	74.0
	Diploma Examination Standard of Excellence	n/a	*	*	*	*	n/a	11.5	19.1	17.0	20.3
	School Awarded Acceptable Standard	n/a	*	*	*	*	n/a	95.7	95.1	94.7	96.8
	School Awarded Standard of Excellence	n/a	*	*	*	*	n/a	32.9	37.5	34.9	38.3
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*	n/a	62.5	70.0	78.2	75.6
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*	n/a	15.4	24.0	23.5	22.9
	School Awarded Acceptable Standard	n/a	n/a	*	*	*	n/a	96.8	96.4	97.2	96.6
	School Awarded Standard of Excellence	n/a	n/a	*	*	*	n/a	39.6	42.9	42.5	45.7
Physics 30	Diploma Examination Acceptable Standard	n/a	*	*	n/a	n/a	n/a	68.6	72.0	80.4	76.5
	Diploma Examination Standard of Excellence	n/a	*	*	n/a	n/a	n/a	25.2	26.8	23.2	30.3
	School Awarded Acceptable Standard	n/a	*	*	n/a	n/a	n/a	97.5	97.6	97.1	96.9
	School Awarded Standard of Excellence	n/a	*	*	n/a	n/a	n/a	54.1	47.2	44.6	47.9
Science 30	Diploma Examination Acceptable Standard	n/a	*	*	*	*	n/a	70.0	75.3	78.1	77.9
	Diploma Examination Standard of Excellence	n/a	*	*	*	*	n/a	7.2	18.7	18.5	18.5
	School Awarded Acceptable Standard	n/a	*	*	*	*	n/a	96.4	96.0	95.0	97.4
	School Awarded Standard of Excellence	n/a	*	*	*	*	n/a	27.2	29.4	27.3	32.9

FNMI Diploma Course by Course Measure Summary		East Central Catholic Schools				Alberta (FNMI)			
		2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	2	*	n/a	n/a	1,632	80.6	1,344	80.0
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	1,632	5.3	1,344	6.5
English Language Arts 30-2	Diploma Examination Acceptable Standard	7	100.0	n/a	n/a	2,182	88.6	1,922	86.2
	Diploma Examination Standard of Excellence	7	14.3	n/a	n/a	2,182	9.3	1,922	10.4
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	43	86.0	37	86.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	43	2.3	37	1.4
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	8	100.0	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	8	25.0	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	690	67.8	600	62.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	690	23.2	600	16.0
Mathematics 30-2	Diploma Examination Acceptable Standard	1	*	n/a	n/a	932	71.6	764	65.3
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	932	11.5	764	11.1
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	1,264	77.5	1,029	76.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	1,264	9.1	1,029	9.6
Social Studies 30-2	Diploma Examination Acceptable Standard	4	*	6	100.0	2,325	72.1	2,012	72.6
	Diploma Examination Standard of Excellence	4	*	6	16.7	2,325	5.7	2,012	6.0
Biology 30	Diploma Examination Acceptable Standard	2	*	n/a	n/a	1,112	74.0	972	72.7
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	1,112	20.3	972	18.0
Chemistry 30	Diploma Examination Acceptable Standard	2	*	n/a	n/a	700	75.6	582	74.1
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	700	22.9	582	23.7
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	353	76.5	265	76.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	353	30.3	265	25.0
Science 30	Diploma Examination Acceptable Standard	1	*	n/a	n/a	507	77.9	475	76.7
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	507	18.5	475	18.6

EAL Provincial Achievement Test Results based on Number Enrolled		East Central Alberta Catholic (EAL)					Alberta (EAL)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
English Language Arts 6	Acceptable Standard %	n/a	n/a	n/a	n/a	85.7	n/a	n/a	n/a	n/a	62.3
	Standard of Excellence %	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	n/a	8.0
Mathematics 6	Acceptable Standard %	n/a	n/a	n/a	n/a	28.6	n/a	n/a	n/a	n/a	52.3
	Standard of Excellence %	n/a	n/a	n/a	n/a	14.3	n/a	n/a	n/a	n/a	14.9
Social Studies 6	Acceptable Standard %	n/a	83.3	81.8	71.4	71.4	n/a	68.4	65.4	64.6	60.7
	Standard of Excellence %	n/a	16.7	27.3	0.0	0.0	n/a	17.9	15.7	16.5	15.2
English Language Arts 9	Acceptable Standard %	n/a	66.7	75.0	*	87.5	n/a	61.9	62.2	56.9	54.5
	Standard of Excellence %	n/a	0.0	0.0	*	0.0	n/a	7.0	6.6	5.4	4.7
K&E English Language Arts 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	45.7	34.9	46.7	33.5
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	2.4	1.3	4.0	2.6
French Language Arts 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	64.0	71.1	67.8	63.9
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	10.1	11.3	9.2	11.6
Français 9 année	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	72.5	64.3	60.8	79.7
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	17.5	11.9	7.6	5.4
Mathematics 9	Acceptable Standard %	n/a	50.0	62.5	*	37.5	n/a	47.0	50.1	46.7	45.2
	Standard of Excellence %	n/a	16.7	0.0	*	0.0	n/a	12.9	12.0	11.5	11.6
K&E Mathematics 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	54.5	39.5	49.7	51.0
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	9.8	5.6	12.2	13.4
Science 9	Acceptable Standard %	n/a	66.7	87.5	*	62.5	n/a	55.8	59.4	57.7	57.6
	Standard of Excellence %	n/a	0.0	0.0	*	12.5	n/a	13.7	15.0	14.2	13.8
K&E Science 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	52.3	33.1	41.1	41.6
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	2.8	3.3	5.5	2.0
Social Studies 9	Acceptable Standard %	n/a	50.0	62.5	*	75.0	n/a	54.5	50.4	49.4	47.9
	Standard of Excellence %	n/a	0.0	0.0	*	12.5	n/a	12.6	11.0	9.6	10.4
K&E Social Studies 9	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	64.1	39.4	44.4	48.7
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	11.7	1.5	7.4	3.2

