

Medicine Hat Catholic Board of Education

**Combined Annual Education Results
Report and Three Year Education Plan for**

2016-2019



It all starts here!

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Accountability Statement

The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 1, 2016 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 2016 – 2019 Annual Education Results Report school year on November 23, 2016.



Board Chair: Mr. Dick Mastel



Superintendent of Schools: Mr. Joe Colistro

Message from the Board Chair

I am privileged to serve as the chairperson of the Medicine Hat Catholic Board of Education. Our Catholic Schools are schools of hope committed to meeting the needs of all students. In our mission of Showing the Face of Christ to All we work closely in partnership with our families, schools and parishes. This partnership which serves to build community is at the cornerstone of why we exist.

The Board of Trustees is very proud of the work that is done each and every day in our schools. Our Three Year Education Plan and Annual Education Results Report serve as a tool to communicate our goals and strategies to our stakeholders.

The Division priorities for 2016-2017 focus on OUR FAITH, enhancing the identity of our schools. INCREASE STUDENT ENGAGEMENT by fostering relationships between students, parents, parish and our community. FINE ARTS, enhancing and fostering a love of the Fine Arts. TECHNOLOGY, to support student learning. Providing a welcoming, caring, respectful and SAFE LEARNING ENVIRONMENT. Enhance student learning through actions that reflect the values of INCLUSIVE EDUCATION. Fostering the CATHOLIC SPIRIT of Athletics.

On behalf of the Board of Trustees I welcome you to our faith community, one committed to excellence, where each child is valued loved and within a safe and caring environment.

Dick Mastel, Board Chair, MEDICINE HAT CATHOLIC BOARD OF EDUCATION

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 **2594** students ECS - 12
- **142.8** Full Time Equivalent Certified Teachers; **132** 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
- **63** of our students study English as a Second Language (ESL)
- **110** FNMI student population

Strategic Priorities

Continuous improvement is an expectation within our schools. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students. Each year schools complete an annual plan. School plans focus on the strategic priorities of the Division and align with the Provincial Annual Education Results Report.

Medicine Hat Catholic Board of Education held a series of Strategic Planning sessions. The Strategic Planning sessions provided an opportunity for stakeholders to review the vision, mission, values, and to articulate the strategic priorities for the division. Representatives from stakeholder groups included trustees, senior administration, central office staff, and school based administration, teachers and parents.

Based on the responses, the stakeholder groups brainstormed possible themes. The information collected was used to develop Division Strategic Priorities. The Strategic Priorities are the focus for the MHCBE 3 year plan (2016-2019) and for School Based Annual Plans for the 2016-2017 school year.

Developing School Education Plan Priorities

Each priority includes strategies for implementation at the Division and school level and provides outcomes for what success looks like. Working together, in partnership, the priorities will become achievable.

The Medicine Hat Board of Trustees is committed to strategic planning as a systematic process for developing a long term vision that engages stakeholders in meeting the needs of all students who attend the Medicine Hat Catholic School Division.

7 *Strategic Priorities for 2016-2017*



Division & School Priorities

Strategic Priority #1

Increase student engagement by fostering and developing relationships between Students, Parents, Staff, Parish and Community.

Strategic Priority #2

To enhance our Catholic identity.

Strategic Priority #3

To enhance student learning through actions that reflect the values of inclusive education.

Strategic Priority #4

To provide a welcoming, caring, respectful and safe learning environment.

Strategic Priority #5

To enhance and foster a love of the Fine Arts.

Strategic Priority #6

To foster the Catholic spirit of athletics.

Strategic Priority #7

To develop a vision for the use of technology support student learning.

Combined 2016 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	90.2	90.1	91.4	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	78.4	79.3	79.9	81.9	81.3	81.4	Intermediate	Maintained	Acceptable
		Education Quality	91.0	92.7	92.3	90.1	89.5	89.5	Very High	Declined	Good
		Drop Out Rate	1.2	0.6	0.7	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	88.3	87.2	85.4	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	82.7	83.9	85.5	73.6	72.9	73.4	High	Declined	Acceptable
		PAT: Excellence	19.7	18.4	19.5	19.4	18.8	18.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	87.9	90.5	88.7	85.0	85.2	85.1	High	Maintained	Good
		Diploma: Excellence	21.9	22.3	22.7	21.0	21.0	20.5	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	56.5	59.5	58.1	54.6	54.4	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate	67.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	62.4	69.1	68.7	59.4	59.7	59.3	High	Declined	Acceptable
		Work Preparation	83.8	80.5	82.6	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	85.2	85.1	86.5	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	83.6	83.2	84.1	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	85.8	86.4	84.5	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the Our SCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Combined 2016 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20 (FNMI)			Alberta (FNMI)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	3.1	0.0	1.8	6.1	7.0	7.2	High	Maintained	Good
		High School Completion Rate (3 yr)	100.0	66.7	72.2	50.2	47.7	46.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	63.5	64.7	75.1	52.4	52.1	52.8	Very Low	Maintained	Concern
		PAT: Excellence	10.4	5.9	10.7	6.3	6.5	6.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	84.2	95.8	91.5	78.2	78.3	77.3	Intermediate	Maintained	Acceptable
		Diploma: Excellence	10.5	16.7	16.4	10.0	9.5	9.4	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	37.5	33.3	44.8	20.7	21.0	20.4	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	42.9	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	48.8	*	n/a	33.5	33.0	33.3	Intermediate	n/a	n/a

Notes:

11. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
12. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
13. 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
14. 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, and Social Studies 30-2.
15. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
16. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
17. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
18. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Whistleblower Protection

A commitment to the value of stewardship within Medicine Hat Catholic Board of Education is the promise that we respect and protect Gods' creation; we ensure that our resources and efforts best serve the needs of all our students; we are accountable to our supporters and will operate in a fiscally responsible manner; we ensure that decisions are both fact and policy driven; we support and provide processes which promote fair and objective decision making through a Catholic perspective; and we are open and transparent.

In June 2013, the Public Interest Disclosure (Whistleblower Protection) Act (PIDA) came into force in Alberta.

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”

This year our theme is *Out of the fullness of His grace He has blessed us all*, giving us one blessing after another. This theme brings gratitude to the forefront. Medicine Hat Catholic Schools have much to be grateful for: the gift of our Catholic faith, the opportunity to learn in a Catholic school, the opportunity to speak out for a just world, and value all life as a blessing.

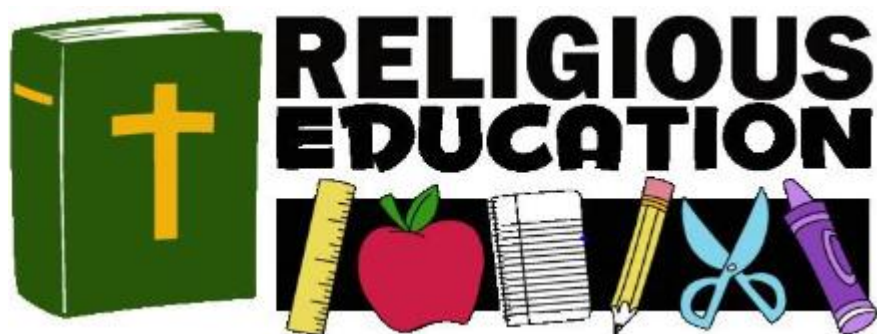
We are called to examine deeper questions related to our faith, our purpose in life and our relationship with God through His Son, Jesus Christ. This important task can only be accomplished through the efforts of schools, parents, and parishes working together.

When Catholic Christian values are integrated into the totality of school – into the working relationships, discipline policies and practices, a safe and welcoming atmosphere flourishes.

We are dedicated to ensuring that staff receive faith formation opportunities that challenge and excite them. The new religious education curriculum continues to be supported through the purchase of resources and time being provided for Teachers to meet together in professional learning communities.

In addition to offering religion courses to our students, we consciously and intentionally strive to teach from a Catholic perspective across the curriculum driven by the belief that we are all created in the image and likeness of God and called to proclaim and affirm the sacredness of human life and the dignity of each person we encounter.

We strive to build Christ-centered communities for service to one another at the local, national, and international levels. Staff and students strive to make a difference in the lives of those who need it most. That learning is a life-long journey in which we all are accountable in making the world a better place in which to live.



Division Outcome 1: The Enhancement of Catholic Education

Outcome: Increase student engagement by fostering and developing relationships between Students, Parents, Staff, Parish and Community

Outcomes	Measures	Results							
				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		Current Result 2016	Previous 3-Yr Avg	Achievement	Improvement	Overall	16/17	17/18	18/19
	Percentage of Teacher, parent and student agreement that students are learning Catholic faith and values through curriculum, celebrations, and service projects	89.3	85.5	Very High	Improved Significantly	Excellent	85.5	86	86.5
	Percentage of Teacher, parent and student agreement that Catholic faith and values are reflected in Catholic symbols throughout the schools	97	93.6	Very High	Improved	Excellent	93.5	94	94.5
	Percentage of Teacher, parent and student agreement that Catholic faith and values are reflected in a relationship between parish, school, and home.	91	82.4	Very High	Improved Significantly	Excellent	85.5	86	86.5

Notes:

- 1) The results are based upon a comparison of data gathered in May 2013 to data gathered in May 2016.
- 2) The Achievement evaluation uses the average of the range of values for Program of Studies, Education Quality and Parental involvement.3)
- 3) **Strategies listed for this outcome will serve to improve our overall results.**

<i>Division Strategies</i>	<i>Indicators of Success</i>
1. Meet with parish-school committee to develop the relationship between parishes and the school division.	Standing committee meets with parish community 3 times throughout the year to provide suggestions for nurturing the relationship between parish, home and school.
2. Highlight the relationship between parishes and school communities on November 6th - Catholic Education Sunday.	A video highlighting the connection between the parish and school communities will be shown. Trustees will emphasize this relationship with the parish community. Two schools sponsor a Mass at each of the parishes on Catholic Education Sunday.
3. Connect with the parish community to support local organizations (Saamis, Pregnancy Support Centre, and Women's Shelter, Food Bank) in the November Division Donation Drive.	Staff from Central Office and 9 schools are provided with the opportunity to donate to a specific local charity. Religion coordinator will work with the parishes to coordinate the Division Drive. A Mass celebrating the Donation Drive to be celebrated with all staff.
4. A web portal with resources to support faith in the home, school and parish will be posted on the parish and school websites.	Communication to parents and priests to make them aware of the portal and to encourage them to access the resources.
5. The schools will continue to sponsor masses at parishes, with the Religious Ed. Coordinator liaising between church and schools.	Each school sponsors one Mass in the school year.
6. Grade 5 and 6 Retreats will be held at Holy Family Parish.	Students begin the retreat by joining the parish community in a Eucharistic celebration. Volunteers from the parish help with the retreat (i.e. youth coordinator, Sacrament Coordinator, Retreat

**Authority: 4501 Medicine Hat Catholic Board of Education - ANNUAL EDUCATION RESULTS REPORT (AERR)
& Three Year Education Plan 2016-2019**

	coordinator and other parishioners). The retreat will be followed by an evaluation to ensure that it is successful.
7. Bible Liturgy for all grade 4 students at Holy Family Parish. Religious Ed Coordinator liaising between church and schools.	Parish priests preside over the Liturgy. Schools are encouraged to invite parents to the Liturgy. Each grade 4 student receives a Bible blessed by the parish priests. Bibles are purchased with funds donated by the parish community on Catholic Education Sunday.
8. Staff gather to celebrate a division-wide Mass twice a year.	A division wide Mass held on September 2nd and again on November 14th.
9. Meet with middle school and high schools to find ways to increase student engagement in Catholic Education.	Monthly meetings are held with administration.
10. Host parent and student engagement meetings with a focus on areas that require improvement and areas of interest including education quality, parent involvement and safe and caring schools.	Improvement in the SAFE and CARING and PARENTAL INVOLVEMENT Accountability Pillar Results.

Division Outcome 1: The Enhancement of Catholic Education

Specific Outcome: To enhance our Catholic identity

Outcomes	Measures	Results							
		Current Result 2016	Previous 3 Year Avg.	Achievement	Improvement	Overall	16/17	17/18	18/19
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Percentage of Teacher, parent and student agreement that Catholic Education offers unique and valuable learning through curriculum, celebrations/retreats and prayer	85.7	85.2	High	Maintained	Good	84.5	85	85.5
	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	82	84.9	Very High	Declined	Good	85	85.1	85.2
Notes: 1) The results are based upon a comparison of data gathered in May 2013 to data gathered in May 2016. 2) The Achievement evaluation uses the average of the range of values for Education Quality, Safe and Caring and Citizenship. 3) Strategies listed for this outcome will serve to improve our overall results.									

Division Strategies	Indicators of Success
1. Grade level meetings •Grade 2 monthly PLC: The New Evangelization, The Six Tasks of Catechesis, The Creed, Scripture, The Liturgical Year, Literature Links to enhance themes •Grade 3 and 4 workshops to introduce the new curriculum using print and digital resources ➤ Prayer, solidarity, moral life, celebration, living in communion, belief	A half day workshop is facilitated for grade 2 Teachers introducing them to the digital resources on August 31st. Religion coordinator meets with the grade 2 PLC group 5 times in the school year. A half day workshop is held in the spring in anticipation of implementation of the new curriculum. An evaluation of the workshop will provide ideas for improvement.
2. Lent Retreat based on the Beatitudes.	A Lent retreat will be facilitated by faith leaders at each school on March 17th. Feedback will be provided at leadership meeting.
3. Division Faith Day: Out of the fullness of His grace He has blessed us all, giving us one blessing after another. (John 1:16)	Feedback from staffs will provide ideas for improvement.
4. Religious Coordinator facilitates social justice projects: Grade 1 – Birthday Bags (Women's Shelter) Grade 2 - Baby Bundle We Care Kits (Pregnancy and Support Centre).	Each grade 1 and 2 classroom will be invited to participate in a social justice project.

**Authority: 4501 Medicine Hat Catholic Board of Education - ANNUAL EDUCATION RESULTS REPORT (AERR)
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5. Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE.	One Teacher will be selected as the successful recipient of Excellence in Catholic Teaching. Three Teachers provide financial assistance from the Education Foundation (standing item).
6. Board and Leadership Retreat in October to enhance our Catholic identity of gratitude and mercy in this Jubilee Year of Mercy.	A retreat will be held in October for trustees and administrators.

Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	91.9	92.2	86.9	90.5	87.9	90	High	Maintained	Good	90	90	90
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	25.7	21.0	23.2	22.3	21.9	22	High	Maintained	Good	22	22	22

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	89.8	84.7	84.4	87.2	88.3	89	Very High	Maintained	Excellent	89	89.1	89.2
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.4	0.7	1.0	0.6	1.2	1.1	Very High	Maintained	Excellent	1.2	1.1	1.1
High school to post-secondary transition rate of students within six years of entering Grade 10.	65.5	68.6	68.3	69.1	62.4	70	High	Declined	Acceptable	70	70	70
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	67.1	68.5	n/a	n/a	n/a	68.5	68.6	68.7
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	58.2	56.7	48.5	59.5	56.5	60	High	Maintained	Good	60	60	60

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.1	86.0	88.2	85.1	85.2	86.5	Very High	Maintained	Excellent	86.5	87	87
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.	83.3	83.1	84.2	80.5	83.8	82	High	Maintained	Good	83	83.5	84

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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.
- 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.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome 1: Alberta's students are successful

<i>Division Strategies</i>	<i>Indicators of Success</i>
1. A Division PD plan will provide monthly PD for staff. PD will include Division organized, school organized, Teacher PLC and personal PD for Teachers.	Positive feedback from staff on evaluation of PD activities.
2. Senior Administration will increase their presence in classrooms to celebrate student engagement.	Visits by school administration in schools throughout the division. Signs of engagement are noted and shared.
3. Evaluate elementary tools for assessing and benchmarking literacy and numeracy. Engage schools in developing strategies for students who are struggling and succeeding.	Schools will assess students in grades 1-6 to benchmark levels in literacy and numeracy. A response to intervention will be implemented to support students at all grade levels.
4. Continue the transition from a goal based IPP template to the student profile strategy based ISP templates for individuals requiring a plan for success. Investigate new ISP system to provide ISP database, "Dossier", which links to Powerschool.	Staff will utilize the new format Individual Support Plan and create student profiles for meeting student needs.
5. Participate in <i>Our SCHOOL</i> surveys to produce student data that will inform programming. This interactive online student survey measures student engagement in the social, academic and intellectual domains.	Select schools will participate in collecting data from students on engagement and school climate. Data will be used for future planning.
6. Implement a multidisciplinary team to deliver integrated case management. This team will consist of the Division's Inclusion Facilitator, and Occupational Therapist and a Speech Language Pathologist. This team will work closely with the RCSD Low Incidence team to support our most complex students.	A multidisciplinary team is implemented and support is provided for the most complex students. Improvement in the SAFE AND CARING Accountability Pillar Results.
7. MHCBE is committed to providing support classrooms at all levels to help with both academic struggles and sensory/emotional regulation. These support spaces are designed as tools to keep students engaged in their learning. They are also places where students can build relationships and develop social skills to foster a safe and caring environment. . Implement a new "Just Right" Room housed by staff on a continual bases.	Children will be in a "Just Right" state for learning as evident by the training of Teachers and staff and also by children gaining an awareness of their sensory needs.
8. High School Re-design at Monsignor McCoy High School. a) Implement strategies and approaches aimed at transforming the high school experience for students and Teachers through changes to school structure, culture, pedagogy or leadership b) Develop a jurisdiction vision for high school completion and student success. c) Set, monitor and measure goals for the High School Re-design program in key areas including Student Engagement, High Levels of Achievement, and Quality Teaching.	Success of the program is discussed and reviewed. Data collected suggests that the program is making a difference in student engagement, achievement and Teacher practice. High School Completion rates increase. Improvement in the STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results. Drop-out rates decline. Improvement in the STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.

<p>Educator Roles and Responsibilities</p> <ul style="list-style-type: none"> Administrators expand their participation in the learning community and expand their leadership roles. <p>Flexible Learning Environments</p> <ul style="list-style-type: none"> Learning Environments will be created throughout the modernization of Monsignor McCoy High School. These spaces need to support students as they engage in their studies in environments that give them more control over when and where, and with whom they learn. Embedded Teacher team time that empowers Teachers to decide how best to structure time to teach students. <p>Assessment</p> <ul style="list-style-type: none"> To continue the creation of learner assessments that are outcome based and can be analyzed for immediate feedback by a Scantron. <p>Mastery Learning</p> <ul style="list-style-type: none"> Increase staff capacity for supporting a school culture of flexible learning. 	<p><i>Our SCHOOL</i> survey indicates students have less mental health concerns, such as anxiety, stress and depression.</p>
<p>9. Develop and enhance Early Learning Programs:</p> <ol style="list-style-type: none"> Development of Early Childhood Coalition in our community with active membership from within our staff 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 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 Support the need for outdoor play in Early Learning. 	<p>Enrollment in our Early Learning Programs will increase.</p> <p>Results of the Early Years Evaluation – Direct assessment given twice a year will show progress for each child in all five developmental areas.</p> <p>Data collected from the Early Development Instruction (EDI) will be used by Teachers, administrators, and parents to understand how children in our communities are developing and then this understanding will be in turn used to tailor support for families where and when it is needed. This will be done through involvement with the Early Childhood Coalition.</p> <p>Mental Health programs availability will be increased and streamlined for families with young children for ease in accessibility and attendance.</p> <p>An increase in staff will be made in the areas of speech language, occupational as well as physical therapy to increase access to these services for our vulnerable children.</p> <p>The Fresh Start to School program will be offered again with an increase of 100% in families to serve. Staff will receive training and tools to increase outdoor play opportunities daily for a minimum of 30 minutes. Outdoor play is increased, children are more self-regulated and healthy initiatives are promoted.</p>
<p>10. Senior Administration working closely with the Division Leadership team review DIP’s, PAT’s results.</p>	<p>Review provides direction to enhance instruction in the areas identified.</p>
<p>11. Evaluate Mental Health and counselling supports throughout the division.</p>	<p>A strategic plan will be developed to address the mental health needs of all students in the division. Professional Development and resources supported through the Mental</p>

	Health Literacy Grant. Administrators and Lead Teachers will be trained in "Go To Educator".
12. Partnering with MH College to create additional dual credit opportunities.	Meetings are held with the Medicine Hat College and neighboring school divisions which result in the development of dual credit courses.
13. Offer a wide variety of programming including CyberSchool, Off-Campus programming in Work Experience and Registered Apprenticeship Program	Diversity in program offerings provide opportunities for all students to be engaged in learning and successful in their chosen career path.
14. Complete a review of the Work Experience and Registered Apprenticeship Program of Monsignor McCoy High School to ensure student needs are met effectively.	The findings of the review will facilitate effective planning of the program. Improvement is shown in the PROGRAM OF STUDIES and WORK PREPARATION Accountability Pillar Results.

Outcome 1: Alberta's students are successful... continued

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.2	79.6	87.1	83.9	82.7	85	High	Declined	Acceptable	85	85.5	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.1	19.0	20.7	18.4	19.7	19	High	Maintained	Good	19.5	20	20

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.

<i>Strategies</i>	<i>Indicators of Success</i>
1. Evaluate elementary tools for assessing and benchmarking literacy and numeracy. Engage schools in developing strategies for students who are struggling and succeeding.	Common literacy and numeracy assessment tool is developed. Schools will assess students in grades 1-6 to benchmark levels in literacy and numeracy. A response to intervention will be implemented to support students at all grade levels.
2. Support Teachers in the implementation of research based effective assessment practices. Collaborative time provided for Teachers to develop common assessment practices.	Common assessment practices contribute to improvement in the STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.
3. Provide professional development in key learning areas including engagement, self-regulation, relationships and literacy.	Professional Development provided in key area leads to improvement in SAFE and CARING, STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.
4. Literacy is supported through Levelled Literacy Intervention blocks and through the development of a Response to Intervention model at each of the elementary schools. The RTI model is an approach to academic and behavioral intervention used to	The Response to Intervention (RTI) Model and Level Literacy Intervention (LLI) blocks provide support for students to be successful in literacy and numeracy. Results from the accountability survey on PAT acceptable and PAT excellence show an increase in the STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.

provide early systematic and appropriate assistance to children who are at risk or are underperforming	
5. Provide intake, assessment and instructional support to our ESL Students.	All ESL coded students will be tracked and benchmarked to inform Teacher planning.
6. Assistive Technology (AT) devices are utilized to create a sense of belonging and to assist students so they can learn, communicate, function more effectively.	Teachers develop an understanding what Assistive Technology is and how it can be used to support students. A Technology Plan is developed to assist in using technology to enhance learning.
<p>7. Create a Technology and Learning Plan which considers both IT and learning/educational technology requirements and strategies. Integrate the technology plan with the Division Three Year Education Plan. The Learning and Technology Policy Framework (LTPF) will provide leadership and strategic direction for the Technology Plan through the five policy directions.</p> <ul style="list-style-type: none"> • Student-Centered Learning • Research and Innovation • Professional Learning • Leadership • Access, Infrastructure and Digital Learning Environments <p>Recommendations are provided with implementation dates, resources required and timelines.</p>	The Plan reflects policy directions of the LTPF. Teachers within the division are increasingly using technology to support student learning. A follow up technology survey shows and increase in the use of technology by staff to enhance learning.

Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target	Evaluation			Targets	
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	54.5	85.6	64.7	63.5	70.5	Very Low	Maintained	Concern	70	70
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).	n/a	4.5	15.6	5.9	10.4	10.5	Low	Maintained	Issue	10.5	10.6
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	87.5	100.0	87.1	95.8	84.2	90	Intermediate	Maintained	Acceptable	90	90
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	8.3	29.2	16.1	16.7	10.5	16.5	Low	Maintained	Issue	13	13.5
Performance Measure	Results (in percentages)					Target	Evaluation			Targets	
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	85.7	67.5	82.4	66.7	100.0	72	Very High	Improved	Excellent	80	90
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	0.0	5.5	0.0	3.1	7	High	Maintained	Good	3.1	3.1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	*	*	48.8		Intermediate	n/a	n/a		
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	42.9	61	n/a	n/a	n/a	50	55
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	42.9	56.3	41.2	33.3	37.5	42	Low	Maintained	Issue	42	42

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome 2: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

<i>Strategies</i>	<i>Indicators of Success</i>
1. The Division will send out communications to parents prior to registration explaining the advantages to the Division of parents self-identifying FNMI status	Parents respond to mailed information. Communication continues via personal meetings, email and phone calls.
2. 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: <ul style="list-style-type: none"> • Providing resources for Families, Parents and Teachers • FNMI Life Skills Sessions • Promotion of Healthy Active Living Culturally • Liaise and assist Students, Staff and Parents in acknowledging heritage and traditions 	Band information, post-secondary information, tutoring information and community support for families and parents is provided. Teachers are provided academic resources, team collaboration in core subjects to integrate FNMI material. Students meet individually for cultural resiliency, self-esteem support from FNMI support Teacher.
3. Increase focus and support for FNMI students at all school levels. Introduce concept of graduation coach for FNMI.	Improvement in the FNMI Accountability Pillar Results.
4. 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.	Monsignor McCoy covers FNMI novel study in Grade 10. Support is offered through collaboration, assisting and answering questions of the Teacher and students. Specialized presentations are provided for other classes looking to enrich FNMI perspective.
5. Facilitate access to community academic supports including Medicine Hat College Drop-in Tutor program and information for post-secondary resources.	Graduating students meet to discuss post-secondary information on bursaries and scholarships. Meetings are held with parents and families in assisting with ban status registry processes.
6. 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 diploma exam writing.	Regular meetings with principals to discuss individual needs of FNMI students. FNMI Coordinator works closely with Learning Services and Principals to ensure academic attendance targets are support.
7. Continue to work with the Division to provide cultural openness, innovative ideas, leadership, and collaboration	A Professional Development FNMI session provided for Teachers with FNMI students in their classroom. Staff are aware of FNMI support services provided.
8. Integration of FNMI lessons into the curriculum	English and Language Arts Teachers integrate FNMI novel materials. Unit study and lesson development in key subject areas integrate FNMI heritage. Social Study Teachers integrate enriching material provided by FNMI Support Teacher in lessons.
9. Work one on one or in classroom setting with a short novel and provided a Language Arts & Social Studies component. This allows FNMI students to enrich their skills of FNMI knowledge and to become a leader in the classroom to educate their peers of their heritage.	A project is completed with regards to the chosen novel. The project is presented to the class, displaying pride and leadership skills.
10. Meet with students (one on one) weekly to work on cultural development, self-esteem, resiliency and or academic issues.	Support Teacher meets with students to work on understanding the Medicine Wheel and/or the Seven Teachings (developing self-esteem, resiliency, improving emotions).

Outcome 3: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	90.6	91.3	92.7	90.1	90.2	91	Very High	Maintained	Excellent	91	91	91.5

Notes:

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

Strategies	Indicators of Success
<ol style="list-style-type: none"> 1. Provide an Inclusive Communities workshop for Teachers to assist them in understanding the Catholic teaching of inclusion and dignity of life and to reflect upon ways they can make their schools more welcoming, caring, respectful and safe. 2. Review and update School Division Administrative Procedure 351 Student Code of Conduct for all Division Schools. 3. Division Focus on PD related to the impact of stress and anxiety on brain function and learning. 4. Implement a new Just Right Room housed by staff on a continual bases. 5. Develop a philosophy that serves to foster the Catholic spirit of athletics. <ul style="list-style-type: none"> • Form an athletics ad hoc committee to address the priority of fostering the Catholic spirit of athletics in Medicine Hat Catholic Schools. Include Coaches, Admin, Parents, Board and Senior Administration. • Develop a Code of Conduct for coaches, student-athletes and parents. 	<p>All schools participate in an Inclusive Communities session between September and June. All schools within their School Education Plan develop specific school based strategies to address welcoming, caring, respectful and safe learning environments.</p> <p>Code of Conduct is developed and provided to all stakeholders. Improvement in the SAFE and CARING Accountability Pillar Results from the previous year.</p> <p>Division wide professional development opportunities relative to brain functioning and learning provide knowledge for staff on ways to identify and reduce the impact of stress.</p> <p>Implement a new "just right room" that is staffed on a full-time basis to provide opportunities for students to self-regulate at any time in a safe and caring supervised environment.</p> <p>A philosophy of athletics is developed and shared with all stakeholders within the Medicine Hat Catholic School community.</p>
<ol style="list-style-type: none"> 6. School Resource Officers, in collaboration with the MH Police Service, are present in schools. 	<p>School Resource Officers work closely with schools resulting in Improvement in the SAFE and CARING Accountability Pillar Results.</p>
<ol style="list-style-type: none"> 7. Work with Medicine Hat Police Service on the Encouraging Positive Informed Choices (EPIC Program). 	<p>Encouraging Positive Informed Choices program is implemented within schools.</p>
<ol style="list-style-type: none"> 8. Support students by providing mental health support and family liaison counsellors. 	<p>Communities Coming Together Project is part of the provincial Mental Health Capacity Building Initiative. CCT continues working toward teaching staff, student and families how to promote wellness in themselves and others.</p>

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9. Learning Support Classrooms in Elementary, Junior High and Senior High Schools.	Learning Support Behavior Support Classrooms are provided in each school. Their effectiveness is closely monitored by Learning Services and school personnel.
10. Provide annual training in Violence Threat-Risk Assessment (VTRA) in collaboration with Alberta Health Services and MH Police Service.	Trained personnel in every school who effectively respond and conduct VTRA's as required.
11. The <i>Our SCHOOL</i> survey is provided annually for students in middle and high schools. Results provide valuable information for future planning. A focus in the current school year will be placed on mental health and addiction issues as an outcome of the previous years' results.	CCT mental health program will provide education, awareness and support around mental health and addiction. Alberta Health, Mental Health & Addiction Workers are present in schools to support student needs.
12. Focus on Division wide Occupational Health & Safety Program (OH&S) Program for all schools.	An Occupational Health and Safety program is developed and shared with the Division Leadership Team (DLT). DLT work closely with their school communities to meet the requirements outlined in the program.

