



Combined Annual Education Results Report and Three Year Education Plan for Medicine Hat Catholic Board of Education



Planting Seeds Nurturing Growth

2013 - 2016

Table of Contents

Table of Contents	2
Accountability Statement	3
Accountability Pillar Overall Summary	4
Accountability Pillar Overall Summary FNMI	5
Measure Evaluation Reference	6
Religious Education – “Showing the Face of Christ to All”	7
Division Goal 1 –Enhancement of Catholic Education	8 - 9
Provincial Goal 1–An Excellent Start to Learning	10
Provincial Goal 2–Success for Every Student	11 - 15
Provincial Goal 3–Quality Teaching and School Leadership	16
Provincial Goal 4–Engaged and Effective Governance	17 - 18
Learning Services	19 - 23
Provincial Achievement Test Results	24 - 33
Provincial Diploma Examination Results	34 - 40
Measures	
High School Completion Rate	41
Drop Out Rate	42
High School to Post Secondary Transition Rate	43
Rutherford Eligibility Rate	44
Diploma Examination Participation Rate	45
Citizenship and Work Preparation	46
Life Long Learning and Program of Studies	47
Education Quality and Safe and Caring	48
Parent Involvement / School Improvement	49
MHCBE 2012-13 AERR Summary	50 - 51
Finance	
Financial Summary	52
Budget Allocation by Program 2012 – 2013	53
Budget Allocation by Program 2013 – 2014	54
Summary of Net Assets	55 - 56
Summary of Facility and Capital Plans	57
Parent Involvement & Communication	58
Weblinks & Approval	59

Accountability Statement

The Annual Education Results Report for the 2012-2013 school year and the Education Plan for the three years commencing September 1, 2013 for Medicine Hat Catholic Separate Regional Division No. 20 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained with the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2012/2013 school year and the Three-year Education Plan for 2013-2016 on November 26, 2013.



Board Chair: Mr. Peter Grad



Acting Superintendent of Schools: Garry Andrews

Combined 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.3	90.6	90.5	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	79.6	82.2	83.3	81.5	80.7	80.7	High	Declined	Acceptable
		Education Quality	91.7	91.8	91.9	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	0.8	0.0	1.3	3.5	3.2	3.9	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	84.6	88.5	84.4	74.8	74.1	72.7	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	86.0	87.8	88.4	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	18.8	21.6	20.6	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Good	Diploma Exam Participation Rate (4+ Exams)	58.3	58.8	56.4	56.6	56.2	54.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	68.7	67.7	65.4	61.3	61.5	59.4	High	Maintained	Good
	n/a	Diploma: Acceptable	89.9	90.2	87.0	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	19.2	26.9	22.8	21.7	20.7	20.1	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	69.1	64.4	64.3	59.5	58.4	59.2	Very High	Maintained	Excellent
		Work Preparation	83.1	83.3	82.2	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	86.0	85.1	84.7	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	85.7	82.8	84.4	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	82.8	86.0	86.2	80.6	80.0	80.0	Very High	Declined Significantly	Acceptable

Notes:

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

Combined 2013 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	0.0	0.0	0.0	8.5	9.0	10.2	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	63.4	*	n/a	43.9	40.2	37.5	Intermediate	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	73.9	76.5	61.8	58.4	58.6	*	*	*
		PAT: Excellence	*	4.3	7.8	6.1	6.6	6.3	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	100.0	78.6	78.6	77.1	75.8	76.0	n/a	n/a	n/a
		Diploma: Excellence	33.3	7.1	7.1	9.5	9.2	8.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	63.4	*	n/a	21.2	19.6	18.5	High	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	62.5	*	n/a	35.1	34.4	31.4	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	n/a	n/a	32.2	30.2	31.8	*	*	*

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests 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.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

Category Evaluation

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)

Religious Education ~ “Showing the Face of Christ to All”

Medicine Hat & Bow Island Catholic Schools offers a varied and high standard of programming; however our purpose extends beyond the imparting of information or the development of skills. We exist to educate the whole child, to form the whole person, to nourish each person as a child of God.

In a world that is constantly changing, our mission is to offer something to our young people that last, something that will sustain them long after they leave our buildings. With the support of the home and the parish community, we demonstrate a way of living that offers guidance through challenging times and encourages our children to become the best people they can possibly be.

We strive to ensure that our shared faith is the motivation behind every activity that takes place in our schools. Our children learn about catholic contributions in science, explore religious themes in literature, learn about issues of social justice and help to serve those in need locally. Our children pray regularly throughout the school day, gather together for worship, observe the seasons of the liturgical calendar, and are encouraged to see the hand of God in every aspect of life. Our children are taught the inherent dignity of human life, and encouraged to recognize themselves as God’s work of art.

It is our priority to guarantee that our Catholicity remains at the core of all that we do, to ensure it continues to shape us as well as define us. Over the last few years we have dedicated time to ensure we as a community further develop our mission into a daily reality in our schools. We are firmly committed to building strong relations with our local parish communities. We meet regularly with our priests, arrange for students to visit our churches and invite parish teams into our schools.

We are dedicated to supporting our teachers in their ministry, through faith formation programs, professional development opportunities, investment in specialist staff and the provision of faith based resources. Each year we dedicate time and energy to enhancing the religious symbolism in our schools, so it is clear in our buildings, as well as in our students and staff, exactly who we are and why we exist.

This year our theme is **Living Faith through Action**. We continue to “Show the face of Christ” to many young people, their families, and the community at large. We are determined to continue to bring more young people into relationship with a loving God, to bring to them the “Good News”.

Division Goal: The Enhancement of Catholic Education

Outcome: Catholic faith and values are permeated throughout school culture

Outcomes	Measures	Results							
		Current Result	Baseline	Evaluation			Targets		
				Achievement	Improvement	Overall	12/13	13/14	14/15
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	Percentage of teacher, parent and student agreement that students are learning Catholic faith and values through curriculum, celebrations, and service projects	86.6	83.6	Very High	Improved	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	95	91.5	Very High	Improved	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.	80.3	83.4	Intermediate	Declined	Issue	84	84.5	85

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 Program of Studies, Education Quality and Parental involvement.

Strategies:

- Faith Development day to begin the school year –Living Faith Through Action
- A common Faith Development theme for the entire Division: Living Faith Through Action
- Offer Faith Development PD opportunities to teachers
- Continue to offer four Faith Development PD opportunities for new teachers: Our Catholic Identity, Key Beliefs and Church Teachings, Prayer and Liturgy, Sacraments and Sacramentality
- Review Administrative Procedure 417 Dimension #1 Catholic Education Spiritual Leadership
- 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
- Organize monthly priest visits to k-9 schools
- 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/BLEUPRINTS

Division Goal: The Enhancement of Catholic Education

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

Outcomes	Measures	Results							
		Current Result	Baseline	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	85.6	82.4	Very High	Improved	Excellent	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	83.4	84.4	High	Declined	Acceptable	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 and Citizenship.									
Strategies: <ul style="list-style-type: none"> Promote Catholic Schools Promote Catholic Schools through Catholic Education Sunday A common Faith Development theme for the entire Division: Living Faith Through Action (2013-2014) 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 Add religious education objectives to outcome-based report cards 									

Goal One: An Excellent Start to Learning

Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Comment on Results

- Each one of our elementary schools houses an early learning program for children from the ages of 2.5 years to 6 years.
- Attendance in these programs has increased from the inception of these programs 5 years ago by 134%. This increase can be attributed to
- Experienced, empathetic staff, Professional Development opportunities, specialized services offered on site...
- Due to demand, one school has started a second program. Each of these programs are inclusion focused, play based learning environments.

Strategies

- Development of Early Childhood Coalition in our community with active membership from within our staff
- Roving Gym program – free gym use for young children and their families started by this coalition
- Early Learning Programs offer pre literacy and numeracy learning opportunities
- Children attending the early learning programs are offered universal, targeted and specialized support as needed.
- Music programs are offered at each early learning site
- On site child development checkups
- Access to mental health support through the schools
- Community Partnerships Service Projects – Walk for Wishes, Who do you Tell Program, Random Acts of Kindness Day
- Book Fair, Reading Buddies
- Focus on health and wellbeing with Hot Lunch and Snack Programs and Daily Physical Activity

Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.9	84.5	86.3	90.2	89.9	90.5	n/a	n/a	n/a	91.0	91.5	92.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.7	18.2	23.3	26.9	19.2	20.0	n/a	n/a	n/a	20.5	21.0	21.5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.3	79.9	84.7	88.5	84.6	89.0	Very High	Maintained	Excellent	89.1	89.2	89.3
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.6	2.6	1.3	0.0	0.8	0.8	Very High	Maintained	Excellent	0.7	0.6	0.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.6	70.8	57.7	64.4	69.1	66.0	Very High	Maintained	Excellent	66.5	67.0	67.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	56.0	60.6	67.8	67.7	68.7	68.0	High	Maintained	Good	68.5	69.0	69.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	50.0	54.4	55.8	58.8	58.3	59.0	High	Maintained	Good	59.3	59.6	60.0

Strategies

- Continue to use Assessment for Learning strategies to check learning and to give direction to instruction
- Continue to analyze DIPS and PATS - examine patterns to give direction to revisions in instruction
- Continue to utilize Differentiated Instruction to support all students
- Implement Advanced Placement in English Literature and Calculus in Grade 10 -12 starting with Gr. 10 in 2012
- Implement Behavior and Academic Support Classrooms in St. Mary's, Notre Dame and Monsignor McCoy.
- Offer additional supports for high risk students through partnership with Mental Health Project "Communities Coming Together" – increase our number of behavior support classrooms throughout our Division
- Continue to offer Off Campus programming (Work Experience and Registered Apprenticeship Programs)
- Set a climate of high expectations for success and support to reach those high expectations– in addition to present strategies, review and amend Administrative Procedures to reflect those high expectations

Notes:

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

Goal Two: Success for Every Student (continued)

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.0	86.7	90.7	87.8	86.0	88.0	n/a	n/a	n/a	88.5	89.0	89.5
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.6	17.9	22.4	21.6	18.8	22.3	n/a	n/a	n/a	22.6	23.0	23.3

Strategies

- Offer LLI (Level Literacy Intervention) at all of our Elementary Schools for Gr. 1-3
- Analysis of DIPS/PATS by department
- Division ESL Lead Teacher
- Develop a Culture of Exemplary teaching and leadership and excellence in student achievement.
 - Shared Vision of Exemplary Teaching
 - Teacher Mentorship Program
- Book days for PLC's with SAPDC personnel to work on Math concepts
- Outcome based report cards Gr. 1-6 (Elementary Schools)
- Balanced Literacy program used in all Elementary Schools
- Implement Intervention block at St. Michael's School for grades 1-6.
- Build Capacity within our staff through intervention with Community Support Organizations
- Offer Knowledge and Employability programming at St. Mary's and Monsignor McCoy
- Learning Assistance programming at St., Mary's and Monsignor McCoy.
- Implement BYOD (Bring Your Own Device)
- Accommodations are used when assessing and evaluating
- Adaptive technologies
- Specially trained staff (Interpreter)
- Smartboard Technology

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Goal Two: Success for Every Student (continued)

Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.0	85.1	84.0	85.1	86.0	85.5	Very High	Maintained	Excellent	86.0	86.3	86.6
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.1	82.8	80.7	83.3	83.1	83.6	High	Maintained	Good	84.0	84.5	85.0

Strategies

- Offer Entrepreneurial class at the High Schools through ADLC
- Each Elementary School will continue to offer leadership opportunities
- Middle and High Schools will continue to engage students with Student Councils and Leadership Opportunities/Classes
- Use project based pedagogy
- Use critical thinking strategies as part of instruction
- Implement BYOD (Bring Your Own Device) within classrooms to assist in developing creativity and innovative thinking
- Continue to offer a wide variety of programming through Cyber School
- Continue with Off Campus programming in Work Experience/PFO/RAPP
- Continue to offer faith formation to all new teaching staff to assist in educating students on moral and ethical values
- Scheduled meetings with parish priests and their teams
- All extracurricular events hosted by Medicine Hat Catholic begin with prayer
- Improve student recognition through Ambassador for Catholic Education Awards
- Schools and Central Office provide summaries of service and charity work to schools councils, trustees, parent associations and other stakeholders
- Provide a safe and orderly environment in addition to existing strategies including anti-bullying initiatives.
- Enhance home-school-parish relations through regular scheduled meetings with REC (Religious Education Committee)
- A common Faith Development theme for the entire Division
- Reflective of our foundational statements schools will develop service projects for all students
- Implement inclusion strategies at all grade levels
- Increase the types of Programming at Middle Schools and High School (Fine Arts Excellence Program/Sports Excellence Program/Advanced Placement in English and Calculus/Dual Credit programming in partnership with Medicine Hat College/CTS programming at the Middle Schools
- Implementation of Student Advisory Board

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

Goal Two: Success for Every Student (continued)

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	82.4	73.2	73.9	*	75.0	*	*	*	77.0	78.0	79.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	11.8	7.3	4.3	*	10.	*	*	*	11.0	12.0	13.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	78.6	100.0	85.0	n/a	n/a	n/a	86.0	87.0	88.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	7.1	33.3	8.0	n/a	n/a	n/a	9.0	10.0	12.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	*	63.4		Intermediate	n/a	n/a	-	-	-
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	0.0	0.0		Very High	Maintained	Excellent	-	-	-
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	*	n/a	*		*	*	*	-	-	-
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	62.5		High	n/a	n/a	-	-	-
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	*	63.4		High	n/a	n/a	-	-	-

Goal Two: Success for Every Student (continued)

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

Strategies

- The Division will send out several communications to parents prior to registration explaining the advantages to the Division of parents self-identifying FNMI status:
- Creation of FNMI parental information on Division Website including an overview of programming, Aboriginal Learning Data collection Initiative, and information on declaring aboriginal status.
- The Division will continue to building community with the Division FNMI student and parent population by funding a 0.4 FTE FNMI support teacher. In consultation with Learning Services the supports will include:
 - Providing resources for Families, Parents and Teachers
 - Aboriginal Awareness “Learn at Lunch” sessions in schools
 - FNMI Life Skills Sessions
 - FNMI Craft Making Classes
 - Promotion of Healthy Active Living Culturally
 - Awareness of Racial Harmony
 - Liaise and assist Students, Staff and Parents in acknowledging heritage and traditions
- Provide assistance to classroom teachers on the instruction of FNMI topics
 - Cultural Clarification and Cultural Balance through Classroom Instruction, Group & Individual Sessions and Medicine Wheel Teachings
- Facilitate access to community academic supports including Medicine Hat College Drop-in Tutor program and information for post-secondary resources
- Work with principals to identify learning needs early in the school year and provide targeted academic support including early identification for students requiring support with exam writing
- Continue to work with the Division to provide cultural openness, innovative ideas, leadership, and collaboration.
- One-on-one meetings with students to set educational and personal goals.
- Meet with parents to review support for their child and maintain a relationship to assist students as they move through the program of studies and begin their formation to the next steps in life
- Collaborate with teachers and offer Differentiated Instruction strategies.

