Combined Annual Education Report and Three Year Plan Medicine Hat Catholic Board of Education
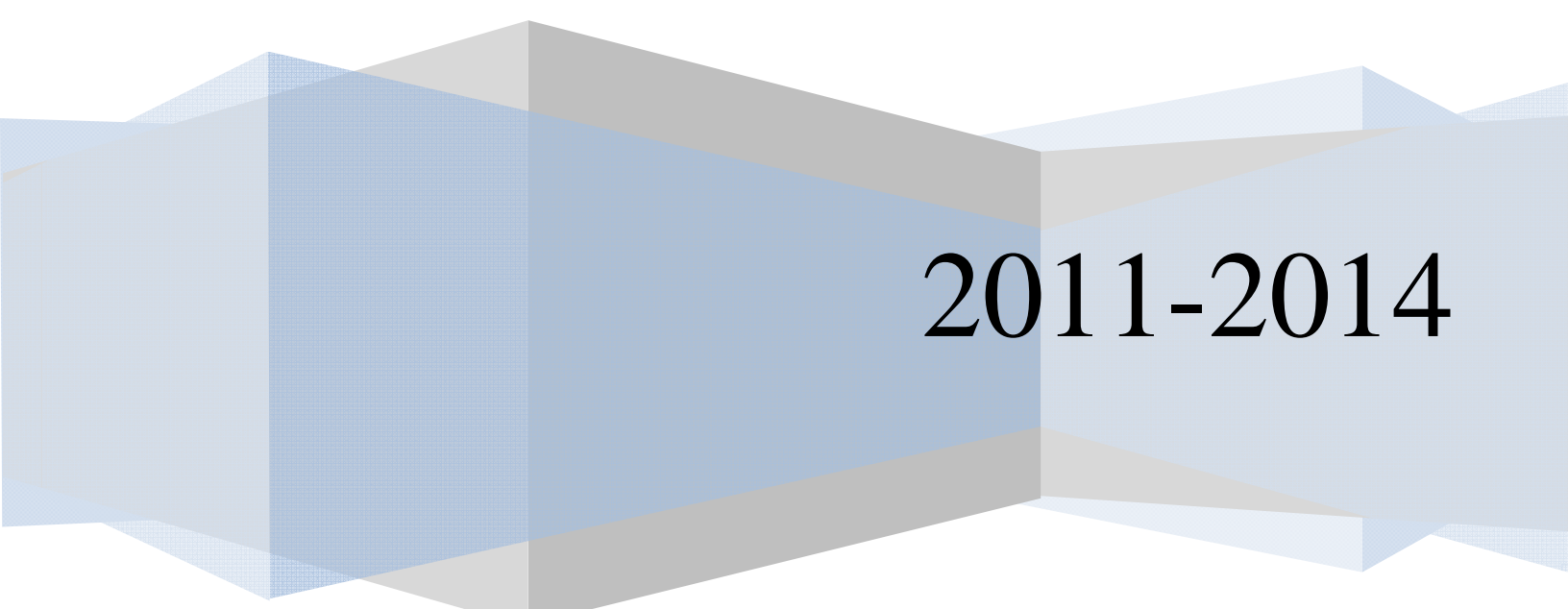
2011-2014

Table of Contents

Accountability Statement

The Annual Education Results Report for the 2010-2011 school year and the Education Plan for the three years commencing September 1, 2011 for Medicine Hat Catholic Separate Regional Division No. 20 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act.

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

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011-2014 on November 24, 2011.

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Board Chair: Mr. Peter Grad   Superintendent of Schools: David Leahy

Medicine Hat Catholic Board of Education
Celebrating 100 Years (1911 – 2011)

October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.2	90.7	88.2	88.1	87.6	86.6	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.4	86.3	83.0	80.9	80.5	80.1	High	Maintained	Good
		Education Quality	91.3	92.6	90.3	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	1.3	2.6	3.1	4.2	4.3	4.7	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	84.7	79.9	78.6	72.6	71.5	71.1	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	90.6	87.3	86.4	79.3	79.1	78.0	Very High	Improved Significantly	Excellent
		PAT: Excellence	22.3	18.2	19.0	19.6	19.4	18.5	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	87.0	87.0	83.0	82.6	83.4	84.0	Intermediate	Improved	Good
		Diploma: Excellence	21.3	16.9	13.8	18.7	19.0	18.9	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	55.8	54.4	51.4	54.9	53.5	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	67.8	60.6	57.4	59.6	56.9	57.0	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	57.7	70.8	67.4	59.3	59.8	59.3	High	Declined	Acceptable
		Work Preparation	80.7	82.8	81.5	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	84.0	85.1	81.8	81.9	81.4	79.9	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	85.1	85.4	82.7	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.1	86.6	81.2	80.1	79.9	78.8	Very High	Improved Significantly	Excellent

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

October 2011 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	*	*	n/a	**10.4**	11.2	11.3	*	*	*
		High School Completion Rate (3 yr)	**n/a**	n/a	n/a	**38.2**	34.1	34.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	**73.2**	83.3	83.3	**58.1**	59.1	56.5	Low	Maintained	Issue
		PAT: Excellence	**7.3**	13.3	13.3	**6.0**	6.4	5.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	n/a	n/a	**77.7**	76.3	76.8	*	*	*
		Diploma: Excellence	*	n/a	n/a	**7.4**	8.7	9.0	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	**n/a**	n/a	n/a	**19.1**	16.7	16.6	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	**n/a**	n/a	n/a	**32.1**	27.5	27.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	n/a	n/a	**31.2**	33.9	31.8	*	*	*

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

Measure Evaluation Reference

Achievement Evaluation

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

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

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

DIVISION GOAL 1: THE ENHANCEMENT OF CATHOLIC EDUCATION

Provincial Goal 1: Success for Every Student

Provincial Goal 2: Transformed Education through Collaboration

Provincial Goal 3: Success for First Nations, Métis and Inuit (FNMI) Students

Outcomes	Measures	Results								
				Evaluation			Targets			
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	10/11	11/12	12/13	
Our Catholic faith and values permeates our school/ program curriculum and is reflected in the presence of Catholic symbols and art, religious celebrations, and the respectful relationships, attitudes and behaviour of students and staff	Teacher and parent satisfaction with faith development and spiritual growth	87%	N/A	Very High	Maintained	Excellent	90			
	Student satisfaction with the Religion program within their school. (This includes religion class, daily prayer, celebrations, services projects, general atmosphere) *New question	80%	NA	High	NA	NA	N/A			
	Percentage of classrooms that have a designated prayer space	100	NA	Very High	Maintained	Excellent	100			
	Teacher and parent satisfaction with the relationship between students and teachers	93	NA	Very High	Maintained	Excellent	93			
	Teacher and parent satisfaction with the relationship between teachers and parents	85	N/A	Very High	Maintained	Excellent	87			
	Student satisfaction with the relationship between students and teachers	78	N/A	High	Declined	Acceptable	82			
	Parent satisfaction with the relationship between parents and senior administration	66	N/A	Intermediate	Maintained	Acceptable	70			
	Teacher satisfaction with the relationship between teachers and the board	87	N/A	Very High	Maintained	Excellent	91			
	Teacher satisfaction with the relationship between teachers and senior administration	88	N/A	Very High	Maintained	Excellent	89			

Strategies:

- Faith Development day to begin the school year.
- A common Faith Development theme for the entire Division: "Celebrating 100 Years of Catholic Education and Service"
- Offer two Faith Development days during the school year- topics to be chosen based on teacher input and need
- Explore and find opportunities to offer further faith formation to all staff
- Continue to offer faith formation to all new teaching staff
- Review all administrative procedures in regards to faith
- Ensure each school has a religion teacher leader
- Focus on permeation strategies for all subjects
- Religious PD for Division Leadership Team
- Schools increase the amount of Catholic Symbols in their buildings
- Continue to play a key role in striving for the implementation of the Youth Advisory Council Ministry
- Hiring Catholic staff will remain a priority
- Meet with Bishop Henry at least once a year.
- Meet with representatives of the Medicine Hat Catholic Community once a year. (K. of C, CWL, Legion of Mary, etc)
- Increase Religion Education Budget
- Develop new Religion Education Resources
- Implement Division Leadership Team Religious Education Professional Development Program
- Coordinate with other school districts in the diocese to develop common communication strategies for sacramental preparation

Outcomes	Measures	Results							
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	10/11	11/12	12/13
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Teacher, parent satisfaction that Catholic Education offers a unique and valuable dimension.	87	NA	**Very High**	**Maintained**	**Excellent**	88		
	Student satisfaction that the Religion program make an important difference in their life *New question	82	NA	**High**	**NA**	**NA**	N/A		
	Number of schools that offer a prayer group for staff and/or students	100	NA	**Very High**	**Improved**	**Excellent**	100		

Strategies:

- Promote Catholic Schools
- A common Faith Development theme for the entire Division: "Celebrating 100 Years of Catholic Education and Service"
- Create a sustainable Culture of Outstanding Leadership, Exemplary Teaching and Excellence in Learning
- Offer two Faith Development days during the school year- topics to be chosen based on teacher input and need
- Continue to offer faith formation to all new teaching staff
- Review all administrative procedures in regards to faith
- Ensure each school has a religion teacher leader
- Work closely with the local churches, clergy, and Catholic Service Organizations (Knights of Columbus, Catholic Women's League, Legion of Mary)
- The Division will support parish sacramental preparation programs.
- Encourage and support the formation of prayer groups at all Division locations.
- Continue to provide religious retreat experiences for our middle school and high school students.
- Reflective of our foundational statements schools will develop service projects for all students
- Develop a number of activities to celebrate the Division Centennial in 2011-2012
- All extracurricular events hosted by Medicine Hat Catholic begin with prayer
- Four times a day students and staff will gather in community to pray
- All classrooms will have a prayer center
- The Division consults with the Bishop on matters affecting Catholic Education in the diocese
- Promote attendance at SPICE/BLUEPRINTS

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (in percentages)					Target[1]	Evaluation		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.9	86.1	85.9	87.3	90.6	86.0	Very High	Improved Significantly	Excellent
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.3	18.2	20.8	18.2	22.3	22.0	High	Improved	Good

Strategies

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

Notes:
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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[1] If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided <u>for each required measure</u>.
[2] Targets are required for each year of the plan for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" and must reflect reasonable progress toward or moving into the next higher achievement level, as defined by the evaluation methodology, over the plan period.

Outcome: Students achieve educational outcomes

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

Performance Measure	Results (in percentages)					Target	Evaluation		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.0	77.1	85.1	87.0	87.0	87.0	Intermediate	Improved	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.4	11.7	12.7	16.9	21.3	17.0	High	Improved Significantly	Good

Performance Measure	Results (in percentages)					Target	Evaluation		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	80.9	74.8	81.3	79.9	84.7	84.0	Very High	Improved	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.1	3.1	3.6	2.6	1.3	3.0	Very High	Improved Significantly	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	63.1	67.8	63.6	70.8	57.7	67.0	High	Declined	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	55.9	55.6	56.0	60.6	67.8	57.0	High	Improved Significantly	Good
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	55.2	49.9	50.0	54.4	55.8	56.0	High	Maintained	Good

Strategies
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- AISI Project
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- Increase the number of pre-schools offered by the Division
- Develop a Culture of Exemplary teaching and leadership and excellent in student achievement
- Offer a wide range of programming to students
- Offer professional development and in-service for new curriculum implementation
- Implement inclusion strategies at all grade levels
- Provide facilitation support to teachers implementing inclusion strategies
- Maintain level current level of service for students coded severe
- Continue to play a key role in striving for the Coordination of the Youth Ministry and NET Team initiatives
- Continue to support Middle School Mental Health Project" The Community Coming Together"
- •• *please see more detailed strategies for students with special needs in appendix.