PAT Results Course by Course Measure		East Central Catholic Schools				Alberta (EAL)			
		2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	7	71.4	9	76.6	9,834	60.7	10,688	65.0
	Standard of Excellence	7	0.0	9	13.6	9,834	15.2	10,688	16.1
English Language Arts 9	Acceptable Standard	8	87.5	8	75.0	7,504	54.5	7,109	59.6
	Standard of Excellence	8	0.0	8	0.0	7,504	4.7	7,109	6.0
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	155	33.5	150	40.8
	Standard of Excellence	n/a	n/a	n/a	n/a	155	2.6	150	2.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	155	63.9	184	69.5
	Standard of Excellence	n/a	n/a	n/a	n/a	155	11.6	184	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	74	79.7	82	62.5
	Standard of Excellence	n/a	n/a	n/a	n/a	74	5.4	82	9.7
Mathematics 9	Acceptable Standard	8	37.5	8	62.5	7,506	45.2	7,066	48.4
	Standard of Excellence	8	0.0	8	0.0	7,506	11.6	7,066	11.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	149	51.0	187	44.6
	Standard of Excellence	n/a	n/a	n/a	n/a	149	13.4	187	8.9
Science 9	Acceptable Standard	8	62.5	8	87.5	7,515	57.6	7,106	58.5
	Standard of Excellence	8	12.5	8	0.0	7,515	13.8	7,106	14.6
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	149	41.6	149	37.1
	Standard of Excellence	n/a	n/a	n/a	n/a	149	2.0	149	4.4
Social Studies 9	Acceptable Standard	8	75.0	8	62.5	7,509	47.9	7,116	49.9
	Standard of Excellence	8	12.5	8	0.0	7,509	10.4	7,116	10.3
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	156	48.7	136	41.9
	Standard of Excellence	n/a	n/a	n/a	n/a	156	3.2	136	4.4

EAL Diploma Results Data Summary		East Central Alberta Catholic (EAL)					Alberta (EAL)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
English Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	*	*	*	*	n/a	55.5	63.3	61.3	64.7
	Diploma Examination Standard of Excellence	n/a	*	*	*	*	n/a	2.6	3.7	2.7	3.3
	School Awarded Acceptable Standard	n/a	*	*	*	*	n/a	96.4	95.6	95.8	97.1
	School Awarded Standard of Excellence	n/a	*	*	*	*	n/a	28.5	29.7	30.3	29.2
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	*	n/a	n/a	*	n/a	63.9	71.5	70.0	67.4
	Diploma Examination Standard of Excellence	n/a	*	n/a	n/a	*	n/a	3.7	5.5	5.2	4.5
	School Awarded Acceptable Standard	n/a	*	n/a	n/a	*	n/a	95.5	95.8	96.7	97.1
	School Awarded Standard of Excellence	n/a	*	n/a	n/a	*	n/a	14.8	12.7	16.5	16.8
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	93.8	85.2	85.7	96.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	12.5	0.0	19.0	8.0
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	100.0	96.3	90.5	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	56.3	48.1	71.4	64.0
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	100.0	96.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	25.0	9.1	11.1	7.7
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	100.0	100.0	100.0	100.0
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	75.0	63.6	63.0	69.2
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	*	*	*	*	n/a	52.2	61.1	64.0	67.6
	Diploma Examination Standard of Excellence	n/a	*	*	*	*	n/a	19.2	23.1	27.6	30.8
	School Awarded Acceptable Standard	n/a	*	*	*	*	n/a	92.1	92.3	91.6	93.8
	School Awarded Standard of Excellence	n/a	*	*	*	*	n/a	47.7	46.6	47.8	49.3
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	*	*	*	*	n/a	46.9	58.5	57.7	63.3
	Diploma Examination Standard of Excellence	n/a	*	*	*	*	n/a	6.3	9.7	9.0	13.4
	School Awarded Acceptable Standard	n/a	*	*	*	*	n/a	91.0	88.7	89.4	92.4
	School Awarded Standard of Excellence	n/a	*	*	*	*	n/a	23.9	20.9	20.9	26.5
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	*	*	*	*	n/a	68.7	72.7	70.5	72.5
	Diploma Examination Standard of Excellence	n/a	*	*	*	*	n/a	9.0	8.8	10.7	8.2
	School Awarded Acceptable Standard	n/a	*	*	*	*	n/a	98.3	98.3	98.2	98.9
	School Awarded Standard of Excellence	n/a	*	*	*	*	n/a	40.8	43.0	39.6	43.1
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	*	*	*	*	n/a	55.6	62.5	63.2	63.2
	Diploma Examination Standard of Excellence	n/a	*	*	*	*	n/a	7.1	7.8	8.3	8.3
	School Awarded Acceptable Standard	n/a	*	*	*	*	n/a	96.1	95.6	95.1	95.9
	School Awarded Standard of Excellence	n/a	*	*	*	*	n/a	20.1	18.0	21.0	22.2

