



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



2014 - 2017

Table of Contents

Table of Contents	2
Accountability Statement	3
Message from the Board Chair; Mission, Vision, Values	4
Profile & Demographics	5
AERR (At a Glance)	6 - 7
Accountability Pillar Overall Summary	8
Accountability Pillar Overall Summary FNMI	9
Measure Evaluation Reference	10
Whistleblower Protection	11
Religious Education – “Showing the Face of Christ to All”	12
Division Goal 1 –Enhancement of Catholic Education	13 - 14
Provincial Goal 1 –An Excellent Start to Learning	15
Provincial Goal 2 –Success for Every Student	16 - 20
Provincial Goal 3 –Quality Teaching and School Leadership	21
Provincial Goal 4 –Engaged and Effective Governance	22 - 23
Learning Services	24 - 27
Provincial Diploma Examination Results	28 - 34

Measures

High School Completion Rate	35
Drop Out Rate	36
High School to Post Secondary Transition Rate	37
Rutherford Eligibility Rate	38
Diploma Examination Participation Rate	39
Provincial Achievement Test Results	40 – 49
Citizenship and Work Preparation	50
Life Long Learning and Program of Studies	51
Parental Involvement and Education Quality	52
Safe and Caring / School Improvement	53
Progress, Priorities & Summary	54

Finance

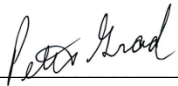
Financial Summary, Statement of Operations	55
Budget Allocation by Program	56
Summary of Net Assets	57
Summary of Facility and Capital Plans	58 - 59
Parent Involvement & Communication	60
Weblinks & Approval	61

Accountability Statement

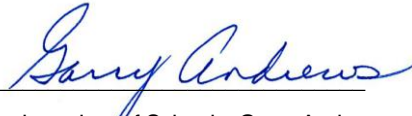
The Annual Education Results Report for the 2013 - 2014 school year and the Education Plan for the three years commencing September 1, 2014 for Medicine Hat Catholic Separate Regional Division No. 20 was prepared under the direction of the Board in accordance with its responsibilities under the School 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 2013/2014 school year and the Three-year Education Plan for 2014-2017 on November 25, 2014.



Board Chair: Mr. Peter Grad



Superintendent of Schools: Garry Andrews

Message from the Board Chair

Our Catholic School Division aspires to be a partner in transforming Alberta's education system to encourage our young people to be engaged thinkers and ethical citizens with an entrepreneurial spirit. Provincial initiatives such as the new Education Act with its complimentary Regulatory Review, Curriculum Redesign, High School Success, Learning and Technology Policy Framework and Student Learning Assessments show promise to improve the educational experience for Alberta's students. Meanwhile, local initiatives align our division with the province.

In our mission to show Christ to each child, we endeavour to pursue this goal in a collaborative manner amongst our three main partners who make up the cornerstones of our educational system. The Church, the family and the school must work and plan, hand in hand, to attain our goals. Our Three Year Education Plan and Annual Education Results Report serve as a tool to communicate our goals and results to our community.

Mission Vision Values

Our Mission

- In partnership with family, Church and community, we provide Catholic Education of the highest quality to our students.

Our Vision

- A Gospel-centered community committed to:
 - Learning excellence
 - Christian service
 - Living Christ

Motto

- Showing the Face of Christ to All

Our Values

- We believe that Catholic education is a ministry that is at the heart of the Church.
- In our ministry, we value and celebrate
 - Teaching and living our Catholic faith.
 - Our Catholic traditions.
 - Our ability to offer a full range of educational programs for all students.
 - The uniqueness of each child (that each child is special).

Our Principles of Practice

In our ministry we are called, always and everywhere, to:

- Model Christ
- Prayer
- Service
- Strive for Excellence
- Build Community

A Profile of the School Authority

Medicine Hat Catholic Board of Education is a publicly funded School Division with approximately 2500 students in 9 schools.

Medicine Hat is located in Southeastern Alberta and is known as communities of choice. Also known as the sunniest city in Canada, Medicine Hat offers a low cost of living, many amenities and is an ideal place to raise a family.

Our School Division ensures the integrity and enhancement of Catholic Education. We are a faith-based community that strives to inspire and prepare our students to pray, to learn, to work, to live fully and serve God in one another. Our schools are immersed in faith, offering Liturgies, Masses, and many Celebrations throughout the school year including "Faith Development Days" that enrich the lives of students, our parents and our staff.

Our Division offers quality Catholic education with a focus on Academic Achievement and Success for all Students. We serve the communities of Medicine Hat, Redcliff, Dunmore and surrounding areas.

Our schools operate as Professional Learning Communities through School Success Teams that promote Effective Schools in Safe and Caring environments. We offer strong core Academic Programming, diverse and inclusive Fine Arts programming, French Immersion, Comprehensive Co-curricular Programming and Academy Programming in Fine Arts and Sports.

DEMOGRAPHICS

- Enrolment **2418** students K – 12
 - Enrolment Program Unit Funding (PUF)
 - **87** Pre-School Aged Children & **38** Kindergarten
- **144** Full Time Equivalent Certified Teachers; **141** Full Time Equivalent Support Staff
- **9** 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/English & French Immersion Dual Track
 - **1** Middle School 6 – 9 Sports Academy
 - **1** High School 10 – 12 English & French Immersion Dual Track
- **71** of our students study English as a Second Language (ESL)
- **120** FNMI student population

Our AERR (At a Glance) Summary

Priorities and Accomplishments

1. ***Enhancement of our Catholic dimension*** is a top priority for MHCBE and we have undertaken specific surveys over the past two years to ask parents and students how they feel we are doing regarding the degree to which:
 - a. Our Catholic faith and values permeate 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.
 - b. Our students, staff and parents believe that Catholic Education offers a unique and valuable dimension to education. The results are very positive and provide us with information as to how we can improve.
2. ***Student success is clearly very important*** to any school division and we are no different:
 - a. We are consistently pleased with how well our students do academically but equally important, we are pleased with parental responses concerning such measures as “students demonstrate citizenship and entrepreneurship; the education system demonstrates collaboration and engagement; students and communities have access to safe and healthy learning environments’. While still positive, parents, students and would like to see a broader program offered in our schools. With a smaller population in many of our schools we are attempting to do our best to provide a wide range of programs however it is a challenge but we are improving.
 - b. Measuring growth among our First Nations, Metis and Inuit students is a concern for us because the self- identified number of students is low and therefore measuring achievement accurately is difficult. Nevertheless, we continue to offer support at the school level through the services of an FNMI Coordinator.
3. ***Community engagement is a priority*** in MHCBE and it takes place through a variety of means:
 - a. For instance, each school has parent councils, parent volunteers and through the administration, produces monthly and in some instances, weekly newsletters.
 - b. Each school also provides to parents, timely online access to student progress.
 - c. Each school has numerous activities to which community members are invited or involved.
 - d. Our “social justice” activities, students are regularly engaging our community members and associations. The feedback has been very positive.

- e. At the division level, our Parent Association (Council of School Councils) meets six times per year. Representatives from each school meet with a Trustee and senior administration to hear reports, offer feedback and learn what is taking place in each of the schools.
 - f. Our website provides an opportunity for parents to learn about different initiatives taking place and to provide feedback online. Community feedback is considered on an ongoing basis as well as when determining strategic and budget priorities each year during the Board/Administrators' retreat.
4. ***For complete information*** regarding the board's AERR and financial information, please see www.mhcbe.ab.ca.

Combined 2014 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	92.7	91.3	90.7	89.1	89.0	88.6	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	80.9	79.6	81.1	81.3	81.5	81.1	High	Maintained	Good
		Education Quality	92.6	91.7	91.6	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.2	0.8	0.7	3.3	3.5	3.6	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	85.9	84.6	86.0	74.9	74.8	73.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	88.7	82.3	84.5	74.0	75.3	75.5	Very High	Improved	Excellent
		PAT: Excellence	21.8	21.2	21.2	19.0	19.1	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	86.9	91.6	89.3	85.4	84.2	83.4	High	Maintained	Good
		Diploma: Excellence	23.2	21.0	23.1	21.0	19.5	19.1	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	59.2	68.7	68.1	60.9	61.3	60.8	Intermediate	Declined	Issue
	n/a	Diploma Exam Participation Rate (4+ Exams)	49.3	58.3	57.7	50.5	56.6	55.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	69.8	69.1	63.8	59.2	59.5	59.1	Very High	Improved	Excellent
		Work Preparation	84.2	83.1	82.3	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	88.2	86.0	85.0	83.4	83.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	83.2	85.7	84.5	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	84.5	82.8	85.0	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. 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.
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.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2014 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	9.1	0.0	0.0	7.8	8.5	9.3	Low	Declined	Issue
		High School Completion Rate (3 yr)	82.8	63.4	63.4	43.6	43.9	40.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	86.4	*	76.7	53.4	56.2	53.6	Very High	Maintained	Excellent
		PAT: Excellence	15.2	*	5.6	6.3	6.3	6.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	88.9	100.0	83.3	78.2	75.2	75.7	High	Maintained	Good
		Diploma: Excellence	18.5	29.2	5.6	10.4	8.4	8.0	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	44.4	62.5	62.5	33.0	35.1	33.9	Low	Maintained	Issue
	n/a	Diploma Exam Participation Rate (4+ Exams)	41.4	63.4	63.4	18.9	21.2	20.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	*	n/a	32.1	32.2	31.2	n/a	n/a	n/a

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. 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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Whistleblower Protection

Medicine Hat Catholic Board of Education developed Administrative Procedure 420 titled: PUBLIC INTEREST DISCLOSURE (*Whistleblower Protection*) ACT resulting as a result of Section 32 of the *Public Interest Disclosure Act* (2013).

Link to Administrative Procedure 420:

<http://new.mhcbe.ab.ca/docs/library/Administrative%20Procedure%20420%20Public%20Interest%20Disclosure%20November%202013.pdf>

Disclosures are reported in this annual report for Medicine Hat Catholic Board of Education relating to the Whistleblower Protection Act.

Number of Inquiries: 0

Number of Complaints: 0

Reference: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities report disclosure under the act within our Annual Report.

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

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

Division Goal: The Enhancement of Catholic Education

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

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

Notes:

- 1) The results are based upon a comparison of data gathered in November 2012 to data gathered in May 2014.
- 2) The Achievement evaluation uses the average of the range of values for Education Quality, Safe and Caring and Citizenship.

Strategies:

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

Goal One: An excellent start to learning

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

- There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

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 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
- Access to Speech Language Pathologist, Occupational Therapy, Physical Therapist, Mental Health Worker
- Parent Supports: Triple P Parenting, Bridges, CORE Association and Autism Coordinator
- Strong partnerships with Child & Family Service, Physicians, Children's Health & Development Services, Alberta Health Services and Family Support for Children with Disabilities.

