Christ The Redeemer
CATHOLIC SCHOOLS

2023-2024

ANNUAL EDUCATION RESULTS REPORT



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MESSAGE FROM BOARD CHAIR



On behalf of the Board of Christ The Redeemer Catholic Schools, I would like to express my heartfelt gratitude to all teachers, administrators, and support staff for their unwavering commitment to our division. I would also like to acknowledge all parents and stakeholders, who continue to support publicly funded Catholic education. Our partnership and unified community continue to provide high quality learning, academic excellence, and safe and caring schools. Our Catholic worldview is evident and permeates throughout each of our schools. Christ The Redeemer Catholic Schools works in partnership with our Parishes and families and are appreciative of our collective commitment supporting our schools and our division.

As we move forward in the 2024-2025 school year, let us celebrate the accomplishments, yet persevere to continuously learn how to encourage, improve, and renew the faith and the minds of each and every student. We have been entrusted with the minds, hearts, and dreams of all our students. Let us all remember, “Train up a child in the way he should go, and when he is old, he will never depart from it.” Proverbs 22:6

Andrea Keenan, Board Chair

ACCOUNTABILITY STATEMENT

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

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

A Keenan

Andrea Keenan
Board Chair

A Holowka

Dr. Andrea Holowka
Superintendent


CHRIST THE REDEEMER CATHOLIC SCHOOLS
Division Priorities
2023-2024
FAITH
Faith Seeking Understanding
ACADEMIC EXCELLENCE
CTR Catholic prides itself on our students' academic achievements.
HEALTHY SCHOOLS
#RELATIONSHIPS IN A DIGITAL AGE
#CTRUNPLUGS
Christ The Redeemer CATHOLIC SCHOOLS

ACCESSING INDIVIDUAL SCHOOL PLANS

Each school develops an **Annual Education Results Report**. These reports are presented to each school's Ward Committee and School Council. They are also posted on the individual school's website, which can be accessed through our main website: **www.redeemer.ab.ca**. Electronic links to these locations may be accessed below. Once on the school website please click on "**Education Plan + Results**" to view.

ASSUMPTION ROMAN CATHOLIC SCHOOL	Oyen
HOLY FAMILY ACADEMY	Brooks
ST. JOSEPH'S COLLEGIATE	Brooks
CHRIST THE KING ACADEMY	Brooks
ST. ANTHONY'S SCHOOL	Drumheller
SACRED HEART ACADEMY	Strathmore
HOLY CROSS COLLEGIATE	Strathmore
HOLY SPIRIT ACADEMY	High River
NOTRE DAME COLLEGIATE	High River
THE CENTRE FOR LEARNING@HOME	Okotoks
HOLY TRINITY ACADEMY	Okotoks
ST. FRANCIS OF ASSISI ACADEMY	DeWinton
ST. JOHN PAUL II COLLEGIATE	Okotoks
ÉCOLE GOOD SHEPHERD SCHOOL	Okotoks
ST. LUKE'S OUTREACH CENTRE	Okotoks
ST. LUKE'S OUTREACH CENTRE	Brooks
ST. LUKE'S OUTREACH CENTRE	High River
ST. MARY'S SCHOOL	Okotoks
OUR LADY OF THE SNOWS CATHOLIC ACADEMY	Canmore

ALBERTA EDUCATION ASSURANCE REQUIRED MEASURES - OVERALL SUMMARY

Assurance Domain	Measure	Christ the Redeemer Catholic S			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	**88.9**	88.6	88.5	**83.7**	84.4	84.8	n/a	Maintained	n/a
	Citizenship	**88.9**	89.0	88.3	**79.4**	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	**89.1**	83.7	88.5	**80.4**	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	**94.1**	94.0	92.7	**88.1**	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	**78.5**	77.7	77.7	**68.5**	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	**26.9**	24.9	24.9	**19.8**	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	**75.2**	76.4	76.4	**62.5**	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	**22.1**	19.9	19.9	**15.4**	15.5	15.5	High	Improved	Good
	Diploma: Acceptable	**85.0**	84.2	84.2	**81.5**	80.3	80.3	High	Maintained	Good
	Diploma: Excellence	**23.6**	21.9	21.9	**22.6**	21.2	21.2	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	**93.2**	93.0	92.5	**87.6**	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**91.9**	92.5	91.8	**84.0**	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	**89.3**	89.1	89.1	**79.9**	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	**87.3**	85.7	85.9	**79.5**	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

ALBERTA EDUCATION ASSURANCE FIRST NATIONS, METIS, AND INUIT REQUIRED MEASURES

Assurance Domain	Measure	Christ the Redeemer Catholic S (FNMI)			Alberta (FNMI)			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	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Citizenship	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	**80.6**	79.3	82.6	**58.6**	57.0	59.5	Intermediate	Maintained	Acceptable
	5-year High School Completion	**92.2**	92.2	88.7	**69.4**	71.3	69.1	Very High	Maintained	Excellent
	PAT6: Acceptable	**60.0**	65.4	65.4	**48.7**	45.3	45.3	Low	Maintained	Issue
	PAT6: Excellence	**16.7**	15.4	15.4	**7.3**	6.5	6.5	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	**73.1**	82.2	82.2	**41.4**	39.4	39.4	Intermediate	Maintained	Acceptable
	PAT9: Excellence	**18.5**	5.9	5.9	**6.1**	5.3	5.3	High	Improved	Good
	Diploma: Acceptable	**85.9**	87.7	87.7	**76.9**	74.8	74.8	High	Maintained	Good
	Diploma: Excellence	**22.2**	12.3	12.3	**11.8**	11.3	11.3	High	Improved	Good
Teaching & Leading	Education Quality	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

ALBERTA EDUCATION ASSURANCE ENGLISH AS AN ADDITIONAL LANGUAGE REQUIRED MEASURES

Assurance Domain	Measure	Christ the Redeemer Catholic S (EAL)			Alberta (EAL)			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	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Citizenship	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	**91.0**	80.7	91.7	**72.0**	72.8	76.7	Very High	Maintained	Excellent
	5-year High School Completion	**98.9**	98.1	94.8	**88.1**	88.7	87.2	Very High	Improved	Excellent
	PAT6: Acceptable	**73.0**	82.4	82.4	**64.6**	65.4	65.4	Intermediate	Declined	Issue
	PAT6: Excellence	**25.2**	19.6	19.6	**16.5**	15.7	15.7	High	Maintained	Good
	PAT9: Acceptable	**63.6**	63.7	63.7	**52.7**	55.3	55.3	Low	Maintained	Issue
	PAT9: Excellence	**13.6**	8.2	8.2	**10.1**	11.0	11.0	Intermediate	Improved	Good
	Diploma: Acceptable	**69.5**	62.7	62.7	**66.3**	67.1	67.1	Very Low	Improved	Issue
	Diploma: Excellence	**11.7**	6.5	6.5	**14.0**	13.8	13.8	Low	Improved	Acceptable
Teaching & Leading	Education Quality	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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9. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

MEASURE EVALUATION REFERENCE

Achievement Evaluation

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 three-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 below shows the range of values defining the five achievement evaluation levels for each measure.

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
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 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

Notes:
For all measures: 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%.

Improvement Table

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

Overall 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.

	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

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PROVINCIAL MEASURES

PAT ACCEPTABLE

Overall percentage of students in Grades 6 and 9 who achieved the **acceptable** standard on the test (overall cohort results).							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024		**2024-2025 Target**
	%	%	%	%	%		%
Overall	N/A	N/A	68.2	76.6	PAT6 – 78.5	PAT9 – 75.2	**80**
EAL	N/A	N/A	71.2	67.2	PAT6 – 73.0	PAT9 – 63.6	**70**

Comment on Results:

The aggregated acceptable rate was 76.9%, outperforming the provincial rate of 65.5% by 11.4%, however, decreased from the previous year's CTR results by 0.2%. Students within our large cohort participating in online education who wrote the exam performed well. However, many students in online settings do not participate, and these students often choose online education to avoid congregated settings. The overall participation rate for online students was approximately 63%, considerably lower than the traditional school settings. For all of CTR's acceptable results, Social 6 was the weakest subject and Math, Science, and French Language Arts in grade 9 were the strongest subjects.

PAT EXCELLENCE

Overall percentage of students in Grades 6 and 9 who achieved the **excellence** standard on the test (overall cohort results).							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024		**2024-2025 Target**
	%	%	%	%	%		%
Overall	N/A	N/A	19.6	20.8	PAT6 – 26.9	PAT9 – 22.1	**23**
EAL	N/A	N/A	13.5	10.3	PAT6 – 25.2	PAT9 – 13.6	**20**

Comment on Results:

The aggregated excellence rate was 24.5%, outperforming the provincial rate of 17.6% by 6.9% and increased from the previous year's CTR results by 2.1%. Students within our large cohort participating in online education who wrote the exam performed well. However, many students in online settings do not participate, and these students often choose online education to avoid congregated settings. The overall participation rate for online students was approximately 63%, considerably lower than the traditional school settings. For all of CTR's excellence results, French Language Arts in grade 9 was the strongest subject and Math grade 9 had the lowest result.

PAT Course by Course Results by Number Enrolled													
		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	94.3	15.1	94.2	11.5	n/a	n/a	95	14
	Province	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4	80.4	18.5		
Science 6	Authority	n/a	n/a	n/a	n/a	78.2	33.7	79.4	29.6	*	*	80	30
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	76.6	27.0	77.7	24.9	78.5	26.9	n/a	n/a
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	72.5	15.2	84.9	17.7	80.3	18.4	82	20
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	37.5	0.0	70.0	10.0	78.6	0.0	80	10
	Province	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	92.7	12.7	83.3	12.2	90.7	28.0	91	29
	Province	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3	83.1	19.7		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	55.5	13.1	69.7	16.1	68.1	18.1	69	19
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	50.0	0.0	22.2	0.0	54.5	4.5	60	10
	Province	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9		
Science 9	Authority	n/a	n/a	n/a	n/a	73.4	29.4	79.9	25.7	81.6	31.7	82	32
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	42.9	0.0	70.0	20.0	41.7	0.0	50	10
	Province	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	64.3	15.7	71.2	21.7	70.8	21.3	72	22
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	50.0	16.7	*	*	53.3	6.7	55	10
	Province	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3		

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. “A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course by Course Summary by Enrolled with Measure Evaluation		Christ the Redeemer Catholic S							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	52	94.2	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	52	11.5	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	*	*	*	54	*	690	79.4	53,806	68.8	54,859	66.7
	Standard of Excellence	*	*	*	54	*	690	29.6	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	High	Maintained	Good	735	78.5	683	77.7	60,804	68.5	57,655	66.2
	Standard of Excellence	High	Maintained	Good	735	26.9	683	24.9	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	761	80.3	790	84.9	59,096	69.5	56,255	71.4
	Standard of Excellence	High	Maintained	Good	761	18.4	790	17.7	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	High	Maintained	Good	14	78.6	10	70.0	1,465	49.6	1,254	50.2
	Standard of Excellence	Low	Declined	Issue	14	0.0	10	10.0	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	Intermediate	Improved	Good	75	90.7	90	83.3	3,308	76.6	3,215	76.1
	Standard of Excellence	High	Improved Significantly	Good	75	28.0	90	12.2	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	752	68.1	785	69.7	58,577	52.7	55,447	54.4
	Standard of Excellence	Intermediate	Improved	Good	752	18.1	785	16.1	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	Intermediate	Improved	Good	22	54.5	9	22.2	1,967	52.2	1,815	52.7
	Standard of Excellence	Low	Maintained	Issue	22	4.5	9	0.0	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	745	81.6	785	79.9	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	Improved Significantly	Excellent	745	31.7	785	25.7	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	Low	Declined	Issue	12	41.7	10	70.0	1,411	52.3	1,197	52.9
	Standard of Excellence	Low	Declined	Issue	12	0.0	10	20.0	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	746	70.8	779	71.2	59,125	60.5	56,309	58.4
	Standard of Excellence	High	Maintained	Good	746	21.3	779	21.7	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	Low	n/a	n/a	15	53.3	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	Intermediate	n/a	n/a	15	6.7	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