Notes:

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

Goal Three: Quality Teaching and School Leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.2	86.3	81.4	82.2	79.6	82.6	High	Declined	Acceptable	83.0	83.5	84.0

Strategies

- Notre Dame Academy and the Medicine Hat College CTS Program Partnership
- Division Health Network (Be Fit for Life) and (Moving & Choosing) in partnership with the Medicine Hat College
- Fine Arts Council at the middle school and high school level
- Off Campus Programming with dedicated staff for Work Experience and Registered Apprenticeship Program (RAP)
- Fine Arts Academy Programming at St. Mary's Middle School
- Sport Academy Programming at Notre Dame Academy Middle School
- French Immersion Single Track K – 6 Program, École St. Thomas d'Aquin
- French Immersion Program Grades 7 – 9 St. Mary's School
- French Immersion Program Grades 10 – 12 in partnership with ADLC
- One-on-One Computing at St. Michael's School in Bow Island K- 12
- Drama productions / Christmas Concerts
- Elementary Athletics
- Rotary Music Festival
- Talent shows
- Fine Arts "Spring Sing"

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

Goal Four: Engaged and Effective Governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.4	85.4	85.1	82.8	85.7	85.0	Very High	Maintained	Excellent	86.0	86.3	86.6
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.9	92.6	91.3	91.8	91.7	92.0	Very High	Maintained	Excellent	92.0	92.3	92.6

Strategies

- Review the communications strategy of the Board
- Meet with stakeholders for feedback on issues of importance
- Host town hall meetings
- Build positive relationship with local Members of the Alberta Legislature
- Build positive relationships with local government officials – meet with the new MLA's
- Provide student voice activities at each school – Speak Out and Tell Them From Me
- Continue to provide a Teacher Induction Program
- Provide student voice directly to Trustees directly with implementation of Student Board Advisory Committee.
- Enhance home-school-parish relations through regular scheduled REC meetings(Religious Education Committee)
- Implement One-on-One Computer project at St. Michael's (Bow Island)
- School Success Teams to lead school development planning process
- Continue to work with support staff through the Support Staff Board Advisory Committee
- Continue "professional discussions" at Division Leadership Team Meetings
- Improve student recognition through Ambassador of Catholic Education agenda item at Board Meetings
- Develop a Succession Plan for Administration via Leadership Development program.
- Develop community partnerships with Medicine Hat College in the areas of CTS and Dual Credits.
- Offer Advanced Placement programming in English Literature and Calculus.
- Put LCD screens in the foyer of some of our schools that will communicate events and promote achievement and recognition
- Run "Lunch and Learn" sessions in partnership with McMann and the Youth Action Society through our Communities Coming Together (CCT) Mental Health Project
- In addition to present strategies, hire a communications coordinator to assist in communications and relations with home and parish. (2013-14)
- Increase opportunity to learn and time on task by prioritizing and reducing the number of events that take away from instructional time
- Collaborative Planning Circles including Occupational Therapist, Speech Language Pathologist and Mental Health as part of the school problem-solving team
- Continued collaboration with our Southern Alberta Professional Development Consortium (SAPDC) partners to support teachers and PLC groups.
- Continued dialogue through regular meetings with Parent Association (representatives from each School council), Senior Admin, Trustees, and ATA rep
- Local Teacher's Convention

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

Goal Four: Engaged and Effective Governance (continued)

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.0	90.7	90.2	90.6	91.3	91.0	Very High	Maintained	Excellent	91.6	92.0	92.3
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.2	86.6	86.1	86.0	82.8	87.0	Very High	Declined Significantly	Acceptable	87.0	87.3	87.6

Strategies

- Continued focus and education of staff and students to create and maintain safe and orderly learning environment using the specific strategies detailed in the Administrative Procedure 160 Safe and Caring Learning Environments
- Continue to Support resource officer placement in schools
- Continue to work with Medicine Hat Police Service on the Encouraging Positive Informed Choices (EPIC Program)
- Support students with mental health and family liaison workers in schools throughout middle and high school Mental Health project "Community Coming Together"
- Schools to share best practices for dealing with inappropriate behaviors
- Continue Youth Ministry Advisory Committee as directed through the local Parishes
- Continue to support Middle/High School Mental Health Project "Community Coming Together"
- Implement an Emergency Preparedness Plan for Central Office
- Develop a new Administrative Procedure titled: "Safe and Caring Learning Environments for Students"; in partnership with Bishop Henry and the new School Act addressing the issues relating to Bullying.
- Behaviour Support Classrooms in Elementary, Junior High and Senior High Schools
- Continue training in Violence Threat-Risk Assessment (V-TRA); trained personnel in every school
- Non-Violent Crisis Prevention Institute (CPI) Training
- Collaborative Planning Circles including Occupational Therapy, Speech Language Pathologist and Alberta Mental Health as part of the school problem-solving team
- Provide a safe and orderly environment – in addition to present strategies, change the School Resource Officer schedule to include time at St. Mary's school.
- Lock down practices

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

LEARNING SERVICES

MHCBE Inclusive Education ~ Vision to Action



Purpose: To work collaboratively, as part of the school team, to provide flexible supports and interventions that (a) enhance and/or supplement classroom (program of studies) instruction and learning, (b) increase student social, academic and intellectual engagement and (c) facilitate the process of students taking ownership of themselves and their learning.

Picture of the Future:

- All students feel autonomous, masterful and purposeful.
- Learning teams take collective responsibility for designing environments and procedures that facilitate learning for all students. Teams work collaboratively to design environments that reduce barriers to participation and learning and increase student social, academic and intellectual engagement.
- Interventions and instruction are aligned and driven by the program of studies. School teams have processes in place for identifying struggling students. Learning teams recognize that students will experience different root barriers to learning (engagement, skills and/or academic) and interventions are designed for and with students based on what the root barrier is.
- A clearly defined continuum of supports and services and pyramid of interventions that is grounded in a wrap-around service provision model.
- Targeted and specialized interventions and/or related services are provided within the framework of the general education curricula and in general education classrooms or other common school spaces.
- Individualized programming, modifications, interventions and/or supports provided both directly and indirectly by a specialized staff to students with more significant needs.
- Flexible Learning Services spaces at each school that are used as one tool to support student learning, belonging and regulation.

Values:

- Dignity – Dignity is about respect and value. It means treating yourself and others with respect just because you're alive on the planet. It's recognizing that you and everyone else has a right to be here, and that you belong. It means valuing your own and others' presence and special qualities. It means honoring who you are and what you have to offer. It means creating a culture in which it is safe for everyone to contribute their own gifts and talents.
- Partnership and Empowerment – Partnership is the willingness to give more choices and voice to each member of the learning team, including the student and family. Relationships and dialogue are critical to serving student needs. Relationships are built through partnership, rather than patriarchy. Partnerships are built on empowerment, not dependency.
- Personalization – In a personalized learning environment, learning starts with the learner. The learner understands how they learn best so they can become an active participant in designing their learning goals, approaches and supports along with members of the learning team.



Learning Services Action Plan

Priority 1: Work collaboratively, as a part of the school team, to continue to design school environments and procedures to facilitate placement and participation of all students in general education classrooms. Whenever possible, supports and services are provided within the framework of the general education curricula and in the general education classroom or other common school spaces.

- *First placement consideration* for all students is in the general education classroom.
- *Early Childhood Services* - “Providing support for children in an enabling environment where focused intervention can take place in a small group with appropriate peer modeling and interaction is essential.” Alberta Education
- *School-based Learning Assistance Teachers (LATs)* facilitate membership, participation and learning through providing direct and indirect supports for students who require ongoing or short-term specialized supports.
- Continued Development of *School-based “Learning Centers”* to support students with academic, social-behavioural, self-regulation or learning needs. These spaces are considered a “support” rather than a “classroom”.
- *Inclusive Education Facilitator* collaborates on the delivery of instructional and social activities that increase inclusive opportunities for **students with multiple complex needs** in their neighborhood schools. This is accomplished by working with school staff, families, related service providers, district learning services and community agencies/resources.
- *Division-level supports for inclusion* on an as-needed basis that include Associate Superintendent of Learning Services, Inclusion Facilitator, FNMI Teacher, ESL Lead Teacher and School Administration.
- *Specialized Support Personal* (SLP, SLPA, PT, OT, Teacher for the Deaf and Hard of Hearing, Teacher for the Visually Impaired...etc.) collaborating with school staff to provide supports to help individual students to gain access to or participate in their educational programs.
- *A Continuum of supports and services* available at all schools to ensure that the right supports are provided at the right time and in the right places. Related services are provided to enable students to participate in and benefit from the general education classroom curriculum and other inclusive activities.
- *Student Supports within the Pyramid of Interventions* “A pyramid of intervention does not merely address learning outcomes for special education students; it integrates “special education” and “regular education” into simply “education”. This brings together all staff to improve learning by delivering effective instruction and interventions to all students, without first waiting for them to fail. Adopting this approach is about using the best professional practice and insisting that we do what is best, necessary and right for all students – the right work at the right time.” (Buffum, Mattos & Weber)

Priority 2: Work collaboratively, as a part of the school team, to continue to develop school-based Collaborative Response Models that serve to address the academic and learning needs of all students in the school. Create systems that use collaboration, assessment and intervention to provide instruction and academic interventions that accommodate all learners.

Although this is split in to “levels”, what is focused on at any level impacts and crosses over in to other levels because of the fluidity of the pyramid of intervention structure.

Universal Level (Classroom Instruction)

- Division and School Level PLCs – to continue to enhance universal instructional strategies
- Exploring universal instruction approaches that eliminating academic barriers to learning – Universal Design for Learning, differentiated instruction, personalized learning, technology integration, assessment practices, flexible teaching, flexible groupings, coaching, team teaching, natural supports, peer supports, collaborative learning, multi-modal learning, modifications, adaptations...etc.

Targeted Level (Teacher and Specialist Delivered Short-term Interventions and/or Supports)

- Implement Leveled Literacy Intervention and/or other Literacy Intervention Approaches
- Schools develop a screening process to identify struggling learners.
- Schools develop a method to define the root cause for learning struggles (engagement, skills and/or academics).
- Schools develop an approach for team meetings – School-based PLC’s that are used to help identify students who require supports for learning.
- Schools develop an Intervention Block or Flexible Grouping Time to address targeted learning needs that are identified through screening process as well as enrichment needs.
- Behavioural Assistants, Learning Assistants and/or Success Coaches may help with the creation and/or implementation of intervention plans, particularly when the root cause of learning struggles is skill or engagement based.

Specialized Level (More intensive or longer-term interventions and/or support plans)

- Learning Assistance Teachers (LATs) create and support Learning Plans and/or IPPs for students requiring ongoing or more intensive interventions that what has been provided at the targeted level.
- Behavioural Assistants, Learning Assistants and/or Success Coaches may help with the creation and/or implementation of intervention or long-term support plans, particularly when the root cause of learning struggles is skill or engagement based.
- Explore assistive technologies to promote learning, independence, and self-determination for all learners.
- A “Collaborative Planning Circle” approach to provide supports and services that facilitate participation and learning of individual students.

Priority 3: Work collaboratively, as a part of the school team, to continue to develop social, emotional and behavioural supports and approaches that are linked to self-regulation, learning, engagement and student empowerment.

Continue to increase understanding of social, emotional and behavioural challenges being rooted in lagging self-regulation skills.

Self-regulation is the ability to do what needs to be done in the optimal state for the given situation. This includes regulating one's sensory needs, emotions, and impulses to meet the demands of the environment, reach one's goals, and behave in a socially appropriate way. The foundation for self-regulation can be categorized through five domains: biological, emotional, cognitive, social, and pro-social. The categories are not exclusive or static in nature but instead represent organizational pillars where there can be flow and interplay between domains.

- Biological Domain - physical well-being, motor skills (fine and gross), awareness of bodily state, sensory diet, tools and/or strategies for up-regulating (become more alert) and down regulating (become more calm)
- Emotional Domain - emotion awareness, modulation of emotions (monitor and modify emotional response), emotional recovery, communication related to emotions, emotional well-being
- Cognitive Domain - focus, shift focus, inhibition of impulses, deal with frustration/delay/distraction, sequence thoughts, process information, plan and execute, understand learning strengths/challenges and the use of personalized supports for learning
- Social Domain - communication, pragmatics, understanding of rules of appropriate behaviour, desire and ability to engage appropriately in social interactions/activities
- Pro-social Domain - co-regulation, empathy, responsible citizenship (helping/contributing), reflective thinking

Learning teams work collaboratively to design environments, interactions and interventions that will support the development of needed self-regulation skills. This means

- Engagement in learning and improvements in relationships are the aims of intervention plans
- Collaborating with specialists (OT, SLP, Mental Health...etc.) to address barriers to learning and participation to decrease negative behaviours
- Utilizing approaches that support self-awareness and self-advocacy
- Adopting the Ross Greene Collaborative Problem Solving Approach
- Continuing the Mental Health Capacity Building Project – Communities Coming Together
- Implementing Positive Behaviour Supports models within schools
- School-based Behaviour Assistants/Success Coaches to support the development of self-regulation skills and in PUF a Behaviour Support Specialist for behavioural consults within schools.
- Check-in/Check-out procedures to support student ownership through goal setting and monitoring
- Facilitate opportunities for student to contribute (belonging means both feeling like you are accepted and feeling like you make a meaningful contribution to the community you are a part of)

School-based Student Support Centers as a tool to responsively and flexibly support student learning, regulation, social, emotional, and behavioral needs.

