



www.cardstonhighschool.ca

November 1, 2014

Goal One: **Success for Every Student**

Goal Two: **Quality teaching and school leadership**

Goal Three: **Engaged and effective governance**

Cardston High School

THREE-YEAR EDUCATION PLAN 2014–2017

&

ANNUAL EDUCATION RESULTS REPORT

2013-2014



Exceeding

Expectations

Through

Excellence

ACCOUNTABILITY STATEMENT

The 2013 Education Plan & AERR for Cardston High School, as of November 1st, 2014 for the three years commencing September 2, 2014 was prepared under the direction of the Westwind School Division in accordance with the responsibilities specified in the School Act, the Government Accountability Act, Alberta Education Policy 2.1.1 and the provincial government's accounting policies.

This Education Plan was developed in the context of the provincial government's business and fiscal plans. CHS is committed to achieving the results laid out in this plan.

Ken McMurray
Vice Principal

Dallen Leavitt
Principal

Randy Jensen
Vice Principal

Cardston High School Staff and Administration express appreciation to the Westwind School Division Board and Central Office for their leadership and support. We support the role of Westwind Central Office and the School Board in setting a clear vision and focus renewal. Their dedication and efforts are significant factors in the success of Cardston High School. We are also grateful to our School Council, all our parents, students, and the extended community. Thank you.

COMMUNICATION OF THE PLAN

CHS Staff and CHS School Council have been invited to contribute to the development of the plan. Copies of the plan are distributed to all CHS staff and CHS School Council for discussion and feedback. Highlights are published in the local newspaper; and copies of the report are available at the Office as well as on the Website. CHS has always felt its Three Year Education Plan should be a living document that assists our school with achieving our goals and for continuous school improvement.

CHS supports the Westwind School Division –

Vision, Mission, Theme, and Beliefs

Division VISION STATEMENT

Empowering the Human Potential of All Learners

Division MISSION STATEMENT

Westwind School Division No. 74 enables partners to build a world class, lifelong learning community; one that ensures learners become responsible, caring, creative, self-reliant and contributing members of a democratic, knowledge-based and productive society.

PRINCIPLES AND BELIEFS

Westwind School Division No. 74 believes in principles for a quality learning system that is accessible, learner-centered, collaborative, accountable, responsive, innovative, fair, and equitable.

Guiding Principles

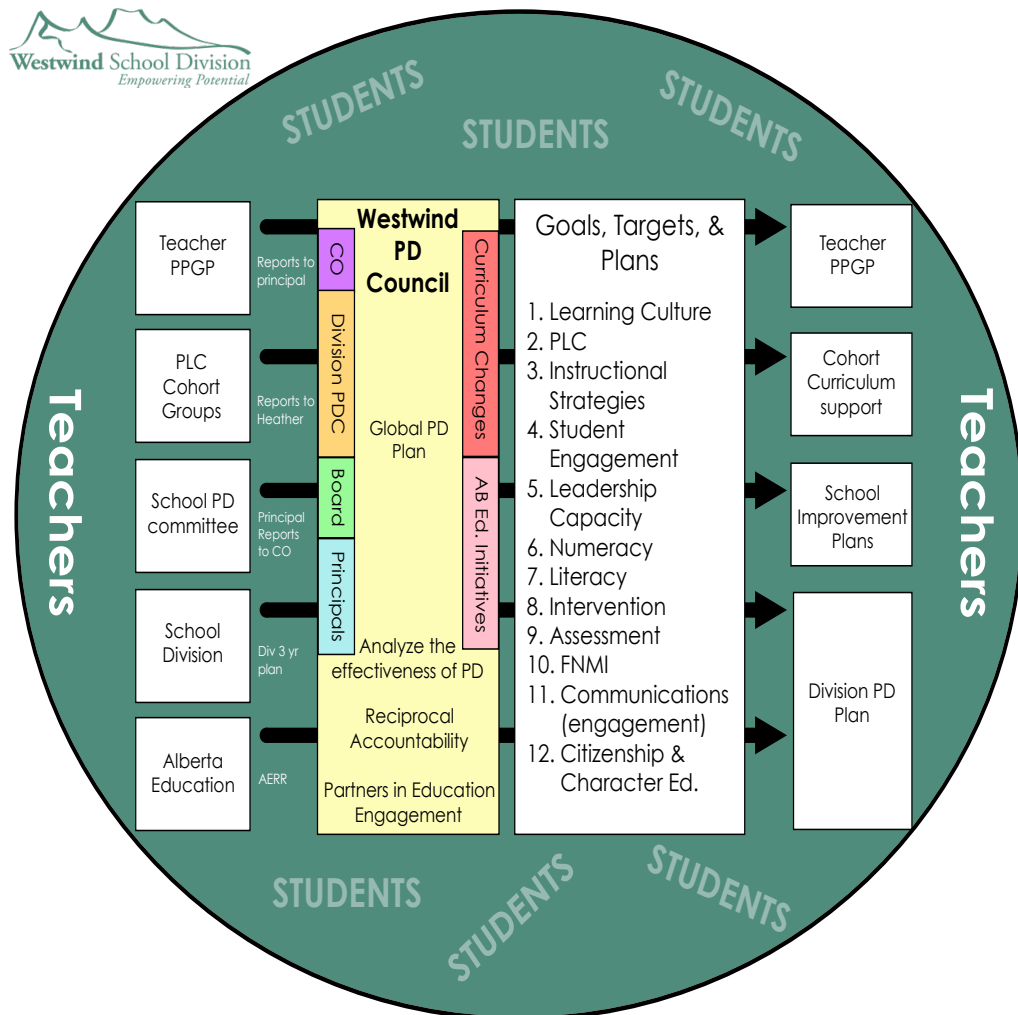
Westwind School Division #74 believes:

- the empowerment of potential is achieved through a cycle of continuous improvement.
- that ongoing assessment, analysis and reporting of results and follow through are essential components of the improvement cycle.
- the highest motivation comes from within, where personal passion and sense of purpose is a professional ideal.
- that collaborative engagement will enhance individual growth and collective achievement.
- that an organization committed to transformation encourages and supports innovation and creativity.
- that effective problem solving requires honest, respectful communication, critical thinking, and a focus on solutions.
- by strengthening the Westwind as a whole, each individual school and community will be greater, even though each school and each community has a desire to preserve community and school identity.

Westwind Division Goals Direction, Priorities and PD Plan Development

The three global priorities for all teachers in Westwind include:

1. **Instructional Leadership**
2. **Instructional Expertise**
3. **Assessment for Learning**



CHS Philosophy

The ultimate aim of the Cardston High School is consistent with the goals of schooling and the goals of education as outlined by Alberta Education. That aim is to develop the abilities of individuals in order that they might fulfill their personal aspirations while making a positive contribution to society.

Maximum learning occurs when the efforts and expectations of the various agencies and the community affecting students complement each other. This can be most effective when roles are clearly defined and cooperation between the school, community, and various agencies is encouraged. We particularly encourage cooperation and communication between parents and teachers.

Students will best be able to develop the habits, skills, and attitudes required to respond to the opportunities and expectations in the world if they have learned to develop self-discipline, self-understanding, and a positive self-concept. In the process of education the school provides the instruction for a student to develop basic competencies, skills, and attitudes which respect to the worth of the individual, fair play, and fundamental rights while bearing in mind the need for an individual to accept responsibility for his/her own actions.

Our High School has the unique position of preparing a broad spectrum of young people. It must act for some as a final formal schooling while for others, offer a stepping-stone to post-secondary education. For this purpose, there needs to be a diversity of academic and vocational alternatives from which a student may, with guidance, have the freedom to choose.

In this preparation, the school should assist the other agencies in helping a student develop an appreciation for the role of the family in society, the ability to get along with people of varying backgrounds and beliefs, a commitment to the preservation and improvement of the environment, and a sense of responsibility which embraces respect for the law, authority, public and private property, and the rights of others.

The programs and activities of the school will be planned, taught, and evaluated according to this philosophy. By doing so, the student should achieve self-fulfillment in developing an understanding of the meaning, responsibilities and benefits of conscientious active citizenship.

CHS -- Mission; Vision; Instructional Focus;

CHS Mission Focus:

To Improve Learning and Performance for All Students

The mission of the Cardston High School is to provide a challenging, rewarding, safe, caring, clean and secure educational environment and experience where all LEARNERS:

- feel safe and comfortable with their learning
- develop desires for life-long learning
- act as responsible citizens
- appreciate cultural diversity
- build strong relationships with staff
- enlarge their potential
- take responsibility for their own learning

CHS Mission

CHS Vision

Exceeding Expectations Through Excellence

Engages Thinker, Ethical Citizens, Entrepreneurial Spirit

CHS Learning Focus



The core "Big Ideas"

1. Focus on Learning (Assessment)
2. Collaboration (PLC)
3. Focus on Results (PLC & Assessment)
4. Positive Relationships (Culture)
5. Exceeding Expectations (All)

"Every student (& teacher) is a success story waiting to be told."

