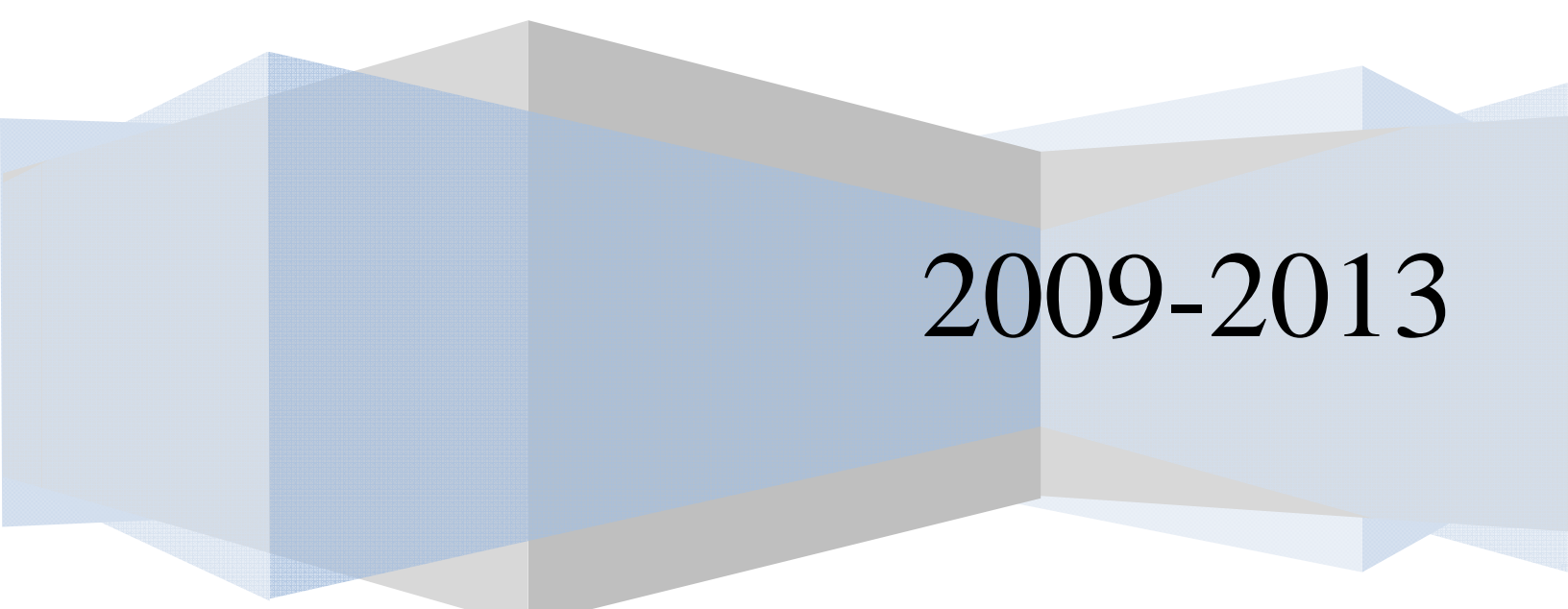


# Combined Annual Education Report and Three Year Plan

Medicine Hat Catholic Board of Education



2009-2013

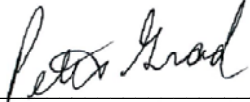
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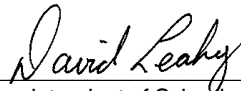
# Accountability Statement

The Annual Education Results Report for the **2009-2010** school year and the Education Plan for the three years commencing September 01, 2010 for the Medicine Hat Catholic Board of Education was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2009/2010 school year and the three-year Education Plan for 2010–2013 on November 25, 2010.



Board Chair: Mr. Peter Grad



Superintendent of Schools: Mr. David Leahy

**October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Goal	Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	90.7	87.0	86.0	87.6	86.9	85.4	Very High	Improved Significantly	Excellent
	Student Learning Opportunities	Excellent	Program of Studies	86.3	83.2	80.5	80.5	80.3	79.4	Very High	Improved Significantly	Excellent
			Education Quality	92.6	88.9	89.0	89.2	89.3	88.4	Very High	Improved Significantly	Excellent
			Drop Out Rate	2.6	3.6	3.6	4.3	4.8	4.8	Very High	Improved	Excellent
			High School Completion Rate (3 yr)	79.9	81.3	79.0	71.5	70.8	70.9	High	Maintained	Good
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	87.3	85.9	85.7	79.1	78.3	77.2	High	Maintained	Good
			PAT: Excellence	18.2	20.8	19.1	19.4	18.3	18.2	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	87.0	85.1	81.7	83.4	84.3	84.3	Intermediate	Improved	Good
			Diploma: Excellence	16.9	12.7	11.9	19.0	18.5	19.2	Intermediate	Improved	Good
			Diploma Exam Participation Rate (4+ Exams)	54.4	50.0	51.7	53.5	53.3	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	60.6	56.0	55.8	56.9	57.3	56.7	High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	70.8	63.6	64.8	59.8	59.2	58.7	Very High	Improved	Excellent
			Work Preparation	82.8	77.1	80.4	79.9	79.6	78.9	High	Maintained	Good
Citizenship			85.1	81.0	79.1	81.4	80.3	78.3	Very High	Improved Significantly	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	85.4	79.4	80.7	80.0	80.1	78.6	Very High	Improved	Excellent
	Continuous Improvement	Excellent	School Improvement	86.6	81.2	79.2	79.9	79.4	77.6	Very High	Improved Significantly	Excellent

Notes:

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

**October 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)**

Goal	Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Student Learning Opportunities	n/a	Drop Out Rate	*	*	0.0	11.2	11.0	10.9	*	*	*
			High School Completion Rate (3 yr)	n/a	n/a	n/a	34.1	35.6	35.2	n/a	n/a	n/a
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	83.3	*	n/a	59.1	56.3	54.5	Intermediate	n/a	n/a
			PAT: Excellence	13.3	*	n/a	6.4	5.3	5.4	Intermediate	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	76.3	77.1	77.2	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	8.7	8.2	9.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	16.7	17.2	17.0	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	27.5	29.0	27.4	n/a	n/a	n/a
			Preparation for Lifelong Learning, World of Work, Citizenship	n/a	n/a	n/a	33.9	31.8	28.1	n/a	n/a	n/a

Notes:

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

**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 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

**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 5 improvement evaluation levels based upon the chi-square result.

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

**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.

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

**Category Evaluation**

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

<b>DIVISION GOAL 1: THE ENHANCEMENT OF CATHOLIC EDUCATION</b>									
<b>Provincial Goal 1: High Quality Learning Opportunities for All</b>									
<b>Provincial Goal 2: Excellence in Student Learning Outcomes</b>									
<b>Provincial Goal 3: Highly Responsive and Responsible Jurisdiction</b>									
<b>Outcomes</b>	<b>Measures</b>	<b>Results</b>							
				<b>Evaluation</b>			<b>Targets</b>		
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	10/11	11/12	12/13
Our Catholic faith and values permeates our school/ program curriculum and is reflected in the presence of Catholic symbols and art, religious celebrations, and the respectful relationships, attitudes and behaviour of students and staff	Teacher and parent satisfaction with faith development and spiritual growth	87	N/A	Very High	Declined Significantly	Acceptable	90	91	92
	Student satisfaction with faith development and spiritual growth.	83	NA	High	Declined	Acceptable	85	87	89
	Percentage of classrooms that have a designated prayer space	100	NA	Very High	Maintained	Excellent	100	100	100
	Teacher and parent satisfaction with the relationship between students and teachers	92	NA	Very High	Improved Significantly	Excellent	93	94	95
	Teacher and parent satisfaction with the relationship between teachers and parents	86	N/A	Very High	N/A	N/A	87	88	89
	Student satisfaction with the relationship between students and teachers	81	N/A	High	N/A	N/A	82	83	84
	Parent satisfaction with the relationship between parents and senior administration	68	N/A	Intermediate	N/A	N/A	70	72	74
	Teacher satisfaction with the relationship between teachers and the board	90	N/A	Excellent	N/A	N/A	91	92	93
	Teacher satisfaction with the relationship between teachers and senior administration	88	N/A	Excellent	N/A	N/A	89	90	91
	Number of student suspensions.	100	NA	N/A	NA	NA	98	96	94

**Strategies:**

- Faith Development day to begin the school year.
- A common Faith Development theme for the entire Division: "We are called to service."
- Offer two Faith Development days during the school year- topics to be chosen based on teacher input and need
- Explore and find opportunities to offer further faith formation to all staff
- Continue to offer faith formation to all new teaching staff
- Review all administrative procedures in regards to faith
- Ensure each school has a religion teacher leader
- Focus on permeation strategies for all subjects
- Religious PD for Division Leadership Team
- Schools increase the amount of Catholic Symbols in their buildings
- Continue to play a key role in striving for the implementation of the Youth Advisory Council Ministry
- Hiring Catholic staff will remain a priority
- Meet with Bishop Henry at least once a year.
- Meet with representatives of the Medicine Hat Catholic Community once a year. ( K. of C, CWL, Legion of Mary, etc)
- Increase Religion Education Budget
- Develop new Religion Education Resources
- Hold a retreat to set priorities for Religion Education over the next three years.
- Coordinate with other school districts in the diocese to develop common communication strategies for sacramental preparation

Outcomes	Measures	Results							
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	10/11	11/12	12/13
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Teacher, parent and satisfaction that Catholic Education offers a unique and valuable dimension.	87	NA	Very High	Declined Significantly	Acceptable	88	89	90
	Number of schools that offer a prayer group for staff and/or students	78	NA	NA	NA	NA	100	100	100
	Percentage of students involved in Sacramental Preparation	45	NA	Very Low	Improved Significantly	Acceptable	47	49	51

**Strategies:**

- Faith Development day to begin the school year with.
- Promote Catholic Schools
- A common Faith Development theme for the entire Division: "We are called to service"
- Create a sustainable Culture of Outstanding Leadership, Exemplary Teaching and Excellence in Learning
- Offer two Faith Development days during the school year- topics to be chosen based on teacher input and need
- Continue to offer faith formation to all new teaching staff
- Review all administrative procedures in regards to faith
- Ensure each school has a religion teacher leader
- Work closely with the local churches, clergy, and Catholic Service Organizations ( Knights of Columbus, Catholic Women's League, Legion of Mary)
- The Division will support parish sacramental preparation programs.
- Encourage and support the formation of prayer groups at all Division locations.
- Continue to provide religious retreat experiences for our middle school and high school students.
- Reflective of our foundational statements schools will develop service projects for all students
- Plan for Division Centennial in 2011-2012
- All extracurricular events hosted by Medicine Hat Catholic begin with prayer
- Four times a day students and staff will gather in community to pray
- All classrooms will have a prayer center
- The Division consults with the Bishop on matters affecting Catholic Education in the diocese
- Promote attendance at SPICE/BUEPRINTS



**DIVISION GOAL 1: THE ENHANCEMENT OF CATHOLIC EDUCATION**

Outcomes	Measures	Results							
		Evaluation					Targets		
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	10/11	11/12	12/13
Schools provide a safe and caring environment for students and staff	Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly in school.	90.7	86.0	Very High	Significantly Improved	Excellent	91	92	93

**Strategies:**

- Focus on creating and maintaining a safe and orderly environment (Effective School correlate)
- Continue to Support resource officer placement in schools
- Maintain increased School Resource Officer time at McCoy High School
- Introduce new E.P.I.C. Program Structure to replace DARE
- Support mental health and family liaison workers in schools
- Review all administrative procedures
- Schools to share best practices for dealing with inappropriate behaviours
- Continue Youth Advisory Council Ministry
- Continue to support Middle School Mental Health Project “Community Coming Together”
- The Division reviews lock down procedures for students and staff who are outside when a lockdown is initiated. Special focus will be given to establishing procedures involving lockdowns where students are on busses either arriving or departing the school.
- Develop a safety plan for Central Office

Outcomes	Measures	Results							
		Evaluation					Targets		
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	10/11	11/12	12/13
Students model the characteristics of active citizenship	Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	85.1	81.0	Very High	Improved Significantly	Excellent	86	87	88

**Strategies:**

- Permeation of faith throughout curriculum
- A common Faith Development theme for the entire Division: We are called to service.
- Continue to offer faith formation to all new teaching staff
- Scheduled meetings with parish priests and their teams
- All extracurricular events hosted by Medicine Hat Catholic begin with prayer
- All students participate in service projects
- Schools and Central Office provide summaries of service and charity work to schools councils, trustees, parent associations and other stakeholders.

