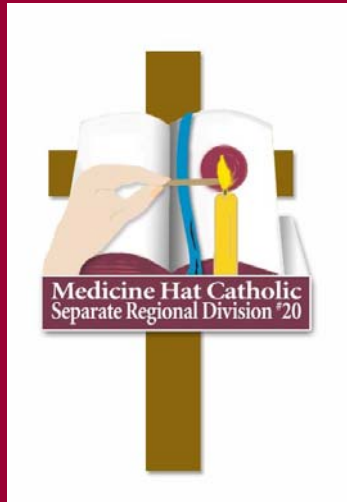


Medicine Hat Catholic Board of Education



PUBLIC AGENDA

Tuesday, October 14, 2014 @ 3:00 p.m.

Catholic School Board Office
1251 – 1st Avenue SW Medicine Hat, AB

Medicine Hat Catholic Board of Education

ACTION AGENDA

DATE: October 14, 2014

Place: Catholic Education Centre

Time: 3:00 P.M.

	<p>WE ARE CALLED Always and Everywhere to: Model Christ, Pray and Serve, Build a Faith Community</p> <p>Theme for 2014-2015: <i>Carrying the Light of Christ into the World</i></p>		
	<p>3:00 p.m.</p> <ul style="list-style-type: none"> The Organizational Meeting will be held prior to the regularly scheduled board meeting. The Organizational Meeting will begin at 3:00 with the regularly scheduled meeting to follow. 		
1.	<p>Opening Prayer – Blessing before a Meeting</p> <p><i>Lord, bless us as we gather today in your name. Send us the guidance of your Spirit to bring us wisdom and understanding. Help us to open our minds and our hearts so that we may listen respectfully to the viewpoints of others and make decisions in accordance with your wishes. Help us to grow in faith so that we may serve you and others in all that we do. We ask this grace through Christ our Lord. Amen.</i></p>	Dick Mastel	
2.	<p>Approval of the Minutes of the Regular Board Meeting</p> <p>♦Recommendation: THAT the Minutes of Special Board Meeting September 09, 2014 be approved as circulated.</p>	PG	
3.	<p>Approval of the Action Agenda</p> <p>♦Recommendation: THAT the Action Agenda dated October 14, 2014 be approved as circulated.</p>	PG	1 - 4
4.	<p>Approval of the Non-Action Agenda</p> <p>♦Recommendation: THAT the Non-Action Agenda dated October 14, 2014 be approved as circulated.</p>	PG	5
5.	<p>3:15 Presentation HFKS Architects</p> <p>Tentatively scheduled: Architect Firm HFKS representative will be in attendance to brief the Board about the Monsignor McCoy High School Modernization including the Phasing Plan Concept and Design.</p>	GA/GM	
6.	<p>4:00 Presentation High School Redesign</p> <p>Mr. Paul Bauche, Principal of Monsignor McCoy High School will be in attendance to talk about High School Redesign.</p> <p>What is High School Re-design? - Redesigning high school focus on research and “next practice” thinking-where school have implemented strategies and approaches aimed at transforming the high-school experience for students and teachers through changes to School Structure; School Culture; School Leadership & School Pedagogy.</p>	GA	Encl. 5 - 7 & Handout

7.	<p><u>Corporate Communications</u></p> <p><u>7.1 World Teacher's Day - October 5th</u></p> <p><u>7.2 Monsignor McCoy High School Awards - October 27, 2014 7 pm at MH College Theatre</u></p> <p><u>7.2.1 Which Trustees plan to attend to present the Board Scholarships?</u></p> <p><u>7.3 Alberta Health Services Letter - HPV Vaccine program in Alberta</u></p> <p><u>7.4 Letter to Honourable Jim Prentice, Premier dated September 18, 2014 regarding Monsignor McCoy Modernization Funding</u></p> <p><u>7.5 New School Announcement</u></p>	PG	<p><i>Encl.</i> 8</p> <p>9 – 13</p> <p>14 – 15</p> <p>16</p>
8.	<p><u>Monsignor McCoy High School Modernization</u></p> <p><u>8.1 Website: www.mccoymodernization.ca</u></p> <p><i>The website is active for Monsignor McCoy High School. The website contains the video interview describing the project as well as the online fundraising campaign.</i></p>	PG	
9.	<p><u>Superintendent Report – Dr. Garry Andrews</u></p> <p><u>9.1 October 10, 2014 Board/ DLT Retreat</u></p> <p><u>9.2 January 10, 2015 Strategic Directions Workshop</u></p> <p><u>9.3 Board/Superintendent Evaluation</u></p> <p><u>9.4 Enhancing the Catholic dimension of our schools</u></p> <p><u>9.5 Financial concerns</u></p> <p><u>9.6 Communication's Officer</u></p> <p><u>9.7 Promotional Video</u></p> <p><u>9.8 Monsignor McCoy High School Modernization</u></p> <p><u>9.9 High School Re-design</u></p> <p><u>9.10 World Teacher's Day Oct 5</u></p>	GA	<p><i>Report Encl.</i> 17 - 18</p>
10.	<p><u>Deputy Superintendent Report – Mr. Joe Colistro</u></p> <p><u>9.1 Accountability Pillar Results</u></p> <p><u>9.2 Achievement Test Results</u></p> <p><u>9.3 Professional Development</u></p> <p><u>9.3.1 PLC's (Hugh Lehr)</u></p> <p><u>9.3.2 Inspiring Education (Chuck Hellman)</u></p>	JC	<p><i>Encl.</i> 19 – 42</p> <p>43 – 46</p> <p>47</p>
11.	<p><u>Secretary-Treasurer Report – Mr. Greg MacPherson</u></p> <p><u>11.1 New School Announcement</u></p> <p><u>11.2 School Bus Lane Costs</u></p> <p><u>11.3 Modernization of Monsignor McCoy High School</u></p> <p><u>11.4 Modular Request</u></p> <p><u>11.5 Fall Budget Update</u></p> <p><u>11.6 Bill 9</u></p> <p><u>11.7 Transportation Update</u></p> <p><u>11.8 Facility Planning Review including (Capital Plan) handout</u></p> <p><u>11.9 Boundary Review</u></p> <p><u>11.10 AP 550 – Transportation of Students</u></p>	GM	<p><i>Encl.</i> 48 – 50</p> <p>51 – 57</p> <p>58</p> <p>59 – 67</p> <p>68 – 70</p> <p>71 – 73</p> <p>74 – 75</p> <p>76</p> <p>77 – 87</p> <p>88 - 90</p>
12.	<p><u>Associate Superintendent Learning Services – Mr. Hugh Lehr</u></p> <p><u>12.1 PLC Planning</u></p> <p><u>Inspiring Education, Division Principal – Mr. Chuck Hellman</u></p> <p><u>12.2 An overview of Inspiring Education and initiatives to-date</u></p>	HL CH	<p><i>Encl.</i></p> <p>91</p>
13.	<p><u>Religious Education Coordinator Report – Mrs. Jill Wilkinson</u></p> <p><u>13.1 AERR Religious Education</u></p>	JW	<p><i>Encl.</i> 92 – 93</p>

	<u>13.2 Curriculum Update</u> <u>13.3 Catholic Education Sunday</u> <u>13.4 Catholic Learning Opportunities</u>		94 - 95 96 - 97
14.	<u>Catholic Diocese of Calgary</u> <u>Bishop's Dinner 2014</u> - The annual Bishop's Dinner will take place on Thursday, October 16, 2014 in Calgary from 6:00 p.m. to 9:30 p.m. at the Commonwealth Centre. Historically the Board purchases a table of 8. A combination of Trustees, Administration, Parents, Parents Council, & Catholic community members attend. Tickets need to be purchased by October 01, 2014. The Board will make a decision to support to the Bishop's Dinner by Board Motion. Beneficiaries this year include: Woods's Homes in Lethbridge, Cantara Safe House in Brooks and Sonshine Centre in Calgary. Note: Mrs. Jill Wilkinson will confirm the number of attendees registered thus far.	PG	
15.	<u>15.1 ACSTA AGM November 2014 – November 14 - 16, 2014.</u> Trustees and Administration will determine who will be attending the AGM. <u>15.2 ASBA AGM November 2014 – November 16 - 19, 2014.</u> Trustees and Administration will determine who will be attending the AGM	PG	
16.	<u>COMMITTEE REPORTS (presented by appointed Trustees)</u>	PG	
	16.1 Medicine Hat Catholic Schools' Education Foundation- Mrs. Natalie Van Tryp		
	16.2 Representative to ACSTA– Mr. Dick Mastel		
	16.3 Representative Teacher Board Advisory Committee – Reverend Mr. Robert Risling		
	16.4 Representative to ASBA Zone 6 – Mr. Peter Grad <u>16.4.1 Zone 6 Handbook Review – Strategic Plan</u> <u>16.4.2 ASBA Annual Report Review</u>		
	16.5 Representative to Support Staff Board Advisory Committee– Mrs. Regina Durst		
	16.6 Representative to Parent Association– Reverend Mr. Robert Risling		
	16.7 Salary Negotiations <u>16.7.1 ATA– Mr. Peter Grad</u> <u>16.7.2 CUPE– Mr. Dick Mastel</u>		
	16.8 CUPE Staff Board Advisory Committee – Mrs. Natalie Van Tryp		
	16.9 Spiritual Leadership Scholarship Board Rep BI – Mrs. Natalie Van Tryp 16.10 Spiritual Leadership Scholarship Board Representative – Mrs. Regina Durst <u>16.10.1 One application for Spiritual Leadership Scholarship was received as of June 1st which is the deadline for submissions. The Board will review to determine the applicant has met the criteria. The scholarship award will be presented by a Board Member at the upcoming <u>October 2014</u> Monsignor McCoy High School Awards Ceremony.</u>		
	16.11 Student Board Advisory Committee – Mr. Peter Grad		
	16.12 C2 Committee – Reverend Mr. Robert Risling		
17.	<u>Closing Prayer</u> <i>Lord, we come to you today to seek the peace that you alone can give. Strengthen us in our work as we seek to build a peaceful community. Amen</i>	Dick Mastel	
18.	<u>Adjournment</u>		

NON - ACTION AGENDA

DATE: October 14, 2014

Place: Catholic Education Centre

Time: 3:00 P.M.

No.	INFORMATION ITEMS	PAGE
1.1	<p><u>REGISTRATION</u></p> <p>* REGISTRATION in all Catholic schools in Medicine Hat for the 2014-2015 School year is ongoing</p> <p>Early Learning Programs (Kindergarten, Grades 1-12)</p>	
1.2	<p><u>REGISTRATION –</u></p> <p><i>Are you a new resident to this country or new to our community or have a new learner getting ready to start school?</i> Did you know that Catholic Schools in Alberta are publicly funded? That means, while we have school fees, there is no tuition. Our Schools offer a faith filled education. We nourish the whole child, spiritually, socially and academically and all are welcome! Call us for information or to register in one of our nine Schools in the City of Medicine Hat. MEDICINE HAT CATHOLIC BOARD OF EDUCATION - 403.527.2292 or www.mhcbbe.ab.ca. Come, Experience Catholic Schools - "Showing the Face of Christ to All".</p>	
1.3	<p><u>TAXES - DECLARE YOUR SUPPORT for CATHOLIC SCHOOLS</u> - The Medicine Hat Catholic Board of Education reminds our community of the importance of declaring your PROPERTY TAXES in support of Catholic Education How do you declare your support? - To ensure your property taxes are supporting Catholic Schools, you must declare your Catholic school support as "Separate" on your annual property assessment notice. Contact the Taxation Office at the City of Medicine Hat, or the Town or Municipal Office in your area. Changes made on or before Dec 31 will be in effect for the next taxation year. Thank you for your supporting Catholic Schools.</p>	
1.4	<p><u>INSPIRING EDUCATION</u></p> <p>https://inspiring.education.alberta.ca/what-is-inspiring-education/</p>	

Notice of Public Board Meetings

- All regularly scheduled Public Board Meetings are the **2nd Tuesday** of each month held at the Catholic Education Centre located at 1251 – 1st Avenue SW (unless otherwise advertised).
- Public Board Meetings for the Medicine Hat Catholic Board of Education will begin at **3:00 pm** with **presentations at 5:00 pm** (unless otherwise advertised).
- **General Public welcome to attend - Information @ www.mhcbbe.ab.ca**

MASTERY LEARNING

Mastery learning is an instructional strategy that results in comprehensive grasp of curriculum as demonstrated through performance-based evaluations. Teachers support student mastery of material by providing guidance and assistance. The student builds upon each success and then moves on to another level of understanding. Norbert Baharally explains that “Mastery learning has increased communication between teachers and students, and teachers and parents. This partnership has created a sense of student accountability for their learning resulting in increased engagement and understanding of learning. Mastery learning should lead to better retention of knowledge learned – it is not simply rote memory and regurgitation.”

Teachers use strategies to encourage students to integrate concepts and issues as well as understandings and skills across the curriculum. With this holistic learning, students take fragments of information and create personal meaning. Norbert Baharally explains that

“A focus on mastery learning has changed the conversations amongst our staff – they are considering questions that, in the traditional education system, would not be tackled. There are ongoing conversations occurring because teachers are not existing as standalone units, but are working together and collaborating.”

Students and teachers require time to reteach, relearn and reassess. This must be addressed. Opportunities for quality time for students and for teachers to work independently or collaboratively, and for teachers and students to work together must be made available.

Wanda Gerard, Principal, Peace Wapiti Academy, with Josina Nagtegaal, Flex Coordinator, and Debbie Terceros, CONNECT Coordinator

What is the impact on students?

Students receive feedback not only about what they know well but also about what they need to revisit in order to demonstrate mastery. Chuck Jenkins explains the approach and impact in this way, “If you or I failed our driver’s test, we wouldn’t focus on the things we did right. We’d ask, ‘What are the pieces that I need to fix up before I take the test again?’ Teachers should ask themselves, ‘What are the missing pieces for success for each individual student? Are there alternative ways to show mastery other than pen-to-paper, retaking an exam?’”

The impact of assessment paired with effective activities that address students’ areas of need more for deeper understanding is motivating to students because the goal is successful mastery of the subject material. Wanda Gerard says, “The concepts of time and space have become fluid and dynamic in every aspect of running a classroom. It has become a place where students write a quiz or exam when they feel they have satisfactorily learned the material ... and work ahead if they feel they have mastered certain topics.”

Chuck Jenkins also talks about how incorporating mastery learning into the instructional process does not have to be confined to the classroom. He says that, “his school has changed the focus to learning outcomes instead of grades, but diploma marks are staying equal to what they were – and our kids are reporting a better high school experience. It really shows that time in a classroom doesn’t equate to better or worse learning.”



What is the impact on staff?

Teachers become active collaborators with students when they work with the students to discover the appropriate activities that will help them master the curriculum. Tom Christensen says, "We have done a lot of work with how to do project design in class and project tuning between colleagues. Essentially, the belief is that one way to ensure mastery learning in any subject is to have the students develop the driving question they are going to try and resolve. Completion or mastery is set by how well they have explored the driving question that they themselves established. We have one part of our school which really emphasizes project learning as a main form of delivery."

He goes on to say that "A project is more than an assignment; it has to move the curriculum forward. It's more reflective of what students will do when they move onto a job. Even in a manufacturing job, you're not just doing what your boss says; you're problem solving and moving things forward. With our diploma exams, the general belief is that it is a race against time to get through the curriculum so that students are ready to write them. Hence there needs to be more teacher-directed instruction. I have some staff who have begun to try and do some project-based learning for their diploma courses thus becoming less teacher-directed." He adds that, "Particularly for Grade 12 teachers, who are trying to prepare their students for diploma exams, it's been a real leap of faith. But they've begun to realize that they can let go of some of the controls and it will be just fine."

With the mastery learning approach, all students can demonstrate excellence in their approach to learning. Teachers find that some students excel beyond the reach of the curriculum while other students are beginning to master the material. The impact on staff is extremely rewarding as the simple process of learning for mastery promotes differentiated learning in a timely and efficient manner.

Wanda Gerard recalls how one teacher commented, "Now we can concentrate on making sure that students have mastered the outcomes. If they master them quickly, the students can move on; if they master them slowly, we [offer] extension and reteach strategies that enable them to have the time they need."

When mastery learning is a focus in a school:

- self-directed learning is valued
- continuous (credit-recovery) learning opportunities are available
- learning is systematic and sequential, as students gain mastery of the subject material
- formative assessment is used to provide ongoing feedback
- time is no longer a barrier to mastery learning
- feedback is used to move student learning forward.

"We have one part of our school which really emphasizes project learning as a main form of delivery. A project is more than an assignment; it has to move the curriculum forward."

Tom Christensen, Principal, Olds

SOURCES: Norbert Baharally, Principal, Wm E Hay; Chuck Jenkins, Principal, Archbishop O'Leary; Tom Christensen, Principal, Olds; Wanda Gerard, Principal, Peace Wapiti Academy with Josina Nagtegaal, Flex Coordinator, and Debbie Terceros, CONNECT Coordinator



www.education.alberta.ca/highschoolcompletion



Showing the Face of Christ to All

Communications

Recent News

- [NEW SCHOOL ANNOUNCED](#)
- [MONSIGNOR MCCOY MODERNIZATION](#)
- [FROM OUR SEAT ON THE BUS](#)
- [PARENT GUIDE](#)
- [ALL ARE WELCOME](#)
- [INSPIRING EDUCATION](#)
- [SUMMER PRAYER](#)
- [SUPERINTENDENT MESSAGE](#)
- [MESSAGE FOR PARENTS](#)
- [NEW BUS COMPANY](#)

WORLD TEACHERS' DAY

World Teacher Day is October 5th. Thank you to each and every one of our Teachers who make a difference every day.

<http://www.worldteachersday.org/map/index.php/page/index/1>

[Link to Thank-You card.](#)

A Teacher's Prayer (by Olga De Juana)

Help me to be a fine teacher, to keep peace in the classroom, peace between my students and myself, to be kind and gentle to each and every one of my students.

Help me to be merciful to my students, to balance mercy and discipline in the right measure for each student, to give genuine praise as much as possible, to give constructive criticism in a manner that is palatable to my students.

Help me remain conscientious to keep my lessons interesting, to recognize what motivates each of my students, to accept my student's limitations.

Help me not to judge my students, to be fair to all, to be a good role model, but most of all Lord, help me to show your love to all of my students.

Amen.

September 2014

To: **Superintendents of Schools**

Re: Expansion of Alberta's Human Papillomavirus (HPV) Immunization Program

The Alberta Ministry of Health has announced the expansion of the human papillomavirus (HPV) immunization program from grade five girls only to also include males in grade 5 beginning in September 2014. In addition, HPV immunization for grade nine boys will start in the 2014-2015 school year and continue for four years to June 2018. This immunization initiative will lead to a significant long term reduction in HPV-related cancers in both males and females.

Expanding the HPV program to males will save lives, reduce disease and decrease future health care costs in Alberta. Recent data from Alberta shows that almost 100% of oropharyngeal head and neck cancers in men under 40 years of age are HPV-related.

Medical experts have recommended implementation of school-based HPV immunization programs across Canada. School-based immunization generally results in higher numbers of students completing the immunization and being protected from HPV disease. HPV immunization is voluntary and the signed consent of a parent or guardian is required before the immunization can occur at the school.

Is there anything that can help parents make a decision?

In support of the HPV immunization program, Alberta Health Services has developed an interactive, online resource to provide parents with the information to make an informed HPV immunization decision for their child. The HPV Vaccination Decision Tool contains important information about HPV disease, the HPV vaccine, and the benefits and risks associated with the HPV vaccine. The decision tool is available at: <http://albertapreventscancer.ca/resource/hpv-and-hpv-vaccine>. As well, information for the public is available on ImmunizeAlberta.ca at immunizealberta.ca/i-need-know-more/diseases-covered/hpv-human-papillomavirus.

Alberta Health Services or First Nations Inuit Health Branch Public Health will be sharing or have already shared this information with school principals in your jurisdictions via a similar letter from Medical Officers of Health or through the Public Health Nurses assigned to their schools.

Thank you for your anticipated cooperation and assistance in making this new immunization program a success. If you have any questions about the HPV immunization program, please contact your local Medical Officer of Health.

Sincerely,

Dr. Judy MacDonald
Medical Officer of Health
Alberta Health Services – Calgary Zone

Dr. Christopher Sikora
Medical Officer of Health
Alberta Health Services - Edmonton Zone

Dr. Albert de Villiers
Medical Officer of Health
Alberta Health Services
North Zone – West; North Zone Lead

Dr. Wadieh Yacoub
Medical Officer of Health
First Nations Inuit Health Branch
Health Canada

Dr. Deena Hinshaw
Medical Officer of Health
Alberta Health Services - Central Zone

Dr. Karin Goodison
Medical Officer of Health
Alberta Health Services - South Zone



26 June 2014

Dr. Garry Andrews
Superintendent of Schools
Medicine Hat Catholic Board of Education
1251 1 Ave. SW
Medicine Hat, Alberta
T1A 8B4

Dear Dr. Andrews:

Subject: Consent Process for Immunization

This letter confirms our planned process for vaccine consents for the upcoming school year. We understand that your Board has indicated they are not comfortable with having consents for the HPV vaccine distributed through the school. We can honor this request.

Beginning with the 2014-2015 school year, we will send consent forms for **all** in-school vaccines directly to parents. In addition to the consent form and information on the vaccines for which their child is eligible, Public Health will include a return envelope (addressed and stamped) for the parent or guardian to return the consent to Public Health.

We trust this process accommodates your request. Should you have any concerns or questions, please do not hesitate to contact us.