- Monsignor McCoy - The Learning Center (TLC)
- St. Mary's – "HUB" Program
- Notre Dame – Pursue Achievement through Self-Discipline and Education (PASE)
- Mother Teresa – The Learning Center (TLC)
- St. Louis – The Learning Center (TLC)
- St. Michael's MH – Success Center

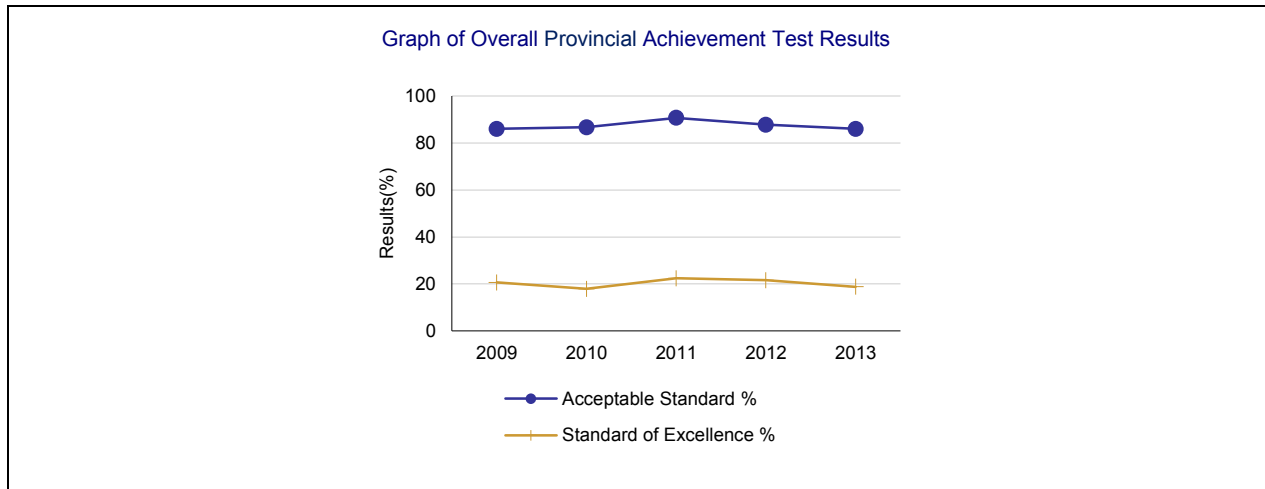
Provincial Achievement Test Results – Measure Detail

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	92.4	15.7	89.1	23.1	92.0	17.1	92.8	21.6	92.3	13.0	92.5	18.0
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
French Language Arts 3	Authority	86.7	6.7	55.0	0.0	100.0	30.0	100.0	7.7	81.8	0.0	95.0	25.0
	Province	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	83.9	29.6	89.7	34.0	86.5	22.2	89.5	30.0
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	Authority	90.1	19.8	90.9	17.0	94.0	15.2	94.4	17.3	88.2	17.3	94.0	18.0
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
French Language Arts 6	Authority	88.2	17.6	70.0	0.0	87.5	12.5	100.0	8.3	66.7	0.0	95.0	15.0
	Province	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	85.2	21.2	81.1	17.9	70.9	11.8	85.0	18.0
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	Authority	88.1	28.1	83.4	19.1	90.4	36.9	82.7	37.8	80.2	28.7	82.5	31.5
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	Authority	n/a	n/a	75.9	13.3	81.2	21.2	77.0	18.9	80.2	20.3	81.5	20.5
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		
English Language Arts 9	Authority	81.7	17.8	93.0	15.7	91.8	22.1	85.9	16.5	85.7	0.0	88.5	18.0
	Province	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4	76.4	14.7		
English Lang Arts 9 KAE	Authority	n/a	n/a	83.3	8.3	82.4	11.8	66.7	0.0	n/a	n/a	75.0	12.0
	Province	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	91.7	0.0	*	*	85.0	15.0
	Province	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	70.8	9.7	70.9	9.2	83.3	33.3	77.5	15.0
	Province	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8	66.5	18.2		
Mathematics 9 KAE	Authority	n/a	n/a	100.0	50.0	70.6	11.8	53.3	13.3	n/a	n/a	65.0	12.5
	Province	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7		
Science 9	Authority	72.9	20.6	80.7	16.0	84.1	19.0	82.0	18.4	*	*	85.0	18.5
	Province	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4	72.6	19.9		
Science 9 KAE	Authority	n/a	n/a	100.0	33.3	88.2	5.9	53.3	0.0	*	*	65.0	12.5
	Province	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1		
Social Studies 9	Authority	n/a	n/a	82.9	18.7	84.6	27.7	72.3	14.6	57.1	0.0	78.0	18.5
	Province	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1	65.3	18.7		
Social Studies 9 KAE	Authority	n/a	n/a	90.0	20.0	88.2	0.0	66.7	13.3	n/a	n/a	65.0	15.0
	Province	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0		

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

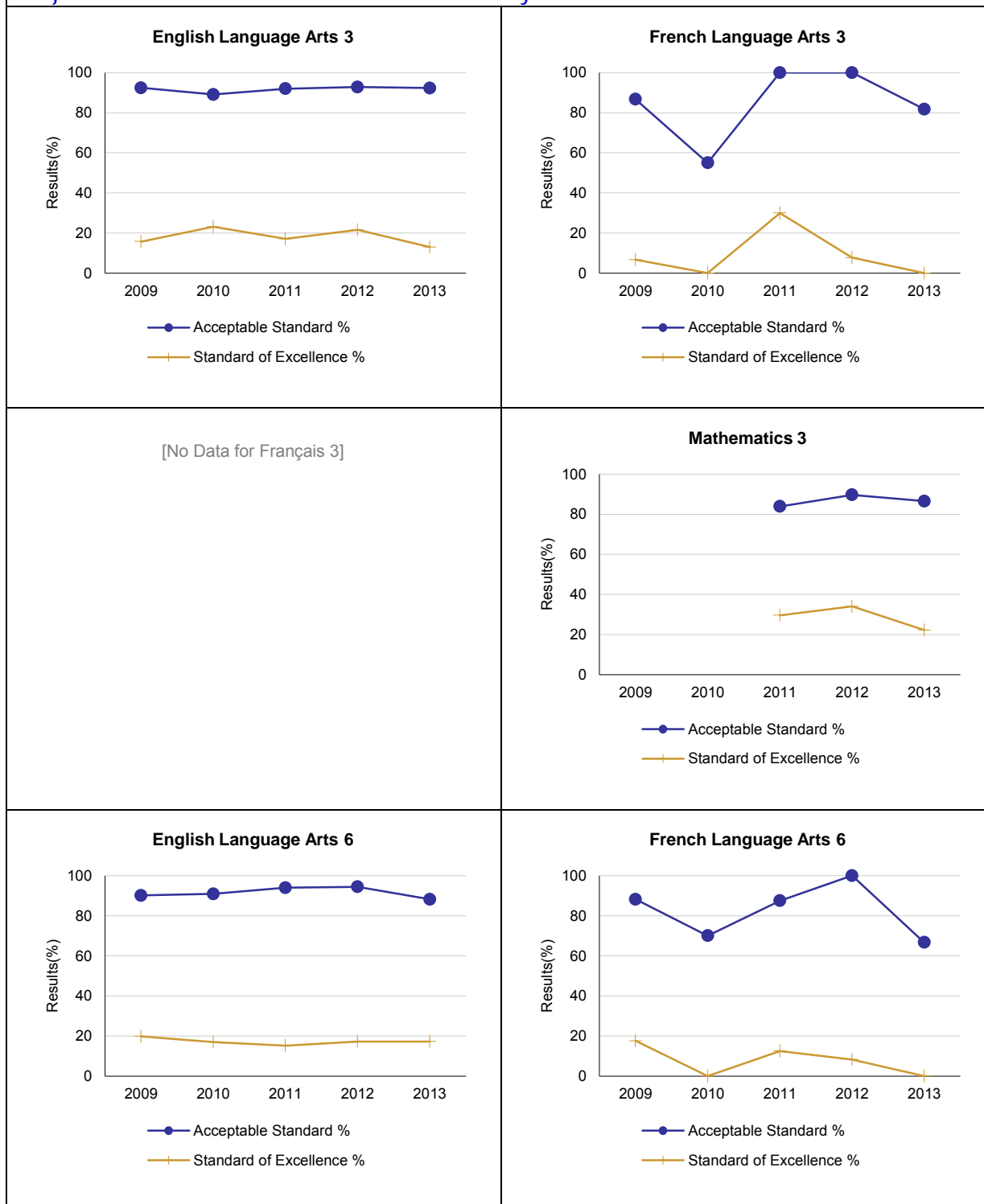
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in 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.



Note: 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

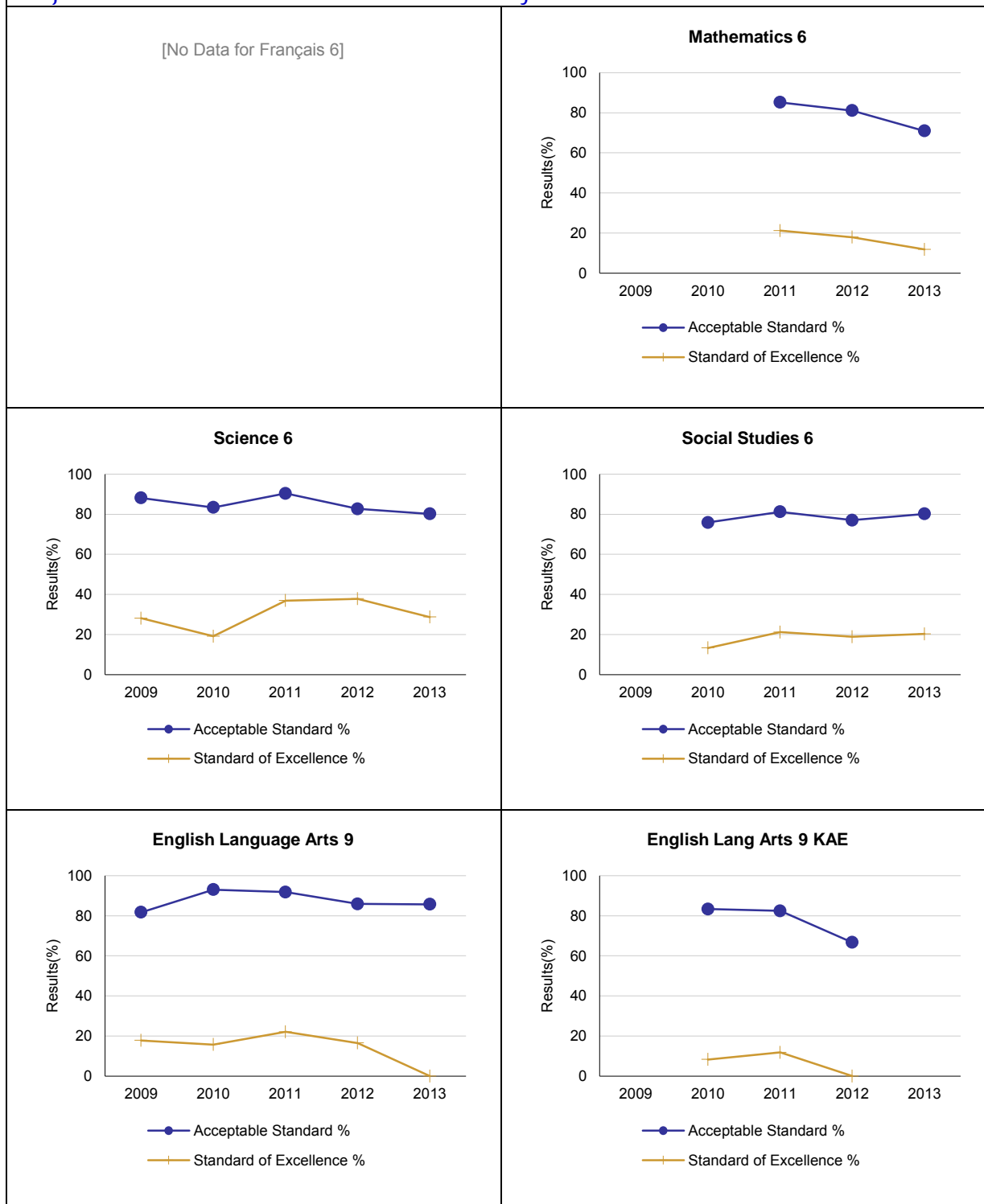
Graph of Provincial Achievement Test Results by Course



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

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.

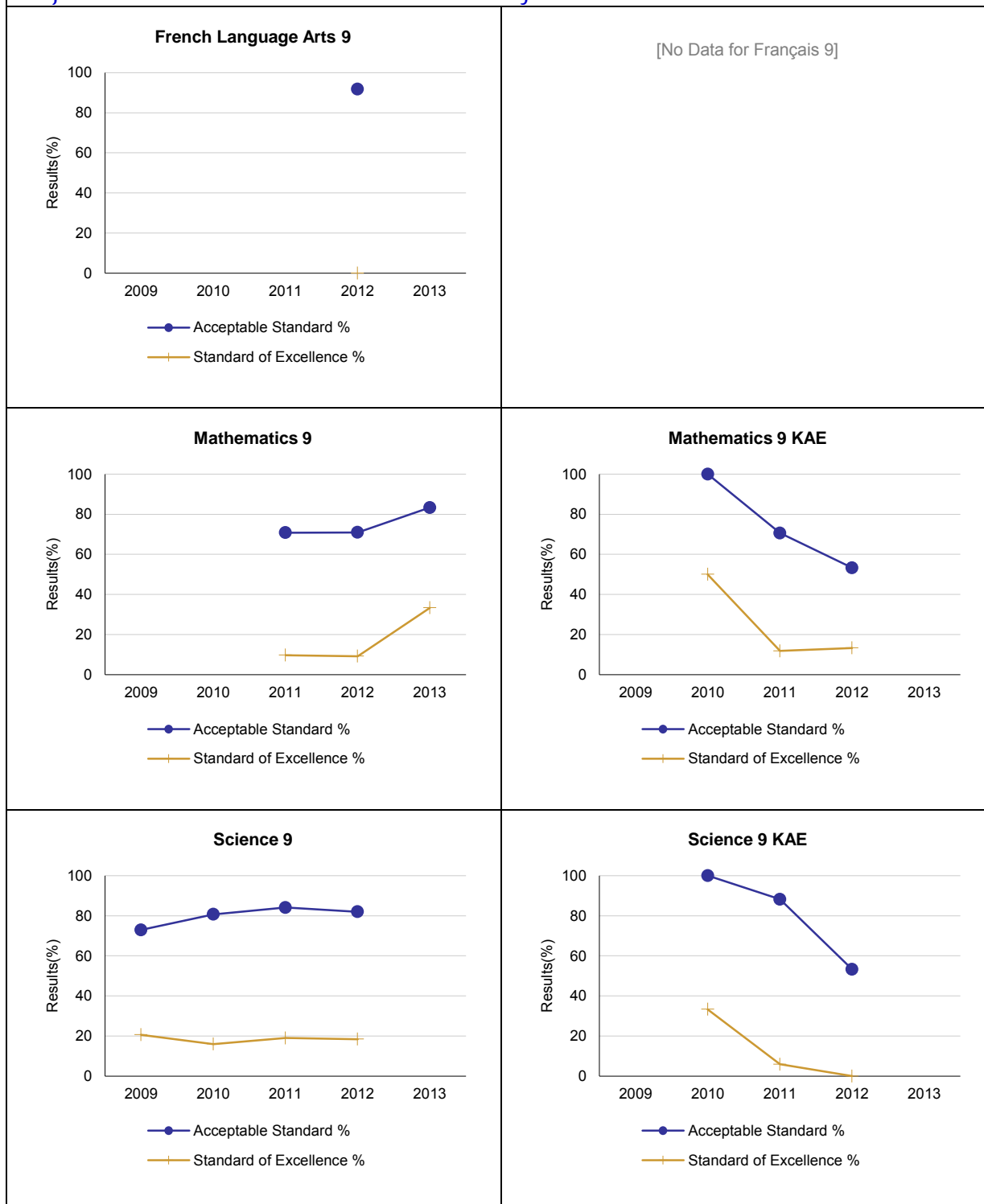
Graph of Provincial Achievement Test Results by Course



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

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.