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3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course by Course Summary by Enrolled with Measure Evaluation (EAL)		Christ the Redeemer Catholic S (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	74.5	188	75.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	12.7	188	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	75.3	79	65.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	11.7	79	10.1
Science 6	Acceptable Standard	*	*	*	2	*	102	83.3	10,323	63.8	9,728	64.7
	Standard of Excellence	*	*	*	2	*	102	22.5	10,323	18.4	9,728	17.2
Social Studies 6	Acceptable Standard	Intermediate	Declined	Issue	115	73.0	102	82.4	11,278	64.6	10,098	65.4
	Standard of Excellence	High	Maintained	Good	115	25.2	102	19.6	11,278	16.5	10,098	15.7
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	90	72.2	106	70.8	7,249	56.9	6,969	62.2
	Standard of Excellence	Low	Improved	Acceptable	90	8.9	106	3.8	7,249	5.4	6,969	6.6
K&E English Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	150	46.7	149	34.9
	Standard of Excellence	*	*	*	3	*	n/a	n/a	150	4.0	149	1.3
French Language Arts 9 année	Acceptable Standard	*	*	*	4	*	n/a	n/a	174	67.8	194	71.1
	Standard of Excellence	*	*	*	4	*	n/a	n/a	174	9.2	194	11.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	60.8	84	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	7.6	84	11.9
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	87	51.7	107	56.1	7,201	46.7	6,930	50.1
	Standard of Excellence	Intermediate	Improved	Good	87	12.6	107	7.5	7,201	11.5	6,930	12.0
K&E Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	6	16.7	n/a	n/a	197	49.7	177	39.5
	Standard of Excellence	Low	n/a	n/a	6	0.0	n/a	n/a	197	12.2	177	5.6
Science 9	Acceptable Standard	High	Maintained	Good	89	76.4	107	71.0	7,236	57.7	6,975	59.4
	Standard of Excellence	Very High	Improved	Excellent	89	22.5	107	14.0	7,236	14.2	6,975	15.0
K&E Science 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	146	41.1	151	33.1

Social Studies 9	Standard of Excellence	*	*	*	4	*	n/a	n/a	146	5.5	151	3.3
	Acceptable Standard	Low	Maintained	Issue	90	58.9	108	57.4	7,249	49.4	6,983	50.4
	Standard of Excellence	Low	Maintained	Issue	90	11.1	108	7.4	7,249	9.6	6,983	11.0
K&E Social Studies 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	135	44.4	137	39.4
	Standard of Excellence	*	*	*	3	*	n/a	n/a	135	7.4	137	1.5

Notes:
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6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

DIPLOMA ACCEPTABLE

Overall percentage of students who achieved the **acceptable** standard on diploma examinations (overall results).						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	**2024-2025 Target**
	%	%	%	%	%	%
Overall	N/A	N/A	77.2	84.2	85.0	**86**
EAL	N/A	N/A	50.0	62.7	69.5	**70**

Comment on Results:

The aggregated acceptable rate was 85.0%, outperforming the provincial rate of 81.5% by 3.5%. This is increased from CTR's previous year's result by 0.8%. This is an appropriate result as it mirrors the provincial upward trend. ELA 30-1 was the strongest subject, with a noteworthy result of 92.2%, at 8.0% above the provincial acceptable level. Math 30-1 demonstrated significant improvement with an acceptable standard measure of 81.1%, 10.2% above last year's measures, and 2.7% above the provincial acceptable rate. Science 30 and Physics 30 were below provincial acceptable measures. Math 30-2 was the lowest acceptable result at 73.6%, however, 2.7% above the provincial acceptable rate.

DIPLOMA EXCELLENCE

Overall percentage of students who achieved the **excellence** standard on diploma examinations (overall results).						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	**2024-2025 Target**
	%	%	%	%	%	%
Overall	N/A	N/A	19.3	21.9	23.6	**24**
EAL	N/A	N/A	7.0	6.5	11.7	**12**

Comment on Results:

The aggregated excellence rate was 23.6%, outperforming the provincial rate of 22.6% by 1.0%. This is increased from CTR's previous year's result by 1.7%. This is an appropriate result as it mirrors the provincial upward trend. Of note is the Math 30-1 excellence rate, at 32.6%. This is below the provincial rate of excellence by 2.3%, however represents an increase of 13.3% from the previous year. High division results were noted in the following subjects: Social 30-1, Social 30-2, Biology 30, and Chemistry 30, all of which had excellence levels in the 20-30% ranges. Subjects above provincial average include English 30-1 and 30-2 and Social 30-1 and 30-2, with Social 30-1 scoring above the provincial excellence measure by 12.9%. However, Math 30-1, Biology 30, Chemistry 30, Physics 30, and Science 30 were below provincial averages for excellence.

Diploma Exam Course by Course Results by Students Writing														
		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	87.9	11.3	88.3	10.9	92.2	11.3	93	12
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	64.8	4.4	86.8	11.0	85.7	17.9	86	18
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9		
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*	*
	Province	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7	99.4	26.3		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	29.3	1.7	70.9	19.3	81.1	32.6	82	33
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	65.1	15.4	79.5	17.9	73.6	15.4	75	17
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	90.3	22.5	93.9	29.9	90.9	31.6	92	32
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	79.9	19.1	86.8	20.7	83.8	20.2	85	21
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7		
Biology 30	Authority	n/a	n/a	n/a	n/a	74.8	25.6	82.2	28.0	84.2	28.4	85	29
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	77.0	26.7	85.0	34.5	87.0	33.1	88	34
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	83.1	28.9	79.1	27.4	79.8	31.9	80	32
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	86.1	27.8	76.8	11.0	80	15
	Province	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6		

Notes:
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3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measures		Christ the Redeemer Catholic S							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Improved Significantly	Good	512	92.2	531	88.3	33,001	84.2	31,493	83.7
	Standard of Excellence	High	Maintained	Good	512	11.3	531	10.9	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	252	85.7	219	86.8	19,219	85.7	17,112	86.2
	Standard of Excellence	High	Improved Significantly	Good	252	17.9	219	11.0	19,219	12.9	17,112	12.7
French Language Arts 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,200	95.3	1,236	93.1
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Acceptable Standard	n/a	Improved Significantly	n/a	328	81.1	326	70.9	21,035	75.4	19,763	70.8
	Standard of Excellence	n/a	Improved Significantly	n/a	328	32.6	326	19.3	21,035	34.9	19,763	29.0
Mathematics 30-2	Acceptable Standard	n/a	Declined	n/a	273	73.6	234	79.5	15,676	70.9	14,418	71.1
	Standard of Excellence	n/a	Maintained	n/a	273	15.4	234	17.9	15,676	15.4	14,418	15.2
Social Studies 30-1	Acceptable Standard	High	Declined	Acceptable	342	90.9	345	93.9	25,167	85.2	24,023	83.5
	Standard of Excellence	Very High	Maintained	Excellent	342	31.6	345	29.9	25,167	18.7	24,023	15.9
Social Studies 30-2	Acceptable Standard	Intermediate	Declined	Issue	396	83.8	387	86.8	23,985	77.6	21,045	78.1
	Standard of Excellence	High	Maintained	Good	396	20.2	387	20.7	23,985	12.7	21,045	12.3
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	430	84.2	428	82.2	24,414	83.1	23,270	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	430	28.4	428	28.0	24,414	33.7	23,270	32.8
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	332	87.0	293	85.0	19,955	82.9	18,364	80.5
	Standard of Excellence	High	Maintained	Good	332	33.1	293	34.5	19,955	38.0	18,364	37.0
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	163	79.8	215	79.1	9,955	85.1	9,241	82.3
	Standard of Excellence	High	Maintained	Good	163	31.9	215	27.4	9,955	43.1	9,241	39.9
Science 30	Acceptable Standard	Low	Declined	Issue	82	76.8	36	86.1	8,439	81.3	8,007	79.4
	Standard of Excellence	Low	Declined Significantly	Concern	82	11.0	36	27.8	8,439	24.6	8,007	23.1

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4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Exam Results Course by Course with Measure Evaluation (EAL)		Christ the Redeemer Catholic S (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Low	Improved Significantly	Good	46	84.8	42	61.9	2,095	61.3	2,482	63.3
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	46	6.5	42	0.0	2,095	2.7	2,482	3.7
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	48	66.7	52	82.7	2,333	70.0	2,284	71.5
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	48	2.1	52	1.9	2,333	5.2	2,284	5.5
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	85.7	27	85.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	19.0	27	0.0
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	100.0	11	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	11.1	11	9.1
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved	n/a	33	57.6	26	38.5	1,543	64.0	1,714	61.1
	Diploma Examination Standard of Excellence	n/a	Improved	n/a	33	27.3	26	7.7	1,543	27.6	1,714	23.1
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Improved	n/a	45	66.7	35	54.3	1,250	57.7	1,327	58.5
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	45	4.4	35	5.7	1,250	9.0	1,327	9.7
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Declined	Issue	38	71.1	21	85.7	1,110	70.5	1,415	72.7
	Diploma Examination Standard of Excellence	High	Improved	Good	38	18.4	21	4.8	1,110	10.7	1,415	8.8
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	54	70.4	70	64.3	2,904	63.2	2,749	62.5
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	54	13.0	70	7.1	2,904	8.3	2,749	7.8
Biology 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	56	66.1	46	60.9	1,509	69.7	1,790	72.8
	Diploma Examination Standard of Excellence	Very Low	Declined Significantly	Concern	56	5.4	46	19.6	1,509	23.6	1,790	24.7
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	28	71.4	22	59.1	1,364	73.2	1,479	73.5
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	28	17.9	22	9.1	1,364	29.6	1,479	29.9
Physics 30	Diploma Examination Acceptable Standard	Intermediate	Improved Significantly	Good	11	72.7	14	28.6	645	71.3	715	75.7
	Diploma Examination Standard of Excellence	Very High	Improved Significantly	Excellent	11	45.5	14	0.0	645	32.9	715	32.3
Science 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	25	68.0	10	60.0	591	69.0	714	67.4
	Diploma Examination Standard of Excellence	Low	Improved	Acceptable	25	12.0	10	0.0	591	16.2	714	16.1

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

STUDENT LEARNING ENGAGEMENT

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority										Measure Evaluation			Province								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	2,463	89.7	2,554	88.3	2,540	88.6	2,705	88.9	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	470	92.3	406	91.5	402	90.3	505	90.4	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	1,571	80.3	1,691	76.3	1,716	77.6	1,805	78.3	n/a	Maintained	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	422	96.6	457	97.1	422	97.9	395	98.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) The literacy skills your child is learning at school are useful; 2) the numeracy skills your child is learning at school are useful; and 3) your child is learning what they need to know. Further student questions query their perspective on subject usefulness and interest.

Comment on Results:

CTR's overall student learning engagement rate of 88.9% was 5.2% higher than the provincial average, and slightly higher than the previous year's result of 88.6%. It is encouraging to observe an upward trend in CTR while the provincial trend is decreasing. Of note is the lower results reported by students, both within CTR and provincially, indicating a need to explore student interest in subject area involvement, particularly in secondary grades.