## Goal One: High Quality Learning Opportunities

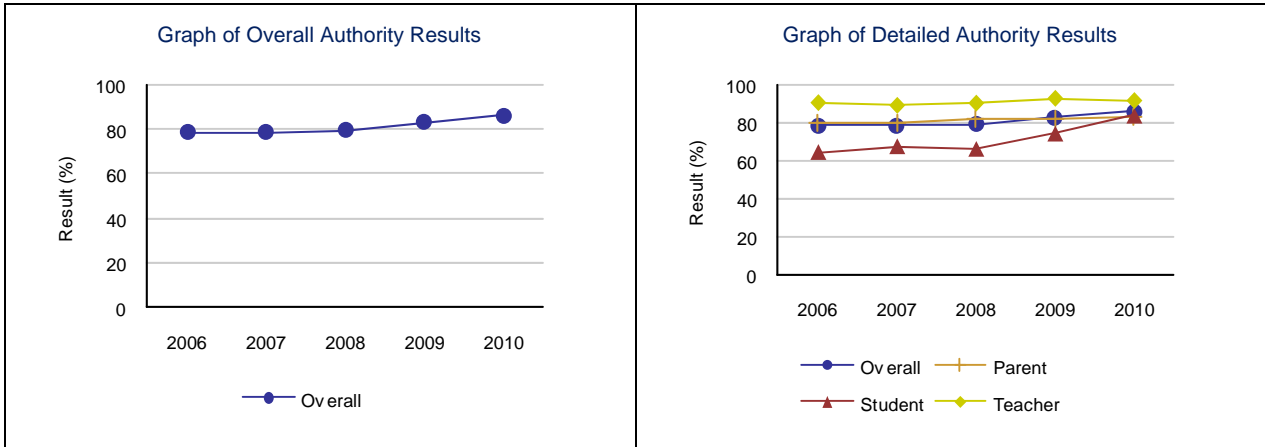
**Outcome:** *The education system meets the needs of all K–12 students and supports our society and the economy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.5	78.9	79.5	83.2	86.3	84.0	Very High	Improved Significantly	Excellent	85	86	87
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.6	88.5	89.5	88.9	92.6	90	Very High	Improved Significantly	Excellent	91	92	93

### Strategies

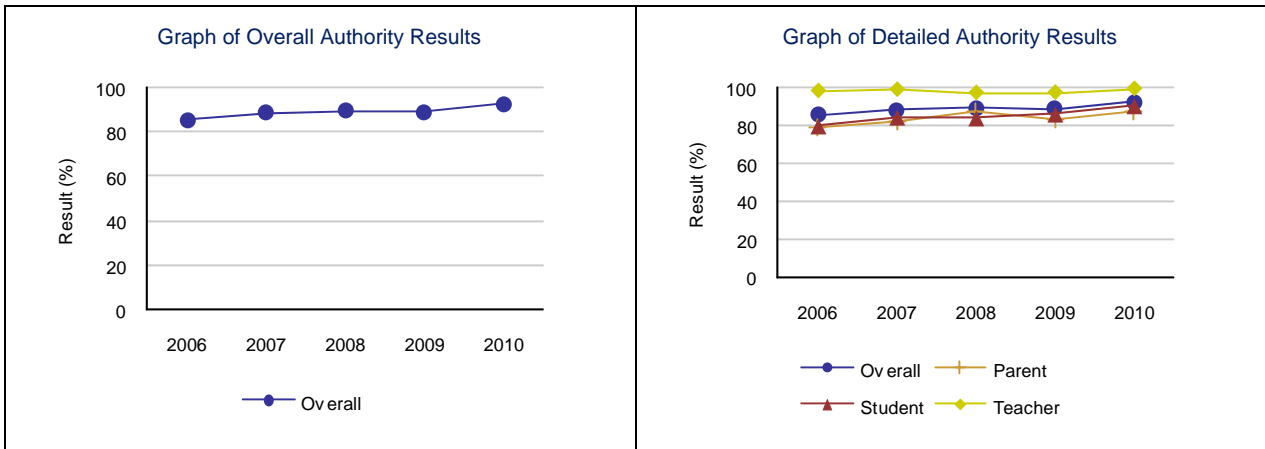
- Offer a wide range of programming for students
- Climate of high expectations for success (Effective School correlate)
- Frequent monitoring of student progress (Effective School correlate)- **AISI Project**
- Opportunity to learn and time on task (Effective School correlate)
- Offer professional development and in-service for new curriculum implementation
- The Board will conduct a self evaluation
- Continue professional model for Division professional development days.
- Continue to enhance teacher practice in assessment for learning through AISI
- Board develops long range strategy for Division programs
- Develop a Culture of Exemplary teaching and leadership and excellence in student achievement
- Hire a French Immersion Consultant to support teachers and administration at Ecole St. Thomas d'Aquin
- The new Board of Trustees will hold a planning retreat in December of 2010 to set the strategic direction of the Division for the next three years.
- A review of all administrative procedures will be completed.

Measure Details										
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	78.5	78.9	79.5	83.2	86.3	78.1	78.5	79.4	80.3	80.5
Teacher	90.7	89.3	90.4	92.8	91.7	85.2	85.7	86.4	86.8	87.7
Parent	80.2	79.8	81.8	82.5	83.0	76.6	76.9	77.6	78.7	78.0
Student	64.5	67.6	66.2	74.4	84.0	72.6	72.9	74.1	75.3	75.9



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

Measure Details										
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	85.6	88.5	89.5	88.9	92.6	87.7	87.6	88.2	89.3	89.2
Teacher	98.1	98.8	97.1	97.3	99.2	94.8	94.7	94.9	95.3	95.6
Parent	79.0	82.1	87.4	83.4	88.0	81.6	81.8	83.0	84.4	83.9
Student	79.8	84.5	84.1	86.1	90.6	86.6	86.4	86.6	88.3	88.2



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

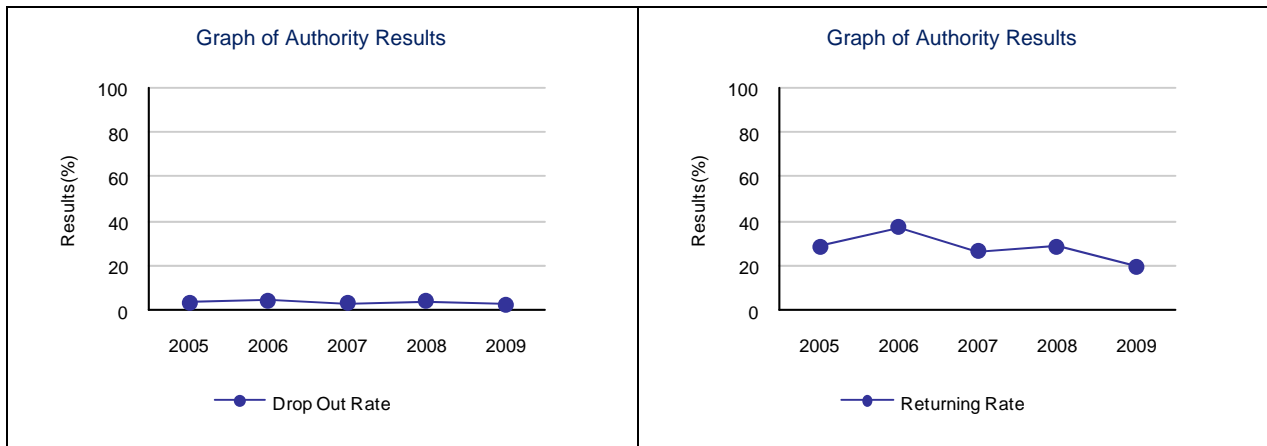
**Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	4.1	3.1	3.6	2.6	3.5	Very High	Improved	Excellent	3.0	2.9	2.8

**Strategies:**

- Offer a wide range of programming to students
- Increase the number of pre-schools offered by the Division
- Maintain level current level of service for students coded severe
- Continue to play a key role in striving for the implementation of the Youth Advisory Council Ministry
- Continue to support Middle School Mental Health Project“ The Community Coming Together”
- Climate of high expectations for success (Effective School correlate)
- Frequent monitoring of student progress (Effective School correlate)- **AISI Project**
- Opportunity to work time on task ( Effective School correlate)
- Implement inclusion strategies at all grade levels
- Provide facilitation support to teachers implementing inclusion strategies
- Implement Turning Points recommendations
- \*please see more detailed strategies for students with special needs in appendix.

Measure Details										
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	3.4	4.1	3.1	3.6	2.6	5.0	4.7	5.0	4.8	4.3
Returning Rate	28.7	37.0	26.2	28.5	19.6	21.3	21.2	21.3	19.8	23.5



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

**Outcome:** *High school completion rates are showing continual improvement.*

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	74.9	80.9	74.8	81.3	79.9	83	High	Maintained	Good	84	85	86

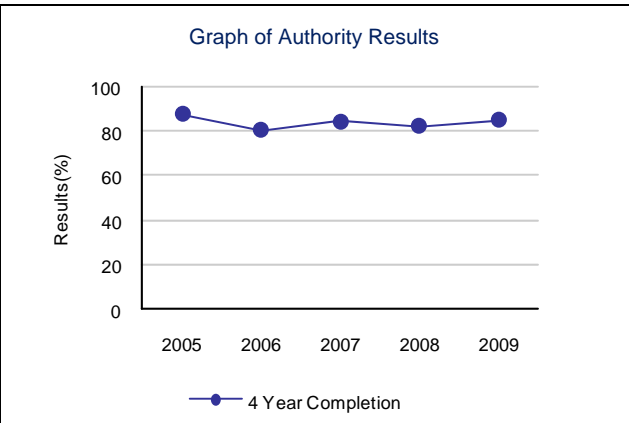
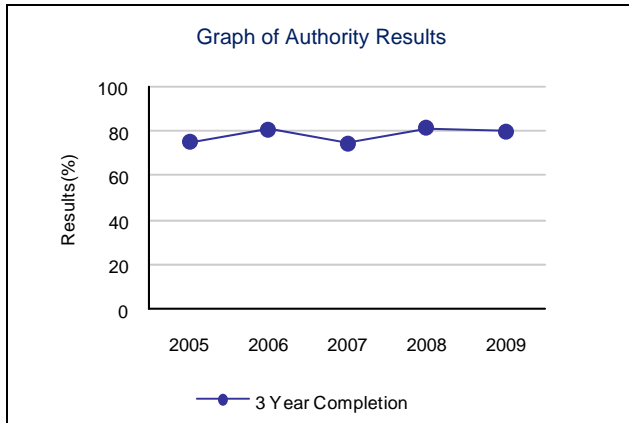
**Strategies:**

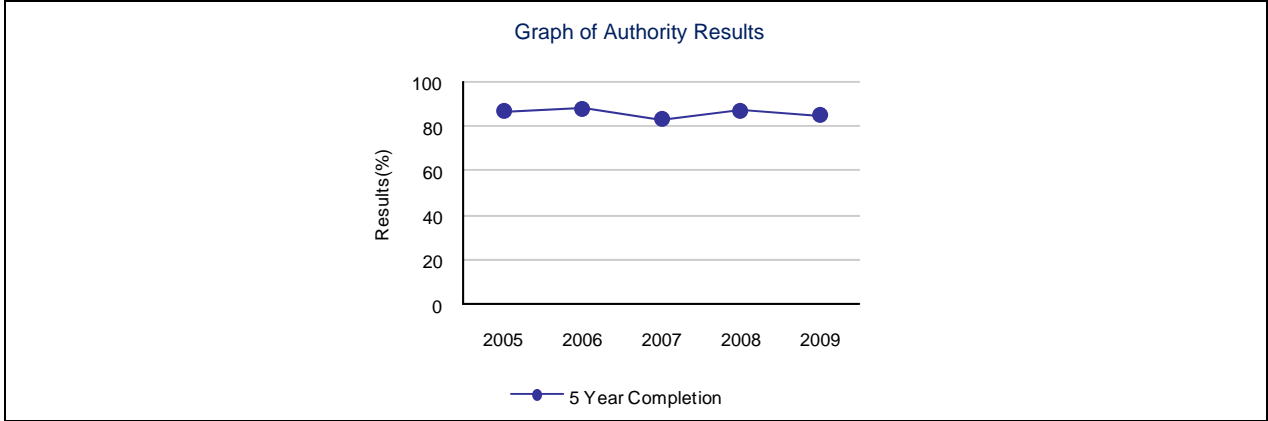
- Offer a wide range of programming to students
- Climate of high expectations for success (Effective School correlate)
- Frequent monitoring of student progress (Effective School correlate)- **AISI Project**
- Opportunity to learn and time on task (Effective School correlate)
- Offer professional development and in-service for new curriculum implementation
- Use targeted funding provided by Alberta Education to support Work Experience Program at McCoy High School
- Implement inclusion strategies at all grade levels
- Provide facilitation support to teachers implementing inclusion strategies
- Implement Turning Points recommendations
- \*please see more detailed strategies for students with special needs in appendix.

**Measure Details**

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

	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	74.9	80.9	74.8	81.3	79.9	70.7	70.6	71.1	70.8	71.5
4 Year Completion	87.6	80.6	84.5	82.4	85.1	75.0	76.1	76.1	76.3	76.1
5 Year Completion	87.0	88.1	83.1	87.3	84.9	77.0	78.1	78.9	78.7	79.0





## Goal Two: Excellence in Student Learning Outcomes

**Outcome:** *Students demonstrate high standards in learner outcomes.*

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	82.7	84.9	86.1	85.9	87.3	85.0	High	Maintained	Good	86	87	88
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	17.0	18.3	18.2	20.8	18.2	21	High	Maintained	Good	22	23	24
Overall percentage of students who achieved the acceptable standard on diploma examinations.	79.3	83.0	77.1	85.1	87.0	81.5	Intermediate	Improved	Good	87	87	88
Overall percentage of students who achieved the standard of excellence on diploma examinations.	15.9	11.4	11.7	12.7	16.9	15.5	Intermediate	Improved	Good	17	17	18

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2005	2006	2007	2008	2009		Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	50.1	55.2	49.9	50.0	54.4	55.0	Intermediate	Maintained	Acceptable	56	57	58
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	57.6	55.9	55.6	56.0	60.6	57	High	n/a	n/a	57	58	59

**Strategies:**

- Offer professional development in the area of instructional leadership
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- Offer professional development and in-service for new curriculum implementation
- Develop a Vision of Exemplary School Leadership
- Introduce professional conversations at Division Leadership Meetings

**Notes:**

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

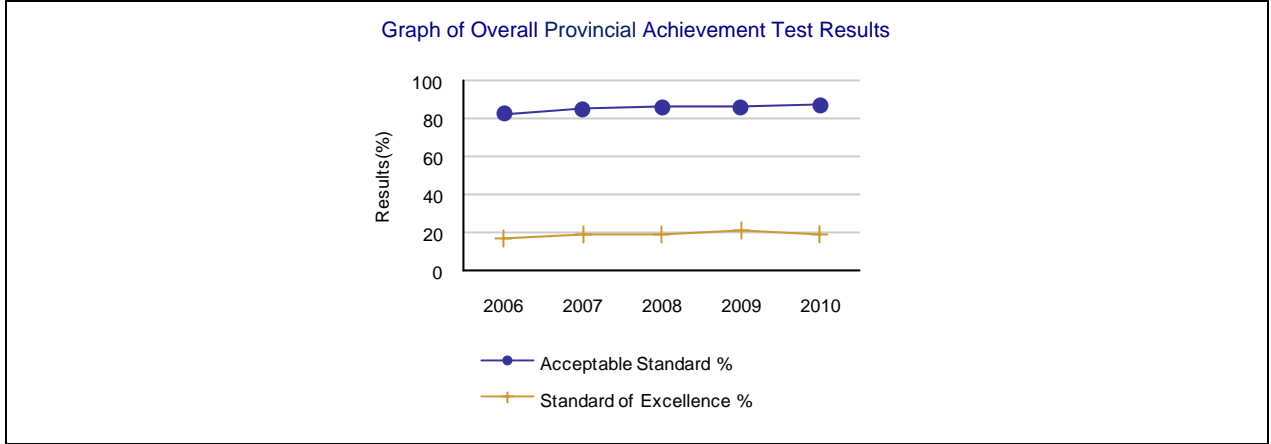
**Authority: 4501 Medicine Hat Catholic Separate Regional Division No. 20**