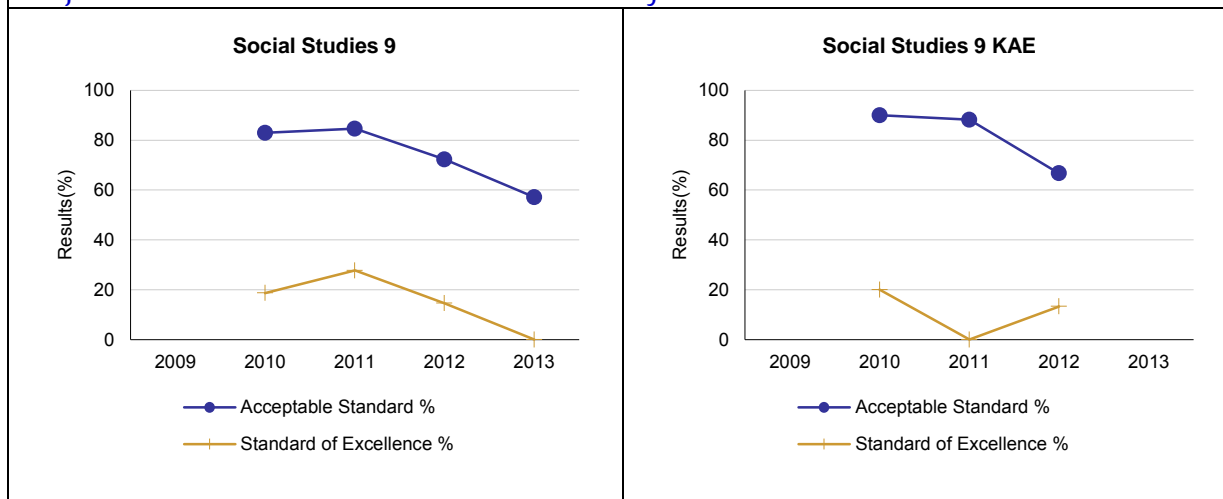
Graph of Provincial Achievement Test Results by Course



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

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.

Graph of Provincial Achievement Test Results by Course



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

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.

PAT Results Course by Course Summary By Enrolled With Measure Evaluation

		Medicine Hat CSRD No. 20							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	High	Maintained	Good	207	92.3	207	91.3	46,095	81.5	43,231	81.8
	Standard of Excellence	Intermediate	Declined Significantly	Issue	207	13.0	207	20.6	46,095	17.8	43,231	19.2
French Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	22	81.8	14	85.0	3,399	79.7	3,192	82.3
	Standard of Excellence	Very Low	Declined	Concern	22	0.0	14	12.6	3,399	12.4	3,192	15.6
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	82.8	516	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	587	14.1	516	15.8
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	207	86.5	197	86.8	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	Declined Significantly	n/a	207	22.2	197	31.8	46,041	25.5	43,823	25.8
English Language Arts 6	Acceptable Standard	High	Declined	Acceptable	237	88.2	229	93.1	44,141	82.5	43,401	83.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	237	17.3	229	16.5	44,141	16.3	43,401	18.4
French Language Arts 6	Acceptable Standard	Low	Declined	Issue	15	66.7	13	85.8	2,601	88.6	2,571	89.0
	Standard of Excellence	Very Low	Declined	Concern	15	0.0	13	6.9	2,601	16.3	2,571	16.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	94.0	454	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	496	21.6	454	19.3
Mathematics 6	Acceptable Standard	n/a	Declined Significantly	n/a	237	70.9	223	83.2	44,089	73.0	43,355	74.2
	Standard of Excellence	n/a	Declined Significantly	n/a	237	11.8	223	19.5	44,089	16.4	43,355	17.2
Science 6	Acceptable Standard	Intermediate	Declined	Issue	237	80.2	229	85.5	44,138	77.5	43,341	76.9
	Standard of Excellence	High	Maintained	Good	237	28.7	229	31.3	44,138	25.9	43,341	26.5
Social Studies 6	Acceptable Standard	High	Maintained	Good	237	80.2	229	78.1	43,914	72.7	43,436	71.8
	Standard of Excellence	High	Maintained	Good	237	20.3	229	17.8	43,914	19.0	43,436	18.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	7	85.7	195	90.2	28,137	76.4	42,995	78.6
	Standard of Excellence	n/a	n/a	n/a	7	0.0	195	18.1	28,137	14.7	42,995	15.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	77.5	1,450	62.4	1,616	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	6.7	1,450	4.3	1,616	7.2
French Language Arts 9	Acceptable Standard	*	*	*	5	*	12	91.7	2,485	87.2	2,359	87.5
	Standard of Excellence	*	*	*	5	*	12	0.0	2,485	13.9	2,359	13.2

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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.

PAT Results Course by Course Summary By Enrolled With Measure Evaluation

Course	Measure	Medicine Hat CSRD No. 20							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	84.0	324	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	344	14.5	324	14.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	6	83.3	201	70.8	28,155	66.5	42,224	66.3
	Standard of Excellence	n/a	n/a	n/a	6	33.3	201	9.5	28,155	18.2	42,224	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	74.6	1,662	65.9	1,924	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	25.0	1,662	14.7	1,924	15.2
Science 9	Acceptable Standard	*	*	*	5	*	196	82.3	28,825	72.6	42,870	74.2
	Standard of Excellence	*	*	*	5	*	196	17.8	28,825	19.9	42,870	20.3
Science 9 KAE	Acceptable Standard	*	*	*	1	*	14	80.5	1,423	68.4	1,562	68.2
	Standard of Excellence	*	*	*	1	*	14	13.1	1,423	17.1	1,562	15.6
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	7	57.1	196	79.9	29,021	65.3	43,109	68.4
	Standard of Excellence	n/a	n/a	n/a	7	0.0	196	20.3	29,021	18.7	43,109	19.0
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	14	81.6	1,370	64.6	1,573	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	14	11.1	1,370	13.0	1,573	14.4

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Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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Measure Evaluation Reference – Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

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Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

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

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

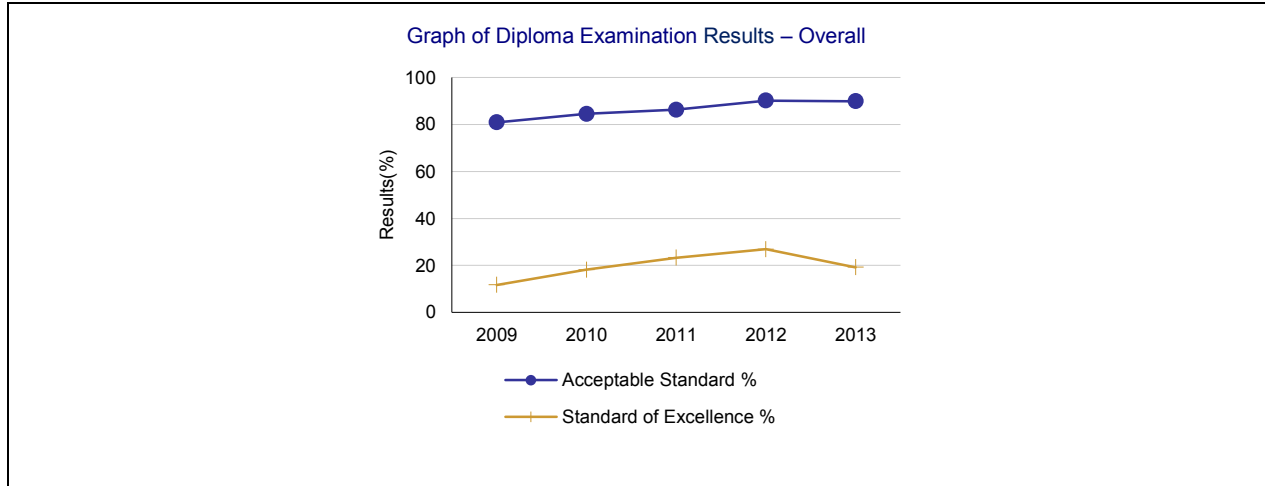
Diploma Examination Results – Measure Detail

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	81.1	5.7	91.0	6.3	86.7	5.8	87.5	11.1	87.3	6.4	88.0	12.0
	Province	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3	85.9	10.5		
English Lang Arts 30-2	Authority	89.7	1.7	89.2	14.9	100.0	29.9	98.5	19.7	95.4	12.3	98.5	20.0
	Province	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7	89.5	11.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3		
Pure Mathematics 30	Authority	82.1	23.9	89.3	22.6	86.6	34.1	93.2	31.8	n/a	n/a		
	Province	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1	62.4	12.9		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.9	32.8	75.0	33.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.3	35.4		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39.3	3.6	75.0	20.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.7	9.6		
Applied Mathematics 30	Authority	82.0	8.0	81.0	6.3	84.8	9.1	89.8	6.1	n/a	n/a		
	Province	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3	75.0	20.8		
Social Studies 30	Authority	88.3	16.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	91.3	16.3	87.4	6.7	100.0	30.4	95.7	23.9	95.0	26.0
	Province	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7	85.4	15.2		
Social Studies 33	Authority	92.9	20.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	84.6	10.3	92.1	26.3	91.5	19.1	95.9	25.6	93.0	22.5
	Province	n/a	n/a	85.0	13.7	85.6	15.9	83.0	13.7	82.4	13.9		
Biology 30	Authority	90.5	28.6	83.8	31.3	81.3	30.4	90.0	25.6	89.2	23.3	90.0	27.0
	Province	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.4		
Chemistry 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	65.9	12.9	76.7	20.0	77.9	23.4	84.0	40.7	85.0	30.0	85.5	32.0
	Province	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4	78.8	31.8		
Physics 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a		
Physics 30	Authority	78.3	15.2	81.1	18.9	92.5	45.0	94.6	43.2	96.6	51.7	97.0	46.0
	Province	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3		
Science 30	Authority	94.4	5.6	66.7	33.3	n/a	n/a	n/a	n/a	*	*		
	Province	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8		

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

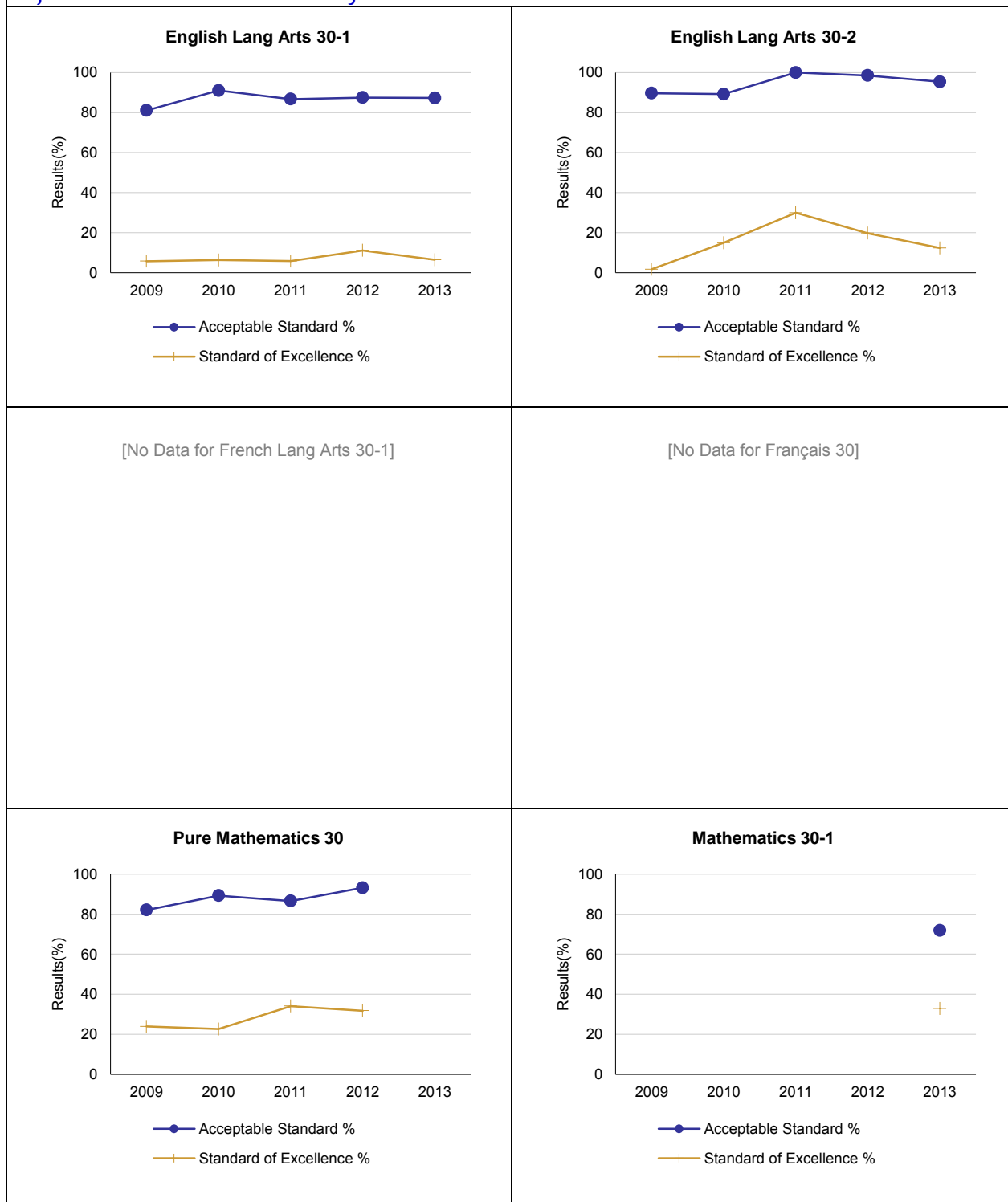
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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