Every student completes high school successfully and is well prepared for work and life-long learning!

What would CHS be like if:

- we **guaranteed success** for every student?
- we **prevented failure** of any student?
- we **inspired hope** in every student?

What would we do professionally at CHS if we all agreed not to allow any students to fail?

"If students can't learn the way we teach, we must teach them the way they learn." –Carol Ann Tomlinson

Success for every student every day in every class!

*It also means that there is a powerful criterion of success for all our teachers and school leaders - that is, that success is learning from evaluating our effect. You can all do this...You can focus...You can deeply implement...You can **Know thy impact**.*

Hattie

1. Action for the next year to continue & include —

- 1.1. **2014-2015-2016** → Assessment For Learning (Davies), (William), (Cooper), PLC (DuFour); Instructional Strategies (Marzano), (Hattie); Intervention (Mattos); Creativity and Innovation; Curriculum Redesign

- 1.2. **Improving student achievement by collaboratively focusing on learning. (PLC, Assessment)**

- 1.3. **Improve school culture and climate by focusing on student/teacher and parent/teacher relationships.**

- 1.4. **Identify needs and be involved in a number of school wide service projects and special, significant service activities. (Shoe box, Mary's Meals, and Ryan's Well)**

- 1.5. **Prepare students for the future by helping students become problem solvers and critical thinkers.**

CHS STAFF 2013-2014

Cardston High School Faculty and Staff

| | |
|--|------------------------|
| Principal..... | Dallen Leavitt |
| VP, PE/WE | Ken McMurray |
| VP, Science/ WE..... | Randy Jensen |
| Counselor, Chem, Engl | Stephen Gibbings |
| Family School Liaison Counsellor | Garry Fox |
| Family School Liaison Counsellor..... | Chris Fox |
| Art..... | Geri Pottinger |
| CTS – Foods, Fashion | Laurie Russell |
| CTS – Fab/Mech/Wood | Ben Nish |
| CTS – Science, Computer, Tech, MM..... | Paul Sloan |
| Math, K & E, CTS, LST..... | Shelley Quinton |
| English | Michelle Murray |
| English..... | James Heninger |
| English..... | Jesse Salmon |
| French, Spanish, | Randy Roe |
| Blackfoot, Aboriginal Studies..... | Charlotte White Quills |
| Math | Rod Beazer |
| Math | Debbie Fletcher |
| Math | Colin Paterson |
| Music..... | Grant Cahoon |
| Music Assistant | Zeek Tolley |
| Physical Education, Counselor | Lori Howe |
| Science, Chem | Todd Wolsey |
| Physics, Science..... | John Hardy |
| Chemistry, Biology | Scott Quinton |
| Biology, Science | Jason Janisko |
| Social Studies, | Kara Baldwin |
| Social Studies, | Jeff Strang |
| Social Studies, | Shane Phillips |
| Social, PE, CTS–MM, | Josh Watson |
| Secretary | Renee Quinton |
| Secretary, Financial | Lorena Phillips |
| Special Programs | Wendy Nish |
| Library..... | Vicki Olsen |
| Educational Assistant | Jen Ash |
| Educational Assistant | Bev Hansen |
| Educational Assistant..... | Randy Janisko |
| Educational Assistant..... | Cyndy Zemp |
| Educational Assistant..... | Kylis Bevans |
| Educational Assistant..... | Tammy Leavitt |
| Educational Assistant | Deb Zemp |
| Educational Assistant | Zander Tolley |
| Chef Food Services | Jamie Moore |
| Head Custodian | Peggy Blackmore |
| Custodian | Larry Webster |
| Custodian | Rocky Jensen |
| Custodian | Kevin Bevans |

CHS School Council 2013-2014

The School Council spent the majority of the 2014-2015 school year improving school atmosphere with students, staff and community. Parents spent time volunteering in the school at many events. Events that school council members helped with include basketball-Cougar Classic, as well as many other games, assemblies, several dances, providing lots of treats for dances, gate at dances as well as at many other events within the school. As well, parents have volunteered to help within the teacher's classrooms, assisted at parent-teacher conferences, offered to help in any way to promote parent involvement within the high school. This year it we want to move from informing and involving to engaging our school council. We want them to be engaged in the High School to help plan and carry out the goals of the school.