Measure Details													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	91.5	17.5	93.9	17.4	94.6	18.3	92.4	15.7	89.1	23.1		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	86.7	6.7	55.0	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	Authority	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	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	Authority	91.9	33.3	89.1	23.9	88.3	27.1	87.9	19.2	85.1	25.7		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	Authority	84.7	14.9	90.3	21.6	90.1	23.5	90.1	19.8	90.9	17.0		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	88.2	17.6	70.0	0.0		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	Authority	83.4	15.3	85.5	10.6	81.5	13.6	86.6	9.1	79.7	14.5		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	Authority	86.4	30.6	83.7	28.6	85.2	25.9	88.1	28.1	83.4	19.1		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.9	13.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	Authority	81.6	8.6	81.9	14.7	88.0	13.0	81.7	17.8	93.0	15.7		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	8.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	Authority	73.3	19.4	71.9	16.1	61.7	9.8	66.3	17.5	78.8	18.4		
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	50.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	Authority	65.6	10.2	73.1	7.5	71.2	8.4	72.9	20.6	80.7	16.0		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	33.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82.9	18.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90.0	20.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7		

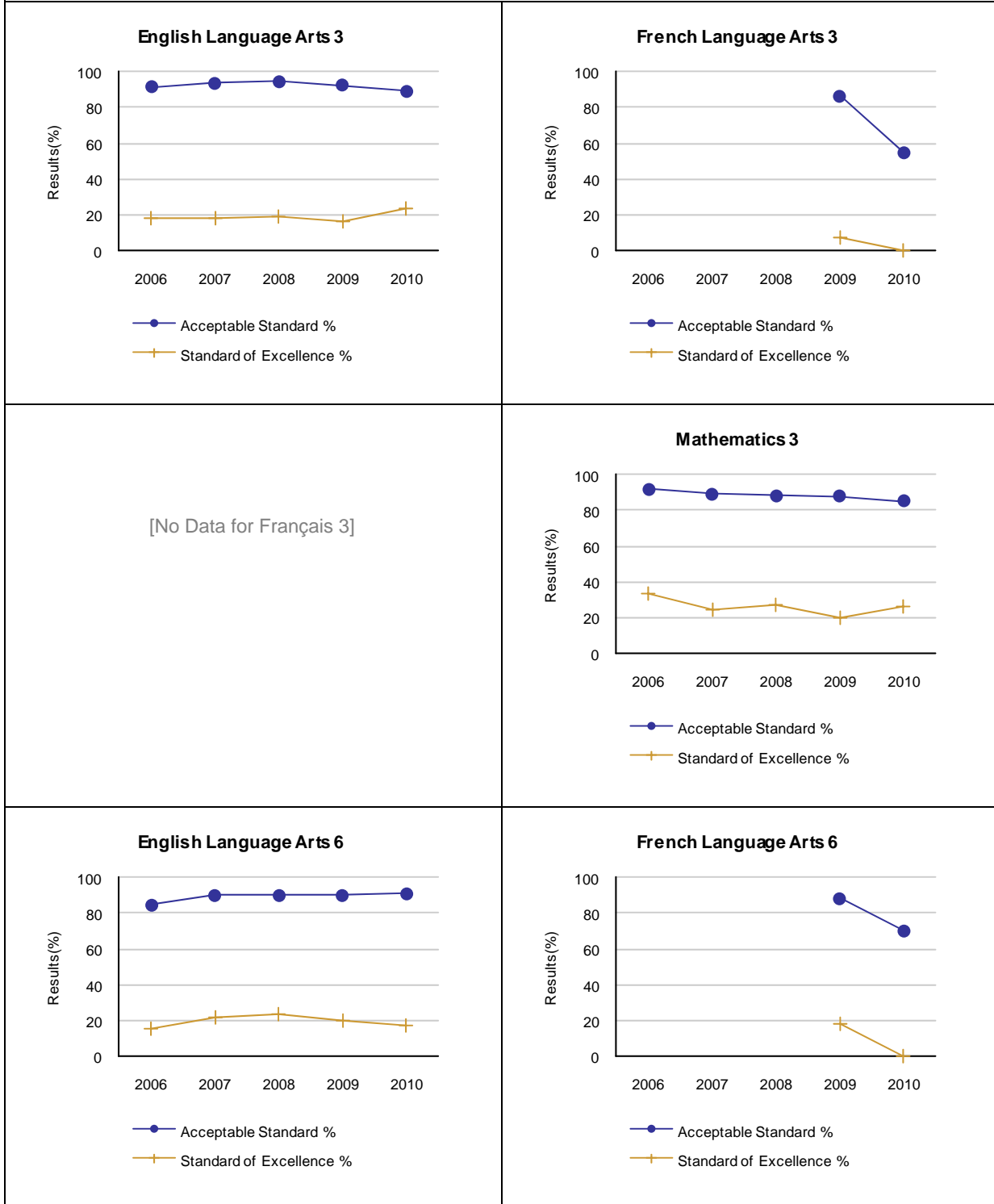
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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



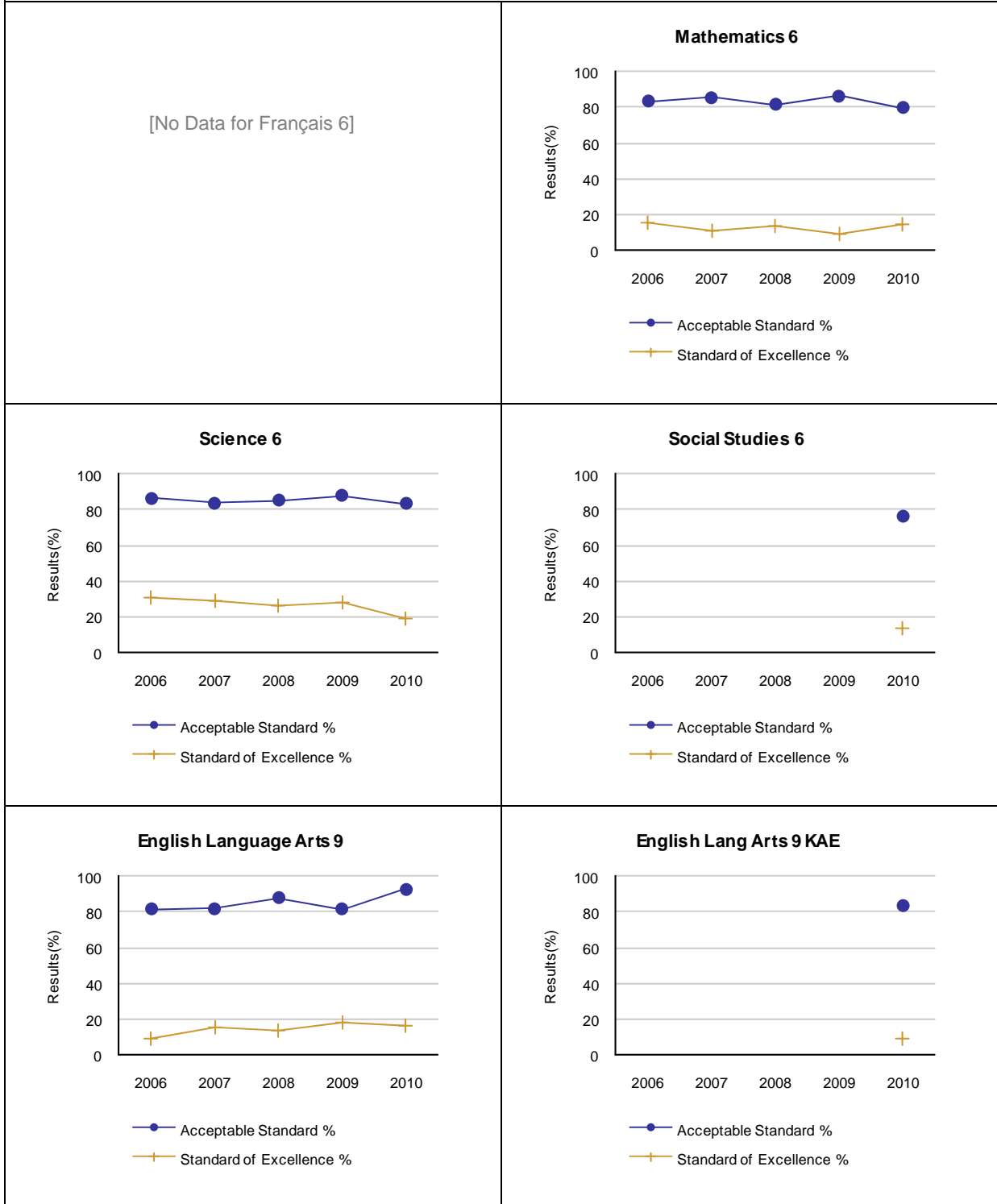


**Graph of Provincial Achievement Test Results by Course**



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

**Graph of Provincial Achievement Test Results by Course**



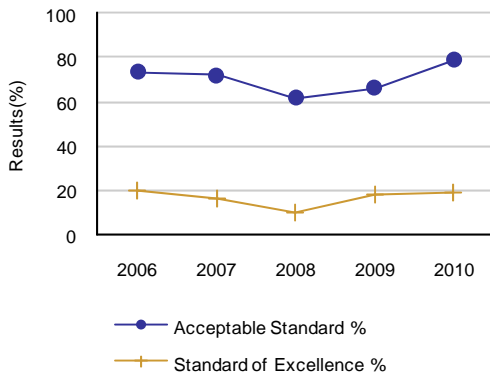
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**Graph of Provincial Achievement Test Results by Course**

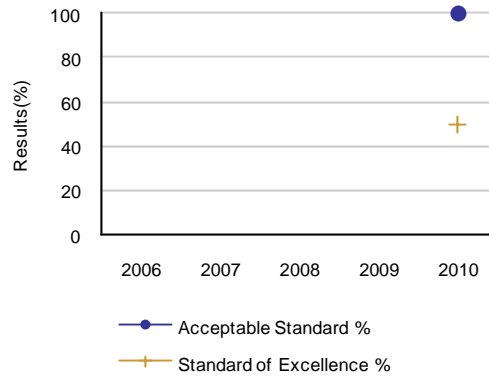
[No Data for French Language Arts 9]

[No Data for Français 9]

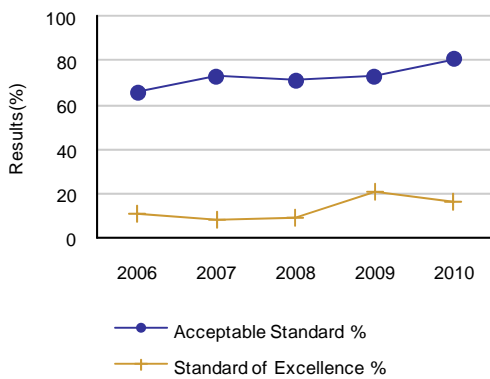
**Mathematics 9**



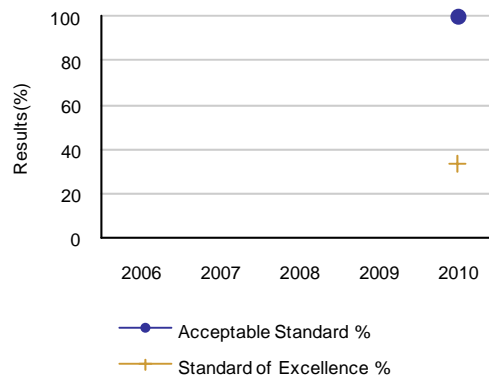
**Mathematics 9 KAE**



**Science 9**

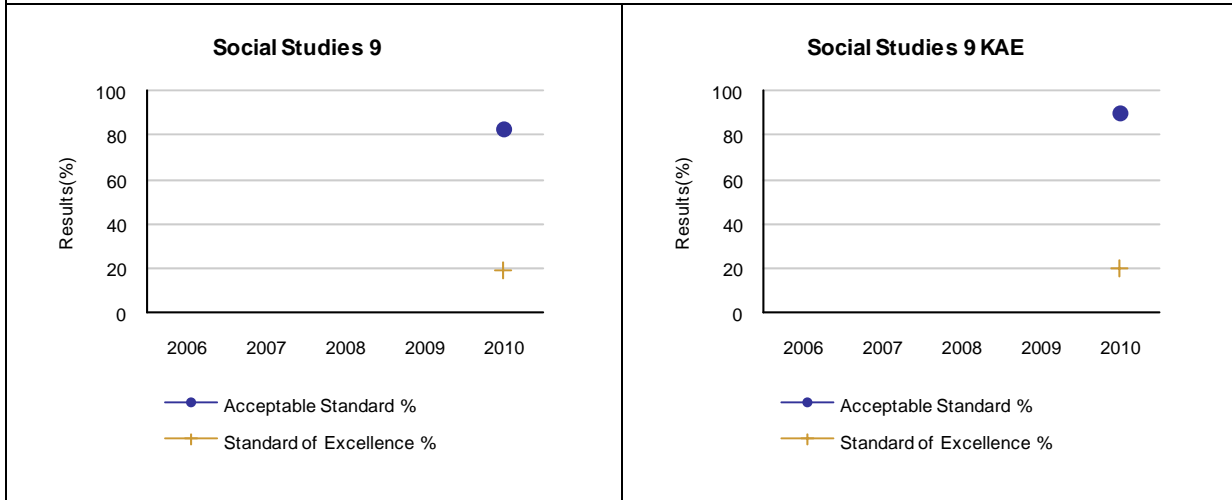


**Science 9 KAE**



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

Graph of Provincial Achievement Test Results by Course



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

**PAT Results Course by Course Summary By Enrolled With Measure Evaluation**

Course	Measure	Medicine Hat CSRD No. 20							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Declined	Issue	229	89.1	223	93.6	42,061	81.6	42,181	80.6
	Standard of Excellence	Very High	Improved	Excellent	229	23.1	223	17.1	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	High	Maintained	Good	241	90.9	241	90.2	43,599	83.3	44,064	81.1
	Standard of Excellence	Intermediate	Declined	Issue	241	17.0	241	21.6	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	Low	Declined	Issue	10	70.0	17	88.2	2,487	88.3	2,252	89.1
	Standard of Excellence	Very Low	Declined	Concern	10	0.0	17	17.6	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	241	83.4	241	85.7	43,509	76.8	43,945	75.5
	Standard of Excellence	Intermediate	Declined Significantly	Issue	241	19.1	241	27.5	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Very High	Improved Significantly	Excellent	185	93.0	196	83.8	43,651	79.3	44,250	77.6
	Standard of Excellence	High	Maintained	Good	185	15.7	196	15.1	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	Very High	Improved	Excellent	187	80.7	195	72.4	43,372	73.6	44,075	70.4
	Standard of Excellence	Very High	Improved	Excellent	187	16.0	195	12.1	43,372	17.7	44,075	14.5

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

**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 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

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 the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

**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 5 improvement evaluation levels based upon the chi-square result.