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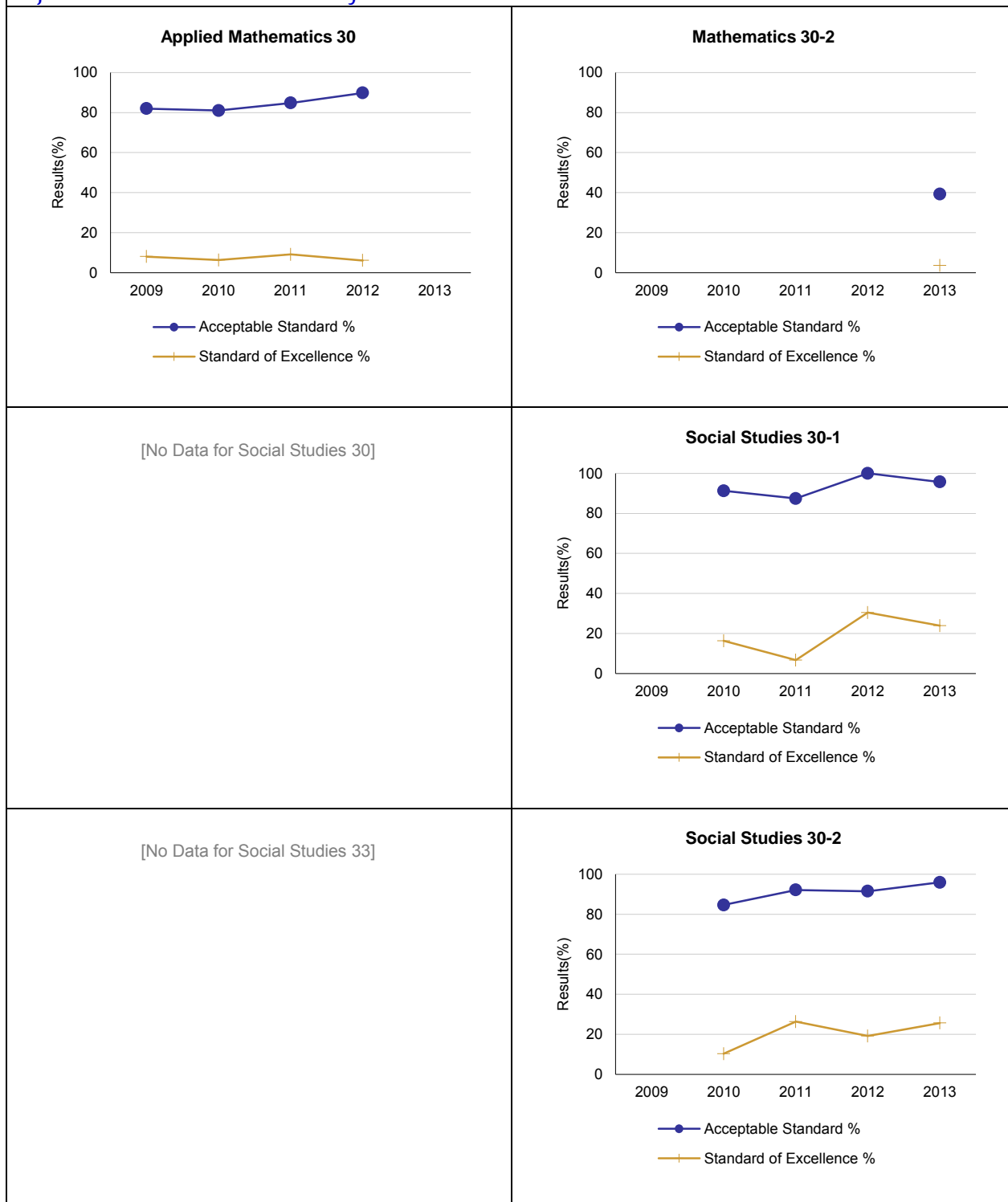
Diploma Examination Results by Course



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

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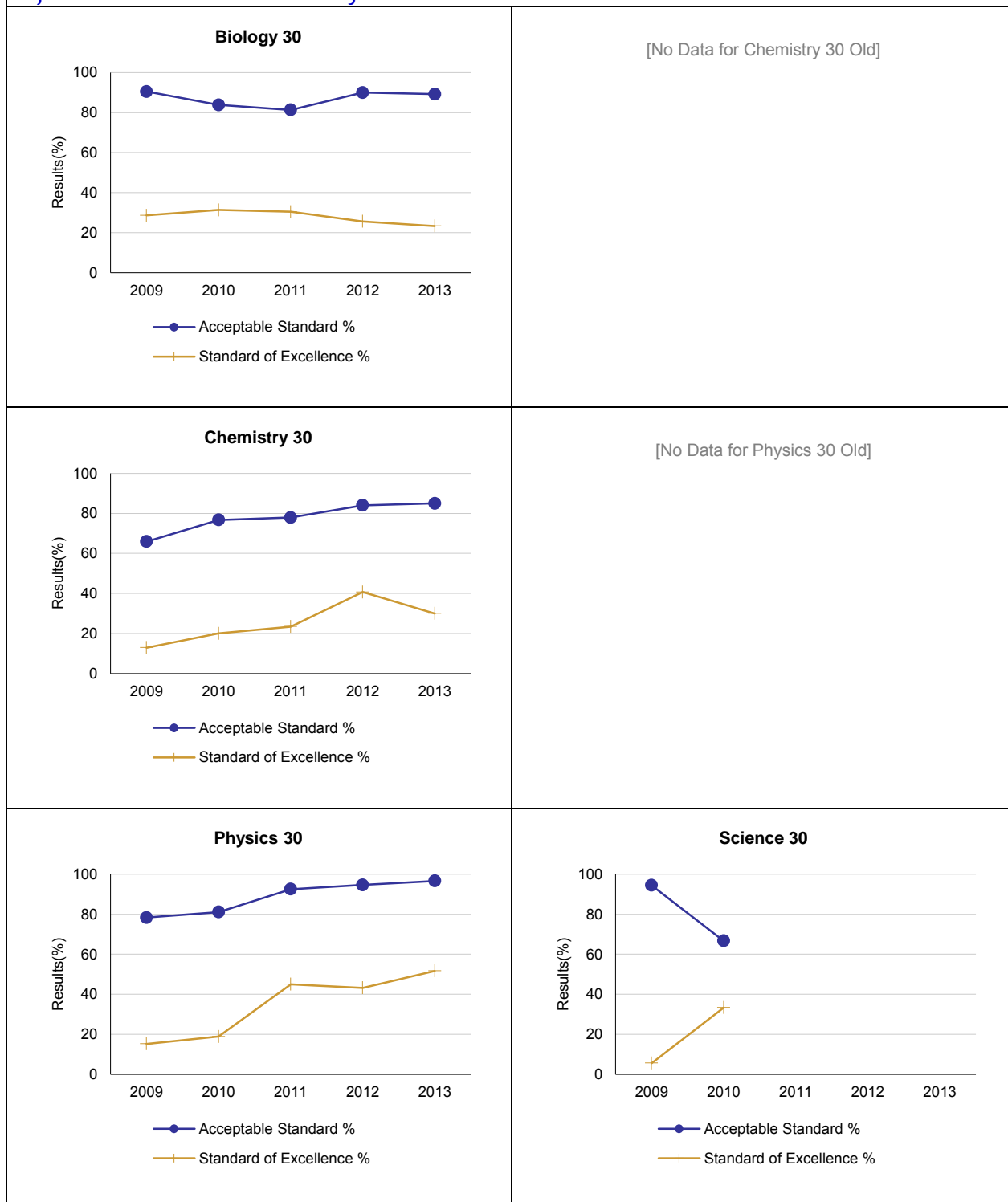
Diploma Examination Results by Course



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Diploma Examination Results by Course



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Diploma Examination Results Course by Course Summary with Measure Evaluation

Course	Measure	Medicine Hat CSRD No. 20								Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg			2013		Prev 3 Yr Avg	
					N	%	N	%		N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	110	87.3	101	88.4		28,411	85.9	29,182	85.2
	Standard of Excellence	Low	Maintained	Issue	110	6.4	101	7.8		28,411	10.5	29,182	10.5
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	65	95.4	69	95.9		15,068	89.5	14,478	89.0
	Standard of Excellence	Very High	Declined	Good	65	12.3	69	21.5		15,068	11.1	14,478	9.8
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,252	95.3	1,267	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		1,252	12.5	1,267	14.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		153	96.7	147	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		153	18.3	147	18.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	70	89.7		93	62.4	22,547	81.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	70	29.5		93	12.9	22,547	28.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	59	85.2		24	75.0	10,479	75.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	59	7.2		24	20.8	10,479	10.9
Social Studies 30-1	Acceptable Standard	Very High	Maintained	Excellent	46	95.7	90	92.9		22,312	85.4	23,525	84.5
	Standard of Excellence	Very High	Maintained	Excellent	46	23.9	90	17.8		22,312	15.2	23,525	15.9
Social Studies 30-2	Acceptable Standard	Very High	Improved	Excellent	121	95.9	83	89.4		17,959	82.4	16,217	84.6
	Standard of Excellence	High	Improved	Good	121	25.6	83	18.6		17,959	13.9	16,217	14.4
Biology 30	Acceptable Standard	High	Maintained	Good	120	89.2	100	85.0		22,025	84.3	22,822	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	120	23.3	100	29.1		22,025	32.4	22,822	28.7
Chemistry 30	Acceptable Standard	High	Maintained	Good	40	85.0	83	79.5		15,897	78.8	19,217	76.9
	Standard of Excellence	High	Maintained	Good	40	30.0	83	28.0		15,897	31.8	19,217	28.7
Physics 30	Acceptable Standard	Very High	Improved	Excellent	29	96.6	43	89.4		8,920	81.1	10,527	77.2
	Standard of Excellence	Very High	Improved	Excellent	29	51.7	43	35.7		8,920	30.3	10,527	26.1
Science 30	Acceptable Standard	*	*	*	1	*	6	66.7		5,506	84.1	5,274	80.1
	Standard of Excellence	*	*	*	1	*	6	33.3		5,506	25.8	5,274	21.9

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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.

Measure Evaluation Reference – Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation Table

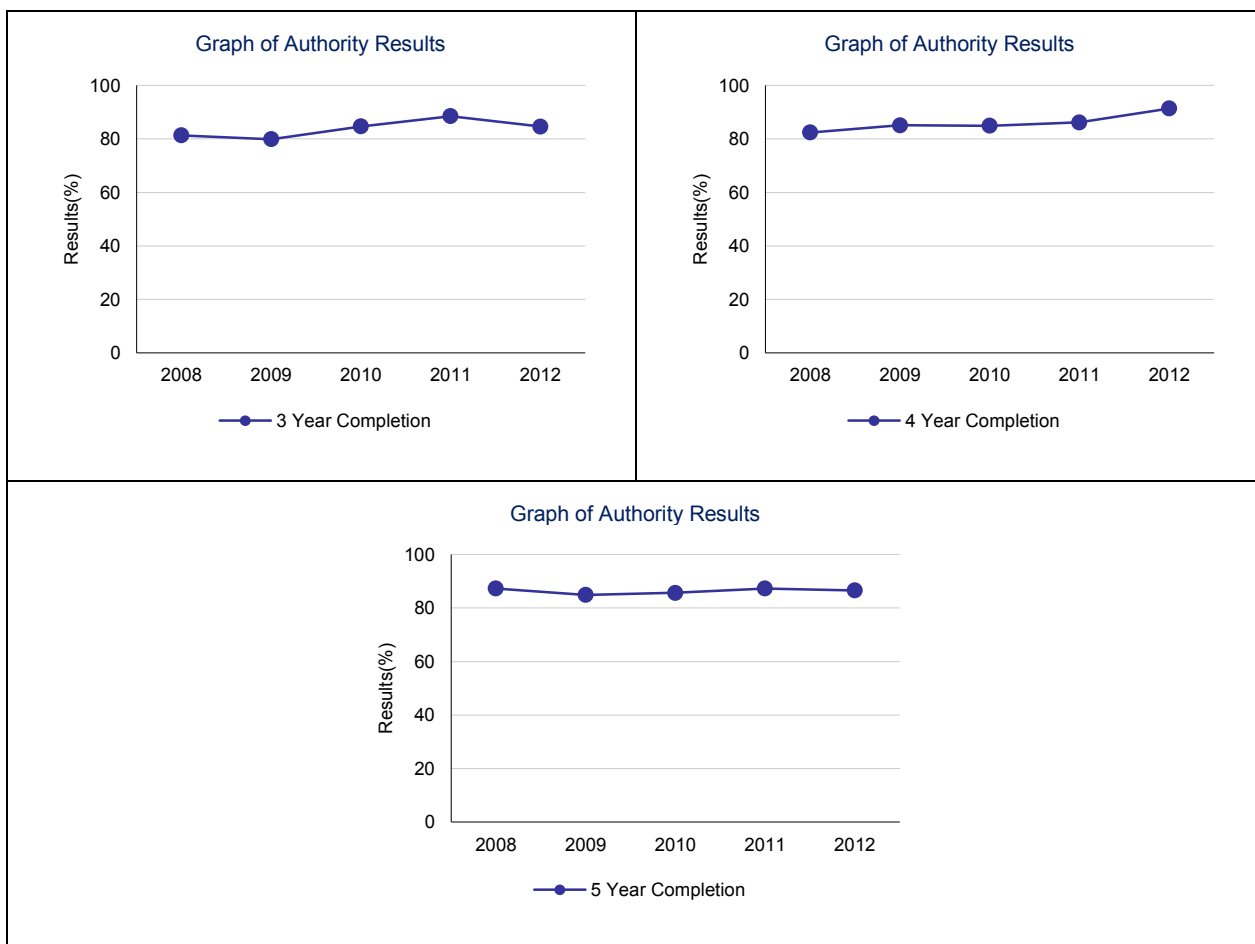
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