Sincerely,

Karin Goodison, MD, MPH
Medical Officer of Health
Alberta Health Services – South Zone

KG/dl

IMMUNIZATIONS

Background

Medicine Hat Catholic Board of Education is committed to serve the children and parents within the context of Catholic teachings and traditions. The schools will help all students to realize their responsibility to transform the world by practicing the Catholic faith. The Board and schools are complimentary to the family, which is the primary agent for the child's formation.

Procedures

1. The Division confirms that parents or guardians are the primary educators and decision-makers for health care matters for their children, and the decision to receive an immunization is a parental responsibility. The Division does not endorse any of the vaccines administered by Alberta Health Services and defers to Alberta Health Services to determine the public health benefits. The Division reaffirms its position that the administration of some vaccines in Catholic Schools is incongruent with the educative mission of our Catholic schools.
2. The Division recognizes that neither it nor its employees possess the expertise nor health care knowledge to determine the clinical need for or to be directly involved in the delivery of an immunization program. All immunization programs are the programs of Alberta Health Services and are established, organized, staffed and administered by Alberta Health Services. The Division disassociates itself from some elements of the Alberta Health Services vaccination program by requesting that Alberta Health Services distributes and collects consent forms directly from parents for vaccinations that are incongruent with the educative mission of our Catholic schools.
3. The Division recognizes that all immunizations must be wholly voluntary, parental or guardian consent must be granted, and appropriate educational information must be provided with respect to each immunization to parents or guardians before consent is requested.
4. The Division authorizes the use of its facilities by Alberta Health Services for the purpose of delivering an immunization program that are part of their public health program, while not participating in the distribution or collection of parental consent forms for vaccinations that are incongruent with the educative mission of our Catholic schools.



5. The Division maintains the option to review the delivery of vaccines that may be incongruent with the teachings of the Catholic Church.

5.1 This review may be conducted in consultation with Alberta Health Services and the Archbishop to ensure the vaccine is in the best interest of students' health.

5.2 The Board of Trustees, on November 12, 2013, has declared that Human Papillomavirus (HPV) vaccine is incongruent with the educative mission of our Catholic Schools

References:

Motion 2815 – HPV Administration – Approved by the Board of Trustees on October 8, 2013
Section 60 (8) School Act





Medicine Hat Catholic Board of Education

1251 – 1st Avenue SW, Medicine Hat, Alberta T1A 8B4

Toll Free 1.866.864.0013

Phone 403.527.2292

www.mhcbe.ab.ca

Fax 403.529.0917

September 18, 2014

Honourable Jim Prentice, Premier
Office of the Premier
Executive Branch 307 Legislature Building
10800—97 Avenue
Edmonton, Alberta T5K 2B6

Dear Honourable Jim Prentice,

Congratulations on becoming Alberta's 16th Premier. As a School Board Trustee, I understand the pride one takes in representing the community and I realize that you must be feeling that same unpretentious pride in representing the Alberta community.

Thank you also for attending the recent ASBA teleconference with Trustees all across our province during the PC leadership campaign. I was encouraged by your demeanor and impressed by your knowledge. Your answers were clear. I especially respected your response regarding the issue of boards needing to commit funds during modernization projects for their jurisdictions. Your answer was a clear and simple: "They shouldn't have to".

Recently, discussions with Alberta Infrastructure and the Architects revealed that our modernization plan for Monsignor McCoy High School in Medicine Hat made sense and should move forward. However, later in deliberations, Alberta Education advised that, if we wanted approval for our modernization, we would need to commit/raise funds ourselves. In other words we were put into a position of doing some fund-raising to optimize our modernization project. Additional space (gym) was not recognized under Alberta Education's guidelines as a need. There are extenuating circumstances and we feel greater gym space is a need now and will be required in the future. Our Board of Trustees voted to commit the funds just before this issue was put to you during the conference call. We are excited to be moving ahead with this project with construction scheduled for the Spring of 2015; I pray a modicum of intervention on your part can help us with funding that will produce a model school for the distant future. I would welcome a discussion of details at your very earliest opportunity as time is of the essence in this matter. Please contact me at 403.580.9030 or by email peter.grad@mhcbe.ab.ca. Thank you.

Sincerely,

Mr. Peter Grad, Board Chair
Medicine Hat Catholic Board of Education

cc: Honourable Gordon Dirks, Minister of Education
PG/dd

"Showing the Face of Christ to All"

In partnership with Family, Church and Community since 1911

From: Asia Wehbi <asia.wehbi@gov.ab.ca>
Date: October 8, 2014 at 10:49:03 AM MDT
To: "'peter.grad@mhcbe.ab.ca"' <peter.grad@mhcbe.ab.ca>
Subject: Thank you for your meeting request

Dear Mr. Peter,

On behalf of Honourable Jim Prentice, Q.C., Premier of Alberta, thank you for your letter and request to meet.

Unfortunately, the Premier's schedule is heavily committed over the next several weeks, therefore I have forwarded your request to Honourable Gordon Dirks, Minister of Education, to meet on his behalf. Once this meeting has taken place, Minister Dirks will provide the Premier with an update/briefing from your meeting. You can expect to hear from the Minister's office shortly.

Thank you again for writing.

Asia Wehbi

Office of the Premier of Alberta
Phone: 780.427.2251
Email: asia.wehbi@gov.ab.ca

NEW SCHOOL ANNOUNCED

We are very excited with yesterday's announcement from the Government of Alberta to build a new school for Medicine Hat Catholic Board of Education. It will be constructed on the Southlands school site, south of Holy Family Parish between Southland Drive and Southland Boulevard Southeast. Attached is a rough map showing the approximate location. The Southlands area is a fast growing community and this school will address those growth pressures and relieve the enrollment pressures at St. Patrick's School and at other schools.

It will be constructed as an elementary school holding 250 students. We do not have an opening date as yet; however, the government has indicated that the planning will begin immediately. Initial meetings with Alberta Education are planned for later in October. This project and the modernization of Monsignor McCoy have been the board's priorities for several years and it is pleasing to see these come to fruition. As the project unfolds we will ensure staff and the public are kept informed of project status and the opportunities ahead of us.

Also announced was a significant increase to Infrastructure Maintenance and Renewal (IMR) funding. While we do not know our portion as yet, we are pleased with this news. IMR funding allows for school divisions to ensure the school infrastructure is maintained and renovated allowing for improved student learning.

The public school division was also awarded an elementary school in Ranchlands and we are excited for all the citizens of Medicine Hat and area with this provincial investment into education.

On behalf of the Board of Trustees
Medicine Hat Catholic Board of
Education



Superintendent's report to Board

October 14, 2014

1. **Board/DLT retreat** – As a result of the retreat and visit with Bishop Henry, there may be items which require follow-up. Sr. Administration will provide a verbal report on possible areas requiring attention.
Recommendation: Discussion and direction requested.
2. **January 10 Strategic Directions' workshop** – We contacted Positive Culture about conducting our Strategic Directions' workshop and possibly combining this with a board self evaluation process. They are submitting a proposal to us. However we have been informed that they are not available on January 10 to lead this session. Is there an alternate day later in January or early in February which might be possible? The dates suggested by Mr. and Mrs. Benns are: January 24, January 31 or February 7.
Recommendation: Determine a date for the Strategic Directions' workshop.
3. **Board/Superintendent evaluation** – It is suggested that this year the Board evaluation be combined with the strategic directions' workshop and that in light of the current superintendent's short term appointment, this evaluation be conducted at another time. In discussing the matter with an ASBA consultant it was suggested that a regular, formal process for evaluating the board and its superintendent be established prior to the appointment of a new superintendent. The ASBA consultant is available to meet with the board at a mutually convenient time to discuss the format which might be utilized for both evaluations.
Recommendation: Meet with an ASBA consultant in February or March to discuss the format which could be developed to evaluate both the board and the superintendent.
4. **Enhancing the Catholic dimension of our schools** – As a follow up to the Catholic Education symposium in Sherwood Park in February 2014 wherein Archbishop Miller made a presentation on the Six Marks of Catholic Education, we have three schools investigating a self-review process. On October 30 and December 4, three of our schools will have administrators participating in review processes developed in the Palliser Regional S.D. Along with our Deputy Superintendent, Joe Colistro, St. Michael's, St. Mary's and Notre Dame Academy will have administrators involved in two Coaldale schools. Their experience will be shared with the DLT and, with particular attention to the Six Marks of Catholic Education, we will determine if we can develop a process of self-review with our own schools.
Recommendation: Receive as information.
5. **Financial concerns** – With enrollment static/falling, we will need to revisit the suggestions made at our DLT meeting in April 2014 when a variety of long term suggestions were made by our administrators. The DLT will consider these suggestions at meetings from November to February at which time a report will be made to the Board.
Recommendation: DLT to consider suggestions to financial concerns and through Sr. Administration, a report will be made to trustees at the February, 2015 board meeting.
6. **Communication officer's position** – We are revisiting the job description for the Communication officer's position in hopes of having a better response to our earlier advertisement.

Recommendation: Sr. Admin revise job description and repost

7. **Promoting our schools** – We have a copy of the short video which has been filmed to promote our schools. Thank you to Della Dewald for her leadership in this area.

Recommendation: View video and explain its possible use.

8. **Msgr. McCoy modernization** – HFKS architect Daniel Heaton has indicated they are make good progress in finalizing the plans for Msgr. McCoy's modernization. We anticipate there will be more information forthcoming at the time of our board meeting and it will be shared at that time. We will ask Mr. Heaton to attend the meeting to explain the plan more fully. It is anticipated that a call for tenders will take place in November. Secretary-Treasurer Greg MacPherson will have more information in his report regarding this topic as well as the fundraising activities being planned.

Recommendation: Receive as information.

9. **High School Re-design** – Paul Bauche is available to attend the meeting to provide an explanation of their involvement in "high school re-design". This initiative is connected to the philosophy of Inspiring Education.

Recommendation: Receive as information

10. **World Teachers' Day** – October 5 is World Teachers' Day. The ACSTA provided suggestions for honoring our teachers. These have been provided to the DLT for their consideration.

Recommendation: Receive as information.

11. Other

Respectfully submitted by

Dr. Garry Andrews, Superintendent

MHCBE

October 14, 2014.



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

Memorandum

Date: October 14, 2014

To: Board of Trustees

From: Joe Colistro

Agenda Item: October 2014 Division Accountability Pillar results

Purpose: Information/Discussion

Strategic Plan Reference Student Achievement, Effective and Efficient Operations, Advocacy

Enclosures: Yes

Background: The Accountability Pillar ensures all school jurisdictions are measuring success in the same way. School boards have tracked their own progress, what they measured, when and how could vary widely. With the Accountability Pillar, all jurisdictions measure the same factors in the same way at the same time, creating timely, accurate, consistent data that is publicly evaluated and reported.

The Accountability Pillar allows jurisdictions and the province to assess successes and identify opportunities for improvement, while also providing students with the best possible learning experience. The measurement process also helps to determine if challenges are local or province-wide.

School authorities also report their Accountability Pillar results to their communities, ensuring that the entire education system is more open and accountable to all Albertans. (Alberta Education Website)

Recommendation/Decision:	That senior administration distributes the <i>October 2014</i> Accountability Pillar results to the Catholic Community in Medicine Hat in order to celebrate our success.
Resulting Acting:	Accountability Pillar results will be presented to the local media and shared through parish bulletins and parent newsletters.
Responsibility:	Superintendent

Accountability Pillar Results for Annual Education Results Report (AERR)

School Overall Summaries

October 2014

4501 Medicine Hat Catholic Separate Regional Division No. 20

Report Date: September 27, 2014



For more information, contact:

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Accountability Pillar Web Site:

<http://education.alberta.ca/admin/funding/accountability.aspx>

More information on Planning Resources for School Authorities is available at:

<http://education.alberta.ca/admin/resources/planning.aspx>

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What's New for October 2014?

This section outlines any changes to the data, calculations or measures compared to the May 2014 release.

What's New:

- = New year of results for Provincial Achievement Tests.
- = New year of results for Diploma Examinations.
- = Provincial Achievement Test and Diploma Examination aggregate results recalculated to include new courses (e.g., Social Studies 6/9, English Language Arts 9 KAE, Mathematics 9 KAE, Science 9 KAE, Social Studies 9 KAE, Social Studies 30-1/30-2), and to remove courses where participation was affected by the introduction of the Student Learning Assessment Pilot (e.g., English Language Arts 3, Français 3, French Language Arts 3).
- = New course level achievement evaluations for Mathematics 3/6/9.
- = Diploma Examination course-by-course results for 2013 adjusted to better capture exam rewrites.

Impact of Student Learning Assessment Pilot (Fall 2014):

- = School authorities participating in the Student Learning Assessment Pilot in Fall 2014 were not required to have students participate in the Grade 3 Provincial Achievement Tests. Consequently:
 - Provincial Achievement Test aggregate results do not include Grade 3 PAT courses
 - School authorities participating in the SLAs had their Grade 3 PAT evaluations suppressed

Caution should be used when interpreting trends over time for the province and participating school authorities.

Impact of June 2013 Alberta flood:

- = Participation in Grade 9 Provincial Achievement Tests and Diploma Examinations were impacted by the flooding in June 2013.

Consequently, for those school authorities affected by the floods:

- 2013 results have been removed from the calculation of the Previous 3 Year Average for Provincial Achievement Test and Diploma Examination aggregate results
- 2013 results have been removed from the calculation of the Previous 3 Year Average for Grade 9 PAT courses

Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
Authority: 4501 Medicine Hat Catholic Separate Regional Division No. 20



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
Safe and Caring Schools	Excellent	Safe and Caring	92.7	91.3	90.7	89.1	89.0	88.6	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	80.9	79.6	81.1	81.3	81.5	81.1	High	Maintained	Good
		Education Quality	92.6	91.7	91.6	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.2	0.8	0.7	3.3	3.5	3.6	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	85.9	84.6	86.0	74.9	74.8	73.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	88.7	82.3	84.5	74.0	75.3	75.5	Very High	Improved	Excellent
		PAT: Excellence	21.8	21.2	21.2	19.0	19.1	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	86.9	91.6	89.3	85.4	84.2	83.4	High	Maintained	Good
		Diploma: Excellence	23.2	21.0	23.1	21.0	19.5	19.1	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	59.2	68.7	68.1	60.9	61.3	60.8	Intermediate	Declined	Issue
	n/a	Diploma Exam Participation Rate (4+ Exams)	49.3	58.3	57.7	50.5	56.6	55.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	69.8	69.1	63.8	59.2	59.5	59.1	Very High	Improved	Excellent
		Work Preparation	84.2	83.1	82.3	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	88.2	86.0	85.0	83.4	83.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	83.2	85.7	84.5	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	84.5	82.8	85.0	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary

Source Data Reference

Annual Education Results Reports - Oct 2014

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

Measure Category	Measure	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Safe and Caring Schools	Safe and Caring	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Mar 14, 2014
Student Learning Opportunities	Program of Studies	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Mar 14, 2014
	Education Quality	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Mar 14, 2014
	Drop Out Rate	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Mar 1, 2014
	High School Completion Rate (3 yr)	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Mar 1, 2014
Student Learning Achievement (Grades K-9)	PAT: Acceptable	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Aug 20, 2014
	PAT: Excellence	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Aug 20, 2014
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Aug 23, 2014
	Diploma: Excellence	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Aug 23, 2014
	Diploma Exam Participation Rate (4+ Exams)	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Mar 1, 2014
	Rutherford Scholarship Eligibility Rate (Revised)	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Mar 1, 2014
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	2012/2013	2011/2012	School Years 2009/2010, 2010/2011, 2011/2012	Mar 1, 2014
	Work Preparation	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Mar 14, 2014
	Citizenship	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Mar 14, 2014
Parental Involvement	Parental Involvement	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Mar 14, 2014
Continuous Improvement	School Improvement	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Mar 14, 2014
ACOL Measure	Satisfaction with Program Access	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Mar 14, 2014
	In-service jurisdiction Needs	2013/2014	2012/2013	School Years 2010/2011, 2011/2012, 2012/2013	Mar 14, 2014

Accountability Pillar Overall Summary

Measure Evaluation Reference

Annual Education Results Reports - Oct 2014

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



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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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 or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Accountability Pillar Overall Summary

Measure Evaluation Reference



Annual Education Results Reports - Oct 2014

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

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).

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 1019 St. Gabriel Cyberschool



Measure Category	Measure Category Evaluation	Measure	St. Gabriel Cyberschool			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	89.1	89.0	88.6	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	81.3	81.5	81.1	n/a	n/a	n/a
		Education Quality	n/a	n/a	n/a	89.2	89.8	89.5	n/a	n/a	n/a
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	13.6	59.2	59.5	59.1	*	*	*
		Work Preparation	n/a	n/a	n/a	81.2	80.3	80.0	n/a	n/a	n/a
		Citizenship	n/a	n/a	n/a	83.4	83.4	82.6	n/a	n/a	n/a
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	80.6	80.3	80.0	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	79.8	80.6	80.2	n/a	n/a	n/a

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 1229 Notre Dame Academy



Measure Category	Measure Category Evaluation	Measure	Notre Dame Academy			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.4	89.3	89.8	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	75.0	74.1	74.5	81.3	81.5	81.1	Intermediate	Maintained	Acceptable
		Education Quality	89.9	91.3	90.7	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.9	1.4	1.4	3.3	3.5	3.6	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	89.1	88.3	91.1	74.0	75.3	75.5	Very High	Maintained	Excellent
		PAT: Excellence	24.4	28.6	28.0	19.0	19.1	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	80.8	77.1	78.7	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	88.7	84.5	84.3	83.4	83.4	82.6	Very High	Improved	Excellent
Parental Involvement	Acceptable	Parental Involvement	75.8	80.5	81.7	80.6	80.3	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	83.4	86.3	89.1	79.8	80.6	80.2	Very High	Declined	Good

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 6870 Monsignor McCoy High School



Measure Category	Measure Category Evaluation	Measure	Monsignor McCoy High School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.6	90.6	87.5	89.1	89.0	88.6	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	79.1	80.0	81.8	81.3	81.5	81.1	High	Maintained	Good
		Education Quality	90.8	90.8	89.5	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.0	0.6	0.6	3.3	3.5	3.6	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	85.5	84.6	86.3	74.9	74.8	73.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	87.3	92.3	90.3	85.4	84.2	83.4	High	Declined	Acceptable
		Diploma: Excellence	23.9	21.8	22.6	21.0	19.5	19.1	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	59.2	68.5	67.7	60.9	61.3	60.8	Intermediate	Declined	Issue
	n/a										
		Diploma Exam Participation Rate (4+ Exams)	48.5	58.3	57.5	50.5	56.6	55.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	70.6	70.2	65.4	59.2	59.5	59.1	Very High	Improved	Excellent
		Work Preparation	90.4	83.6	84.9	81.2	80.3	80.0	Very High	Maintained	Excellent
		Citizenship	82.9	81.9	79.8	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	82.5	84.7	82.1	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	84.0	82.2	83.7	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 6871 St. Francis Xavier School



Measure Category	Measure Category Evaluation	Measure	St. Francis Xavier School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	98.3	95.8	92.0	89.1	89.0	88.6	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.4	87.0	86.4	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	94.6	93.2	91.8	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	88.9	89.5	87.6	74.0	75.3	75.5	Very High	Maintained	Excellent
		PAT: Excellence	25.0	24.6	16.9	19.0	19.1	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	85.0	82.5	84.8	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	97.3	91.9	88.8	83.4	83.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	84.5	90.5	86.9	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Issue	School Improvement	75.9	89.3	86.4	79.8	80.6	80.2	Intermediate	Declined	Issue

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 6872 St. Louis School



Measure Category	Measure Category Evaluation	Measure	St. Louis School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	94.5	97.2	89.0	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	87.0	87.5	81.3	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	96.4	98.6	94.5	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	81.0	78.3	62.2	74.0	75.3	75.5	Intermediate	Improved	Good
		PAT: Excellence	11.9	10.0	7.5	19.0	19.1	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	100.0	100.0	100.0	81.2	80.3	80.0	Very High	Maintained	Excellent
		Citizenship	93.5	93.4	79.5	83.4	83.4	82.6	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	96.6	91.4	87.4	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	88.8	90.1	80.2	79.8	80.6	80.2	Very High	Improved	Excellent

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 6873 St. Mary's School



Measure Category	Measure Category Evaluation	Measure	St. Mary's School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.8	90.5	90.5	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.1	84.8	86.4	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	93.0	90.8	91.1	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.3	1.9	0.6	3.3	3.5	3.6	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	91.2	*	80.2	74.0	75.3	75.5	Very High	Improved Significantly	Excellent
		PAT: Excellence	22.4	*	15.1	19.0	19.1	19.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	83.3	82.2	82.5	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	88.3	82.3	82.4	83.4	83.4	82.6	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	84.0	86.3	83.3	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	82.4	78.7	79.3	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 6874 St. Michael's School



Measure Category	Measure Category Evaluation	Measure	St. Michael's School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	95.5	88.9	91.2	89.1	89.0	88.6	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	89.2	84.7	85.5	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	96.9	93.8	94.7	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	90.3	78.1	72.4	74.0	75.3	75.5	Very High	Improved	Excellent
		PAT: Excellence	25.0	29.2	16.7	19.0	19.1	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	81.8	71.4	73.3	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	90.4	87.2	86.8	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	89.2	87.5	84.4	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	95.2	78.7	85.5	79.8	80.6	80.2	Very High	Improved Significantly	Excellent