CHS School Council 2012-2013

Chair – Kathy Thomas

Vice-Chair – Barb Wilson

Secretary – Kim Weston

Principal – Dallen Leavitt

Staff – Geri Pottinger

Staff – Randy Roe

Board Member – Barb Salmon

Council Members- Patricia Beazer, Lisa Code, Esther Leighton, Lisa Boehme, David Johnson, Rachelle Shipley, Karen Bevans, Stephanie Uibel, Don & Sunny Roper, Jo Bevans

CHS School Council Three-Year Plan 2014-2017

The CHS School Council consists of parents, staff and community members associated with the Cardston High School. As a school council we represent a diverse school population of customs and cultures including FMNI students and parents.

CHS School Council Goals / Strategies

| Goal #1 To increase communication between the Cardston High School and parents. | 2014-2015 | 2015-2016 | 2016-2017 |
|--|-----------|-----------|-----------|
| Strategies Train parents in using Power School and Power Announcement so that they may receive communication from the school in the form of their choosing ie. email, text, phone calls. Maintain a parent tab on the CHS website where parents can access information regarding school council initiatives, school activities and Alberta Education information. | Ongoing | Ongoing | Ongoing |
| | Implement | Ongoing | Review |
| Goal #2 Strive to communicate effectively with education partners. | 2014-2015 | 2015-2016 | 2016-2017 |
| Strategies Encourage trustees to attend School Council meetings. Advise principal on issues of concern within the school community. Staff representatives to provide a synopsis of School Council meetings at staff meetings. Promote attendance by CHS School Council representative at Alberta School Councils' Association's annual conference and general meeting. Participate in meetings of the Westwind School Division's Council of School Councils. | Ongoing | Ongoing | Ongoing |
| | Ongoing | Ongoing | Ongoing |
| | Implement | Review | Review |
| | Implement | Ongoing | Ongoing |
| | Ongoing | Ongoing | Ongoing |
| Goal #3 Encourage more parent engagement in CHS activities | 2014-2015 | 2015-2016 | 2016-2017 |
| Strategies Inform parents of opportunities to become engaged in the Cardston High School such as volunteering to help with sporting events, banquets, dances etc. Assist the Cardston High School in providing parent help during school activities and with advisor groups if needed. | Ongoing | Ongoing | Review |
| | Ongoing | Ongoing | Review |

Accountability Pillar

Combined 2014 Accountability Pillar Overall Summary

| Measure Category | Measure Category Evaluation | Measure | Cardston High School | | | Alberta | | | Measure Evaluation | | |
|---|-----------------------------|---|----------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
| | | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Good | Safe and Caring | 87.1 | 90.8 | 87.7 | 89.1 | 89.0 | 88.6 | High | Maintained | Good |
| Student Learning Opportunities | Good | Program of Studies | 84.2 | 82.8 | 82.0 | 81.3 | 81.5 | 81.1 | Very High | Maintained | Excellent |
| | | Education Quality | 88.6 | 92.8 | 89.5 | 89.2 | 89.8 | 89.5 | High | Maintained | Good |
| | | Drop Out Rate | 3.6 | 4.9 | 3.7 | 3.3 | 3.5 | 3.6 | High | Maintained | Good |
| | | High School Completion Rate (3 yr) | 74.0 | 76.3 | 72.6 | 74.9 | 74.8 | 73.8 | High | Maintained | Good |
| Student Learning Achievement (Grades K-9) | Good | PAT: Acceptable | 74.9 | 56.7 | 56.7 | 74.0 | 75.3 | 75.5 | Intermediate | Improved Significantly | Good |
| | | PAT: Excellence | 16.5 | 7.8 | 7.8 | 19.0 | 19.1 | 19.6 | Intermediate | Improved | Good |
| Student Learning Achievement (Grades 10-12) | Acceptable | Diploma: Acceptable | 75.9 | 74.4 | 76.0 | 85.4 | 84.2 | 83.4 | Low | Maintained | Issue |
| | | Diploma: Excellence | 11.5 | 8.8 | 11.1 | 21.0 | 19.5 | 19.1 | Low | Maintained | Issue |
| | | Diploma Exam Participation Rate (4+ Exams) | 60.1 | 54.2 | 55.5 | 50.5 | 56.6 | 55.9 | High | Maintained | Good |
| | | Rutherford Scholarship Eligibility Rate (Revised) | 71.1 | 62.1 | 68.4 | 60.9 | 61.3 | 60.8 | Very High | Maintained | Excellent |
| Preparation for Lifelong Learning, World of Work, Citizenship | Acceptable | Transition Rate (6 yr) | 47.0 | 43.4 | 46.3 | 59.2 | 59.5 | 59.1 | Intermediate | Maintained | Acceptable |
| | | Work Preparation | 70.7 | 97.6 | 87.5 | 81.2 | 80.3 | 80.0 | Low | Declined | Issue |
| | | Citizenship | 80.1 | 83.4 | 78.1 | 83.4 | 83.4 | 82.6 | High | Maintained | Good |
| Parental Involvement | Good | Parental Involvement | 80.3 | 82.7 | 73.3 | 80.6 | 80.3 | 80.0 | High | Maintained | Good |
| Continuous Improvement | Excellent | School Improvement | 85.1 | 82.0 | 81.8 | 79.8 | 80.6 | 80.2 | Very High | Maintained | Excellent |