Goal Two: Success for every student

Outcome: Students achieve student learning outcomes

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.7	87.2	91.4	91.6	86.9	91.0	High	Maintained	Good	91.5	92.0	92.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.9	20.5	25.7	21.0	23.2	20.5	Very High	Maintained	Excellent	21.0	21.5	21.5

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	79.9	84.7	88.5	84.6	85.9	89.1	Very High	Maintained	Excellent	89.2	89.3	89.4
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.6	1.3	0.0	0.8	1.2	0.7	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.	70.8	57.7	64.4	69.1	69.8	66.5	Very High	Improved	Excellent	67.0	67.5	68.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	60.6	67.8	67.7	68.7	59.2	68.5	Intermediate	Declined	Issue	68.5	69.0	69.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	54.4	55.8	58.8	58.3	49.3	59.3	n/a	n/a	n/a	59.4	59.5	59.6

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
- Continue Advanced Placement in English Literature and Calculus in Grade 10 -12
- 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
- Institute high school flexibility concepts at Monsignor McCoy High School.
- Offer "Student Interest" Programming
- Health and Wellness Initiatives implemented to support healthy living
- Flexibility student scheduling to personalize learning
- Enhanced communication strategies between School and Home
- Partnering with MH College to create additional dual credit opportunities
- Development of a Learning Centre to support students at risk

Notes:

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

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.5	87.5	81.6	82.3	88.7	88.5	Very High	Improved	Excellent	89.0	89.2	89.4
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.0	22.8	19.5	21.2	21.8	22.6	High	Maintained	Good	22.8	23.0	23.3

Strategies

- Division provided FTE to staff for Levelled Literacy Intervention periods at all elementary schools
- Analysis of DIPS/PATS by Schools
- Division ESL Facilitator .2 FTE
- Develop a Culture of Exemplary teaching and leadership and excellence in student achievement.
 - Shared Vision of Exemplary Teaching
- Book days for PLC's with SAPDC personnel to work on Curriculum Re-Design
- Outcome based report cards Gr. 1-6 (Elementary Schools)
- Balanced Literacy program used in all Elementary Schools
- Intervention blocks offered at St. Michael's School, Mother Teresa School and École St. Thomas d'Aquin
- Build Capacity with staff with Community Support (Community Coming Together, CPC)
- Offer Knowledge and Employability programming at St. Mary's and Monsignor McCoy
- Learning Assistance programming at St., Mary's and Monsignor McCoy.
- Continue BYOD (Bring Your Own Device)
- Division wide accommodations are used when assessing and evaluating
- Adaptive technologies
- Specially trained (Interpreter) Mother Teresa School
- Technology Evergreening
- Employ Division Principal to provide curriculum support K - 12

Notes:

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

Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.1	84.0	85.1	86.0	88.2	86.0	Very High	Improved Significantly	Excellent	86.3	86.6	86.7
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.8	80.7	83.3	83.1	84.2	84.0	High	Maintained	Good	84.5	85.0	85.2

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
- Continue BYOD (Bring Your Own Device) within classrooms to assist in developing creativity and innovative thinking
- Continue to offer a wide variety of programming through alternative programming including CyberSchool
- 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
- 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.
- 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.
- Focus on developing entrepreneurial skills during option classes
- Healthy Initiative Plan
- Participation in WE DAY

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

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

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

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.4	80.8	72.6	*	86.4	77.0	Very High	Maintained	Excellent	78.0	79.0	80.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.6	9.6	1.6	*	15.2	11.0	Intermediate	Maintained	Acceptable	12.0	13.0	14.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	*	83.3	100.0	88.9	86.0	High	Maintained	Good	87.0	88.0	88.5
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	*	5.6	29.2	18.5	9.0	Intermediate	Maintained	Acceptable	10.0	12.0	13.0

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	*	63.4	82.8		Very High	Maintained	Excellent	83.0	83.0	83.5
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	0.0	0.0	9.1		Low	Declined	Issue	9.0	8.0	8.0
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		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	*	62.5	44.4		Low	Maintained	Issue	45.0	46.0	47.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	*	63.4	41.4		n/a	n/a	n/a			

Strategies

- The Division will send out 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
 - Promotion of Healthy Active Living Culturally
 - 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.
- Bulletin boards highlight healthy active living, educational goals & awareness.
- Monitoring student attendance and achievements in order to continue building school community.
- Team teaching/pairing to strategize with other teachers to impact classrooms and reach all students.
- Altering scope of services to encompass as many students and staff as possible in addition to FNMI students.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. 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. 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.

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 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	86.3	81.4	82.2	79.6	80.9	83.0	High	Maintained	Good	83.0	83.5	83.5

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
- Drama productions / Christmas Concerts
- Elementary Athletics
- Rotary Music Festival
- Fine Arts "Spring Sing"
- Modernization of Monsignor McCoy High School creating enhanced opportunity in fine arts, CTS & physical education.

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

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

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.4	85.1	82.8	85.7	83.2	86.0	Very High	Maintained	Excellent	86.1	86.2	86.3
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.6	91.3	91.8	91.7	92.6	92.0	Very High	Maintained	Excellent	92.3	92.6	92.6

Strategies

- Review the communications strategy of the Board
- Meet with stakeholders for feedback on issues of importance
- Build positive relationship with local Members of the Alberta Legislature
- Build positive relationships with local government officials – meet with the new MLA's
- Continue to meet with Student Board Advisory Committee as part of Board activity
- Continue to provide a Teacher Induction Program
- Enhance home-school-parish relations through regular scheduled REC meetings(Religious Education Committee)
- 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. (2014 – 2015).
- 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
- Continue to survey stakeholders around safe and inclusive schools.

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

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

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

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.7	90.2	90.6	91.3	92.7	91.6	Very High	Improved	Excellent	92.0	92.3	92.5
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.	86.6	86.1	86.0	82.8	84.5	87.0	Very High	Maintained	Excellent	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
- Continue to survey stakeholders around safe and inclusive schools.
- Develop a school review process based upon research on effective schools.

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

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

LEARNING SERVICES

MHCBE Inclusive Education – Vision to Action



Continuum of Supports and Services



“I would like to ask those who have political responsibilities at every level to work towards ensuring living conditions and opportunities such that your dignity, dear disabled brothers and sisters, is effectively recognized and protected. In a society rich in scientific and technical knowledge it is possible and necessary to do more in the various ways required by civil coexistence: from biomedical research for preventing disabilities, to treatment, assistance, rehabilitation and new social integration. If your civil, social and spiritual rights must be protected, it is nevertheless even more important to safeguard human relations: relations of aid, friendship and sharing. That is why it is necessary to encourage forms of treatment and rehabilitation which take into account a complete vision of the human person.” (Pope John Paul II – Jubilee of the Disabled Homily – December 3, 2000)

At many schools special education supports and services are delivered in a way that increases the capacity of general education teachers to successfully teach a more diverse population of students. Speech-language pathologists work with teachers to develop graphic organizers and visual tools for learning necessary for some students but beneficial to all students. Physical therapists work with physical education teachers to design games and sports that are naturally inclusive of students who have physical disabilities. Occupational therapists work with teachers to make modifications to environments and materials so that all students can participate. And special education and general education teachers design curriculum and instruction together right from the start so that accommodations and supports are naturally built into lessons.

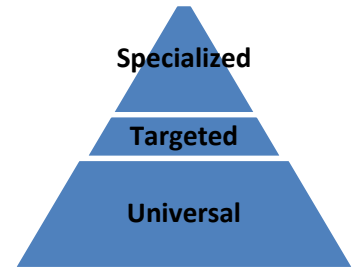
- Related services are provided to enable students to participate in and benefit from the general education classroom curriculum and other inclusive activities.
- Special education staff works almost exclusively within the general education classroom as co-teachers, team-teachers, small group instructors, or one-on-one support teachers *for all students in the class*.
- Supports are unrelated to *programs* but are provided to individual students where and when they are needed.
- Students are provided with a means of communication all day long and other students and staff know how to use the device.
- Assistive technology is provided to promote learning, independence, and self-determination.

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)



UNIVERSAL SUPPORTS benefit all students

This tier generally represents core instruction, addresses the needs of approximately 80-90% of students and contains accommodations and strategies that classroom teachers use to support struggling students. These interventions should be available to all students who need them and should be implemented within the general classroom framework. On an ongoing basis, teachers assess students to determine instructional strengths and needs.

Examples of universal supports include classroom instruction (including hands on curriculum and differentiated instruction), collaboration with learning coaches (including DI Coaches, Learning Services Facilitators and Learning Assistant Teachers), use of sensory tools, whole class visual supports, parent volunteers and involvement, administrative support, use of Alberta Education resources and binders to guide practice, incorporating movement breaks and opportunities in to lessons, multi-sensory teaching, team teaching, PD opportunities, programs and classes that focus on building student strengths and talents, whole school character themes, service provider universal interventions (mental health, PT, OT, SLP, FMNI Teacher, ELL Lead Teacher, Psychologist...etc.), team meetings, environmental accommodations, extra-curricular activities (clubs, sports, the arts...etc.), technology, CTS labs, counselors.

Universal Interventions Include:

- Ongoing classroom assessment (running records, district reading assessment, phonological awareness literacy service, basic reading inventory, math boxes, writing rubrics...etc.)
- Variation in content, process and product in lesson planning
- Use of flexible grouping
- Respectful learning activities (engaging and appropriately challenging)
- Use of research based educational practices
- Proactive, school-wide approach to behavioural interventions
- Cultural responsiveness is part of core instructional programming
- Supplemental instructional materials are used when needed.
- Parent communication and involvement
- Understanding history of student strengths and areas of need
- Use classroom or grade-level volunteers to tutor small groups or individual students
- Collaboration with learning services facilitator and administration related to instructional and behavioural strategies

- Meet with specialists (PE, music, art, technology, teacher librarian) for support and suggestions
- Cooperative learning and peer support strategies
- Classroom level “contracts for success” and/or goal-setting
- Implement meta-cognitive strategies throughout lessons
- Use PLC’s to model lessons or help plan lessons using differentiation strategies



TARGETED SUPPORTS benefit students with more specific needs

This tier usually addresses the needs of 10 to 15% of students and contains supplemental supports that are reserved for students who have more significant challenges, whether academic, behavioural, or both. Tier 2 interventions often include assistance from specialists and activities such as tutoring or counseling.

Examples of Targeted Supports: Friendship and Social Skill Groups, use of strategies and supports through CHADS, use of strategies and supports through the FASD clinic, school facilitator collaboration, learning assistant support/intervention, behavior associate support/intervention, modifying lesson delivery and interventions based on Level B assessments, parent link center, use of FMNI teacher, small group interventions, implementation of support plans, modifications and adaptations to lessons, assistive technology use, implementing supports outlined in IPP’s, targeting goals outlined in IPPs, K&E programming, specialist targeted supports (Mental Health, OT, PT, SLP), literacy/math support or tutoring, implement behavior support plans, alternative spaces for learning and regulation.

Targeted Interventions Include:

- Utilize Student Services staff to supplement (not supplant) instruction through best practices (e.g., multisensory)
- Provide math and literacy intervention for those struggling with broad-based skills
- Flexible grouping
- Development of an academic or behavioural plan (BSP, SIVA)
- Utilize trained volunteers to support small-groups or individuals in a variety of content areas
- Utilize literacy interventions for small-group instruction using best practices such as Balanced Literacy, Success Oriented Achievement Realized (SOAR) or LLI – Leveled Literacy Intervention.
- Provide or support summer school or tutoring opportunities
- School linked team – CPC meeting
- See counselor/mental health on short-term basis
- Co-teaching configurations (special education and general education teacher collaboration)



SPECIALIZED SUPPORTS benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

The top tier usually addresses the needs of students with significant academic or behavioural challenges who require more intensive services in a school. This may include individualized services in support spaces or the individualized use of related services.

Examples of Specialized Supports include use of specialized services (psychologists, OT, PT, SLP...etc.), Braille, sign language, addressing medical and basic care needs, case management, learning assistants, assistive technology, visual communication aides, behaviour associates, complex needs cases, physicians for medical diagnosis.