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 6875 St. Patrick's School



Measure Category	Measure Category Evaluation	Measure	St. Patrick's School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.8	90.3	90.4	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	73.3	76.8	76.7	81.3	81.5	81.1	Intermediate	Maintained	Acceptable
		Education Quality	93.7	95.9	93.5	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	72.2	86.7	78.6	81.2	80.3	80.0	Low	Maintained	Issue
		Citizenship	82.9	87.6	86.7	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Issue	Parental Involvement	74.0	91.9	85.1	80.6	80.3	80.0	Low	Declined	Issue
Continuous Improvement	Excellent	School Improvement	88.5	93.7	86.5	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 6876 St. Thomas Aquinas School



Measure Category	Measure Category Evaluation	Measure	St. Thomas Aquinas School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.6	92.5	93.7	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	82.8	88.1	87.3	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	92.3	90.8	90.6	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	95.5	61.7	83.4	74.0	75.3	75.5	Very High	Maintained	Excellent
		PAT: Excellence	9.1	5.0	18.2	19.0	19.1	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	72.7	87.5	70.0	81.2	80.3	80.0	Low	Maintained	Issue
		Citizenship	83.8	93.4	93.1	83.4	83.4	82.6	Very High	Declined	Good
Parental Involvement	Issue	Parental Involvement	74.5	85.2	83.5	80.6	80.3	80.0	Low	Maintained	Issue
Continuous Improvement	Acceptable	School Improvement	76.4	79.3	89.4	79.8	80.6	80.2	High	Declined	Acceptable

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 6877 Mother Teresa School



Measure Category	Measure Category Evaluation	Measure	Mother Teresa School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.9	93.4	90.3	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	91.4	83.6	81.7	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	95.0	94.0	93.5	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	81.1	80.8	90.7	74.0	75.3	75.5	Intermediate	Declined	Issue
		PAT: Excellence	9.1	14.1	24.9	19.0	19.1	19.6	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	91.7	94.4	82.6	81.2	80.3	80.0	Very High	Maintained	Excellent
		Citizenship	89.1	84.5	82.7	83.4	83.4	82.6	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	87.5	84.9	84.7	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.7	77.2	83.4	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
School: 6970 St. Michaels School



Measure Category	Measure Category Evaluation	Measure	St. Michaels School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	91.1	92.8	95.0	89.1	89.0	88.6	Very High	Declined	Good
Student Learning Opportunities	n/a	Program of Studies	70.6	64.2	76.6	81.3	81.5	81.1	Low	Maintained	Issue
		Education Quality	90.3	86.6	93.6	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	3.3	0.0	0.0	3.3	3.5	3.6	High	Maintained	Good
		High School Completion Rate (3 yr)	*	n/a	n/a	74.9	74.8	73.8	*	*	*
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	81.5	85.2	76.1	74.0	75.3	75.5	Intermediate	Maintained	Acceptable
		PAT: Excellence	33.3	11.1	14.4	19.0	19.1	19.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	75.0	78.6	87.3	85.4	84.2	83.4	Low	Maintained	Issue
		Diploma: Excellence	5.0	7.1	18.6	21.0	19.5	19.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	50.5	56.6	55.9	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	*	n/a	60.9	61.3	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	n/a	28.8	59.2	59.5	59.1	*	*	*
		Work Preparation	80.0	88.9	92.4	81.2	80.3	80.0	High	Declined	Acceptable
		Citizenship	91.5	85.4	91.3	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Acceptable	Parental Involvement	81.3	84.4	91.2	80.6	80.3	80.0	High	Declined	Acceptable
Continuous Improvement	Excellent	School Improvement	82.6	73.6	87.7	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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- 8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Appendix – Definitions for Measures

A brief definition of each of the Accountability Pillar measures is provided below.

High School Completion Rate (3-year) is the percentage of students in the grade 10 cohort¹ who have completed high school by the end of their third year, adjusted for attrition².

- = High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

Post-Secondary Transition Rate (6-year) is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- = An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- = Students are not considered a diploma examination participant if they do not have an examination mark.

Drop Out Rate is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition.

- = An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).
- = A student who was in Alberta's education system is considered to have dropped out if:
 - = There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs)
 - = They did not complete high school (see high school completion measure for details).

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- = Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; registered in schools under provincial and federal authorities; 20 years of age or older on September 1 of the school year; identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; identified in the grade 12 school year as exchange or visiting students; and students in Lloydminster school authorities.

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- = PAT acceptable is the percentage of students who achieve the acceptable standard on grades 3, 6 and 9 Provincial Achievement Tests.
- = PAT excellence is the percentage of students who achieve the standard of excellence on grades 3, 6 and 9 Provincial Achievement Tests.

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- = Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- = Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Survey Measures

In public, separate and francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools students in grade 4 and above; their parents; and all teachers are included in the survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file.

- = The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- = The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- = The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

¹ **Grade 10 Cohort:** Students are included in the grade 10 cohort the first school year in which they have a grade 10 registration at a public, separate, francophone, charter or private school. The following categories of students are excluded from the grade 10 cohort:

- a. students who have a concurrent grade 9 registration in the same school year;
- b. students who register after September 30th of the school year;
- c. adult students (older than 18 when they start grade 10);
- d. students who are registered in schools under provincial and federal authorities, and Lloydminster school authorities or other out-of-province schools;
- e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
- f. students attending Hutterite Colony schools; and
- g. visiting or exchange students

² **Attrition:** The loss of students due to out-migration and mortality, referred to as "attrition", is estimated from department and Statistics Canada data.

Accountability Pillar Evaluation Methodology

Each measure within the set of Accountability Pillar measures is evaluated on two bases: achievement and improvement, then given an overall evaluation that combines the achievement and improvement evaluations.

The **achievement** evaluation is based on comparing the current jurisdiction result against fixed provincial standards for each measure. This results in one of the following achievement levels:

- Very high (blue)
- High (green)
- Intermediate (yellow)
- Low (orange)
- Very low (red)

The standards for each measure are set by selecting the 5th, 25th, 75th and 95th percentiles on the distribution of all jurisdictions' baseline three-year average results.

The **improvement** evaluation is based on comparing the current jurisdiction results with the prior three-year average jurisdiction result for each measure using a statistical test. This results in one of the following improvement levels:

- Improved significantly (blue)
- Improved (green)
- Maintained (yellow)
- Declined (orange)
- Declined significantly (red)

The evaluations of improvement and achievement are combined for the **overall** evaluation for the measure.

Similarly, each of the seven categories of measures is given an evaluation that is based on an average of the overall evaluation for each measure within the category. This results in one of the following **category evaluations**:

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

For more information about the Accountability Pillar Evaluation Methodology, contact the Performance Measurement and Reporting Branch at 780-422-4750.



Medicine Hat Catholic Board of Education Board Meeting Agenda Item Memorandum

Date: October 14th, 2014

Agenda Item: Summary of Achievement Results 2013-2014

Name: Joe Colistro

Purpose: To review and analyze the 2013-2104 Ministry of Education grade 6-9 and grade 12 Provincial exam results.

Attachments: Summary of Achievement Results 2013-2014

Background:

"Provincial Achievement Tests (PATs) and diploma exams are one way of enabling Alberta Education—as well as parents, school authorities, superintendents, principals and teachers—to assess how well students are meeting provincial standards. "This fall PAT's are being phased out and Alberta Education is piloting the new Student Learning Assessment for grade 3 students. Grade 6 and 9 will continue to write the PAT's this year.

Recommendation

Exam results are reviewed at the Division and local school level and used to enhance learning and instruction.

Resulting Action:

Results of local scores will be shared with school staff and an analysis of these assessments will provides a basis for action.

Responsibility:

Deputy Superintendent/School administrators

Medicine Hat Catholic Separate School Regional Division # 20

Provincial Achievement Test

And

Diploma Examination

2013 - 2014

Results



This report contains the raw data for the June 2014 Provincial Achievement Tests and the January 2014 and June 2014 Diploma Examinations. It is intended as a confidential document as per the Joint Protocol developed by Alberta Education and the Alberta School Boards Association.

Prepared by Joe Colistro

October 1, 2014

A. ACHIEVEMENT TEST RESULTS – June 2014

SUBJECT	ACCEPTABLE STANDARD		STANDARD OF EXCELLENCE	
	Division	Province	Division	Province
LA 3	n/a	n/a	n/a	n/a
Math 3	n/a	n/a	n/a	n/a
LA 6	93.4	81.9	18.9	17.6
Math 6	83.8	72.7	16.2	15.3
Science 6	91.1	75.4	31.0	25.3
Social Studies 6	83.7	70.2	19.7	17.1
LA 9	93.6	76.3	14.1	15.0
Math 9	79.0	65.9	17.1	16.9
Science 9	87.5	72.5	22.6	22.0
Social Studies 9	82.0	64.8	27.6	20.3
FLA 3	n/a	n/a	n/a	n/a
FI Math 3	n/a	n/a	n/a	n/a
FLA 6	100	88.0	0.0	15.6
F Math 6	100	83.9	9.1	16.7
F Science 6	90.9	82.7	9.1	19.4
F Social Studies 6	90.9	73.8	9.1	10.9
FLA 9*	91.7	86.5	8.3	11.1
F Math 9	75.0	84.4	33.3	22.5
F Science 9	83.3	82.8	16.7	23.1

B. DIPLOMA EXAMINATION RESULTS **January 2-14-June 2014**

SUBJECT	ACCEPTABLE STANDARD				STANDARD OF EXCELLENCE			
	January 2014		June 2014		January 2014		June 2014	
	Div	Prov.	Div	Prov.	Div	Prov.	Div	Prov.
ELA 30-1	98.9	96.9	100	96.5	20.0	16.0	14.3	17.1
ELA 30-2	100	96.4	96.0	96.2	7.9	8.3	4.0	9.6
Math 30-1	88.5	89.9	87.5	86.4	25.0	32.6	0.0	29.6
Math 30-2	87.5	89.4	82.4	83.4	16.7	15.3	14.7	14.4
Biology 30	96.7	93.9	96.4	94.5	20.0	34.3	36.4	37.1
Chemistry 30	91.7	92.1	94.5	92.3	29.2	35.2	38.2	38.5
Physics 30	100	92.6	Not offered Sem. II		33.3	35.7		
Social Studies 30-1	100	97.4	100	97.5	24.0	20.0	27.3	21.8
Social Studies 30-2	84.8	93.6	91.1	93.1	10.9	11.5	26.6	13.3

Provincial Examination Protocol

The following dates are part of the Joint Protocol for the release of the 2013/2014 Provincial Achievement & Diploma Examination Results.

- ◆ **Date: Sept. 12** – AB ED provides a briefing on provincial results and trends to ASBA Board of Directors
- ◆ **Date: Sept. 23** - Alberta Education makes available electronically on the Extranet the Diploma Examination Multiyear Reports.
- ◆ **Date: Sept. 23**- Alberta Education makes available electronically on the Extranet the Achievement Test Multiyear Reports.
- ◆ **By October 7** - Each superintendent should inform his or her board of the jurisdiction's results in a closed meeting.
- ◆ **By October 8** - The Minister of Education releases provincial results to the public based on the achievement test results and the diploma results made available to school authorities in August and September. This release is in conjunction with the release of Accountability Pillar results.
- ◆ **October 8**- Boards release school jurisdiction results to the public. This release is in conjunction with the release of Accountability Pillar results.



**Medicine Hat Catholic Board of Education
Division Leadership Team
Agenda Item Memorandum**

Date: October 7th, 2014

Agenda Item: Professional Development

Name: Joe Colistro

Purpose: Information

Attachments: None

Background:

As stated by Alberta Education "Alberta's teachers are lifelong learners. Professional development and other learning opportunities equip them with the tools and knowledge they need to help students reach their full potential."

Meetings have been held with representatives from the Alberta Teachers Association and SAPDC to discuss areas for potential professional development.

Recommendation:

A Professional Development Annual Plan be developed for Medicine Hat Catholic School staff that addresses key areas of interest and competency's that serve to enhance and improve learning.

Resulting Action:

A Professional Development annual plan is developed. Administrators support and encourage staff to attend relevant professional development.

Responsibility:

Superintendent/Deputy Superintendent/Learning Services/Inspiring Education Coordinator/Director of Religious Education.



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 14, 2014

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: New School Announcement

Purpose: Information

Strategic Plan Reference: Efficient and Effective Operations

Enclosures: Map of School Site

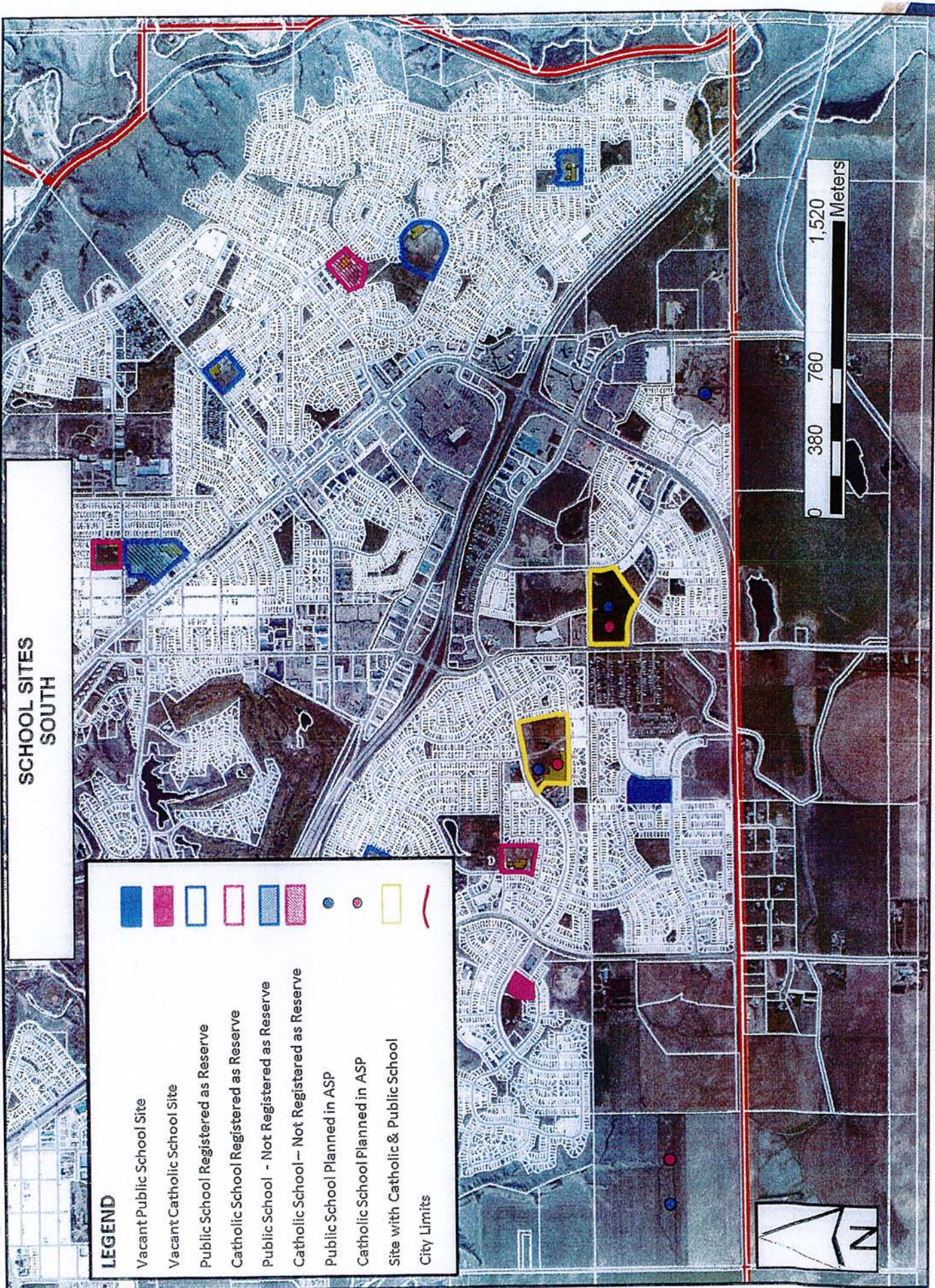
Background: As part of the government's announcement on 55 new schools and 20 modernizations, Medicine Hat Catholic was awarded its number one priority – a new sector 5 elementary school for 250 students.

While we are very early on in the process, senior administration will brief the Trustees on what is known.

Recommendation/Decision: None

Resulting Action: To be determined

Responsibility: Secretary-Treasurer



SCHOOL SITES SOUTH

LEGEND

- Vacant Public School Site
- Vacant Catholic School Site
- Public School Registered as Reserve
- Catholic School Registered as Reserve
- Public School - Not Registered as Reserve
- Catholic School - Not Registered as Reserve
- Public School Planned in ASP
- Catholic School Planned in ASP
- Site with Catholic & Public School
- City Limits





SOUTHLANDS DRIVE SE

50m x 20m

50m x 20m

SOUTHLANDS

BOULEVARD

13 AVENUE SE



MAP 1: Parks and Recreation City of Medicine Hat



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 14, 2014

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: School Bus Lane Costs

Purpose: Information

Strategic Plan Reference: Facilities

Enclosures:

1. Analysis of School Bus Lane Costs
2. Mother Teresa School Site
3. St. Patrick's School Site with Bus Lane
4. Mother Teresa School Site with St. Pat's design bus lane

Background:

The Board of Trustees requested information on the cost of installing a bus lane at Mother Teresa School to alleviate certain congestion at the school. This was initiated as part of the discussion surrounding school zone safety.

We have used the model of the bus lane from St. Patrick's School and applied it to Mother Teresa. There are some utility right-of-way under the area under consideration for the bus lane, however, the asphalt could be removed and rehabbed in the event access were required.

We anticipate the cost to be approximately \$150,000, however cost are not certain until tenders are received.

Recommendation/Decision: None at this time

Resulting Action: To be determined

Responsibility: None

Medicine Hat Catholic Board of Education
Analysis of School Bus Land Costs
3-Oct-14

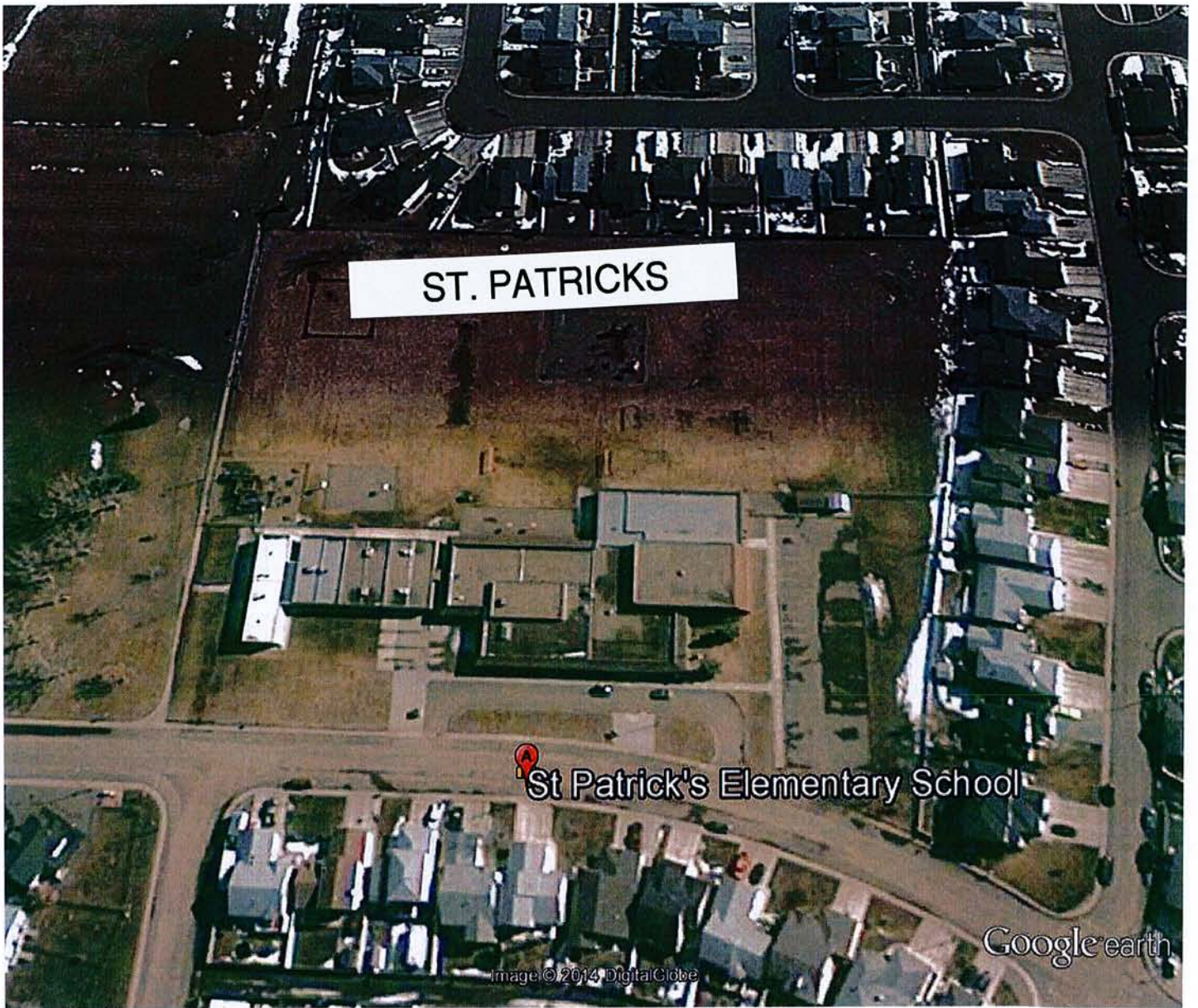
St. Patricks school bus lane (2007)	\$	119,045
Estimated CPI increase		24.9%
Mother Teresa estimated cost for 2015	\$	148,687