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

Outcome: Students are prepared for the 21st century

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.8	79.4	81.0	85.1	84.0	86.0	Very High	Improved	Excellent
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.7	84.5	77.1	82.8	80.7	81.0	High	Maintained	Good

Strategies
- Permeation of faith throughout curriculum
- A common Faith Development theme for the entire Division: We are called to .
- Continue to offer faith formation to all new teaching staff
- Scheduled meetings with parish priests and their teams
- All extracurricular events hosted by Medicine Hat Catholic begin with prayer
- All students participate in service projects
- Schools and Central Office provide summaries of service and charity work to schools councils, trustees, parent associations and other stakeholders
- Review mission, vision, values and goals
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- A common Faith Development theme for the entire Division: "
- Reflective of our foundational statements schools will develop service projects for all students
- Develop a Culture of Exemplary teaching and leadership and excellence in student achievement
- Continue teacher induction program

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

Goal Two: Transformed Education Through Collaboration

Outcome: Students have access to programming and supports to enable their learning

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target	Evaluation		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.9	79.5	83.2	86.3	81.4	85.0	High	Maintained	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.5	89.5	88.9	92.6	91.3	91.0	Very High	Maintained	Excellent
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.	84.0	86.8	87.0	90.7	90.2	91.0	Very High	Improved	Excellent

Strategies
- Focus on creating and maintaining a safe and orderly environment (Effective School correlate)
- Continue to Support resource officer placement in schools
- Maintain increased School Resource Officer time at McCoy High School
- Continue to work with Medicine Hat Police Service on new E.P.I.C. Program
- Support mental health and family liaison workers in schools
- Review all administrative procedures
- Schools to share best practices for dealing with inappropriate behaviors
- Continue Youth Advisory Council Ministry
- Continue to support Middle School Mental Health Project "Community Coming Together"
- Implement a safety plan for Central Office

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

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.4	83.4	79.4	85.4	85.1	82.0	Very High	Maintained	Excellent
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.7	75.9	81.2	86.6	86.1	83.0	Very High	Improved Significantly	Excellent

Strategies
- Review the communications strategy of the Board
- Meet with stakeholders for feedback on issues of importance
- Host two town hall meetings
- Create a sustainable Culture of Outstanding Leadership, Exemplary Teaching and Excellence in Learning
- Positive home-school relations (Effective School correlate)
- Build positive relationships with staff through more staff recognition
- Build positive relationship with local Members of the Alberta Legislature
- Build positive relationships with local government officials
- Provide student voice activities at each school
- Continue to provide a teacher induction program
- Provide a safe and orderly environment
- Set a climate of high expectations for success
- Frequent monitoring of student progress- **AISI Project**
- Enhance home-school-parish relations
- Increase opportunity to learn and time on task
- School Success Teams to lead school development planning process
- Continue to work with support staff through the Board/Support Staff Advisory Committee

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

Also report targets and results for all local measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

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

Outcome: FNMI students are engaged in learning

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- *Key learning outcomes for FNMI students improve*

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

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

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	83.3	73.2	Low	Maintained	Issue	80.0	82.0	84.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	13.3	7.3	Very Low	Maintained	Concern	15.0	16.0	17.0
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	*	*	*	*			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	*	*	*	*			

Strategies

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

The Division will continue to fund a 1.0 FTE FNMI support teacher. The job description of the FNMI support teachers will include:

1. Build community with the Division FNMI parent population
2. Build community with the Division FNMI student population
3. Provide expertise in purchasing and developing FNMI curricular resources
4. Provide assistance to classroom teachers on the instruction of FNMI topics
5. Provide academic support to FNMI students
6. Facilitate access to community academic supports for FNMI students. (eg. Medicine Hat College Drop-in Tutor program)
7. Working with principals to identify early in the school year FNMI students who are struggling academically

Authorities with no or very few self-identified FNMI students must refer to strategies in other goals related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

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

STUDENT SERVICES

VISION

Services to students with Special Needs continue to be a priority for our School Division. We believe:

- that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources. Instruction, rather than setting, is the key to success and decisions related to the placement of students are best made on an individual basis in a manner that maximizes their opportunity to participate fully in the experience of schooling.
- educating students with special needs in inclusive settings is the first placement option considered by the Division in consultation with parents and, when appropriate, students. Inclusion, by definition, refers not merely to setting but to specially designed instruction and support for students with special education needs in regular classrooms and neighborhood schools. Special education programs can be provided in a variety of settings ranging from adapted programs in regular classrooms to specially designed programs in segregated classrooms.
- the student's strengths, abilities and educational needs shall be the deciding factors in programming and the recommended placement shall be made in consultation with the learning team including the student's parent(s) or guardian(s).

Strategies for students with special needs - MHCBE:
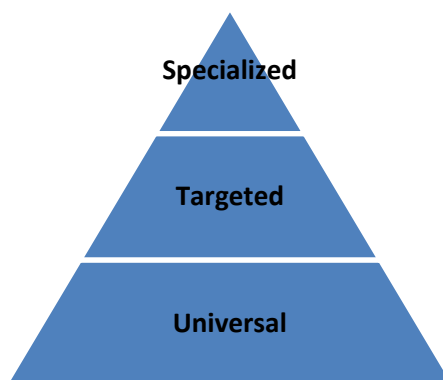
Listed below are some examples of student supports we are utilizing within each level:

Universal: classroom teacher, school facilitator, learning coaches, sensory tools, hands on curriculum tools, differentiated instruction, friendship groups, visual supports, parent involvement, administrative support, mental health, Alberta Education provides resources and binders, movement breaks, team teaching, social skills enhancement, PD opportunities, capacity building, music programs, catholic character themes, PT, OT, SLP, team meetings, spirit groups, teacher tutors, environmental accommodations, clubs, sports, technology, CTS labs, The Hub and counselors.

Targeted: CHADS, FASD clinic, school facilitator, learning assistants, behavior associates, Level B assessments, parent link, FMNI teacher, small groups, support plans, IPP's, teaching adaptations, accommodations, K&E, Mental Health, OT, PT, SLP, literacy/math support, behavior support plans and calming spaces.

Specialized: Specialized services (psychologists), braille, sign language, Medical Needs, basic care (toileting, feeding, hygiene), case management, learning assistants, assistive technology, Visual Communication Aides, behaviour associates, complex needs, Mental Health, OT, PT, SLP, REACH, LAP, physicians and medical diagnosis.

EARLY INTERVENTION

Our division learning assistants are in a unique position where we tell them they are working themselves out of a job. We are focusing on fading away support and promoting independence in our learners. 70% of our Learning Assistants are assigned to the elementary level. We are moving towards a philosophy that L.A.'s are assigned to classrooms and not students. Many learning assistants move from class to class to maximize their support to the school. We are also utilizing their knowledge of the students and experience as valuable members of the learning team. When the learning team wraps around a student, they are an important member of that team.

COLLABORATION AND CAPACITY BUILDING PROJECTS

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

Collaboration ad Capacity Building project at St. Patrick's school opened teachers eyes to how supportive OT, and SLP can be to supporting all students in the class. Teachers gained this knowledge and can incorporate in their lessons. Fidget tools, exercise stations, movement breaks, headphones, changing of environment, etc. One of the foundations around this project is that the team, comprised of the school administrator, school facilitator/learning coach, and the other professional like OT, SLP and psychologist meet once a week to discuss students or be available to problem solve with teachers. This not only decreased referrals but increase services to more students. This led to better solutions and no more duplication of services.

Our "Collaboration and Capacity Building Project" has expanded to two schools in the division to allow "wrap around" services within each school. This reduces the amount of referrals and time to access service. This was made possible by combining resources from AHS and REACH to reallocate staff so we have one provider in each school. This also means one individual providing OT service in the school and not two. We have also added Mental Health as a partner in this initiative and a part of the team of professionals within the school.

COMMUNITIES COMING TOGETHER (CCT) MENTAL HEALTH INITIATIVE

Our "Communities Coming Together" Mental Health Project (CCT) in our two middle schools has expanded to include our high school this year. We have added a Resiliency Outreach Coordinator "ROC" and supported a Youth Ministry Coordinator in our High School within this program. The core benefit of this initiative is students don't have to go downtown to clinic but rather can be seen by Mental Health in the school or be counseled by our spirit coaches to reduce wait times. The spirit coaches do most of their work through universal practices, or small groups. We are wrapping around our students with community support.

Community Partners include:

- AHS - Mental Health
- AHS - Addictions
- AHS - Public Health
- Medicine Hat Youth Action Society
- McMan Family Services
- Medicine Hat College
  Moving and Choosing Network
- Saamis Immigration
- Medicine Hat Police
- YMCA

FNMI SUPPORT TEACHER

The division has added a FMNI lead teacher to support and remove barriers to success for our FNMI population. One main part of her mandate is to increase communication and collaboration with our FNMI community partners and the families.
Services Include:
- Cultural Guidance: Liaise and help students/staff/parents understand their heritage and rebuild identity - abundance of knowledge to community resources.
- Teach Cultural Balance: Schedule classroom instruction or group sessions on Medicine Wheel Teachings (catered to age group) that integrate cultural perspectives into everyday life management.
- Teach FNMI based material: Social Studies cover several FNMI based material - classroom guest to discuss these topics, help lesson planning, or provide resources for instructors.
- Cultural Clarification: Answering questions like, "What's the difference between a First Nation, Métis, or Inuit? What does Status or Non-Status mean? What's a Residential School?"
- Re-build Pride and Cultural Identity: there is an official Powwow club in Medicine Hat teaching all types of native dance. Provide classroom instructed FNMI crafts or storytelling (catered to age). Periodically, throughout the school year Aboriginal Youth Conferences are offered.
- Addressing Attendance Issues: Discussing/meeting with principals/administrators on attendance issues for FNMI students.

ESL LEAD TEACHER

Our philosophy around ESL students is that they are not moved to one location, but will be supported in their neighborhood school through our ESL leader teacher and the learning teams at each school headed by our Student Services Facilitators. It is important to us that ESL students stay in their neighborhood schools to create friendships and foster English Language Learning with their peers. The same peers they will be playing with after school and around the neighborhood. We also want to ensure that we are using the benchmarks to support teachers in identifying student's strengths and needs.

School Support

We also have an active partnership with SAAMIS Immigration and work collaboratively with Andrea Huiza who is assigned to MHCBE as our Settlement worker. Provides Schools with:
- Cultural orientation and sensitivity training
- Links to cross cultural information
- Small group workshops on specific cultural issues
- Cultural interpretation
- Consultation on school settlement issues

Intake

All identified ESL students go through an intake process with the ESL lead teacher when registered.

ESL Benchmarks

Our lead teacher assists teachers within each school to use the ESL benchmarks from Alberta Education as a measure for language proficiency. These benchmarks then allow for the learning team to plan for instruction. Alberta K-12 English Language Proficiency Benchmarks. This resource is an assessment tool to assist teachers to identify English language proficiency level, monitor language development, set appropriate language goals.

ESL @ Monsignor McCoy High School

ESL designation is indicated at registration. The school facilitator does a more in depth background check (with a SAAMIS rep/interpreter if necessary) and then a "quick" assessment as to level of English Proficiency and determine programming. The student is taken to class and introduced to the teacher and fellow classmates. Teachers are provided a list of strategies that help ease the transition. One of those suggestions involves assigning a peer buddy - one who may actually speak the same language - to help the new student navigate McCoy.
Programming is according to cognitive ability with a focus on language rich options (including ESL class), math and perhaps one other Core subject, depending on ability. ESL class (following the Programs of Study for English as a Second Language) focuses on the four strands of communication. Andrea Huiza (SAAMIS) is holding a multi-cultural lunch meeting at McCoy every Thursday. It is a great opportunity for students to hang out with each other, listen to music, ask any questions, and address any concerns.

BEHAVIOUR SUPPORT CLASSROOMS

We have dismantled our behaviour program within the division formerly called, "Turning Points". These students are now integrated into the regular stream of courses. We have replaced this segregated philosophy with the "HUB" philosophy. The idea of a "HUB" within a school is a room that students can access if and when they need support. In reality this has replaced a Learning Assistant hip-to-hip with a student. We found that with code 42 students this was not a positive practice anyway. Certain identified students have it written into their Behaviour Support Plan that they can access the "HUB" classroom. They each access this room depending on their level of need. They can get the support when they need it, or they have a place to calm and collect themselves safely and then return to class. We have developed this "HUB" support in two schools and are expanding to two more next year. To summarize, we are no longer moving students to behaviour programs but providing support for them in their neighborhood schools.

We currently have 3 behaviour support classrooms in the division:

1. **The "HUB" at St. Mary's (grades 7-9)**
   Goals:
   a. To provide students the opportunity to experience mainstream classrooms, maintain school ties and friends, and participate in extracurricular activities.
   b. To provide an environment that supports the student so that he or she is able to be successful in the mainstream classroom.
   Strategies:
   - Provide a small group setting when student is struggling with regular classroom activities to complete school work assignments.
   - Allow opportunity to work on problem solving skills that help students learn acceptable alternatives to inappropriate behavior and work habits.
   - Provide students opportunities built into the timetable to learn and practice social skills, anger management, and friendship-making skills,
   - Monitor progress in student behavior through term reports, anecdotal checklist, and team collaboration meetings.
   - To provide the student with the opportunity to build a positive attitude towards school.
   - Provide Mental Health support and individual one-on-one therapy.
   - Involve parents in the child's education plan, meeting throughout the year to keep communication open on student progress and discuss effective strategies.
   - Provide wrap-around services

2. **P.A.S.E. program at Notre Dame (grades 6-9)**
   Pursue Achievement through Self-Discipline and Education:
   This program will provide students with positive social, emotional and behavioural support to promote a safe and caring environment to better meet the diverse learning needs of all students. Students will learn resiliency skills to guide and support personal goal setting reinforcing their ability to self-regulate and assess personal efforts. This collaborative model advocates a collective responsibility for the success of each student.

3. **(TLC) The Learning Centre at Monsignor McCoy (Grades 10-12)**
   The *Learning Center* was established to provide students in grades 10 to 12, who meet the criteria, with opportunities to experience success and become well prepared for further studies, citizenship and lifelong learning. The Learning Center supports students who are currently struggling behaviourally to be more successful within the context of the school environment. Enrolment in the Learning Center requires each student to have a Success Plan. The plan is a collaborative document that is designed to share key information about a student with staff who works with the child. The plan will be developed with input from the student, staff, parents and outside agencies when applicable.

Key Elements

The foundation for the Learning Center is based upon key elements that are critical to help students with behavioural issues. The elements may have varying degrees of importance based upon the strengths, needs and priorities of a particular student.