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*)

Goal One: Success for Every Student

Outcome: Students Achieve student learning outcomes.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 86.8 | 75.9 | 77.7 | 74.4 | 75.9 | 76 | Low | Maintained | Issue | 78 | 79 | 80 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 22.9 | 14.7 | 9.7 | 8.8 | 11.5 | 12 | Low | Maintained | Issue | 14 | 16 | 18 |
| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | 69.8 | 72.9 | 68.6 | 76.3 | 74.0 | 75 | High | Maintained | Good | 80 | 80 | 80 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 4.7 | 3.1 | 3.2 | 4.9 | 3.6 | 3.5 | High | Maintained | Good | 3 | 3 | 3 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | 48.2 | 48.2 | 47.1 | 43.4 | 47.0 | 50 | Intermediate | Maintained | Acceptable | 55 | 55 | 55 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | 63.9 | 70.9 | 72.1 | 62.1 | 71.1 | 70 | Very High | Maintained | Excellent | 70 | 70 | 72 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 56.2 | 55.7 | 56.7 | 54.2 | 60.1 | 60 | High | Maintained | Good | 60 | 62 | 62 |
| Comment on Results We have noticed a concern with a number of our diploma subject, in that they are scoring below acceptable standards. | | | | | | | | | | | | |
| Strategies More accountability with our PLC groups. More focus on formative assessment. Increased intervention and credit recovery. More focus on high yielding teaching strategies (Marzano, Hattie) from teacher supervision. | | | | | | | | | | | | |

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: Students demonstrate proficiency in literacy and numeracy.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|------------------------|---------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | n/a | n/a | n/a | 56.7 | 74.9 | 80 | Intermediate | Improved Significantly | Good | 80 | 81 | 82 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | n/a | n/a | n/a | 7.8 | 16.5 | 15 | Intermediate | Improved | Good | 20 | 21 | 22 |
| Comment on Results <i>We have noticed a significant increase due to the fact that our teachers are becoming more familiar with the PAT exams along with the expectations.</i> | | | | | | | | | | | | |
| Strategies | | | | | | | | | | | | |

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: Students demonstrate citizenship and entrepreneurship.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 74.0 | 73.7 | 77.3 | 83.4 | 80.1 | 80 | High | Maintained | Good | 85 | 85 | 85 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 82.1 | 83.1 | 81.8 | 97.6 | 70.7 | 90 | Low | Declined | Issue | 90 | 90 | 90 |
| Comment on Results <i>(an assessment of progress toward achieving the target)</i> There were low numbers of respondents that may have impacted the data. | | | | | | | | | | | | |
| Strategies | | | | | | | | | | | | |
| <i>More focus on the 21st century learner. Creativity and innovation committee has been developed. Through better communication we desire to get more individuals involved in the surveys.</i> | | | | | | | | | | | | |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | n/a | n/a | n/a | 35.9 | 53.1 | 60 | Very Low | Improved | Issue | 65 | 70 | 73 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | n/a | n/a | n/a | 0.0 | 1.6 | 5 | Very Low | Maintained | Concern | 8 | 10 | 12 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | 64.8 | 36.4 | 48.4 | 50.0 | 59.6 | 60 | Very Low | Maintained | Concern | 65 | 68 | 70 |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | 5.6 | 0.0 | 3.1 | 0.0 | 2.1 | 5 | Very Low | Maintained | Concern | 8 | 9 | 10 |
| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | 29.7 | 38.2 | 22.4 | 52.6 | 39.8 | 50 | Very Low | Maintained | Concern | 55 | 56 | 57 |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | 2.0 | 4.7 | 8.4 | 8.7 | 8.3 | 3 | Low | Maintained | Issue | 2 | 2 | 1 |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | 85.7 | 54.8 | * | 39.3 | 52.2 | 55 | Intermediate | Maintained | Acceptable | 56 | 58 | 60 |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | 21.1 | 21.2 | 29.2 | 18.2 | 33.3 | 30 | Very Low | Maintained | Concern | 40 | 45 | 50 |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | 18.6 | 13.7 | 7.5 | 24.8 | 36.2 | 35 | Low | Improved | Acceptable | 38 | 39 | 40 |