Google earth

feet 400
meters 100

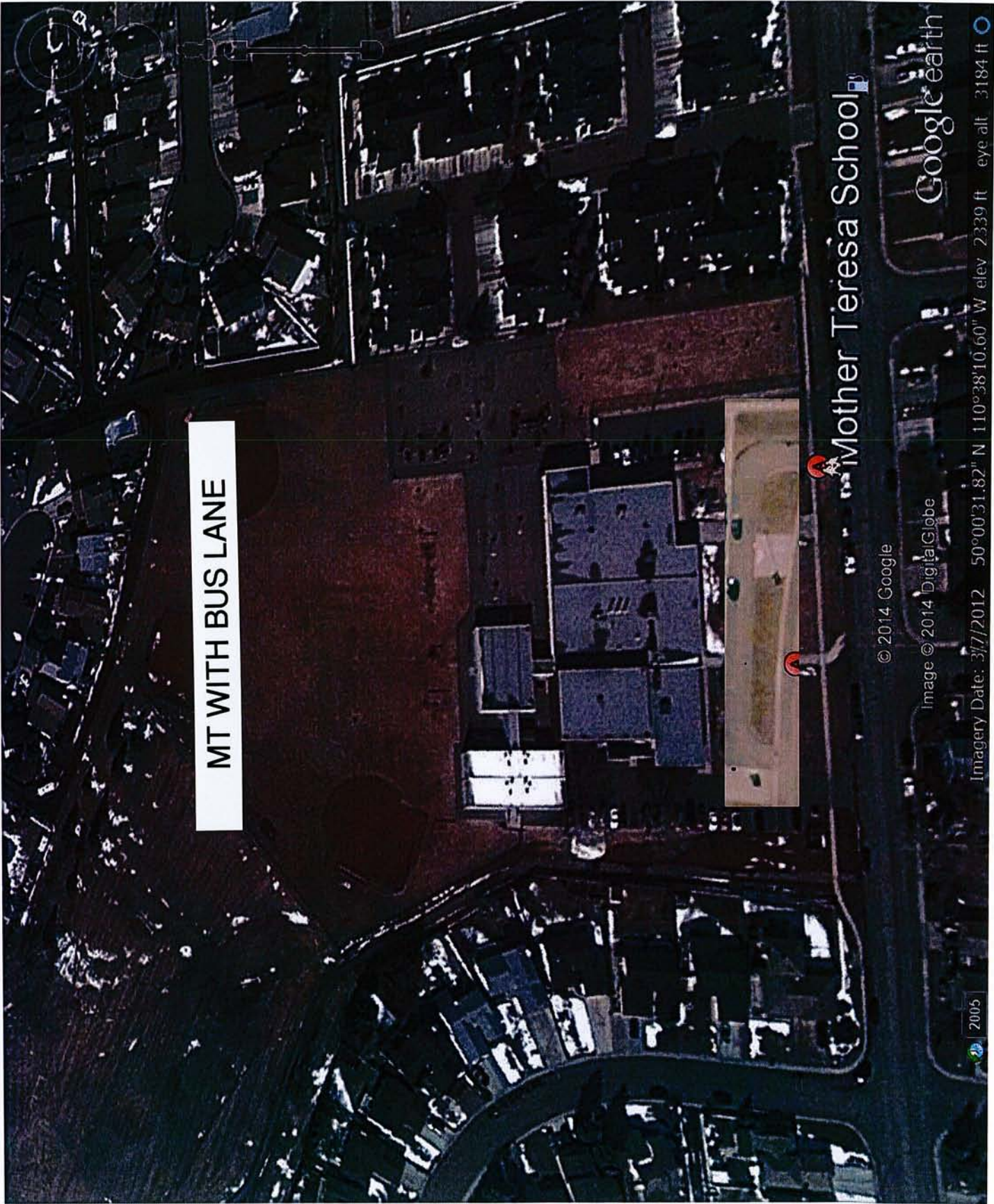




Google earth



MT WITH BUS LANE



Mother Teresa School

© 2014 Google

Image © 2014 DigitalGlobe

2005

Google earth

Imagery Date: 3/7/2012 50°00'31.82" N 110°38'10.60" W elev 2339 ft eye alt 3184 ft

MEDICINE HAT CATHOLIC SEPARATE REGIONAL DIVISION NO. 20
SITE IMPROVEMENT (1-036-000-068-01-000/1-037-000-068-01-000)
AUGUST 31, 2014

School	Reference	Year	Life	1-036 Cost of Site Improvements			1-037 Site Improvements - Accum Amort			NBV
				Opening	Additions	Closing	Opening	Current	Closing	
Notre Dame Grounds		2006	20.00	181,807.00	0.00	181,807.00	63,632.10	9,090.35	72,722.45	109,084.55
Notre Dame Grounds		2006	20.00	236,989.00	0.00	236,989.00	82,945.70	11,849.45	94,795.15	142,193.85
Notre Dame Grounds		2009	20.00	15,326.99	0.00	15,326.99	3,065.40	766.35	3,831.75	11,495.24
Notre Dame Grounds	S1	2010	20.00	7,066.61	0.00	7,066.61	1,059.99	353.33	1,413.32	5,653.29
St. Patrick's parking lot paving		2007	20.00	8,011.13	0.00	8,011.13	2,403.34	400.56	2,803.90	5,207.23
St. Patrick's parking lot paving		2007	20.00	79,364.21	0.00	79,364.21	23,809.26	3,968.21	27,777.47	51,586.74
St. Patrick's parking lot paving		2008	20.00	19,330.79	0.00	19,330.79	4,832.70	966.54	5,799.24	13,531.55
St. Patrick's parking lot paving		2008	20.00	12,339.37	0.00	12,339.37	3,084.85	616.97	3,701.81	8,637.56
St. Mary's Irrigation Automation	S2	2011	20.00	6,777.94	0.00	6,777.94	677.79	338.90	1,016.69	5,761.25
St Francis School New DDC MGMT System	S3	2012	20.00	9,637.78	0.00	9,637.78	481.89	481.89	963.78	8,674.00
St Francis School New DDC MGMT System	S4	2012	20.00	25,374.60	0.00	25,374.60	1,268.73	1,268.73	2,537.46	22,837.14
St Francis School New DDC MGMT System	S5	2012	20.00	15,995.90	0.00	15,995.90	799.80	799.80	1,599.59	14,396.31
St. Louis, Notre Dame , St Pats	S6	2012	20.00	6,723.57	0.00	6,723.57	336.18	336.18	672.36	6,051.21
				624,744.89	0.00	624,744.89	188,397.72	31,237.24	219,634.97	405,109.92

Prepared by _____

Reviewed by _____

Less unsupported

Supported

13,305.31

17,931.94

31,237.24

U.1

IMR BLOCK FUNDING REPORT

☐ Expenditure Plan ☒ Final Costs

Jurisdiction: Medicine Hat Catholic Separate Prog. Yr.: 2006-07 Minute No.: _____

Appr'd Alloc.: \$1,047,809
 Carryover: \$90,000
 Interest: _____
 Total Alloc.: \$1,137,809

Facility Code	Facility Name	Description	(C) Cat.	Prov. Priority	Final Cost	Non-Ref. GST	Total Cost	Comments
2197	McCoy High School	South Gym Modernization - Gym	F/A		\$130,031	\$2,080	\$132,111	
2197	McCoy High School	Stairlift and 3 power assist Doors	F/A		\$49,143	\$786	\$49,929	
2197	McCoy High School	Replace lunchroom RTU with two	F/A		\$48,774	\$780	\$49,554	
2197	McCoy High School	Fume Hood for welding booth	F/A		\$16,250	\$260	\$16,510	
2204	Mother Teresa Elementary	Total Reroof (except portables)	R		\$347,554	\$5,561	\$353,114	
2567	Notre Dame Academy	Air Conditioning - Portables	HVAC		\$12,801	\$205	\$13,006	
2567	Notre Dame Academy	NDA Sports Fields	SITE		\$222,491	\$3,560	\$226,051	
2200	St. Mary's School	Patch, repair and firestop wall	F/A		\$71	\$1	\$72	DONE IN-HOUSE
2200	St. Mary's School	Firestop penetrations through	F/A		\$0	\$0	\$0	DONE IN-HOUSE
2200	St. Mary's School	Corridor wall - firestop caulk	F/A		\$0	\$0	\$0	DONE IN-HOUSE
2202	St. Patrick's Elementary	Portable repair	ST		\$47,470	\$760	\$48,229	
2202	St. Patrick's Elementary	Replace flooring in room 124	F		\$5,381	\$86	\$5,467	
2202	St. Patrick's Elementary	Parking lot expansion	SITE		\$149,720	\$2,396	\$152,115	
TOTAL					\$1,029,684	\$16,475	\$1,046,159	
CARRYOVER TO NEXT PGM YEAR							\$91,650	

Category Codes:

ASB - Asbestos removal
 BENV - Building Envelope
 CODE - Code Orders
 CAB - Computer Cabling
 COMM - Communications

CONS - Consultant Services
 CONT - Contingency
 IAQ - Indoor air Quality
 E - Electrical
 EN - Energy

F - Flooring
 F/A - Facility Audit
 HC - Handicapped
 HVAC - Heating, Ventilation, A/C
 INT - Interior

LOCIM - Local Improvements
 M - Modernization
 NS - Non Supported
 PL - Plumbing
 R - Roofing

SITE
 SEC - Security Systems
 SER - Site Services
 ST - Structural
 TECH - Technology
 WR - Washrooms

Superintendent or Designate
 (Signature req'd on last sheet only)

Capital Programs Branch

Queries: North Region - Estella Tong @ (780) 422-7375 / Estella.Tong@gov.ab.ca
 South Region - Christa Seepish @ (403) 297-7718 / Christa.Seepish@gov.ab.ca

After e-mailing, please sign and fax one copy to Capital Programs Branch at (780) 427-5816 (North Region) or (403) 297-3264 (South Region).



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 14, 2014

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: Modernization of Monsignor McCoy

Purpose: Information

Strategic Plan Reference: Facilities

Enclosures: None

Background: Senior Administration is meeting with the architect on October 14, 2014 just before the board meeting. An update on the Modernization of Monsignor McCoy will be presented based on current activity.

Recommendation/Decision: None

Resulting Action: Continue with the planning process and fundraising for the modernization

Responsibility: Secretary-Treasurer



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 14, 2014

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: 2015 Modular Request

Purpose: Decision Making

Strategic Plan Reference: Facilities

Enclosures:

1. Email from Alberta Education regarding Modular Request
2. Analysis and Recommendations
3. 2014-15 Utilization (based on ACU Process)
4. 2013-14 Utilization
5. 17-year Historical enrollment by school

Background: Annually the Board must approve the request for modulares. Attached please find the analysis and recommendation along with other supporting documents

Recommendation/Decision: That the board not request modulares for 2015

Resulting Action: Continue to monitor need

Responsibility: Secretary-Treasurer

Greg MacPherson

From: Laura Cameron <Laura.Cameron@gov.ab.ca>
Sent: Thursday, October 02, 2014 10:50 AM
Subject: Annual Call for Modular Classroom Request Submission

To: All Superintendents and Secretary-Treasurers

Fall is upon us and I would like to take this opportunity to remind you of the timelines for the annual call for requests under the Modular Classroom Program. The submission date for requesting new modular classrooms and relocations for the 2015/16 school-year is November 3, 2014.

While we recognize the challenges that were encountered by a number of school jurisdictions this past year with respect to the new supplier and other process issues, we are working with Alberta Infrastructure to improve the process and put in place further monitoring of the suppliers' progress in completing the units that are on order. In addition, we understand that one of the suppliers on contract to government has plans to increase their capacity which should also have a positive impact on our ability to deliver modular classrooms in a more timely manner.

A number of jurisdictions have expressed concerns regarding the cost-sharing approach used for the past two years. This has been discussed with Minister Dirks and once a decision has been reached, you will be notified. In the interim, I would encourage you to put forward your most urgent pressures for modular classrooms, without tempering your request as a result of a possible cost-sharing arrangement.

Once again we have revised the modular request forms, so please ensure that you are using the most recent version. The forms are available on our website and can be accessed at <http://www.education.alberta.ca/departments/ipr/capitalplanning/infrastructureresources.aspx>. (See Forms 9, 10 and 16). When completed, the Excel documents should be e-mailed to edc.cpdata@gov.ab.ca.

We would ask for your cooperation in submitting your request by the deadline of November 3, 2014. This will allow for the review of provincial requirements and recommendations to be made to the Minister in December. Communication of approvals will follow shortly thereafter.

We appreciate your assistance in ensuring the timely submission of your modular classroom priorities. Should you have any questions or concerns, please do not hesitate to contact your designated Senior Manager - Capital Planning, who will be pleased to assist.

Laura E. Cameron, CMA

*Executive Director, Capital Planning
Alberta Education
Bus (780) 427-0289
Email: laura.cameron@gov.ab.ca*

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**Medicine Hat Catholic Board of Education
2015 Modular Request
Analysis and Recommendation
October 8, 2014**

With regards to the modular request, it is recommended that we not submit a request for additional modular space this year. There are several factors which drive this recommendation:

1. The 2014-15 utilization ratings at our schools are low overall with the City of Medicine Hat utilization being 73%. Specifically:
 - a. Monsignor McCoy at 67% has sufficient space
 - b. St. Francis is at 85%. This is an area we will need to watch. And if there is continued growth we will need to add a modular in the 2016 modular request.
 - c. St. Michael's is at 85%. This is an area we will need to continue to watch. We have installed three modulares over the past few years and we may see continued additional pressure. There are classrooms which are not being used fully and could be converted to instructional space if needed. This is a pressure area we will need to monitor. One continuing challenge is that the options for inexpensive expansion are limited. If we need to expand we will need to assess how we add onto the school or if we should have standalone modulares. We do have this school in the capital plan for modernization.
 - d. St. Louis is 37% and growth is not expected to consume that additional space. The preschoolers attending a private placement are recorded here. Actual utilization is 30%.
 - e. St. Mary's is 56% and growth is not expected at a rate to consume that space
 - f. St. Patrick's is 104%. The utilization has declined. This was a significant pressure area, however the last two modular we installed are not being used as classrooms. As well, the ability to expand onto the school is perceived as being limited by the utility right of way to the south. With the construction of the public school in the same sector this may have an impact on adjusting the utilization. Other factors are gym space and washrooms capacity.
 - g. Mother Teresa is 87%. This is up for consideration. We know that there is space in the school which could be converted to classrooms if needed. The modular at the school may be approaching end of life and may need to be replaced. With the pressures of other jurisdictions I would suspect unless the modulares had Health and Safety issues replacements would not occur. The impact of the new public school in sector 5 may have an impact on this school into the future. We will continue to monitor this school for growth and apply for additional space if needed in the next round.
 - h. Notre Dame – 81% - low pressure at this point. There are limitations on inexpensive physical expansion. Continue to monitor
 - i. St. Thomas – 78% - low pressure at this point but will need to monitor

2. The capacity to fund the staffing needed for more space is limited at this point.
3. The impact of the new public school could have an impact on multiple schools.
4. Rezoning could provide some relief if needed.
5. School divisions have been asked to cost share the installation of the modulares. If the government continues with this practice, obtaining additional space will need to be carefully rationalized.
6. Depending on the impact of the new public school we may have some capacity to apply for inexpensive modular movement to pressure locations from low pressure locations next year.
7. The discussions the board has on their visions of the facilities can be used for future modular requites and for the 2015-18 capital plan

Based on this I would recommend that we do not submit a modular request this year.

Greg MacPherson, CGA
Secretary-Treasurer
Medicine Hat Catholic Board of Education
403-502-8360

Medicine Hat Catholic Board of Education
2014-15 Utilization
Based on ACU Process

2014-15

School	2014-15	ECS	Preschool	FTE
	Total	2014-15	2014-15	2014-15
Monsignor McCoy	546			546.0
St. Francis	118	25	5	133.0
St. Louis - Private Preschooler Registered	62	7	44	87.5
St. Mary's	343			343.0
St. Michael-MH	171	33	10	192.5
St. Patrick	336	62	11	372.5
Mother Teresa	243	41	9	268.0
Notre Dame	371			371.0
St. Thomas	99	11	1	105.0
Pre-School	0	0		0.0
TOTALS	2,289	179	80	2418.5

School	Net Capacity	Revised Capacity	2013/14				Available Space up to 85%
			FTE	Severe	Adj Sev	Utilization	
Monsignor McCoy	840	840	546.0	7	560.0	67%	154
St. Francis	181	181	133.0	10	153.0	85%	1
St. Louis	316	316	87.5	14	115.5	37%	153
St. Mary	649	649	343.0	9	361.0	56%	191
St. Michaels	293	293	192.5	29	250.5	85%	(1)
St. Patricks	444	444	372.5	45	462.5	104%	(85)
Mother Teresa	400	400	268.0	39	346.0	87%	(6)
Notre Dame	465	465	371.0	2	375.0	81%	20
St. Thomas	145	145	105.0	4	113.0	78%	10
Totals - Division	3733	0	3733	2418.5	159	2736.5	73%

Sector 1

Monsignor McCoy	840	0	840	546	7	560	67%
St. Michaels	293	0	293	192.5	29	250.5	85%
St. Francis	181	0	181	133	10	153	85%
Total			1314			963.5	73%

Sector 2

St. Mary	649	0	649	343	9	361	56%
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Sector 3

St. Louis	316	0	316	87.5	14	115.5	37%
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Sector 4

Mother Teresa	400	0	400	268	39	346.0	87%
St. Thomas	145	0	145	105	4	113	78%
			545			459	84%

Sector 5

St. Patricks	444	0	444	372.5	45	462.5	104%
Notre Dame	465	0	465	371	2	375	81%
			909			837.5	92%

Medicine Hat Catholic Board of Education
2013-14 Utilization

2013-14

School	Grade												2013-14	ECS	Preschool	FTE
	1	2	3	4	5	6	7	8	9	10	11	12	Total	2013-14	2013-14	2013-14
McCoy													533			533.0
St. Francis													104	23		115.5
St. Louis													74	12		80.0
St. Mary's													374			374.0
St. Michael-MH													161	47		184.5
St. Patrick													363	91		408.5
Mother Teresa													244	58		273.0
St. Michael-BI													75	5		77.5
Notre Dame													369			369.0
St. Thomas													99	22		110.0
Pre-School													0	0		0.0
TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	2,396	258	0	2525.0

Grade 1-9	0
Grade 10-12	0
Sub-Total	0
ECS FTE	129
Pre School	0
TOTAL FTE	129.0

School	Net Capacity	Revised Mods	Revised Capacity	2013/14			Utilization	Available Space up to 85%
				FTE	Severe	Adj Sev		
McCoy	840		840	533.0	7	547.0	65%	167
St. Francis	181		181	115.5	10	135.5	75%	18
St. Louis	316		316	80.0	14	108.0	34%	161
St. Mary	649		649	374.0	9	392.0	60%	160
St. Michaels	293		293	184.5	29	242.5	83%	7
St. Patricks	444		444	408.5	45	498.5	112%	(121)
Mother Teresa	400		400	273.0	39	351.0	88%	(11)
SMBI	226		226	77.5	3	83.5	37%	
Notre Dame	465		465	369.0	2	373.0	80%	22
St. Thomas	145		145	110.0	4	118.0	81%	5
Totals - Division	3959	0	3959	2525.0	162	2849.0	72%	
City of Medicine Hat Rate				3733		2765.5	74%	408

Sector 1

McCoy	840	0	840	533	7	547	65%
St. Michaels	293	0	293	184.5	29	242.5	83%
St. Francis	181	0	181	115.5	10	135.5	75%
Total			1314			925	70%

Sector 2

St. Mary	649	0	649	374	9	392	60%
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Sector 3

St. Louis	316	0	316	80	14	108	34%
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Sector 4

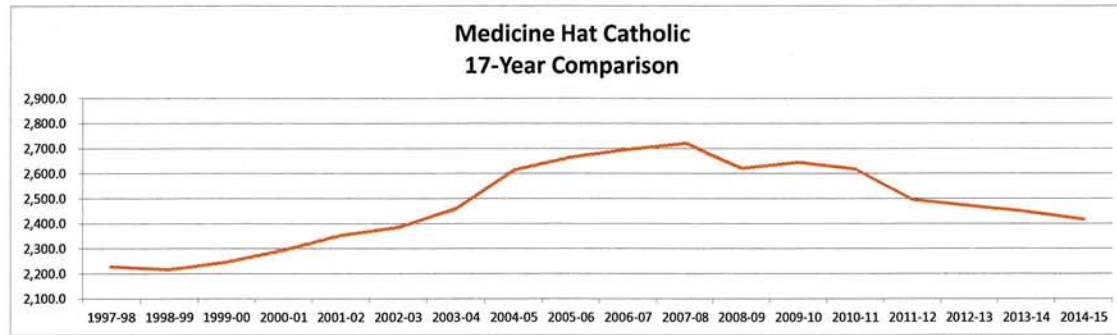
Mother Teresa	400	0	400	273	39	351.0	88%
St. Thomas	145	0	145	110	4	118	81%
			545			469	86%