Outcome 4: Alberta has excellent Teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	82.2	79.6	80.9	79.3	78.4	80.5	Intermediate	Maintained	Acceptable	80	80.5	81

Notes:

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

<i>Strategies</i>	<i>Indicators of Success</i>
1. Teachers are aware of the ministerial order on student learning. Greater emphasis is placed on the development of cross-curricular competencies. Instruction is more student-focused, less prescriptive, and built on a foundation of literacy and numeracy	Increase in performance measure in the STUDENT LEARNING ACHIEVEMENT and PARENTAL INVOLVEMENT Accountability Pillar Results.
2. The development of Professional Learning Communities (PLC's) will focus on Division priorities, Alberta Education Initiatives with a focus on success for every student. Professional Learning Communities (PLC's) will meet several times a year.	Improvement in STUDENT LEARNING ACHIEVEMENT and CONTINUOUS IMPROVEMENT measures in the Accountability Pillar Results.
3. Professional development opportunities for Teachers. Participation of Teacher(s) on the Technical Expert Group on the Alberta Curriculum Development team.	A Teacher represents the Division on the I Expert Group on the Alberta Education Curriculum Development team.
4. PD Opportunities for Teachers and support staff include division wide opportunities in relationships, brain development, anxiety and Supporting Individuals through Valued Attachments (SIVA).	Improvement on the SAFE and CARING and SCHOOL IMPROVEMENT measure Accountability Pillar Results.
5. Focus on instructional leadership for division's leaders. Division Leadership Team have regular professional discussions on instructional leadership.	Administrators meet and discuss topics such as instruction in literacy and numeracy, Catholicity, High School Re-Design, And Classroom Management.
6. DLT work closely with Division Senior Administration to review the new Teacher Quality Standard and Principal Quality Standard.	Teacher Evaluation models and processes will be developed and Teachers are informed and in-serviced on the new TQS standards. A common Interview Process is developed and used by all administrators when interviewing potential candidates for teaching positions. Administrator evaluations will be aligned with the new Principal Quality Standard.
7. Teachers to focus on integrating social justice issues into school curriculum. Teachers work on developing a social justice project combining outcomes from Religion, Social Studies and Language Arts for example using materials from Development and Peace.	Increase in number of social justice projects.

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8. Develop partnership with the Medicine Hat College to engage students in their learning.	St. Mary's Fine Arts and Notre Dame Academy CTS Program Partnerships are effectively implemented. Division Elementary Schools utilize the Medicine Hat College for community classroom sessions in science and art.
9. Review Academy programming to ensure effective delivery.	Review is conducted on the Academy's currently being offered. Outcomes and recommendations are discussed with key stakeholders.
10. Provide additional support for the French Immersion Programming in K – 12.	A certified Teacher is hired to provide French Immersion instruction in grades 10 – 12 at Monsignor McCoy High School.
11. Enhance focus on the Fine Arts. a) Increase Fine Arts activity in the Division through specialist support in the high school Fine Arts program. b) Create an ad hoc Fine Arts committee consisting of one volunteer from each school c) Create a division Fine Arts yearly calendar to outline each schools performances and activities. d) The calendar will be posted on the website and updated as necessary.	Improvement in the PROGRAM OF STUDIES measure in the Accountability Pillar Results.
12. Create community classroom opportunities for elementary and middle school students to enhance the Educational experience using division specialists.	Improvement in the PROGRAM OF STUDIES measure in the Accountability Pillar Results.

Outcome 5: The education system is well governed & managed

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	86.0	82.8	84.5	86.4	85.8	87	Very High	Maintained	Excellent	87	87.5	87.5
Percentage of Teachers and parents satisfied with parental involvement in decisions about their child's education.	82.8	85.7	83.2	83.2	83.6	84.5	Very High	Maintained	Excellent	84.5	84.5	85
Percentage of Teachers, parents and students satisfied with the overall quality of basic education.	91.8	91.7	92.6	92.7	91.0	91.5	Very High	Declined	Good	92	92	92

<i>Strategies</i>	<i>Indicators of Success</i>
<ol style="list-style-type: none"> Continue to develop the Social Media Awareness Campaign <ol style="list-style-type: none"> Continue to educate stakeholders of social media presence <ol style="list-style-type: none"> Facebook, Twitter, Instagram and YouTube Integration of 24 social media platforms at the School and Division level Develop relationships with community partners including; Parents, Staff, Parish, the Media, Government bodies including MLA's, Legislature, Alberta Education, ACSTA, ASBA, and Diocese of Calgary through the use of social media. 	<p>Stakeholders will be aware of the 24 social media platforms.</p> <p>Stakeholder's engagement will increase on all social media platforms.</p> <p>Public bodies and stakeholders endorse MHCBE content through social media platforms by Sharing, Liking, and Retweeting posts.</p>
<ol style="list-style-type: none"> Parish Communications <ol style="list-style-type: none"> Continue highlighting Catholic education in Parish Bulletins Catholic Education Sunday will feature a Video production created by MHCBE highlighting students involved in religious education activities in our Schools. The video will be shown at the Parish Masses where donations toward Catholic Education are collected. 	<p>Stakeholder engagement will increase. School programming, and activities will be highlighted.</p> <p>Parish community will be more aware of Religious Education activities in our Catholic Schools. Parish community will be aware of how their Catholic Education Sunday donations benefit the school community.</p>
<ol style="list-style-type: none"> Advertising the catch phrase "It All Starts Here" and "Bringing Learning to Life" will be used in 2016-2017 advertising and marketing. <ol style="list-style-type: none"> Branding with Key Messages and Social Media icons will be integrated into all Advertising and Marketing from MHCBE Expand the scope of the Zooming-In Annual Publication by continuing to integrate information relevant for stakeholders including French Language, Blackfoot, FNMI and Religious Education. 	<p>Advertising, Marketing & Public Relations will exhibit a consistent message.</p> <p>Stakeholders will be aware of the division's consistent messaging.</p> <p>Stakeholders will continue to find value and relevant information.</p>
<ol style="list-style-type: none"> Division and School Websites will share high level content and focus on integrating consistency through 	<p>Division and School website will have a consistent design and layout uniformity.</p>

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the use of Banners, Latest News and overall presentation.	
5. The Communications Plan will serve as a guide to achieve the communication goal of the Division, <i>"to enhance communication and increase public profile around the value of Catholic education"</i> .	The communication goal will align with the division goal and division strategic priorities.
6. A Communications Work Plan will be developed to track and plan implementation of communication strategies throughout the year. The plan will be shared with Schools.	The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies.
7. Social Media Guidelines will serve as protocol to support the integration of social media division-wide.	Social Media Contributors at the Division and School level are educated on best practices for integrating social media.
8. <i>"School Messenger-Communicate"</i> is purchased and Division staff and the Leadership Team are in-serviced on the effective use of the program. The program will unify our communications across devices and platforms.	Stakeholders will experience real time and seamless communication across multiple devices and platforms.
9. Hour Zero is adopted as the Emergency Preparedness Program platform for MHCBE to prepare for and respond to emergencies. Staff are in serviced on the language and protocols within Hour Zero.	The Division will utilize a uniform response system when responding to Crisis. Emergency preparedness and planning has a direct impact on the improvement in the SAFE and CARING Accountability Pillar Results.
10. Shared Emergency Response Protocol Guidelines are communicated to stakeholders.	Our stakeholders are aware of the Emergency Response Protocol Guidelines and the Division and School response to an emergency. Clear, accurate and timely information is provided to all stakeholders in the event of an emergency.
11. Implement a "how did you hear about us" question or query on the student registration form.	The "how did you hear about us" responses will be used as an evaluation tool to better engage with our stakeholders.
12. Develop video clips to highlight special programming including academies in sports and Fine Arts.	Stakeholders will have a visual experience of the programs in action
13. MHCBE will work collaboratively with our Alberta Health Partners to deliver specialized services including Mental Health, Physical therapy, Speech Language Pathology and others. Members of senior administration will serve on executive and leadership committees for Regional Collaborative Service Delivery (RCSD).	Students will receive equitable and sustainable service delivery in the region. Services will be seamless and timely in their support of student needs.
14. Collaboration with our Southern Alberta Professional Development Consortium (SAPDC) partners to support staff and PLC groups.	Staff participate in Professional Development.
15. Continued dialogue through regular meetings with Parent Association (representatives from each School council), Senior Admin, Trustees, and ATA rep.	Senior Administration attend Parent Association meetings and engage in meaningful dialogue, seeking input and fostering discussion that services to enhance learning and programming within schools.
16. Develop a long term capital plan that would allow the district to develop a sustainable vision for the future. Scope of study will include: <ul style="list-style-type: none"> Each facility will be evaluated in the same manner and have consistent reporting formats School functionality, as compared to Alberta Education Guidelines, will be reported on Utilization rate for each school will be analyzed Demographic projections and forecasts for the division will be integrated Analysis of the two academies 	A three and ten year plan is developed and approved by the Board of Trustees.

**Authority: 4501 Medicine Hat Catholic Board of Education - ANNUAL EDUCATION RESULTS REPORT (AERR)
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<ul style="list-style-type: none"> • Analysis and impact of the new school • Analysis of the school boundaries and options to balance utilization 	
17. Research the potential expansion of Board governance by increasing to 5 Trustee representatives.	Board realizes greater capacity to govern.
18. Trustees for MHCBE are educated on school goals and priorities through monthly school presentations at Board Meetings, invitations to division professional development activities, school presentations and school tours.	Trustee engagement facilitates decision making.
19. Meet with parents to discuss topics of interest and areas within the ANNUAL EDUCATION RESULTS REPORT (AERR) that require improvement. Four meetings per year.	Improvement in PARENTAL INVOLVEMENT Accountability Pillar Results.



Did you know? Each of our Catholic Elementary Schools offer an Early Learning Program for children ages 3 - 5.

Early Learning Program (ELP)

We are committed to establishing quality inclusive early learning settings requiring thoughtful programming and support in the most natural pre-school environment for all young children, including those who experience at-risk factors, along with a seamless transition into Kindergarten and Grade 1.

Social-Emotional Learning



Each Catholic School has a dedicated space to help students develop social-emotional skills, including self-regulation. These skills provide a foundation for success in school and in life. Social-emotional learning is the process of developing students' knowledge, attitudes and skills to manage emotions, build healthy relationships, set goals and make decisions.



Learning Services

Engaging students learning through actions that reflect the values of inclusive education.

(Board Strategic Priority # 3)



English Language Learners (ESL)

The goal of ESL programming is to provide students with instruction and support that will help them to speak the English language fluently, further their education, and become productive and contributing members of Albertan and Canadian society. ESL programming is funded for both Canadian-born and foreign-born students.



Response to Intervention (RTI)

The underlying goal of RTI is preventing academic struggles and challenging behaviors, so that all students are successful. Within our schools RTI responds to student needs providing personalized learning, behavior plans, and a variety of assessment tools and interventions.



CONTACT LEARNING SERVICES

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Director of Early Childhood Services
403-502-8354

Mrs. Raevon Gehring
FNMI Co-Coordinator
403-580-7337

Mrs. Monique Hosanee
ESL Coordinator
403-527-5118

Mrs. Patti Wagman
CCT Coordinator
403-527-5118

Mental Health Capacity Building Initiative Community Coming Together (CCT)

CCT brings mental health promotion and prevention messaging to our students, staff, and community. We provide universal programming through presentations, information sessions, and community wide events. Together we begin to help students and families to identify various ways to manage stress and build resiliency along with mental health awareness.

www.communitycomingtogether.weebly.com



Learning Supports

We use innovative and effective ways to reduce barriers to learning and provide the supports that every student needs to be successful.

Ensuring that all students are successful requires teachers to not only understand the specific learning needs of their students but be willing to plan for and create optimal learning opportunities and supports throughout the school day and across subject areas. We are committed to supportive, caring learning environments to meet the learning needs of all students.

Did you know? 2/3 of our staff directly supports students in our classrooms!



Regional Collaborative Service Delivery (RCSD)

RCSD is a partnership between school divisions and regional health authorities, including school based learning teams providing wrap around services to meet the needs of all students. Specialists include Speech Pathologists, Occupational Therapists, Physiotherapists, Psychologist, Audiology and Vision Consultant, Behavior Consultants, and Mental Health Therapists.



First Nations Métis and Inuit (FNMI)

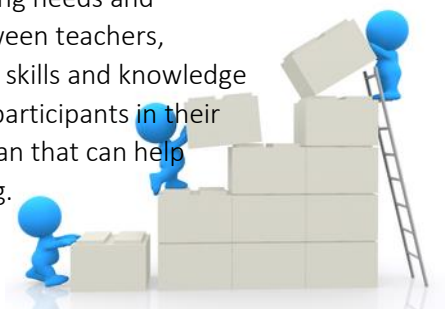
Through our FNMI Coordinator we work with the FNMI community leaders and partners to develop culturally relevant programs, resources and student supports

To ensure all students are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories; the importance of Treaties; and the legacy of residential schools.

To engage and support First Nations, Métis and Inuit in fulfilling their vision for a K-12 education system that honours Indigenous history, cultures, languages and perspectives.

Individualized Support Plans (ISP)

An ISP is a tool developed to focus a child's learning. To increase understanding of individual students' learning needs and strengths. To enhance communication between teachers, parents and students. To build students the skills and knowledge in order to be effective self-advocates and participants in their own learning. To help create a long-term plan that can help families with transitions and future planning.