-Souveny, Supporting Positive Behaviour in Alberta School

- Positive relations with staff, peers and parents
- Modified classroom environment that ensures the routines support the opportunity for positive behavior
- Understanding individual student behavior- goals, functions and triggers
- Social skill instruction that provides help to the student to learn acceptable behaviours
- Positive reinforcement that encourages the students to consistently display pro-social behavior
- Fair and predictable consequences
- Collaborative teamwork with all stakeholders
- Individual success plans

DIVISION PSYCHOLOGIST

Mandate is not only testing but consulting with school teams to create functional plans in the school or classroom. We wanted the focus to be not just on creating a written repot but to support the school in turning the recommendations into practice plans at the school and classroom level. This person is another part of the learning team that will come together to resolve behaviour issues. The Division Psychologist has also played a major role in the development, PD, and management of the behaviour programs within the division.

PAA Position Paper - The pivotal role of Alberta School Psychology Services: A response to Alberta Education's *Setting the Direction.*

PAA's Recommendations

The PAA advocates for the implementation of integrative and comprehensive school psychology services that provide support for all students, their families, and school staff, and endorses a service model that simultaneously reflects the CPA intervention levels outlined above and emphasizes:

1. collaborative teams with sufficient allocation of time for school psychologists, school staff, parents and key partners to work together in an ongoing manner to determine learning profiles, find effective solutions to learning and behavioural challenges and develop programming that focuses on strengths to facilitate growth.

2. a shift from assessment and diagnosis for funding to assessment of learning strengths and needs. School psychologists value formal assessment processes and are uniquely qualified to provide this service. However, formal assessment is only one component of a continuum of school psychology services. In addition, assessment expectations should shift towards the evaluation of children's abilities to inform classroom practice.

3. building the capacity of students, parents, and school staff, by focusing on strengths while providing consultation and education regarding recent research and best practices in learning, behaviour and development.

LEARNING COACHES

Each school in the Division has a Student Services Facilitator(s). This facilitator, in collaboration with Administration and the learning team coordinates the wrap-around service to meet the needs of all students. Once a student is identified as having special needs, we develop and deliver an education program that reflects individual needs and provides the student with a valuable learning experience. An Individual Program Plan (IPP) is developed for each and every child identified to ensure appropriate programming and to establish measurable goals and objectives for an appropriate program.
The school facilitator also has the title of "Learning Coach" within our division but their duties as a coach vary from school to school. Most however are resources to teachers and provide support through team teaching or planning. We have aligned with our AISI project and used "Balanced Literacy" as a vehicle to get our Learning Coaches through many classroom doors. Learning Coaches themselves have changed from resource room teachers to learning coaches in the classroom supporting teachers and students.

Decision Points about Coaches' Work

Collaborative planning Day between Division Administrators and School Student Services Facilitators – June 16, 2010 - **Purpose, Rationale and Goals: Goals and Roles:**

What is the purpose of our coaching program?
- Reach more kids
- Inclusion
- Improve differentiation/learning
- To collaborate
- Determine who our students are – highest needs
- Sense of Belonging – parents, students, teachers
- Share expertise
- Encourage life-long learning (teachers and Students)
- Seeing all students as unique children of God and providing them with collaborative opportunities while sharing the inclusive learning environment of their peers

What are the goals of our coaching program within schools? (expressed by what students will gain and not teachers.)
- Inclusion – based on what is best for kids
- Build skills/knowledge they are missing
- Transitions
- Meeting the needs of students at all levels
- Feel safe – feel they belong – feel success
- Improve self-esteem/self-confidence
- Not afraid to ask questions or answer questions
- Feel involved – all bring something to the table

What are the benefits to staff?
- Sharing responsibility/roles/expertise
- Sense of belonging = decrease in behaviour
- Teachers get to know kids and their needs – accommodations all day in every class
- Differentiation – assistance
- Two brains are better than one – team collaboration
- Sharing strategies – ideas across grade levels
- Team approach – parents, teachers, admin.
- Increased engagement r students – two teachers
- Creation of a school family – away from individual classrooms
- Staff relationships – trust building
- Increased support for new teachers

What are the benefits to students?
- Inclusion- same learning environments as peers
- More than one teacher can help multiple groupings
- Increased engagement – more exciting lessons
- Improved student learning
- Encouragement of life-long learning
- Student belonging – empowering, self-confidence building
- Creates peer leadership opportunities

LAP TEACHER TRANSITION

The philosophy around our (LAP) Learning Assistance programs is also changing. Students are no longer seen as a part of a LAP classroom but are assigned to regular classrooms based in strengths and interests. These identified individuals access this room for support when needed. All students, however, can access this Learning Support Classroom to support their learning. This may be for one-on-one instruction or facilitating an accommodation. The former LAP teacher is now another Learning Coach within the school facilitating the inclusion of LAP students and supporting the teachers that have these students within their classroom.

Our Student Services Facilitators/Learning Coaches and LAP Teachers, as resources within the school, have been reallocated to serve more students and teachers. Instead of having a resource room and an LAP classroom (both which segregate students from their peers) we have moved the Resource room teacher to serve as the Learning Coach and support students and teachers in their classrooms. We have also changed the LAP classroom into a Learning Support Centre for all students to access for learning support. The LAP teacher is now not stuck to teaching in one room and to the same kids all day but supports students with identified needs within the school and also supports teachers with integrating these individuals successfully. This shift in philosophy has added 4 more Learning Coaches within 4 schools. This creates a collaborative inclusive school team within these schools.

KNOWLEDGE AND EMPLOYABILTY

We have a strong Knowledge and Employability program at the middle and high school level. This programming keeps students in school and provides a successful academic and vocational experience that encourages graduation. We have added more flexibility to our middle school scheduling to support student's needs. Students in Knowledge and Employability classes can now take one or more K and E classes based on their needs. This removes the barrier of being locked into a K and E program based on scheduling. This compliments the already successful scheduling of courses at the High School level. We have a very high graduation rate for individuals accessing K and E courses. Not only do they graduate with a completion certificate but are graduating with a high school Diploma.

GATES-MACGINITIE

Continuing for the 2011-2012 school year we will be administering the Gates-MacGinitie Reading Tests (**GMRT**) for students in grades one to eight to garner valuable information regarding individual student strengths and challenges. The objective information obtained from the **GMRT** will complement other evaluation methods and provide a solid basis for:

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

PILOT PROJECTS

IEPT

MHCBE has three schools participating in the IEPT pilot for the 2011-2012 school year:

- St. Michael's (MH) - Elementary
- St. Patrick's – Elementary
- Notre Dame – Middle School

All students who had an IPP will utilize the new IEPT system. We wanted a junior high as one of the three schools to gain experience with this tool at that level. The three schools each have an IEPT coordinator/learning coach helping to facilitate training and completion of IEPT's.

Literacy for All: A Community of Practice for Teachers of Students with Significant Disabilities

MHCBE has 1 teacher participating in this pilot at St. Michael's (MH). This *Literacy for All* pilot project is designed for teachers of students with significant cognitive disabilities. The goals of this project are to:

- support and build teacher understanding of literacy and communication strategies for students with cognitive disabilities
- create a provincial community of practice to analyze the effectiveness and appropriateness of the *MEville to WEville* literacy and communication teacher resource in the Alberta context
- build the capacity of participating teachers to better meet the diverse learning needs of students with significant cognitive disabilities.

The Advancing Adolescent Reading Initiative (AARI)

MHCBE has two teaching staff participating in the Advancing Adolescent Reading Initiative.

The AARI professional development program will provide teachers across subject areas with advanced knowledge on how to:
- teach reading skills as part of content area instruction,
- teach content area specific reading skills and strategies,
- identify students who need additional reading support, and
- implement evidence-based reading instruction and interventions in a variety of secondary school contexts.

AARI will provide participating teachers with a deep understanding of language, reading and scientifically based adolescent reading instruction to support teachers in dealing with the reading challenges encountered in their schools and subject specific classrooms.

Pragmatic Organizational Dynamic Display Introductory Workshop (PODD)
Official two day introductory PODD Course was facilitated in collaboration with Prairie Rose School Division and funded through Complex needs funding. Over 30 participants from the community participated in this training.

Children who are nonspeaking or have only limited speech, in addition to other challenges, often struggle to interact and communicate. This may include children who have physical disabilities, multiple disabilities, sensory processing challenges, limited social interaction skills, and/or a range of cognitive limitations and learning difficulties.

This two day course demonstrated the use of a Pragmatic Organization Dynamic Display (PODD) approach developed by Gayle Porter (Melbourne, Australia). Generic templates for multi-page "light tech" communication books have been carefully designed to support genuine communication for a variety of functions throughout the day. These templates may be customized for a range of access methods and other individual needs.

Our staff has learned strategies for creating multi-modal language learning environments that provide receptive models and expressive opportunities for language development. In addition our staff have acquired strategies for teaching and using PODD with children and their communication partners.

Testimonial from St. Michael's LAP Teacher:

> "I'm really excited about this whole PODD thing; watching my student pick up on this so quickly the other morning was amazing. It was incredible to have a conversation with him where what he was saying was completely his own... and it was even more amazing because he referenced an ongoing debate we have about country music in our room (and sided with me over the learning assistants by the way). Seriously though... who gets these kinds of experiences as part of their job?   And that isn't even factoring in the fact that I got to meet and talk with someone who I see completely amazing in the field of educating students with multiple, complex needs. What a great morning! I know we all learned a lot and got some great direction on where to go with this student's program from here. He was amazing and I'm excited to hear all the things he is going to have to tell us as he masters his PODD."

PROGRAMS AND SUPPORTS FOR PRESCHOOL AND KINDERGARTEN CHILDREN

- Children ranging in age from 2.5 years to 6 years of age are being supported in 18 different preschools in our community and our schools as well as in all of our kindergarten classrooms with grants from Alberta Education.

- Over 90 children are receiving Program Unit Funding support for a diagnosed severe developmental delay or disability and approximately 67 children are receiving Mild/Moderate funding support.

- We offer preschool programs in each of our elementary schools, including a French immersion preschool at École St. Thomas d'Aquin.

- Support for children involves the following team members: parents, speech-language pathologists, occupational therapists, physical therapists, learning assistants, certified teachers, preschool educators, psychologists, doctors and other community members.

- Our support team has grown as we now have double our occupational therapy support as well as have hired an occupational therapy assistant. Our speech language support has grown as well. Besides our 4 slps, this year we have 3 speech language assistants working with our little ones.

- We have been chosen by Alberta Education to pilot a project called Triple P- Positive Parenting Program. This is an evidence based, early intervention approach, used in over 17 countries worldwide that offers parents knowledge and skills to reduce the behavior and emotional problems in children.

- This year preschool and kindergarten teachers, through a referral process, have access to behavior assistance in their classrooms. A staff member trained in dealing with children with behavior concerns comes into the classroom and works with the child and support team, in developing a BSP (behavior support plan) based on the needs of the child.

- Families have access to support in the home environment as staff has been trained to work with the parents and the children in their home offering supports in the speech language area as well as the behavior area.

- Kindergarten classrooms are involved again in the Eye See, Eye Learn Program in collaboration with Alberta Education and the Alberta Optometrist Association. This is a teaching program with a focus on healthy vision. Children can also qualify for free eye glasses in their Kindergarten year because of our involvement in this program.

- We continue to be involved with a provincial initiative called the Early Child Development Mapping Project. This project will provide a comprehensive range of information on children's development in the early years as well as funding to address areas of need in communities.

- Medicine Hat Catholic Preschool children are receiving music instruction again this year. A music teacher travels to each of our preschools twice a week.

- Some professional development opportunities being offered are: First Aid Training, Sign Language, Autism awareness sessions, Occupational Therapy strategies, and Play Based Learning research.

- Child Development Checkups are scheduled for May, 2012. These checkups help in identifying needs and following the identification, services are set up to support the child's development. As well, at any time throughout the year, assessments are completed, if requested, to help identify a delay or disability.