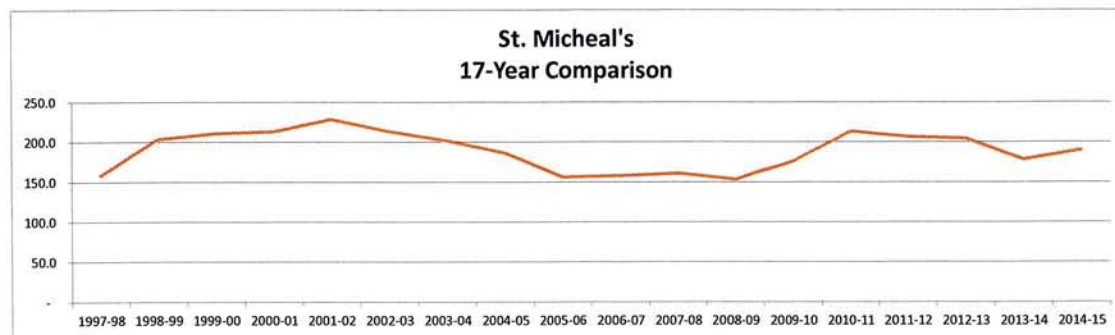
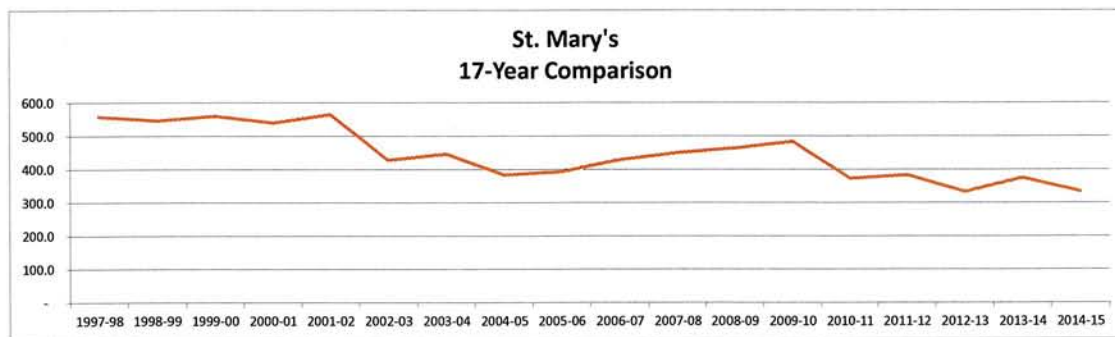
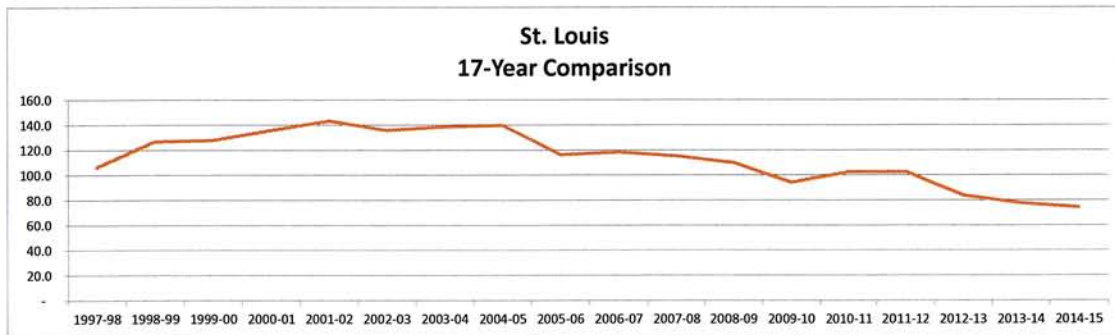
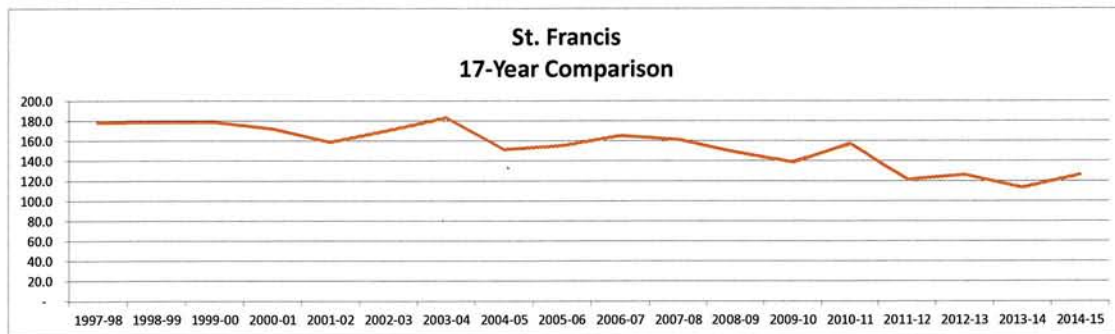
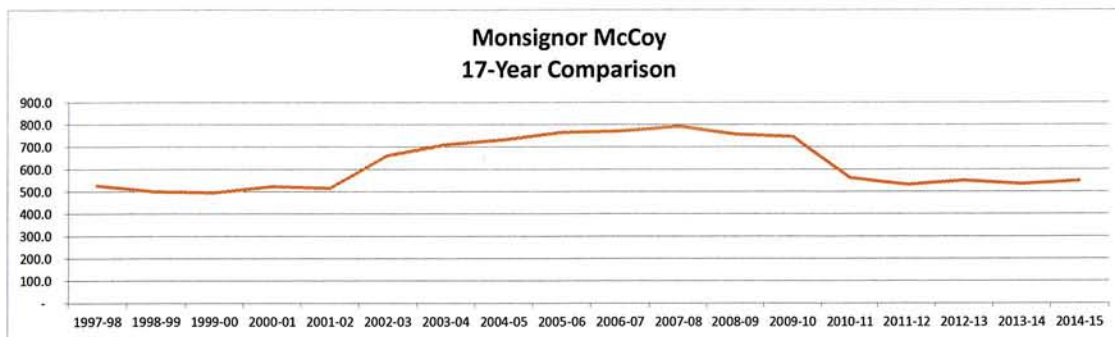
Sector 5

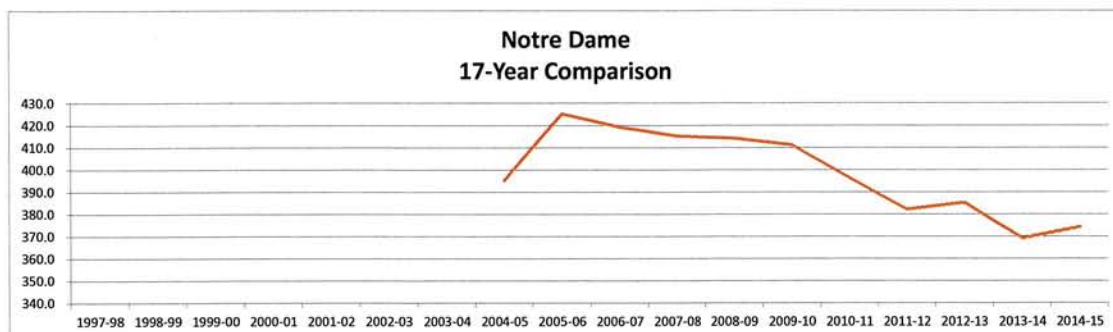
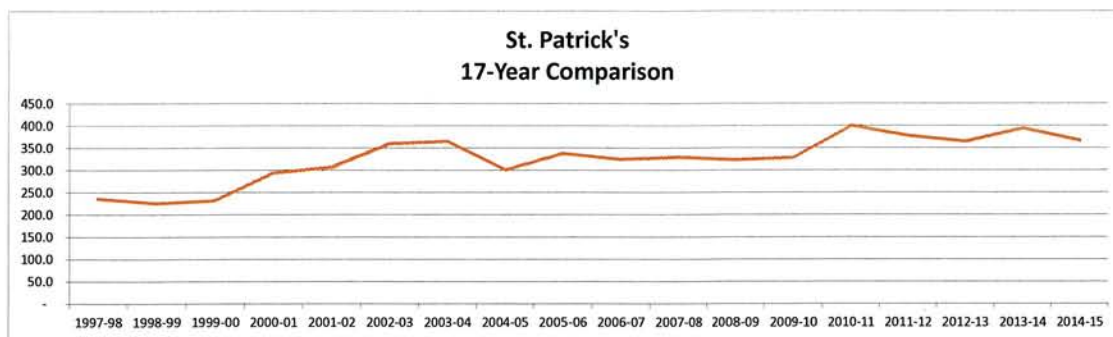
St. Patricks	444	0	444	408.5	45	498.5	112%
Notre Dame	465	0	465	369	2	373	80%
			909			871.5	96%

**Medicine Hat Catholic Board of Education
Historical Enrolment**

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
McCoy	526.0	499.0	494.0	521.0	515.0	660.0	710.0	731.0	764.0	770.0	792.0	756.0	745.0	561.0	530.0	549.0	533.0	548.0
St. Francis	178.0	178.5	178.5	171.5	158.5	170.0	183.0	151.0	155.0	165.0	161.0	148.5	138.5	157.0	121.0	126.0	113.0	126.0
St. Louis	106.0	126.5	127.5	135.5	143.0	135.5	138.5	139.5	116.0	118.0	115.0	109.5	94.0	102.5	102.5	83.5	77.5	74.0
St. Mary's	557.0	545.0	559.0	539.0	564.0	427.0	445.0	382.0	391.5	427.5	449.0	462.5	482.5	372.0	382.0	332.0	374.0	333.0
St. Michael's	157.5	203.0	210.0	212.5	228.0	212.5	201.0	185.5	155.5	157.0	160.5	152.5	175.5	213.0	206.0	204.0	177.5	189.5
St. Patrick's	235.5	225.5	231.5	293.5	306.5	359.5	365.0	300.0	337.5	324.5	329.5	322.5	328.0	399.5	377.0	364.0	393.5	366.5
St. Thomas	152.5	145.0	140.5	135.5	139.5	124.0	116.5	93.5	68.0	-	-	-	-	101.0	100.5	104.0	109.0	107.5
Mother Teres	294.0	292.5	303.5	284.0	297.5	295.0	268.5	205.5	201.5	263.0	247.5	229.0	269.0	314.5	249.5	275.5	260.5	257.0
Notre Dame								395.0	425.0	419.0	415.0	414.0	411.0	396.0	382.0	385.0	369.0	374.0
Other	21.0						30.0	29.8	50.0	51.0	51.0	25.0			44.5	47.5	40.0	40.0
Medicine Hat	2,227.5	2,215.0	2,244.5	2,292.5	2,352.0	2,383.5	2,457.5	2,612.8	2,664.0	2,695.0	2,720.5	2,619.5	2,643.5	2,616.5	2,495.0	2,470.5	2,447.0	2,415.5









Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 14, 2014

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: 2014-15 Fall Budget Update

Purpose: Information

Strategic Plan Reference: Efficient and Effective Operations

Enclosures: 1. 2014-15 Enrolment – September 30, 2014
2. Initial Budget Impacts

Background: The September 30 enrollments are a significant driver for the annual budget. Attached are the enrolment figures.

An analysis of what that impact is was provided for review.

Recommendation/Decision: None

Resulting Action: Continue with the Fall Budget Update

Responsibility: Superintendent and Secretary-Treasurer

Medicine Hat Catholic Board of Education
2014-15 Fall Budget Impacts
8-Oct-14

Revenue

Enrollment impact			\$	(127,134)
FTE decline	(18)			
Rate	\$	7,063		

Expenditures

Staffing				
Principal		(1,000)		
PLC	32	3,232		
	101			
<u>Additional Staffing</u>		<u>101,918</u>		
Spring FTE	141.13			
Fall FTE	<u>142.09</u>			
Increase FTE	0.96			
Rate	106,165			
Advanced Placement		3,000		

Total Expenditure Impact	107,150
Change to Surplus/Deficit	(234,284)
Forecasted Deficit	(330,688)
Revised 2014-15 Deficit	\$ (564,972)

Reserve Balance

	<u>Expected</u>	<u>Adjusted</u>	<u>Revised</u>
Opening Balance	\$ 1,434,617	\$ 400,000	\$ 1,834,617
Reserve Activities	(438,935)	(234,284)	(673,219)
Closing Balance	\$ 995,682	\$ 165,716	\$ 1,161,398

Hard Enrollment by Schools (Students in School)																	
Grade																	
School	1	2	3	4	5	6	7	8	9	10	11	12	Foreign	Total	K	PUP funded Preschool	FTE
Consignor McCoy										211	157	178		546			546
St. Francis	19	23	15	19	26	16								118	24	5	133
St. Louis	6	16	11	9	11	9								62	7	7	69
St. Mary							111	146	86					343			343
St. Thomas	16	20	15	16	19	13								99	11	1	105
St. Michael MH	28	26	31	22	30	34								171	33	10	193
St. Patrick	56	69	69	77	65									336	62	11	373
St. Theresa	37	41	42	37	49	37								243	41	9	268
St. Rose						85	87	102	97					371			371
Private Pre-School														-		37	19
TOTALS	162	195	183	180	200	194	198	248	183	211	157	178	-	2,289	178	80	2,418
013/14 Enrollment	186	180	176	203	194	188	243	190	228	171	172	190	-	2,321	172	80	2,447.0
014/15 Expected	172	186	180	176	203	194	188	243	190	228	171	172	-	2,303	172	80	2,429.0
Variance from PY	(24)	15	7	(23)	6	6	(45)	58	(45)	40	(15)	(12)	-	(32)	6	-	(29)
Variance from Expected	(10)	9	3	4	(3)	-	10	5	(7)	(17)	(14)	6	-	(14)	6	-	(11)
EC Office Use only																	
Grade 1-9	1743																
Grade 10-12	546																
Sub-Total	2289																
CS FTE	89																
Pre-School	40																
TOTAL FTE	2418.0																
Budgeted Enrollments (School Administrator Estimates)																	
Grade																	
School	1	2	3	4	5	6	7	8	9	10	11	12	Foreign	Total	K	PUP funded Preschool	FTE
Consignor McCoy										213	163	172		548			548
St. Francis	18	19	15	20	24	16								112	28		126
St. Louis	6	15	12	12	13	11								69	10		74
St. Mary							103	143	87					333			333
St. Thomas	18	20	15	16	20	13								102	11		108
St. Michael MH	33	26	30	21	30	35								175	29		190
St. Patrick	59	70	66	77	67									339	55		367
St. Theresa	36	37	45	34	49	37								238	38		257
St. Rose						91	96	102	105					394			394
Pre-School - ESTIMATED														-		80	40
TOTALS	170	187	183	180	203	203	199	245	192	213	163	172	-	2,310	171	80	2,436
014/15 Expected	172	186	180	176	203	194	188	243	190	228	171	172	-	2,303	172	80	2,429.0
Variance from Expected	(2)	1	3	4	-	9	11	2	2	(15)	(8)	-	-	7	(1)	-	6.5
Variance (Hard to Projected)																	
Grade																	
School	1	2	3	4	5	6	7	8	9	10	11	12	Foreign	Total	ECS	PUP funded Preschool	FTE
Consignor McCoy	-	-	-	-	-	-	-	-	-	(2)	(6)	6		(2)	-	-	(2)
St. Francis	1	4		(1)	2		-	-	-	-	-	-		6	(4)	5	7
St. Louis	-	1	(1)	(3)	(2)	(2)	-	-	-	-	-	-		(7)	(3)	7	(5)
St. Mary	-	-	-	-	-		8	3	(1)	-	-	-		10	-	-	10
St. Thomas	(2)	-	-	-	(1)	-	-	-	-	-	-	-		(3)	-	1	(3)
St. Michael MH	(5)	-	1	1		(1)	-	-	-	-	-	-		(4)	4	10	3
St. Patrick	(3)	(1)	3	-	(2)	-	-	-	-	-	-	-		(3)	7	11	6
St. Theresa	1	4	(3)	3	-	-	-	-	-	-	-	-		5	3	9	11
St. Rose	-	-	-	-	-	(6)	(9)	-	(8)	-	-	-		(23)	-	-	(23)
Pre-School - ESTIMATED														-		(43)	(22)
TOTALS	(8)	8	-	-	(3)	(9)	(1)	3	(9)	(2)	(6)	6	-	(21)	7	-	(18)
																	-1%



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 14, 2014

Memorandum

To:	Board of Trustees
From:	Secretary-Treasurer
Agenda Item:	Bill 9 – Public Sector Pension Plans Amendment Act
Purpose:	Information
Strategic Plan Reference:	Efficient and Effective Operations
Enclosures:	1. LAPP newsletter
Background:	<p>The Government of Alberta announced that the Public Sector Pension Plans Amendment Act (Bill 9) would not be reintroduced to the legislature.</p> <p>Bill 9 was to restructure the Local Authorities Pension Plan in several ways including the raising of the retirement age.</p>
Recommendation/Decision:	None
Resulting Action:	None
Responsibility:	Secretary-Treasurer

Table of Contents

- **Plan Sustainability Update: Government Cancels Pension Reform Bill**
 - On September 18, 2014, the Government of Alberta announced that the *Public Sector Pension Plans Amendment Act* (Bill 9) will not be reintroduced under the Prentice government.
-

[**Back to Top**](#)

Plan Sustainability Update: Government Cancels Pension Reform Bill

On September 18, 2014, notice was given to the Speaker that the current session of the Alberta Legislature would be prorogued. Prorogation brings to an end all business and legislation on the Order Paper before the Legislative Assembly. This includes the *Public Sector Pension Plans Amendment Act* (Bill 9). The Government of Alberta announced that Bill 9 will not be reintroduced under the Prentice government.

What you need to know:

Alberta Pensions Services Corporation (APS) is currently restoring the plan sites, online estimators, and mypensionplan calculators to a pre-sustainability state.

Need more information?

The Government news release is available online:

<http://www.alberta.ca/release.cfm?xID=3707560C64270-0128-1798-F064D7BFDCC2D8B2>.

For more information, please contact your Employer Services Representative at 1-877-391-EMPL (3675).



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 14, 2014

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: Transportation Update

Purpose: Information

Strategic Plan Reference: Efficient and Effective Operations

Enclosures: None

Background:

1. We continue to meet with Southland frequently
 - a. Things are in good shape.
 - b. They have 2 'floater' drivers in the AM and looking for 2 'floaters' for the PM. The Floaters come in daily and are paid for two hours to be 'ready' to fill in in the event of sickness or breakdowns. This is a positive step. This is for the entire company. There are 116 buses.
 - c. They have several spare drivers and are looking to have 10. These are the casual employees who are called to fill in for sick or other employee absences.
 - d. There are also 4 office staff who are trained to drive in the event they are needed.
2. Maps are being updated to reflect all the changes and times in the routes. This will be done over the next two weeks.
3. With the division changing its policy regarding elementary students attending a middle school, we have some challenges regarding picking up eligible students. We are working with City Transit and Southland to address these issues for the rest of this year and to develop options for the new year.
4. There are a handful of individual issues with certain routes which Southland is continuing to work on.

Recommendation/Decision: None

Resulting Action: None

Responsibility: Secretary-Treasurer



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 14, 2014

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: Facility Planning Review

Purpose: Decision Making

Strategic Plan Reference: Facilities

Enclosures: 1. 2015 Capital Plan

Background: The Board work plan has the Facility Planning review occurring in October 2014. Attached is the 2015 Capital plan for the trustees to review.

We understand the intent from the trustees is to review the plan and start discussions and planning on what changes the board may be interested in seeing with in the Capital Plan.

The announcement of the new sector 5 elementary school will remove the number one priority from the plan.

Recommendation/Decision: That the trustees review the plan and discuss the long-term capital needs within the division.

Resulting Action: To be determined

Responsibility: Secretary-Treasurer



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 14, 2014

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: Boundary Review

Purpose: Decision Making

Strategic Plan Reference: Facilities

Enclosures: School Boundary Maps

Background: The Board work plan has the Boundary Review occurring in October 2014.

Attached are the boundary maps for each school.

We understand the intent from the trustees is to review the boundaries and start a discussion on any planning from on what changes the board may be interested in seeing with boundaries.

Recommendation/Decision: That the trustees review the maps and discuss the long-term capital plan within the division.