"Looking For Light" Blog

Our Learning Services blog is available to share experiences and to learn and inspire one another around inclusive educational practices, professional learning and innovative teaching.

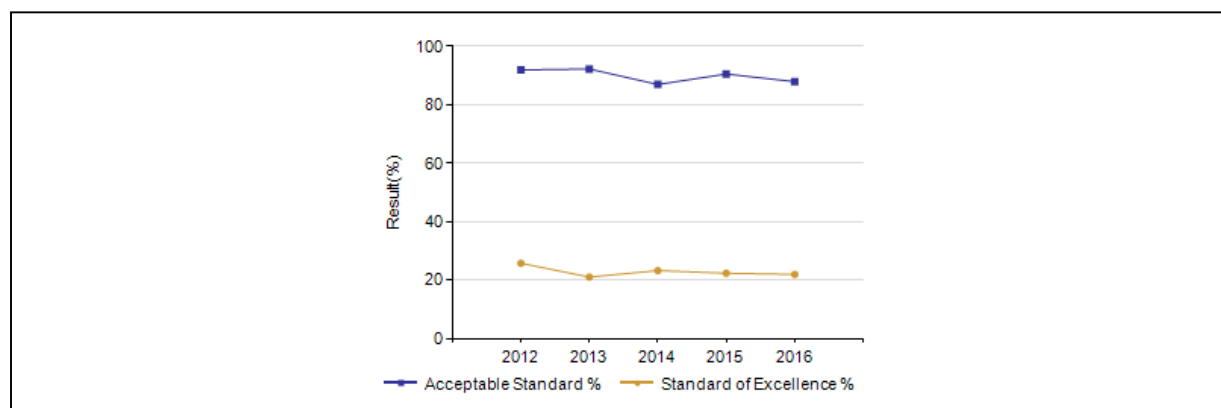
<http://mhcbelearningservices.wordpress.com>

Diploma Examination Results - Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	87.8	12.2	88.3	6.3	93.8	8.9	89.7	9.3	90.7	4.7		
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	Authority	97.0	19.4	95.5	12.1	87.5	12.5	93.8	15.4	91.8	6.6		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
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	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathematics 30	Authority	93.2	31.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.0	27.5	59.0	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	90.0	6.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	71.9	32.8	71.4	11.1	78.9	28.1	56.8	14.9		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	Authority	n/a	n/a	39.3	7.1	50.0	8.6	70.8	12.5	80.0	3.6		
	Province	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	Authority	100.0	30.4	95.7	23.9	97.9	29.8	94.1	23.5	88.5	19.2		
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	Authority	91.6	18.9	96.7	25.4	92.4	29.7	95.9	26.8	92.7	38.2		
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	Authority	92.3	25.3	89.3	23.1	77.6	23.5	84.8	31.6	84.4	23.8		
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	Authority	85.2	40.7	85.7	31.0	78.2	35.9	84.1	26.8	76.9	21.8		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	Authority	94.6	43.2	96.6	51.7	75.0	27.3	91.1	22.2	90.9	36.4		
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

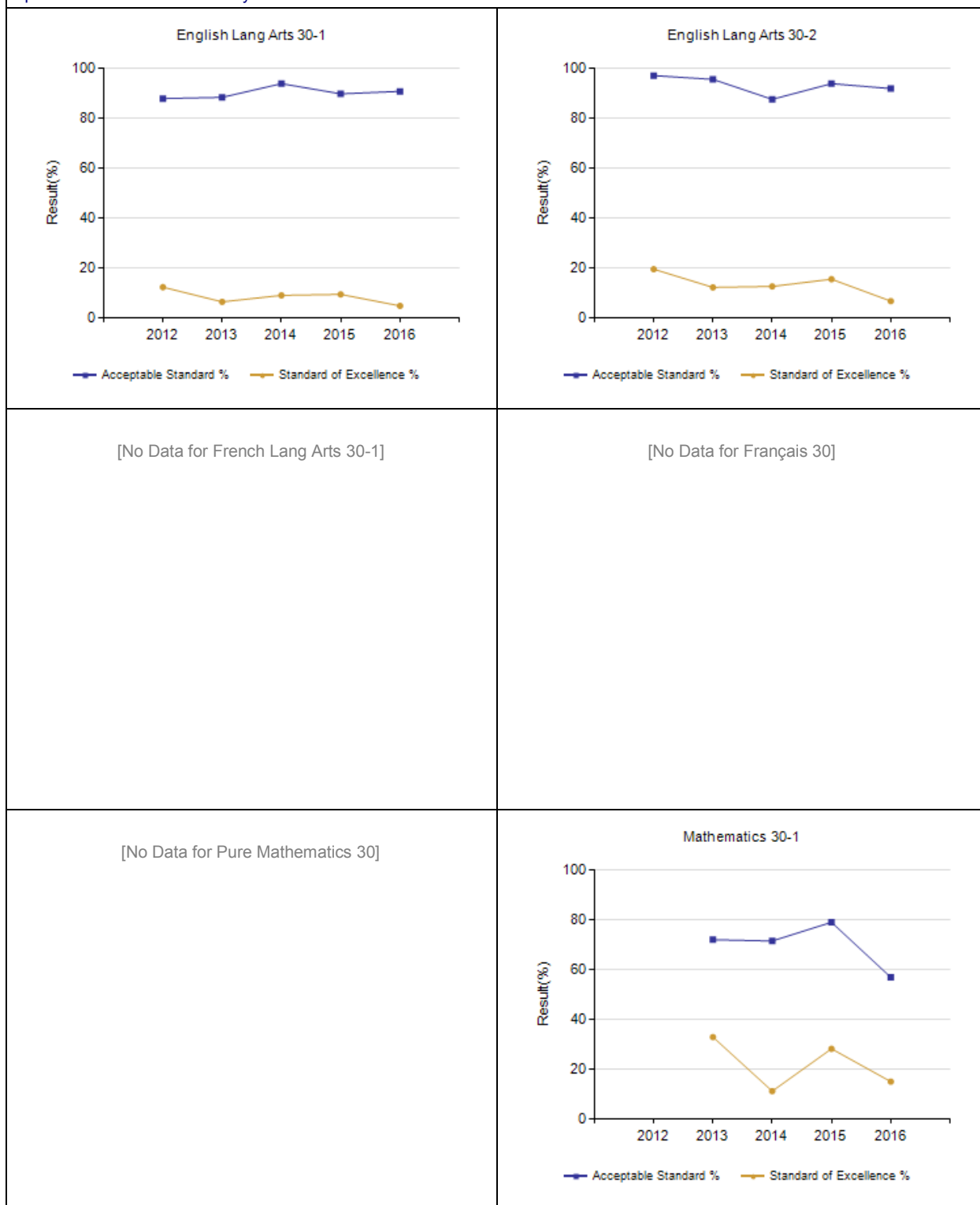
Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Graph of Diploma Examination Results - Overall

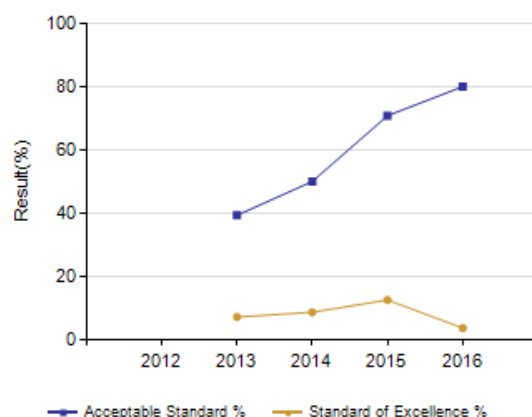
Diploma Examination Results by Course



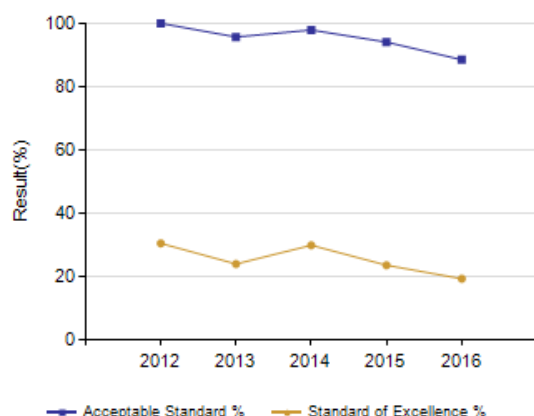
Diploma Examination Results by Course

[No Data for Applied Mathematics 30]

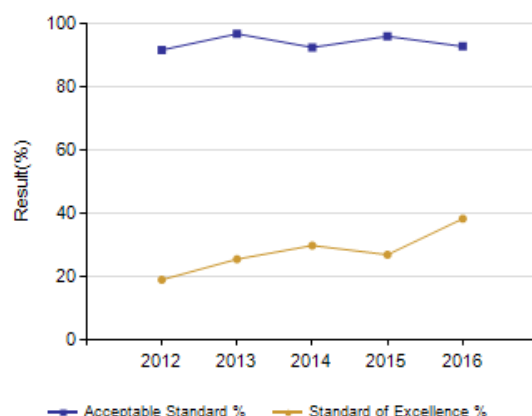
Mathematics 30-2



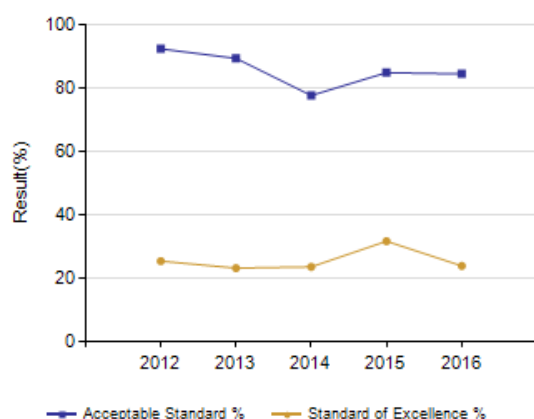
Social Studies 30-1



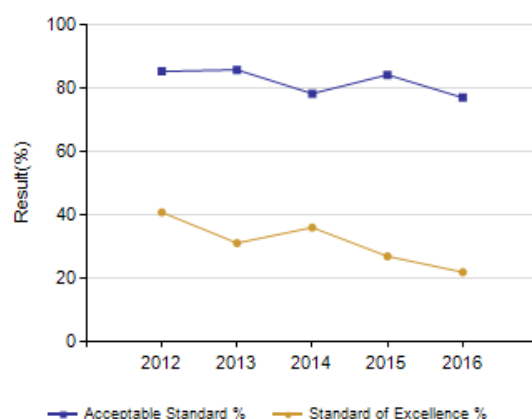
Social Studies 30-2



Biology 30

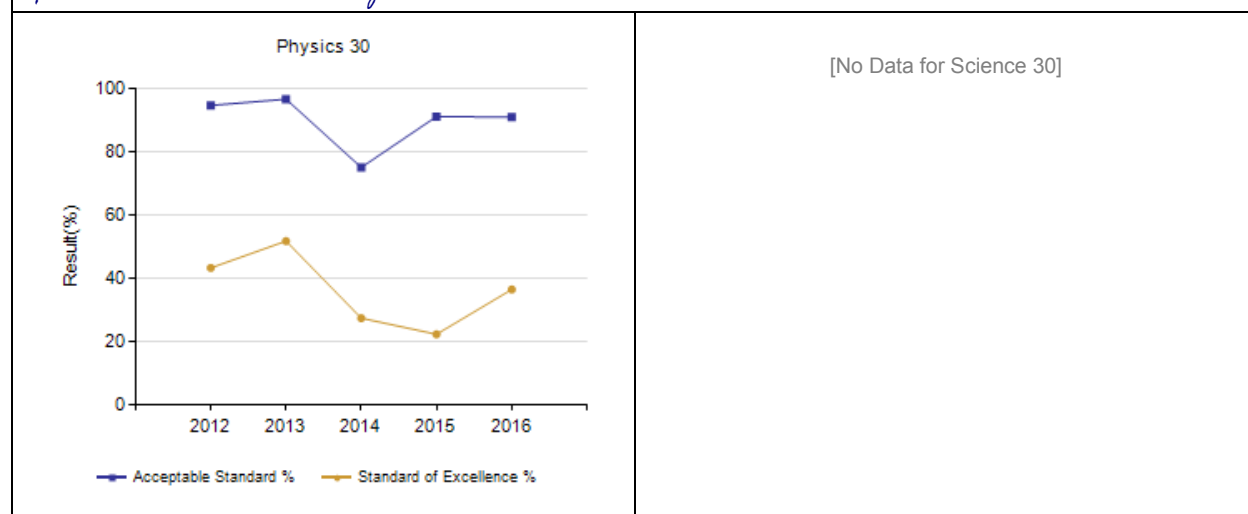


Chemistry 30



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& Three Year Education Plan 2016-2019**

Diploma Examination Results by Course



Diploma Examination Results by Course Summary with Measure Evaluation

		Medicine Hat CSRD No. 20								Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	107	90.7	107	90.6	29,730	86.8	28,663	86.7	
	Standard of Excellence	Low	Declined	Issue	107	4.7	107	8.2	29,730	10.7	28,663	11.2	
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	61	91.8	65	92.3	16,707	89.1	15,920	89.3	
	Standard of Excellence	Low	Declined	Issue	61	6.6	65	13.3	16,707	12.3	15,920	11.7	
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	93.8	1,247	95.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	8.7	1,247	12.3	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5	
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4	
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9	
Mathematics 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	74	56.8	61	74.1	20,492	70.7	20,735	77.4	
	Standard of Excellence	Low	Declined	Issue	74	14.9	61	24.0	20,492	25.9	20,735	31.8	
Mathematics 30-2	Acceptable Standard	High	Improved Significantly	Good	55	80.0	45	53.4	13,631	75.4	11,425	71.6	
	Standard of Excellence	Low	Declined	Issue	55	3.6	45	9.4	13,631	16.8	11,425	13.4	
Social Studies 30-1	Acceptable Standard	High	Declined	Acceptable	26	88.5	42	95.9	22,494	84.9	21,869	86.0	
	Standard of Excellence	High	Maintained	Good	26	19.2	42	25.7	22,494	14.3	21,869	15.2	
Social Studies 30-2	Acceptable Standard	Very High	Maintained	Excellent	123	92.7	121	95.0	19,790	81.1	19,060	82.5	
	Standard of Excellence	Very High	Improved	Excellent	123	38.2	121	27.3	19,790	13.1	19,060	13.7	
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	122	84.4	95	83.9	22,539	85.1	21,806	85.2	
	Standard of Excellence	Intermediate	Maintained	Acceptable	122	23.8	95	26.1	22,539	32.4	21,806	32.3	
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	78	76.9	67	82.7	19,265	81.5	18,126	80.8	
	Standard of Excellence	Intermediate	Declined	Issue	78	21.8	67	31.2	19,265	34.5	18,126	33.7	
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	44	90.9	39	87.6	10,291	85.8	10,126	82.9	
	Standard of Excellence	High	Maintained	Good	44	36.4	39	33.7	10,291	39.8	10,126	33.5	
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	84.4	6,841	84.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	27.6	6,841	25.9	