CITIZENSHIP

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority										Measure Evaluation			Province								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,577	91.2	2,461	90.0	2,553	87.6	2,538	89.0	2,706	88.9	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	473	90.1	468	87.5	405	84.4	402	86.0	506	86.0	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	1,665	86.2	1,570	86.3	1,691	83.2	1,714	84.2	1,805	84.5	Very High	Maintained	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	439	97.4	423	96.2	457	95.1	422	96.7	395	96.2	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) Students at your child's school follow the rules; 2) students at your child's school help each other when they can; 3) students at your child's school respect each other; 4) your child is encouraged at school to be involved in activities that help the community; and 5) your child is encouraged at school to try their best.

Comment on Results:

CTR's active citizenship rate of 88.9% was 9.5% higher than the provincial average, increased from CTR's previous year's result, and above the previous three-year average of 88.3%. CTR's citizenship results maintain an upward trend, while the province continues to trend downward. CTR's results are reflective of the Catholic Social Teachings practiced and taught within our schools.

HIGH SCHOOL COMPLETION RATE – ALL STUDENTS

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

	Authority													Province								
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	720	86.6	698	90.0	671	91.8	841	83.7	806	89.1	Very High	Maintained	Excellent	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	652	88.2	722	93.7	703	93.1	673	93.7	808	91.6	Very High	Declined	Good	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	685	91.7	651	89.3	723	94.8	702	94.0	673	94.1	Very High	Improved	Excellent	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

HIGH SCHOOL COMPLETION RATE – EAL STUDENTS

	Christ the Redeemer Catholic S (EAL)													Alberta (EAL)								
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	**88**	**91.3**	**108**	**97.7**	**88**	**96.6**	**109**	**80.7**	**86**	**91.0**	Very High	Maintained	Excellent	**3,307**	**74.1**	**3,654**	**78.7**	**3,646**	78.5	**3,805**	**72.8**	**3,883**	**72.0**
4 Year Completion	70	90.1	85	94.4	105	97.2	85	98.2	91	94.8	Very High	Maintained	Excellent	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2
5 Year Completion	**64**	**92.3**	**70**	**91.1**	**84**	**95.3**	**104**	**98.1**	**82**	**98.9**	Very High	Improved	Excellent	**2,664**	**85.0**	**2,960**	**86.9**	**2,874**	86.1	**3,151**	**88.7**	**3,135**	**88.1**

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time."

Comment on Results:

The overall CTR three-year high school completion rate of 89.1% was 8.7% higher than the provincial average. This increase is significant for CTR, as their previous rate of decline mirrored the provincial trend but was more significant. CTR's increase in the three-year metric while the province continues to decline represents strong divisional recovery in completion following the impact of the pandemic. Remarkably, the EAL three-year high school completion rate was 91.0%, 19% above the provincial measure. This represents the success of sheltered programming and individualized support for our EAL students across CTR schools. The four and five-year rates are also significantly above provincial, indicating that 98.9% of EAL students are able to graduate in five years.

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Christ the Redeemer Catholic S			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)	**60.7**	0.8	n/a	**52.7**	3.5	n/a	High	n/a	n/a
Drop Out Rate	**1.8**	1.3	1.2	**2.5**	2.5	2.4	Very High	Declined	Good
In-Service Jurisdiction Needs	**90.8**	90.4	91.8	**81.1**	82.2	83.0	High	Maintained	Good
Lifelong Learning	**87.8**	88.7	87.7	**79.9**	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	**90.4**	88.9	88.4	**82.8**	82.9	82.9	Very High	Improved Significantly	Excellent
Program of Studies - At Risk Students	**89.4**	88.7	88.9	**80.6**	81.2	81.5	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	**85.5**	87.2	85.3	**70.7**	71.9	70.0	Very High	Maintained	Excellent
Safe and Caring	**93.7**	94.2	93.6	**87.1**	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	**84.8**	83.5	83.2	**71.9**	72.9	72.7	Very High	Improved	Excellent
School Improvement	**87.7**	88.8	86.8	**75.8**	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	**61.8**	64.8	62.5	**60.1**	59.7	60.0	Intermediate	Maintained	Acceptable
Work Preparation	**89.9**	89.7	89.2	**82.8**	83.1	84.0	Very High	Maintained	Excellent

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Comment on Results:

Supplemental measures have been included to provide a more robust review of CTR's achievement. While the entirety of the supplemental measures demonstrates the strength within CTR, of note are results that are well above provincial: Rutherford Scholarship eligibility rate (14.8% above provincial), program access (14.8% above provincial), and school improvement (11.9% above provincial). These figures indicate the high achievement of students throughout their high school years, the availability of services for students to support their learning needs, and the perception of improvement within the school setting. Both the results for transition rate and in-service jurisdiction needs demonstrate a slight downward trend for the division.

EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Early Years Literacy Assessments - Literacy – CC3					
Grade	# of students assessed	Literacy At-Risk (Sept/Jan)	Average months behind	Literacy At-Risk (June)	Average months behind
1	512	70	5.5	49	6.2
2	616	97	9.5	81	11.1
3	599	99	19.5	84	19.5

Early Years Numeracy Assessments - Provincial Numeracy Screening Assessments					
Grade	# of students assessed	Numeracy At-Risk (Sept/Jan)	Average months behind	Numeracy At-Risk (June)	Average months behind
1	512	113	8.2	89	7.2
2	611	164	3.7	110	5.7
3	600	104	9.6	74	5.6

Comment on Results:

Literacy Summary: Government-approved LeNs and CC3 assessments were administered in Grades 1 and 2, and CC3 in Grade 3. The number of at-risk students decreased across all grades: from 70 to 49 in Grade 1, from 97 to 81 in Grade 2, and from 99 to 84 in Grade 3. This reduction of 52 students across Grades 1–3 demonstrates the success of targeted interventions in reducing the overall number of at-risk students. However, the average months behind increased in Grade 1, from 5.5 to 6.2 months (a loss of 0.7 months), in Grade 2, from 9.5 to 11.1 months (a loss of 1.6 months), and remained static at 19.5 months in Grade 3. This loss in progress may be due to increased grade-level expectations, the higher needs of the remaining at-risk cohort, or the complexity of skills required at each grade level that interventions may not yet fully address. To support these students, schools implemented small-group interventions, cohorted response to intervention periods, one-on-one reading programs, tiered classroom support, and external literacy specialists. These efforts, complemented by professional development for teachers, will be refined to accelerate growth and ensure meaningful progress for all at-risk students.

Numeracy Summary: Government-approved numeracy assessments were administered to students in Grades 1–3. In Grade 1, 113 students were identified as at-risk, with an average delay of 8.2 months that improved to 7.2 months by June, reflecting a gain of 1.0 month. Grade 2 started with 164 students at-risk and an average delay of 3.7 months, which increased to 5.7 months by June, indicating a loss of 2.0 months and emphasizing the need for more focused interventions. In Grade 3, 104 students were identified as at-risk, with an average delay of 9.6 months that decreased to 5.6 months by June, representing a gain of 4.0 months and highlighting the success of targeted strategies.

By June, the number of at-risk students decreased across all grades: from 113 to 89 in Grade 1, from 164 to 110 in Grade 2, and from 104 to 74 in Grade 3. This totals 273 students at risk in June across Grades 1–3, a reduction from 381 at the start of the year. This significant reduction of 108 students (a 28% decrease) indicates that the implemented interventions had a meaningful impact overall. However, the data also highlights that the largest number of at-risk students remained in Grade 2, with 110 still requiring additional support by June, which may reflect the need for more intensive strategies at this critical stage.

Schools addressed these gaps through a range of supports, including cohorted math groups, classroom-based interventions, math group pull-outs, daily response to intervention blocks, and the hiring of additional numeracy teachers in some schools. Professional development provided teachers with research-based strategies to address these gaps. Moving forward, these efforts will be refined to further reduce the number of at-risk students and ensure accelerated progress across all grades.

Overall Comment: The assessments indicate key areas where literacy and numeracy supports can be highly effective. By focusing on foundational skills early on and continuing to focus on them in later grades, schools can proactively address gaps and support growth, with many students already showing promising progress through targeted interventions. Continuous use of assessment data will help tailor instruction to each student's needs, while professional development for teachers will strengthen instructional practices. These collaborative efforts between classroom teachers, intervention specialists, and educational assistants will ensure a comprehensive approach to student learning, enhancing teacher efficacy and enabling all students to achieve their potential in both literacy and numeracy.

LOCAL MEASURES OF STUDENT GROWTH AND ACHIEVEMENT

- Strategies used to improve rates of PAT and Diploma success, high school completion, active citizenship, and academic engagement.

NEW STRATEGIES	IMPACT
K-6 Curriculum Implementation CTR will gather teachers to develop curriculum support documents to support curriculum implementation in Science and French Immersion Language Arts and Literature. Professional learning sessions will be planned throughout the year for teachers to further unpack the curriculum and successfully implement the curriculum.	86.4% of elementary teachers implementing new curriculum are satisfied with the support they have received to implement the new curriculum.
Catholic Learning Communities Every Friday, time is set aside for Catholic Learning Communities where teachers collaborate to improve student learning. CLCs answer the following questions: 1) What do we want our students to learn? 2) How do we ensure they learn it? And 3) How do we assess if they've learned it? There is a focus on using research-proven pedagogy to attain these goals.	89.6% of classroom teachers are satisfied that their school-based CLCs are improving student learning.
Coding CTR will invite Grades 4-8 teachers to learn about and become leaders in the area of coding. Lead by CTR's divisional STEM Lead Teacher, this opportunity will allow students to engage with computational thinking through coding and robotics.	93.6% of teachers involved in the voluntary coding pilot are satisfied that students have improved computational thinking through involvement in coding.
EXISTING STRATEGIES	**IMPACT**
CTR will support the operation of divisional teams in their efforts to meet team goals designed to impact student learning, created by divisional subject leaders and teachers. (All Elementary, Elementary and Secondary Band, Secondary Phys Ed, Secondary English, Secondary Drama, Secondary Art, Secondary Math, Secondary Construction, Secondary Biology, and Secondary Career and Post-Secondary Counsellors.)	CTR's targeted workshops and collaborative training have strengthened divisional leads' leadership and instructional skills, enabling them to create impactful resources and strategies for student learning. Each lead also facilitated a professional development day focused on high-yield practices, driving meaningful shifts in classroom teaching.
An additional cohort of teachers will receive professional development in **Readers' and Writers' Workshop** and follow-up classroom visits to support implementation.	The 13th cohort of Readers' and Writers' Workshop teachers has deepened student engagement and literacy skills, fostering a lasting "book love" culture in classrooms. Intensive workshops, follow-up visits, and reflective feedback have cemented these impactful practices.

All elementary homerooms and secondary English and French Language Arts' classrooms are equipped with **Classroom Libraries.**	Classroom Libraries across grades have enriched daily student access to diverse books, sparking a love for reading, supporting literacy growth, and nurturing lifelong reading habits.
All elementary teachers will have access to multiple webinars focused on the purpose, application, and implementation of the Mathology resource in alignment with Alberta curriculum.	Mathology webinars have equipped elementary teachers with strategies to align math instruction with the Alberta curriculum, strengthening student foundations in math.
Over 1,000 students in Grade 4 to Grade 12 participate in **Junior Achievement** programs throughout the year.	1183 elementary, junior, and senior high students participated in Junior Achievement programs this year. These programs link education and the business world, giving youth experience in financial literacy, work readiness, and entrepreneurship.

PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT (FNMI) STUDENT GROWTH AND ACHIEVEMENT

PROVINCIAL MEASURES

PAT ACCEPTABLE

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the **acceptable** standard on the test (overall cohort results).							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024		**2024-2025 Target**
	%	%	%	%	%		%
Overall	N/A	N/A	70.3	79.5	PAT 6 – 60	PAT 9 – 73.1	**80**

Comment on Results:
CTR's Indigenous students earned an aggregate acceptable rate of 66.6%. This is below CTR's overall acceptable rate of 76.9%, but above the provincial average of all students which stands at 65.5%.

PAT EXCELLENCE

Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the **excellence** standard on the test (overall cohort results).							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024		**2024-2025 Target**
	%	%	%	%	%		%
Overall	N/A	N/A	23.4	7.5	PAT 6 – 16.7	PAT 9 – 18.5	**20**

Comment on Results:
CTR's Indigenous students earned an excellence rate of 17.6%. This is below CTR's overall excellence rate of 24.5%, and equal to the provincial average of all students which stands at 17.6%.

PAT Results Course by Course Summary by Enrolled with Measure Evaluation – First Nation, Metis, and Inuit students

		Christ the Redeemer Catholic S (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	102	56.9	132	65.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	102	2.9	132	5.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	57.1	16	81.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	0.0	16	31.3
Science 6	Acceptable Standard	*	*	*	1	*	26	73.1	3,851	51.4	3,990	46.0
	Standard of Excellence	*	*	*	1	*	26	38.5	3,851	12.3	3,990	9.0
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	30	60.0	26	65.4	4,556	48.7	4,332	45.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	30	16.7	26	15.4	4,556	7.3	4,332	6.5
English Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	31	80.6	34	91.2	4,465	49.5	4,375	49.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	12.9	34	8.8	4,465	4.7	4,375	4.4
K&E English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	388	42.8	297	43.8
	Standard of Excellence	*	*	*	2	*	n/a	n/a	388	4.9	297	3.7
French Language Arts 9 année	Acceptable Standard	*	*	*	2	*	n/a	n/a	160	63.8	136	65.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	160	5.6	136	4.4
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	79.2	20	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	12.5	20	10.0
Mathematics 9	Acceptable Standard	Low	Declined	Issue	30	60.0	34	73.5	4,361	28.7	4,197	28.7
	Standard of Excellence	High	Improved Significantly	Good	30	20.0	34	0.0	4,361	4.8	4,197	3.8
K&E Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	485	43.7	440	48.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	485	6.2	440	11.1
Science 9	Acceptable Standard	Very High	Maintained	Excellent	29	79.3	33	81.8	4,477	46.0	4,380	42.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	29	27.6	33	6.1	4,477	8.5	4,380	7.1
K&E Science 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	373	46.6	281	48.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	373	7.2	281	8.2
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	30	73.3	33	81.8	4,498	39.0	4,393	34.1
	Standard of Excellence	High	Improved	Good	30	20.0	33	9.1	4,498	6.3	4,393	4.9
K&E Social Studies 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	351	46.2	262	45.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	351	9.4	262	7.3

"Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results."

DIPLOMA ACCEPTABLE

Overall percentage of self-identified FNMI students who achieved the **acceptable** standard on diploma examinations (overall results).						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	**2024-2025 Target**
	%	%	%	%	%	%
Overall	N/A	N/A	76.7	87.7	85.9	**88**

Comment on Results:
CTR's Indigenous students earned an acceptable rate of 85.9%. This is above CTR's overall acceptable rate of 85.0%, and above the provincial average of all students which stands at 81.5%.

DIPLOMA EXCELLENCE

Overall percentage of self-identified FNMI students who achieved the **excellence** standard on diploma examinations (overall results).						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	**2024-2025 Target**
	%	%	%	%	%	%
Overall	N/A	N/A	14.0	12.3	22.2	**23**

Comment on Results:
CTR's Indigenous students earned an excellence rate of 22.2%. This is below CTR's overall excellence rate of 23.6%, and also slightly below the provincial average of all students which stands at 22.6%.

Diploma Exam Results Course by Course Summary by Enrolled with Measure Evaluation – First Nation, Metis, and Inuit Students

		Christ the Redeemer Catholic S (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	17	94.1	16	100.0	1,402	81.7	1,286	78.3
	Diploma Examination Standard of Excellence	High	Improved	Good	17	11.8	16	0.0	1,402	6.9	1,286	6.1
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	13	100.0	16	100.0	2,010	86.0	1,833	86.5
	Diploma Examination Standard of Excellence	High	Maintained	Good	13	15.4	16	12.5	2,010	10.8	1,833	9.9
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	88.9	37	83.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	0.0	37	2.7
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	634	64.4	566	60.6
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	634	17.0	566	15.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	7	71.4	13	69.2	785	64.8	742	65.8
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	7	14.3	13	23.1	785	10.1	742	12.1
Social Studies 30-1	Diploma Examination Acceptable Standard	High	Maintained	Good	10	90.0	8	100.0	1,071	79.1	986	73.0
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	10	40.0	8	12.5	1,071	10.6	986	8.6
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	15	86.7	28	89.3	2,091	72.9	1,933	72.3
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	15	13.3	28	7.1	2,091	6.6	1,933	5.4
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	16	81.3	12	66.7	1,041	72.8	902	72.5
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	16	18.8	12	16.7	1,041	17.0	902	19.1
Chemistry 30	Diploma Examination Acceptable Standard	High	Maintained	Good	6	83.3	7	85.7	614	78.2	550	70.0
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	6	50.0	7	28.6	614	23.5	550	24.0
Physics 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	7	71.4	n/a	n/a	280	80.4	250	72.0
	Diploma Examination Standard of Excellence	Low	n/a	n/a	7	14.3	n/a	n/a	280	23.2	250	26.8
Science 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	480	78.1	470	75.3
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	480	18.5	470	18.7

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

High School Completion Rates – First Nation, Metis, and Inuit Students

	Christ the Redeemer Catholic S (FNMI)													Alberta (FNMI)								
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	**38**	**86.8**	**25**	**80.6**	**21**	**87.8**	**29**	**79.3**	**34**	**80.6**	Intermediate	Maintained	Acceptable	**3,750**	**55.9**	**3,814**	**62.0**	**3,972**	**59.5**	**3,943**	**57.0**	**4,222**	**58.6**
4 Year Completion	34	74.1	35	94.5	23	92.0	22	91.8	26	95.1	Very High	Maintained	Excellent	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
5 Year Completion	**30**	**90.9**	**33**	**76.6**	**35**	**97.3**	**24**	**92.2**	**23**	**92.2**	Very High	Maintained	Excellent	**3,407**	**65.0**	**3,469**	**68.1**	**3,593**	**68.0**	**3,719**	**71.3**	**3,909**	**69.4**

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

Comment on Results:

CTR's Indigenous students had a three-year high school completion rate of 80.6%, which is below the rate of all CTR students which stands at 89.1%. This three-year result is above the rate for all Alberta's students, which stands at 80.4% and well above the provincial Indigenous student graduation rate of 58.6%.

LOCAL MEASURES OF FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

- Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

NEW STRATEGIES	IMPACT
Gather Teachers to prepare K to 6 curriculum support documents, ensuring First Nations, Métis, and Inuit outcomes are clearly addressed. Before new curriculum implementation, CTR will engage teachers in summer professional development where they create curriculum support documents for each elementary curriculum. First Nations, Métis, and Inuit content and perspectives will be infused in each curriculum support document in collaboration with Elders, Knowledge Keepers and/or Indigenous Educators.	The curriculum support documents (CSD) will include First Nations, Métis, and Inuit content and resources. The CSD work focuses on treaty education, reconciliation, and Indigenous knowledge in key areas like Social Studies, Language Arts, and Wellness. Indigenous teacher reps were involved in shaping this content to foster understanding and inclusion for all students. We have also partnered with Rupertsland to develop these documents further.
Many and One Committee The Many and One Committee consists of personnel from the Catholic Education Centre and the schools. The committee is focused on identifying and designing initiatives that combat racism and discrimination, while also fostering inclusion. The committee will specifically design initiatives that are focused on Indigenous students and issues.	90.1% of teachers are satisfied that teachers, students, and parents at their child's school/their school seek to end racism. The commitments of all of our schools to educate students on the Catholic Social Teachings has had significant impact on our schools.
Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students and CTR's SIS Administrative Procedure All Indigenous youth in care have their cases reviewed a minimum of two times a year.	In accordance with STU AP 23, we ensure that Indigenous Youth in Care receive consistent, wrap-around support through Success in Schools (SIS) meetings held at least twice a year. This process enhances access to essential services, promoting the well-being and academic success of these students.
Success for First Nations, Métis, and Inuit Administrative Procedure CTR uses innovative approaches to support success and close the achievement gap between First Nations, Métis, and Inuit students and all Alberta students.	There is a 92.2% success rate for First Nations, Métis and Inuit high school 5-Year High School Completion rate. With this high rate, CTR's targeted supports for First Nations, Métis, and Inuit students have contributed to closing the achievement gap, showcasing the

	effectiveness of innovative, culturally responsive approaches. This success reflects CTR's commitment to equitable outcomes and academic resilience among FNMI students.
EXISTING STRATEGIES	**IMPACT**
CTR has a relationship with Elder Soo'kokoto (Randy Bottle) who advises leadership on Indigenous issues and speaks to students throughout the division.	CTR's partnership with Elder Soo'kokoto enriches cultural understanding across the division, as he shares Indigenous knowledge with students, supports First Nations, Métis and Inuit teacher reps, and strengthens professional development.
Each school in CTR is represented by a **First Nations, Métis, and Inuit Lead Teacher** responsible for sharing resources and professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.	The presence of First Nations, Métis, and Inuit Lead Reps in each CTR school has strengthened awareness and action on Indigenous perspectives, enriching the school culture with relevant resources and professional development. This initiative empowers educators and students alike to engage meaningfully with First Nations, Métis and Inuit history, perspectives, and reconciliation efforts.
Foundational Knowledge Professional Development is available for all CTR staff to access through webinars, First Nations, Metis, and Inuit Lead Teacher session, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.	The Foundational Knowledge Professional Development resources offered through CTR equip staff with essential insights into Indigenous perspectives, fostering a deeper cultural awareness across the division. Attendance by lead teachers and system leaders at the Braiding Together conference further strengthens this commitment, enhancing leadership capacity in embedding First Nations, Métis, and Inuit perspectives in schools.
Every CTR school has provided **The Blanket Exercise** experience for all staff members, focusing on the historical facts and impacts of colonization on the Indigenous people from pre-contact to the present.	The Blanket Exercise has promoted impactful learning within CTR schools, helping staff understand the deep historical and ongoing impacts of colonization on Indigenous communities. This experiential approach fosters empathy and awareness, supporting staff in creating a more inclusive and culturally responsive educational environment.
The Land Acknowledgement is announced daily at all CTR schools, including at the start of assemblies, Parent Council meetings, weekly Central Office meetings, monthly administrators' meetings, and monthly Board meetings.	Daily Land Acknowledgements in CTR schools and meetings foster respect for Indigenous lands and histories, deepening the community's commitment to reconciliation. With principals sharing their personal connections to the land each month at admin meetings, this practice becomes more meaningful, encouraging a reflective journey toward cultural understanding and respect.

PROVINCIAL DOMAIN: TEACHING AND LEADING

PROVINCAL MEASURE

EDUCATION QUALITY

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority													Province								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,579	94.2	2,464	93.4	2,548	92.1	2,541	93.0	2,708	93.2	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	473	91.3	470	91.7	406	89.3	402	89.7	507	89.7	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	1,667	93.0	1,571	91.8	1,684	90.1	1,717	91.8	1,806	92.0	Very High	Improved	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	439	98.2	423	96.8	458	97.0	422	97.4	395	97.8	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) Your child clearly understands what they are expected to learn at school; 2) your child finds schoolwork challenging; 3) your child finds schoolwork interesting; 4) your child is learning what they need to know; and 5) how satisfied or dissatisfied are you with the quality of education your child is receiving at school.