Resulting Action: To be determined

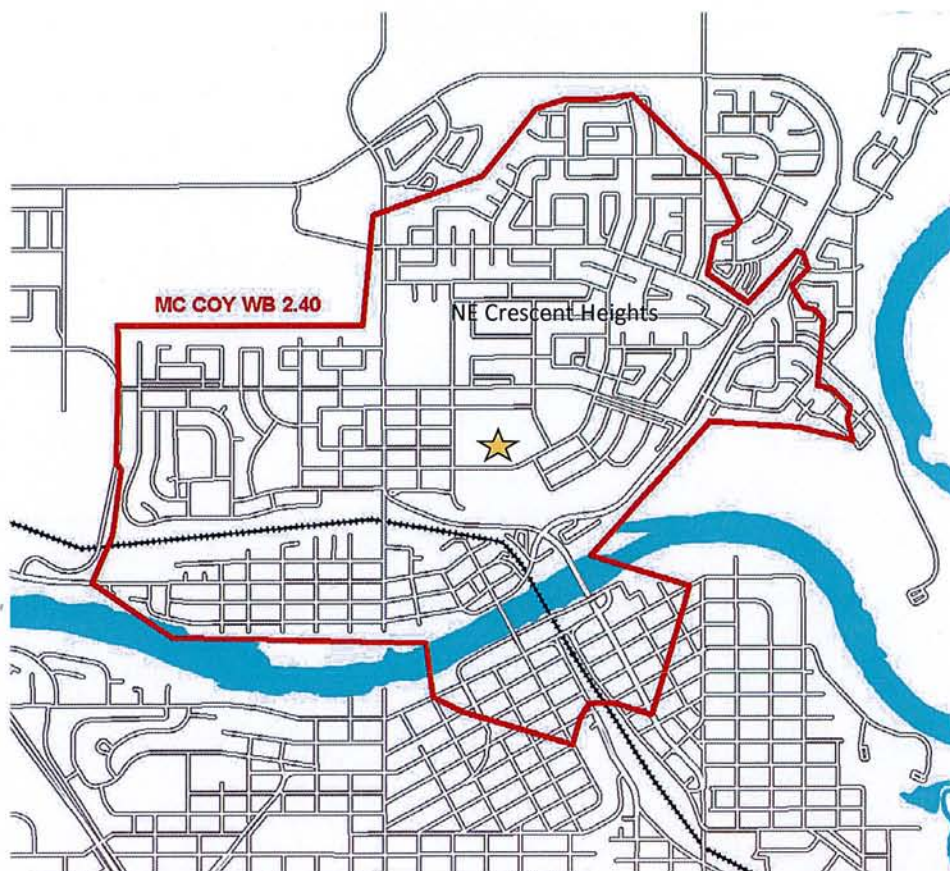
Responsibility: Secretary-Treasurer

MONSIGNOR MCCOY HIGH SCHOOL

Grades 10-12

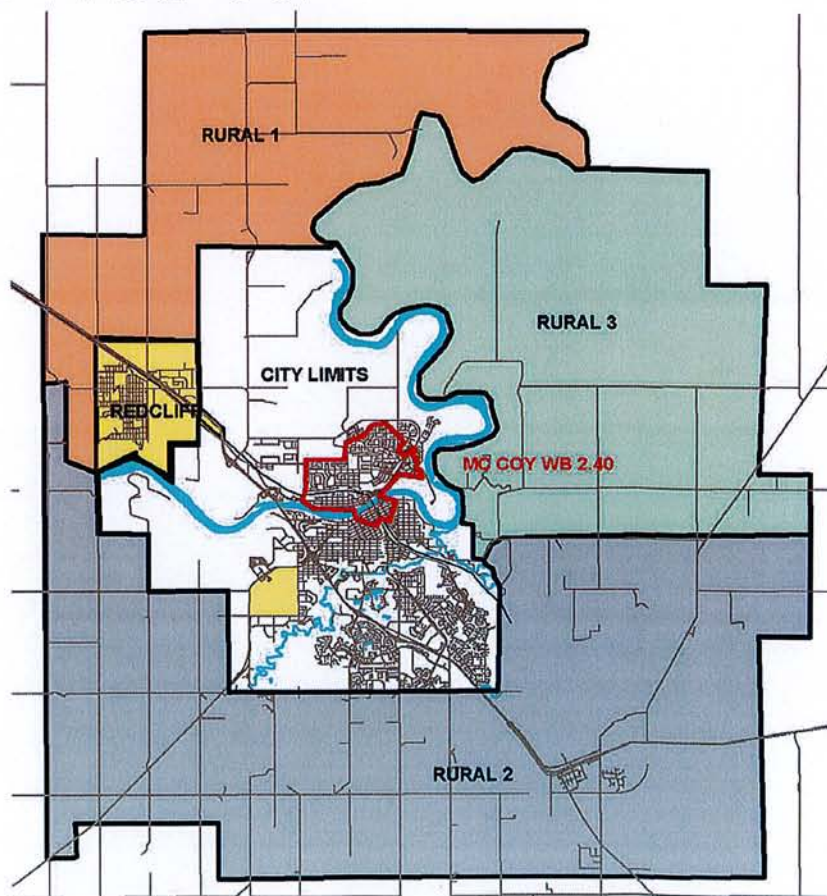
202 8th Street NE

2014-2015



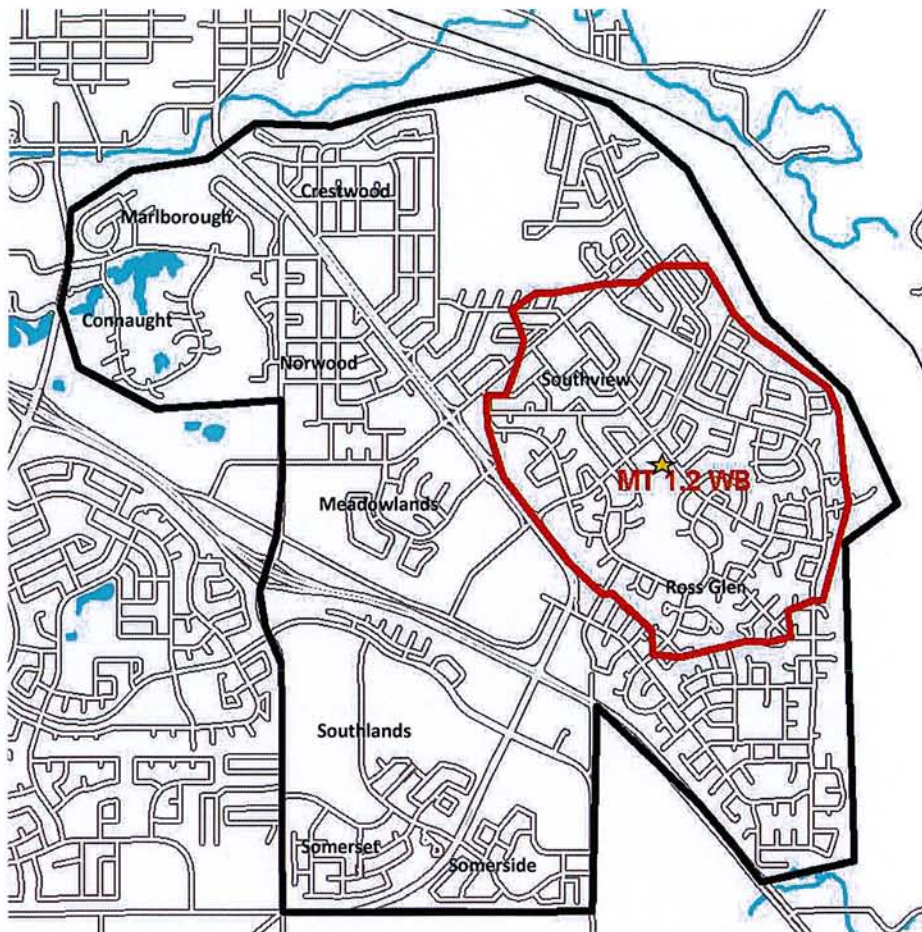
* red line indicates 2.4 km walk boundary

All division attendance zones



K—Grade 6

235 Cameron Road SE



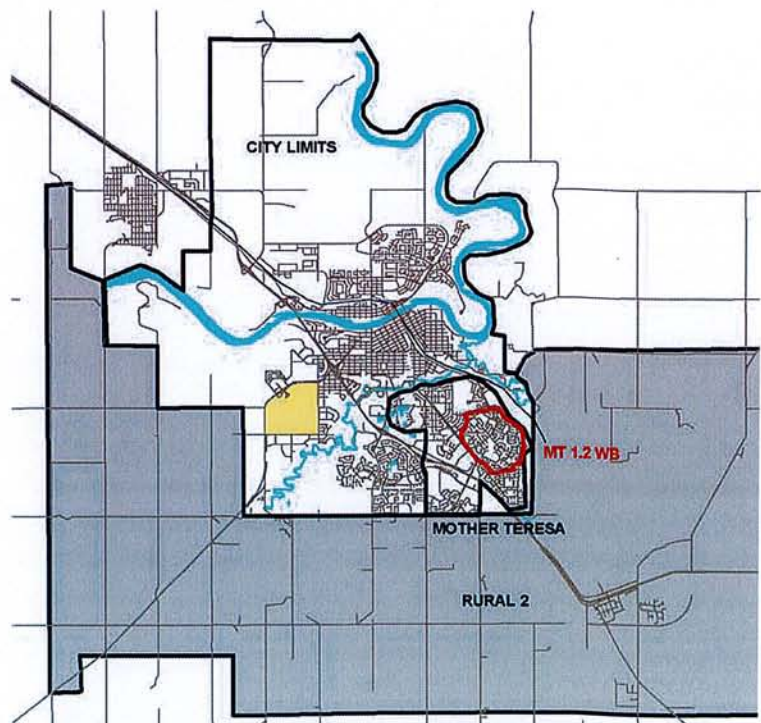
*red line indicates 1.2 km walk boundary

*black line indicates school boundary

- All students in:

Connaught	Crestwood
Marlborough	Meadowlands
Norwood	Ross Glen
Somerset	Somerside
Southlands	Southview
- All students in Dunmore
- All students in area east of Medicine Hat south of Hwy 41A and all students in area west of Medicine Hat south of Hwy #1 (Rural area #2)
- All students south of South Boundary Road

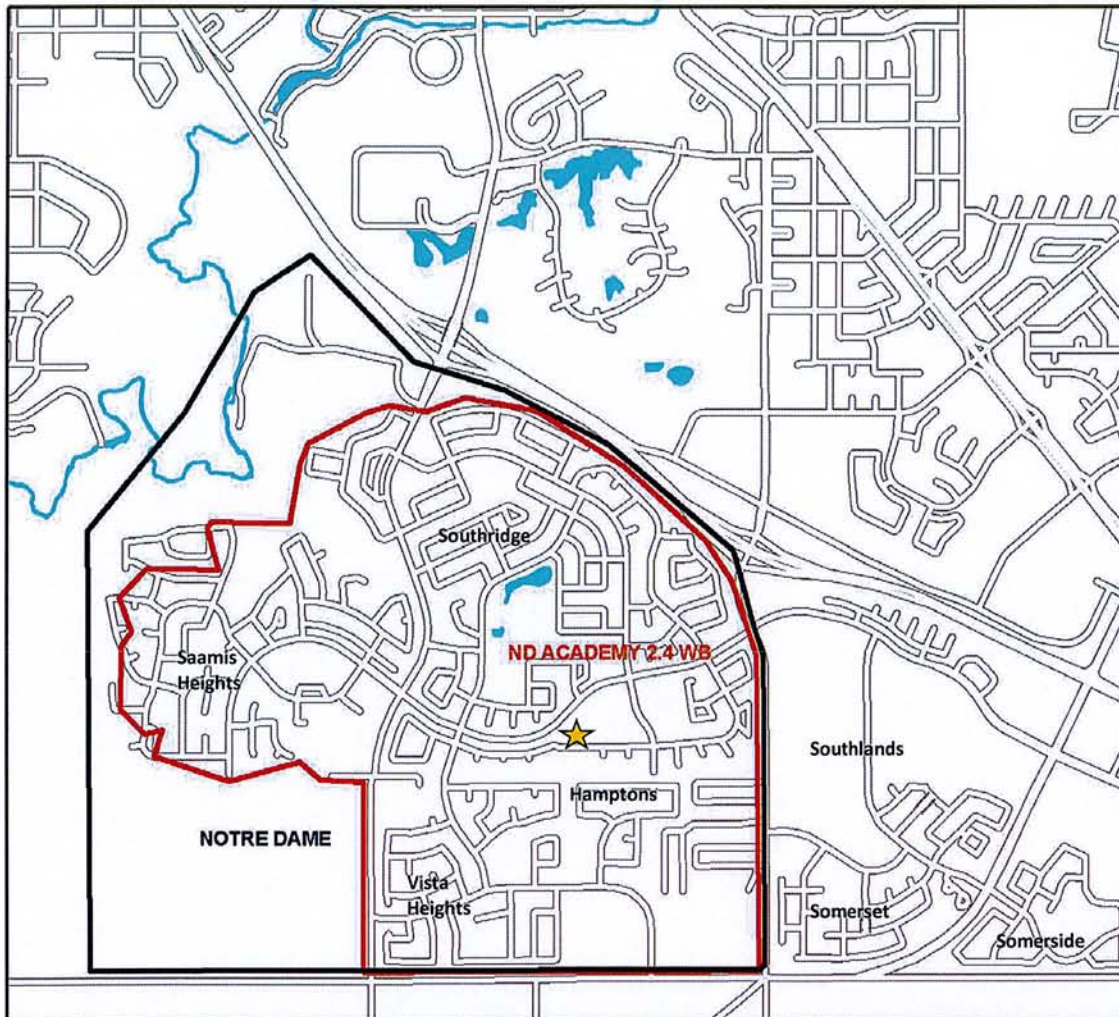
Flex Zone Area—All students in Desert Blume can attend either St. Patrick's School, Mother Teresa School or Notre Dame (grade 6 only) with transportation provided.



NOTRE DAME ACADEMY

Grades 6—9
646 Spruce Way SE

2014-2015



* red line indicates 2.4 km walk boundary * black line indicates school boundary

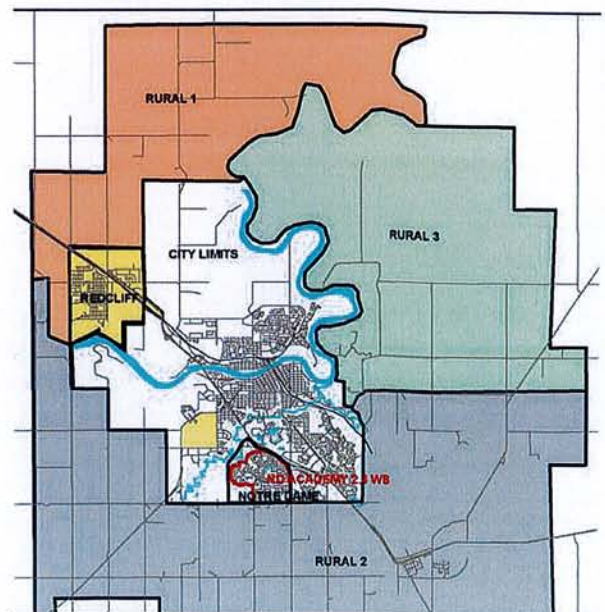
**All students in South Ridge, Saamis Heights,
Vista Heights & Hamptons**

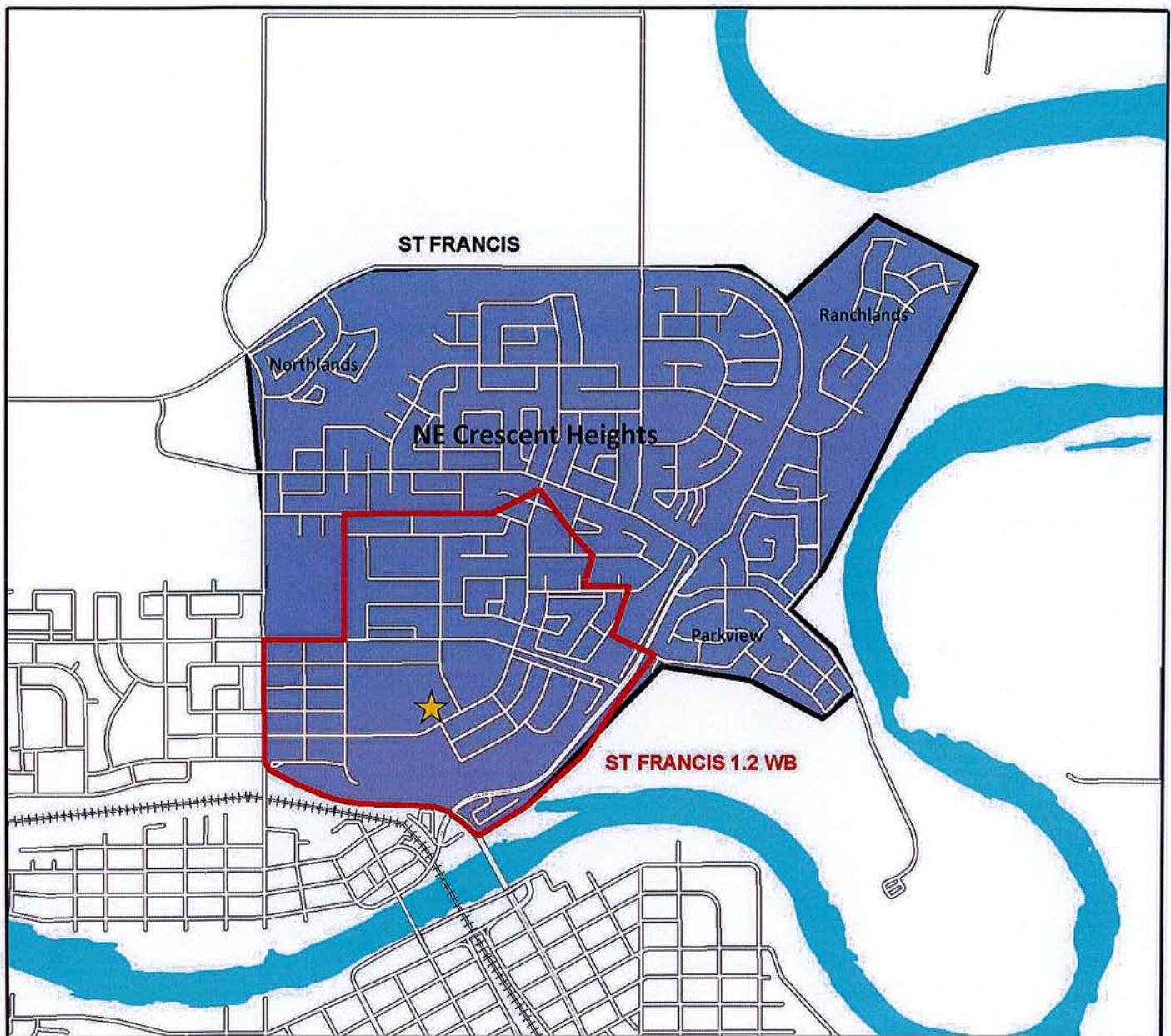
All division attendance zones for Sports Academy

Flex Zone Area - All students living in Desert Blume may attend either Mother Teresa (Gr.6), St. Mary's (Gr. 7-9), or Notre Dame (Gr.6-9) with transportation provided.

Students living in Saamis Heights, Vista Heights & Hamptons

City Transit is providing bus service for students attending Notre Dame who live in the Saamis Heights, Vista Heights & Hamptons areas. A city bus will do a loop around those areas – one run before school and one run after school. Students living more than 2.4 km from the school are eligible for bussing at no charge but still require a pass which may be picked up from the school office. Students residing less than 2.4 km from the school may use this service but must pay for a buss pass. The cost is \$35.50 per month (subject to change). 'Per ride' payment is not permitted. Bus capacity—56. Passes will be sold on a first come first served basis. For information regarding eligibility, bus route, pick up points and time, contact Central Office (403-502-8351).