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

**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				
	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

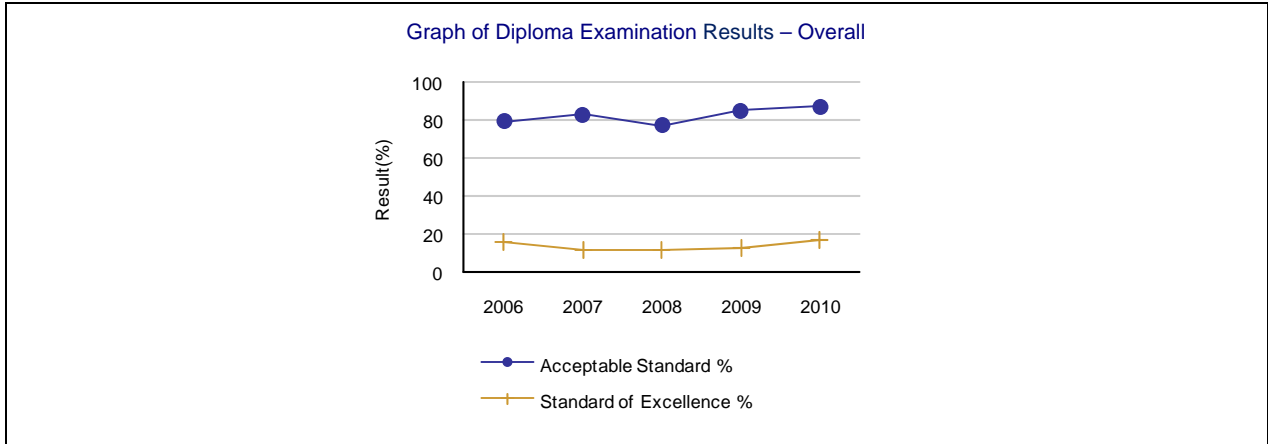
**Authority: 4501 Medicine Hat Catholic Separate Regional Division No. 20**

Measure Details													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	91.9	12.6	89.1	13.6	83.9	10.2	81.1	5.7	91.0	6.3		
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
English Lang Arts 30-2	Authority	77.8	5.6	92.8	13.0	89.7	5.9	89.7	1.7	89.2	14.9		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6		
Pure Mathematics 30	Authority	86.8	25.0	71.6	7.4	71.6	17.9	82.1	23.9	89.3	22.6		
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Applied Mathematics 30	Authority	63.0	7.4	90.4	7.7	72.5	15.7	82.0	8.0	81.0	6.3		
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6		
Social Studies 30	Authority	80.2	20.9	83.5	9.9	88.8	18.0	88.3	16.9	n/a	n/a		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.3	16.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Social Studies 33	Authority	68.5	7.4	82.9	22.0	85.9	14.1	92.9	20.0	n/a	n/a		
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.6	10.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7		
Biology 30	Authority	63.4	20.7	75.6	15.4	65.9	13.4	90.5	28.6	83.8	31.3		
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	Authority	85.9	26.9	83.6	23.3	80.8	23.1	n/a	n/a	n/a	n/a		
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	65.9	12.9	76.7	20.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	Authority	78.5	21.5	75.0	23.1	80.5	19.5	n/a	n/a	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	78.3	15.2	81.1	18.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	Authority	*	*	66.7	0.0	66.7	0.0	94.4	5.6	66.7	33.3		
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

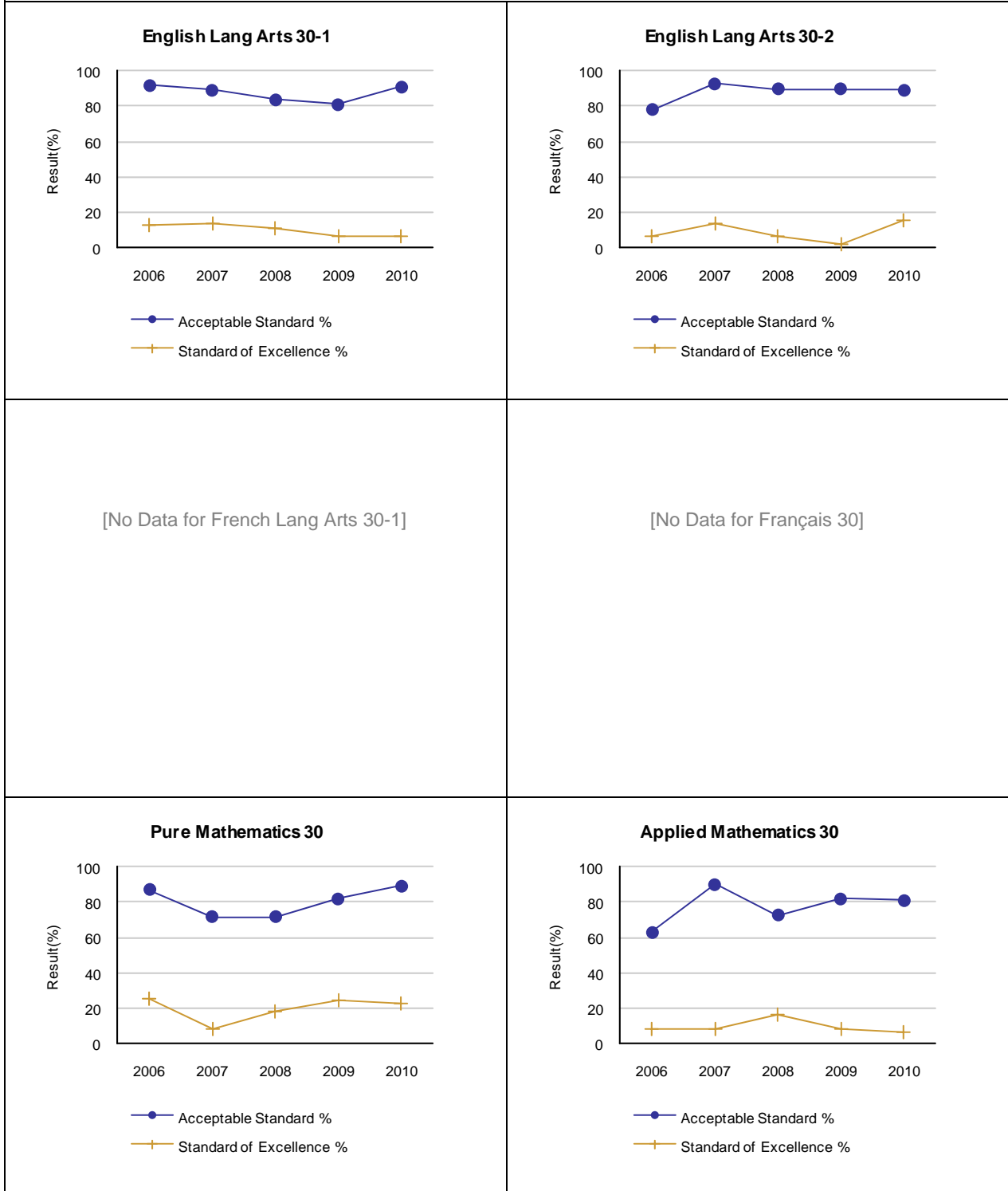
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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



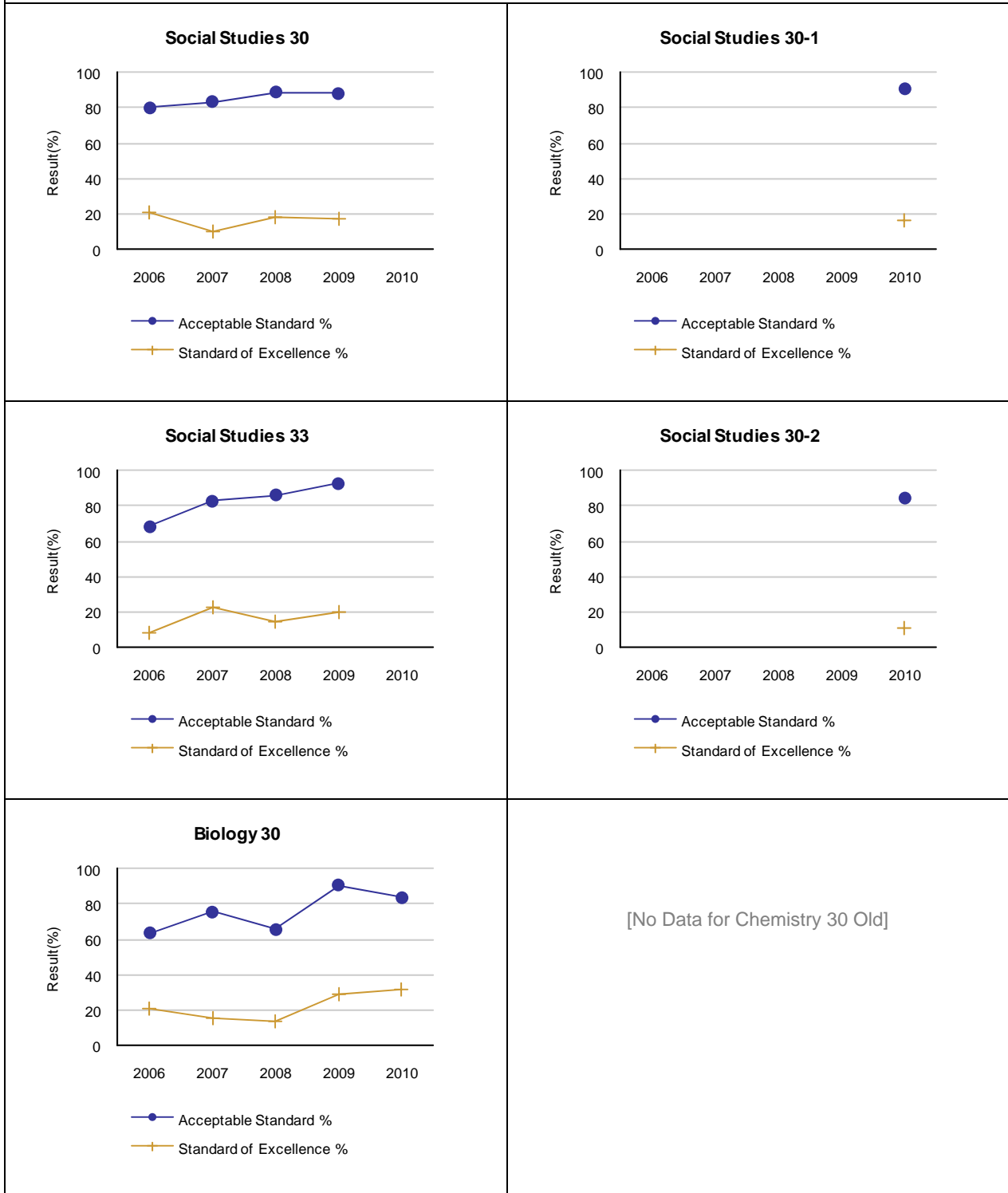


Diploma Examination Results by Course



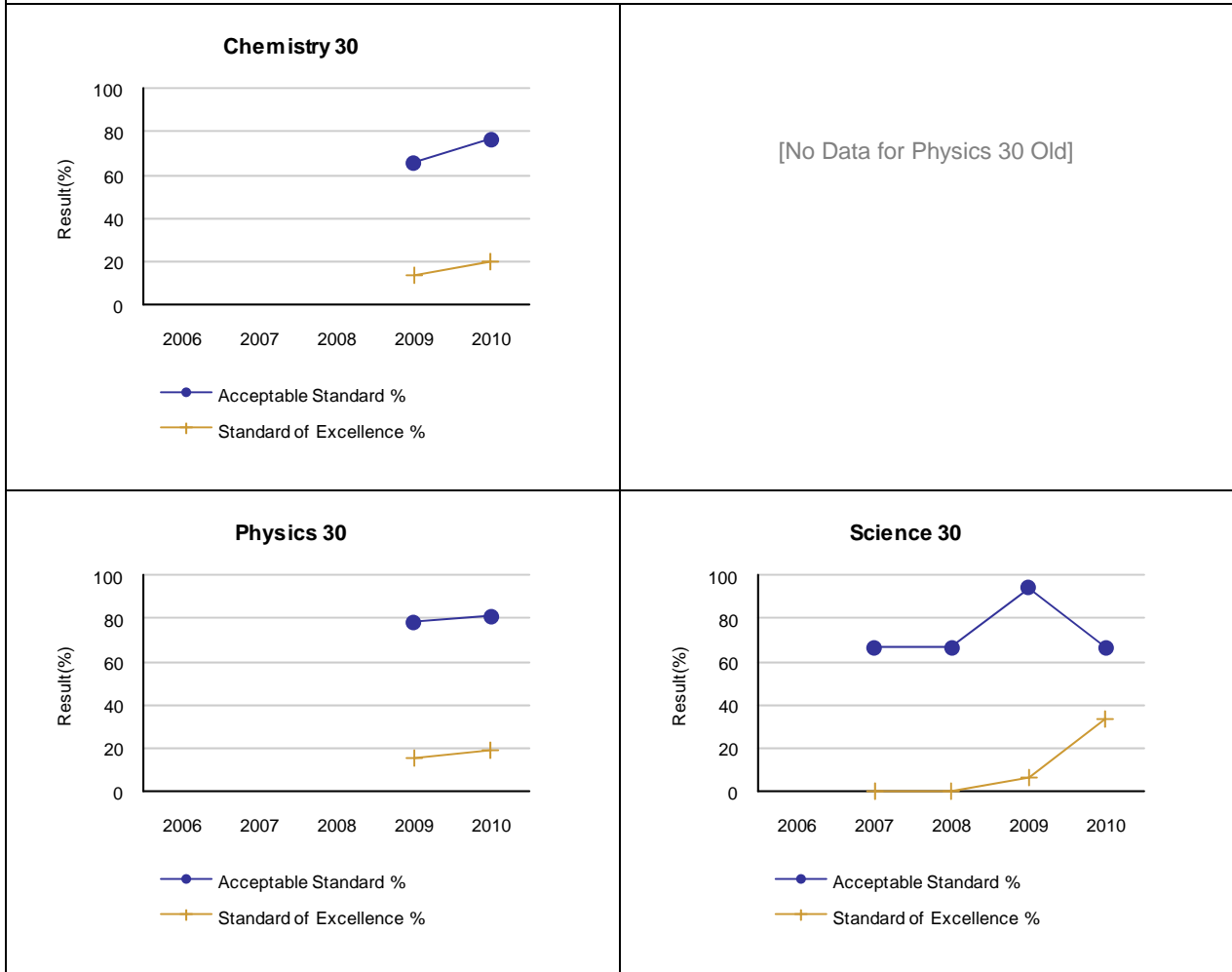
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Diploma Examination Results by Course



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

Diploma Examination Results by Course



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

Diploma Examination Results Course By Course Summary with Measure Evaluation

Course	Measure	Medicine Hat CSRD No. 20						Alberta				
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Improved	Acceptable	111	91.0	111	84.7	29,151	85.1	28,157	87.0
	Standard of Excellence	Low	Maintained	Issue	111	6.3	111	9.8	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	74	89.2	65	90.7	14,314	88.8	13,150	88.6
	Standard of Excellence	Very High	Improved	Excellent	74	14.9	65	6.9	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	High	Improved Significantly	Good	84	89.3	72	75.1	22,917	82.9	22,411	81.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	84	22.6	72	16.4	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	63	81.0	51	81.6	10,639	77.3	10,191	77.8
	Standard of Excellence	Low	Maintained	Issue	63	6.3	51	10.5	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Intermediate	Improved	Good	99	83.8	74	77.3	22,345	81.4	20,946	82.9
	Standard of Excellence	Very High	Improved	Excellent	99	31.3	74	19.1	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Improved	n/a	90	76.7	85	65.9	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Improved	n/a	90	20.0	85	12.9	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Maintained	n/a	53	81.1	46	78.3	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Maintained	n/a	53	18.9	46	15.2	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	Very Low	Maintained	Concern	6	66.7	16	75.9	4,941	80.1	4,004	87.3
	Standard of Excellence	High	Improved Significantly	Good	6	33.3	16	1.9	4,941	22.8	4,004	20.2

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

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

### 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 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

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 category, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

### 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 5 improvement evaluation levels based upon the chi-square result.