Comment on Results:

CTR's education quality was 93.2% which is 5.6% higher than the provincial rate of 87.6%. We are satisfied with our ongoing upward trend in results given the provincial decrease in this measure. Our increase is representative of the continued academic rigour and commitment to research-informed instructional strategies within our schools

LOCAL MEASURES OF TEACHING AND LEADING

- Processes, strategies, and local measures/data to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

NEW STRATEGIES	IMPACT
Staff Wellness Initiative CTR Human Resources Department will lead professional development sessions for Vice Principals on staff health and well-being. Vice Principals will facilitate interactive sessions with their faculty and staff members. Division leaders will demonstrate a commitment to staff health and wellness by incorporating *The 13 Factors for Psychological Health and Safety in the Workplace* as part of leadership decisions.	CTR's Staff Wellness Initiative, led by Human Resources, has fostered a strong commitment to health and well-being, with Vice Principals facilitating interactive wellness sessions for staff. This focus on supportive leadership has led to 85.4% of teachers expressing satisfaction with the commitment of school and divisional leaders to their personal wellness.
Teacher Supervision, Growth and Evaluation (TSGE) Human Resources and Communications will prepare an infographic for distribution to parents and School Councils about CTR's Teacher Supervision, Growth, Evaluation processes.	The Teacher Supervision, Growth, and Evaluation (TSGE) process at Christ the Redeemer (CTR) Catholic Schools has significantly enhanced teacher professional growth, with 92.7% of teachers expressing high satisfaction with their experience. This commitment to development has positively impacted teaching quality, enriching student learning experiences. Highlights of the TSGE process were also shared with School Councils to showcase this strength within our parent community.
Aspiring Leaders Program CTR Catholic will host virtual Aspiring Leader sessions that focus on the links between the TQS and the LQS. Sessions will feature stories, problems of practice and leadership qualities, from current administrators.	With 94.3% of teachers expressing satisfaction in opportunities to learn about, share in, and practice leadership, CTR Catholic has effectively strengthened leadership capacity across the division. By connecting the TQS and LQS and offering real-world insights from experienced administrators, Aspiring Leader sessions have empowered teachers to grow as leaders, enriching our schools and fostering a collaborative learning culture.
New Leader Mentorship CTR Senior Administration will facilitate regular mentorship sessions with cohorts of new Principals and new Vice Principals with a focus on the LQS and CTR Administrative Procedures.	CTR Senior Administration's mentorship sessions for new Principals and Vice Principals have strengthened leadership across the division by focusing on the Leadership Quality Standard. Through consistent support and guidance, new leaders are equipped with the tools to lead in alignment with CTR's vision, mission, processes and procedures.
Enhanced Supervision CTR's Human Resource Department will facilitate the support of Teacher Supervision Growth and Evaluations in schools by the involvement of all teaching directors and coordinators into the Enhanced Supervision of teachers in schools.	The Teacher Supervision, Growth, and Evaluation (TSGE) process at CTR has significantly enhanced teacher professional growth, with 92.7% of teachers expressing high satisfaction with their experience. This commitment to development has positively impacted teaching quality, enriching student learning experiences.
EXISTING STRATEGIES	**IMPACT**
CTR's Human Resource Department will align the Team Leader / Department Head application criteria to the Teacher and Leadership Quality Standards.	The alignment of the Leadership Quality Standard (LQS) and Teacher Quality Standard (TQS) with CTR's existing strategies strengthens a unified vision of leadership and teaching across the division. By aligning the Team Leader and Department Head application criteria with these standards, CTR ensures that candidates selected for these roles exemplify pivotal skills, enhancing consistency and quality in leadership. Integrating these standards into supervision cycles, professional development, and divisional awards creates overt connections to the high standards of teaching and learning outlined in each competency. Referencing the TQS and LQS indicators in professional development opportunities and embedding them within structured supervision cycles, further supports clear expectations and continuous growth, reinforcing CTR's commitment to nurturing high-quality teaching and learning.
CTR's Human Resource Department will align the divisional award criteria with the TQS competencies.	
The Teacher and Leadership Quality Standards are incorporated into and aligned with the supervision, growth, and evaluation documents CTR uses in both the **Teacher Supervision, Growth and Evaluation** as well as the **Principal Supervision, Growth and Evaluation.**	
On a four-year cycle, each **teacher** and **administrator** with a continuous contract participates in *Enhanced Supervision* with their Principal or Superintendent.	
Senior administrators who report at or lead professional learning at administrative meetings make explicit references on how the professional development or information presented is an indicator of the **Leadership Quality Standard**.	

Administrators who present at New Teacher Orientation specifically cite how the standards and indicator of the **Teacher Quality Standards** are connected to the sessions presented.	

PROVINCIAL DOMAIN: LEARNING SUPPORTS

PROVINCIAL MEASURES

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Measure Evaluation			Province								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	2,462	93.1	2,554	91.1	2,538	92.5	2,705	91.9	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	469	92.1	406	90.0	402	91.9	504	90.9	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	1,570	89.6	1,691	87.1	1,714	88.1	1,806	87.3	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	423	97.5	457	96.3	422	97.6	395	97.6	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) Students at your child's school care about each other; 2) students at your child's school respect each other; 3) students treat each other well at your child's school; 4) teachers care about your child; 5) your child is safe at school; 6) your child is safe on the way to and from school; 7) your child is treated fairly by adults at your school; and 8) your child's school is a welcoming place to be.

Comment on Results:

CTR's welcoming, caring, respectful, and safe learning environment satisfaction rate was 91.9%, which is 7.9% higher than the provincial rate of 84.0%. CTR's demonstrates overall confidence in the caring and welcoming environments provided within our schools, which is an extension of our Catholic Social Teachings and the joyful witness we provide in our schools. Of note are the high results demonstrated by parents, students and teachers, as compared to that of the province.

ACCESS TO SUPPORTS AND SERVICES

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Measure Evaluation			Province								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	2,458	89.9	2,552	89.1	2,538	89.1	2,703	89.3	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	467	85.4	406	84.3	402	83.4	505	85.3	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	1,568	90.0	1,689	87.8	1,714	89.9	1,803	88.9	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	423	94.3	457	95.1	422	93.9	395	93.7	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

These satisfaction rates are based on a response to the following questions: 1) At school, there are appropriate supports and services available to your child to help with their learning; 2) when your child needs it, teachers at your child's school are available to help them; 3) you can get the support you need from the school to help your child be successful in their learning; 4) your child can easily access programs and services at school to get help with school work; and 5) your child can get help at school with problems that are not related to school work.

Comment on Results:

We continue to note a positive upward trend in overall results, which is also 9.4% above provincial. This is reflective of the overall attention to providing student access to academic supports within the classroom and school, as well as mental health and social emotional supports at each school through Family School Liaison Workers. Other supports present within our schools include Connections workers for students presenting at-risk behaviour, our partnership with McMan services to provide further family support when needed, and immigration support services throughout our communities. Deliberate efforts are also made to communicate these services to staff, students, and families, which allows for increased access and availability to all students, also reflected within our strong survey results.

LOCAL MEASURES OF LEARNING SUPPORTS

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Metis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Metis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

NEW STRATEGIES	IMPACT
Universal Mental Health Supports Universal mental health continues to be a focus for CTR and teachers will continue to build upon the mental health strategies they have previously implemented.	96.3% of teachers are satisfied that staff at their school engage in actions that promote positive student mental health.
Mental Wellness Facilitator The Mental Wellness Facilitator works closely with schools and division personnel to identify and meet the complex mental health needs within CTR through a partnership with McMan Youth, Family and Community Services Association. Through a facilitated process, the learner, family, and school develop and implement a plan to facilitate connection to external services in the community.	The Mental Wellness Facilitator ensures that students receive timely, coordinated support by connecting them to essential mental health services, fostering their overall well-being and ability to thrive academically. This collaborative approach empowers students and their families, creating a stronger support network that addresses complex mental health needs effectively.
#Relationships in a Digital Age Through the *#Relationships in a Digital Age* initiative, teachers will deliver lessons to students focusing on the foundational priorities of building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Topics include navigating social media, engaging in face-to-face conversations, dealing with conflict, building healthy relationships, replacement activities, etc. In addition, school staffs are modeling responsible use of screens while being intentional about creating opportunities for students to use critical thinking when engaging with technology. Lessons will be updated and finalized to reflect current trends and issues that are relevant to student responsible use of screens.	76.8% of teachers are satisfied that the #Relationships in a Digital Age Initiative assists students in developing healthy habits with cell phones and computers. Our ongoing focus will include updating these resources and creating a new roll out of these refreshed materials.
Many and One Committee The Many and One Committee works to promote inclusion and combat racism, discrimination, and other forms of marginalization. The committee is charged with coming up with a minimum of 10 different initiatives that schools can choose to employ based on their contexts.	90.1% of teachers are satisfied that teachers, students, and parents at their child's school/their school seek to end racism.
Intervention Programs Interventions in early numeracy skills support Grades 1 to 3 students in the acquisition of strong number sense through additional targeted instruction. **Early Reading Intervention** (ERI) and **Enhanced Reading** (ER) interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students not reading at grade level (Grades 1 to 12).	Students did not take the PAT tests in math and language arts in grade 6 this year due to new curriculum implementation. The literacy and numeracy results showed a decrease in the number of students at risk in all areas of literacy and numeracy due to the early reading and enhanced reading interventions that were strategically implemented at each school.
Attachment, Regulation, and Competency (ARC) Educational Assistants CTR continues to focus on developing the ARC model in every school through professional learning opportunities for school staff. This innovative approach addresses issues of attachment, regulation, and competency to ensure success for all students.	87.8% of teachers are satisfied that students are supported with their dysregulated behaviours.
EXISTING STRATEGIES	**IMPACT**
CTR's schools continue to have access to services provided by **Family School Liaison Workers (FSLWs) and Connections Workers.**	Our students report feeling 7.9% above the provincial average for safe and caring, and 9.4% above provincial average for access to supports and services.
Elementary and some secondary school personnel have received training in the underlying principles and functional implementation of **Zones of Regulation.**	This approach is impactful for our staff by enabling them to address student needs more effectively and foster a positive, caring school culture.