*red line indicates 1.2 km walk boundary

* black line indicates school boundary

All students in Crescent Heights East of Division Avenue

All students in Northlands, Parkview and Ranchlands

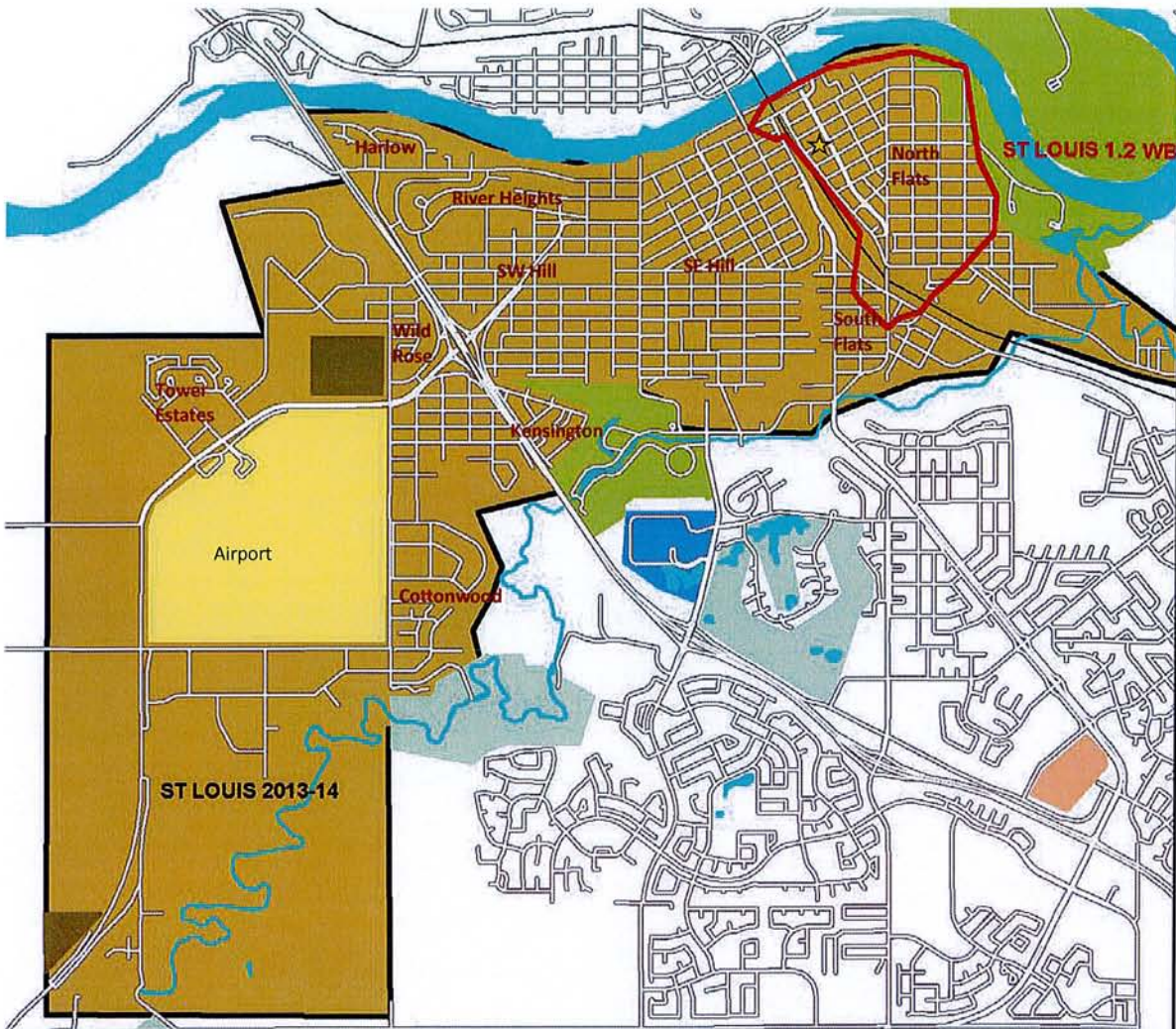
Flex Zone - NE Crescent Heights will include a 'flex zone' with transportation provided to eligible students to St. Francis Xavier and St. Michael's School

St. Louis School

K—Grade 6

861—4th Street SE

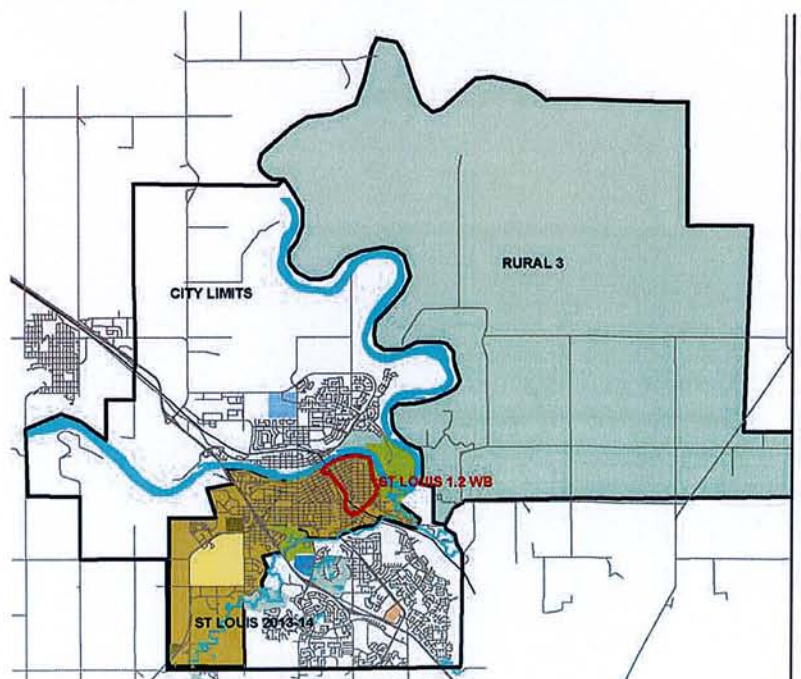
2014-2015



* red line indicates 1.2 km walk boundary

* black line indicates school boundary

- All students in North and South Flats & SE and SW Hill
- All students in Harlow, River Heights, Kensington, Cottonwood
- All students in Wild Rose and Tower Estates areas
- All students living in area East of Medicine Hat who are north of Hwy 41A & South of the Saskatchewan River

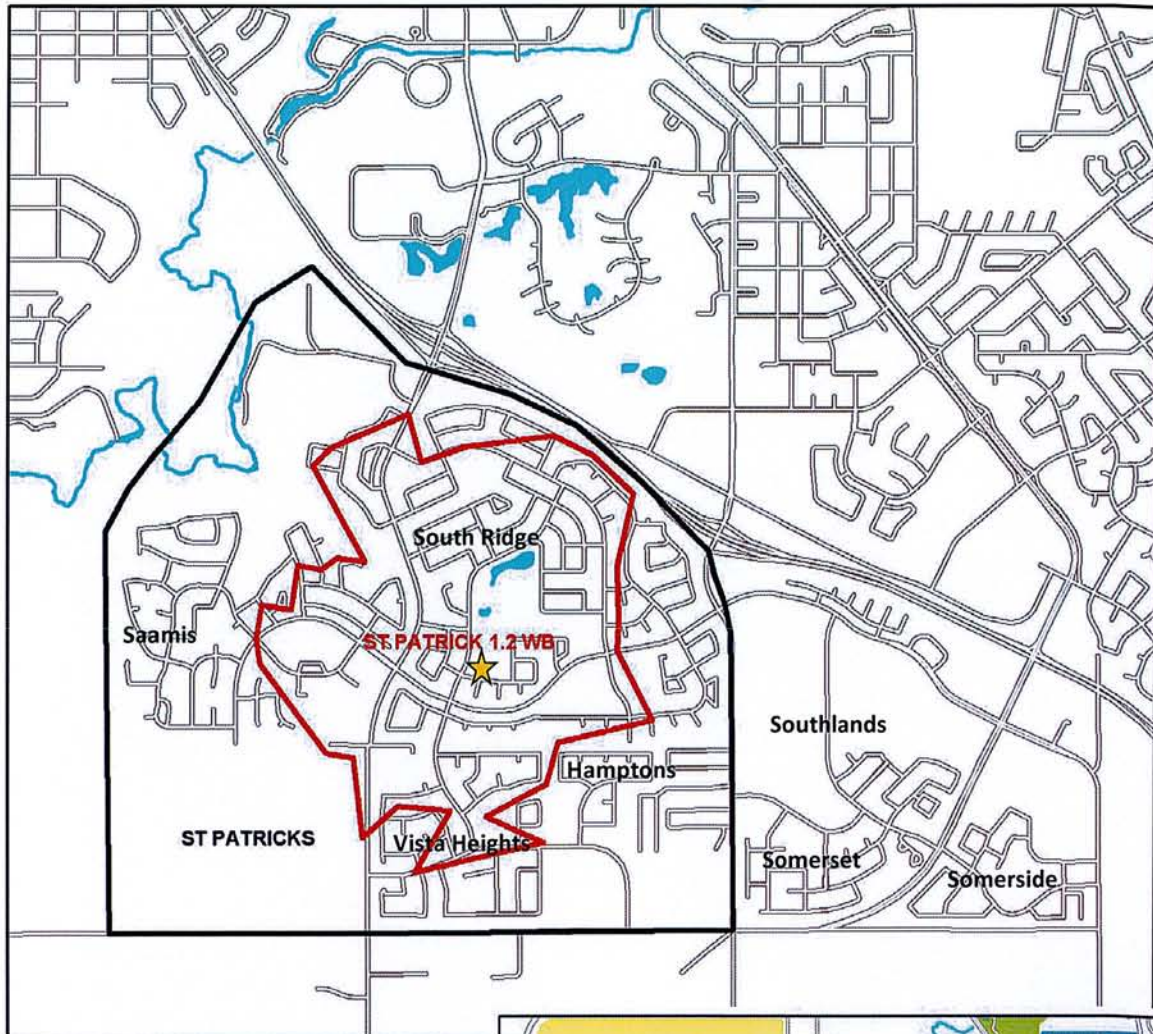


ST. PATRICK'S SCHOOL

2014-2015

Grade K—5

241 Stratton Way SE



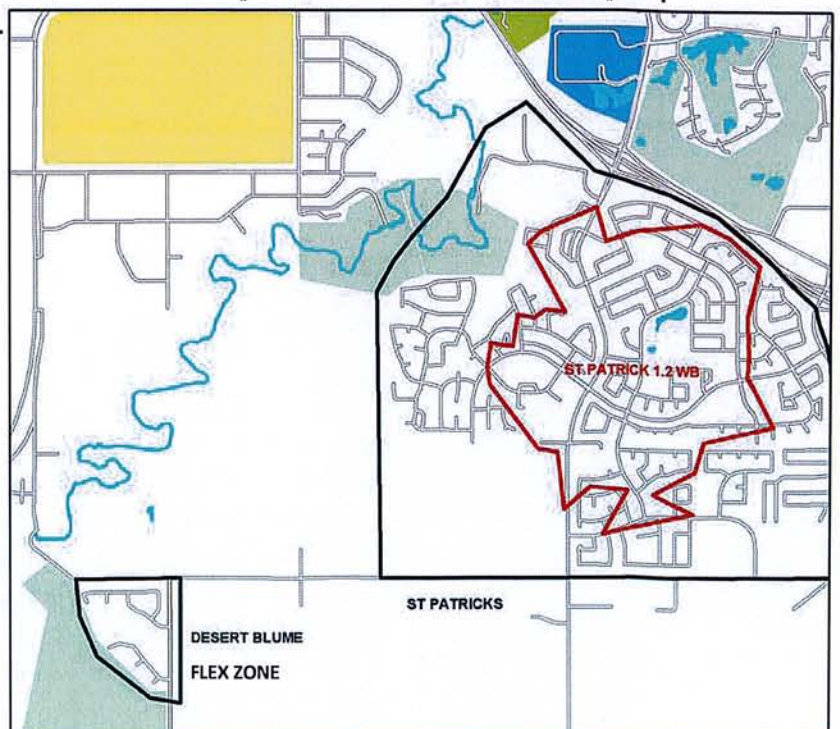
* red line indicates 1.2 km walk boundary

All students in:

South Ridge
Saamis Heights
Vista Heights
Hamptons

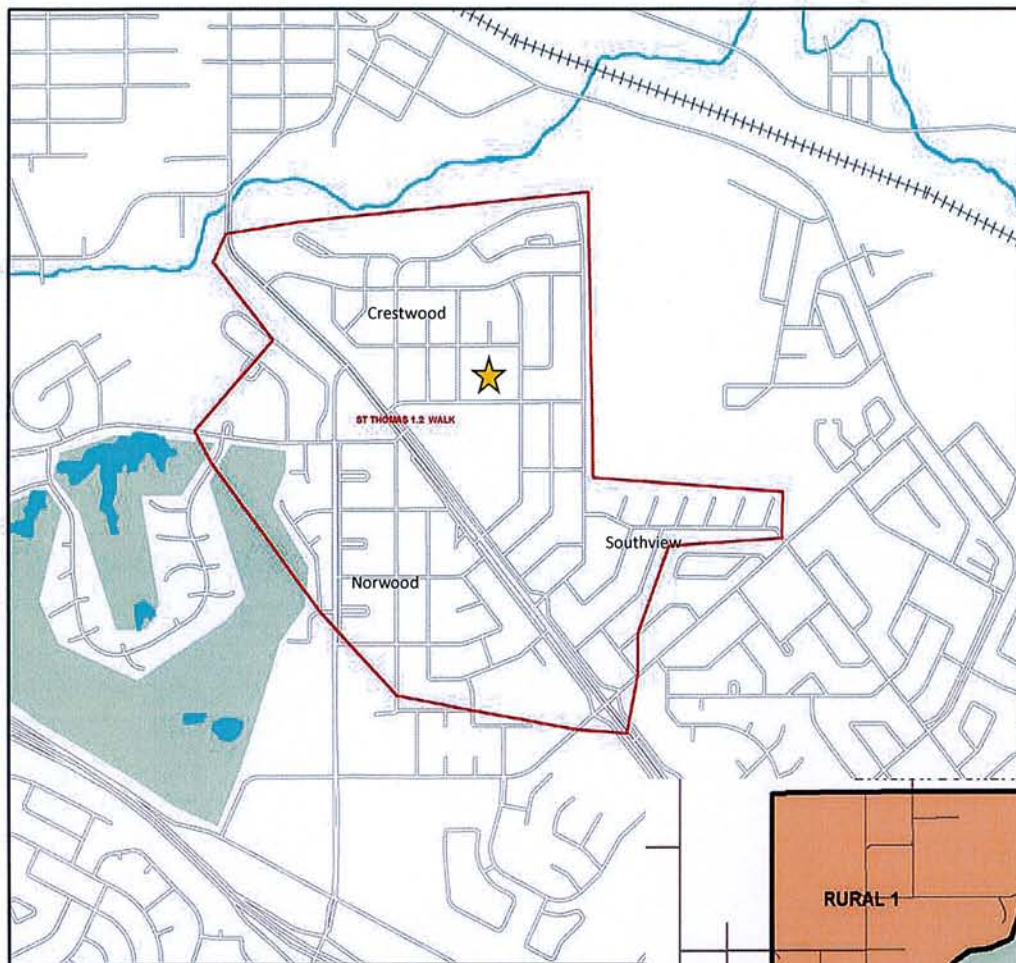
Flex Zone:

All students in Desert Blume can attend either St. Patrick's or Mother Teresa School with transportation provided.



ECOLE ST. THOMAS D'AQUIN
(French Immersion)
K—Grade 6

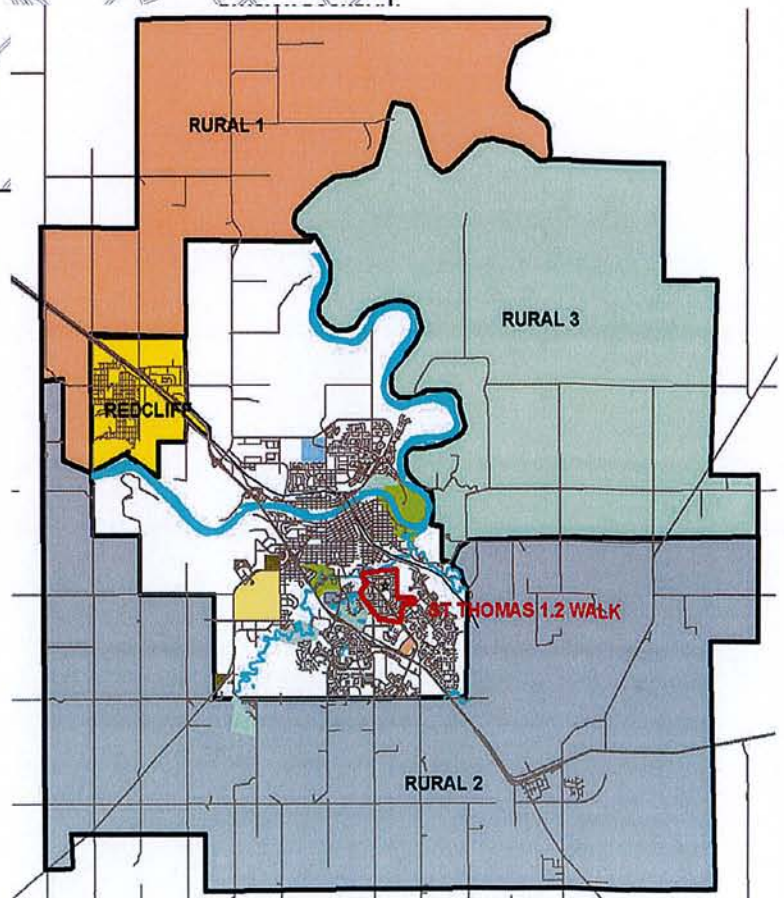
2014-2015



*** red area indicates 1.2 km walk boundary**

All division attendance zones

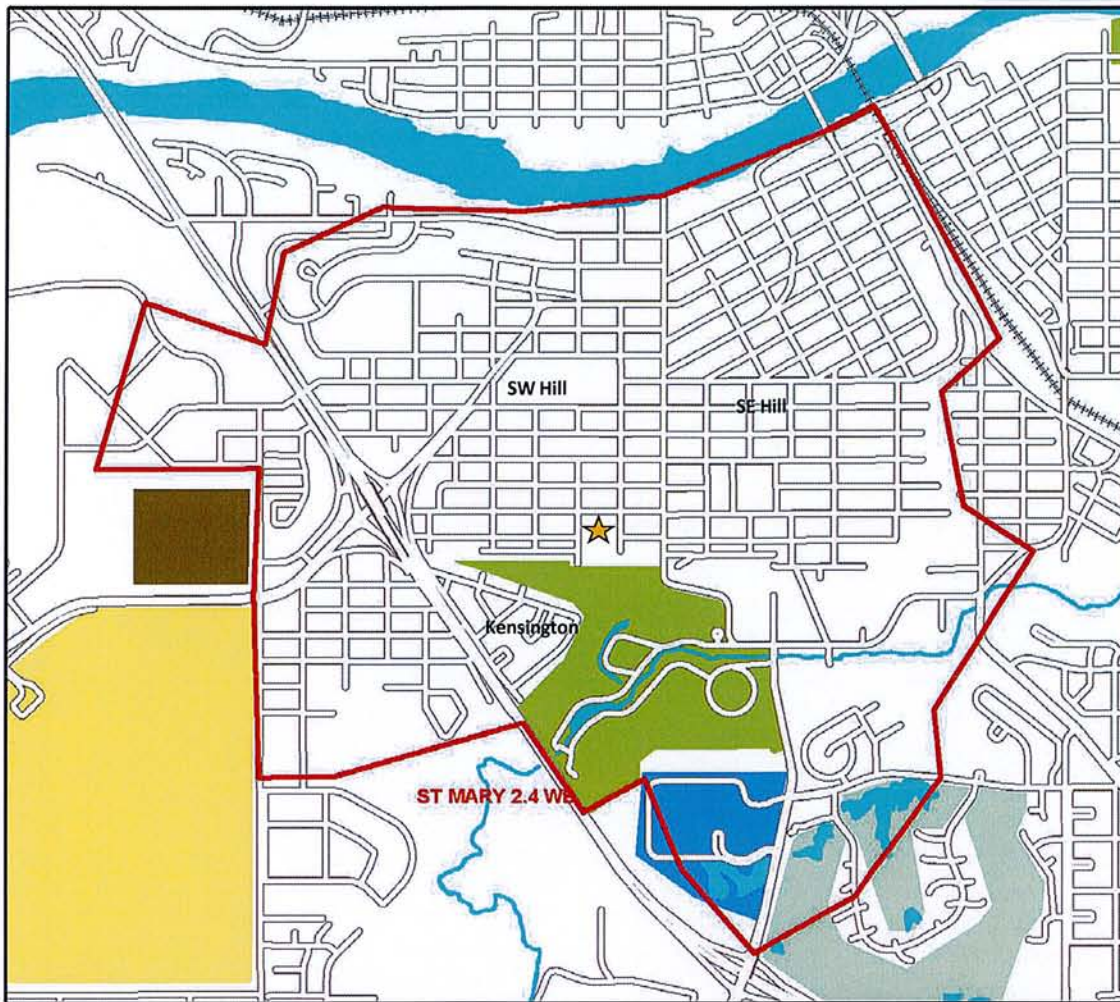
French Immersion only



ST. MARY'S

Grade 7-9
155—11th Street SW

2014-2015



* red line indicates 2.4 km walk boundary

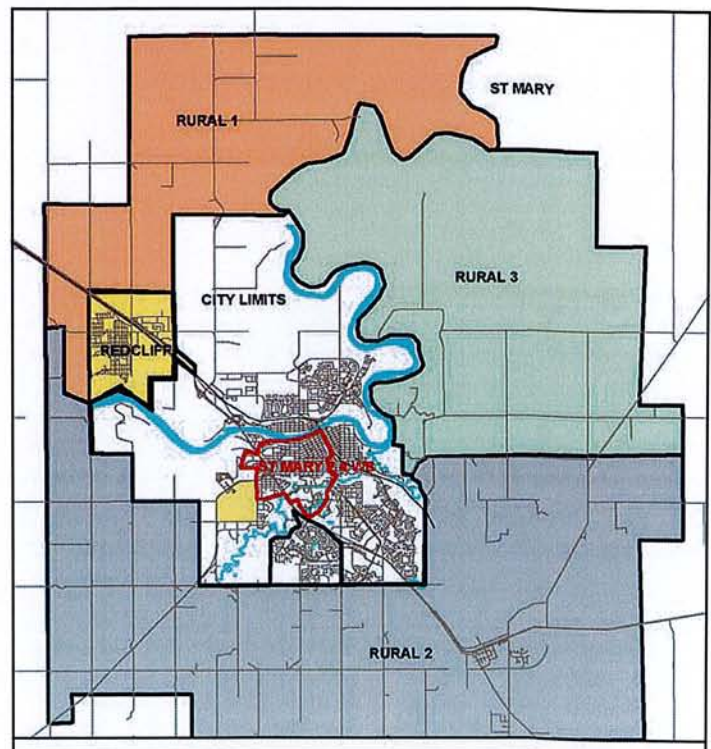
Regular Programming - Grades 7-9

French Immersion - Grades 7-9

Fine Arts Academy - Grades 7-9

All division attendance zones
including rural
with exception of
*Southridge, Saamis Heights,
Vista Heights & Hamptons*