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 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
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

1. 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. 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

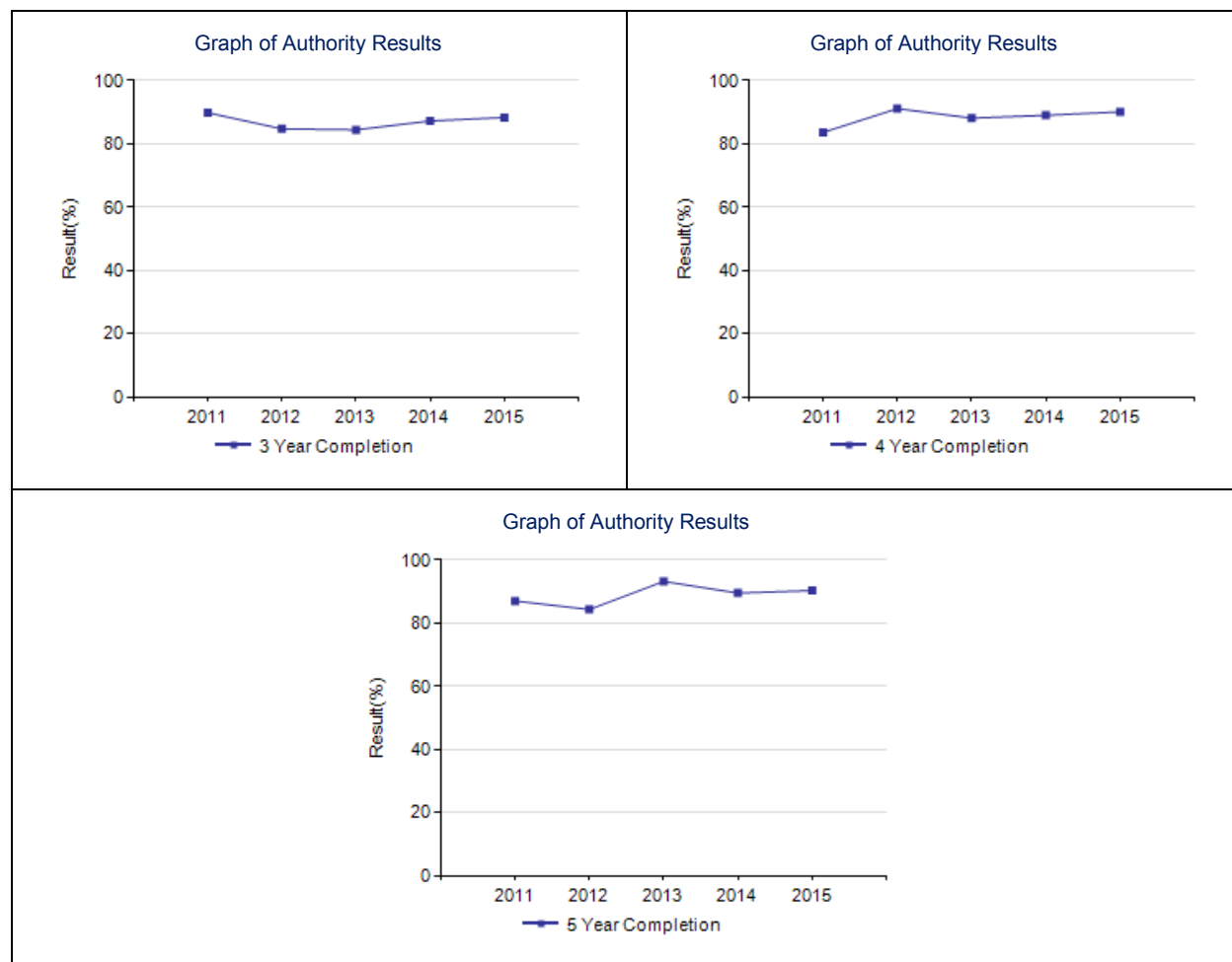
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	89.8	84.7	84.4	87.2	88.3	74.2	74.8	75.3	76.5	76.5
4 Year Completion	83.6	91.1	88.1	89.0	90.1	78.0	79.2	79.6	79.9	81.0
5 Year Completion	87.0	84.3	93.2	89.5	90.3	79.4	80.6	81.5	82.0	82.1



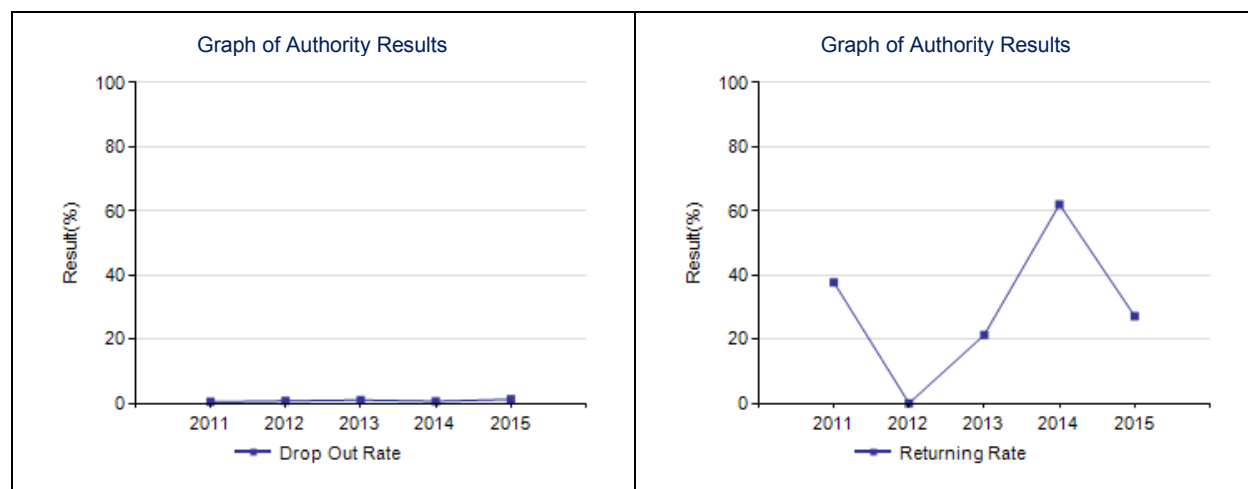
Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	0.4	0.7	1.0	0.6	1.2	3.8	3.6	3.3	3.5	3.2
Returning Rate	37.7	0.0	21.3	62.0	27.1	23.2	22.8	20.7	20.9	18.2



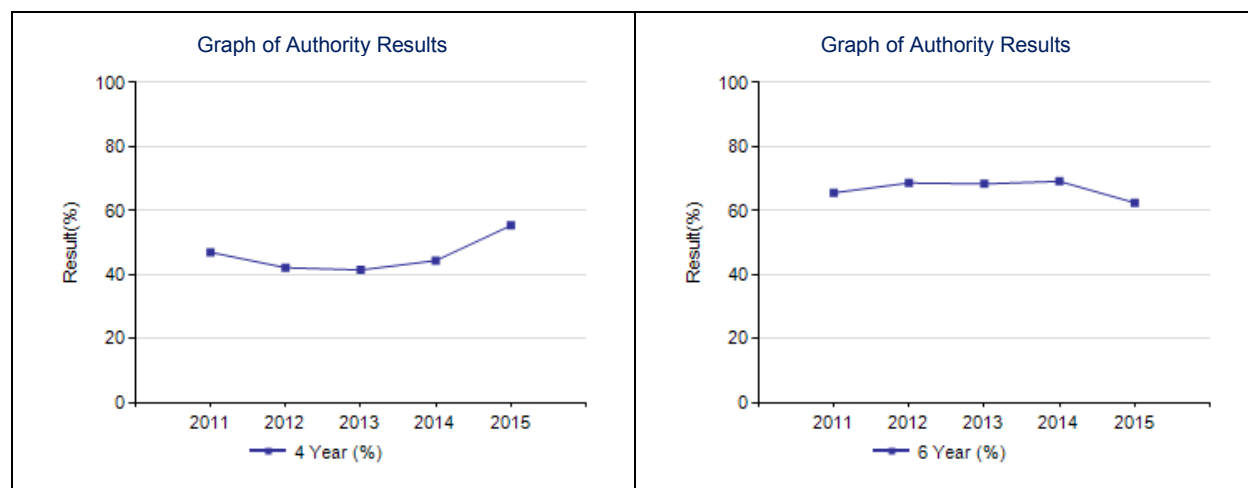
Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

High School to Postsecondary Transition Rate - Measure Details

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	46.9	42.1	41.4	44.3	55.3	38.4	39.4	39.7	38.3	37.0
6 Year Rate	65.5	68.6	68.3	69.1	62.4	58.4	59.3	59.0	59.7	59.4



Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

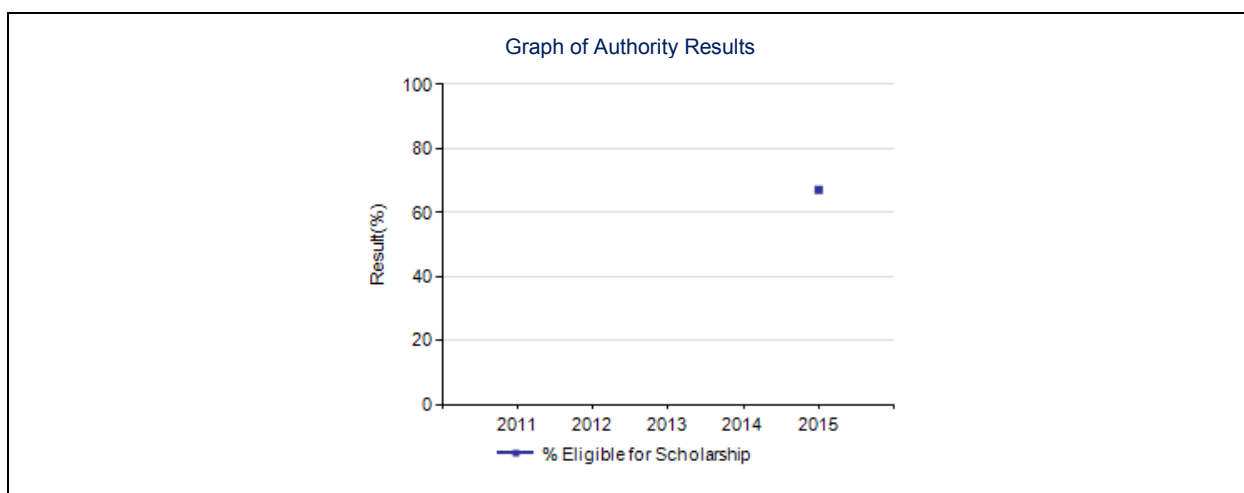
Rutherford Eligibility Rate - Measure Detail

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	67.1	n/a	n/a	n/a	n/a	60.8

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
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	167	108	64.7	97	58.1	97	58.1	112	67.1



Notes:

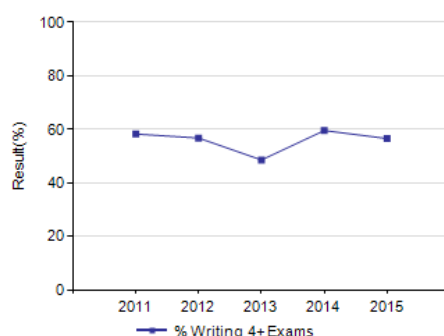
1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	6.6	9.8	8.5	6.0	8.1	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	93.4	90.2	91.5	94.0	91.9	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	91.4	88.3	88.1	91.7	90.1	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	76.6	68.8	63.6	71.4	67.1	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	58.2	56.7	48.5	59.5	56.5	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	38.3	38.4	22.4	37.4	43.6	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	11.7	18.9	7.8	11.3	17.7	13.9	14.3	11.4	13.1	13.8

Graph of Authority Results



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

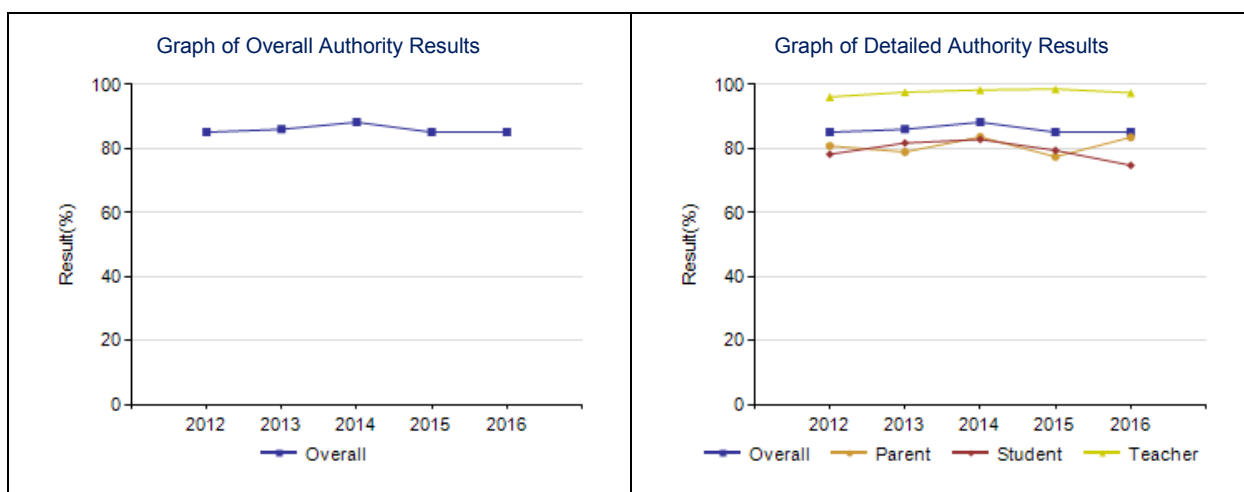
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	58.5	50.6	55.6	62.0	55.2	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	33.5	38.1	32.1	30.2	35.5	25.8	25.9	27.1	28.0	28.7
Total of 1 or more English Diploma Exams	89.5	86.3	86.7	89.9	89.5	78.4	78.6	78.7	79.7	79.5
Social Studies 30	0.0	0.0	n/a	n/a	0.0	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	57.0	31.5	25.5	25.7	22.1	47.8	47.6	45.8	45.1	43.5
Social Studies 33	0.0	0.0	n/a	n/a	0.0	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	36.0	56.5	62.8	65.9	66.9	30.8	31.9	33.7	35.2	36.7
Total of 1 or more Social Diploma Exams	90.0	87.5	87.8	91.1	89.0	78.2	78.7	78.8	79.6	79.5
Pure Mathematics 30	34.5	33.3	2.0	0.0	0.0	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	36.5	31.0	0.0	0.0	0.0	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	n/a	n/a	27.6	32.4	32.6	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	n/a	n/a	13.8	31.3	29.7	n/a	n/a	16.7	21.4	22.4
Total of 1 or more Math Diploma Exams	69.5	63.7	43.4	63.1	59.9	61.6	61.1	52.1	57.0	57.6
Biology 30	51.0	46.4	52.6	62.0	47.1	42.5	42.8	42.2	41.4	40.6
Chemistry 30	42.0	38.1	26.0	31.3	48.3	35.8	36.5	31.5	34.7	35.7
Physics 30	17.0	24.4	17.3	21.8	25.6	20.5	20.2	17.3	20.0	19.9
Science 30	3.0	6.5	1.5	1.1	2.3	9.0	10.3	9.8	12.8	14.1
Total of 1 or more Science Diploma Exams	63.0	58.9	60.7	66.5	61.0	58.8	59.2	57.3	59.4	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	1.2	2.7	2.6	2.7	2.7	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	1.2	3.0	2.9	3.0	2.9	3.0