- IPP online program is constantly being updated to make its use more efficient for teachers and parents.
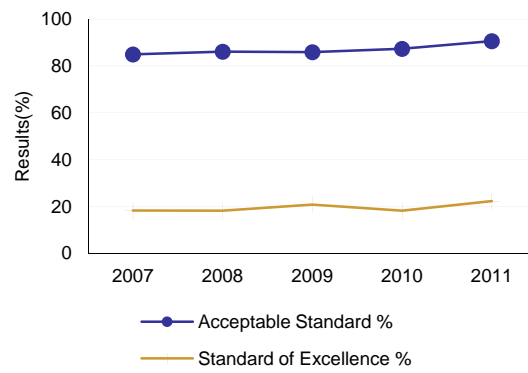
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	93.9	17.4	94.6	18.3	92.4	15.7	89.1	23.1	92.0	17.1		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	86.7	6.7	55.0	0.0	100.0	30.0		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.9	29.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	Authority	90.3	21.6	90.1	23.5	90.1	19.8	90.9	17.0	94.0	15.2		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	88.2	17.6	70.0	0.0	87.5	12.5		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.2	21.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	83.7	28.6	85.2	25.9	88.1	28.1	83.4	19.1	90.4	36.9		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	75.9	13.3	81.2	21.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	Authority	81.9	14.7	88.0	13.0	81.7	17.8	93.0	15.7	91.8	22.1		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	83.3	8.3	82.4	11.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.8	9.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	50.0	70.6	11.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	Authority	73.1	7.5	71.2	8.4	72.9	20.6	80.7	16.0	84.1	19.0		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	33.3	88.2	5.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	82.9	18.7	84.6	27.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	90.0	20.0	88.2	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

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

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

Graph of Overall Provincial Achievement Test Results (optional)

Graph of Provincial Achievement Test Results by Course

English Language Arts 3

French Language Arts 3

[No Data for Français 3]

Mathematics 3

English Language Arts 6

French Language Arts 6

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

Graph of Provincial Achievement Test Results by Course

[No Data for Français 6]

Mathematics 6

Science 6

Social Studies 6

English Language Arts 9

English Lang Arts 9 KAE

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

Graph of Provincial Achievement Test Results by Course

[No Data for French Language Arts 9]

[No Data for Français 9]

Mathematics 9

Mathematics 9 KAE

Science 9

Science 9 KAE

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

Graph of Provincial Achievement Test Results by Course

Social Studies 9

Social Studies 9 KAE

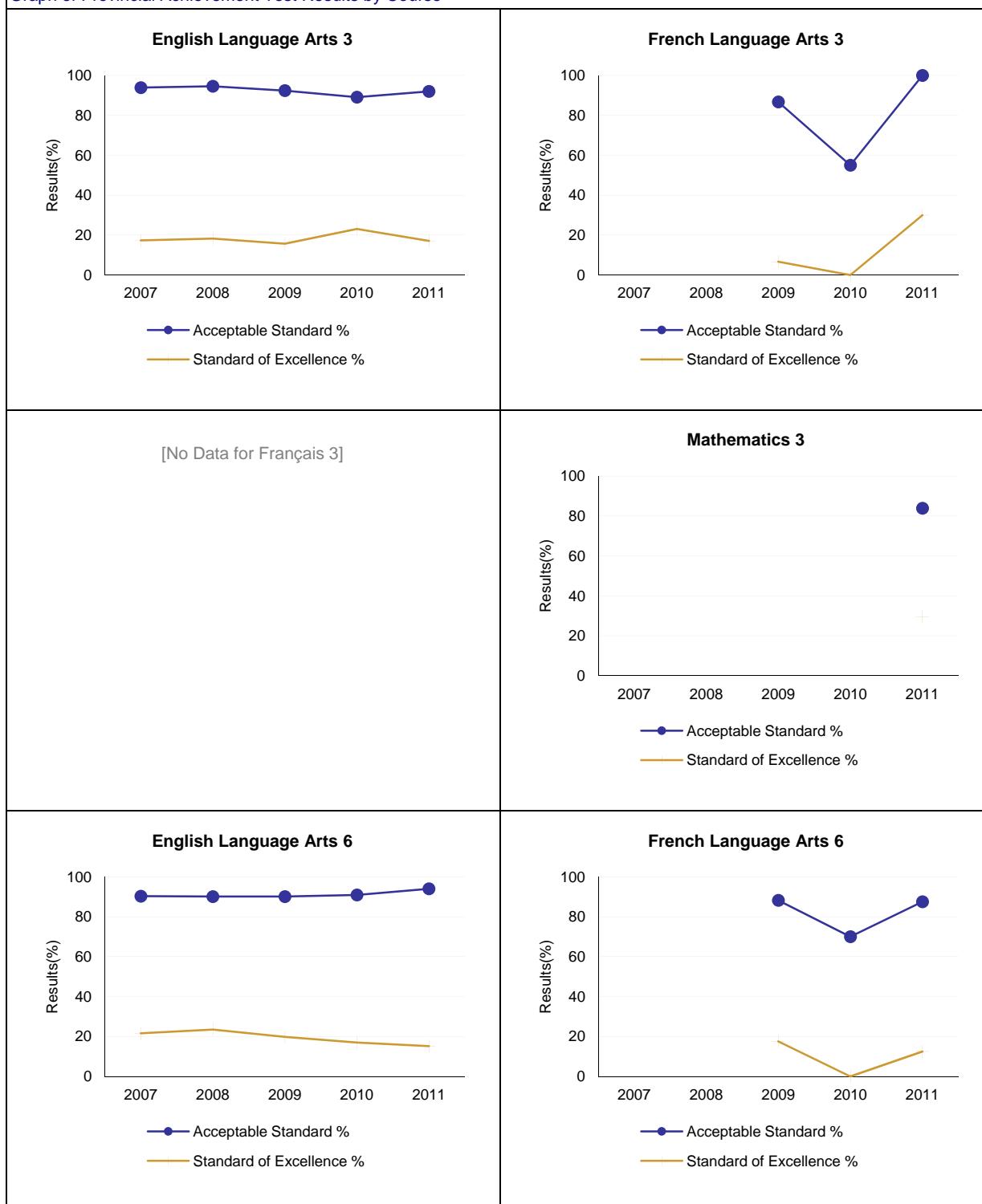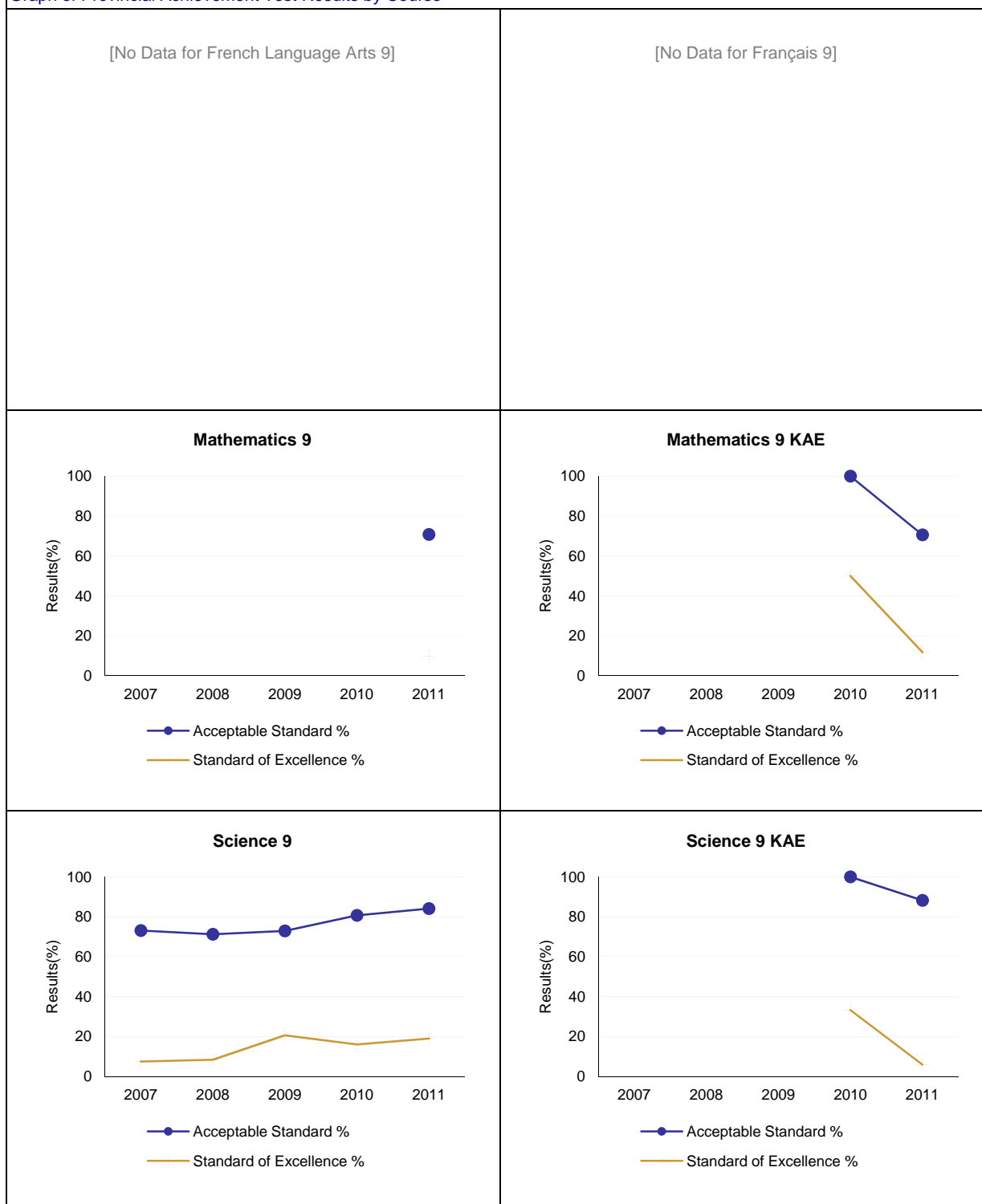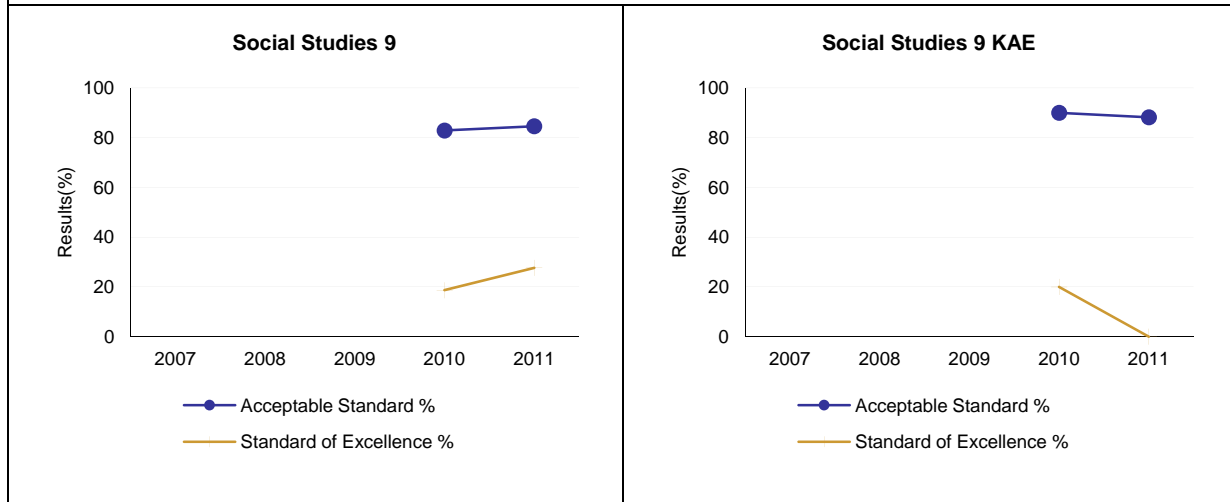Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2011 N	2011 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %	2011 N	2011 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %
					Medicine Hat CSRD No. 20				Alberta			
English Language Arts 3	Acceptable Standard	High	Maintained	Good	199	92.0	222	92.0	42,944	81.8	42,052	81.0
English Language Arts 3	Standard of Excellence	High	Maintained	Good	199	17.1	222	19.0	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	Improved	n/a	10	100.0	18	70.8	3,180	80.6	3,046	83.9
French Language Arts 3	Standard of Excellence	n/a	Improved Significantly	n/a	10	30.0	18	3.3	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
Français 3	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	250	94.0	246	90.4	43,433	83.0	43,646	82.1
English Language Arts 6	Standard of Excellence	Intermediate	Declined	Issue	250	15.2	246	20.1	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	16	87.5	14	79.1	2,635	89.4	2,307	89.2
French Language Arts 6	Standard of Excellence	Intermediate	Maintained	Acceptable	16	12.5	14	8.8	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
Français 6	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	High	Improved	Good	249	90.4	246	85.6	43,441	76.2	43,534	76.0
Science 6	Standard of Excellence	Very High	Improved Significantly	Excellent	249	36.9	246	24.4	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Improved	n/a	250	81.2	241	75.9	43,537	71.1	43,601	71.0
Social Studies 6	Standard of Excellence	n/a	Improved Significantly	n/a	250	21.2	241	13.3	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	195	91.8	190	87.5	43,024	79.1	43,763	78.2
English Language Arts 9	Standard of Excellence	Very High	Improved	Excellent	195	22.1	190	15.5	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	Maintained	n/a	17	82.4	12	83.3	1,606	67.2	1,587	66.8
English Lang Arts 9 KAE	Standard of Excellence	n/a	Maintained	n/a	17	11.8	12	8.3	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
French Language Arts 9	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
Français 9	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	Declined Significantly	n/a	17	70.6	16	100.0	1,936	64.9	1,894	65.6
Mathematics 9 KAE	Standard of Excellence	n/a	Declined Significantly	n/a	17	11.8	16	50.0	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Very High	Improved Significantly	Excellent	195	84.1	191	75.0	42,932	74.9	43,553	71.7
Science 9	Standard of Excellence	Very High	Improved	Excellent	195	19.0	191	15.0	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	Declined	n/a	17	88.2	9	100.0	1,586	69.5	1,526	67.2
Science 9 KAE	Standard of Excellence	n/a	Declined	n/a	17	5.9	9	33.3	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	195	84.6	187	82.9	43,128	67.2	43,769	68.9
Social Studies 9	Standard of Excellence	n/a	Improved Significantly	n/a	195	27.7	187	18.7	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	Maintained	n/a	17	88.2	10	90.0	1,573	61.9	1,557	64.6
Social Studies 9 KAE	Standard of Excellence	n/a	Declined	n/a	17	0.0	10	20.0	1,573	13.6	1,557	15.7