All division attendance zones for
Fine Arts & French Immersion



St. Michael's School

K - Grade 6

865 Black Blvd NW

2014-2015

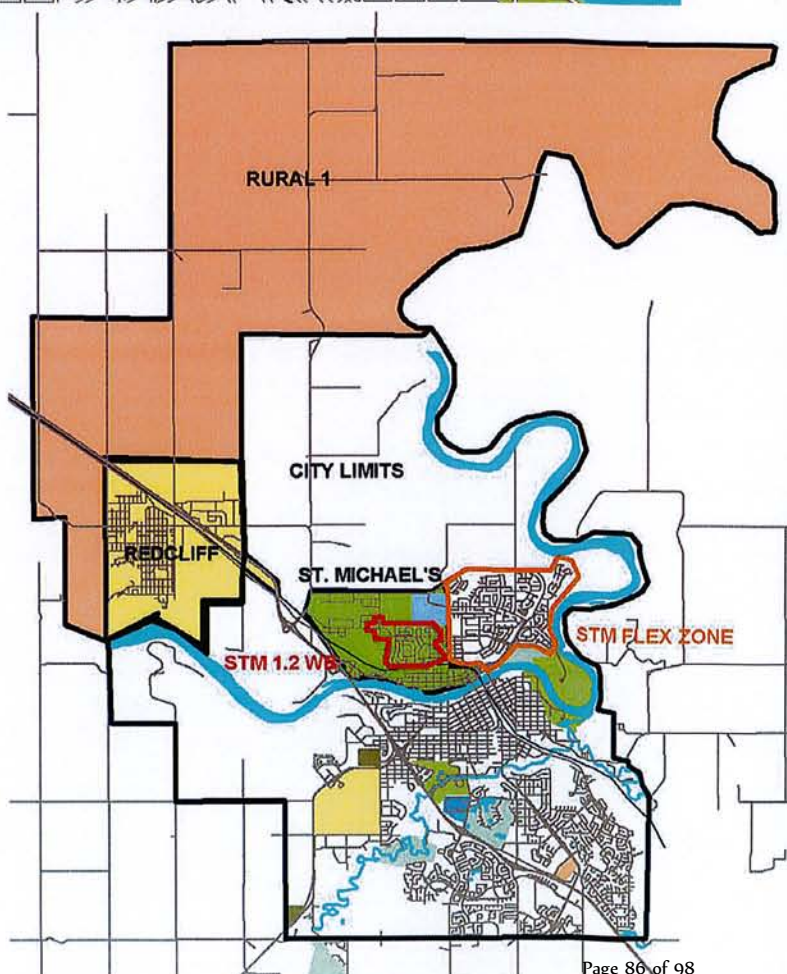


* red line indicates 1.2 km walk boundary
& NE Crescent Heights "flex zone"

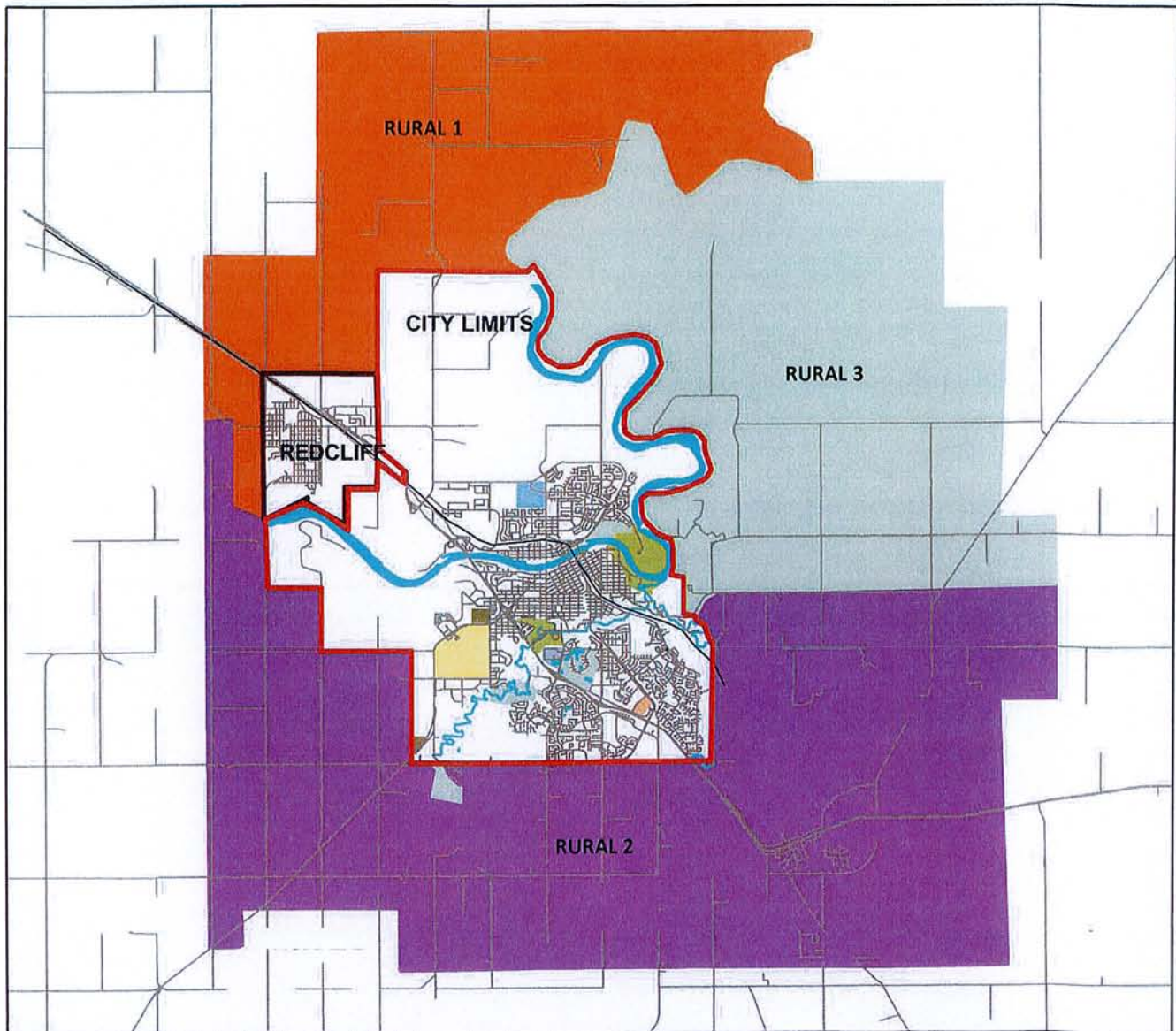
* black line indicates school boundary

- All students in Crescent Heights west of Division Avenue
- All students in Riverside
- All students in Redcliff
- All students in area West of Medicine Hat and North of the Saskatchewan River

Flex Zone Area—All students in Crescent Heights East of Division Avenue North, Parkview, Ranchlands and Northlands can attend either St. Michael's School or St. Francis Xavier School with transportation provided.



RURAL DESIGNATED SCHOOLS



REDCLIFF

MonsignorMcCoy St. Mary's School	Grade 10 – 12 French Immersion (Grade 7-9) Regular Programming (Grade 7-9) Fine Arts Academy (Grade 7-9)
Notre Dame Academy Ecole St. Thomas St. Michael's School	Sports Academy <u>only</u> (Grade 6-9) French Immersion (K—Grade 6) K - Grade 6

RURAL 2

MonsignorMcCoy St. Mary's School	Grade 10 – 12 French Immersion (Grade 7-9); Regular Programming (Grade 7-9); Fine Arts Academy (Grade 7-9)
Notre Dame Academy Ecole St. Thomas Mother Teresa School	Sports Academy <u>only</u> (Grade 6-9) French Immersion (K—Grade 6) K - Grade 6

RURAL 1

MonsignorMcCoy St. Mary's School	Grade 10 – 12 French Immersion (Grade 7-9) Regular Programming (Grade 7-9); Fine Arts Academy (Grade 7-9)
Notre Dame Academy Ecole St. Thomas St. Michael's School	Sports Academy <u>only</u> (Grade 6-9) French Immersion (K—Grade 6) K - Grade 6

RURAL 3

MonsignorMcCoy St. Mary's School	Grade 10 – 12 French Immersion (Grade 7-9); Regular Programming (Grade 7-9); Fine Arts Academy (Grade 7-9)
Notre Dame Academy Ecole St. Thomas St. Louis School	Sports Academy <u>only</u> (Grade 6-9) French Immersion (K—Grade 6) K - Grade 6



Medicine Hat Catholic Board of Education

Board Meeting Agenda Item

October 14, 2014

Memorandum

To: Board of Trustees

From: Secretary-Treasurer

Agenda Item: AP 550 – Transportation of Students

Purpose: Information

Strategic Plan Reference: Efficient and Effective Operations

Enclosures: DRAFT AP 550 - Transportation of Students

Background: There was communication from a parent of a grade 6 student attending Notre Dame Academy who lived between 1.2 and 2.4 km from the school. They were troubled by the fact that the AP did not provide for transportation of a grade 6 student attending a middle school who resided between 1.2 and 2.4 km from the school, as would be the case for grade 6 students attending an elementary school.

The decision was made to allow for this. As such, the AP needed to be updated and the line "Elementary students attending a middle school who reside 1.2 km or more from the school on their attendance area" was added.

This is likely to result in certain challenges regarding bussing starting in the 2015-16 school year, however it is felt this is the correct response.

The information was presented to the Division Leadership Team on October 7, 2014 with no issues raised.

Recommendation/Decision: That the trustees review AP 550. If there are no concerns, then AP will become effective immediately.

Resulting Action: To distribute as necessary and make effective immediately, pending no concerns raised by Trustees.

Responsibility: Secretary-Treasurer

Administrative Procedure 550

TRANSPORTATION OF STUDENTS

Background

The School Act directs Divisions to provide transportation to students subject to regulations made by the Minister of Education. Our Division believes that, in many circumstances, the busing of students, particularly from Kindergarten to Grade 6, is the safest route to school.

The Division will endeavour to provide transportation to as many students as financially possible under the current Alberta Education regulations and funding framework.

Procedures

1. The Division will provide transportation to:
 - Elementary school students who live 1.2 kilometers or more from the school in their attendance zone
 - Middle school and high school students who live 2.4 kilometers or more from the school in their attendance zone
 - **Elementary school students attending a middle school who reside 1.2 kilometers or more from the school in their attendance zone**
 - Kindergarten students – one-way transportation for those who live 1.2 kilometers or more from the school in their attendance zone
 - Special education students directed to attend Division programming outside their attendance zone
 - Special programming students from all Division attendance zones, regardless of their designated school boundary
 - Early Learning pre-school aged children who qualify for special needs funding
2. The Division will transport a student to school from one place of residence (see School Act Section 273). Eligible residence will be determined by address school submits to Alberta Education.
3. It will be the practice of the Division to allow students who do not qualify for the provincial transportation grant to ride the bus if space on an existing bus allows and if students present themselves at an existing stop. Priority for non-eligible students will be determined on the basis of distance from the school, with preference given to younger students.
4. Redcliff and Rural students will have transportation provided to a designated school of attendance.
5. ~~Bow Island students will be transported through an agreement with Prairie Rose Regional Division No. 8.~~



6. Students living outside the Division boundary are not eligible for transportation. Due to safety concerns, it will not be the practice of the Division to allow parents to drop their students at a location inside the Division boundary in order to receive transportation.
7. The Division will communicate bus route information and student conduct on school buses information to parents of students as necessary.
 - 7.1. Each fall before school begins, an advertisement will be placed in local newspapers regarding student attendance zones.
 - 7.2. A brochure on student conduct on school buses will be sent home with students at the beginning of each school year.
8. Students riding in a school bus shall be under the immediate authority of the driver who shall report all cases of student misconduct to the principal of the school.
9. Where it is determined by the Division that third party transportation is not feasible, the Division may enter into an agreement with a parent whereby the parent would provide transportation and be paid for the service.

Reference: Section 25, 45, 51, 52, 60, 61, 113, 117, 273 School Act
 Traffic Safety Act
 School Bus Operation Regulation
 Student Transportation Regulation 250/98 (amended AR 197/2000)





Medicine Hat Catholic Board of Education Board Meeting Agenda Item Memorandum

Date: Tuesday, October 14th, 2014

Agenda Item: Inspiring Education

Name: Chuck Hellman

Report

1. I attended a feedback session on the draft, "Learner Outcomes" presented by the Calgary Board of Education Consortia Curriculum Synthesis Team on October 9, 2014. Participants were asked to provide feedback on the draft learner outcomes created as part of the prototyping procedure in curriculum redesign. An update will be provided.
2. The administrators from each of our schools have been given the opportunity to discuss what their understanding is of inspiring education and the needs they see in their buildings. This information will provide a link between Inspiring Education and the PD plan being developed. Interested staff members from all schools will also be engaged as to the needs they feel important to realizing the new ministerial order on education.

Division Goal: The Enhancement of Catholic Education

Outcome: Catholic faith and values are permeated throughout school culture

Outcomes	Measures	Results							
		Current Result	Previous 2-Yr Avg	Evaluation			Targets		
Our Catholic faith and values permeates our school curriculum and is reflected in the presence of Catholic symbols, religious celebrations, Faith Development opportunities and positive relationships between parishes, schools and homes				Achievement	Improvement	Overall	12/13	13/14	14/15
	Percentage of teacher, parent and student agreement that students are learning Catholic faith and values through curriculum, celebrations, and service projects	84.1	85	Very High	Maintained	Excellent	84	84.5	85
	Percentage of teacher, parent and student agreement that Catholic faith and values are reflected in Catholic symbols throughout the schools	93	93	Very High	Maintained	Excellent	92	92.5	93
	Percentage of teacher, parent and student agreement that Catholic faith and values are reflected in a relationship between parish, school, and home.	82	81.8	High	Maintained	Good	84	84.5	85
Notes: <ol style="list-style-type: none"> 1) The results are based upon a comparison of data gathered in November 2012 to data gathered in May 2014. 2) The Achievement evaluation uses the average of the range of values for Program of Studies, Education Quality and Parental involvement. 									
Strategies: <ul style="list-style-type: none"> • Faith Development day to begin the school year –Carrying the Light of Christ into the World • A common Faith Development theme for the entire Division: Carrying the Light of Christ into the World • Offer Faith Development PD opportunities to teachers • Ensure each school has a religion representative to provide faith retreats, prepare for Catholic Education Sunday and analyze resources • Continue to focus on permeation strategies for all subjects • Continue to increase the amount of Catholic Symbols in schools including a reflection of the liturgical calendar • Support and connect with the parish youth coordinator to build the relationship between parish and schools (church walks, youth nights) • Meet with Bishop Henry at least once a year • Meet with Religious Education Community at least once a year • Work closely with the local churches, clergy and sacrament coordinator (Living Rosary/retreats) • Continue to develop new Religion Education Resources • Schools have monthly Masses for staff • Schools have weekly/monthly prayer celebrations led by students and staff with a Catholic focus • Schools sponsor a Sunday Mass once in the school year • Students and staff will gather in community to celebrate Mass and liturgical celebrations at schools and church • Students and staff will gather in community to pray four times a day • Creation of religious celebrations/assemblies stored in religious education portal accessible to all administrators • Use digital displays/newsletters to promote church activities , religious events, and acts of kindness • Schools have staff prayer groups • Promote Catholic Schools through Catholic Education Sunday • Promote attendance at SPICE/BUEPRINTS 									

Division Goal: The Enhancement of Catholic Education

Outcome: Catholic Education offers a unique and valuable dimension to education

Outcomes	Measures	Results							
		Current Result	Previous 2 Year Avg.	Achievement	Improvement	Overall	12/13	13/14	14/15
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through curriculum, celebrations/retreats and prayer	82	84	Intermediate	Declined	Issue	83	83.5	84
	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through participation in service projects and faith-based activities in school	85.5	83.9	Very High	Improved	Excellent	85	85.5	86

Notes:

- 1) The results are based upon a comparison of data gathered in November 2012 to data gathered in May 2013.
- 2) The Achievement evaluation uses the average of the range of values for Education Quality, Safe and Caring and Citizenship.

Strategies:

- Promote Catholic Schools
- Promote Catholic Schools through Catholic Education Sunday
- A common Faith Development theme for the entire Division: Carrying the light of Christ into the World
- Work closely with the local churches, clergy and sacrament coordinator
- Encourage and support the formation of prayer groups and monthly Masses at all schools
- Continue to provide religious retreat experiences for our students
- Schools will develop service projects for all students
- All extracurricular events and meetings begin with prayer
- Students and staff will gather in community to pray four times a day
- All classrooms will have a prayer centre
- The Division consults with the bishop on matters affecting Catholic Education in the diocese
- Promote attendance at SPICE/BUEPRINTS
- Organize monthly priest visits to schools
- Inservice grade 1 teachers in preparation for the new curriculum

Curriculum Update

Senior High – Revisions and Renewals

- The senior high Religious Studies courses are publically funded. As a result, Alberta Education will not remove the world religions portion of the courses. Since the three year time-frame for renewing locally developed courses R.S. 15, 25, 35 are up for renewal this spring, Edmonton Catholic has proposed revisions to the courses.
 - These revisions include removing the study of specific religions and instead incorporating world religions within the outcomes. For example, the major belief statements of Hinduism and Buddhism are currently taught in R.S. 25 within Theme C. Instead of studying those two specific religions, the outcome may expand to examine the role of truth and goodness in religious communities. Bishop Henry has formally approved the revisions. Alberta Education is expected to approve the revisions in late January to take effect September 2015.
 - Added suggestions for prayer, family connections and student assessment
 - More outcomes for 5 credit courses
 - Currently the R.S. courses are allotted with specific hours of instructional time. The number of hours has been removed. Students must accomplish the outcomes of the course in order to get credit.
- More resources will be available for R.S. 25 as the current resource, *Jesus of History, Christ of Faith* is out of print. The new resources include *Encountering Jesus in the New Testament*. 2009 Ave Maria Press and *Jesus Christ: God's Love Made Visible*. 2011 St. Mary's Press.

Grade 1 Update

- Inservicing of new grade 1 curriculum will begin this spring as implementation of new curriculum is September 2015.
- Curriculum is based on the liturgical and school year
- Will include I can statements, culminating activities, assessments, daily prayer, and a focus on the saints. There are 15 “Overall Expectations” in the curriculum.
- 5 units with each unit comprised of 5 -11 lessons.
- Units include
 - I Am a Child of God
 - The Road to Bethlehem (Advent and Christmas)
 - My Life in Jesus
 - The Story of Lent and Easter
 - Jesus is Always with Us
- Cost is still expected to be \$2000 for a class of 25. These resources include electronic and print lessons, student books, poster pack, big books, and teacher’s guide with individual, small-group and whole-class learning as well as supports for differentiated instruction. Extra books will cost approximately \$40.00

Grade 2-8

- Grade 2 September 2016 Implementation
- Grade 3 and 4 September 2017 Implementation
- Grade 5 and 6 September 2018 Implementation
- Grade 7 and 8 September 2019 Implementation

Grade 9

Alberta is once again looking to Ontario to take a lead in revising the grade 9 program.

Certificate in Catholic Studies: Foundations in Faith Year 1



Study and learn about the rich tradition of the Catholic faith from the comfort of your home.

This online program is open to adults of all backgrounds and education levels.

Register today!

Six Course Package:

Each introductory course will take about 25 hours over a five-week period.

- Catholicism
- Catechesis
- Scripture
- Jesus Christ
- Prayer
- Sacraments

Cost: \$595.00 for all 6 courses (including books)

www.newman.edu



Newman
Theological
College

Register by contacting:
registrar@newman.edu
780.392.2451

Certificate in Catholic Studies: Foundations in Faith Year 2



This online course offers students the opportunity to expand and deepen their knowledge of the Catholic faith.

Open to adults who have completed Foundations in Faith Year 1.

Register today!

Six Course Package:

Each course will take about 25 hours over a five week period.

- **On Good Soil**
- **Christian Morality**
- **Old Testament**
- **New Testament**
- **Church History I**
- **Church History II**

Cost: \$595.00 for all 6 courses (including books)

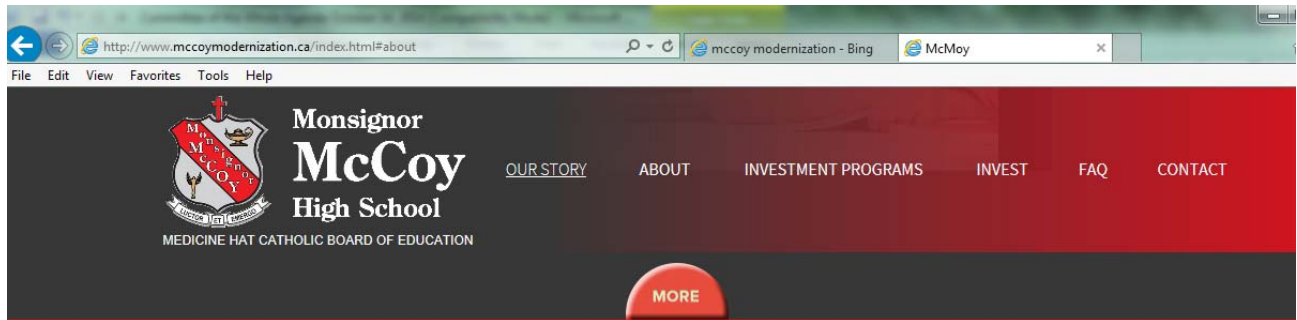
www.newman.edu



**Newman
Theological
College**

**Register by contacting:
registrar@newman.edu**

780.392.2451



ABOUT US

The Medicine Hat Catholic Board of Education is pleased to receive funds in the amount of \$9.2M from the Ministry of Alberta Education for the modernization of Monsignor McCoy High School. Although this will be a remarkable step towards meeting the needs of our school, additional funds are needed for enhancements not covered by the grant.

You have an opportunity to participate by investing in our kids and in our school. Be part of the legacy!

MODERNIZATION COVERED BY GOVERNMENT GRANT:

- Gymnasium Expansion/New Addition
- Common Area
- Classroom Space
- Home Economics Servery Upgrades
- Drama Storage/Office
- Washrooms
- Staff Room Upgrade
- Mechanical/Electrical/Heating Ventilation/Air-Conditioning

Grant	\$9,200,000
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ENHANCEMENT DOLLARS NEEDED FOR:

- Chapel
- Ancillary Classroom/Fitness Area
- Other high needs areas such as Drama Space/Technology/CTS
- Furniture & Equipment

Fundraising Goal	\$500,000
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CLICK HERE TO
LEARN MORE

www.mccoymodernization.ca