| |
|---|
| <p>Comment on Results <i>(an assessment of progress toward achieving the target)</i> We have a number of FMNI students that are not identified. Due to the transient nature of many FMNI students they enter our system in grade 10 and then transfer to other schools, which is beyond our control.</p> |
| <p>Strategies</p> <p><i>After-school tutoring, advisor programs, RTI, additional counselling services. Better teacher supervision that involves better strategies for working with native students. We are encouraging more parental contact and communication.</i></p> <p><i>Attendance is a major factor in these results; therefore we will collaborate more with the FMNI community and parents training them on the importance and impact that attendance plays in educational success.</i></p> |

Goal Two: Quality teaching and school leadership

Outcome: *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 78.8 | 81.9 | 81.1 | 82.8 | 84.2 | 85 | Very High | Maintained | Excellent | 85 | 85 | 85 |

Goal Three: Engaged and effective governance

Outcome: *The education system demonstrates collaboration and engagement.*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 68.5 | 76.2 | 60.9 | 82.7 | 80.3 | 83 | High | Maintained | Good | 85 | 86 | 87 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 86.7 | 87.5 | 88.2 | 92.8 | 88.6 | 90 | High | Maintained | Good | 90 | 92 | 93 |

Outcome: *Students and communities have access to safe and healthy learning environments.*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2014 | Achievement | Improvement | Overall | 2015 | 2016 | 2017 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 85.8 | 85.3 | 86.9 | 90.8 | 87.1 | 90 | High | Maintained | Good | 91 | 92 | 93 |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 83.1 | 83.8 | 79.7 | 82.0 | 85.1 | 85 | Very High | Maintained | Excellent | 86 | 87 | 88 |