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

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

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	89.1	13.6	83.9	10.2	81.1	5.7	91.0	6.3	86.7	5.8		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	Authority	92.8	13.0	89.7	5.9	89.7	1.7	89.2	14.9	100.0	29.9		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1		
Pure Mathematics 30	Authority	71.6	7.4	71.6	17.9	82.1	23.9	89.3	22.6	86.6	34.1		
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	Authority	90.4	7.7	72.5	15.7	82.0	8.0	81.0	6.3	84.8	9.1		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	Authority	83.5	9.9	88.8	18.0	88.3	16.9	n/a	n/a	n/a	n/a		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	91.3	16.3	87.4	6.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	Authority	82.9	22.0	85.9	14.1	92.9	20.0	n/a	n/a	n/a	n/a		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	84.6	10.3	92.1	26.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	Authority	75.6	15.4	65.9	13.4	90.5	28.6	83.8	31.3	81.3	30.4		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	Authority	83.6	23.3	80.8	23.1	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	65.9	12.9	76.7	20.0	77.9	23.4		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	Authority	75.0	23.1	80.5	19.5	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	Authority	n/a	n/a	n/a	n/a	78.3	15.2	81.1	18.9	92.5	45.0		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
Science 30	Authority	66.7	0.0	66.7	0.0	94.4	5.6	66.7	33.3	n/a	n/a		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

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

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

Graph of Diploma Examination Results – Overall

Diploma Examination Results by Course

English Lang Arts 30-1

English Lang Arts 30-2

[No Data for French Lang Arts 30-1]

[No Data for Français 30]

Pure Mathematics 30

Applied Mathematics 30
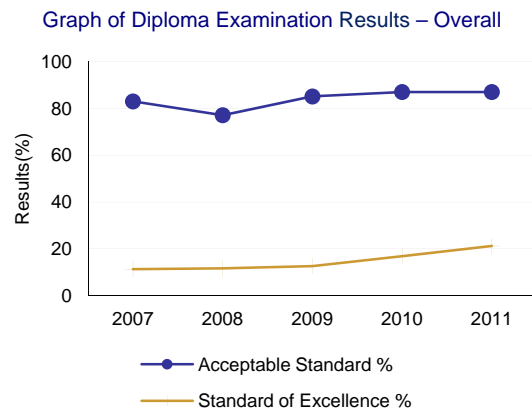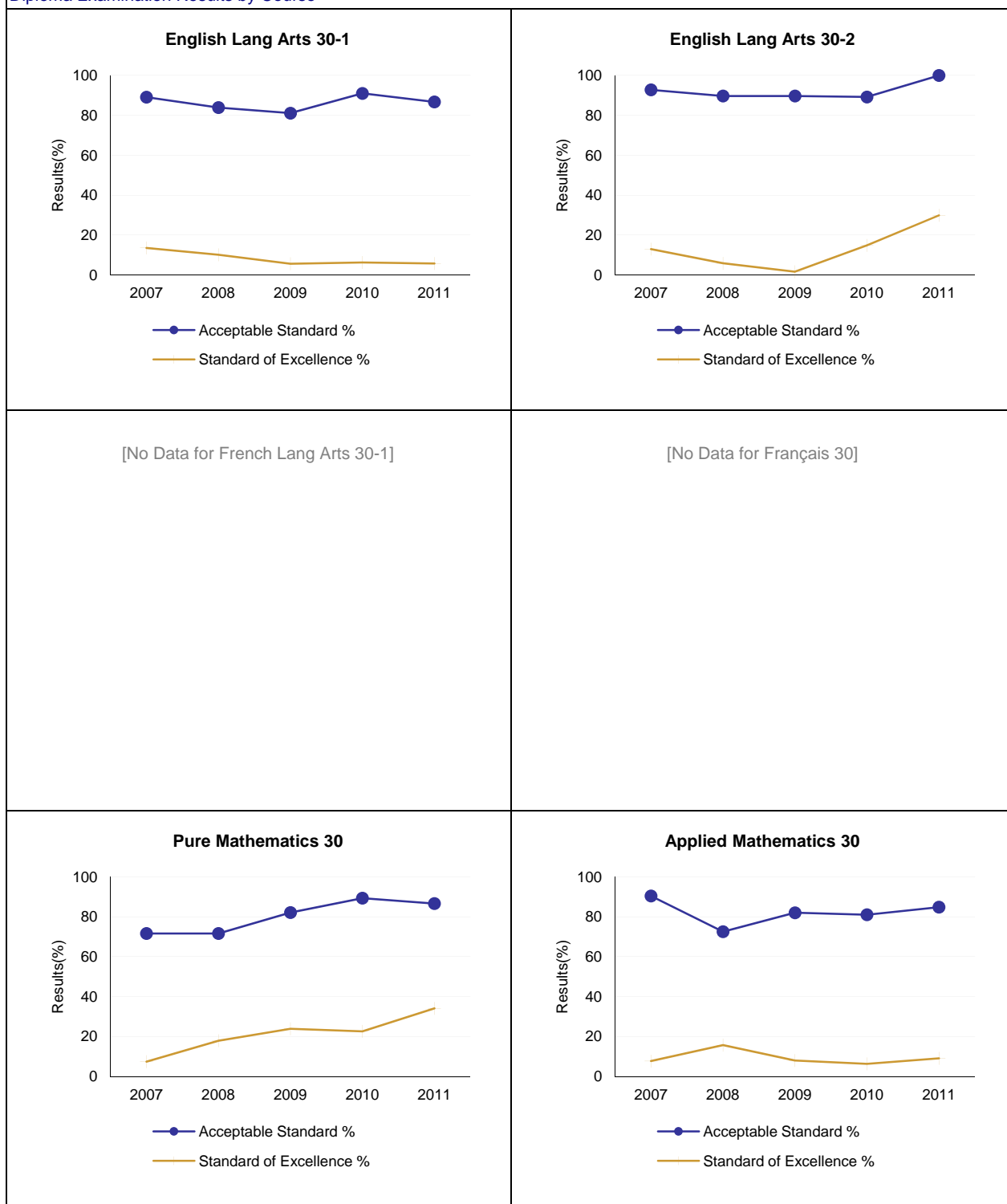
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course

[No Data for Social Studies 30]

Social Studies 30-1

[No Data for Social Studies 33]

Social Studies 30-2

Biology 30
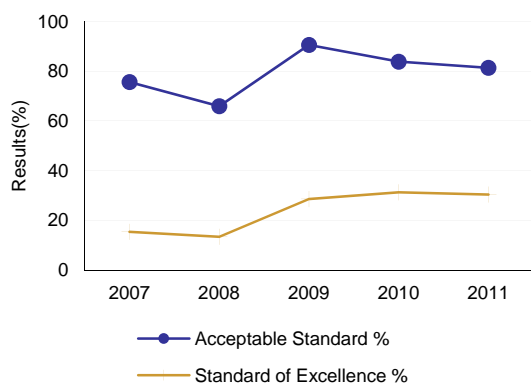
[No Data for Chemistry 30 Old]

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

Diploma Examination Results by Course

Chemistry 30

- Acceptable Standard %
- Standard of Excellence %

[No Data for Physics 30 Old]

Physics 30

- Acceptable Standard %
- Standard of Excellence %

Science 30

- Acceptable Standard %
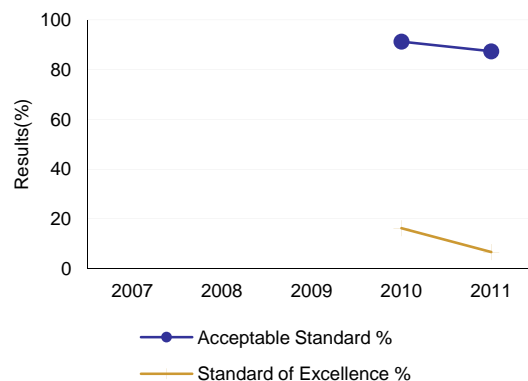- Standard of Excellence %

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
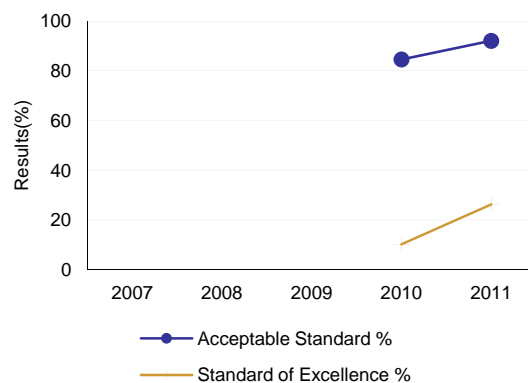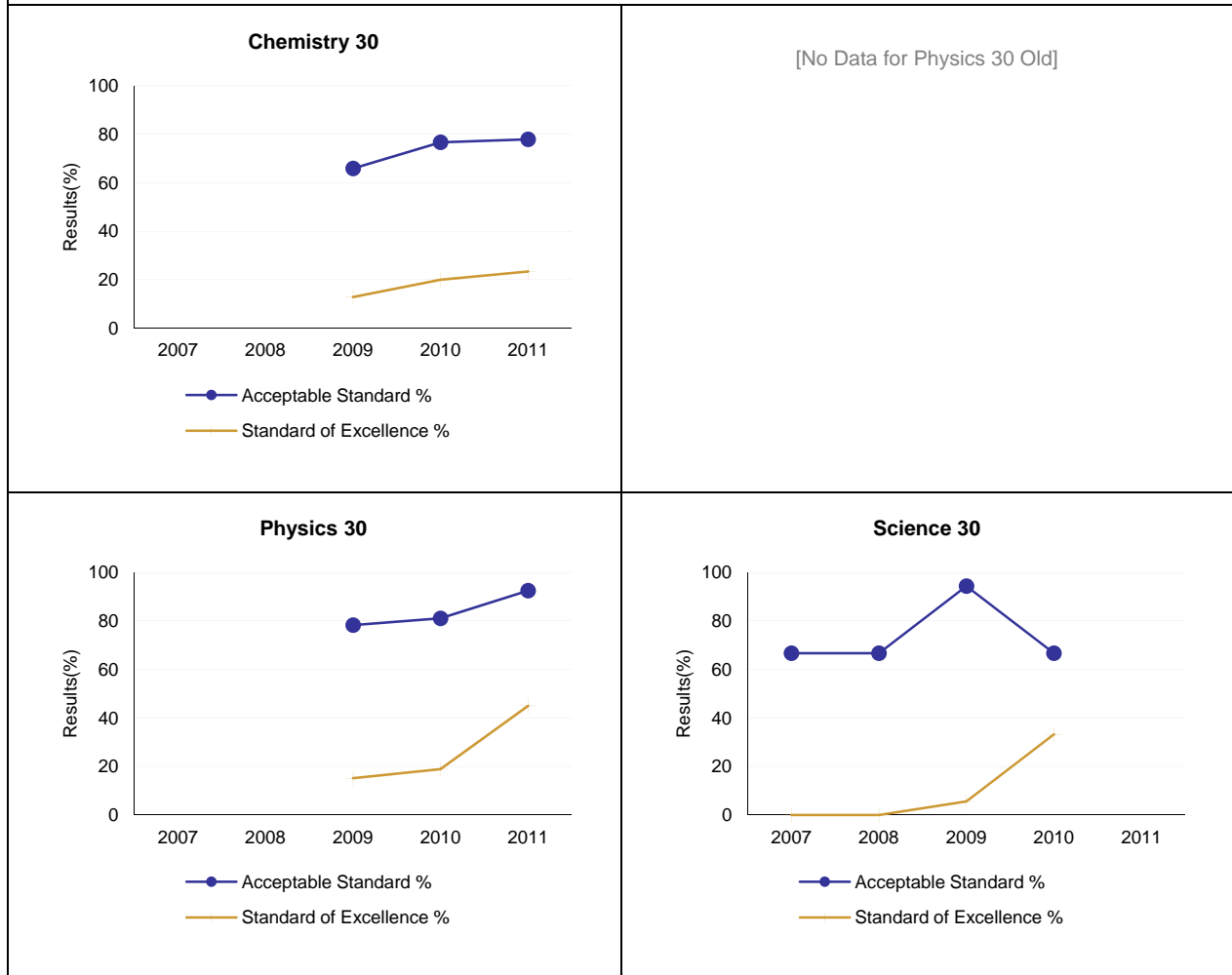
Diploma Examination Results Course By Course Summary with Measure Evaluation