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASi).
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Citizenship - Measure Details

Percentage of Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.1	86.0	88.2	85.1	85.2	82.5	83.4	83.4	83.5	83.9
Teacher	96.1	97.6	98.3	98.6	97.4	93.1	93.6	93.8	94.2	94.5
Parent	80.8	78.9	83.6	77.4	83.5	79.4	80.3	81.9	82.1	82.9
Student	78.2	81.7	82.8	79.4	74.7	75.0	76.2	74.5	74.2	74.5

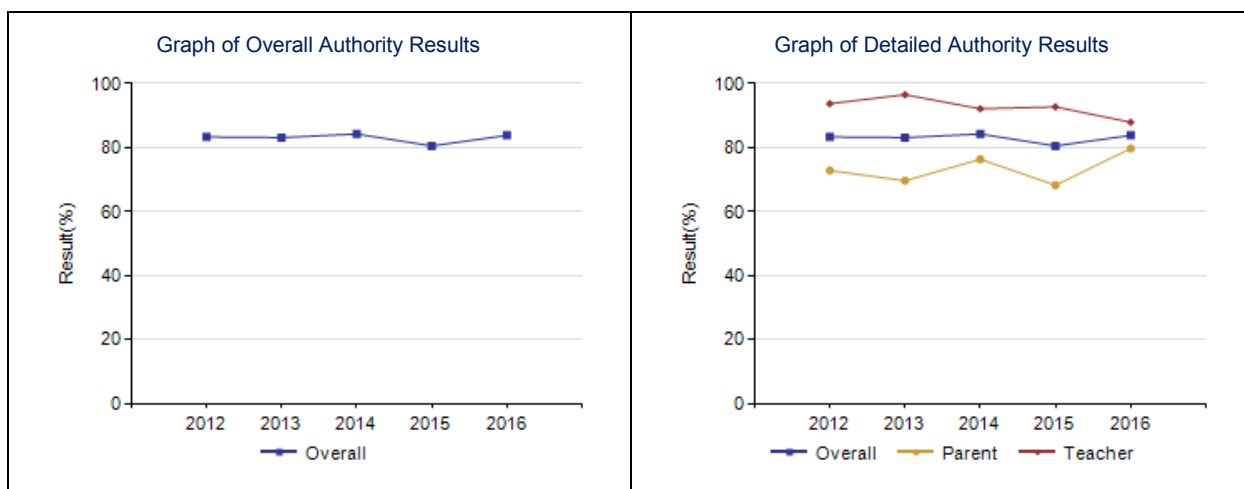


Notes:

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

Work Preparation - Measure Details

Percentage of Teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	83.3	83.1	84.2	80.5	83.8	79.7	80.3	81.2	82.0	82.6
Teacher	93.7	96.5	92.1	92.7	87.9	89.5	89.4	89.3	89.7	90.5
Parent	72.8	69.6	76.3	68.2	79.7	69.9	71.1	73.1	74.2	74.8



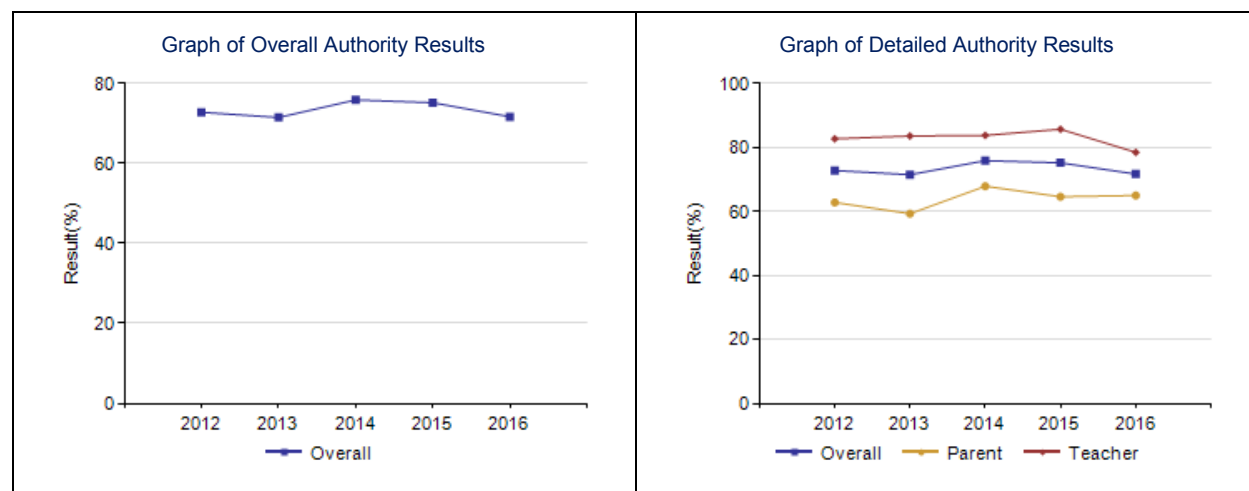
Notes:

- Data values have been suppressed where the number of respondents/students is fewer 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	72.8	71.5	75.9	75.2	71.7	68.0	68.5	69.5	70.0	70.7
Teacher	82.7	83.6	83.8	85.7	78.5	75.8	75.7	76.0	76.0	77.3
Parent	62.8	59.3	67.9	64.6	65.0	60.2	61.2	63.0	64.0	64.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results - Measure Details

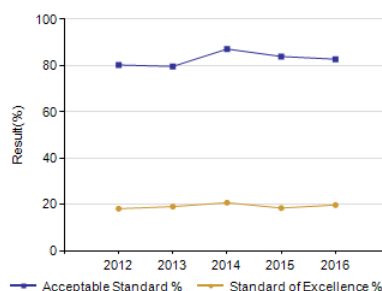
PAS Course by Course Results by Number Enrolled

		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	94.4	17.3	88.2	17.3	93.4	18.9	96.4	23.0	91.1	20.8		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
French Language Arts 6	Authority	100.0	8.3	66.7	0.0	100.0	0.0	84.6	0.0	64.3	0.0		
	Province	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	Authority	81.1	17.9	70.9	11.8	84.7	15.8	82.7	15.3	83.2	16.3		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	Authority	82.7	37.8	80.2	28.7	91.1	29.9	88.3	25.6	81.2	27.8		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	Authority	77.0	18.9	80.2	20.3	84.1	19.2	82.8	22.8	76.2	19.3		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	Authority	85.9	16.5	85.7	0.0	93.6	14.1	88.5	10.3	94.0	18.1		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
English Lang Arts 9 KAE	Authority	66.7	0.0	n/a	n/a	100.0	7.1	46.7	0.0	76.2	0.0		
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
French Language Arts 9	Authority	91.7	0.0	*	*	91.7	8.3	*	*	63.6	0.0		
	Province	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	Authority	70.9	9.2	83.3	33.3	78.8	18.0	75.3	16.7	77.1	17.3		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Mathematics 9 KAE	Authority	53.3	13.3	n/a	n/a	88.2	35.3	44.4	5.6	86.4	18.2		
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
Science 9	Authority	82.0	18.4	*	*	87.3	22.3	84.2	16.4	83.6	20.5		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Science 9 KAE	Authority	53.3	0.0	*	*	92.9	28.6	46.7	6.7	75.0	12.5		
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	Authority	72.3	14.6	57.1	0.0	82.0	27.6	84.2	23.6	79.5	21.8		
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
Social Studies 9 KAE	Authority	66.7	13.3	n/a	n/a	82.4	23.5	46.7	0.0	75.0	18.8		
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

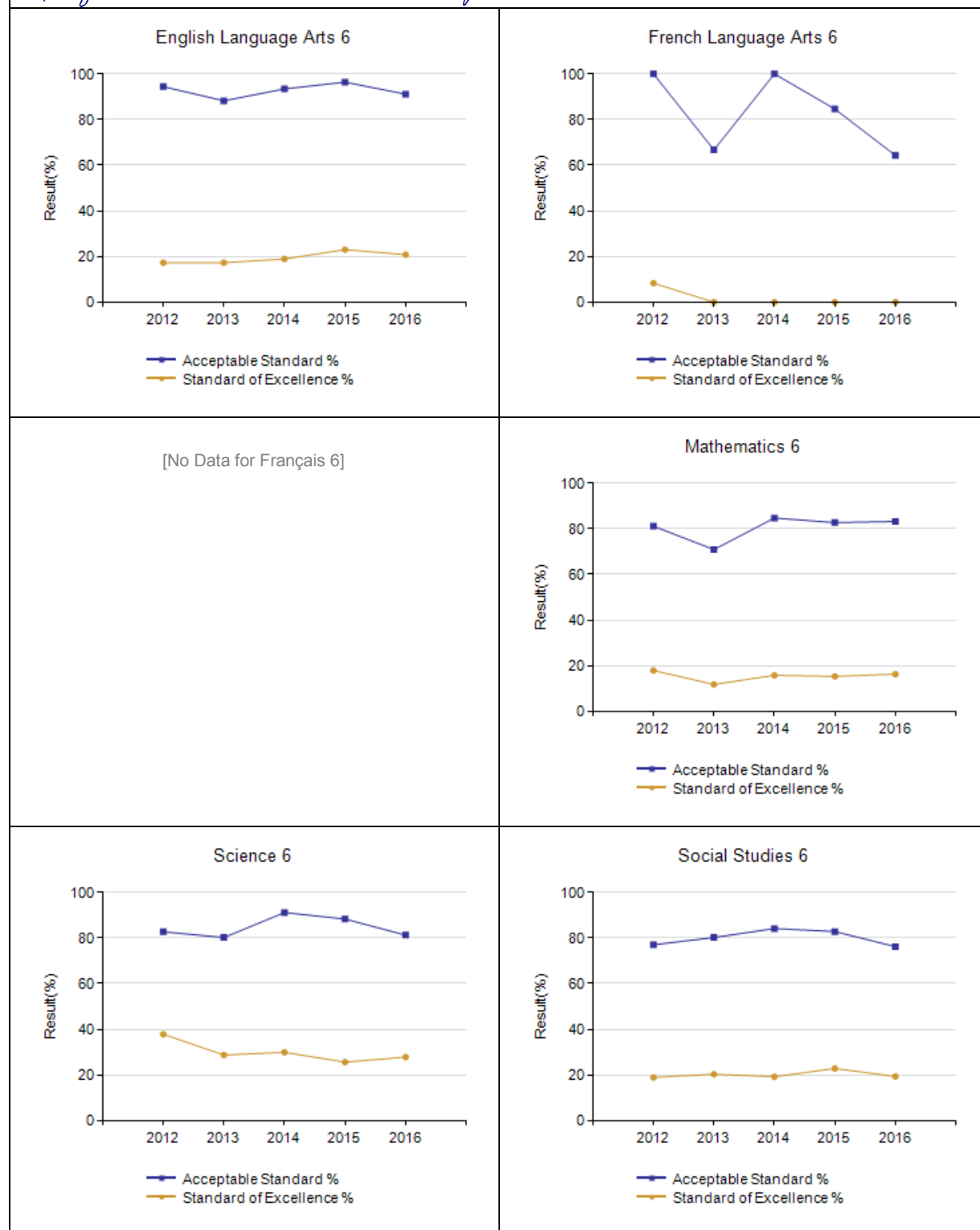
Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events