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

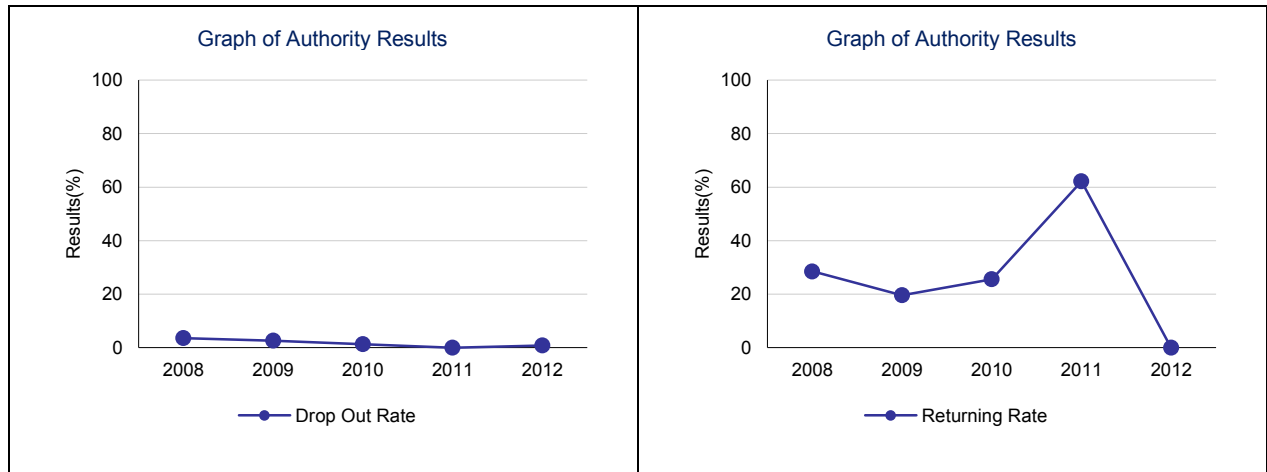
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
3 Year Completion	81.3	79.9	84.7	88.5	84.6	70.8	71.5	72.6	74.1	74.8
4 Year Completion	82.4	85.1	84.9	86.2	91.4	76.3	76.1	76.9	78.1	79.4
5 Year Completion	87.3	84.9	85.7	87.3	86.6	78.7	79.0	79.0	79.6	80.8



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

Drop Out Rate – Measure Details

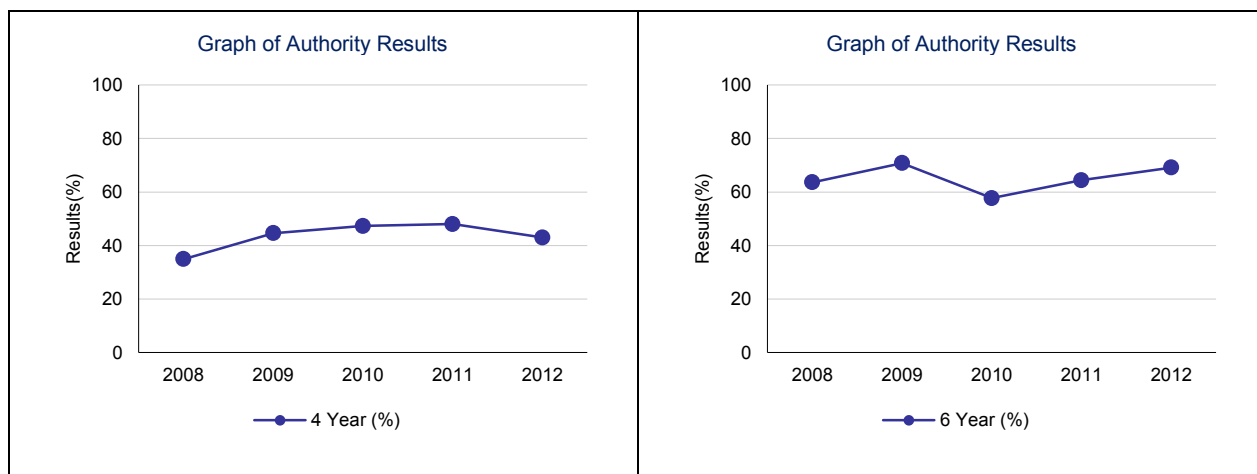
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	3.6	2.6	1.3	0.0	0.8	4.8	4.3	4.2	3.2	3.5
Returning Rate	28.5	19.6	25.6	62.2	0.0	19.8	23.5	27.9	23.4	23.0



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

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
4 Year Rate	34.9	44.6	47.3	48.0	43.0	38.9	37.5	37.8	38.2	39.6
6 Year Rate	63.6	70.8	57.7	64.4	69.1	59.2	59.8	59.3	58.4	59.5

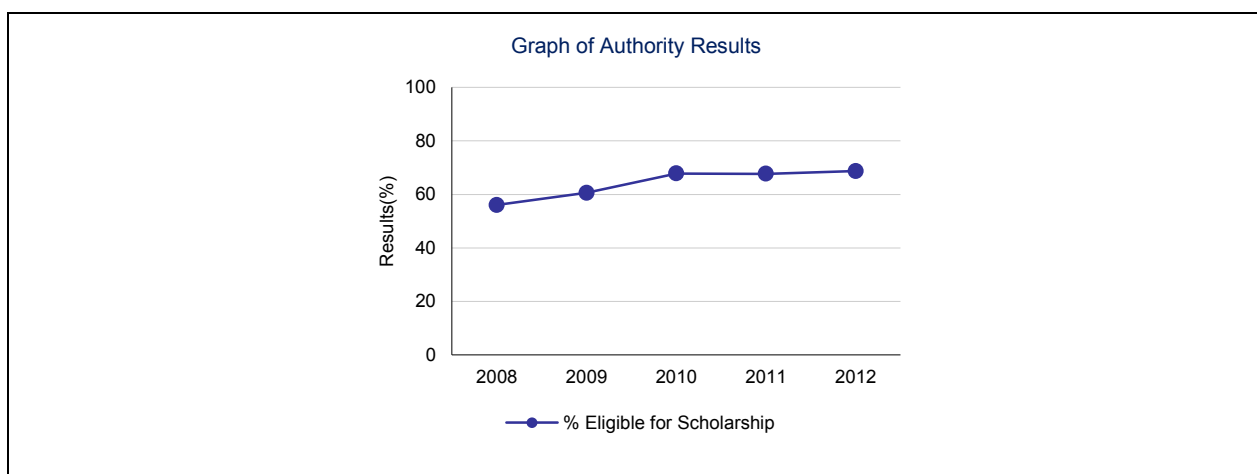


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
Authority						Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Rutherford Scholarship Eligibility Rate (Revised)	56.0	60.6	67.8	67.7	68.7	57.3	56.9	59.6	61.5	61.3

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2008	207	108	52.2	92	44.4	51	24.6	116	56.0
2009	137	81	59.1	69	50.4	41	29.9	83	60.6
2010	174	106	60.9	108	62.1	68	39.1	118	67.8
2011	189	118	62.4	104	55.0	66	34.9	128	67.7
2012	147	91	61.9	83	56.5	56	38.1	101	68.7

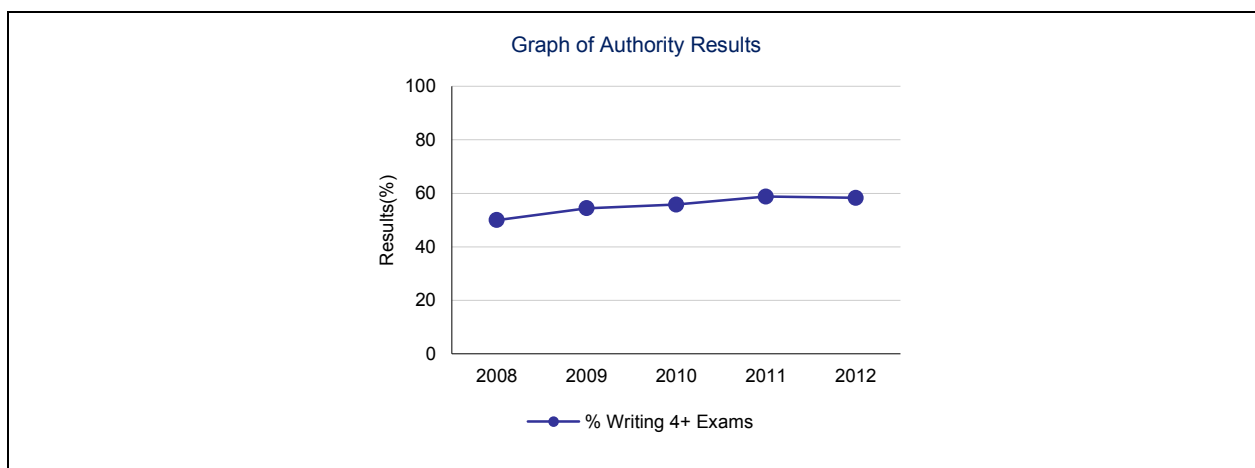


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Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
% Writing 0 Exams	9.8	13.7	8.0	7.4	9.6	18.4	18.0	17.2	16.1	15.9
% Writing 1+ Exams	90.2	86.3	92.0	92.6	90.4	81.6	82.0	82.8	83.9	84.1
% Writing 2+ Exams	86.9	84.5	89.9	90.6	87.8	78.0	78.7	79.6	80.8	81.2
% Writing 3+ Exams	64.4	64.8	70.3	76.2	69.2	64.9	65.2	66.0	67.4	67.5
% Writing 4+ Exams	50.0	54.4	55.8	58.8	58.3	53.3	53.5	54.9	56.2	56.6
% Writing 5+ Exams	33.2	35.3	40.3	38.9	39.1	34.3	34.7	36.1	37.2	38.0
% Writing 6+ Exams	11.1	8.7	19.1	11.8	19.2	12.7	12.9	13.4	14.1	14.6



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

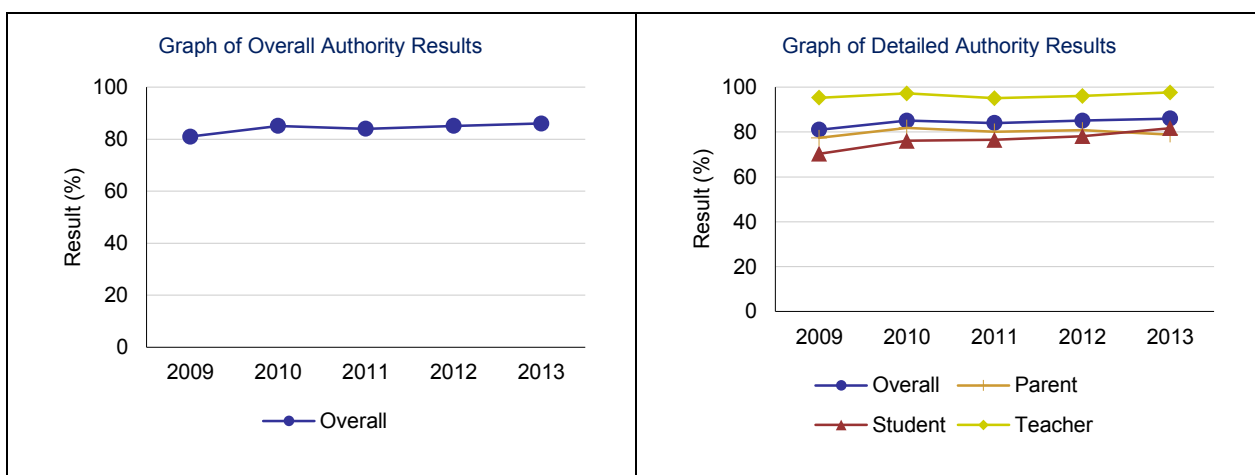
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
English Language Arts 30-1	56.1	52.5	56.5	58.3	50.9	53.8	54.0	54.5	54.9	55.1
English Language Arts 30-2	31.6	32.8	33.5	33.2	35.4	24.0	24.5	25.1	26.1	26.1
Total of 1 or more English Diploma Exams	86.3	83.6	88.5	88.9	84.5	76.7	77.1	78.0	79.0	79.2
Social Studies 30	40.1	45.8	2.0	0.0	0.0	48.1	48.1	3.7	0.3	0.0
Social Studies 30-1	0.0	0.0	49.5	56.8	32.3	0.0	0.0	45.7	48.2	48.0
Social Studies 33	46.2	37.9	1.5	0.0	0.0	29.5	30.1	2.5	0.1	0.0
Social Studies 30-2	0.0	0.0	35.0	35.7	54.7	0.0	0.0	27.4	31.0	32.1
Total of 1 or more Social Diploma Exams	85.4	83.1	87.5	89.4	86.3	76.7	77.4	78.1	78.9	79.3
Pure Mathematics 30	33.0	34.5	37.5	34.7	34.8	41.1	40.8	41.4	42.6	42.5
Applied Mathematics 30	26.4	26.6	24.5	36.7	30.4	19.1	19.7	19.7	20.0	19.6
Mathematics 30-1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total of 1 or more Math Diploma Exams	59.0	59.3	61.0	69.8	64.6	59.7	59.9	60.6	62.0	61.5
Biology 30	34.0	31.6	48.5	52.3	46.6	39.1	39.8	41.2	42.8	43.1
Chemistry 30	n/a	33.3	41.0	42.2	39.8	n/a	29.7	35.2	36.0	36.7
Physics 30	n/a	22.0	25.0	17.1	24.8	n/a	17.5	20.0	20.6	20.4
Science 30	7.1	6.8	4.0	2.5	6.2	7.4	8.2	9.0	9.1	10.5
Total of 1 or more Science Diploma Exams	54.2	55.4	60.5	63.3	59.6	56.1	56.1	57.6	59.1	59.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.9	2.8	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	2.9	3.1	3.1	2.9

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

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.