Course	Measure				Medicine Hat CSRD No. 20					Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	120	86.7	112	85.3	29,063	84.4	28,502	86.1
	Standard of Excellence	Very Low	Maintained	Concern	120	5.8	112	7.4	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	Very High	Improved Significantly	Excellent	67	100.0	67	89.5	14,550	88.6	13,676	88.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	67	29.9	67	7.5	14,550	9.1	13,676	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	95.3	1,262	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	14.3	1,262	19.9
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7
Pure Mathematics 30	Acceptable Standard	High	Maintained	Good	82	86.6	73	81.0	23,033	81.0	22,548	82.1
	Standard of Excellence	High	Improved	Good	82	34.1	73	21.5	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	66	84.8	55	78.5	10,807	74.3	10,371	77.7
	Standard of Excellence	Low	Maintained	Issue	66	9.1	55	10.0	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	n/a	Maintained	n/a	119	87.4	104	91.3	23,603	82.8	23,484	84.5
	Standard of Excellence	n/a	Declined Significantly	n/a	119	6.7	104	16.3	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	Improved	n/a	76	92.1	78	84.6	16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	Improved Significantly	n/a	76	26.3	78	10.3	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	112	81.3	81	80.1	22,817	81.9	21,372	82.2
	Standard of Excellence	Very High	Maintained	Excellent	112	30.4	81	24.4	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	77	77.9	88	71.3	18,792	75.1	18,152	77.6
	Standard of Excellence	n/a	Improved	n/a	77	23.4	88	16.5	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	n/a	Improved	n/a	40	92.5	50	79.7	10,660	76.7	10,216	76.6
	Standard of Excellence	n/a	Improved Significantly	n/a	40	45.0	50	17.0	10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	75.9	5,007	80.4	4,450	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	13.0	5,007	21.0	4,450	21.8

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

High School Completion Rate – Measure Details

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

	Authority					Province				
	2006	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
3 Year Completion	80.9	74.8	81.3	79.9	84.7	70.6	71.1	70.8	71.5	72.6
4 Year Completion	80.6	84.5	82.4	85.1	84.9	76.1	76.1	76.3	76.1	76.9
5 Year Completion	88.1	83.1	87.3	84.9	85.7	78.1	78.9	78.7	79.0	79.0
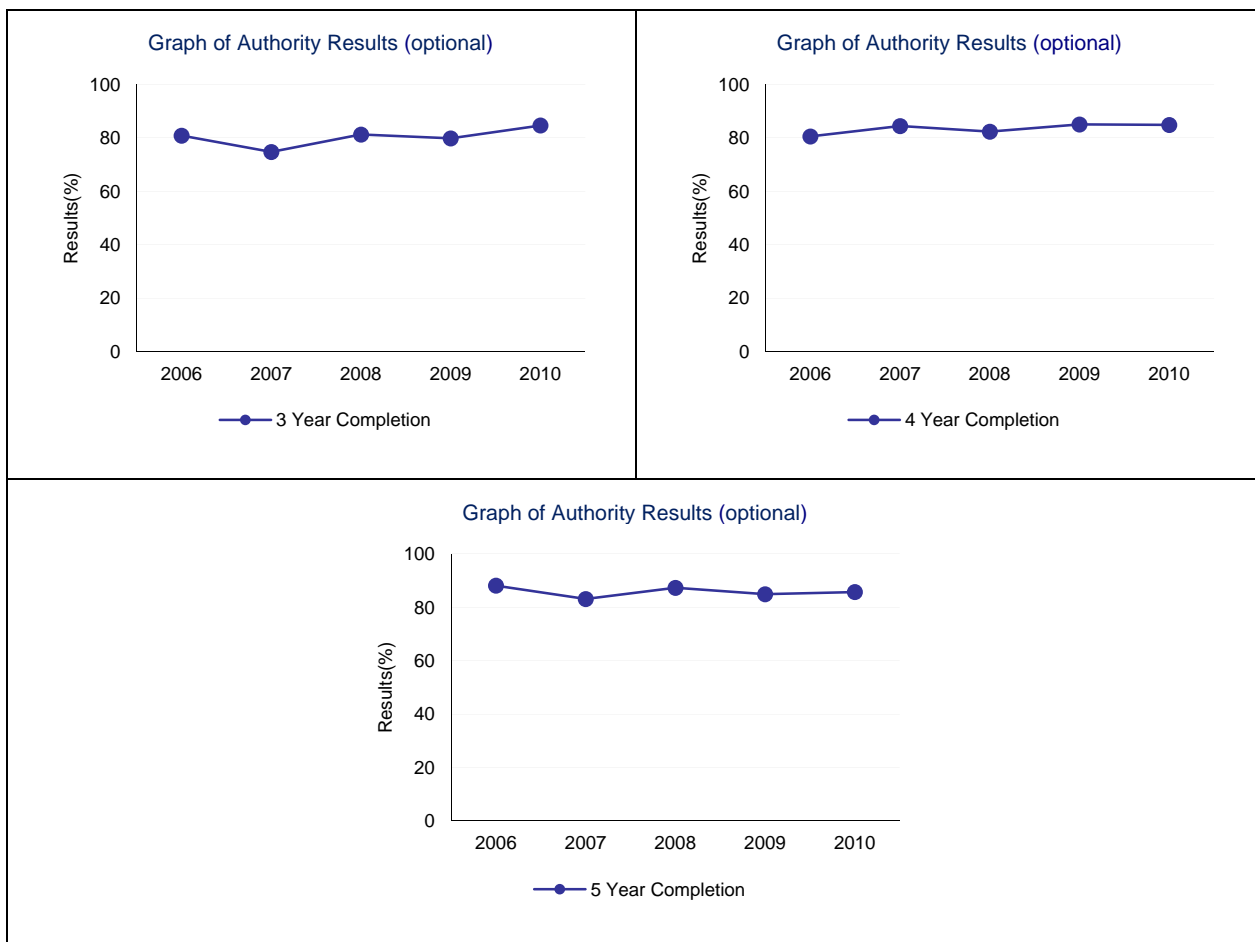
Graph of Authority Results (optional)

3 Year Completion

Graph of Authority Results (optional)

4 Year Completion

Graph of Authority Results (optional)

5 Year Completion

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					**Province**				
	2006	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
Drop Out Rate	4.1	3.1	3.6	2.6	1.3	4.7	5.0	4.8	4.3	4.2
Returning Rate	37.0	26.2	28.5	19.6	25.6	21.2	21.3	19.8	23.5	27.9
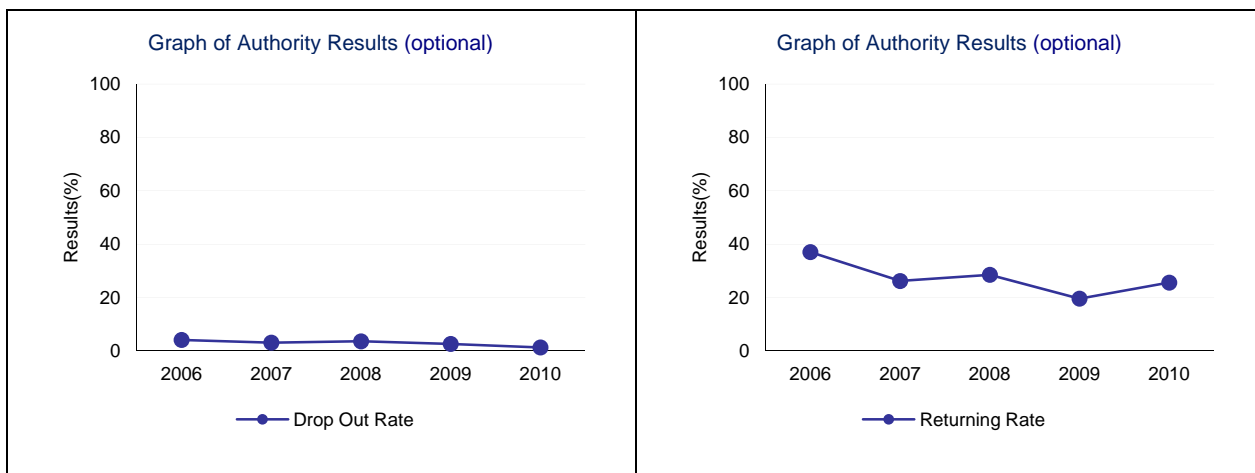
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details

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

	Authority					Province				
	2006	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
4 Year Rate	38.7	48.4	34.9	44.6	47.3	37.7	38.7	38.9	37.5	37.8
6 Year Rate	63.1	67.8	63.6	70.8	57.7	58.1	58.8	59.2	59.8	59.3

Graph of Authority Results (optional)

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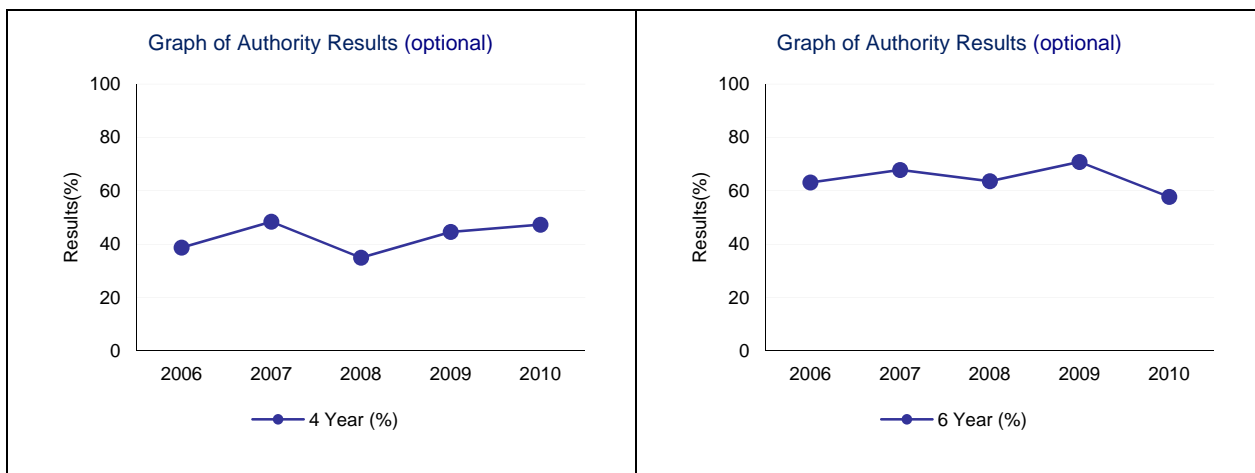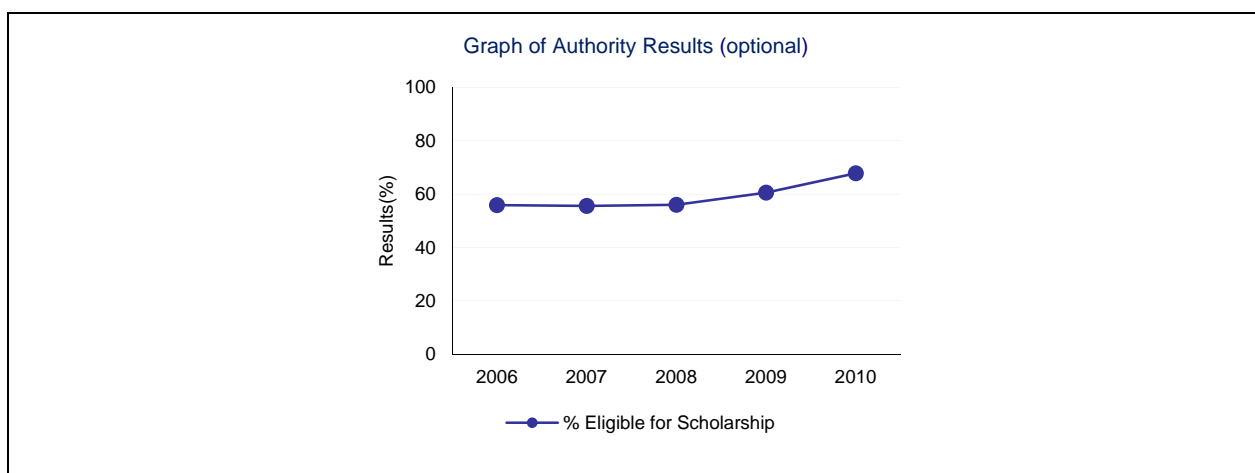
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	55.9	55.6	56.0	60.6	67.8	56.1	56.8	57.3	56.9	59.6

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
2006	188	98	52.1	86	45.7	53	28.2	105	55.9
2007	205	101	49.3	91	44.4	52	25.4	114	55.6
2008	207	108	52.2	92	44.4	51	24.6	116	56.0
2009	137	81	59.1	69	50.4	41	29.9	83	60.6
2010	174	106	60.9	108	62.1	68	39.1	118	67.8

Graph of Authority Results (optional)

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

Diploma Examination Participation Rate – Measure Details

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

	Authority					Province				
	2006	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
% Writing 0 Exams	12.4	11.5	9.8	13.7	8.0	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	87.6	88.5	90.2	86.3	92.0	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	83.5	84.6	86.9	84.5	89.9	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	67.6	62.6	64.4	64.8	70.3	65.6	65.6	64.9	65.2	66.0
% Writing 4+ Exams	**55.2**	**49.9**	**50.0**	**54.4**	**55.8**	**53.7**	**53.6**	**53.3**	**53.5**	**54.9**
% Writing 5+ Exams	40.6	28.9	33.2	35.3	40.3	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	21.7	9.8	11.1	8.7	19.1	13.0	13.2	12.7	12.9	13.4