School staff have engaged in training to understand **ACES** and the impact childhood trauma has on learning and the brain.	Through training on ACES and the effects of childhood trauma on learning and brain development, our staff are better equipped to provide compassionate and trauma-informed support to all students.
Multiple school staff members have been trained in the implementation of **The MANDT System**. Two divisional Coordinators are "Train the Trainers" for this program and can train individuals when needed.	Having multiple staff members trained in The MANDT System, along with divisional Coordinators who can provide ongoing training, builds capacity and equips all staff with the skills needed to promote a safe and respectful environment for everyone.
School staff have received training in the **Crisis Cycle** and how to de-escalate students in crisis.	Staff training in the Crisis Cycle and de-escalation techniques empowers our educators to respond calmly and effectively to students in crisis, fostering a safer and more supportive school environment.
Students across the division continue to access **Sensory Rooms** on both a scheduled and as-needed basis.	These rooms provide students with calming, therapeutic spaces to regulate emotions and sensory needs, promoting focus and readiness to learn.
School staff continue to engage in professional learning around **Trauma Informed Practices** and the impact of implementation on students and learning.	Ongoing professional learning on Trauma-Informed Practices equips our staff to create nurturing and responsive classrooms, enhancing student well-being and positively impacting their ability to engage and learn.
All Kindergarten students are invited to participate in **Screening and Early Intervention,** if identified during the screening process.	Early intervention ensures that students receive timely support tailored to their developmental needs, laying a strong foundation for future learning and success.
Schools have access to CTR's divisional Psychologist through the Request for Support process for **Psychological Assessments** for students.	Psychological assessments provide schools with critical insights to tailor educational strategies, enhancing student learning outcomes and well-being.
CTR's schools continue to have access to specialized support services including **Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports**.	Specialized supports empower CTR schools to address diverse student needs comprehensively, fostering inclusive and effective learning environments across the division.
All students who have received an Alberta Education Special Education Code have an **Individualized Program Plan** on Template A, B or C, as determined by student need.	Personalized plans ensure that students with Alberta Education Special Education Codes receive tailored support, maximizing their potential for success.
The Student Services team meets with the Learning Support team at each school minimally three times per year for **Case Conferences and Success in Schools for Youth In Care.**	Such case conferences ensure coordinated interventions that promote the academic and emotional well-being of all students.
Interventions in early numeracy skills support Grades 1 to 3 students in the acquisition of strong number sense through additional targeted instruction. **Early Reading Intervention** (ERI) and **Enhanced Reading** (ER) interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students not reading at grade level (Grades 1 to 12).	These interventions have continued across CTR schools, in response in increased needs in all grades to consider basic literacy skills and comprehension activities.
Twelve CTR schools continue to support student wellbeing through a **Nutrition Program**. This program helps to support the division's overall Healthy Schools initiative.	Nutrition supports are critical in our communities where food scarcity may be a significant factor for families, or where long bus rides require a second breakfast upon arrival at school.
CTR has equipped counselors with resources to more robustly understand and endorse **Registered Apprenticeship Program (RAP)** possibilities and has developed a communication campaign aimed at both industry partners and students to promote RAP programming.	CTR's CAREERS School Engagement Coordinator continues to support schools to promote RAP as a programming alternative for students seeking experience in the trades.
CTR's schools continue to utilize **Movement and Regulation Circuits** to assist students in their understanding of their inner state of being, providing sensory opportunities to calm the nervous system to prepare their minds and bodies to learn.	Supporting students in understanding and managing their inner states, offering sensory activities that calm the nervous system and prepare them for focused, effective learning.
CTR's Student Services Department will use a **Request for Support Process** for schools to request additional services from the department.	Schools are able to place requests for supports that provides schools with streamlined access to additional services at the division level, ensuring timely and effective support for student needs.

PROVINCIAL DOMAIN: GOVERNANCE

PROVINCIAL MEASURE

PARENTAL INVOLVEMENT

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Christ the Redeemer Catholic Schools													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	908	87.9	888	85.9	862	86.0	821	85.7	896	87.3	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	469	80.1	468	78.5	405	77.4	400	77.3	503	80.1	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	439	95.7	420	93.3	457	94.6	421	94.1	393	94.5	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time."

These satisfaction rates are based on a response to the following questions: 1) To what extent are you involved in decisions about your child's education; 2) To what extent are you involved in decisions at your child's school; 3) how satisfied or dissatisfied are you that your input into decisions at your child's school is considered; 4) how satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education; and 5) how satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school.

Comment on Results:
Satisfaction with CTR's parental involvement was 87.3%, increased from the previous year, and 8.5% higher than the provincial satisfaction rate of 78.8%. CTR is committed to recognizing parents as primary educators of their children and seeks out multiple opportunities for engagement and input into our efforts at the school and division levels.

LOCAL MEASURES OF GOVERNANCE

- Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities, and community agencies.
- Processes, strategies, and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.

NEW STRATEGIES	IMPACT
Board of Trustees Engagement Strategies Trustees will attend formalized engagement sessions which *may* include community influencer engagement sessions, school council meetings, ward meetings, and Superchats.	93.0% of teachers believe school trustees engage with, and advocate for, the school division.
Principals Community Influencers Engagement Each principal will identify community influencers to join the School Council members and participate in a World Café to engage about topics of importance.	Enhanced Ward Committee meetings allowed for increased engagement with a larger number of parents in each community, thereby replacing the need for a community influencers event.

Superchats The four superintendents schedule one World Café (called Superchats) with each school each year. At these conversations, the superintendents consult about existing priorities and plans, and gather feedback on new needs arising in our schools. These conversations influence the division's Four-Year Education Plan priorities.	90.9% of teachers and 100% of administrators are satisfied with the extent to which they are given involvement and influence with respect to divisional priorities and initiatives.
EXISTING STRATEGIES	**IMPACT**
CTR's senior team meets with Alberta Education annually to review plans in detail.	Meeting with the Field Services Manager to review both the Education Plan and the AERR for the division allows for robust conversation about our results, processes for improvement, and opportunities for engagement.
The Four-Year Education Plan is presented annually to both School Council and Ward Committees.	Both the Four-Year Education Plan overview for the division, and the AERR for both the division and individual schools are shared at Ward meetings. School Councils are provided the opportunity for input and understanding of the Education Plan prior to and after its completion, and are apprised of the results within the school's AERR document.
All teachers are consulted about Four-Year Education Plan strategies and priorities via the Superchat process.	Superchats are the opportunity of the staff at each school to meet with the Superintendent team, allowing for presentation from the division, the school, and structured conversation around specific items of interest. These engagements are also summarized and provided to trustees and division administration to learn the overall themes from our teachers around our CTR community.
Administrators are consulted and/or in-serviced about the Four-Year Education Plan at every administrators' meeting.	Each meeting focuses on topics that both the division and schools are working toward implementing. These presentations allow for conversation within and across admin teams, often with the opportunity to provide input back to the division for their continued shaping of goals and strategies.
CTR has joint use agreements (JUPAs) with each community.	As the timeline for completion has been further extended by the province, CTR continues to seek the establishments of JUPAs with each of its different communities. Given the breadth of the division and the many municipalities and reeves with which to work, CTR steadily strives to move these agreements forward prior to the required deadline.
School Council Chairs are gathered two to three times per year at *Council of School Councils* (COSC) Meetings	These COSC meetings are valuable opportunities for feedback and discussion with and among school council chairs. The superintendent team anticipates the value of these meetings by providing valuable information about the priorities of the division while posing topics for meaningful engagement. Participation with the trustees also allows for their reception of parent voice.
CTR's trustees and senior administrators are engaged in collaborative work via participation in the ACSTA, CCSSA, ASBA, and CASS.	Christ The Redeemer trustees and senior administrators are highly involved at the provincial level, in attending meetings, participating in executive leadership positions, sitting on or leading committees, and sharing information from these meetings back to their CTR colleagues. Our trustee and senior administrative teams can provide leadership to influence the provincial direction while also learning best practices and perspectives from colleagues across the province.
The Board of CTR meets with at least one coterminous school board per year to discuss issues of mutual concern.	During the 2023-2024 school year, CTR met with Foothills Public School Division trustees to discuss common challenges and opportunities. This meeting is held annually as the majority of students within both divisions rests within our coterminous boundaries. Superintendent and trustee conversations with all coterminous boards occur on an ongoing basis throughout the year.
The Board of CTR meets with at least one local MLA per year.	The Board and individual trustees have been active in meeting with local MLAs throughout the 2023-2024 school year. All local MLAs were approached on multiple

	occasions to engage in conversation, and almost all MLAs responded and engaged in meetings or dialogue with the trustee and/or superintendent.
CTR informs and engages parents and community members via organized communication campaigns.	Social media, local media, school communication methods, and school websites remain as the primary sources of communication between the division and parents/community members. Several noteworthy campaigns include the division's "Did You Know?" campaign to share the positive results and achievements of the division through social media. This was also replicated by many schools. Other initiatives include promotion of kindergarten registration, graduation celebrations, and Catholic education celebration and advocacy.

LOCAL DOMAIN: FAITH COMMUNITY

LOCAL MEASURES

STUDENTS WILL DEVELOP A PERSONAL RELATIONSHIP WITH OUR TRIUNE GOD AND SHOW A COMMITMENT TO THEIR FAITH.

Percentage of students, parents, and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic education.						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	**2024-2025 Target**
	%	%	%	%	%	%
Overall	93	93	92	92	93	**93**
Parents	96	97	91	94	96	
Students	85	85	87	91	85	
Teachers	97	98	98	96	97	

Comment on Results:

Our commitment to ensuring students develop a personal relationship with God results remain strong and relatively consistent with previous years. Parent satisfaction (96%) increased by 2% from the previous year. Student satisfaction (85%) decreased by 6% from the previous year, which requires consideration of how to better support student formation. Our focus on teacher faith formation is intended to impact student formation by ensuring deep and consistent knowledge of the Truth is known and shared by all.

STUDENTS CAN EXPLAIN THE CORE TEACHING OF OUR FAITH AT AN AGE-APPROPRIATE LEVEL.

Percentage of students, Grades 4, 8, and 11, achieving an Acceptance Standard and an Excellence standard on assessment.							
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	**2024-2025 Target**
		%	%	%	%	%	%
Grade 5	Acceptable	N/A	N/A	N/A	N/A	**86**	90
	Excellence	N/A	N/A	N/A	N/A	**28**	30
Grade 8	Acceptable	96	N/A	N/A	N/A	**90**	90
	Excellence	34	N/A	N/A	N/A	**37**	30
Grade 11	Acceptable	97	N/A	N/A	N/A	**N/A**	90
	Excellence	30	N/A	N/A	N/A	**N/A**	15

Comment on Results:

Grades 5 and 8 were assessed this past year with newly revised, centrally administered and graded assessments. This is the first time Grade 5 has been assessed in this matter and has no historical data. We will seek to raise our acceptable average to 90% in this year by providing additional supports for our Grade 5 teachers. Grade 8 exceeded pre-pandemic excellence, although the acceptable standard decreased by 6 points. This requires consideration of how to provide better support for teachers with the new Grade 8 religious education curriculum. The Grade 11 assessments have been revised and will be administered once again in 2024/2025.

OUR PERSPECTIVE HOLDERS RECOGNIZE US AS A CHRIST-CENTERED CATHOLIC SCHOOL DIVISION.

Percentage of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	**2024-2025 Target**
	%	%	%	%	%	%
Overall	95	96	94	95	96	97
Parents	98	98	94	95	98	
Students	91	92	92	95	91	
Teachers	96	99	95	96	97	

Comment on Results:

The target for overall satisfaction (92%) was met, and the overall result increased by 1% from the previous year. Parent satisfaction (98%) increased by 3%. The composite student satisfaction (91%) showed a 4% decrease from the previous year. This can be attributed to a decline in secondary student satisfaction, which decreased from 92.5% to 89%. The elementary student satisfaction was 96%, maintained from the previous year. We will be engaging our parish priests to work without schools to look at ways to improve student satisfaction with religious celebrations.

Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	**2024-2025 Target**
	%	%	%	%	%	%
Overall	94	94	94	93	95	95
Parents	97	96	92	94	96	
Students	90	91	92	93	90	
Teachers	85	96	98	96	96	

Comment on Results:

The target for overall satisfaction (92%) was met, and overall satisfaction did increase by 2% from the previous year, exceeding the previous four as well. Parent satisfaction (96%) increased by 2% and the composite student satisfaction (90%) showed a 3% decline. Elementary student satisfaction was up 3% to 98%, exceeding the previous year, whereas secondary student satisfaction declined to 85.5%. Our focus on teacher faith formation is intended to impact how students encounter Christ in our schools and should address the needs of secondary students.

Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious education classes.						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	**2024-2025 Target**
	%	%	%	%	%	%
Overall	93	93	92	93	94	94
Parents	96	95	95	95	97	
Students	86	85	86	91	88	
Teachers	98	98	95	96	98	

Comment on Results:

The target overall (92%) was met, and the satisfaction rate increased by 1% from previous years. Composite scores for student satisfaction (88%) decreased by 5%. Secondary student satisfaction was 85.5%, a 1% decrease from the previous year. Elementary student satisfaction was 92%, a decrease of 1% from the previous year. Consideration will be given to teacher professional development in religious education to help increase student satisfaction in their religious education.

Percentage of parents, students, and teachers who satisfied with the relationship that exists between the local school and the local Catholic church.						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	**2024-2025 Target**
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	93	94
Parents	N/A	N/A	N/A	N/A	95	
Students	N/A	N/A	N/A	N/A	91	
Teachers	N/A	N/A	N/A	N/A	92	

Comment on Results:

This is the first year for this measure. Our overall average exceeded our target (92%). As with other measures, student responses measure lowest amongst the surveyed populations, with parent responses being the highest. Consideration will be given to conversations with parishes about ways of improving the relationship as perceived by students and teachers.

LOCAL MEASURES OF FAITH

NEW STRATEGIES	IMPACT
Community Faith Engagement The Director of Catholic Education accompanied by the Superintendent, Associate Superintendent of Learning, and the local trustee, will offer community engagement sessions for parents, based on the Three-Year Faith Plan. These sessions will serve to help families grow in their understanding of the faith and their knowledge of the faith formation happening in our schools.	93% of students, parents, and staff are satisfied with their growth as a Christian as a result of being involved with our Catholic Schools. Sessions were offered in each community in our division. Overall attendance was low, but those that did attend found value in the presentation, and have become more active in the division.
Implementation of new Kindergarten *Growing in Faith, Growing in Christ* Resource *Growing in Faith, Growing in Christ* is the new elementary religious education program approved by the Canadian Council of Catholic Bishops and the Alberta Bishops. CTR is rolling out one grade a year and providing in-service annually.	94% of students, parents, and staff are satisfied with what is being taught in religious education classes. The kindergarten program and resources were rolled out this year, and teachers were very happy with the result. In-service with the publisher was well attended and considered valuable.
Faith Formation Monthly Newsletter The Director of Catholic Education will produce a newsletter each month to assist in staff faith formation. This newsletter focuses on the traditional four pillars of faith formation: human, intellectual, spiritual, and pastoral.	The impact of the monthly newsletter was low, as reflected in readership. A new strategy has been adopted to include formative reflections in school monthly newsletters. These reflections focus on significant religious events that month.
Working Group to Develop New Religious Education Assessment for Division The Director of Catholic Education will assemble grade-level teams of teachers to develop the three standardized assessments CTR administers annually in targeted grades.	Representative teachers from grades 5 and 8 met last year for item creation, and a division-wide assessment was conducted in those grades. Results for these assessments are above. Grade 11 is set for development in Fall of 2024.
School Celebration Guide The Director of Catholic Education will, in cooperation with community parish priests, develop a guide for families attending school religious celebrations. This guide will help parents to feel more comfortable by understanding the liturgies, particularly Mass, more fully.	The guide *What to Expect When Your Child Attends Catholic Schools: Going to Mass* was completed and disseminated amongst our schools. The guide was well received by our teachers and parish communities. Feedback has been positive and is seen as an asset now for preparing students for religious celebrations.
Celebration of School Patronage The Director of Catholic Education will support schools who choose to enhance their school's attention and focus on the saint or member of the Godhead after which they are named, through collaboration with the parish priest.	Our schools strive to incorporate their patronage into a yearly celebration or activities. Many schools have patrons whose feast days are outside of the school year, but creatively incorporate their patron into school religious activities.
EXISTING STRATEGIES	**IMPACT**
CTR's schools devote 25% of their weekly Friday Catholic Learning Communities to Faith for staff.	Most schools have 13% of their CLC time devoted to faith formation, while some do have 25%. All schools ensure that there is a component of Christian faith present in each CLC meeting.
CTR's schools complete two days of Eucharistic Adoration**,** coinciding with Catholic Education Sunday (November) and Catholic Education Week (May).	Eucharistic adoration is done twice a year in each school and is seen to have a positive impact in the school by staff and students. It has been noted to add a sense of calm and security to the school. Each school also has the opportunity to celebrate the sacrament of reconciliation during this time as well.
CTR Catholic hosts an Annual Bishop's Luncheon designed to build relationships and advance church and school cooperation through this meeting of administrators, priests, trustees, and the Bishop.	Our Bishop's Luncheon is well attended by our communities every year. This year attendees discussed how to collaborate on the diocesan pastoral renewal and the opportunities that exist to enhance our collective commitment to Catholic Education.
CTR's schools host liturgies and Masses held at the start of the year, throughout liturgical season, and at the end of the school year. Providing opportunities for prayer and church sacraments is vital for the spiritual formation of staff and students.	The Mass is the source and summit of Catholic faith. Our schools continue to have Mass with their students in the local parish churches and in the school facility itself. These events not only bolster faith, but also the sense of belonging and acceptance in the school community.
Catholic Education Sunday (November) and Catholic Education Week (May) are celebrated by local Catholic parishes, schools, and families to recognize the good work of Catholic education in the Church's salvific mission.	School superintendents, administrators, and trustees speak at each Mass on Catholic Education Sunday. Schools host a number of faith activities coordinated by administrators and faith lead teachers during Catholic Education Week.

CTR works collaboratively with its local GrACE CTR group. **GrACE** is a provincial organization whose mission is to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice.	CTR is a strong supporter of GrACE with our staff participating at all levels. Teachers, parents, administrators, and trustees attended the GrACE summit in May. The Superintendent and Director of Catholic Education provided a session on local CTR GrACE activity as a model for other divisions.
CTR hosts an annual Administrators' and Trustees' retreat, designed to enhance their spiritual formation and support them in their servant leadership.	The retreat was hosted at the FCJ Centre in Calgary. Spiritual formation activities were provided by Sr. Anne-Marie Walsh on spiritual direction and growth. This event was well received by our administration and has served to help them in the formation of faith goals for their own schools.
CTR annually hosts Faith Days, a two-day event to offer faith formation for all teachers and administrators.	Overall satisfaction of the event was 82%, with the keynote speaker receiving a 93% satisfaction rate. Of note were featured alumni and clergy who provided thought-provoking sessions on beauty and its place in religion and education.
CTR has a designated **Faith Leader(s)** at each school who, under the supervision of the Director of Catholic Education, plan and set direction for religious events, teacher faith formation, and related initiatives across the division and in their school.	Faith lead teachers meet three times a year for formation and planning of religious activities in our schools. Faith lead teachers have played an important role in the delivery of faith formation for staff in our Faith Formation CLCs. Their work is regularly seen in the liturgical and seasonal celebrations of faith in our schools.
CTR's Superintendent, Associate Superintendent, and Director of Catholic Education serve on the Calgary Diocese Leadership Team with role-alike members from Catholic school divisions which fall under the **Roman Catholic Diocese of Calgary**. Together with Bishop McGrattan, the intent is to set vision and direction for the Southern Alberta Regional Educators Council (SAREC).	Coordinating with other school divisions in the diocese is an asset for aligning our vision with that of the bishop. The Bishop shared his vision for the diocesan renewal this year, and provided feedback on our divisional plans. Being able to coordinate with the diocese provides a great deal of clarity and direction for our schools' faith life and development.
SAREC operationalizes the vision and direction set by the Calgary Diocese Leadership Team under supervision of the Bishop's Office.	SAREC serves as a collaborative body for producing and sharing resources amongst directors. The group met several times last year to share ideas and plans for the implementation of the renewal, sacramental preparation, and dissemination of the new Religious Education resource for kindergarten.

COMMUNITY INVOLVEMENT STRATEGIES

The Board's actions to meet its obligations under Section 12(1-3) of the School Councils Regulation (Alberta Regulation 113/2007) to provide opportunity for school councils to be involved in updating school plans. Given the value that CTR places on community engagement, additional measures have been taken to hear from different perspective holders throughout CTR.

- Each principal reviews their annual education results with their School Council in the fall.
- Each principal shares their Four-Year Education Plan with their School Council in September.
- Each principal shares their Annual Education Results Report Highlights with School Council chairs and other parents during Ward meetings throughout the year. The Ward meeting structure expanded during the past year to include not only the school council chair, priest, principal, trustee, and superintendent, but now also includes additional staff, parents, superintendents, and an additional engagement with students. These measures allow for further sharing and understanding of lived experience and perspectives across communities which can then provide feedback that informs decision making at the local and division level.
- Engagement includes Ward Meetings, local school council meetings where the trustee is present, Council of School Council meetings held several times throughout the year, and Superchats where all superintendents within CTR meet with each staff once per year to present and receive feedback. These opportunities greatly influence the Education Plan and also allow for the building of assurance through the sharing of the Annual Education Results Report.

TIMELINES AND COMMUNICATION

This Plan was developed by, distributed to, and shared with the following stakeholders in our educational system:

Alberta Education: Alberta Education is involved in our plan development through meetings with our Field Services Manager. Our plan is distributed and shared with Alberta Education through meetings with our Field Services Manager.

Board of Trustees: The trustees are involved in the development of the plan as administration seeks the input of the trustees at multiple Board meetings, provides the Board with updates as to the planning and engagement process, and provides ongoing updates on assurance measures as they are received throughout the year prior to sharing the AERR in November for approval. Items relating to Four-Year Education Plan are reviewed at Board meetings.

Educational Administrators: Senior administration and site-based administrators are involved in the development of the plan by engaging in results analysis, identifying gaps, and developing strategies to address them. Items relating to our plan are shared with educational administrators, in whole or in part, at monthly administrators' meetings. A discrete data review day with school-based administrators has been developed to further communicate divisional results and allow for deeper analysis at the school level. Feedback that assists with the development of the upcoming Education Plan, in concert with the assurance results, are presented to the school-based administrators for their feedback in narrowing our focus to areas that will have the greatest impact on students.

School Councils/Parents: Site-based administrators involve their School Councils in the development of their school plans, which then informs the jurisdiction's plan. The *Council of School Councils* is a committee consisting of all school council chairs and school principals. This committee will be provided with an overview of divisional results and asked to provide feedback to support the achievement of the Education Plan moving forward. The final division Education Plan will be distributed and shared at school council meetings and during *Council of School Councils* meetings. Trustee attendance at School Council meetings also provides another opportunity for sharing and feedback, as does the expanded parent voice at Ward meetings.

Ward Committees: AERR division and school data is shared at Ward meetings for their information. Engagement is then prioritized to allow parents to provide the local trustee, priest, staff, parents, and students to provide input into the upcoming Education Plan that is then reviewed, refined, and reflected upon by senior and school-based administration as the new Education Plan is developed.

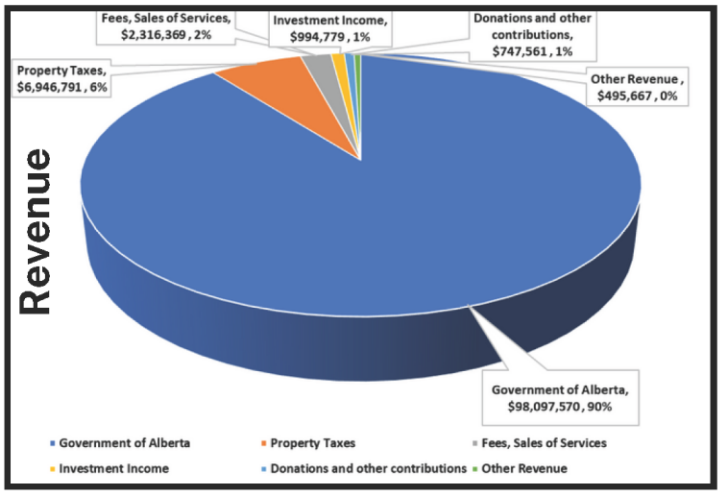
Schools: A copy of the plan is sent to each school. Teachers and parents are invited to view our plan by accessing our weblink to the plan. Highlights of the plan will also be included in school newsletters with the weblink included.