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

### 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.

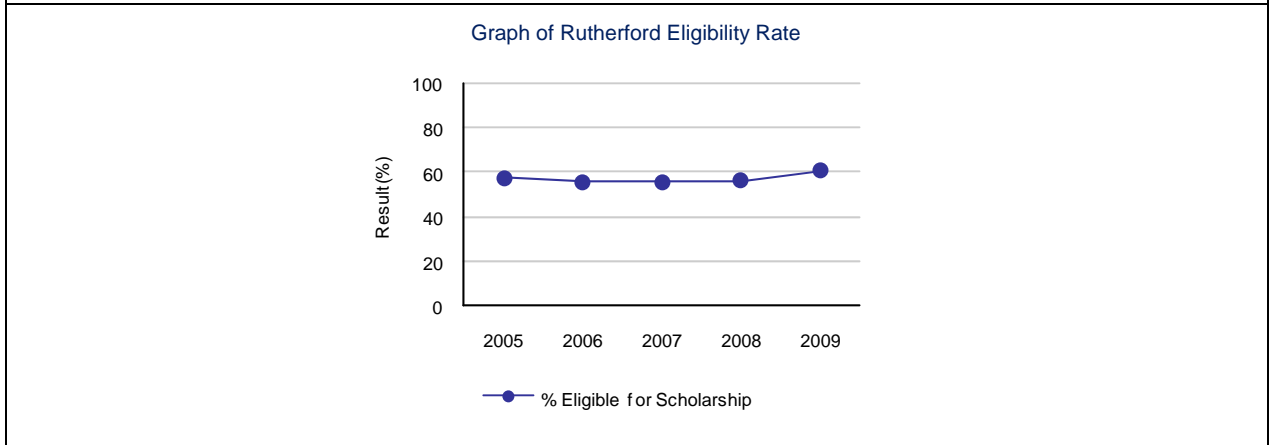
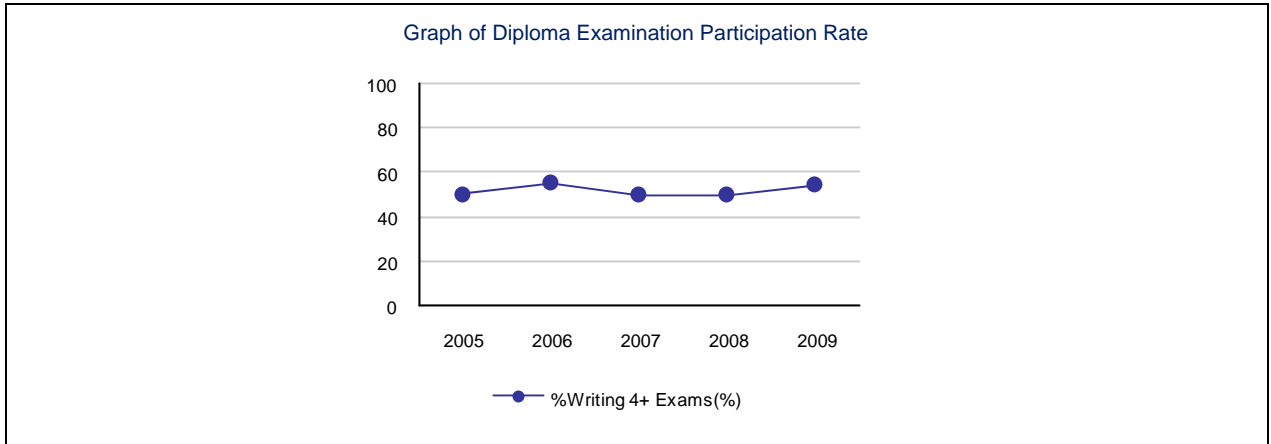
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

**Authority: 4501 Medicine Hat Catholic Separate Regional Division No. 20**

Measure Details										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	16.0	12.4	11.5	9.8	13.7	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	84.0	87.6	88.5	90.2	86.3	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	81.6	83.5	84.6	86.9	84.5	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	61.2	67.6	62.6	64.4	64.8	65.6	65.6	65.6	64.9	65.2
<b>% Writing 4+ Exams</b>	<b>50.1</b>	<b>55.2</b>	<b>49.9</b>	<b>50.0</b>	<b>54.4</b>	<b>53.5</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>
% Writing 5+ Exams	34.0	40.6	28.9	33.2	35.3	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	12.4	21.7	9.8	11.1	8.7	12.8	13.0	13.2	12.7	12.9

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	58.4	61.8	50.0	56.1	52.5	54.4	54.7	54.5	53.8	54.0
English 33/30-2	24.1	25.4	34.3	31.6	32.8	23.7	23.5	23.6	24.0	24.5
<b>Total of 1 or more English Diploma Exams</b>	<b>80.7</b>	<b>85.5</b>	<b>83.8</b>	<b>86.3</b>	<b>83.6</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>
Social 30	55.4	55.5	42.9	40.1	45.8	49.1	49.5	49.3	48.1	48.1
Social 33	27.1	28.9	41.4	46.2	37.9	29.1	28.8	28.8	29.5	30.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>80.1</b>	<b>82.7</b>	<b>82.9</b>	<b>85.4</b>	<b>83.1</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>
Math 30/Pure	33.7	42.2	30.5	33.0	34.5	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	19.9	15.6	25.2	26.4	26.6	19.9	19.5	19.5	19.1	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>53.6</b>	<b>57.2</b>	<b>55.7</b>	<b>59.0</b>	<b>59.3</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>
Biology 30	37.3	48.0	29.0	34.0	31.6	39.4	39.6	39.8	39.1	39.8
Chemistry 30	38.6	42.8	33.3	35.4	20.6	34.4	34.2	34.3	34.5	17.3
Physics 30	20.5	33.5	24.3	22.6	11.0	21.6	21.6	21.5	20.4	10.0
Science 30	4.2	0.6	6.7	7.1	6.8	7.0	7.0	7.0	7.4	8.2
<b>Total of 1 or more Science Diploma Exams</b>	<b>54.2</b>	<b>60.1</b>	<b>54.3</b>	<b>54.2</b>	<b>55.4</b>	<b>56.6</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	2.7	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>

Measure Details									
Rutherford Eligibility Rate.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2005	172	90	52.3	82	47.7	44	25.6	99	57.6
2006	188	98	52.1	86	45.7	53	28.2	105	55.9
2007	205	101	49.3	91	44.4	52	25.4	114	55.6
2008	207	108	52.2	92	44.4	51	24.6	116	56.0
2009	137	81	59.1	69	50.4	41	29.9	83	60.6



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



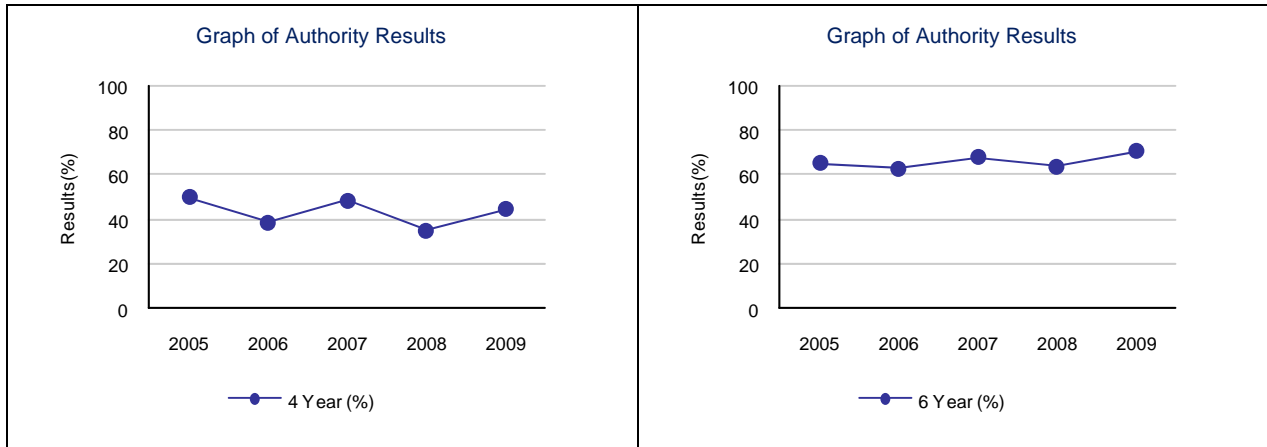
**Outcome:** *Students are well prepared for lifelong learning.*

Performance Measures	2005	2006	2007	2008	2009	Target	Evaluation			Targets		
	2010	Achievement	Improvement	Overall	2011	2012	2013					
High school to post-secondary transition rate within six years of entering Grade 10.	65.1	63.1	67.8	63.6	70.8	66	Very High	Improved	Excellent	67	68	69

**Strategies:**

- Offer professional development in the area of instructional leadership
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- Increase the number of pre-schools offered by the Division
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Board develops long range strategy for Division programs

Measure Details										
High school to post-secondary transition rate										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	65.1	63.1	67.8	63.6	70.8	56.6	58.1	58.8	59.2	59.8
4 year rate	50.0	38.7	48.4	34.9	44.6	35.6	37.7	38.7	38.9	37.5



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

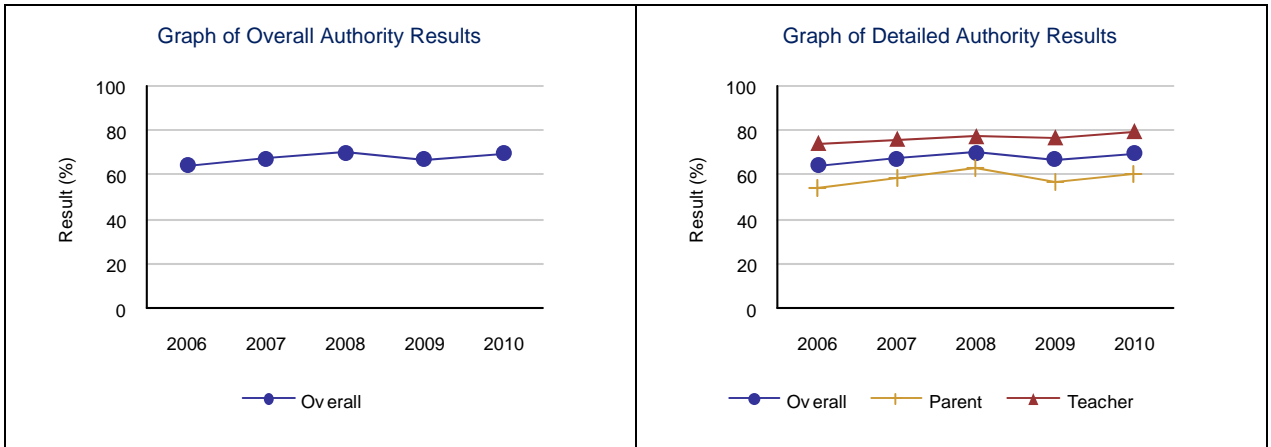
**Outcome: Students are well prepared for lifelong learning (continued)**

Performance Measure	Results (in percentages)					Target	Targets		
	2006	2007	2008	2009	2010	2010	2011	2012	2013
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	64.1	67.6	70.3	66.8	69.9	70	71	72	73

**Strategies:**

- Offer professional development in the area of instructional leadership
- Review mission, vision, values and goals
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- A common Faith Development theme for the entire Division: "Service in an Extension of Modeling Christ."
- Reflective of our foundational statements schools will develop service projects for all students
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Establish a leadership development program
- Establish a teacher induction program

Measure Details										
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	64.1	67.6	70.3	66.8	69.9	66.1	65.6	66.7	67.4	67.6
Teacher	74.3	76.2	77.3	76.8	79.6	74.2	74.1	73.8	74.0	75.4
Parent	54.0	59.0	63.2	56.8	60.3	57.9	57.1	59.5	60.8	59.8