Specialized Interventions Include:

- Provide short-term one-on-one counseling with school social worker or psychologist
- Implement intensive behavior support plans based on functional behavioral assessment
- Implement one-on-one intervention/enrichment
- Complex needs case management
- Sensory support
- Referral for RCSD regional support services
- Use student/staff member buddy system where the student meets with the staff member weekly to check on student progress
- Student may be referred to Learning Services team for consideration for testing
- Collaboration with outside therapists/medical personnel

**Please keep in mind that many of the supports listed above can be applied to more than one level.*

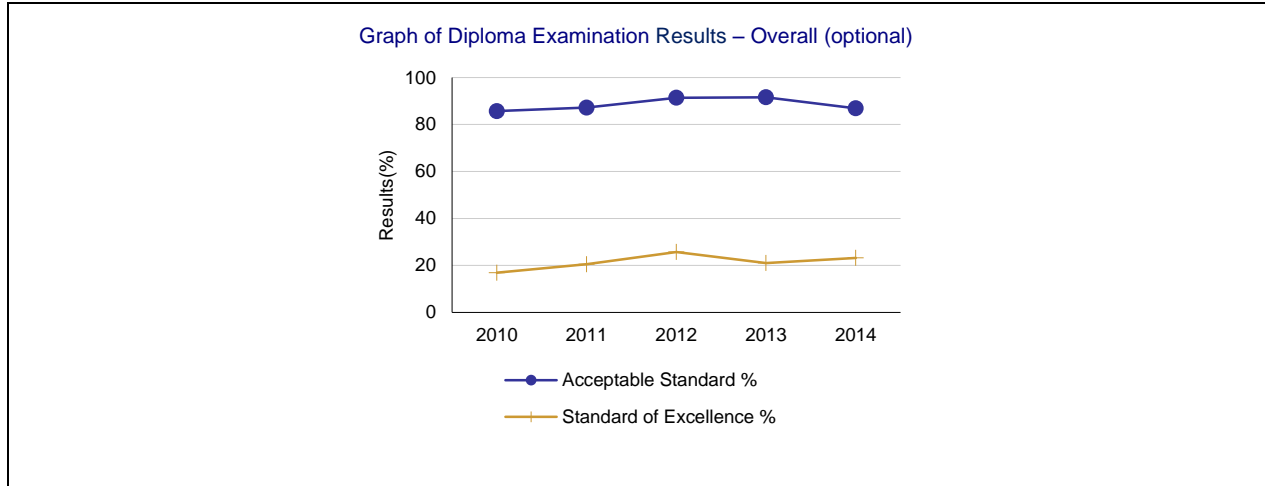
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	91.0	6.3	86.7	5.8	87.5	11.1	87.4	6.3	93.8	8.9		
	Province	85.1	10.1	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7		
English Lang Arts 30-2	Authority	89.2	14.9	100.0	29.9	98.5	19.7	95.5	12.1	87.5	12.5		
	Province	88.8	9.8	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1		
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	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5	96.5	14.5		
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	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3	99.3	29.2		
Pure Mathematics 30	Authority	89.3	22.6	86.6	34.1	93.2	31.8	n/a	n/a	n/a	n/a		
	Province	82.9	29.7	81.0	28.7	81.8	27.1	61.6	12.1	n/a	n/a		
Applied Mathematics 30	Authority	81.0	6.3	84.8	9.1	89.8	6.1	n/a	n/a	n/a	n/a		
	Province	77.3	12.6	74.3	9.8	75.6	10.3	72.0	20.0	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.9	32.8	71.4	11.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	39.3	3.6	50.0	8.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0		
Social Studies 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-1	Authority	91.3	16.3	87.4	6.7	100.0	30.4	95.7	23.9	97.9	29.8		
	Province	84.5	16.1	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2		
Social Studies 33	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-2	Authority	84.6	10.3	92.1	26.3	91.5	19.1	95.9	25.6	92.4	29.7		
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8		
Biology 30	Authority	83.8	31.3	81.3	30.4	90.0	25.6	88.4	23.1	77.6	23.5		
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
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	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	76.7	20.0	77.9	23.4	84.0	40.7	85.7	31.0	78.2	35.9		
	Province	79.0	29.9	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0		
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	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Physics 30	Authority	81.1	18.9	92.5	45.0	94.6	43.2	96.6	51.7	75.0	27.3		
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1		
Science 30	Authority	66.7	33.3	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5		

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

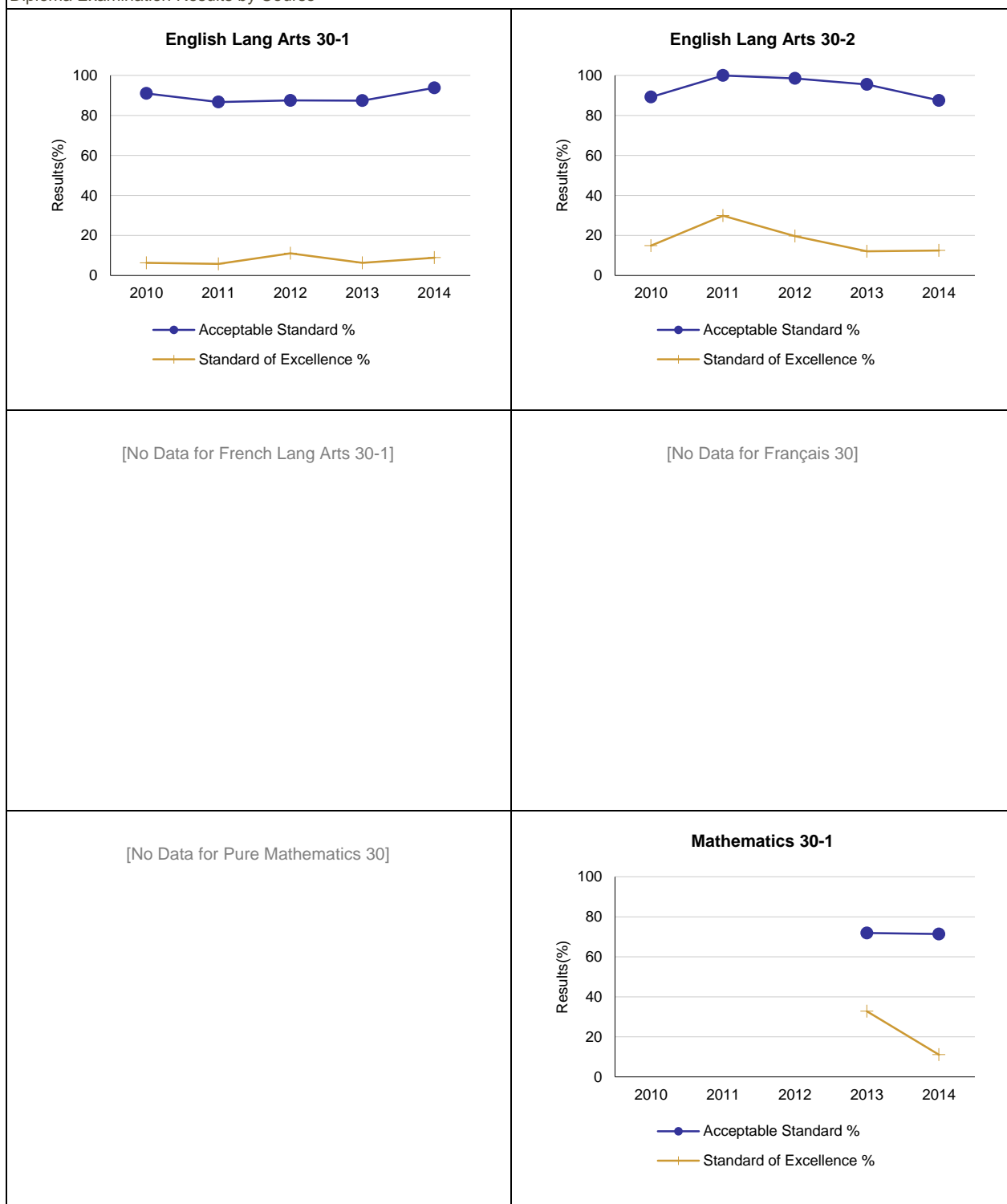
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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.



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

Diploma Examination Results 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 (*).

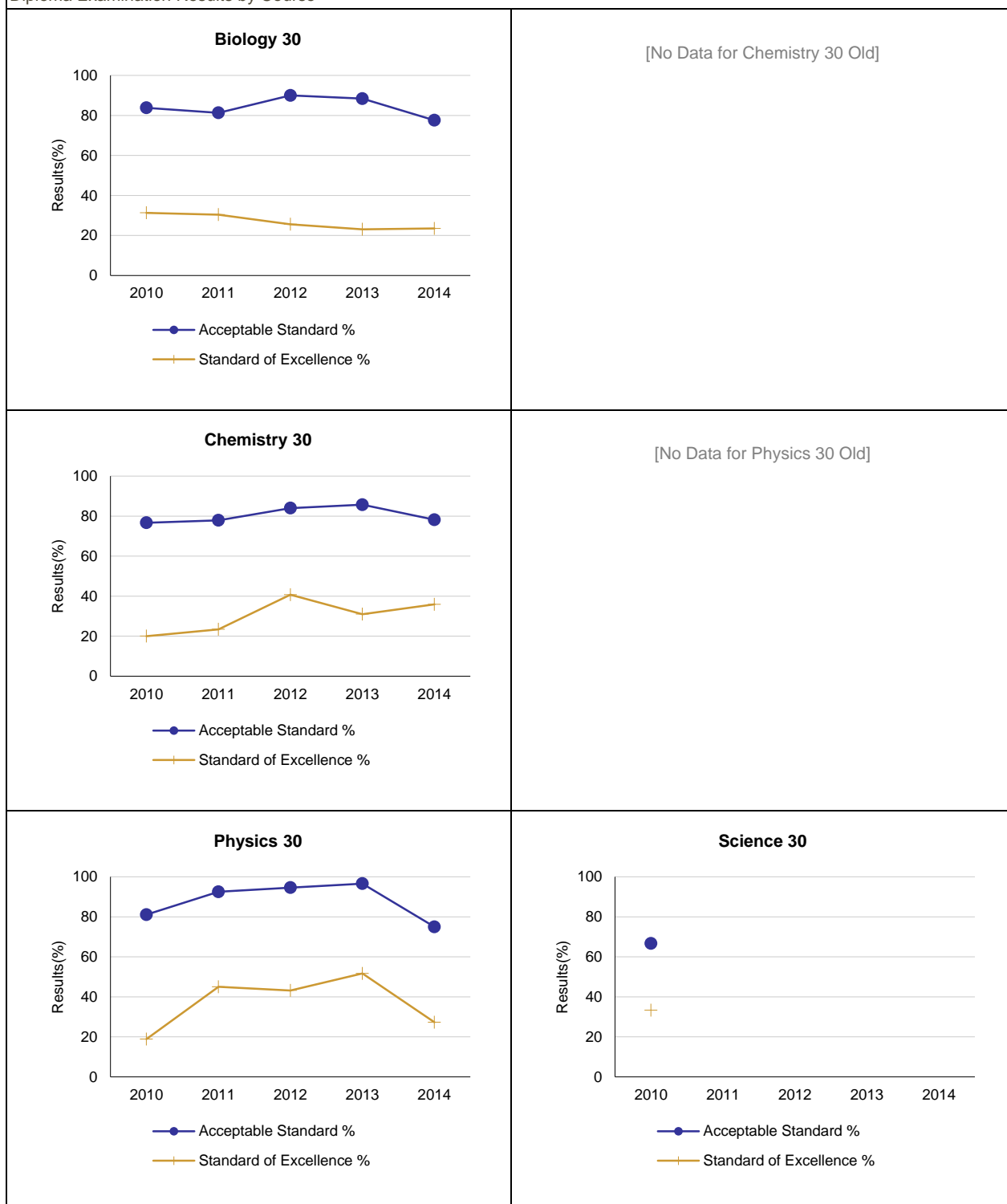
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course																			
[No Data for Applied Mathematics 30]	<div>Mathematics 30-2</div> <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2010</td><td></td><td></td></tr><tr><td>2011</td><td></td><td></td></tr><tr><td>2012</td><td></td><td></td></tr><tr><td>2013</td><td>40</td><td>5</td></tr><tr><td>2014</td><td>50</td><td>10</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2010			2011			2012			2013	40	5	2014	50	10
Year	Acceptable Standard %	Standard of Excellence %																	
2010																			
2011																			
2012																			
2013	40	5																	
2014	50	10																	
[No Data for Social Studies 30]	<div>Social Studies 30-1</div> <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2010</td><td>90</td><td>15</td></tr><tr><td>2011</td><td>85</td><td>5</td></tr><tr><td>2012</td><td>100</td><td>30</td></tr><tr><td>2013</td><td>95</td><td>25</td></tr><tr><td>2014</td><td>98</td><td>30</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2010	90	15	2011	85	5	2012	100	30	2013	95	25	2014	98	30
Year	Acceptable Standard %	Standard of Excellence %																	
2010	90	15																	
2011	85	5																	
2012	100	30																	
2013	95	25																	
2014	98	30																	
[No Data for Social Studies 33]	<div>Social Studies 30-2</div> <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2010</td><td>85</td><td>10</td></tr><tr><td>2011</td><td>90</td><td>25</td></tr><tr><td>2012</td><td>90</td><td>20</td></tr><tr><td>2013</td><td>95</td><td>25</td></tr><tr><td>2014</td><td>90</td><td>30</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2010	85	10	2011	90	25	2012	90	20	2013	95	25	2014	90	30
Year	Acceptable Standard %	Standard of Excellence %																	
2010	85	10																	
2011	90	25																	
2012	90	20																	
2013	95	25																	
2014	90	30																	

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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	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Improved	Good	112	93.8	101	87.2	28,671	87.1	29,063	85.4
	Standard of Excellence	Low	Maintained	Issue	112	8.9	101	7.8	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined Significantly	Issue	64	87.5	66	98.0	15,887	89.7	14,790	89.1
	Standard of Excellence	Very High	Declined	Good	64	12.5	66	20.6	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	96.5	1,243	95.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	14.5	1,243	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	99.3	146	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	29.2	146	19.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	63	89.9	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	63	33.0	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	58	87.3	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	58	7.6	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	63	71.4	64	71.9	21,314	74.6	19,841	80.4
	Standard of Excellence	n/a	Declined Significantly	n/a	63	11.1	64	32.8	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	58	50.0	28	39.3	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Maintained	n/a	58	8.6	28	3.6	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	Very High	Maintained	Excellent	47	97.9	70	94.3	21,992	85.5	23,164	84.8
	Standard of Excellence	Very High	Improved	Excellent	47	29.8	70	20.4	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	High	Maintained	Good	118	92.4	97	93.2	19,173	83.9	17,286	83.6
	Standard of Excellence	Very High	Maintained	Excellent	118	29.7	97	23.7	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	Low	Declined	Issue	85	77.6	108	86.6	21,656	85.2	22,802	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	85	23.5	108	26.4	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	High	Maintained	Good	78	78.2	67	82.5	19,118	81.3	18,261	76.8
	Standard of Excellence	Very High	Maintained	Excellent	78	35.9	67	31.7	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	Intermediate	Declined Significantly	Issue	44	75.0	35	94.5	10,758	83.0	10,060	79.6
	Standard of Excellence	High	Declined	Acceptable	44	27.3	35	46.7	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	85.1	5,477	81.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,103	25.5	5,477	22.9

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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 examinations.