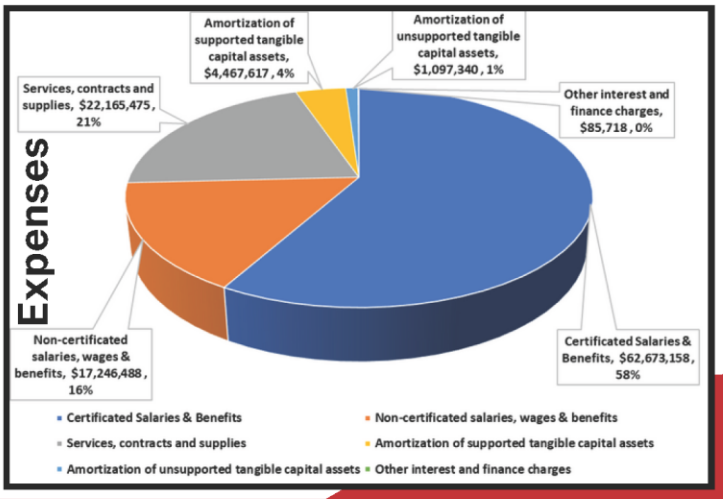
The plan has been posted on our division website and can be found at "Education Plan + Results".

Copies of this report may also be obtained by contacting Superintendent Dr. Andrea Holowka at Division Office, #301-23 Riverside Drive, Box 1318, Okotoks, AB T1S 1B3 or by calling 403-938-2659 or 1-800-737-9383.

SUMMARY OF FINANCIAL RESULTS

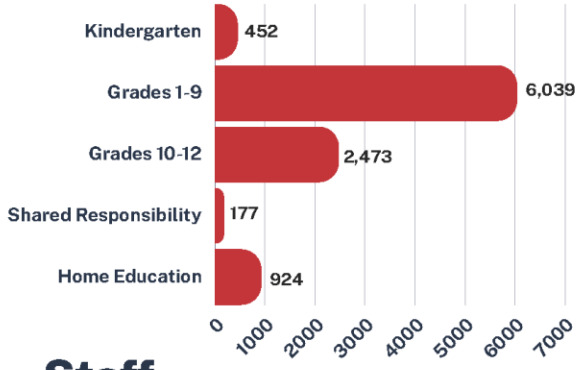
2023-2024 Financial Statements



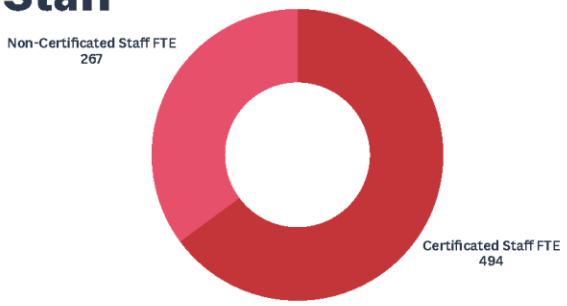


The Division ended the fiscal year with total revenues of $109,598,737 and total expenses of $107,735,796. The excess of revenues over expenses equated to an overall surplus position of $1,862,941.

Student Funded Enrolment



Staff



VARIANCE ANALYSIS	Actual	Budget	Variance ($)	Variance (%)
Instruction ECS	$2,446,024	$3,123,083	$(677,059)	-22%
Instruction Grades 1- 12	$81,694,649	$82,346,204	$(651,555)	-1%
Operations & Maintenance	$13,876,689	$14,896,749	$(1,020,060)	-7%
Transportation	$6,230,250	$6,507,288	$(277,038)	-4%
System Administration	$3,336,950	$3,369,782	$(32,832)	-1%
External Services	$151,234	$37,500	$113,734	303%
TOTAL EXPENSES	$107,735,796	$110,280,606	$(2,544,810)	-2%

Variance Explanation (Increase > 10% or $500K; or lower than < -10% or -$500K):

Total Expenditures

Instruction Grades K-12: CTR accounted for additional certificated positions that were not deployed due to fluctuations in enrollment across the division. Furthermore, staffing adjustments led to a reduction in costs, as newly hired employees were placed lower on the salary grids than anticipated. Additionally, school operating expenses were lower as a direct result of fluctuating enrollment.

Operations and Maintenance: CTR overestimated unsupported amortization and Infrastructure, Maintenance and Renewal expenses for the year as certain projects remained in progress or were delayed as of August 31, 2024. Additionally, the Division experienced a substantial reduction in property insurance premiums, further contributing to this variance.

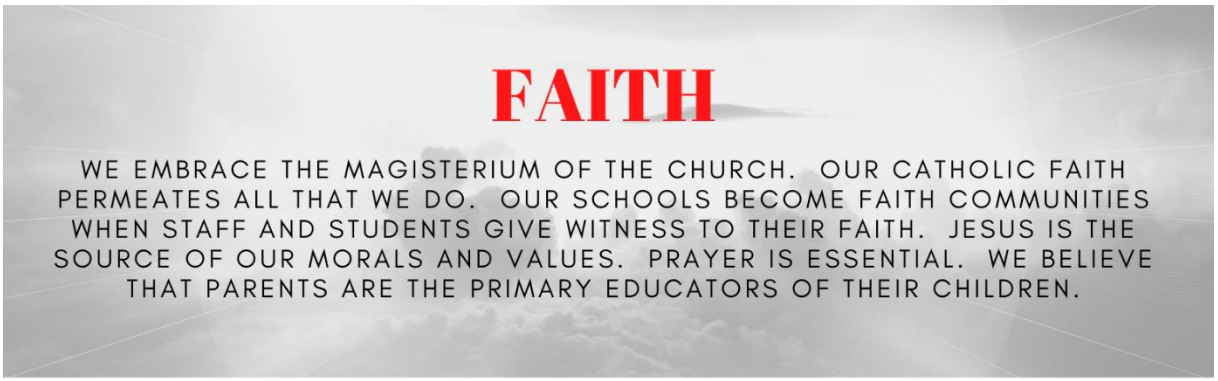
External Services: Variance due to secondment positions.

For further details please refer to the links below:
Click here to see the Audited Financial Statement, Budget and Capital Plan
Click here for the provincial roll up of the Audited Financial Statement

For additional financial information, contact Superintendent Dr. Andrea Holowka at Division Office, #301-23 Riverside Drive, Box 1318, Okotoks, AB T1S 1B3 or by calling 403-938-2659 or 1-800-737-9383

PROVINCIAL DOMAIN: LOCAL AND SOCIETAL CONTEXT

CTR's Fundamental Beliefs





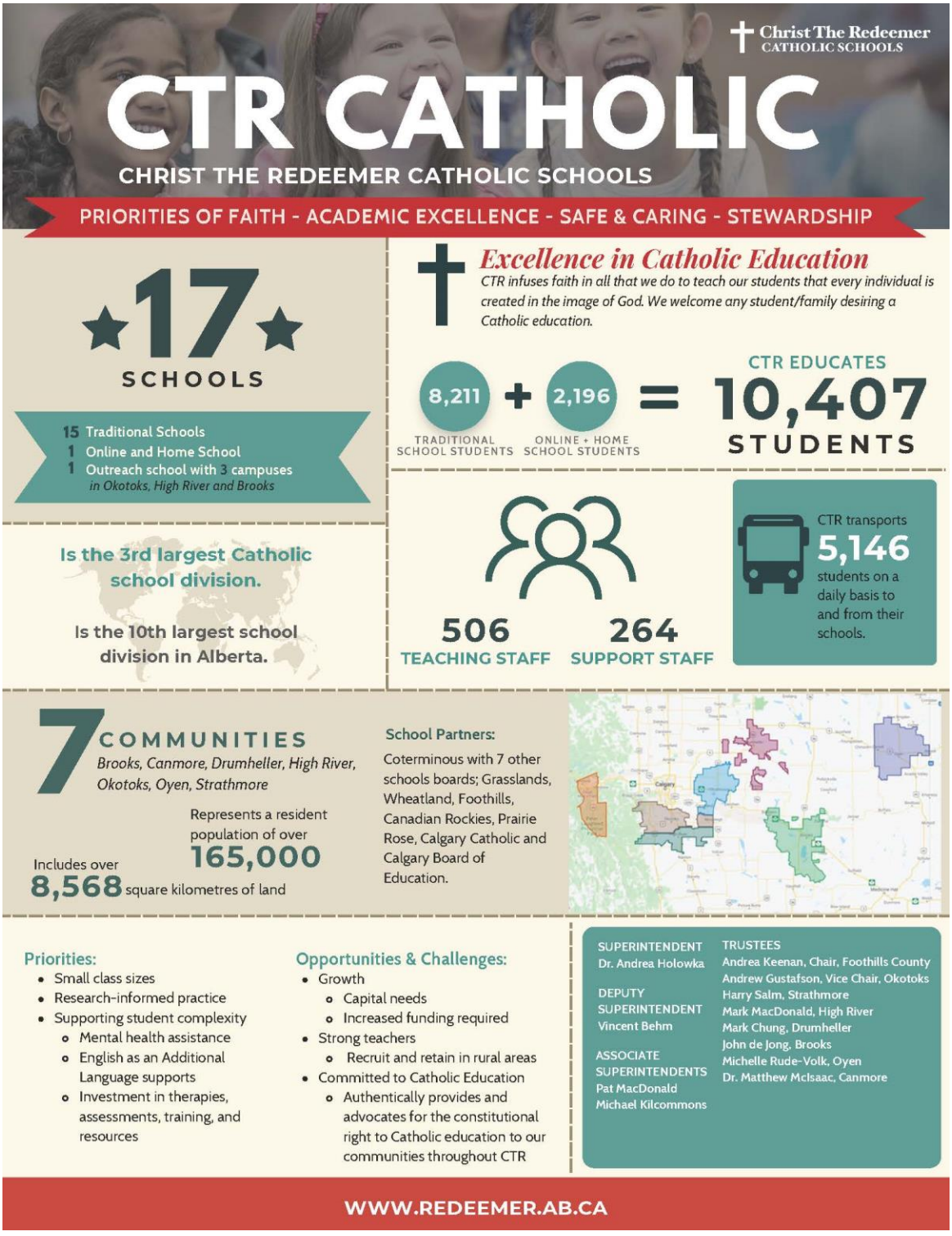




ABOUT CTR CATHOLIC SCHOOL DIVISION

Mission: *As an evangelizing school division, in partnership with the family, we will deliver an authentic Catholic learning experience by creating a foundation of faith and knowledge in a warm, caring environment to guide all students to appreciate the goodness of all creation and to meet the challenges of life with hope and confidence.*

Vision: *The truth of Christ and knowledge of God's creation will be experienced by and manifest in the students, staff, parents, and supporters of our Catholic school community.*



WHISTLEBLOWER PROTECTION

The Public Interest Disclosure (Whistleblower Protection) Act requires that school boards have a policy regarding public interest disclosure and that the Chief Officer make an annual report on the number of disclosure and investigations. In this regard, Administration has established Administration Policy PER #39 Public Interest Disclosure (Whistleblower Protection). The Superintendent (Chief Officer) did not receive any disclosures under this policy in the 2023-2024 school year.