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

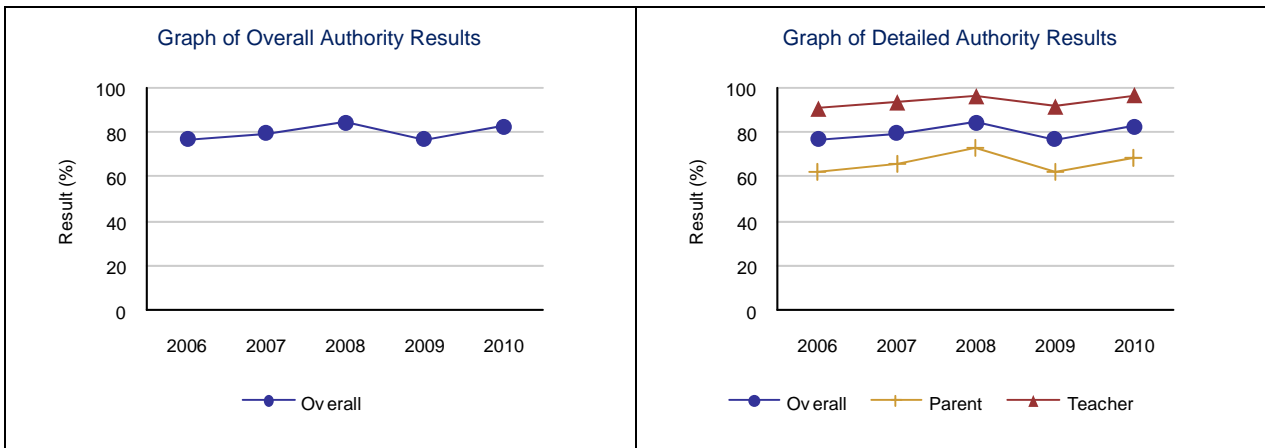
**Outcome: Students are well prepared for employment.**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.7	79.7	84.5	77.1	82.8	80	High	Maintained	Good	81	82	83

**Strategies:**

- Offer professional development in the area of instructional leadership
- Review mission, vision, values and goals
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- A common Faith Development theme for the entire Division: "Service in an Extension of Modeling Christ."
- Reflective of our foundational statements schools will develop service projects for all students
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Establish a leadership development program
- Establish a teacher induction program

Measure Details										
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	76.7	79.7	84.5	77.1	82.8	77.0	77.1	80.1	79.6	79.9
Teacher	90.7	93.5	96.2	91.6	96.7	89.4	89.2	89.3	88.9	90.0
Parent	62.6	65.8	72.8	62.6	68.9	64.6	65.1	70.9	70.2	69.8



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

## Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

**Outcome:** Key learning outcomes for FNMI students improve.

(Results and evaluations for FNMI measures are only required for public, separate and francophone school authorities)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18.	*	0.0	*	*	*		*	*	*			
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	*	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate within six years of entering Grade 10.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	*	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	n/a	*	*	*	83.3		Intermediate	n/a	n/a			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	n/a	*	*	*	13.3		Intermediate	n/a	n/a			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

### Strategies:

The Division will send out several communications to parents prior to registration explaining the advantages to the Division of parents self-identifying FNMI status.

- The Division will hire a FNMI support teacher at a 1.0 FTE. The job description of the FNMI support teachers will include:
  1. Build community with the Division FNMI parent population
  2. Build community with the Division FNMI student population
  3. Provide expertise in purchasing and developing FNMI curricular resources
  4. Provide assistance to classroom teachers on the instruction of FNMI topics

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Goal Four: Highly Responsive and Responsible Jurisdiction

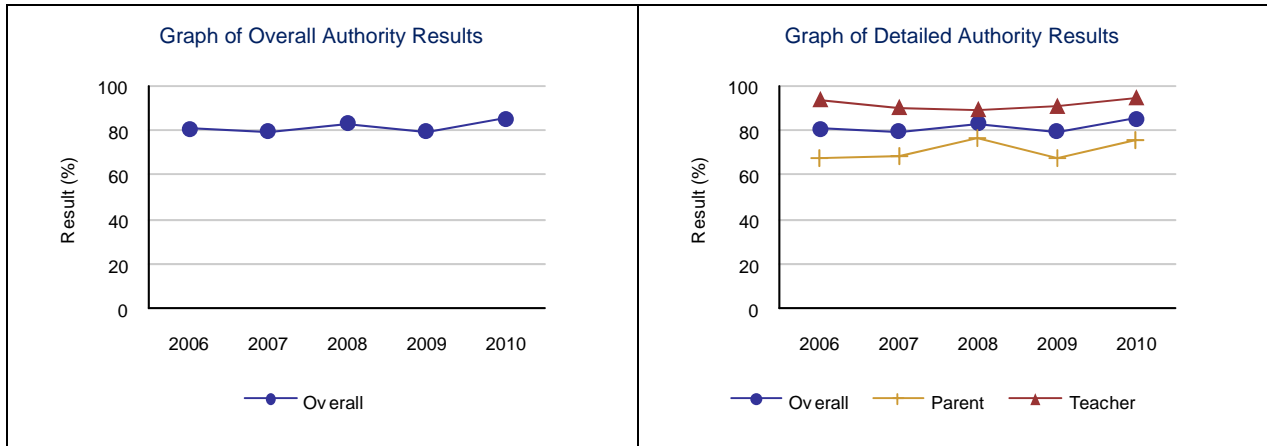
**Outcome:** *The jurisdiction demonstrates effective working relationships.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.8	79.4	83.4	79.4	85.4	81.0	Very High	Improved	Excellent	82	83	84

**Strategies:**

- Review the communications strategy of the Board
- Meet with stakeholders for feedback on issues of importance
- Host two town hall meetings
- Create a sustainable Culture of Outstanding Leadership, Exemplary Teaching and Excellence in Learning
- Positive home-school relations (Effective School correlate)
- Build positive relationships with staff through more staff recognition
- Build positive relationship with local Members of the Alberta Legislature
- Build positive relationships with local government officials
- Board develops long range strategy for Division programs
- Provide student voice activities at each school

Measure Details										
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	80.8	79.4	83.4	79.4	85.4	77.9	77.5	78.2	80.1	80.0
Teacher	94.0	90.5	89.6	91.0	94.8	87.6	87.1	87.5	88.0	88.6
Parent	67.5	68.2	77.1	67.8	75.9	68.1	67.9	69.0	72.2	71.3



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

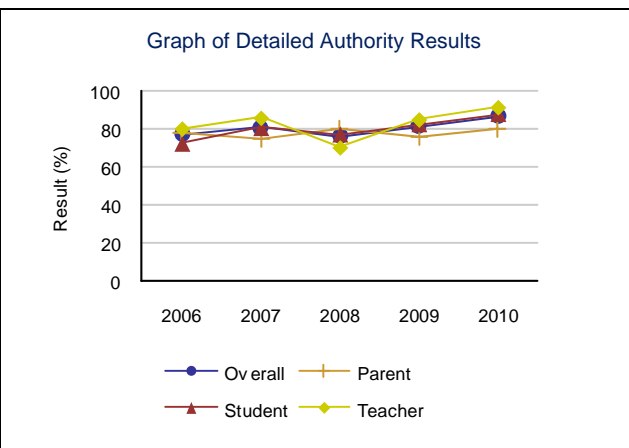
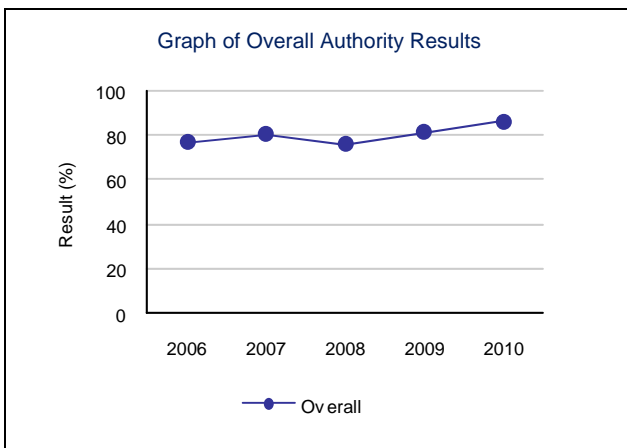
**Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.9	80.7	75.9	81.2	86.6	82.0	Very High	Improved Significantly	Excellent	83	84	85

**Strategies:**

- Offer professional development in the area of instructional leadership
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Establish a leadership development program
- Establish a teacher induction program
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- School Success Teams to lead school development planning process
- Continue to work with support staff through the Board/Support Staff Advisory Committee
- Host two town hall meetings
- Board develops long range strategy for Division programs

Measure Details										
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	76.9	80.7	75.9	81.2	86.6	76.8	76.3	77.0	79.4	79.9
Teacher	80.2	86.0	70.1	85.1	91.7	75.5	74.5	75.6	78.2	80.8
Parent	77.9	75.3	80.2	75.9	80.2	75.4	75.1	75.9	78.1	77.0
Student	72.4	80.6	77.3	82.6	88.0	79.4	79.3	79.5	81.8	81.8



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

Also report targets and results for all local authority measures related to Goal 4 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

# Student Services

## **STUDENT SERVICES FACILITATORS**

Each school in the Division has a Student Services Facilitator(s). This facilitator, in collaboration with Administration and the learning team coordinates the wrap-around service to meet the needs of all students. Our services are provided in partnership with Family & Community Services, Alberta Health Services, Private, Public & Separate Regional School Jurisdictions and Private ECS Operators. Pediatricians, Psychologists, Psychiatrists, Mental Health Consultants, Speech/Language Pathologists, Occupational Therapists and Physical Therapists provide services to assist with students' needs within our schools.

Once a student is identified as having special needs, we develop and deliver an education program that reflects individual needs and provides the student with a valuable learning experience. An Individual Program Plan (IPP) is developed for each and every child identified to ensure appropriate programming and to establish measurable goals and objectives for an appropriate program. The facilitator also has the title of "Learning Coach" within our division but their duties as a coach vary from school to school. Most however is a resource to teachers and provide support through team teaching or planning.

## **BEHAVIOUR**

**Turning Points Program** - This programming is designed to meet the needs of the students in our division with severe emotional/behavioural disorders. The goal of the programming is to assist in fulfilling the potential of students within the academic, physical, social, emotional, behavioural and spiritual areas of development. After a review of the programming many changes have been applied to the behavioural services offered. The first was to split the elementary and middle school student into their peer groups to facilitate inclusive learning for these individuals.

- Grades 1-6 TP @ St. Louis
- Grades 7-9 TP @ St. Mary's

Both programs will focus on students that have been identified with a Severe Emotional/Behavioral Disability (code 42). It targets students who struggle appropriately functioning in the regular classroom.

### **GOALS:**

- To provide students the opportunity to experience mainstream classrooms, maintain school ties and friends, and participate in extracurricular activities.
- To provide an environment that supports the student so that he or she is able to be successful in the mainstream classroom.

### **STRATEGIES:**

- Provide a small group setting when student is struggling with regular classroom activities to complete school work assignments.
- Allow opportunity to work on problem solving skills that help students learn acceptable alternatives to inappropriate behavior and work habits.
- Provide students opportunities built into the timetable to learn and practice social skills, anger management, and friendship-making skills
- Monitor progress in student behavior through term reports, anecdotal checklist, and team collaboration meetings.
- To provide the student with the opportunity to build a positive attitude towards school.
- Provide Mental Health support and individual one-on-one therapy.
- Involve parents in the child's education plan, meeting throughout the year to keep communication open on student progress and discuss effective strategies.
- Provide wrap-around services

**DIVISION PSYCHOLOGIST** - Our Division has hired a full time psychologist to assist in Behaviour Support through out the division. The challenge is to turn reports into functional behaviour plans for the school to follow. This person is another part of the learning team that will come together to resolve behaviour issues. The Division Psychologist has also played a major role in the development and management of the two behaviour programs within the division.

**DIVISION BEHAVIOUR SUPPORT** - All School Administrators and Facilitators will be trained in the “Positive Behaviour Supports” workshop. (January 13, 2011) This train-the trainer session will support a common language and process for encouraging positive behaviour throughout the division.

## **Collaboration and Capacity Building Project**

### **VISION:**

The education and well being of children, youth and families in Southeast Alberta is supported by high quality, coordinated programs, services and information resources that are accessible and as close to home as possible.

### **PURPOSE OF THE INITIATIVE**

This initiative is linked to two short term priorities, capacity building and collaboration, as identified in Setting the Direction. The Setting the Direction framework clearly indicates that a transition to a collaborative model for providing supports and services for students is required. Families and schools need a seamless process for accessing coordinated support for students in a timely manner. This initiative will develop a model of cross ministry collaboration that address these issues.

Building capacity in meeting the needs of the diverse learner at the classroom, school and school jurisdiction level is a key recommendation of Setting the Direction. This project will focus on building capacity of teachers and learning coaches to support all students. This project will also provide mentorship to Educational Support Specialists in relation to understanding how to provide support in new and innovative ways.

### **KEY MESSAGES**

- The development of a service delivery model that has an emphasis on achieving outcomes for all students is integral to this initiative
- The development of a collaborative model of service delivery advocates a collective responsibility for the success of every student
- Making changes in the environment in which students are learning so that they can be more successful, supports an asset-based approach to meeting the needs of students with diverse learning needs
- Respecting and using data gathered at all levels of the system, beginning with the teacher and family honours the expertise that lies at every level.
- Smooth transitions throughout the school journey are critical elements of success
- Partnerships and coordination of services will maximize the use of finite resources
- Supports and services for students with complex needs will be maintained

### **DESCRIPTION OF PROPOSED ACTIVITIES/OBJECTIVES**

- To develop a Service Delivery Model framework of effective practices.
  - The rubrics will reflect components of the initiative, however, schools will self-determine placement on the rubrics and will select areas of development
- To foster a common understanding and mentorship of partnerships through the development of a Cross Ministry Regional Annual Work Plan
- To develop a cross agency referral form that facilitates easier access and coordination of service to students, schools and families to supports and services.
- To identify processes and procedures that support smooth transitions into and through the educational system, including transition to post-secondary



- To support a collaborative problem-solving approach within the learning team to address student needs
- To examine systemic change within the current service delivery model through the assignment of a 'core' educational support team working directly with teachers within the classroom (learning coach, speech-language pathologist, occupational therapist, education behaviour/psychologist) using the Pyramid of Intervention Model (Attachment: Pyramid of Intervention Document)
- To assist classroom teachers in the implementation of universal strategies within the learning environment that are designed to support all students, including those with complex learning needs (Attachment: Universal Strategies Learning Environment; Attachment: Environmental Checklist)
- To develop toolkits and resources for schools that support the implementation of universal strategies
- To provide workshops and professional development opportunities for schools based learning teams, including families, and the community
- To create two demonstration classrooms to be used for professional development in supporting teachers and support personnel in the understanding and implementation of universal strategies within the learning environment
- To provide mentorship to service providers in changing the focus of their practice from individual students to capacity building for the learning team
- To link to the provincial Learning Coach initiative

### **GATES-MACGINITIE**

Historically students in grades two to eight wrote Canadian Achievement Tests (**CAT-3**). For the 2010-2011 school year we will switch to the Gates-MacGinitie Reading Tests (**GMRT**) for students in grades one to seven to garner valuable information regarding individual student strengths and challenges. The objective information obtained from the **GMRT** will complement other evaluation methods and provide a solid basis for:

- Selecting students for further individual diagnosis and special instruction
- Planning instructional emphasis
- Identifying at-risk students prior to provincial assessments
- Locating students who are ready to work with more advanced materials
- Deciding which levels of instructional materials to use with new students
- Measuring growth of learning
- Evaluating effectiveness of instructional programs
- Reporting back to parents on student progress

### **ESL**

It is important to us that ESL students stay in their neighborhood schools to create friendships and foster English Language Learning with their peers. The same peers they will be playing with after school and around the neighborhood.