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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 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

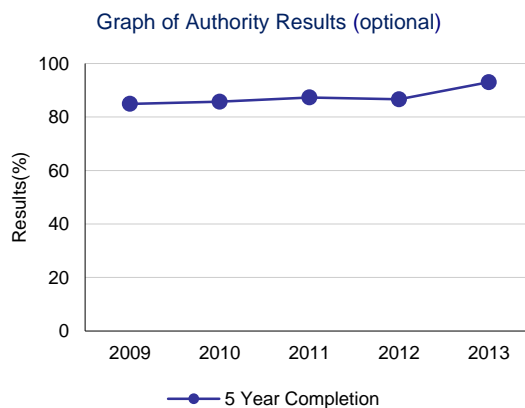
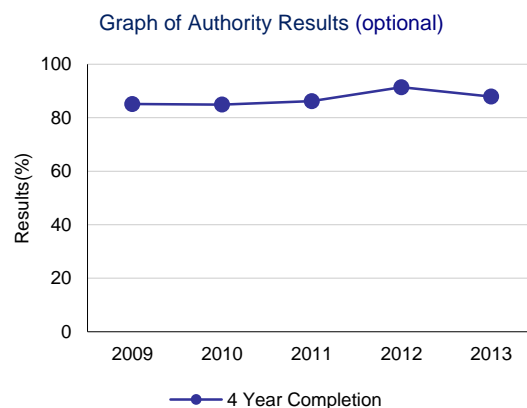
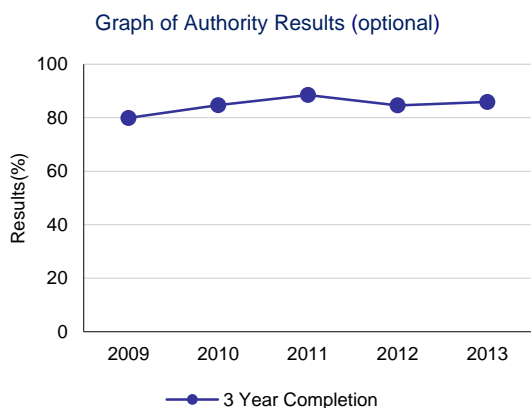
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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.

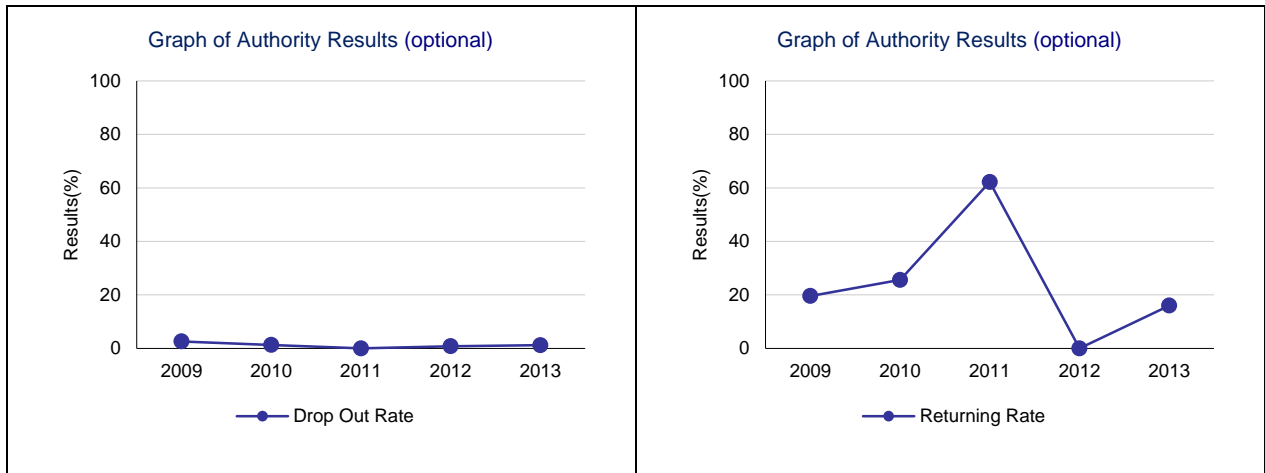
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	79.9	84.7	88.5	84.6	85.9	71.5	72.6	74.1	74.8	74.9
4 Year Completion	85.1	84.9	86.2	91.4	87.9	76.1	76.9	78.1	79.4	79.6
5 Year Completion	84.9	85.7	87.3	86.6	93.0	79.0	79.0	79.6	80.8	81.7



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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	2.6	1.3	0.0	0.8	1.2	4.3	4.2	3.2	3.5	3.3
Returning Rate	19.6	25.6	62.2	0.0	16.0	23.5	27.9	23.4	23.0	21.1

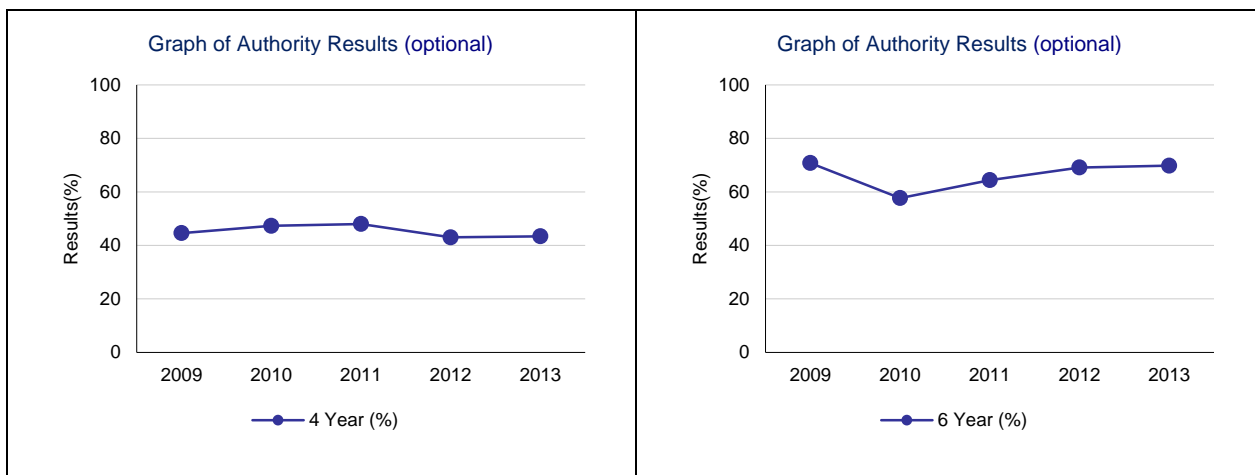


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High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	44.6	47.3	48.0	43.0	43.4	37.5	37.8	38.2	39.6	40.0
6 Year Rate	70.8	57.7	64.4	69.1	69.8	59.8	59.3	58.4	59.5	59.2

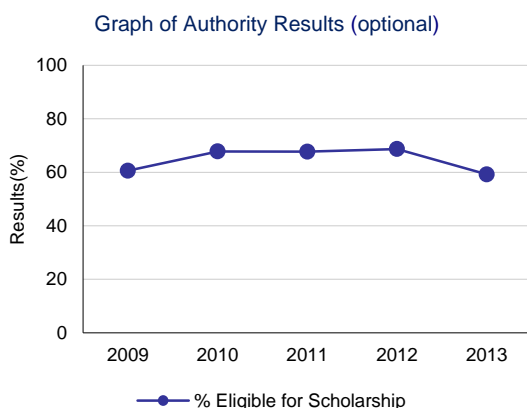


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Rutherford Scholarship Eligibility Rate (Revised)	60.6	67.8	67.7	68.7	59.2	56.9	59.6	61.5	61.3	60.9

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
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
2013	169	97	57.4	87	51.5	73	43.2	100	59.2



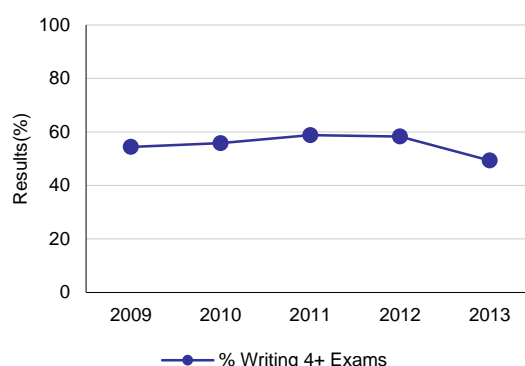
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	13.7	8.0	7.4	9.6	8.2	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	86.3	92.0	92.6	90.4	91.8	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	84.5	89.9	90.6	87.8	89.2	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	64.8	70.3	76.2	69.2	64.8	65.2	66.0	67.4	67.5	63.8
% Writing 4+ Exams	54.4	55.8	58.8	58.3	49.3	53.5	54.9	56.2	56.6	50.5
% Writing 5+ Exams	35.3	40.3	38.9	39.1	22.2	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	8.7	19.1	11.8	19.2	8.3	12.9	13.4	14.1	14.6	11.5

Graph of Authority Results (optional)



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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
English Language Arts 30-1	52.5	56.5	58.3	50.9	57.3	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	32.8	33.5	33.2	35.4	31.4	24.5	25.1	26.1	26.1	27.2
Total of 1 or more English Diploma Exams	83.6	88.5	88.9	84.5	87.6	77.1	78.0	79.0	79.2	79.3
Social Studies 30	45.8	2.0	0.0	0.0	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	49.5	56.8	32.3	25.9	0.0	45.7	48.2	48.0	46.1
Social Studies 33	37.9	1.5	0.0	0.0	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	35.0	35.7	54.7	62.2	0.0	27.4	31.0	32.1	34.0
Total of 1 or more Social Diploma Exams	83.1	87.5	89.4	86.3	87.6	77.4	78.1	78.9	79.3	79.3
Pure Mathematics 30	34.5	37.5	34.7	34.8	2.2	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	26.6	24.5	36.7	30.4	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	27.6	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	13.5	n/a	n/a	n/a	n/a	16.9
Total of 1 or more Math Diploma Exams	59.3	61.0	69.8	64.6	43.2	59.9	60.6	62.0	61.5	52.5
Biology 30	31.6	48.5	52.3	46.6	53.5	39.8	41.2	42.8	43.1	42.5
Chemistry 30	33.3	41.0	42.2	39.8	25.9	29.7	35.2	36.0	36.7	31.7
Physics 30	22.0	25.0	17.1	24.8	18.4	17.5	20.0	20.6	20.4	17.4
Science 30	6.8	4.0	2.5	6.2	1.6	8.2	9.0	9.1	10.5	9.8
Total of 1 or more Science Diploma Exams	55.4	60.5	63.3	59.6	62.2	56.1	57.6	59.1	59.5	57.7
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.9	2.8	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	3.1	3.1	2.9	3.0