| Diploma Exam Course by Course Results by Students Writing. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|-----|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2010 | | 2011 | | 2012 | | 2013 | | 2014 | | 2014 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Lang Arts 30-1 | School | 97.4 | 18.4 | 87.3 | 14.1 | 90.3 | 8.1 | 79.8 | 6.0 | 89.7 | 13.8 | 90 | 14 |
| | Authority | 93.5 | 13.5 | 90.6 | 18.2 | 95.9 | 12.2 | 85.5 | 6.0 | 90.4 | 12.2 | | |
| | Province | 85.1 | 10.1 | 84.4 | 10.1 | 86.0 | 11.3 | 85.7 | 10.4 | 87.1 | 11.7 | | |
| English Lang Arts 30-2 | School | 90.7 | 7.0 | 68.3 | 0.0 | 93.0 | 10.5 | 81.4 | 4.7 | 83.0 | 3.8 | 85 | 10 |
| | Authority | 95.1 | 12.2 | 81.5 | 6.5 | 94.1 | 17.8 | 89.0 | 7.3 | 89.2 | 16.2 | | |
| | Province | 88.8 | 9.8 | 88.6 | 9.1 | 89.5 | 10.7 | 89.3 | 11.0 | 89.7 | 13.1 | | |
| Pure Mathematics 30 | School | 93.0 | 36.8 | 79.2 | 24.5 | 81.6 | 31.6 | n/a | n/a | n/a | n/a | n/a | n/a |
| | Authority | 94.7 | 39.8 | 86.6 | 26.9 | 87.9 | 27.3 | n/a | n/a | n/a | n/a | | |
| | Province | 82.9 | 29.7 | 81.0 | 28.7 | 81.8 | 27.1 | 61.6 | 12.1 | n/a | n/a | | |
| Applied Mathematics 30 | School | 88.6 | 37.1 | 91.4 | 25.7 | 81.5 | 13.0 | n/a | n/a | n/a | n/a | n/a | n/a |
| | Authority | 90.7 | 32.0 | 80.3 | 14.1 | 82.2 | 11.1 | n/a | n/a | n/a | n/a | | |
| | Province | 77.3 | 12.6 | 74.3 | 9.8 | 75.6 | 10.3 | 72.0 | 20.0 | n/a | n/a | | |
| Mathematics 30-1 | School | n/a | n/a | n/a | n/a | n/a | n/a | 81.0 | 34.5 | 76.2 | 23.8 | 76 | 25 |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | 77.5 | 29.2 | 67.0 | 15.2 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | 80.4 | 35.4 | 74.6 | 27.2 | | |
| Mathematics 30-2 | School | n/a | n/a | n/a | n/a | n/a | n/a | 79.3 | 10.3 | 73.0 | 16.2 | 73 | 16 |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | 76.4 | 7.3 | 76.8 | 19.5 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | 68.9 | 9.6 | 71.3 | 15.0 | | |
| Social Studies 30-1 | School | 80.6 | 11.1 | 68.3 | 4.9 | 77.8 | 5.6 | 75.0 | 1.4 | 70.0 | 6.0 | 80 | 10 |
| | Authority | 83.7 | 9.8 | 82.4 | 12.0 | 89.1 | 5.9 | 78.2 | 3.4 | 80.3 | 4.5 | | |
| | Province | 84.5 | 16.1 | 82.8 | 14.9 | 86.2 | 16.7 | 85.3 | 15.2 | 85.5 | 14.2 | | |
| Social Studies 30-2 | School | 77.9 | 31.2 | 72.2 | 18.1 | 73.4 | 8.9 | 63.5 | 1.9 | 74.6 | 3.0 | 80 | 10 |
| | Authority | 84.0 | 32.8 | 79.6 | 19.7 | 78.6 | 13.7 | 78.0 | 9.9 | 83.3 | 11.1 | | |
| | Province | 85.0 | 13.7 | 85.6 | 15.9 | 83.0 | 13.7 | 82.1 | 13.8 | 83.9 | 14.8 | | |
| Biology 30 | School | 90.5 | 28.6 | 79.8 | 25.0 | 71.3 | 12.6 | 77.0 | 17.0 | 78.2 | 15.4 | 82 | 25 |
| | Authority | 88.9 | 25.1 | 82.1 | 28.8 | 78.6 | 19.7 | 81.8 | 21.0 | 83.2 | 21.4 | | |
| | Province | 81.4 | 28.1 | 81.9 | 29.8 | 81.8 | 28.1 | 84.3 | 32.1 | 85.2 | 31.7 | | |
| Chemistry 30 | School | 82.5 | 28.6 | 68.6 | 13.7 | 71.2 | 11.9 | 72.9 | 18.6 | 65.3 | 18.4 | 72 | 25 |
| | Authority | 85.2 | 26.6 | 78.2 | 24.4 | 79.2 | 20.8 | 78.9 | 23.7 | 77.8 | 26.2 | | |
| | Province | 79.0 | 29.9 | 75.1 | 27.7 | 76.7 | 28.4 | 78.6 | 31.6 | 81.3 | 35.0 | | |
| Physics 30 | School | 82.6 | 21.7 | 81.0 | 14.3 | 60.9 | 4.3 | 61.3 | 6.5 | 50.0 | 38.9 | 65 | 38 |
| | Authority | 74.4 | 18.6 | 82.4 | 23.5 | 74.4 | 7.7 | 71.2 | 16.7 | 71.4 | 36.7 | | |
| | Province | 73.9 | 20.3 | 76.7 | 27.7 | 81.0 | 30.3 | 81.1 | 30.3 | 83.0 | 34.1 | | |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results Course By Course Summary With Measure Evaluation