### **SCHOOL SUPPORT**

We also have an active partnership with SAAMIS Immigration and work collaboratively with Andrea Huiza who is assigned to MHCBE as our Settlement worker.

Andrea Huiza - Settlement Worker in Schools (SWIS) - Saamis Immigration Services.

For new Canadian Students, Caregivers and their Schools, SWIS assists with:

- Understanding school policy and procedures
- School registration and orientation
- School Transportation Schedules
- Communicating with educators
- Parent teacher interviews
- Connecting with school and community resources and services
- Provision of interpreter/translator when required

Provides Schools with:

- Cultural orientation and sensitivity training
- Links to cross cultural information
- Small group workshops on specific cultural issues
- Cultural interpretation
- Consultation on school settlement issues

#### **INTAKE**

All identified ESL students go through an intake process when registered.

#### **BENCHMARKS**

Our Student Services Facilitators assist teachers within each school to use the ESL benchmarks from Alberta Education as a measure for language proficiency. These benchmarks then allow for the learning team to plan for instruction.

*Alberta K-12 English Language Proficiency Benchmarks. This resource is an assessment tool to assist teachers to identify English language proficiency level, monitor language development, set appropriate language goals.*

#### **MONSIGNOR MCCOY HIGH SCHOOL**

ESL designation is indicated at registration. The Student Services facilitator does a more in depth background check (with a SAAMIS rep/interpreter if necessary) and then a "quick" assessment as to level of English Proficiency and determine programming. The student is taken to class and introduced to the teacher and fellow classmates.

Teachers are provided a list of strategies that help ease the transition. One of those suggestions involves assigning a peer buddy - one who may actually speak the same language - to help the new student navigate McCoy.

Programming is according to cognitive ability with a focus on language rich options (including ESL class), math and perhaps one other Core subject, depending on ability.

ESL class (following the Programs of Study for English as a Second Language) focuses on the four strands of communication. Andrea Huiza (SAAMIS) is holding a multi-cultural lunch meeting at McCoy every Thursday. It is a great opportunity for students to hang out with each other, listen to music, ask any questions, and address any concerns. Andrea is also coming to McCoy's next staff meeting to discuss how to speak with parents regarding their children's progress in a way that will bridge the cultural divide. As well, Andrea is also going to come in as a guest to talk about such things as diversity, winterizing for a Canadian winter, homesickness.

#### **KNOWLEDGE AND EMPLOYABILITY PAT ACHIEVEMENT**

Grade 9 K & E students in MHCBE had a higher rate of participation than the province in Language Arts, Math, Science and Social Studies.

- 91% of our students met the Acceptable Standard in Language Arts
- 100% of our students met the Acceptable Standard in Math
- 50% of our students met the Standard of Excellence in Math
- 100% of our students met the Acceptable Standard in Science
- 33% of our students met the Standard of Excellence in Science
- 100% of our students met the Acceptable Standard in Social
- 22% of our students met the Standard of Excellence in Social

## **PROGRAMS AND SUPPORTS FOR PRESCHOOL AND KINDERGARTEN CHILDREN**

- Children ranging in age from 2.5 years to 6 years of age are being supported in 18 different preschools in our community and in all of our kindergarten classrooms with grants from Alberta Education
- Over 100 children are receiving Program Unit Funding support for a diagnosed severe developmental delay or disability.
- Approximately 30 children are receiving Mild/Moderate funding support.
- Support involves the following team members: parents, speech-language pathologists, occupational therapists, learning assistants, certified teachers, preschool educators, psychologists, doctors and other community members.
- Kindergarten classrooms are involved again in the Eye See, Eye Learn Program in collaboration with Alberta Education and the Alberta Optometrist Association. This is a teaching program with a focus on healthy vision. Children can also qualify for free eye glasses in their Kindergarten year because of our involvement in this program.
- This is our second year of involvement with a 5 year provincial initiative called the Early Child Development Mapping Project. This project will provide a comprehensive range of information on children's development in the early years.
- We are working in collaboration with District 76, Prairie Rose, AHS and Parent Link to develop a brochure for parents on child development checkup services available in the community to replace the 3 year old screening that is no longer being done through AHS.
- Medicine Hat Catholic Preschool children are receiving music instruction this year. A music teacher travels to each of our preschools twice a week.
- Professional development opportunities this year range from full day to three day sessions in the following areas: Occupational Therapy, Behavior Management, Autism, Early Childhood Development and Speech Language Development.
- A collaborative project with PUF and the Capacity Building project based out of St. Patrick School is offering a Hanen 3 day session on Language Development in preschool and kindergarten age children for learning assistants and preschool educators.
- Child Development Checkups are scheduled for May, 2011. These checkups help in identifying needs and following the identification, services are set up to support the child's development. As well, at any time through out the year, assessments are completed, if requested, to help identify a delay or disability.
- IPP online program is constantly being updated to make its use more efficient for teachers and parents.

# Summary of Financial Results

## 2009-2010 SUMMARY OF FINANCIAL RESULTS

Medicine Hat Catholic Board of Education financial summary for 2009-10 is as follows:

<i>Revenues</i>	<i>2009-10 Actual</i>		<i>2009-10 Budget</i>	
<i>Government of Alberta</i>	\$ 28,745,507	90.1%	\$ 28,223,667	
<i>French Immersion - Federal</i>	92,762	0.3%	22,000	
<i>Instruction Resource Fees</i>	242,062	0.8%	622,838	
<i>Other Sales and Service</i>	599,849	1.9%	136,056	
<i>Interest</i>	(1,628)	0.0%	10,000	
<i>Gifts &amp; Donations</i>	84,035	0.3%	9,763	
<i>Rentals of Facilities</i>	414,821	1.3%	319,686	
<i>Net School Generated Funds</i>	1,024,587	3.2%	832,000	
<i>Amortization of Capital Allocations</i>	690,681	2.2%	690,681	
<i>Other Revenue</i>	0	0.0%	0	
<b>TOTAL REVENUE</b>	<b>31,892,676</b>	<b>100.0%</b>	<b>30,866,691</b>	
<b>EXPENSES</b>				
<i>Certificated Salaries &amp; Benefits</i>	16,380,554	54.3%	16,537,045	
<i>Uncertificated Salaries &amp; Benefits</i>	6,636,113	22.0%	6,502,483	
<i>Services Contracts &amp; Supplies</i>	5,168,091	17.1%	6,900,895	
<i>Net School Generated Funds</i>	1,024,587	3.4%	832,000	
<i>Capital &amp; Debt Service:</i>		0.0%		
<i>Amortization of Capital Assets</i>	891,368	3.0%	919,995	
<i>Interest on Capital Debt</i>	75,425	0.2%	76,741	
<i>Other Interest Charges</i>	-	0.0%	1,200	
<i>Losses on Disposal of Capital Assets</i>	15,000	0.0%	-	
<b>Total Expenditures</b>	<b>\$ 30,191,138</b>	<b>100.0%</b>	<b>\$ 31,770,359</b>	

Variance of Revenues over Expenses	\$ 1,701,538	\$ (903,668)
less: School Restricted Reserve Use		\$ -
less: Amortization funded through Investment in Capital Assets		\$ (229,314)
<b>Surplus (Deficit)</b>	<b>\$ 1,701,538</b>	<b>\$ (674,354)</b>
<b>Transfer to (from) Unrestricted Reserves</b>	<b>\$ -</b>	<b>\$ 131,359</b>
<b>Transfer of Restricted Reserves (Schools)</b>	<b>\$ -</b>	<b>\$ 542,965</b>
<b>Deficit Funding</b>	<b>\$ -</b>	<b>\$ 674,324</b>

**Authority: 4501 Medicine Hat Catholic Separate Regional Division No. 20**

**THE FINANCIAL STATEMENT IS DIVIDED TO THE MAJOR PROGRAMS AS FOLLOWS:**

<b>Allocation of Expenses by Program</b>	<b>Total</b>	<b>Instruction</b>	<b>PO&amp;M</b>	<b>Transportation</b>	<b>Administration</b>
<b>Certificated Salaries</b>	\$ 14,685,094	\$ 14,440,570	\$ -	\$ -	\$ 244,524
<b>Certificated Benefits</b>	\$ 1,695,460	\$ 1,677,924	\$ -	\$ -	\$ 17,536
<b>Uncertificated Salaries</b>	\$ 5,388,861	\$ 3,606,073	\$ 1,218,508	\$ -	\$ 564,280
<b>Uncertificated Benefits</b>	\$ 1,247,255	\$ 829,979	\$ 299,241	\$ -	\$ 118,035
<b>Services Contracts &amp; Supplies</b>	\$ 5,168,091	\$ 2,658,631	\$ 1,099,780	\$ 1,029,962	\$ 379,718
<b>Net School Generated Funds</b>	\$ 1,024,587	\$ 1,024,587	\$ -	\$ -	\$ -
<b>Capital &amp; Debt Service:</b>					
<b>Amortization of Capital Assets</b>	\$ 891,368	\$ -	\$ 891,368	\$ -	\$ -
<b>Interest on Capital Debt</b>	\$ 70,374	\$ -	\$ 70,374	\$ -	\$ -
<b>Other Interest Charges</b>	\$ 5,051	\$ -	\$ -	\$ -	\$ 5,051
<b>Losses on Disposal of capital Assets</b>	\$ 15,000		\$ 15,000		
<b>TOTAL EXPENSES</b>	<b>\$ 30,191,141</b>	<b>\$ 24,237,764</b>	<b>\$ 3,594,271</b>	<b>\$ 1,029,962</b>	<b>\$ 1,329,144</b>
<b>Percentage of Total</b>	<b>100.00%</b>	<b>80.28%</b>	<b>11.91%</b>	<b>3.41%</b>	<b>4.40%</b>

**THE SUMMARY OF NET ASSETS FOR THE DIVISION IS AS FOLLOWS:**

<b>Net Assets</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2009-10</b>
	<b>Balances</b>	<b>Adjustments</b>	<b>Budget Balance</b>
Investment in Capital Assets	1,953,477	1,017,136	2,970,613
Unrestricted Net Assets	1,018,217	691,010	1,709,227
Restricted Operating Assets	726,396	(7,108)	719,288
Restricted Capital Fund	-	-	-
<b>Total Net Assets</b>	<b>3,698,090</b>	<b>1,701,038</b>	<b>5,399,128</b>

**SIGNIFICANT CHANGES TO REVENUE AND EXPENDITURES FROM THE PRIOR YEAR**

There were some significant changes to the revenues and expenditures compared to the previous year.

**REVENUES:**

1. Funding from the government increased 5.99% to reflect the negotiated salary increases for certificated staff and other grant increases which was approximately \$474,000
2. IMR funding deferred in previous year was recognized at \$221,757
3. Deferred Revenue from CTS was included as \$108,000
4. PUF Funding increased \$424,000
5. Preschool fees increased \$63,000
6. Transportation decreased \$50,000
7. Plant Operations and Maintenance decreased \$22,000
8. Interest Revenue decreased \$40,000
9. School Generated Fund Increase \$84,000

**EXPENDITURES:**

1. Salaries increased 5.99% 1,150,000
2. Additional teacher hiring \$299,000
3. PUF Hiring \$353,000
4. IT Staff increase \$50,000
5. Services Contracts and Supply increases \$253,067
6. School Generated fund increase \$84,000

**SIGNIFICANT VARIANCES BETWEEN THE APPROVED BUDGET AND ACTUAL**

**REVENUES:**

Revenues increased approximately \$1,025,985 over budget due to the following:

1. Deferred revenue from IMR and CTS grants was recognized as incurred resulting in \$329,757 increase
2. Other assorted increases from Alberta Education including revisions on CEU's earned, resulted in increase of \$192,000
3. Federal French Immersion grant not projected with an increase of \$70,762
4. Other Sales and Services and Instruction Resource Fees increased \$83,017 due to higher pre-school fees collected, and school fees collected were higher than expected.
5. Grants received from solar panels and other grants received in the division increased the Donations by \$74,000
6. Rentals were higher by \$82,000 to reflect the lease of the child care Modular and the recognition of the lease payment from St. Thomas.
7. SGF was higher by \$192,000 due to increased use and activity in the fund.

**EXPENDITURES:**

Expenditures were lower by \$1,579,000 due to the following reasons:

1. Average salary costs were lower than expected by \$23,000
2. SGF was higher than expected by \$192,000 (see 7 above).
3. Supplies were 1,733,000 lower than budgeted. \$1,200,000 of this is due to capitalization of purchases or improvements. The remaining difference is a result of schools and programs spending less than budgeted.

**SOURCES AND USES OF SCHOOL GENERATED FUNDS**

Unexpended SGF as at August 31, 2009		\$ 543,572
Sources of School Generated Funds (Net)		
Fundraising	\$ 335,839	
Student Fees (Non-instructional)	239,175	
Donations and grants to schools	172,275	
Interest	652	
Book Sale	638	
Misc	3,717	752,296
Net SGF Available		<u>1,295,868</u>
Uses of Net School Generated Funds		
Extra-curricular activities	632,531	
Field Trips	82,478	
Bank Charges	1,040	
Donations	8,494	
Furniture	15,613	
Misc	595	740,751
Unexpended SGF - August 31, 2010		<u><u>\$ 555,117</u></u>

Additional information on the jurisdiction's financial summary can be obtained by contacting the Office of the Secretary-Treasurer, Mr. Greg MacPherson at 403.502.8360. The approved 2010-11 Audited Financial Statements and associated unaudited schedules, including sources and uses of School Generated Funds, may be found at [http://www.mhcbe.ab.ca/Documents.php?df\\_id=1071](http://www.mhcbe.ab.ca/Documents.php?df_id=1071)

The provincial roll-up of the jurisdiction Audited Financial Statements can be found at: <http://education.alberta.ca/admin/funding/audited.aspx>

# Capital and Facilities Projects

## 2009-10 CAPITAL AND FACILITIES PROJECTS

In 2009-10, Medicine Hat Catholic Board of Education installed six Modulars. Two Modulars were funded through Alberta Child and Youth Services for the provision of child care in the community, which freed up instructional space within our schools. Two Modulars were installed at St. Michael's School (Medicine Hat) and two at St. Patrick's Schools to address enrollment pressures at those schools. All Modulars were operational for the start of the 2010-11 school year.