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.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	Authority	89.1	23.1	92.0	17.1	92.8	21.6	92.3	13.0	n/a	n/a		
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3		
French Language Arts 3*	Authority	55.0	0.0	100.0	30.0	100.0	7.7	81.8	0.0	n/a	n/a		
	Province	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4	74.6	10.4		
Français 3*	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1	78.2	7.0		
Mathematics 3*	Authority	n/a	n/a	83.9	29.6	89.7	34.0	86.5	22.2	n/a	n/a		
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1		
English Language Arts 6	Authority	90.9	17.0	94.0	15.2	94.4	17.3	88.2	17.3	93.4	18.9		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
French Language Arts 6	Authority	70.0	0.0	87.5	12.5	100.0	8.3	66.7	0.0	100.0	0.0		
	Province	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1		
Mathematics 6	Authority	n/a	n/a	85.2	21.2	81.1	17.9	70.9	11.8	84.7	15.8		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	Authority	83.4	19.1	90.4	36.9	82.7	37.8	80.2	28.7	91.1	29.9		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	Authority	75.9	13.3	81.2	21.2	77.0	18.9	80.2	20.3	84.1	19.2		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		
English Language Arts 9	Authority	93.0	15.7	91.8	22.1	85.9	16.5	85.7	0.0	93.6	14.1		
	Province	79.3	15.0	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1		
English Lang Arts 9 KAE	Authority	83.3	8.3	82.4	11.8	66.7	0.0	n/a	n/a	100.0	7.1		
	Province	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	91.7	0.0	*	*	91.7	8.3		
	Province	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8		
Mathematics 9	Authority	n/a	n/a	70.8	9.7	70.9	9.2	83.3	33.3	78.8	18.0		
	Province	n/a	n/a	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3		
Mathematics 9 KAE	Authority	100.0	50.0	70.6	11.8	53.3	13.3	n/a	n/a	88.2	35.3		
	Province	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5		
Science 9	Authority	80.7	16.0	84.1	19.0	82.0	18.4	*	*	87.3	22.3		
	Province	73.6	17.7	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1		
Science 9 KAE	Authority	100.0	33.3	88.2	5.9	53.3	0.0	*	*	92.9	28.6		
	Province	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9		
Social Studies 9	Authority	82.9	18.7	84.6	27.7	72.3	14.6	57.1	0.0	82.0	27.6		
	Province	68.9	18.8	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9		
Social Studies 9 KAE	Authority	90.0	20.0	88.2	0.0	66.7	13.3	n/a	n/a	82.4	23.5		
	Province	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7		

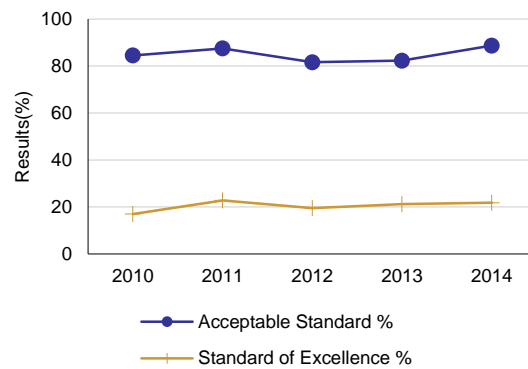
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"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.

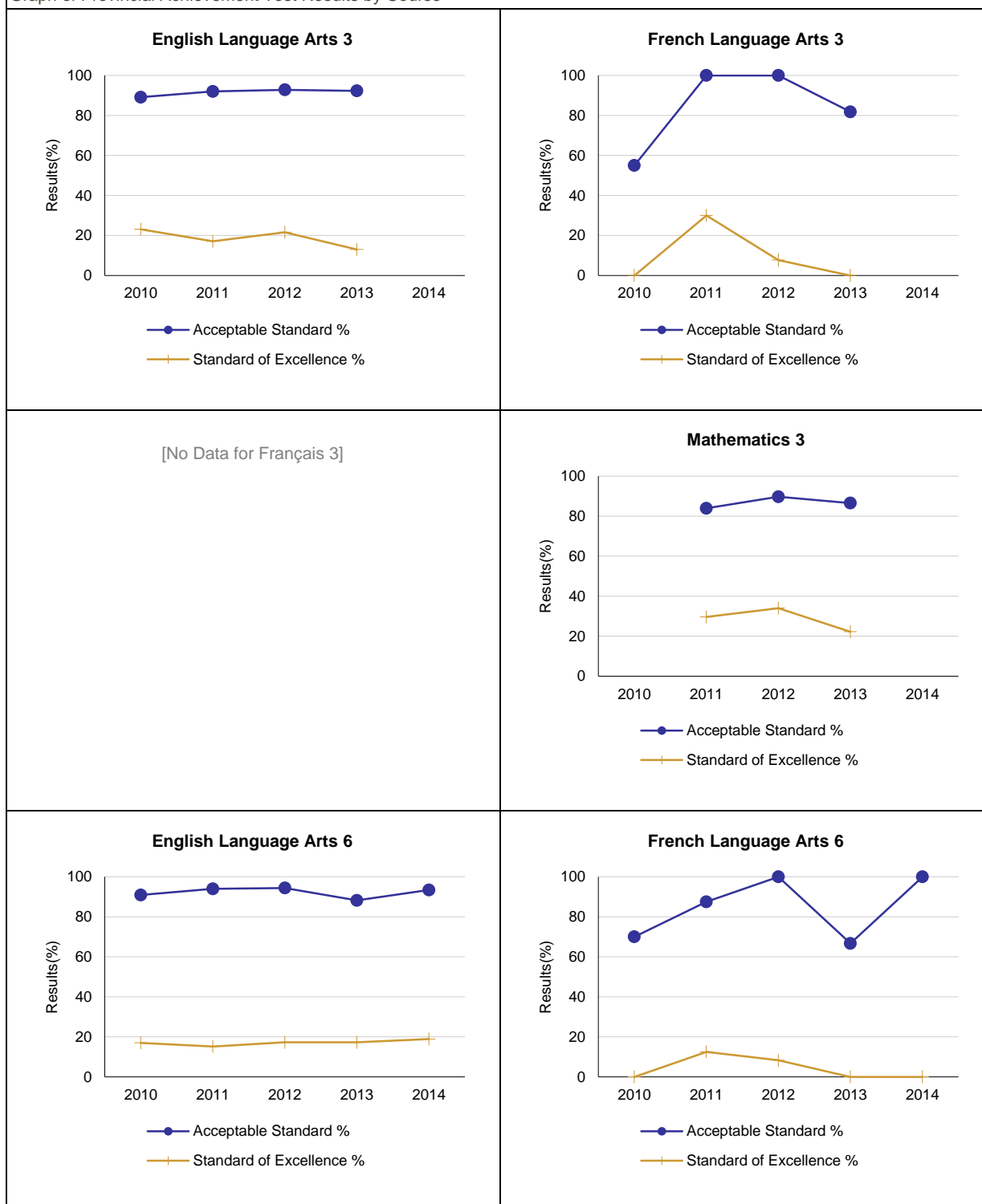
*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Graph of Overall Provincial Achievement Test Results (optional)



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

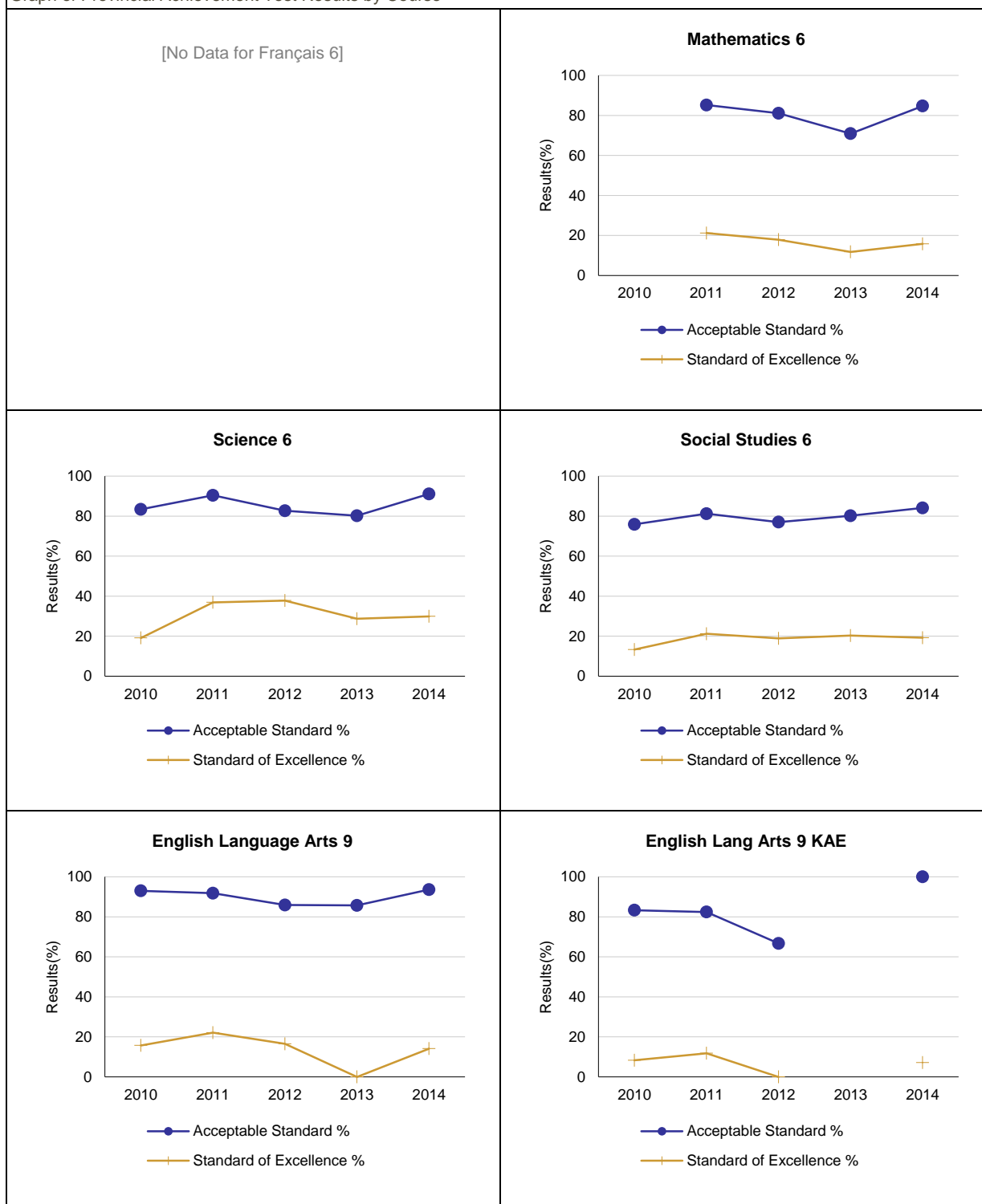


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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.