Graph of Authority Results (optional)
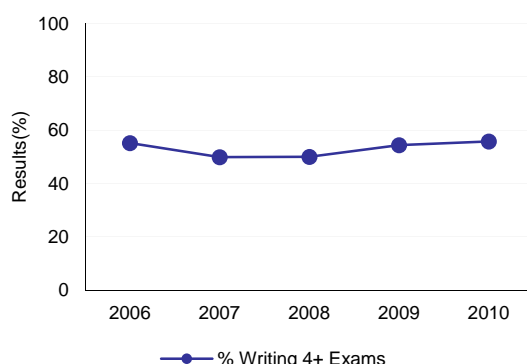
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2006	**2007**	**2008**	**2009**	**2010**	**2006**	**2007**	**2008**	**2009**	**2010**
English 30 / English Language Arts 30-1	61.8	50.0	56.1	52.5	56.5	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	25.4	34.3	31.6	32.8	33.5	23.5	23.6	24.0	24.5	25.1
Total of 1 or more English Diploma Exams	**85.5**	**83.8**	**86.3**	**83.6**	**88.5**	**77.1**	**77.0**	**76.7**	**77.1**	**78.0**
Social Studies 30	55.5	42.9	40.1	45.8	2.0	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	0.0	0.0	49.5	n/a	n/a	0.0	0.0	45.7
Social Studies 33	28.9	41.4	46.2	37.9	1.5	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	0.0	0.0	35.0	n/a	n/a	0.0	0.0	27.4
Total of 1 or more Social Diploma Exams	**82.7**	**82.9**	**85.4**	**83.1**	**87.5**	**77.2**	**77.2**	**76.7**	**77.4**	**78.1**
Mathematics 30 / Pure Mathematics 30	42.2	30.5	33.0	34.5	37.5	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	15.6	25.2	26.4	26.6	24.5	19.5	19.5	19.1	19.7	19.7
Total of 1 or more Math Diploma Exams	**57.2**	**55.7**	**59.0**	**59.3**	**61.0**	**60.7**	**60.7**	**59.7**	**59.9**	**60.6**
Biology 30	48.0	29.0	34.0	31.6	48.5	39.6	39.8	39.1	39.8	41.2
Chemistry 30	n/a	n/a	n/a	33.3	41.0	n/a	n/a	n/a	29.7	35.2
Physics 30	n/a	n/a	n/a	22.0	25.0	n/a	n/a	n/a	17.5	20.0
Science 30	0.6	6.7	7.1	6.8	4.0	7.0	7.0	7.4	8.2	9.0
Total of 1 or more Science Diploma Exams	**60.1**	**54.3**	**54.2**	**55.4**	**60.5**	**56.7**	**56.5**	**56.1**	**56.1**	**57.6**
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.7	2.7	2.9
Total of 1 or more French Diploma Exams	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**2.9**	**2.9**	**2.9**	**2.9**	**3.1**

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

Citizenship – Measure Details

Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

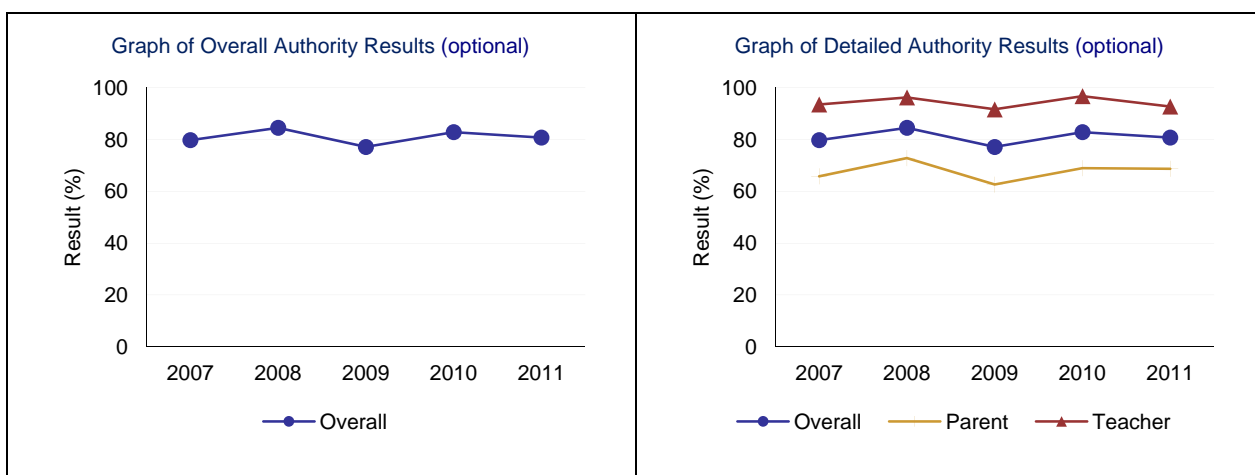|	Authority					Province				
	2007	**2008**	**2009**	**2010**	**2011**	**2007**	**2008**	**2009**	**2010**	**2011**
Overall	76.8	79.4	81.0	85.1	84.0	76.6	77.9	80.3	81.4	81.9
Teacher	94.9	92.4	95.3	97.2	95.1	89.9	90.6	91.8	93.0	92.7
Parent	70.1	81.0	77.4	81.9	80.2	72.6	74.7	77.4	78.5	78.6
Student	65.5	64.7	70.3	76.1	76.5	67.1	68.5	71.8	72.7	74.5
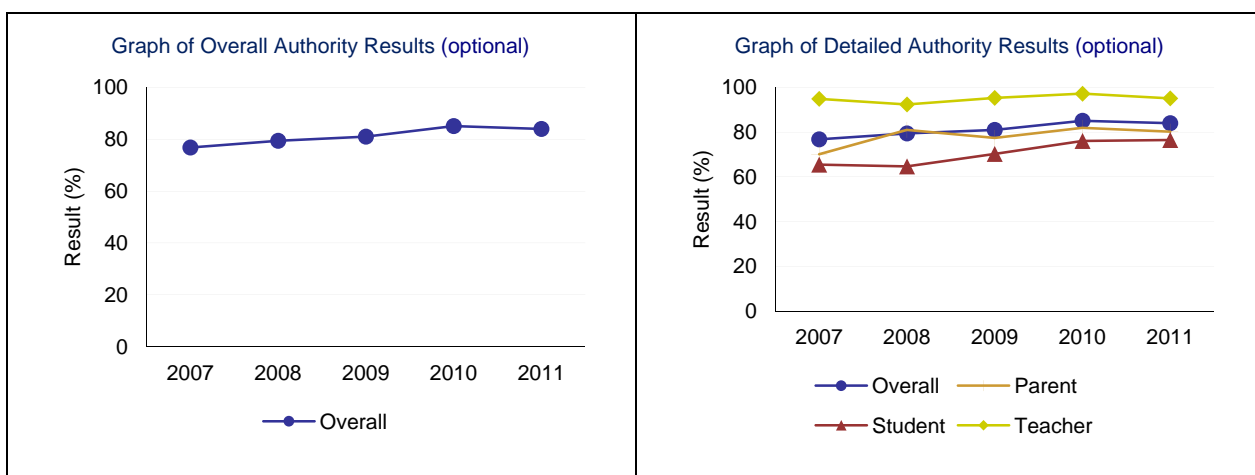
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

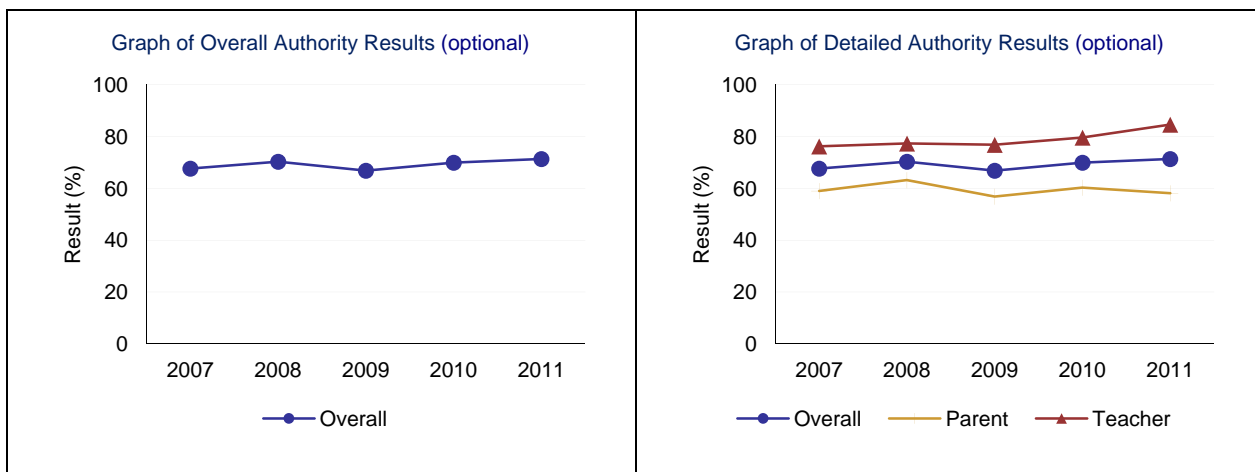|	Authority					Province				
	2007	**2008**	**2009**	**2010**	**2011**	**2007**	**2008**	**2009**	**2010**	**2011**
Overall	79.7	84.5	77.1	82.8	80.7	77.1	80.1	79.6	79.9	80.1
Teacher	93.5	96.2	91.6	96.7	92.7	89.2	89.3	88.9	90.0	89.6
Parent	65.8	72.8	62.6	68.9	68.7	65.1	70.9	70.2	69.8	70.6

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

Lifelong Learning – Measure Details

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

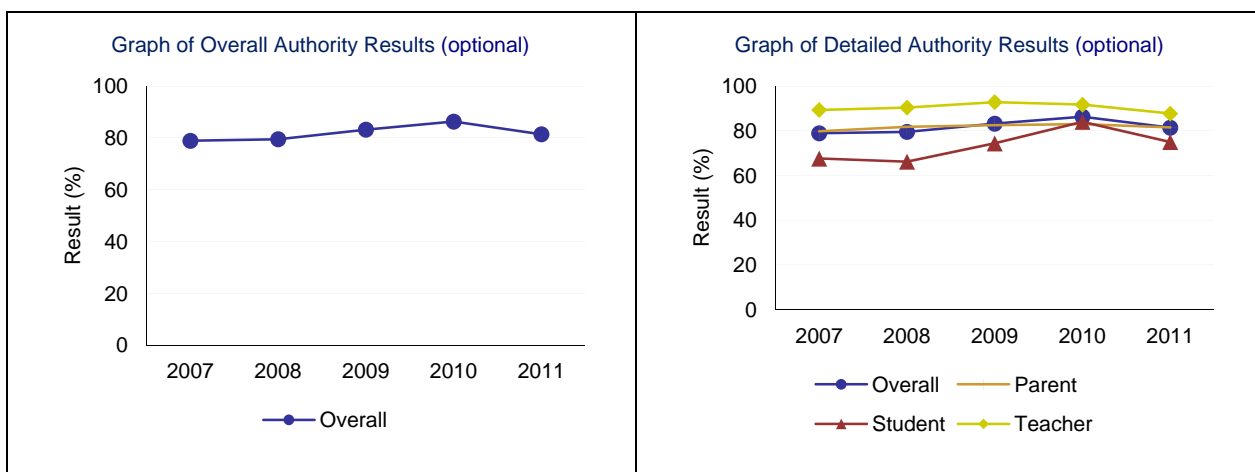|	Authority					Province				
	2007	**2008**	**2009**	**2010**	**2011**	**2007**	**2008**	**2009**	**2010**	**2011**
Overall	67.6	70.3	66.8	69.9	71.3	65.6	66.7	67.4	67.6	67.9
Teacher	76.2	77.3	76.8	79.6	84.6	74.1	73.8	74.0	75.4	75.3
Parent	59.0	63.2	56.8	60.3	58.1	57.1	59.5	60.8	59.8	60.6

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

Program of Studies – Measure Details

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

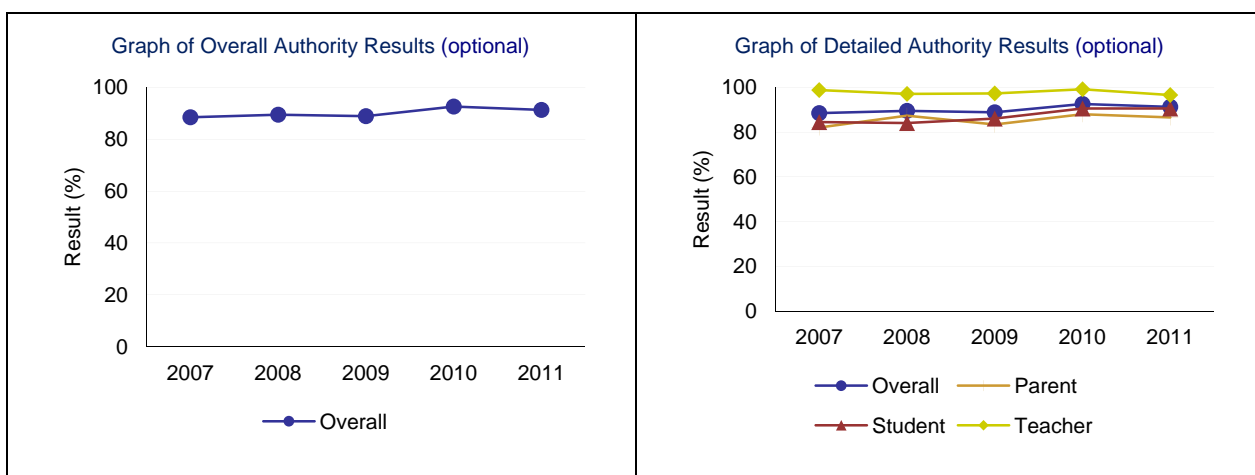|	Authority					Province				
	2007	**2008**	**2009**	**2010**	**2011**	**2007**	**2008**	**2009**	**2010**	**2011**
Overall	78.9	79.5	83.2	86.3	81.4	78.5	79.4	80.3	80.5	80.9
Teacher	89.3	90.4	92.8	91.7	87.7	85.7	86.4	86.8	87.7	87.6
Parent	79.8	81.8	82.5	83.0	81.5	76.9	77.6	78.7	78.0	78.3
Student	67.6	66.2	74.4	84.0	75.0	72.9	74.1	75.3	75.9	76.9