Citizenship – Measure Details

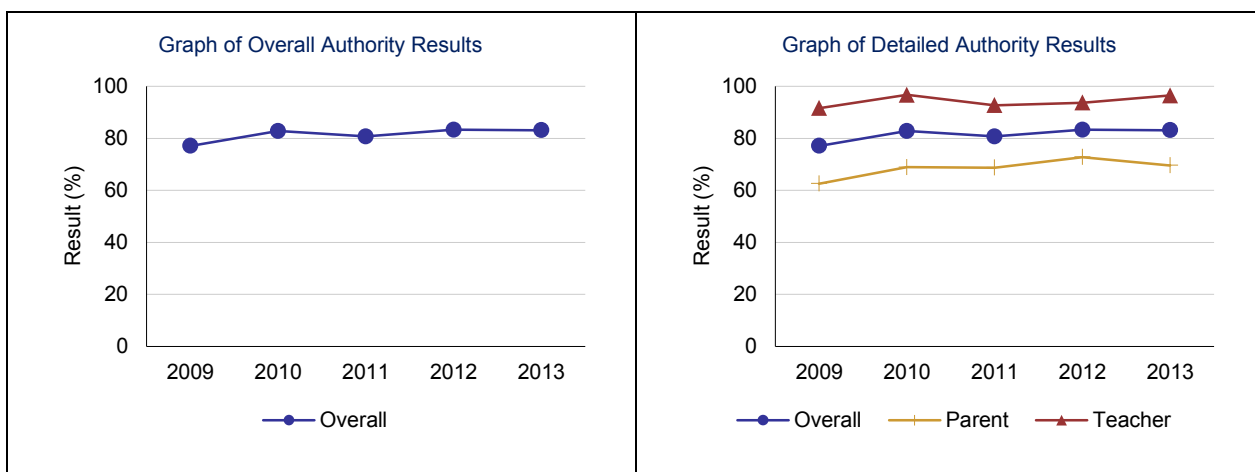
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	81.0	85.1	84.0	85.1	86.0	80.3	81.4	81.9	82.5	83.4
Teacher	95.3	97.2	95.1	96.1	97.6	91.8	93.0	92.7	93.1	93.6
Parent	77.4	81.9	80.2	80.8	78.9	77.4	78.5	78.6	79.4	80.3
Student	70.3	76.1	76.5	78.2	81.7	71.8	72.7	74.5	75.0	76.2



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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	77.1	82.8	80.7	83.3	83.1	79.6	79.9	80.1	79.7	80.3
Teacher	91.6	96.7	92.7	93.7	96.5	88.9	90.0	89.6	89.5	89.4
Parent	62.6	68.9	68.7	72.8	69.6	70.2	69.8	70.6	69.9	71.1

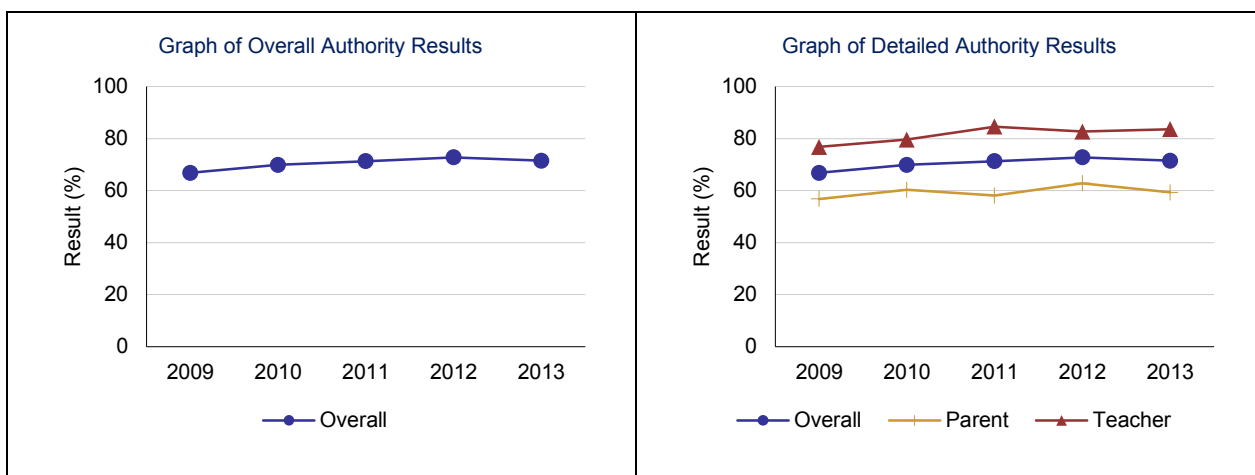


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	66.8	69.9	71.3	72.8	71.5	67.4	67.6	67.9	68.0	68.5
Teacher	76.8	79.6	84.6	82.7	83.6	74.0	75.4	75.3	75.8	75.7
Parent	56.8	60.3	58.1	62.8	59.3	60.8	59.8	60.6	60.2	61.2

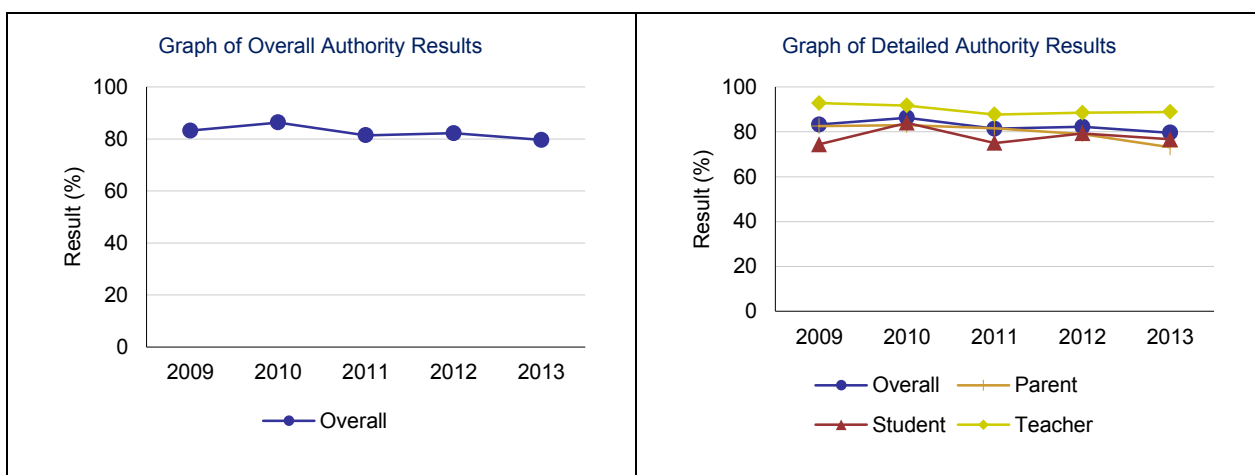


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

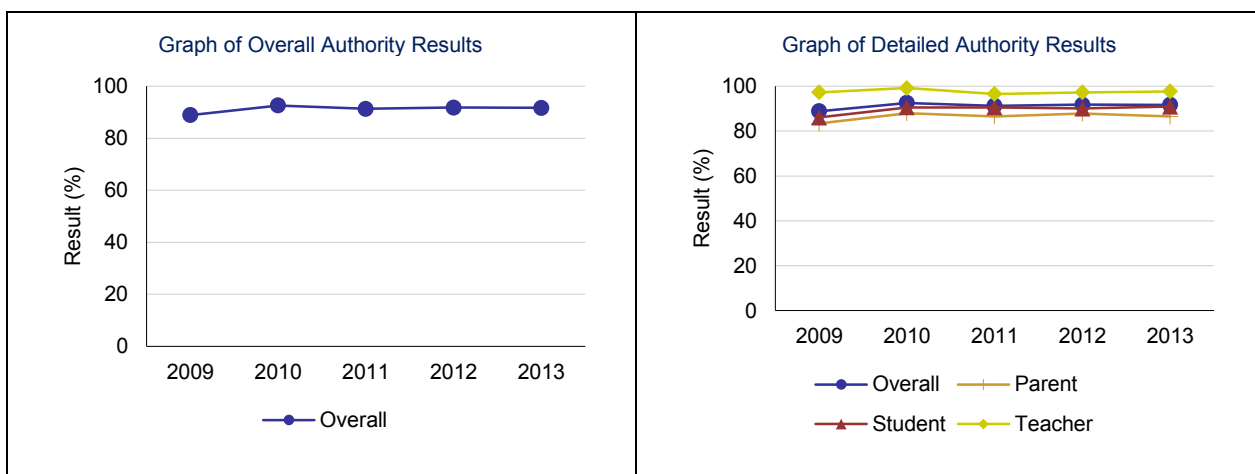
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	83.2	86.3	81.4	82.2	79.6	80.3	80.5	80.9	80.7	81.5
Teacher	92.8	91.7	87.7	88.5	88.9	86.8	87.7	87.6	87.3	87.9
Parent	82.5	83.0	81.5	79.0	73.1	78.7	78.0	78.3	78.1	78.9
Student	74.4	84.0	75.0	79.3	76.7	75.3	75.9	76.9	76.9	77.8



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

Education Quality – Measure Details

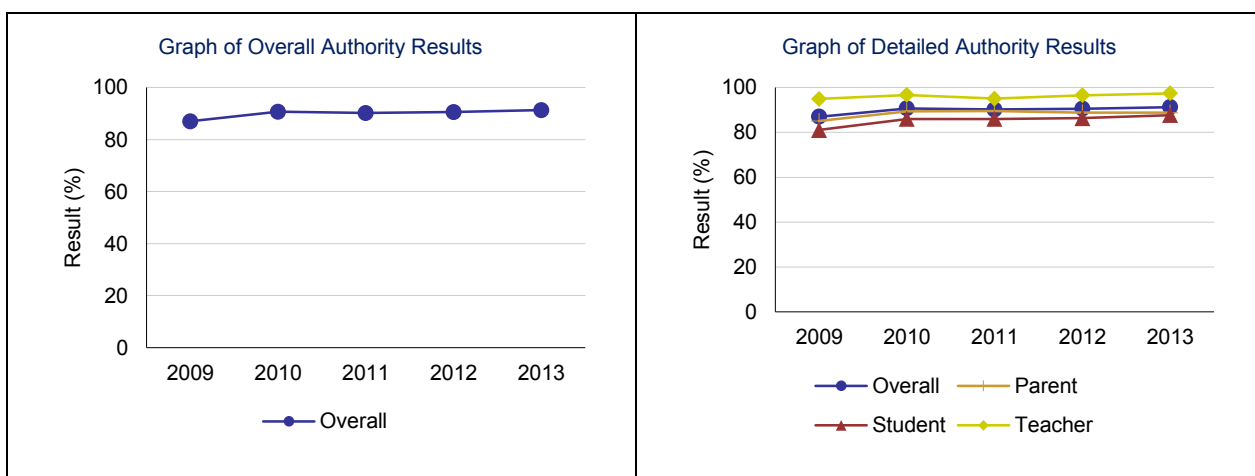
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	88.9	92.6	91.3	91.8	91.7	89.3	89.2	89.4	89.4	89.8
Teacher	97.3	99.2	96.6	97.3	97.7	95.3	95.6	95.5	95.4	95.7
Parent	83.4	88.0	86.6	87.9	86.5	84.4	83.9	84.2	84.2	84.9
Student	86.1	90.6	90.6	90.1	90.9	88.3	88.2	88.5	88.6	88.7



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

Safe and Caring – Measure Details

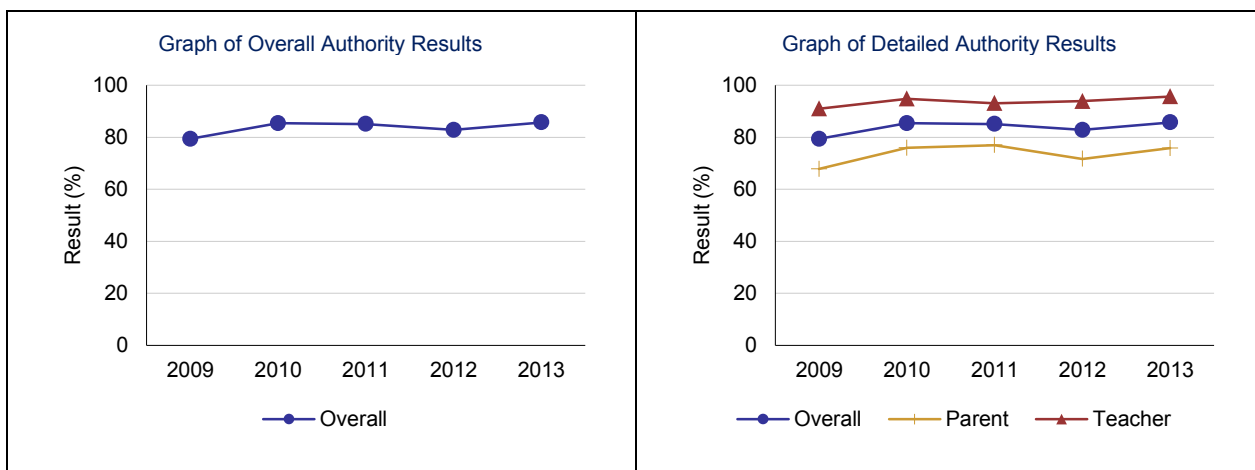
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	87.0	90.7	90.2	90.6	91.3	86.9	87.6	88.1	88.6	89.0
Teacher	94.9	96.7	95.1	96.6	97.4	93.8	94.4	94.5	94.8	95.0
Parent	85.1	89.4	89.5	88.9	88.8	85.3	86.1	86.6	87.4	87.8
Student	81.1	86.0	86.0	86.4	87.7	81.7	82.2	83.3	83.7	84.2