School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

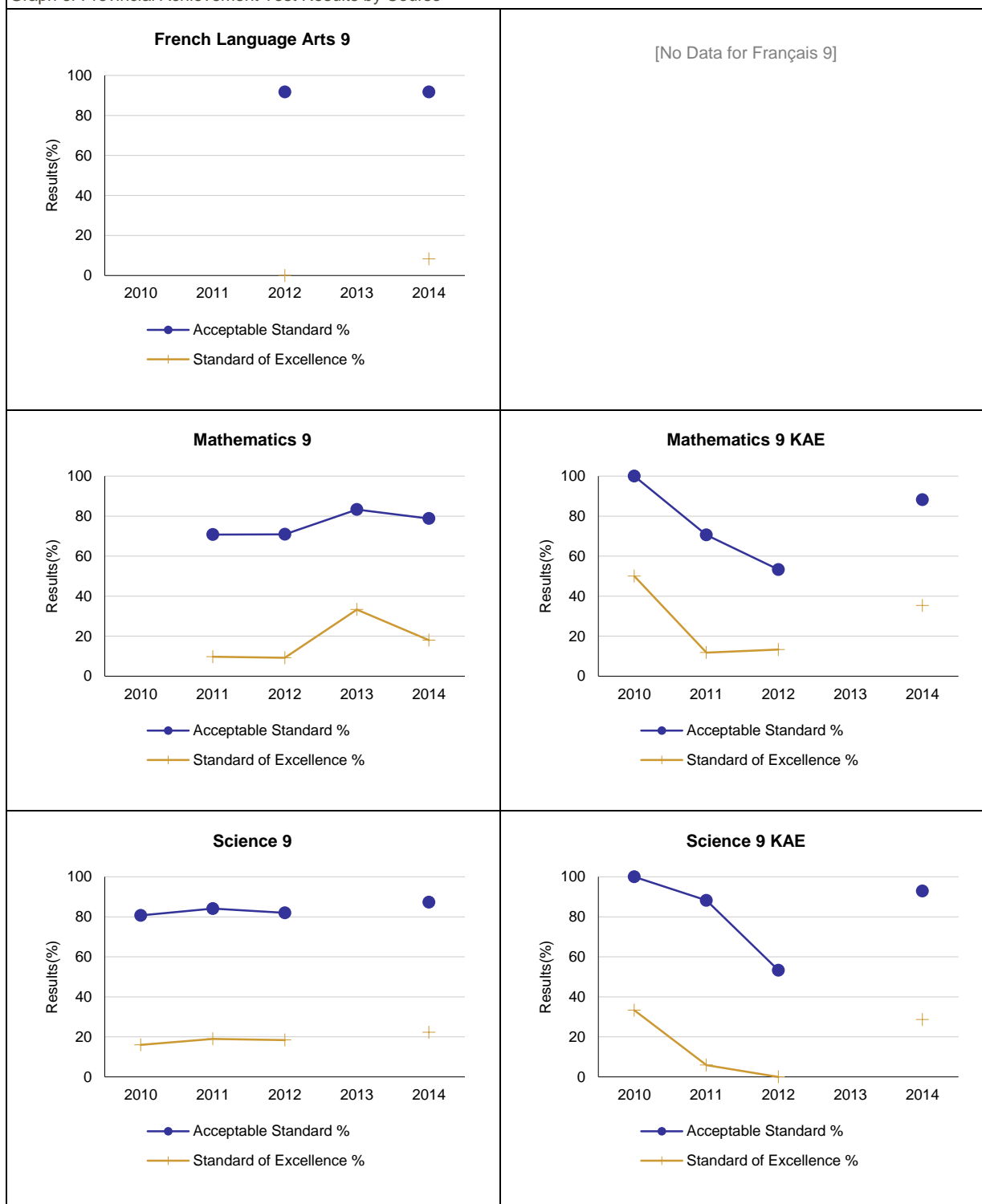
Graph of Provincial Achievement Test Results by Course



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.

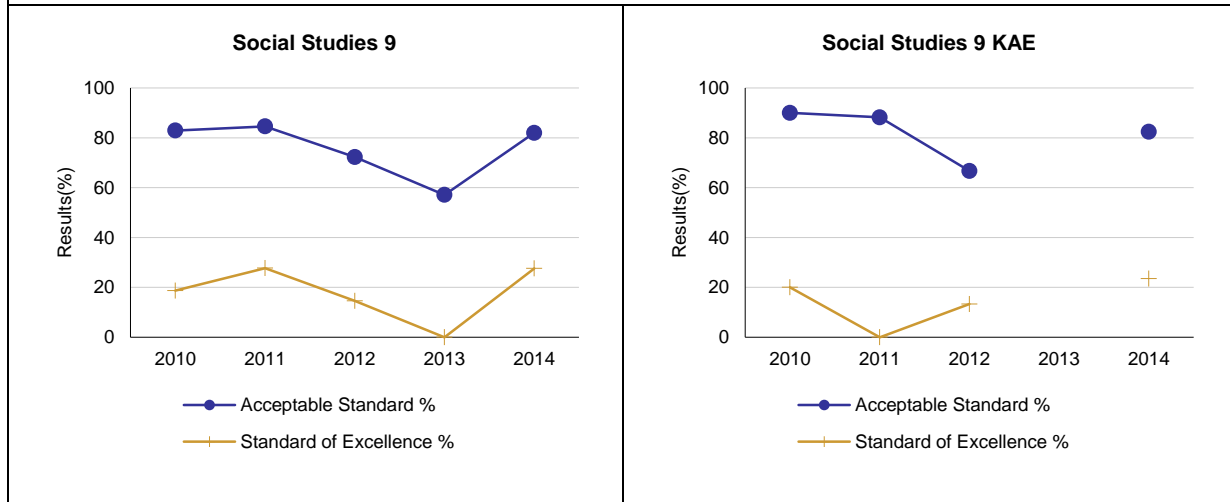
Graph of Provincial Achievement Test Results by Course



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

Course	Measure	Medicine Hat CSRD No. 20							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	200	92.3	16,235	78.0	44,576	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	200	17.3	16,235	15.3	44,576	18.6
French Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	93.9	966	74.6	3,319	80.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	12.6	966	10.4	3,319	14.3
Français 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	78.2	540	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	7.0	540	15.1
Mathematics 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	200	86.7	16,202	74.0	44,562	76.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	200	28.6	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	196	93.4	228	92.2	45,704	81.9	43,581	82.7
	Standard of Excellence	High	Maintained	Good	196	18.9	228	16.6	45,704	17.6	43,581	17.5
French Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	11	100.0	14	84.7	2,752	88.0	2,609	89.1
	Standard of Excellence	Very Low	Maintained	Concern	11	0.0	14	6.9	2,752	15.6	2,609	16.9
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	90.6	474	92.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	17.1	474	20.4
Mathematics 6	Acceptable Standard	High	Improved	Good	196	84.7	228	79.1	45,617	73.5	43,599	73.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	196	15.8	228	17.0	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Very High	Improved Significantly	Excellent	214	91.1	227	84.4	45,608	75.9	43,551	77.2
	Standard of Excellence	High	Declined	Acceptable	214	29.9	227	34.5	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	214	84.1	228	79.5	45,593	70.4	43,540	72.3
	Standard of Excellence	High	Maintained	Good	214	19.2	228	20.1	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	220	93.6	201	88.9	43,760	76.3	37,776	77.8
	Standard of Excellence	Intermediate	Declined	Issue	220	14.1	201	19.3	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	Very High	Improved Significantly	Excellent	14	100.0	16	74.5	1,524	62.9	1,570	63.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	14	7.1	16	5.9	1,524	3.5	1,570	6.0
French Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	12	91.7	12	91.7	2,658	86.5	2,387	87.8
	Standard of Excellence	Intermediate	Improved	Good	12	8.3	12	0.0	2,658	11.1	2,387	13.7

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.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Course	Measure	Medicine Hat CSRD No. 20							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		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	381	86.1	330	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	17.8	330	15.5
Mathematics 9	Acceptable Standard	Very High	Improved	Excellent	217	78.8	201	70.8	43,279	67.1	37,487	66.5
	Standard of Excellence	Intermediate	Improved Significantly	Good	217	18.0	201	9.5	43,279	17.3	37,487	17.8
Mathematics 9 KAE	Acceptable Standard	High	Improved	Good	17	88.2	16	62.0	1,971	63.4	1,846	64.4
	Standard of Excellence	Very High	Improved	Excellent	17	35.3	16	12.5	1,971	14.5	1,846	15.0
Science 9	Acceptable Standard	Very High	Improved	Excellent	220	87.3	201	83.1	43,769	73.2	37,974	74.0
	Standard of Excellence	Very High	Maintained	Excellent	220	22.3	201	18.7	43,769	22.1	37,974	21.1
Science 9 KAE	Acceptable Standard	Very High	Improved	Excellent	14	92.9	16	70.8	1,513	64.1	1,528	68.6
	Standard of Excellence	High	Improved Significantly	Good	14	28.6	16	2.9	1,513	14.9	1,528	16.6
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	217	82.0	201	78.5	43,773	65.5	38,159	67.2
	Standard of Excellence	Very High	Improved	Excellent	217	27.6	201	21.1	43,773	19.9	38,159	19.0
Social Studies 9 KAE	Acceptable Standard	High	Maintained	Good	17	82.4	16	77.5	1,510	61.8	1,510	63.3
	Standard of Excellence	High	Improved	Good	17	23.5	16	6.7	1,510	10.7	1,510	13.5

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.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

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
Mathematics 3	Acceptable Standard	0.00 - 65.67	65.67 - 76.54	76.54 - 84.30	84.30 - 89.88	89.88 - 100.00
	Standard of Excellence	0.00 - 14.73	14.73 - 21.19	21.19 - 30.01	30.01 - 39.19	39.19 - 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
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 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	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 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%.

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

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)

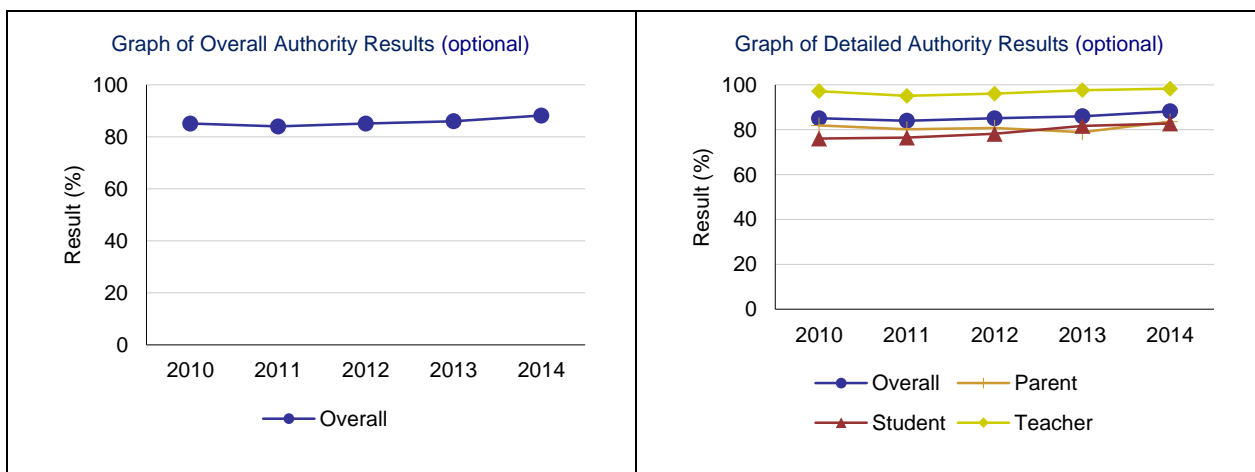
Overall Evaluation Table

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

Citizenship – Measure Details

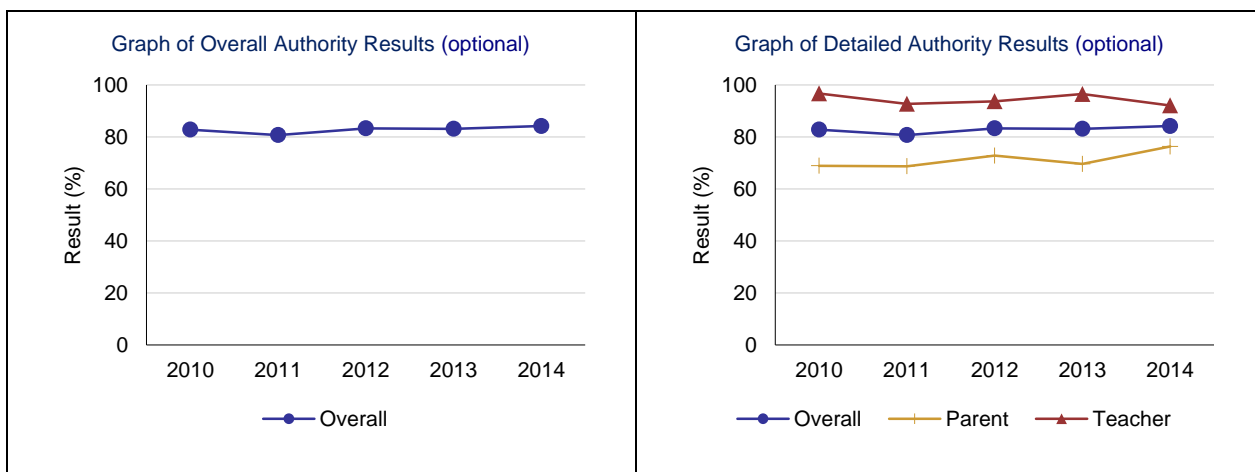
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	85.1	84.0	85.1	86.0	88.2	81.4	81.9	82.5	83.4	83.4
Teacher	97.2	95.1	96.1	97.6	98.3	93.0	92.7	93.1	93.6	93.8
Parent	81.9	80.2	80.8	78.9	83.6	78.5	78.6	79.4	80.3	81.9
Student	76.1	76.5	78.2	81.7	82.8	72.7	74.5	75.0	76.2	74.5