EAL Diploma Results Data Summary		East Central Alberta Catholic (EAL)					Alberta (EAL)				
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Biology 30	Diploma Examination Acceptable Standard	n/a	*	*	*	*	n/a	61.0	72.8	69.7	69.2
	Diploma Examination Standard of Excellence	n/a	*	*	*	*	n/a	18.0	24.7	23.6	25.3
	School Awarded Acceptable Standard	n/a	*	*	*	*	n/a	94.3	92.7	94.2	95.2
	School Awarded Standard of Excellence	n/a	*	*	*	*	n/a	40.3	41.8	38.4	45.7
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	*	*	66.7	n/a	67.9	73.5	73.2	74.7
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	0.0	n/a	23.5	29.9	29.6	33.1
	School Awarded Acceptable Standard	n/a	n/a	*	*	100.0	n/a	95.5	94.8	94.9	96.5
	School Awarded Standard of Excellence	n/a	n/a	*	*	33.3	n/a	49.9	47.8	45.7	50.0
Physics 30	Diploma Examination Acceptable Standard	n/a	*	n/a	*	*	n/a	63.1	75.7	71.3	75.0
	Diploma Examination Standard of Excellence	n/a	*	n/a	*	*	n/a	26.4	32.3	32.9	32.0
	School Awarded Acceptable Standard	n/a	*	n/a	*	*	n/a	95.5	97.2	95.0	94.6
	School Awarded Standard of Excellence	n/a	*	n/a	*	*	n/a	55.9	55.1	49.3	52.7
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	*	*	n/a	n/a	59.7	67.4	69.0	66.0
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	n/a	n/a	11.8	16.1	16.2	17.7
	School Awarded Acceptable Standard	n/a	n/a	*	*	n/a	n/a	93.3	92.0	93.2	95.6
	School Awarded Standard of Excellence	n/a	n/a	*	*	n/a	n/a	30.0	28.9	25.4	29.7

EAL Student Growth and Achievement (Gr. 10-12)		East Central Catholic Schools (EAL)				Alberta (EAL)			
		2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure	N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	2	*	n/a	n/a	2,611	64.7	2,289	62.3
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	2,611	3.3	2,289	3.2
English Language Arts 30-2	Diploma Examination Acceptable Standard	1	*	n/a	n/a	2,932	67.4	2,309	70.7
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	2,932	4.5	2,309	5.4
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	25	96.0	24	85.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	25	8.0	24	9.5
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	26	96.2	19	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	26	7.7	19	10.1
Mathematics 30-1	Diploma Examination Acceptable Standard	2	*	n/a	n/a	1,977	67.6	1,629	62.6
	Diploma Examination Standard of Excellence	2	*	n/a	n/a	1,977	30.8	1,629	25.4
Mathematics 30-2	Diploma Examination Acceptable Standard	3	*	n/a	n/a	1,557	63.3	1,289	58.1
	Diploma Examination Standard of Excellence	3	*	n/a	n/a	1,557	13.4	1,289	9.4
Social Studies 30-1	Diploma Examination Acceptable Standard	1	*	n/a	n/a	1,322	72.5	1,263	71.6
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	1,322	8.2	1,263	9.8
Social Studies 30-2	Diploma Examination Acceptable Standard	3	*	n/a	n/a	3,551	63.2	2,827	62.9
	Diploma Examination Standard of Excellence	3	*	n/a	n/a	3,551	8.3	2,827	8.1
Biology 30	Diploma Examination Acceptable Standard	3	*	n/a	n/a	1,803	69.2	1,650	71.3
	Diploma Examination Standard of Excellence	3	*	n/a	n/a	1,803	25.3	1,650	24.1
Chemistry 30	Diploma Examination Acceptable Standard	6	66.7	n/a	n/a	1,600	74.7	1,422	73.3
	Diploma Examination Standard of Excellence	6	0.0	n/a	n/a	1,600	33.1	1,422	29.8
Physics 30	Diploma Examination Acceptable Standard	1	*	n/a	n/a	771	75.0	680	73.5
	Diploma Examination Standard of Excellence	1	*	n/a	n/a	771	32.0	680	32.6
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	752	66.0	653	68.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	752	17.7	653	16.2

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