Medicine Hat Catholic Board of Education also completed several projects in schools using the Infrastructure Maintenance Renewal funding. These projects were the following:

School	Activity	Cost
St. Michael's School - Medicine Hat	Replace boiler	\$71,490
St. Michael's School - Medicine Hat	Provide gym ventilation	\$58,966
Monsignor McCoy High School	Replace 30 year old deteriorating roof #2	\$36,579
St. Francis Xavier School	Gym Roofing	\$36,579
Various Schools	Install double check valve assembly	\$51,252
Monsignor McCoy High School	CTS shop kill switch	\$0
Monsignor McCoy High School	Install double set of exterior doors in CTS	\$4,326
St. Patrick's School	Install double set of exterior doors in Gym	\$0
Mother Teresa School	Replace 5 exterior exit doors in modulars	\$7,991
Monsignor McCoy High School, St. Mary's School and St. Michaels School Medicine Hat	Review cost of replacement vs. repair of hot water pipes	\$0
Mother Teresa School	Power vacuum ducts and ventilation units	\$4,064
St. Michael's School - Bow Island	New Flooring in Office	\$0
St. Patrick's School	Renovation for Washroom Access	\$9,197
St. Mary's School	Fire Alarm Panel	\$6,314
St. Michael's School - Medicine Hat	Electrical and ventilators with asbestos removal	\$380,591
St. Michael's School - Bow Island	Roofing	\$45,732
<b>TOTAL COST</b>		<b>\$713,082</b>



# Budget Summary

## 2010-11 BUDGET SUMMARY

MEDICINE HAT CATHOLIC BOARD OF EDUCATION HAS APPROVED THE FOLLOWING BUDGET:

<i>Revenues</i>	<i>2010-11 Fall Budget</i>		<i>2009-10 Actuals</i>
<i>Government of Alberta</i>	\$ 28,860,065	91.6%	\$ 28,745,507
<i>French Immersion - Federal</i>	74,000	0.2%	92,762
<i>Instruction Resource Fees</i>	453,181	1.4%	242,062
<i>Other Sales and Service</i>	270,675	0.9%	599,849
<i>Interest</i>	10,000	0.0%	(1,628)
<i>Gifts &amp; Donations</i>	6,000	0.0%	84,035
<i>Rentals of Facilities</i>	5,000	0.0%	414,821
<i>Net School Generated Funds</i>	1,024,587	3.3%	1,024,587
<i>Amortization of Capital Allocations</i>	723,164	2.3%	690,681
<i>Other Revenue</i>	63,000	0.2%	0
<b>TOTAL REVENUE</b>	<b>31,489,672</b>	<b>100.0%</b>	<b>31,892,676</b>
<b>EXPENSES</b>			
<i>Certificated Salaries &amp; Benefits</i>	16,864,021	52.0%	16,380,554
<i>Uncertificated Salaries &amp; Benefits</i>	6,766,193	20.9%	6,636,113
<i>Services Contracts &amp; Supplies</i>	6,669,627	20.6%	5,168,091
<i>Net School Generated Funds</i>	1,024,587	3.2%	1,024,587
<i>Capital &amp; Debt Service:</i>			
<i>Amortization of Capital Assets</i>	1,020,548	3.1%	891,368
<i>Interest on Capital Debt</i>	61,107	0.2%	75,425
<i>Other Interest Charges</i>	3,700	0.0%	-
<i>Losses on Disposal of Capital Assets</i>	-	0.0%	15,000
<b>Total Expenditures</b>	<b>\$ 32,409,783</b>	<b>100.0%</b>	<b>\$ 30,191,138</b>

Variance of Revenues over Expenses	\$ (920,111)	\$ 1,701,538
less: School Restricted Reserve Use	\$ 202,584	\$ -
less: Amortization funded through Investment in Capital Assets	\$ 297,384	\$ -
<b>Surplus (Deficit)</b>	<b>\$ (420,143)</b>	<b>\$ 1,701,538</b>

Transfer from Unrestricted Reserves	\$ 320,143	
Transfer of Restricted Reserves (Schools)	\$ 100,000	
<b>Deficit Funding</b>	<b>\$ 420,143</b>	<b>\$ -</b>

**THE BUDGET IS DIVIDED TO THE MAJOR PROGRAMS AS FOLLOWS:**

Allocation of Expenses by Program	Total	Instruction	PO&M	Transportation	Administration
Certificated Salaries	\$ 14,699,009	\$ 14,445,872	\$ -	\$ -	\$ 253,137
Certificated Benefits	\$ 2,165,012	\$ 2,143,996	\$ -		\$ 21,016
Uncertificated Salaries	\$ 5,420,710	\$ 3,693,582	\$ 1,169,107	\$ -	\$ 558,021
Uncertificated Benefits	\$ 1,345,483	\$ 922,112	\$ 297,725		\$ 125,646
Services Contracts & Supplies	\$ 6,669,626	\$ 3,114,498	\$ 1,878,663	\$ 1,223,863	\$ 452,602
Net School Generated Funds	\$ 1,024,587	\$ 1,024,587	\$ -	\$ -	\$ -
Capital & Debt Service:					
Amortization of Capital Assets	\$ 1,020,548	\$ -	\$ 1,020,548		
Interest on Capital Debt	\$ 61,107	\$ -	\$ 61,107		
Other Interest Charges	\$ 3,700	\$ -			\$ 3,700
Losses on Disposal of capital Assets	\$ -				
<b>TOTAL EXPENSES</b>	<b>\$ 32,409,782</b>	<b>\$ 25,344,647</b>	<b>\$ 4,427,150</b>	<b>\$ 1,223,863</b>	<b>\$ 1,414,122</b>
Percentage of Total	100.00%	78.20%	13.66%	3.78%	4.36%

**THE SUMMARY OF NET ASSETS FOR THE DIVISION IS AS FOLLOWS:**

Net Assets	2009-10	2010-11	2010-11
	Balances	Adjustments	Budget Balance
Investment in Capital Assets	2,971,113	(297,384)	2,673,729
Unrestricted Net Assets	1,709,227	(1,495,704)	213,523
Restricted Operating Assets	719,288	452,193	1,171,481
Restricted Capital Fund	-	420,783	420,783
<b>Total Net Assets</b>	<b>5,399,628</b>	<b>(920,112)</b>	<b>4,479,516</b>

**BUDGET HIGHLIGHTS**

1. Full-day, Every-day Kindergarten will not be offered in the Division for 2010-11.
2. All staff, both unionized and non-unionized received a 2.92% salary increase.
3. Enrollments declined 25.5 FTE. ( 2710.5 FTE 2010-11, 2736 2009-10)
4. Overall revenue is expected to decline \$247,651.
5. Funding for basic grants increased by 2.92% resulting in an increase of \$114,558
6. Class-size initiative funding decreased \$403,322 due to a new funding model.
7. Ecole St. Thomas d'Aquin was reopened, resulting in a decline of lease revenue of approximately \$77,000 however this provides a school for the sole use of the elementary French Immersion program and frees up space at other schools.
8. Transportation revenue increased approximately \$160,000 which is offset with increased costs to transportation and increased services.
9. Certificated Teaching positions were reduced 2.04 FTE, which is the net result of the reduction of Full-day Kindergarten.
10. Non-Certificated positions were increased 2.34 FTE. The driver is with the increase in PUF enrollment.

Additional information on the jurisdiction's Budget can be obtained by contacting the Office of the Secretary-Treasurer, Mr. Greg MacPherson at 403.502.8360. The approved 2010-11 Budget may be found at

[http://www.mhcbe.ab.ca/Documents.php?df\\_id=1071](http://www.mhcbe.ab.ca/Documents.php?df_id=1071)

# Summary of Facility and Capital Plans

## 2010-2011 SUMMARY OF FACILITY AND CAPITAL PLANS

Medicine Hat Catholic Board of Education annually prepares a Three-Year Capital Plan and submits the information to Alberta Education. Additional information on the jurisdiction's capital plan can be obtained by contacting the Office of the Secretary-Treasurer, Mr. Greg MacPherson at 403.502.8360.

The Capital plan may be found at [http://www.mhcbe.ab.ca/Documents.php?df\\_id=1071](http://www.mhcbe.ab.ca/Documents.php?df_id=1071)

### *THE SUMMARY OF THE 2010-11 TO 2012-13 CAPITAL PLAN INCLUDES THE FOLLOWING:*

1. New Sector 5 Elementary School (South) to address overcrowding in this sector and to address expected future growth.
2. Functional Modernization of **Monsignor McCoy School** to address capacity and programming deficiencies.
3. Functional Modernization of **Notre Dame Academy** to address lack of CTS spaces. Two additional Modulares are requested to address the immediate need until for CTS spaces.
4. Functional Modernization and some expansion of **St. Michaels School (Medicine Hat)** to address current and expected enrollment pressures.
5. Replacement of existing older Modulares due to exceeding expected life at **St. Michael's School Medicine Hat (1)**, **Mother Teresa School(3)** and **Ecole St. Thomas d'Aquin (2)**.
6. Functional Modernization and some expansion of **St. Francis Xavier School** to address current and expected enrollment pressures. As well, two Modulares are requested to support immediate growth.
7. Functional Modernization of **Ecole St. Thomas d'Aquin** to address significant deficiencies identified within the facility audit (FCI>50%).
8. Additional four Modulares to address immediate enrollment pressures and to potentially allow for grade 6 students to return to the school from **Notre Dame Academy**. When the new sector 5 school is opened, the Modulares can be re-tasked or removed.
9. Functional Modernization to 'right-size' **St. Michael's School (Bow Island)** and to prove the services required for a school of this size.

The projects described in the Capital Plan above have been submitted to Alberta Education who will follow their established procedures for approving projects.

**THE FOLLOWING PROJECTS ARE APPROVED USING:  
THE INFRASTRUCTURE, MAINTENANCE AND RENEWAL (IMR) BUDGET**

<b>FACILITY</b>	<b>SUMMARY</b>
Monsignor McCoy High School	Replace faulty coup lox with Victaulic's
Monsignor McCoy High School	Reroof #12 with SBS and sloped insulation and new drain
St. Francis Xavier School	Add skim coat of asphalt over NE pavement play area.
St. Francis Xavier School	Add devices to the Fire alarm System
St. Francis Xavier School	Replace furnace room gypsum wallboard
St. Louis School	Remove the manual damper and install a cold air trap.
St. Mary's School	Panel F1 not CSA compliant
St. Mary's School	Add emergency lighting and upgrade
St. Mary's School	Add exit sign
St. Mary's School	Add Fire alarm devices in main electrical room
St. Mary's School	Replace carpet in Room 17 and Room 2
St. Patrick's School	Reroof #3 - sloped insulation
All Schools	Division roof assessment
CEC	Irrigation automation
Monsignor McCoy High School	Replace bleachers in north gymnasium.
Monsignor McCoy High School	Replace Music and Computer Room Carpet (approx. 270 m <sup>2</sup> )
Monsignor McCoy High School	Install new double set of steel door and frames in I.A.
St. Francis Xavier School	Replace furnaces and add new duct work for ventilation air distribution.
St. Mary's School	Replace all heating water pipe seals with Victaulic based on study.
St. Mary's School	Re-balancing of roof top unit #1.
St. Mary's School	Irrigation automation
St. Mary's School	Install backup hanging furnace in I.A.
St. Michael's School (Bow Island)	Replace fire doors.
St. Michael's School (MH)	Replace urinal tank
St. Michael's School (MH)	Replace incandescent security lighting.
St. Patrick's School	Replace flooring in main hallway
St. Patrick's School	Replace general office carpet
Ecole St. Thomas d'Aquin	Cover remaining fascia with metal
Centre for Academic & Personal Excellence (CAPE)	Control panel is outdated and parts are extremely hard to find.
Monsignor McCoy High School	Replace Overhead Door
St. Louis School	Another exhaust would help extract more heat from the space.
St. Louis School	Provide finned tube convector in men's washroom.
St. Michael's School (Bow Island)	Replace doors and hardware.
St. Michael's School (MH)	Overlay asphalt parking area.
St. Michael's School (MH)	Overlay asphalt walkway.
St. Michael's School (MH)	Overlay asphalt basketball area.
Ecole St. Thomas d'Aquin	Overlay asphalt parking lot (approximately 160 square metres)
Ecole St. Thomas d'Aquin	Overlay asphalt on north sidewalk area (approximately 250 square metres)

## Parent Involvement

Site-based administrators are asked to include the 'Three Year Plan' and Annual Education Report as standing items on school council meeting agendas during their development and preparation.

School based administrators are also required to interpret and share school results with school council. Summaries of accountability results are made available through school newsletters.

The AERR and the Three Year Plan are discussed at Parent Council Association which is an umbrella group of all school councils.

## Communication

Medicine Hat Catholic Board of Education will post the Combined Annual Education Results Report and Three Year Education Plan on the website @ [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca)

Copies will be available at the Division office and will also be forwarded to all schools and school councils in the Division.

The Medicine Hat Catholic Board of Education is committed to providing quality education to the students entrusted to our care.

We thank you for your interest in this document.

Should you require additional information please contact:

The Superintendent of Schools  
Medicine Hat Catholic Board of Education  
1251 – 1<sup>st</sup> Avenue SW  
Medicine Hat, Alberta T1A 8B4  
(403) 527-2292  
[communications@mhcbe.ab.ca](mailto:communications@mhcbe.ab.ca)

## ● Weblinks

- **2010-2011 Approved Operating Budget**  
[Approved Operating Budget](#)
- **School Accountability Results Reports**  
[Accountability Pillar Results Report](#)
- **Combined Annual Education Results and Three Year Plan**  
[Combined AERR and Three Year Education Plan](#)
- **Alberta Initiative School Improvement (AISI) Annual Report**  
[AISI Annual Report](#)
- **2009-2010 Jurisdiction Class Size Survey Results Report**  
[Class Size Survey Results Report](#)
- **Link to Audited Financial Statements**  
[Audited Financial Statements](#)
- **Provincial Roll Up Report of Jurisdiction Audited Financial Statement**  
[Provincial Roll Up Report](#)
- **Provincial Comparative Report of Jurisdiction Audited Financial Statement**  
[Provincial Comparative AFS Report](#)
- **Central Office Contact**  
[Contact Us](#)