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	82.8	80.7	83.3	83.1	84.2	79.9	80.1	79.7	80.3	81.2
Teacher	96.7	92.7	93.7	96.5	92.1	90.0	89.6	89.5	89.4	89.3
Parent	68.9	68.7	72.8	69.6	76.3	69.8	70.6	69.9	71.1	73.1

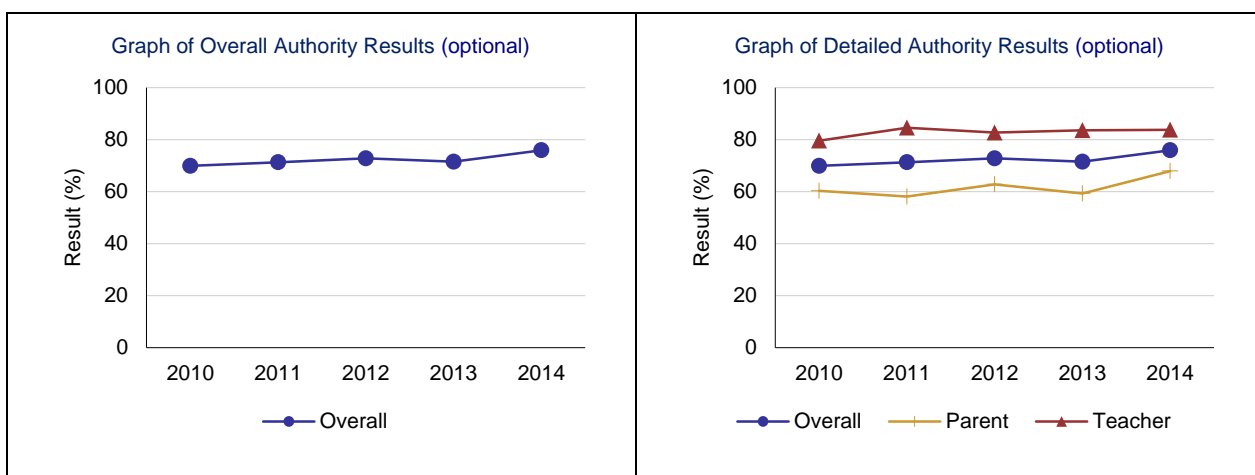


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	69.9	71.3	72.8	71.5	75.9	67.6	67.9	68.0	68.5	69.5
Teacher	79.6	84.6	82.7	83.6	83.8	75.4	75.3	75.8	75.7	76.0
Parent	60.3	58.1	62.8	59.3	67.9	59.8	60.6	60.2	61.2	63.0

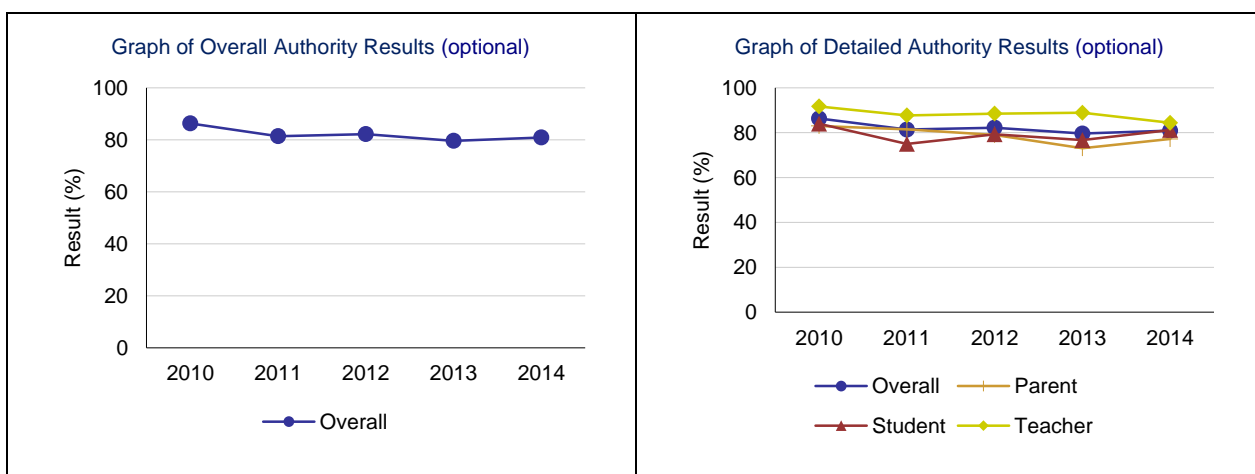


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	86.3	81.4	82.2	79.6	80.9	80.5	80.9	80.7	81.5	81.3
Teacher	91.7	87.7	88.5	88.9	84.4	87.7	87.6	87.3	87.9	87.5
Parent	83.0	81.5	79.0	73.1	77.2	78.0	78.3	78.1	78.9	79.9
Student	84.0	75.0	79.3	76.7	81.2	75.9	76.9	76.9	77.8	76.6

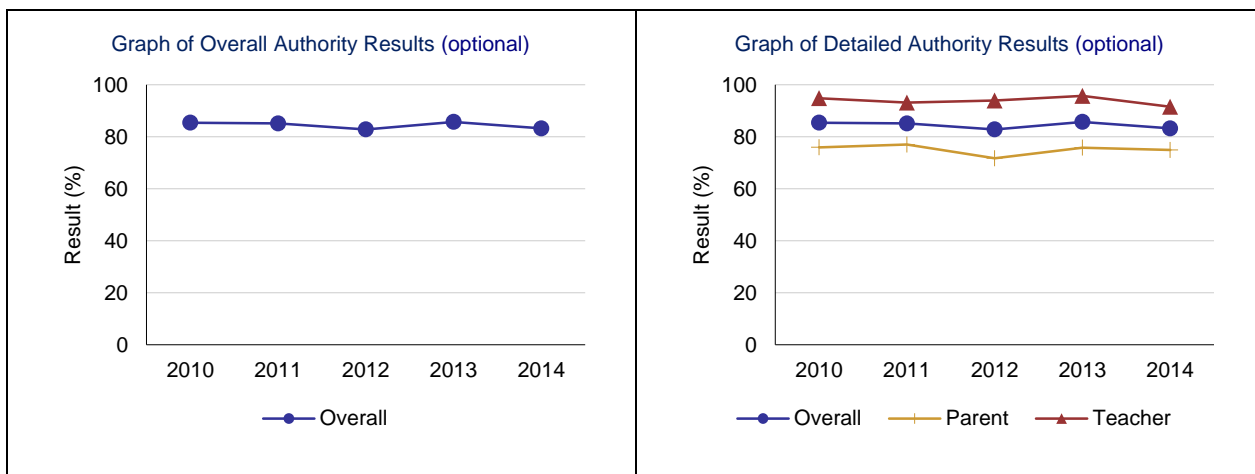


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Parental Involvement – Measure Details

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	85.4	85.1	82.8	85.7	83.2	80.0	79.9	79.7	80.3	80.6
Teacher	94.8	93.1	93.9	95.7	91.5	88.6	88.1	88.0	88.5	88.0
Parent	75.9	77.0	71.7	75.8	74.9	71.3	71.7	71.4	72.2	73.1

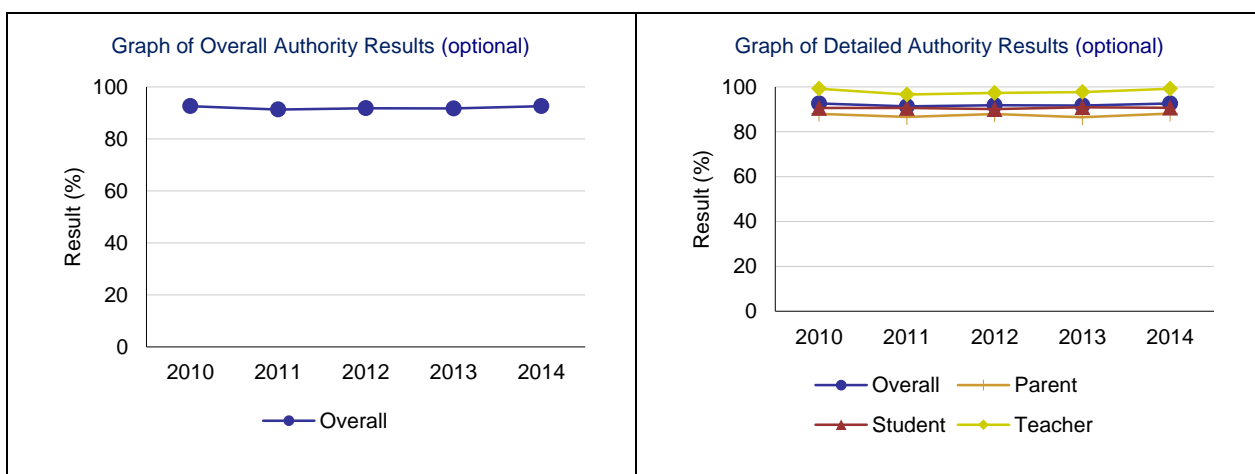


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	92.6	91.3	91.8	91.7	92.6	89.2	89.4	89.4	89.8	89.2
Teacher	99.2	96.6	97.3	97.7	99.2	95.6	95.5	95.4	95.7	95.5
Parent	88.0	86.6	87.9	86.5	88.1	83.9	84.2	84.2	84.9	84.7
Student	90.6	90.6	90.1	90.9	90.7	88.2	88.5	88.6	88.7	87.3

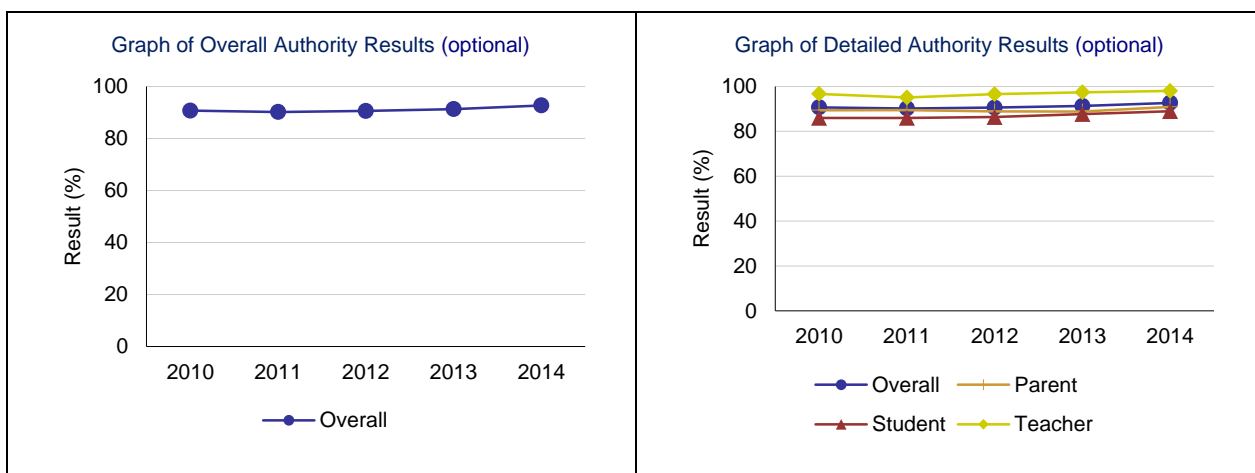


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	90.7	90.2	90.6	91.3	92.7	87.6	88.1	88.6	89.0	89.1
Teacher	96.7	95.1	96.6	97.4	98.0	94.4	94.5	94.8	95.0	95.3
Parent	89.4	89.5	88.9	88.8	90.9	86.1	86.6	87.4	87.8	88.9
Student	86.0	86.0	86.4	87.7	89.0	82.2	83.3	83.7	84.2	83.1