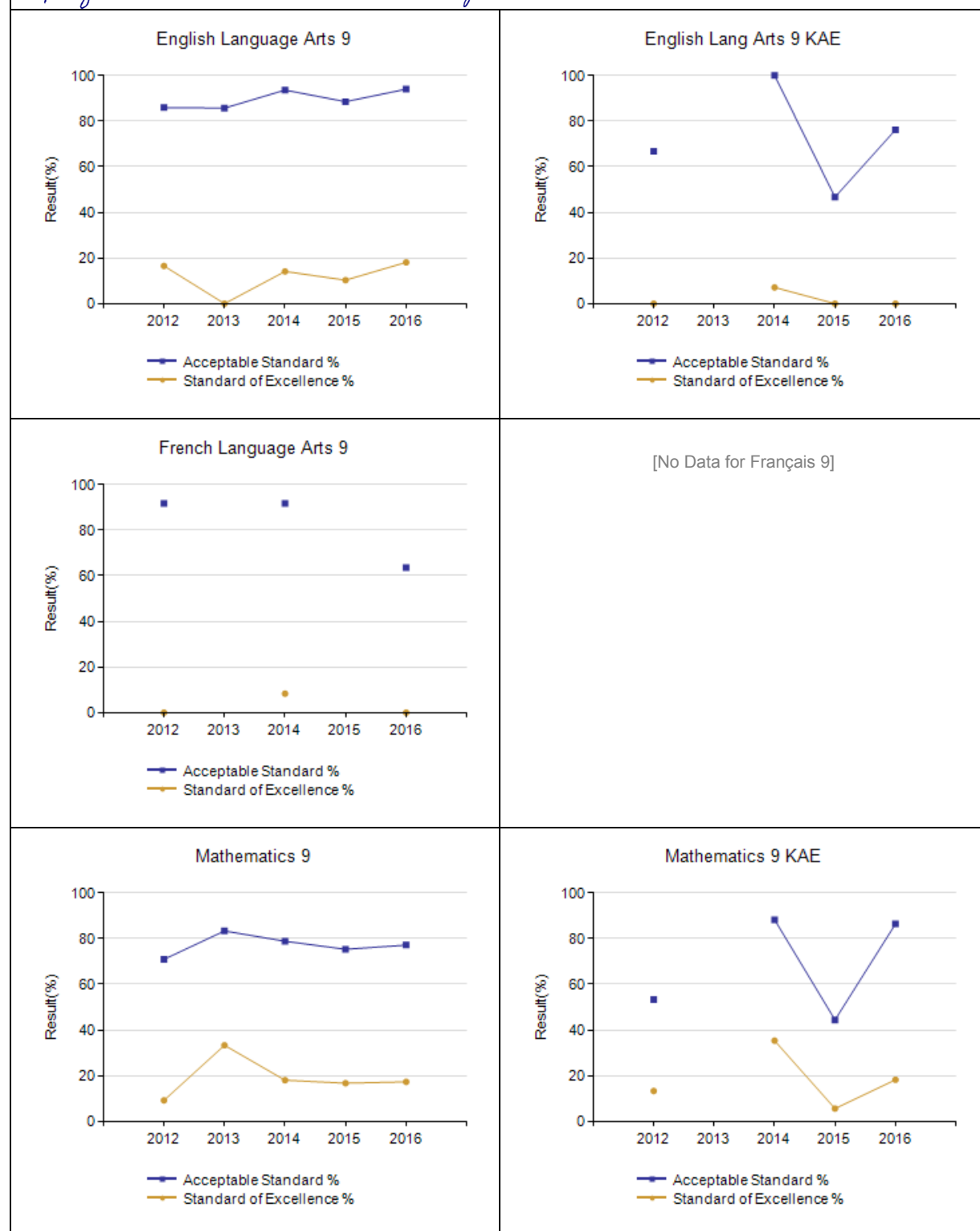
Graph of Overall Provincial Achievement Test Results



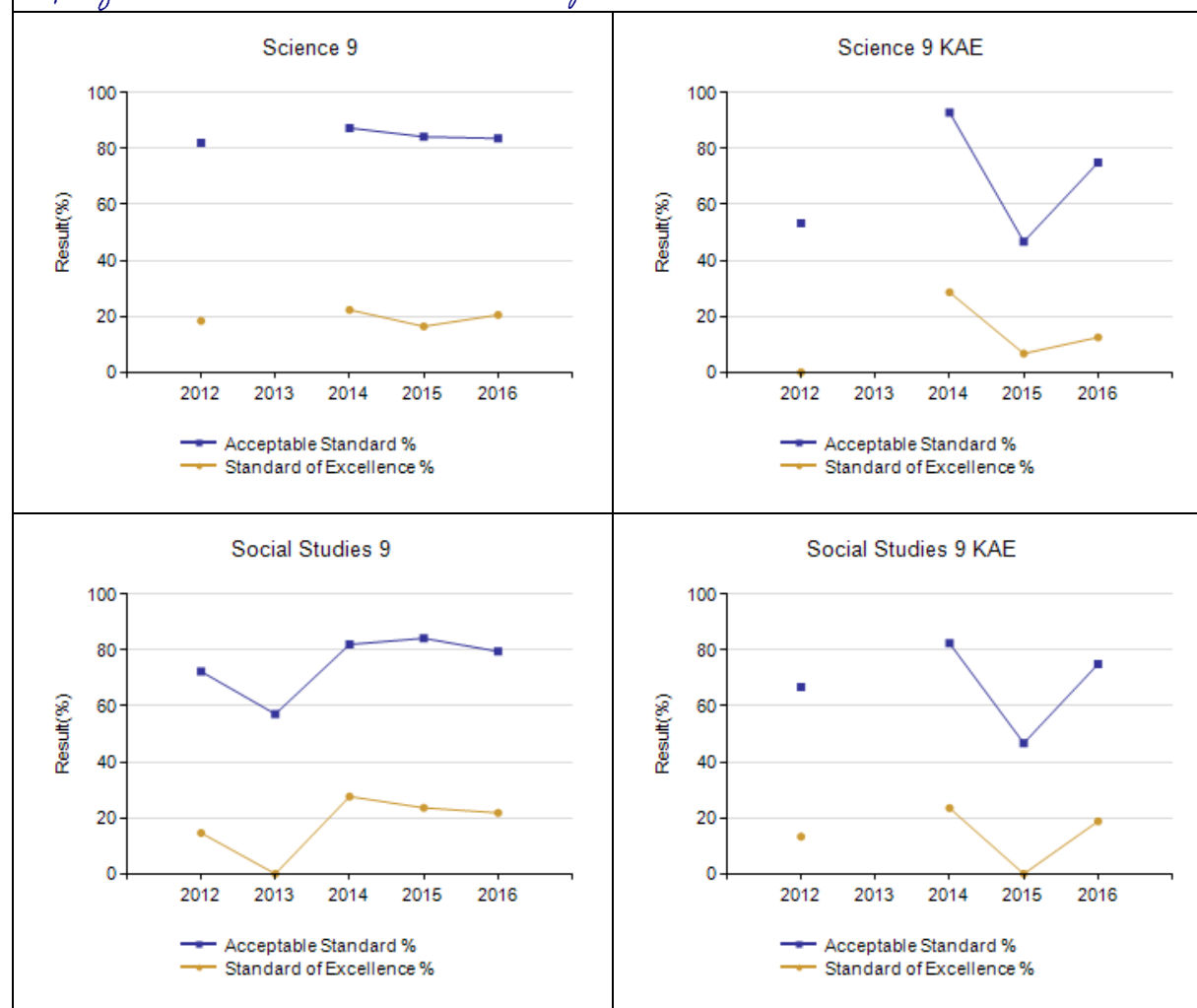
Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course



**Authority: 4501 Medicine Hat Catholic Board of Education - ANNUAL EDUCATION RESULTS REPORT (AERR)
& Three Year Education Plan 2016-2019**

Part 2 Results Course By Course Summary By Enrolled With Measure Evaluation

		Medicine Hat CSRD No. 20							Alberta			
Course	Measure	Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	202	91.1	210	92.7	47,606	82.9	45,843	82.4
	Standard of Excellence	High	Maintained	Good	202	20.8	210	19.7	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	Low	Declined	Issue	14	64.3	13	83.8	2,854	87.7	2,780	88.0
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	13	0.0	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	High	Maintained	Good	202	83.2	210	79.4	47,512	72.2	45,774	73.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	202	16.3	210	14.3	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Intermediate	Declined	Issue	223	81.2	210	86.5	47,543	78.0	45,788	76.6
	Standard of Excellence	High	Maintained	Good	223	27.8	210	28.1	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Intermediate	Declined	Issue	223	76.2	210	82.4	47,522	71.4	45,710	71.0
	Standard of Excellence	High	Maintained	Good	223	19.3	210	20.7	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	215	94.0	193	91.1	43,780	77.0	38,487	76.2
	Standard of Excellence	High	Improved	Good	215	18.1	193	12.2	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	High	Maintained	Good	21	76.2	15	73.3	1,638	59.8	1,514	62.7
	Standard of Excellence	Low	Maintained	Issue	21	0.0	15	3.6	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	11	63.6	12	91.7	2,611	83.0	2,584	86.5
	Standard of Excellence	Very Low	Maintained	Concern	11	0.0	12	8.3	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	High	Maintained	Good	214	77.1	190	77.1	43,253	67.8	38,217	66.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	214	17.3	190	17.3	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	High	Improved	Good	22	86.4	18	66.3	2,125	61.2	1,872	63.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	22	18.2	18	20.4	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	220	83.6	193	85.8	43,834	74.2	38,760	73.4
	Standard of Excellence	Very High	Maintained	Excellent	220	20.5	193	19.3	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	16	75.0	15	69.8	1,591	63.8	1,492	65.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	16	12.5	15	17.6	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	High	Maintained	Good	220	79.5	191	83.1	43,775	64.7	38,759	65.4
	Standard of Excellence	High	Maintained	Good	220	21.8	191	25.6	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	High	Maintained	Good	16	75.0	16	64.5	1,608	58.0	1,454	61.2
	Standard of Excellence	High	Maintained	Good	16	18.8	16	11.8	1,608	11.6	1,454	11.6

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
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:

1. 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. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. 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

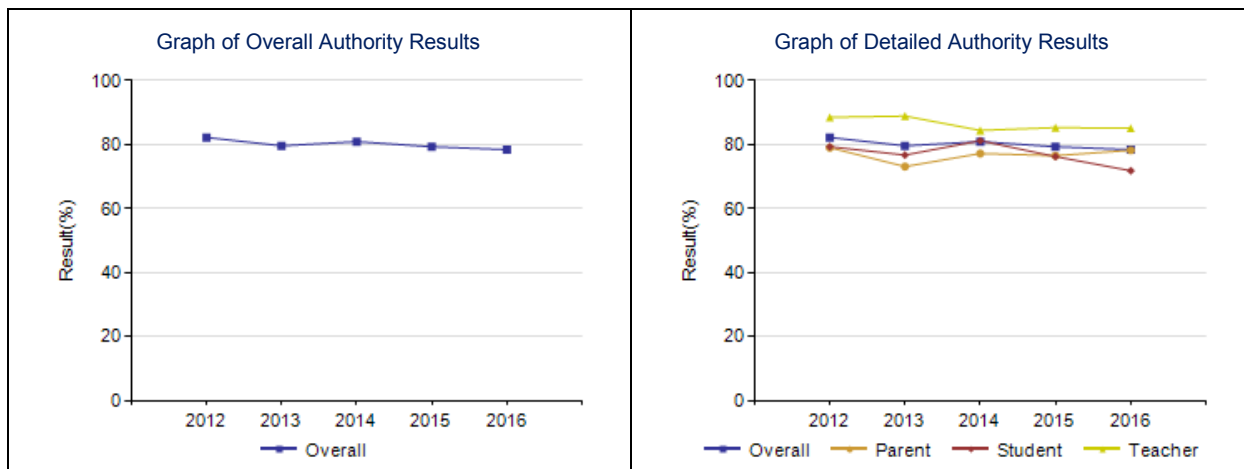
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.2	79.6	80.9	79.3	78.4	80.7	81.5	81.3	81.3	81.9
Teacher	88.5	88.9	84.4	85.3	85.1	87.3	87.9	87.5	87.2	88.1
Parent	79.0	73.1	77.2	76.5	78.2	78.1	78.9	79.9	79.9	80.1
Student	79.3	76.7	81.2	76.2	71.8	76.9	77.8	76.6	76.9	77.5



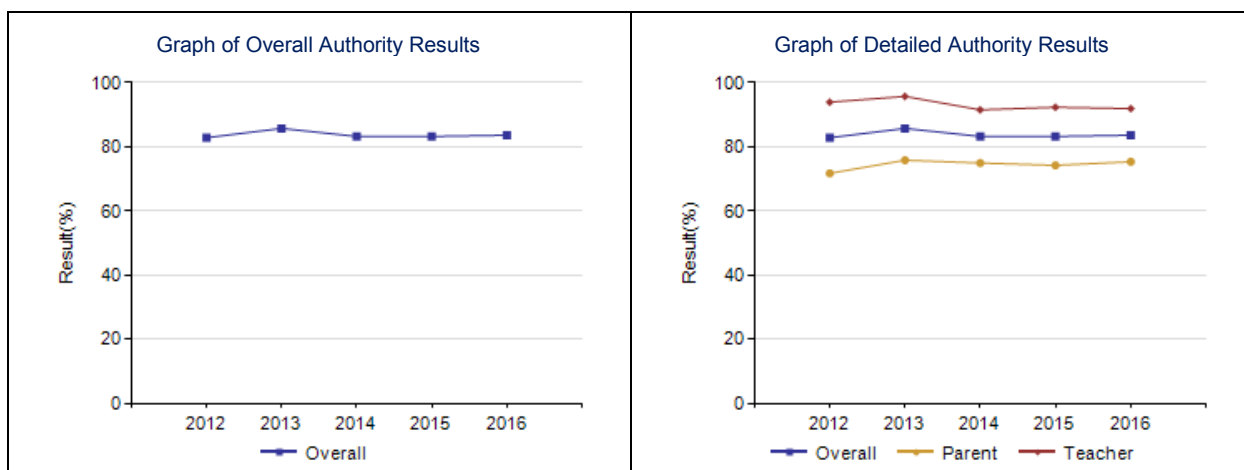
Notes:

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

Parental Involvement - Measure Details

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.8	85.7	83.2	83.2	83.6	79.7	80.3	80.6	80.7	80.9
Teacher	93.9	95.7	91.5	92.3	91.9	88.0	88.5	88.0	88.1	88.4
Parent	71.7	75.8	74.9	74.2	75.3	71.4	72.2	73.1	73.4	73.5

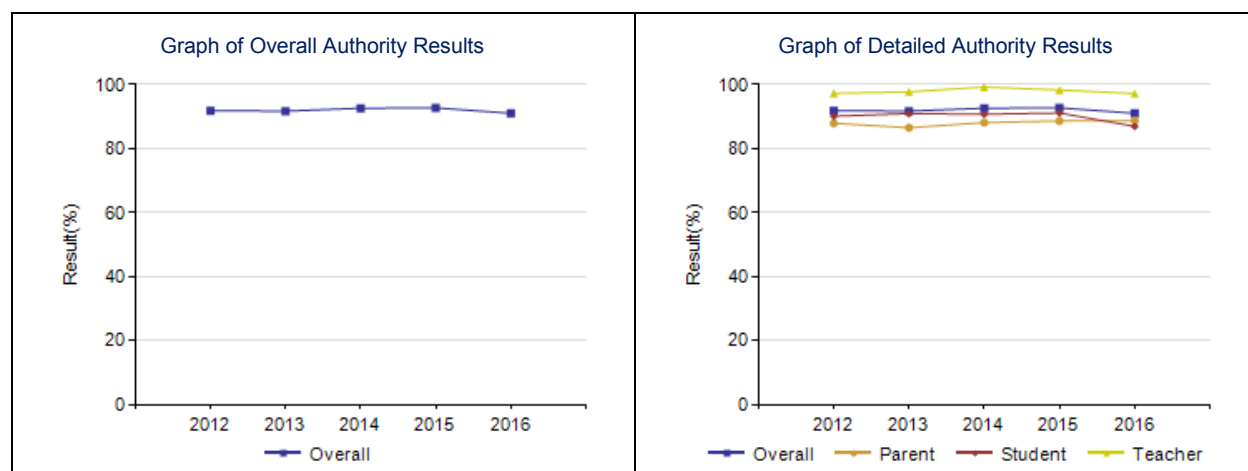


Notes:

- Data values have been suppressed where the number of respondents/students is fewer 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.8	91.7	92.6	92.7	91.0	89.4	89.8	89.2	89.5	90.1
Teacher	97.3	97.7	99.2	98.3	97.2	95.4	95.7	95.5	95.9	96.0
Parent	87.9	86.5	88.1	88.6	88.7	84.2	84.9	84.7	85.4	86.1
Student	90.1	90.9	90.7	91.1	86.9	88.6	88.7	87.3	87.4	88.0

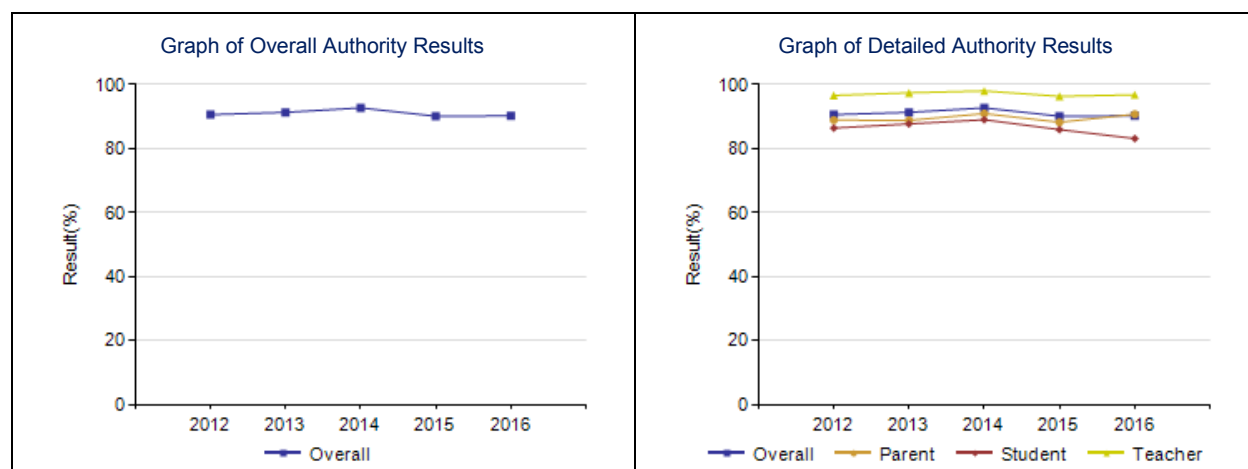


Notes:

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

Safe and Caring - Measure Details

Percentage of Teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.6	91.3	92.7	90.1	90.2	88.6	89.0	89.1	89.2	89.5
Teacher	96.6	97.4	98.0	96.3	96.8	94.8	95.0	95.3	95.4	95.4
Parent	88.9	88.8	90.9	88.2	90.7	87.4	87.8	88.9	89.3	89.8
Student	86.4	87.7	89.0	85.9	83.1	83.7	84.2	83.1	83.0	83.4



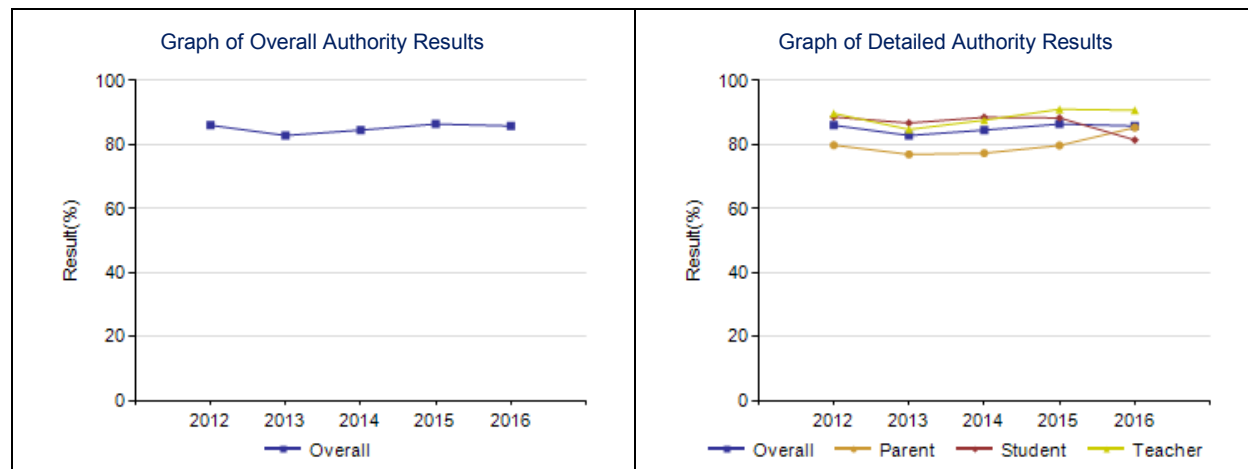
Notes:

- Survey results for the province and some school authorities were impacted by changes 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	86.0	82.8	84.5	86.4	85.8	80.0	80.6	79.8	79.6	81.2
Teacher	89.7	84.7	87.6	91.0	90.7	81.1	80.9	81.3	79.8	82.3
Parent	79.8	76.9	77.3	79.7	85.3	76.2	77.9	77.0	78.5	79.7
Student	88.6	86.7	88.5	88.3	81.4	82.7	82.9	81.2	80.7	81.5



Notes:

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

Medicine Hat Catholic Board of Education

2016-2017 Annual Education Results Report 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. Students are achieving well above the provincial average in **15** of **16** categories, outperforming their provincial counterparts. Our Grade 6 & 9 students average 9.1% higher than the province on meeting the acceptable standards in all Provincial Achievement Exams and our High School Completion Rate has improved the last 3 years and is more than 10% higher than the province. These results show the high quality of education in our Catholic Schools and the commitment of staff and parents in ensuring students are safe, engaged and successful.

Priorities

- Increase student engagement by fostering and developing relationships between Students, Parents, Staff, Parish and Community.
- To enhance our Catholic identity.
- To enhance student learning through actions that reflect the values of inclusive education.
- To provide a welcoming, caring, respectful and safe learning environment.
- To enhance and foster a love of the Fine Arts.
- To foster the Catholic spirit of athletics.
- To develop a vision for the use of technology support student learning.

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, 2016 (in dollars)

	Budget 2016	Actual 2016	Actual 2015
REVENUES			
Alberta Education	\$ 25,844,161	\$ 25,586,270	\$ 25,443,636
Other - Government of Alberta	\$ 347,008	\$ 315,904	\$ 270,143
Federal Government and First Nations	\$ -	\$ -	\$ -
Other Alberta school authorities	\$ 138,000	\$ 155,601	\$ 168,105
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ 3,769,649	\$ 3,585,934	\$ 3,546,517
Fees	\$ 949,759	\$ 1,259,462	\$ 1,333,426
Other sales and services	\$ 299,976	\$ 326,686	\$ 189,716
Investment income	\$ 25,000	\$ 33,297	\$ 37,608
Gifts and donations	\$ 133,217	\$ 124,465	\$ 113,983
Rental of facilities	\$ 17,640	\$ 21,974	\$ 22,110
Fundraising	\$ 412,153	\$ 392,564	\$ 365,216
Gains on disposal of capital assets	\$ -	\$ 720	\$ -
Other revenue	\$ 13,000	\$ 40,187	\$ 38,072
Total revenues	\$ 31,949,563	\$ 31,843,064	\$ 31,528,533
EXPENSES			
Instruction - ECS	\$ 2,903,802	\$ 2,732,130	\$ 3,179,990
Instruction - Grades 1 - 12	\$ 21,863,589	\$ 22,992,153	\$ 21,378,914
Plant operations and maintenance	\$ 4,229,771	\$ 3,723,533	\$ 3,637,548
Transportation	\$ 1,177,122	\$ 1,137,160	\$ 1,105,964
Board & system administration	\$ 1,508,553	\$ 1,499,992	\$ 1,455,284
External services	\$ 864,130	\$ 815,758	\$ 692,102
Total expenses	\$ 32,546,967	\$ 32,900,726	\$ 31,449,801
Operating surplus (deficit)	\$ (597,404)	\$ (1,057,662)	\$ 78,732

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

Budget Allocation by Program

Medicine Hat Catholic Board of Education Budget Allocation by Programs

2015-16 Audited Financial Statements							
Category	Instruction	Plant Operations and Maintenance	Transportation	Board and System	External Services	Total	%age
Certificated Salaries	14,184,188	-	-	301,950	158,659	14,644,797	45%
Certificated Benefits	3,389,508	-	-	38,059	18,348	3,445,915	10%
Uncertificated Salaries	3,481,981	1,092,658	17,730	686,245	481,001	5,759,615	18%
Uncertificated Benefits	822,061	299,408	4,536	162,069	82,377	1,370,451	4%
Services Contracts and Supplies	3,846,545	1,167,885	1,114,894	310,589	75,373	6,515,286	20%
Amort Exp	-	1,143,350	-	-	-	1,143,350	3%
Interest on Capital Debt	-	-	-	895	-	895	0%
Other Interest	-	1,469	-	185	-	1,654	0%
Loss on Disposal of Capital Asset	-	18,763	-	-	-	18,763	0%
Other Expense	-	-	-	-	-	-	0%
Total Expenditures	25,724,283	3,723,533	1,137,160	1,499,992	815,758	32,900,726	100%
Percentage of Total	78.2%	11.3%	3.5%	4.6%	2.5%	100.0%	

2016-17 Fall Budget Update							
Category	Instruction	POM	TSPN	Board and System	External Services	Total	%age
Certificated Salaries	13,667,982	-	-	295,750	294,451	14,258,183	43%
Certificated Benefits	3,284,235	-	-	39,381	43,166	3,366,782	10%
Uncertificated Salaries	3,783,275	1,052,740	15,246	690,486	311,944	5,853,691	18%
Uncertificated Benefits	1,024,164	281,389	5,082	176,677	80,516	1,567,828	5%
Services Contracts and Supplies	3,552,243	1,446,177	1,150,558	338,496	80,924	6,568,398	20%
Amort Exp	-	1,226,527	-	-	-	1,226,527	4%
Interest on Capital Debt	-	269	-	-	-	269	0%
Other Interest	-	-	-	3,800	-	3,800	0%
Loss on Disposal of Capital Asset	-	-	-	-	-	-	0%
Other Expense	-	-	-	-	-	-	0%
Total Expenditures	25,311,899	4,007,102	1,170,886	1,544,590	811,001	32,845,478	100%
Percentage of Total	77.1%	12.2%	3.6%	4.7%	2.5%	100.0%	

Summary of Net Assets

Medicine Hat Catholic Board of Education Summary of Net Assets and Reserve Budget 2016-17 Budget Summary - Fall Budget

	2016-17			
	2016-17 Opening Balance	Transfers In	Transfers Out	2016-17 Closing Balance
Unrestricted Net Assets				
Unrestricted	(40,183)			(426,599)
2016-17 Revenue over Expenses	(317,274)		317,274	
Unsupported Amortization from Investment in Capital Assets	337,732	337,732		
Capitalize IMR Expenditures - to ICA	(500,000)		500,000	
Transfer to Capital Reserve - Child Care Modular Capital Reserve	(6,500)		6,500	
Transfer to Capital Reserve - Amortization of Capital Assets	-		-	
School Generated Fund Balances	-		-	
Learning Services	(515)		515	
School and Department use of Restricted Reserve	(100,141)	100,141		
Restricted Reserves				
Working Capital (5-days = \$656,463)	-	-	-	-
Department Reserves				
School Based	345,900		100,141	245,759
School Generated Funds	644,522	-		644,522
Learning Services	(515)	515	-	-
External Services - Preschool	-		-	-
Future Projects	19,375		-	19,375
Band	30,765		-	30,765
Board and System - Future Software	-		-	-
O&M Equipment	55,416			55,416
Total Operating Reserves	1,095,463	515	100,141	995,837
Total Accumulated Operating Surplus	1,055,280	438,388	924,430	569,238
Capital Reserves				
Child Care Modular	32,500	6,500		39,000
Amortization from Capital Assets	-	-	-	-
Total Net Assets (Not invested in Capital Assets)	1,087,780	444,888	924,430	608,238

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.mhcbce.ab.ca.

Summary of Facility & Capital Plan & Infrastructure Maintenance Renewal (IMR) Projects

The Board of Trustees 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 quality education to our students for the upcoming years. The modernization is in progress and it expected to be completed in March 2017. Details on the project may be found at www.mhcbe.ab.ca

The Board of Trustees is also very pleased to have been awarded in October 2014 a new 250 seat elementary schools in Southlands subdivision. The name of the new school is St. John Paul II. It will address enrollment pressures in that sector of the city. Design drawings have begun and the project is proceeding well with project completion expected to be January 2018.

Capital Plan - The 2016-18 Capital plan is posted on the division website at www.mhcbe.ab.ca. The Board of Trustees has contracted with Ferrari Westwood Babits to assist in the development of a Long-term facility plan which will contribute to a new focused three-year capital plan and a 10-year plan.

Infrastructure Maintenance Renewal Plan - The Board of Trustees has approved the 2015-16 Infrastructure Maintenance Renewal plan. This plan commits \$1,154,004 to maintenance and renews at schools to address priority areas. The plan can be found on the division website at www.mhcbe.ab.ca



Additional information can be obtained by contacting the Medicine Hat Catholic Board of Education, 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 ANNUAL EDUCATION RESULTS REPORT (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 2015/2016](#)
- *Fall Budget*
[Fall Budget](#)
- *Division Accountability Pillar Results Report*
[Accountability Results Report](#)
- *2016-2019 Combined Annual Education Results and Three Year Plan*
[Annual Education Results Report \(AERR\) & Three Year Education Plan](#)
- *Class Size Survey Report*
[Class Size Survey](#)
- *Audited Financial Statement as at August 31, 2016*
[Audited Financial Statement](#)
- *Facility Capital Plan*
[Facility Capital Plan](#)
- *Infrastructure Maintenance Renewal Plan (IMR)*
[IMR Plan](#)
- *Central Office Contact*
[Contact Us](#)

Approval

The Board of Trustees for the Medicine Hat Catholic Board of Education approved the combined 2016 - 2019 Annual Education Results Report and Three Year Education Plan at the November 23, 2016 Special Board Meeting.



2016 - 2019