| Course | Measure | Cardston High School | | | | | | | Alberta | | | |
|------------------------|------------------------|----------------------|------------------------|------------|------|------|---------------|------|---------|------|---------------|------|
| | | Achievement | Improvement | Overall | 2014 | | Prev 3 Yr Avg | | 2014 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | Low | Maintained | Issue | 58 | 89.7 | 72 | 85.8 | 28,671 | 87.1 | 29,063 | 85.4 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 58 | 13.8 | 72 | 9.4 | 28,671 | 11.7 | 29,063 | 10.6 |
| English Lang Arts 30-2 | Acceptable Standard | Intermediate | Maintained | Acceptable | 53 | 83.0 | 47 | 80.9 | 15,887 | 89.7 | 14,790 | 89.1 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 53 | 3.8 | 47 | 5.1 | 15,887 | 13.1 | 14,790 | 10.2 |
| Pure Mathematics 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 46 | 80.4 | n/a | n/a | 14,941 | 74.8 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 46 | 28.1 | n/a | n/a | 14,941 | 22.6 |
| Mathematics 30-1 | Acceptable Standard | n/a | Maintained | n/a | 42 | 76.2 | 58 | 81.0 | 21,314 | 74.6 | 19,841 | 80.4 |
| | Standard of Excellence | n/a | Declined | n/a | 42 | 23.8 | 58 | 34.5 | 21,314 | 27.2 | 19,841 | 35.4 |
| Mathematics 30-2 | Acceptable Standard | n/a | Maintained | n/a | 37 | 73.0 | 29 | 79.3 | 11,934 | 71.3 | 9,646 | 68.9 |
| | Standard of Excellence | n/a | Maintained | n/a | 37 | 16.2 | 29 | 10.3 | 11,934 | 15.0 | 9,646 | 9.6 |
| Social Studies 30-1 | Acceptable Standard | Low | Maintained | Issue | 50 | 70.0 | 50 | 73.7 | 21,992 | 85.5 | 23,164 | 84.8 |
| | Standard of Excellence | Low | Maintained | Issue | 50 | 6.0 | 50 | 3.9 | 21,992 | 14.2 | 23,164 | 15.6 |
| Social Studies 30-2 | Acceptable Standard | Low | Maintained | Issue | 67 | 74.6 | 68 | 69.7 | 19,173 | 83.9 | 17,286 | 83.6 |
| | Standard of Excellence | Low | Declined | Issue | 67 | 3.0 | 68 | 9.6 | 19,173 | 14.8 | 17,286 | 14.5 |
| Biology 30 | Acceptable Standard | Intermediate | Maintained | Acceptable | 78 | 78.2 | 90 | 76.0 | 21,656 | 85.2 | 22,802 | 82.7 |
| | Standard of Excellence | Low | Maintained | Issue | 78 | 15.4 | 90 | 18.2 | 21,656 | 31.7 | 22,802 | 30.0 |
| Chemistry 30 | Acceptable Standard | Intermediate | Maintained | Acceptable | 49 | 65.3 | 56 | 70.9 | 19,118 | 81.3 | 18,261 | 76.8 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 49 | 18.4 | 56 | 14.7 | 19,118 | 35.0 | 18,261 | 29.2 |
| Physics 30 | Acceptable Standard | Low | Declined | Issue | 18 | 50.0 | 25 | 67.7 | 10,758 | 83.0 | 10,060 | 79.6 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 18 | 38.9 | 25 | 8.4 | 10,758 | 34.1 | 10,060 | 29.4 |

Comment on Results
(an assessment of progress toward achieving the target)

Diploma and Achievement score were maintained in most subjects.

Strategies

1. More concentrated effort placed on divisional PLC's to break down exam results.
2. Early dismissal on Fridays to focus on PLC's and school goals.
3. Strive for excellence by focussing on formative assessment techniques.
4. Advisors work with struggling students.
5. More teacher supervision by school admin and Central Office.
6. Daily intervention and weekly at risk meetings.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

| | School | | | | | Authority | | | | | Province | | | | |
|-------------------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| 3 Year Completion | 69.8 | 72.9 | 68.6 | 76.3 | 74.0 | 76.9 | 76.7 | 76.7 | 80.6 | 78.8 | 71.5 | 72.6 | 74.1 | 74.8 | 74.9 |
| 4 Year Completion | 83.4 | 75.5 | 77.6 | 78.1 | 77.9 | 86.5 | 80.7 | 79.0 | 82.7 | 82.4 | 76.1 | 76.9 | 78.1 | 79.4 | 79.6 |
| 5 Year Completion | 84.3 | 84.4 | 76.3 | 81.0 | 79.1 | 83.9 | 86.6 | 81.8 | 81.1 | 84.2 | 79.0 | 79.0 | 79.6 | 80.8 | 81.7 |

Comment on Results

(an assessment of progress toward achieving the target)

The results are not an accurate indication of our students due to the number that go outside of Alberta as well as those who serve LDS missions.

Strategies

Have the school councillors, track more accurately the number of students attending outside Alberta.

We would invite more post-secondary institutions to recruit in our school.

We will involve the councillors more in actively assisting students in enrolment.

Notes:

5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
6. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
7. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
8. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
9. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.