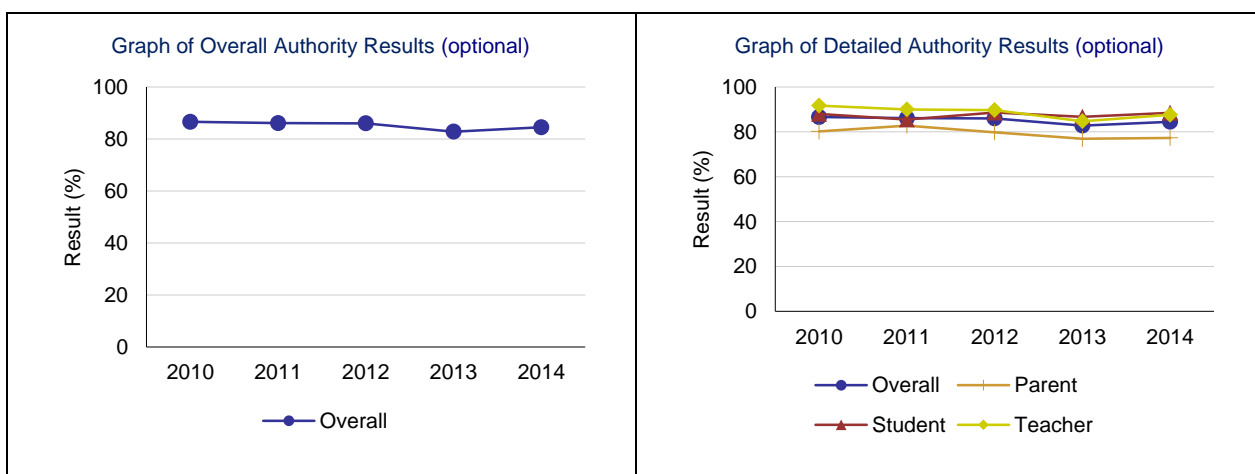


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	86.6	86.1	86.0	82.8	84.5	79.9	80.1	80.0	80.6	79.8
Teacher	91.7	90.0	89.7	84.7	87.6	80.8	80.1	81.1	80.9	81.3
Parent	80.2	82.8	79.8	76.9	77.3	77.0	77.3	76.2	77.9	77.0
Student	88.0	85.5	88.6	86.7	88.5	81.8	82.9	82.7	82.9	81.2



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

MEDICINE HAT CATHOLIC BOARD OF EDUCATION 2014 - 2015 AERR SUMMARY

PROGRESS

Accountability Pillar Results continue to indicate strong results. The Accountability Pillar ensures all school jurisdictions are measuring success in the same way. Our school division has done exceptionally well and we have a lot to celebrate. Medicine Hat Catholic Schools continue to excel on the Alberta Education accountability pillars. In **6** of **7** categories, the Division received a rating of excellence, with the highest score being in the area of **Safe** and **Caring Schools**. We are proud of our parents, staff, and students who work to create this caring community.

PRIORITIES

- Grow in Faith
- Improve collaboration with our Stakeholders
- Close the gap for FNMI Students
- Focus on Early Education
- Build capacity in the inclusive education system
- Build community
- Look for ways to sustain and strengthen all areas of Division programming

SUMMARY

Medicine Hat Catholic Board of Education continues to provide excellent Catholic education in partnership with Family, Church & Community.

We are continuing to work together in partnership to find ways to support and sustain our programs throughout the Division.

We continue to be innovative in striving to become more effective and efficient.

Supporting student with needs in an inclusive education model will continue to be a Division goal in order to achieve success for all students.

FINANCIAL SUMMARY

School Jurisdiction Code: 4501

STATEMENT OF OPERATIONS For the Year Ended August 31, 2014 (in dollars)

	Budget 2014	Actual 2014	Actual 2013 (Restated)
REVENUES			
Alberta Education	\$ 29,354,892	\$ 25,845,296	\$ 26,474,321
Other - Government of Alberta	\$ -	\$ 289,142	\$ 339,511
Federal Government and First Nations	\$ 74,000	\$ -	\$ 4,736
Other Alberta school authorities	\$ -	\$ 179,943	\$ 230,149
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ -	\$ 3,932,134	\$ 3,930,555
Fees (Note 12)	\$ 834,170	\$ 1,218,841	\$ 1,094,578
Other sales and services	\$ 411,942	\$ 1,620	\$ 1,530
Investment income	\$ 5,000	\$ 43,174	\$ 18,312
Gifts and donations	\$ 166,469	\$ 149,370	\$ 184,417
Rental of facilities	\$ 114,042	\$ 19,705	\$ 21,105
Fundraising	\$ 416,172	\$ 412,153	\$ 462,148
Gains on disposal of capital assets	\$ -	\$ 25	\$ 125
Other revenue	\$ 14,196	\$ 38,149	\$ 15,347
Total revenues	\$ 31,390,883	\$ 32,129,552	\$ 32,776,833
EXPENSES			
Instruction (ECS - Grade 12)	\$ 24,016,211	\$ 24,823,620	\$ 25,540,083
Plant operations and maintenance	\$ 3,946,980	\$ 3,777,850	\$ 3,713,379
Transportation	\$ 1,212,669	\$ 1,174,807	\$ 1,165,598
Board & system administration	\$ 1,616,820	\$ 1,488,218	\$ 1,676,765
External services	\$ 451,258	\$ 335,312	\$ 418,162
Total expenses	\$ 31,243,938	\$ 31,599,807	\$ 32,513,987
Operating surplus (deficit)	\$ 146,945	\$ 529,745	\$ 262,846

The accompanying notes and schedules are part of these financial statements.

Note: Please input "(Restated)" where Actual 2013 comparatives are not as presented in the finalized 2012/2013 Audited Financial Statements filed with the CRA.

AOS = AOS on Statement of Financial Position	\$ -
(Decrease) / Increase in Endowments as per Statement of Cash Flow	\$ -
Net Change	\$ -

BUDGET ALLOCATION BY PROGRAM

Medicine Hat Catholic Board of Education							
Budget Allocation by Programs							
2013-14 Actuals							
Category	Instruction	External Services	POM	TSPN	Board and System	Total	%age
Certificated Salaries	14,037,620		-	-	307,796	14,345,416	45%
Certificated Benefits	3,440,447		-	-	30,806	3,471,253	11%
Uncertificated Salaries	3,375,480	237,524	1,085,306	12,778	646,154	5,357,242	17%
Uncertificated Benefits	852,022	52,236	307,560	3,992	146,328	1,362,138	4%
Services Contracts and Supplies	3,095,048	45,553	1,196,678	1,158,037	347,887	5,843,203	18%
Amort Exp	23,003		1,172,406	-	2,601	1,198,010	4%
Interest on Capital Debt	-		15,899	-	5,176	21,075	0%
Other Interest	-		-	-	1,470	1,470	0%
Total Expenditures	24,823,620	335,313	3,777,849	1,174,807	1,488,218	31,599,807	100%
Percentage of Total	78.6%	1.1%	12.0%	3.7%	4.7%	100.0%	
2014-15 Fall Budget Update							
Category	Instruction	External Services	POM	TSPN	Board and System	Total	%age
Certificated Salaries	13,516,447	258,148	-	-	271,074	14,045,668	44%
Certificated Benefits	3,510,352	37,845	-	-	26,080	3,574,276	11%
Uncertificated Salaries	3,327,530	415,334	1,048,038	-	675,233	5,466,135	17%
Uncertificated Benefits	835,294	103,834	264,641	-	156,018	1,359,787	4%
Services Contracts and Supplies	3,243,194	56,906	1,166,000	1,172,254	397,394	6,035,748	19%
Amort Exp	23,003		1,181,269	-	2,601	1,206,873	4%
Interest on Capital Debt	-		8,943	-	-	8,943	0%
Other Interest	-		-	-	2,000	2,000	0%
Total Expenditures	24,455,821	872,067	3,668,891	1,172,254	1,530,398	31,699,432	100%
	77.1%	2.8%	11.6%	3.7%	4.8%	100.0%	

SUMMARY OF NET ASSETS

Summary of Net Assets and Reserve Budget 2014-15 Fall Budget Update Summary

		2014-15			
		2014-15 Opening Balance	Transfers In	Transfers Out	2014-15 Closing Balance
					Change in Balance
Unrestricted Net Assets					
Unrestricted		844,025			235,289
2014-15 Revenue over Expenses	(1,057,518)			1,057,518	(608,736)
Unsupported Amortization from Investment in Capital Assets	364,354		364,354		
Capitalize IMR Expenditures - to ICA	-			-	
School Generated Funds	-			-	
Transfer to Balance Unrestricted	-		44,425	-	
Transfer to Capital Reserve - Child Care Modular Capital Reserve	(26,044)			26,044	
Transfer to Capital Reserve - Amortization of Capital Assets	-			-	
Allocation Portion of Unrestricted Net Assets				26,493	
Allocation of Learning Services				1,921.01	
School and Department use of Restricted Reserve	94,460		94,460		
Restricted Reserves					
Working Capital (5-days)		-	-	-	-
Department Reserves					
School Based		239,957		50,318	189,640
School Generated Funds		620,588		50,324	570,263
Learning Services		49,637	363	50,000	(0)
External Services - Preschool		100,000		17,139	82,861
Band		10,268		-	10,268
Future Projects		20,000		20,000	-
O&M Equipment		57,212		1,796	55,416
Board and System - Future Software upgrade		11,411		11,411	-
Total Operating Reserves		1,109,073	363	200,987	908,448
Total Accumulated Operating Surplus		1,953,098	503,602	1,312,962	1,143,737
Capital Reserves					
Child Care Modular		-	26,044		26,044
Amortization from Capital Assets		-	-	-	-
Total Net Assets (Not invested in Capital Assets)		1,953,098	529,646	1,312,962	1,169,781
Ward Withdrawal Impacts					
School Generated Funds	\$	50,324			
School Budget Reserve		5,858			
3.139% Allocation Portion of Unrestricted Net Assets		26,493			
Allocation of Learning Services		1,558			
Allocation of Early Ed		3,139			
Allocation of Future Projects		628			
Allocation of O&M Equipment		1,796			
Allocation of Board and System Admin		358			
Total	\$	90,153			

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

SUMMARY OF FACILITY AND CAPITAL PLANS 2014-2015

The Board is very pleased to have been awarded a modernization of Monsignor McCoy in January 2014. This modernization will ensure the school will be able to provide for quality education to our students for the upcoming years.

The Board is also very pleased to have been awarded a new 250 seat elementary school in the south sector of the City of Medicine Hat in October 2014. This will address the enrolment pressures in that growing area of the city for many years.

These two projects have addressed the Board's immediate capital needs and are very welcome.

The ***Summary of the 2015-2018 Capital Plan*** currently includes many projects.

The award of these projects will afford the Board an opportunity to examine the future needs for delivering Catholic Education in and around Medicine Hat.

1. Modernization and Expansion at St. Patrick's School.
2. Functional Modernization at St. Michael's School with some expansion to address growth pressure in the north sector.
3. Modernization and Expansion of Mother Teresa School.
4. Modernization and Expansion of Notre Dame Academy (if St. Patrick's School is not approved).
5. Functional Modernization at St. Francis Xavier School with expansion to address growth pressures in this sector.
6. Functional Modernization at St. Thomas School (École St. Thomas d'Aquin) to address a high Facility Condition Index (FCI) score.
7. St. Mary's School and St. Louis School to be assessed for opportunities for the future.

The following projects were approved in 2013-14 using Infrastructure Maintenance and Renewal (IMR) funding:

Fiscal Year Project	Facility	Project
2013-14	St. Mary's School	Replace Roof #2 and Roof #3
2013-14	St. Mary's School	Replace RTU #13
2013-14	Notre Dame Academy	South Entrance - Board Approved September 10, 2013
2013-14	Ecole St. Thomas D'aquin	Mechanical Upgrade
2013-14	Mother Teresa	Mechanical Upgrade
2013-14	5 Schools	Audit of existing Building Management Systems
2013-14	St. Francis School	Replace HPS Lights in Gym
2013-14	St. Micheal's Medicine Hat	Energy Savings/Operational Savings Projects - Continuation
2013-14	St. Francis School	Energy Savings/Operational Savings Projects - Continuation
2013-15	St. Patricks	NEW - PORTABLE REROOF
2013-14	SMMH	NEW - HANDICAPPED ACCESS
2013-14	CAPE	Replacement of Office Carpet

The Board of Trustees will be approving the 2014-15 IMR projects in December 2014.

Medicine Hat Catholic Board of Education annually prepares a Three-Year Capital Plan for submission to Alberta Education. The Capital Plan may be found at www.mhcbe.ab.ca under Documents and Publications in the Plans and Reports in the Facility Folder.

Additional information on the jurisdiction's Capital Plan can be obtained by contacting 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 2014*](#)
- **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, 2014**
[*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 2014 – 2017 Annual Education Results Report and the Three Year Education Plan at the November 25, 2014 Special Board Meeting.