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

Parental Involvement – Measure Details

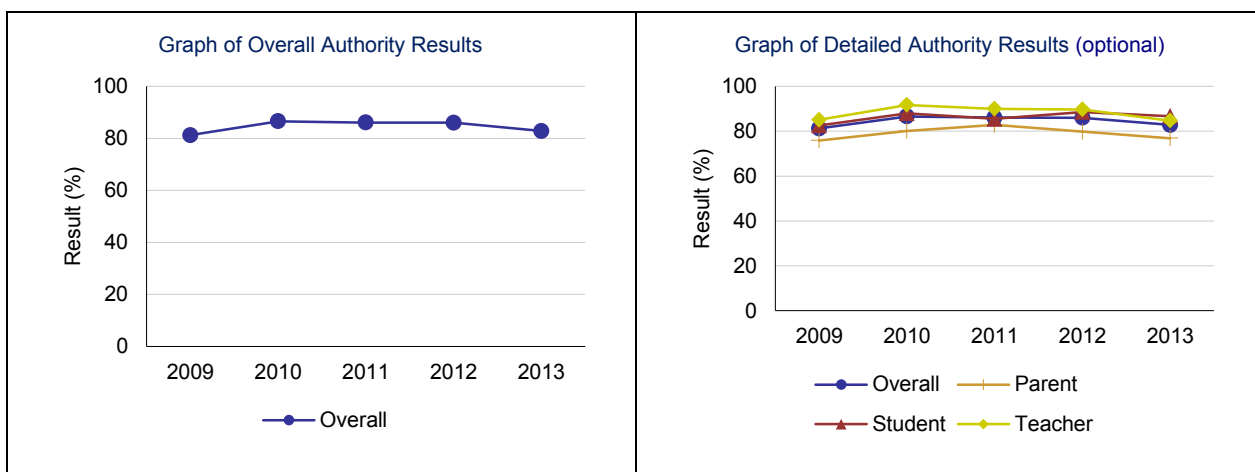
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	79.4	85.4	85.1	82.8	85.7	80.1	80.0	79.9	79.7	80.3
Teacher	91.0	94.8	93.1	93.9	95.7	88.0	88.6	88.1	88.0	88.5
Parent	67.8	75.9	77.0	71.7	75.8	72.2	71.3	71.7	71.4	72.2



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

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	81.2	86.6	86.1	86.0	82.8	79.4	79.9	80.1	80.0	80.6
Teacher	85.1	91.7	90.0	89.7	84.7	78.2	80.8	80.1	81.1	80.9
Parent	75.9	80.2	82.8	79.8	76.9	78.1	77.0	77.3	76.2	77.9
Student	82.6	88.0	85.5	88.6	86.7	81.8	81.8	82.9	82.7	82.9



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

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

2013 - 2014 AERR SUMMARY

DEMOGRAPHICS

- 2573 students K – 12 Students
 - 80 Program Unit Funding (PUF) Pre-School Aged Children
- 147.2 Full Time Equivalent Certified Teachers
- 144.5 Full Time Equivalent Support Staff
- 10 Schools
 - 4 Elementary Schools K – 6
 - 1 Elementary School K – 5
 - 1 French Immersion Single Track Elementary School K – 6
 - 1 Middle School 7 – 9 Fine Arts Academy/French Immersion Dual Track
 - 1 Middle School 6 – 9 Sports Academy
 - 1 High School 10 – 12 Dual Track
 - 1 Rural School (Bow Island) K – 12
- Approximately 2.7% of our students study English as a Second Language (ESL)
- Approximately 4.6% FNMI student population

PROGRESS

- Accountability Pillar results continue to indicate strong results. MHCBE has an overall measure of Excellent in 7 of 12** categories and Good in 3 categories. We have *Maintained* in all categories except for Program of Studies and *Continuous Improvement* (although our results continue to be near or above the provincial results).
 - Our Drop-out Rate was 0.8%.
 - Our Transition Rate and Parental Involvement both continue to show improvement.
 - Our overall FNMI results showed significant improvement over 2011-2012.
 - We continue to have more students being eligible for the Rutherford Scholarships.
 - Our students have continued improvement in Citizenship over the past 3 years.

** No Achievement or Diploma Results were provided due to the flood in Medicine Hat.

PRIORITIES

- Continue to Grow in Faith
- Continue to improve collaboration with our Stakeholders
- Continue to close the gap for FNMI Students
- Continue to focus on Early Education
- Continue to build capacity in the inclusive education system
- Continue to provide and build community
- Continue to look for ways to sustain and strengthen all areas of Division programming

SUMMARY

In 2012-13, MHCBE continued to provide excellent Catholic education. We are continuing to work together to find ways to support and sustain our existing programs throughout our Division. We continue to be innovative in striving to become more effective and efficient. Supporting students with needs in an inclusive education model will continue to be a Division goal in order to achieve success for all students.

2013 - 2014 FINANCIAL SUMMARY

Medicine Hat Catholic Board of Education financial summary for 2013 - 2014 is as follows:

Revenues	2013-14 Fall Budget	2012-13 Actual	Variance
<i>Government of Alberta</i>	\$ 29,597,545	\$ 30,529,619	\$ (932,074)
<i>Fees</i>	799,916	1,094,578	\$ (294,662)
<i>Other sales and Service</i>	443,126	1,530	\$ 441,596
<i>Investment Income</i>	-	18,312	\$ (18,312)
<i>Gifts & Donations</i>	162,323	184,417	\$ (22,094)
<i>Fundraising</i>	312,611	462,148	\$ (149,537)
<i>Rentals of Facilities</i>	154,800	21,105	\$ 133,695
<i>Gains on Disposal of Capital Assets</i>	-	125	\$ (125)
<i>Amortization of Capital Allocations</i>	786,180	781,782	\$ 4,398
<i>Other Revenue</i>	10,000	15,347	\$ (5,347)
TOTAL REVENUE	32,266,501	33,108,963	(842,462)
EXPENSES			
<i>Instruction</i>	24,408,419	25,540,083	(1,131,664)
<i>Plant Operations and Maintenance</i>	3,956,999	3,713,379	243,620
<i>Transportation</i>	1,223,438	1,165,598	57,840
<i>Administration</i>	1,599,351	1,676,765	(77,414)
<i>External Services</i>	454,537	418,162	36,375
Total Expenditures	31,642,744	\$ 32,513,987	\$ (871,243)
Variance of Revenues over Expenses	623,757	\$ 594,976	\$ 28,781
 Opening Reserves	 \$ 1,336,631	 \$ 890,094	
Closing Reserves	\$ 1,634,617	\$ 1,336,631	
Increase to Reserves	<u>\$ 297,986</u>	<u>\$ 446,537</u>	

The budget for Medicine Hat Catholic Board of Education may be located at www.mhcbe.ab.ca under Documents and Publications/Finance.

BUDGET ALLOCATION BY PROGRAM -2012 - 2013

The financial statement is divided into the major programs as follows:

**Medicine Hat Catholic Board of Education
Budget Summary
Budget Allocation by Programs
2012-13**

Category	2012-13 Actual					Total
	Instruction	POM	TSPN	Board and System	External Services	
Certificated Salaries	14,477,192	-	-	368,309	136,343	14,981,844
Certificated Benefits	3,246,762	-	-	44,648	16,060	3,307,470
Uncertificated Salaries	3,529,846	1,237,995	-	639,214	149,310	5,556,365
Uncertificated Benefits	864,781	347,350	-	143,467	38,937	1,394,535
Services Contracts and Supplies	3,398,091	911,398	1,165,598	469,808	77,512	6,022,407
Amort Exp	23,411	1,189,988	-	2,601	-	1,216,000
Interest on Capital Debt	-	26,649	-	7,536	-	34,185
Other Interest	-	-	-	1,181	-	1,181
Total Expenditures	25,540,083	3,713,380	1,165,598	1,676,764	418,162	32,513,987
Percentage of Total	78.6%	11.4%	3.6%	5.2%	1.3%	100.0%

BUDGET ALLOCATION BY PROGRAM -2013- 2014

**Medicine Hat Catholic Board of Education
Budget Summary
Budget Allocation by Programs
2013-14**

2013-14 Fall Budget						
Category	Instruction	POM	TSPN	Board and System	External Services	Total
Certificated Salaries	13,732,712	-	-	290,000	-	14,022,712
Certificated Benefits	3,339,442	-	-	34,055	-	3,373,497
Uncertificated Salaries	3,335,131	1,095,645	-	654,872	355,228	5,440,876
Uncertificated Benefits	877,430	277,977	-	154,922	74,008	1,384,337
Services Contracts and Supplies	3,084,502	1,369,504	1,223,438	463,502	36,300	6,177,246
Amort Exp	28,203	1,197,973	-	-	-	1,226,176
Interest on Capital Debt	-	15,899	-	-	-	15,899
Other Interest	-	-	-	2,000	-	2,000
Total Expenditures	24,397,420	3,956,998	1,223,438	1,599,351	465,536	31,642,743
Percentage of Total	77.1%	12.5%	3.9%	5.1%	1.5%	100.0%

SUMMARY OF NET ASSETS

The summary of Net Assets for the Division is as follows:

**Medicine Hat Catholic Board of Education
Reserve Budget
2013-14 Fall Budget Update Summary**

		2013-14				
		2013-14 Opening Balance	Transfers In	Transfers Out	2013-14 Closing Balance	Change in Balance
Unrestricted Net Assets						
Unrestricted		260,918			272,123	11,205
2013-14 Revenue over Expenses	623,756		623,756 (2)			
Unsupported Amortization from Investment in Capital Assets	411,793		411,793 (2)			
Capitalize IMR Expenditures - to ICA	(737,616)			737,616		
School Generated Funds	(85,098)			85,098		
Learning Services Use of Restricted Reserve	49,219		49,219			
Contribution to build up of Working Capital	(200,000)			200,000		
Transfer to Capital Reserve - Child Care Modular Capital Reserve	(13,022)			13,022 (3)		
Transfer to Capital Reserve - Amortization of Capital Assets	(200,539)			200,539		
School use of Restricted Reserve	162,711		162,711 (2)			
Restricted Reserves						
Working Capital (5-days)	-	200,000	(1)	-	200,000	
Department Reserves						
School Based	222,755			162,711	60,044	
School Generated Funds	602,123	85,098			687,221	
Learning Services	49,219			49,219	-	
External Services - Preschool	100,000				100,000	
Band	13,045			-	13,045	
Future Projects	20,000				20,000	
O&M Equipment	57,212				57,212	
Board and System - Future Software upgrade	11,411			-	11,411	
Total Operating Reserves	1,075,765	285,098		211,930	1,148,933	73,168
Total Accumulated Operating Surplus	1,336,684	1,532,577		1,448,205	1,421,056	
Capital Reserves						
Child Care Modular	-	13,022 (3)			13,022	13,022
Amortization from Capital Assets	-	200,539 (3)			200,539	200,539
Total Net Assets (Not invested in Capital Assets)	1,336,684	1,746,138		1,448,205	1,634,617	297,933

SUMMARY OF NET ASSETS (continued)...

1. The Division has a year over year decline in enrollment of 36 FTE or 1.4%.
2. Certificated staff reduced 9.43 FTE from prior year mainly as a result of declining enrollment and reduction of funding.
3. Non-certificated staff increased 2.8 FTE compared to the prior year. This is mainly as a result of additional PUF supports.
4. Revenues declined 2.5% or \$842,462 from the prior year based on enrollment decline and elimination of certain grants, such as AISI, Fuel Subsidy and complex needs.
5. Expenditures declined by 2.6% as a result of the decline in enrolment and elimination of certain grants and savings in POM.
6. The Division is planning to contribute \$297,933 to the accumulated operating reserves to set up a reserve for future capital needs, for future use and maintain a reserve for emergent needs.

Additional information on the jurisdiction's budget can be obtained by contacting the Office of the Secretary-Treasurer, Mr. Greg MacPherson at (403)502-8360. The approved budget and financial statements may be found at www.mhcbe.ab.ca under Documents and Publications / Finance.

SUMMARY OF FACILITY AND CAPITAL PLANS 2013-2014

Medicine Hat Catholic Board of Education annually prepares a Three-Year Capital Plan and submits the information to Alberta Education. The Capital Plan may be found at www.mhcbe.ab.ca under Documents and Publications in the Plans and Reports – Facility Folder. Additional information on the jurisdiction's capital plan can be obtained by contacting the Office of the Secretary-Treasurer, Mr. Greg MacPherson at (403)502-8360.

The summary of the 2014 - 2017 Capital plan includes:

1. Modernization at Monsignor McCoy High School to address capacity and programming deficiencies. The Value Management Audit was performed in February 2012.
2. New Sector 5 Elementary School
3. Modernization and Expansion at St. Patrick's School
4. Functional Modernization at St. Michael's Medicine Hat with some expansion to address growth pressure in the north sector.
5. Modernization and Expansion of Mother Teresa School
6. Modernization and Expansion of Notre Dame (if St. Patrick's not approved)
7. Functional Modernization at St. Francis with expansion to address growth pressures in this sector.
8. Functional Modernization at St. Thomas to address high FCI score
9. St. Michael's Bow Island functional modernization to right-size the school and provide the services required of a school of this size.
10. St. Mary's and St. Louis to be assessed for opportunities for the future

The following projects are approved using Infrastructure, Maintenance and Renewal (IMR Budget):

Facility	Project
St. Mary's School	Replace Roof #2 and Roof #3
St. Mary's School	Replace RTU #13
Notre Dame Academy	South Entrance - Board Approved September 10, 2013
Ecole St. Thomas D'aquin	Mechanical Upgrade
Mother Teresa	Mechanical Upgrade
5 Schools	Audit of existing Building Management Systems
St. Francis School	Replace HPS Lights in Gym
St. Micheal's Medicine Hat	Energy Savings/Operational Savings Projects - Continuation
St. Francis School	Energy Savings/Operational Savings Projects - Continuation
CAPE	Replacement of Office Carpet

This plan addresses sector 5 enrollment pressures and CTS concerns at Notre Dame. It also addresses Monsignor McCoy deficiencies.

Additional information on the jurisdiction's capital plan can be obtained by contacting the Office of the Secretary-Treasurer, Mr. Greg MacPherson at (403) 502-8360

PARENT INVOLVEMENT

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

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

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

COMMUNICATION

Medicine Hat Catholic Board of Education will post the Combined Annual Education Results Report and Three Year Education Plan on the website @ www.mhcbe.ab.ca

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

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

We thank you for your interest in this document.

Should you require additional information please contact:

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

WEBLINKS

- **Approved Operating Budget**
[*Approved Operating Budget 2013*](#)
- **Fall Budget**
[*Fall Budget*](#)
- **Division Accountability Pillar Results Report**
[*Accountability Results Report*](#)
- **Combined Annual Education Results and Three Year Plan**
[*AERR & Three Year Education Plan*](#)
- **Class Size Survey Report**
[*Class Size Survey*](#)
- **Audited Financial Statement as at August 31, 2013**
[*Audited Financial Statement*](#)
- **Facility Capital Plan**
[*Facility Capital Plan*](#)
- **Provincial Comparative Report of Jurisdiction Audited Financial Statement**
[*Provincial Roll-Up*](#)
- **Central Office Contact**
[*Contact Us*](#)

APPROVAL

The Board of Trustees for the Medicine Hat Catholic Board of Education approved this combined 2013 – 2016 Annual Education Results Report and the Three Year Education Plan at the November 26, 2013 Special Board Meeting.