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

Education Quality – Measure Details

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

|	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	88.5	89.5	88.9	92.6	91.3	87.6	88.2	89.3	89.2	89.4
Teacher	98.8	97.1	97.3	99.2	96.6	94.7	94.9	95.3	95.6	95.5
Parent	82.1	87.4	83.4	88.0	86.6	81.8	83.0	84.4	83.9	84.2
Student	84.5	84.1	86.1	90.6	90.6	86.4	86.6	88.3	88.2	88.5

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

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

|	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	84.0	86.8	87.0	90.7	90.2	84.2	85.1	86.9	87.6	88.1
Teacher	96.8	95.0	94.9	96.7	95.1	92.6	93.1	93.8	94.4	94.5
Parent	78.0	88.2	85.1	89.4	89.5	81.7	83.2	85.3	86.1	86.6
Student	77.2	77.3	81.1	86.0	86.0	78.5	79.1	81.7	82.2	83.3
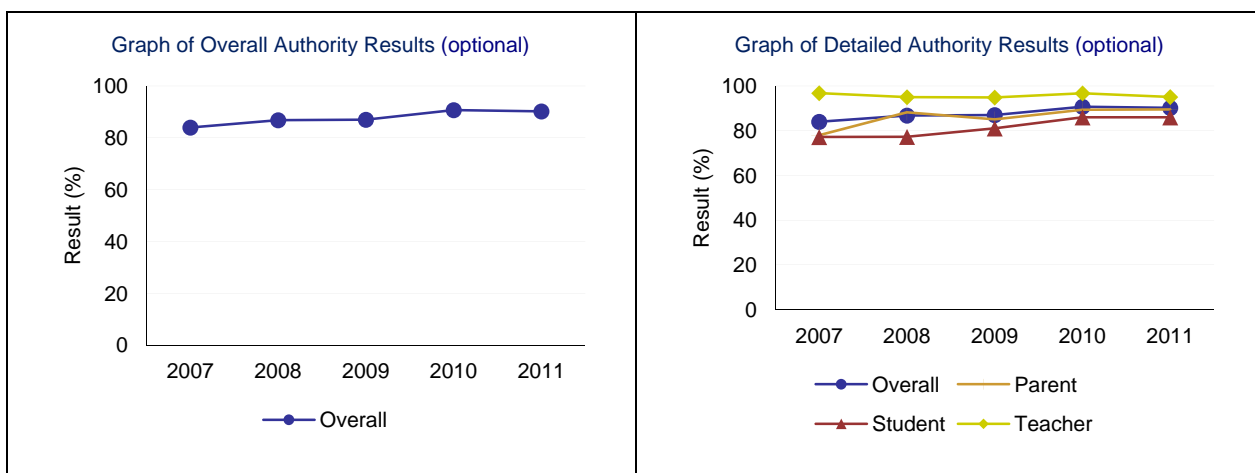
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

|	Authority					Province				
	2007	**2008**	**2009**	**2010**	**2011**	**2007**	**2008**	**2009**	**2010**	**2011**
Overall	79.4	83.4	79.4	85.4	85.1	77.5	78.2	80.1	80.0	79.9
Teacher	90.5	89.6	91.0	94.8	93.1	87.1	87.5	88.0	88.6	88.1
Parent	68.2	77.1	67.8	75.9	77.0	67.9	69.0	72.2	71.3	71.7
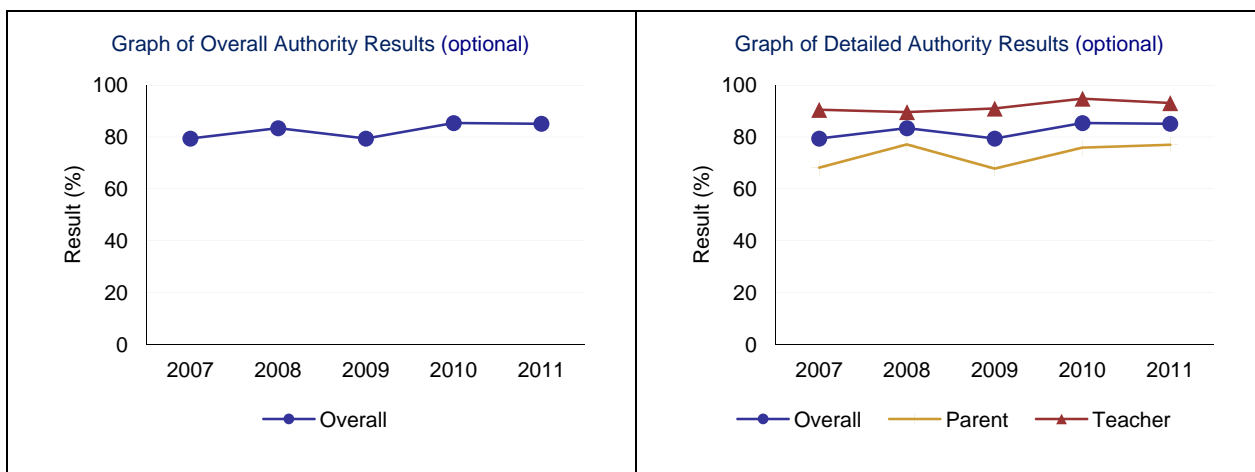
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2007	**2008**	**2009**	**2010**	**2011**	**2007**	**2008**	**2009**	**2010**	**2011**
Overall	80.7	75.9	81.2	86.6	86.1	76.3	77.0	79.4	79.9	80.1
Teacher	86.0	70.1	85.1	91.7	90.0	74.5	75.6	78.2	80.8	80.1
Parent	75.3	80.2	75.9	80.2	82.8	75.1	75.9	78.1	77.0	77.3
Student	80.6	77.3	82.6	88.0	85.5	79.3	79.5	81.8	81.8	82.9
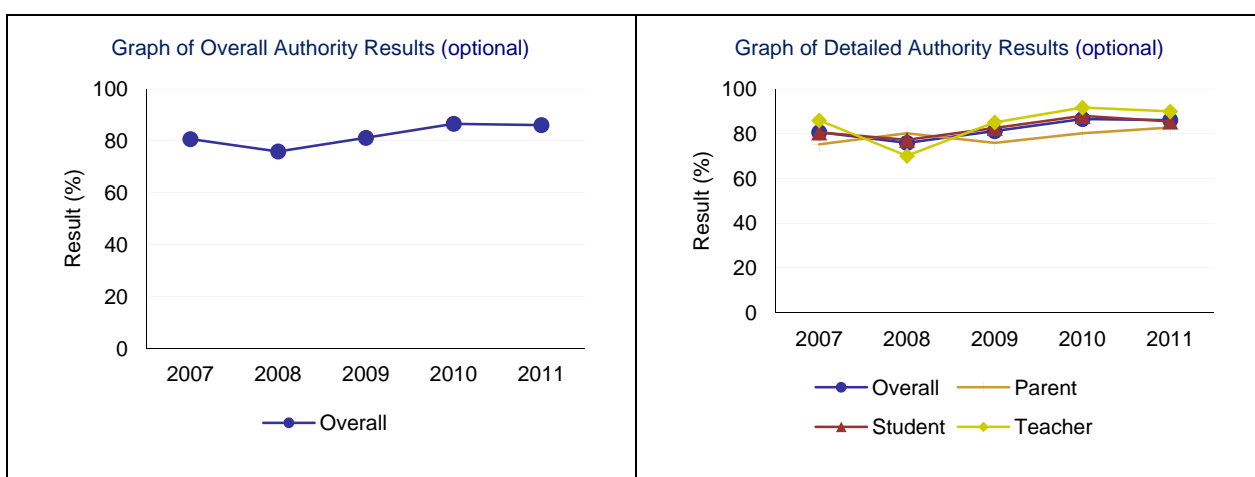
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

FINANCIAL SUMMARY 2011-2012

Medicine Hat Catholic Board of Education financial summary for 2011-12 is as follows:

Revenues	2011-12 Budget		2010-11 Actual		Variance
Government of Alberta	$ 29,975,962	$	28,634,288	$	1,341,674
Federal Government and First Nations	74,000		-	$	74,000
Instruction Resource Fees	729,764		463,211	$	266,553
Other Sales and Service	604,533		258,866	$	345,667
Investment Income	35,000		43,388	$	(8,388)
Gifts & Donations	182,529		23,065	$	159,464
Fundraising	466,169			$	466,169
Rentals of Facilities	5,000		256,333	$	(251,333)
Net School Generated Funds			919,460	$	(919,460)
Gains on Disposal of Capital Assets	-		350	$	(350)
Amortization of Capital Allocations	737,123		710,699	$	26,424
Other Revenue	116,434		140,428	$	(23,994)
TOTAL REVENUE	**32,926,514**		**31,450,088**		**1,476,426**
EXPENSES					
Certificated Salaries & Benefits	18,689,750		16,935,288		1,754,462
Uncertificated Salaries & Benefits	7,016,351		6,921,106		95,245
Services Contracts & Supplies	6,634,816		5,619,723		1,015,093
Net School Generated Funds			919,460		(919,460)
Capital & Debt Service:					-
Amortization of Capital Assets	1,099,515		1,005,777		93,738
Interest on Capital Debt	55,011		67,341		(12,330)
Other Interest Charges	3,700		1,966		1,734
Losses on Disposal of Capital Assets					
Total Expenditures	**33,499,143**	**$**	**31,470,661**	**$**	**2,028,482**
Variance of Revenues over Expenses	**(572,629)**	**$**	**(20,573)**	**$**	**(552,056)**
Opening Accumulated Operating Surplus	$ 2,011,939	$	2,428,515		
Closing Accumulated Operating Surplus	$ 927,732	$	2,011,939		
Decline of Accumulated Operating Surplus (Deficit)	$ (1,084,207)	$	(416,576)		

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

EXPENDITURE SUMMARY

–BUDGET ALLOCATION BY PROGRAM

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

Medicine Hat Catholic Board of Education
Expenditure Summary
Budget Allocation by Programs
2010-11

Category	2010-11 Actuals				
	Instruction	POM	TSPN	Board and System	Total
Certificated Salaries	14,871,541	-	-	258,656	15,130,197
Certificated Benefits	1,786,574	-	-	18,518	1,805,092
Uncertificated Salaries	3,878,504	1,157,755	-	562,724	5,598,983
Uncertificated Benefits	892,264	304,797	-	125,063	1,322,124
Services Contracts and Supplies	2,635,807	1,422,291	1,154,737	406,889	5,619,724
SGF	919,450	-	-	-	919,450
Amort Exp	-	1,005,777	-	-	1,005,777
Interest on Capital Debt	12,331	55,011	-	1,966	69,308
Other Interest	-	-	-	-	-
Total Expenditures	**24,996,471**	**3,945,631**	**1,154,737**	**1,373,816**	**31,470,655**
Percentage of Total	**79.4%**	**12.5%**	**3.7%**	**4.4%**	**100.0%**

EXPENDITURE SUMMARY

–BUDGET ALLOCATION BY PROGRAM

Medicine Hat Catholic Board of Education
Budget Summary
Budget Allocation by Programs
2011-12

				2011-12 Fall Budget		
Category	**Instruction**	**POM**	**TSPN**	**Board and System**	**Capital**	**Total**
Certificated Salaries	15,109,566	-	-	264,857	-	15,374,423
Certificated Benefits	3,434,197	-	-	21,970	-	3,456,167
Uncertificated Salaries	3,891,417	1,168,436	-	594,500	-	5,654,353
Uncertificated Benefits	971,583	297,443	-	129,714	-	1,398,739
Services Contracts and Supplies	2,480,962	1,223,806	1,256,889	420,402	155,105	5,537,163
SGF	919,570	-	-	-	-	919,570
Amort Exp	-	-	-	-	1,099,515	1,099,515
Interest on Capital Debt	-	-	-	-	55,011	55,011
Other Interest	-	-	-	3,700	-	3,700
Total Expenditures	**26,807,294**	**2,689,684**	**1,256,889**	**1,435,143**	**1,309,631**	**33,498,642**
Percentage of Total	**80.0%**	**8.0%**	**3.8%**	**4.3%**	**3.9%**	**100.0%**

SUMMARY OF NET ASSETS

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

Net Assets	September 1, 2010 Opening Balance	August 31, 2011 Closing Balance	Change
Investment in Capital Assets	2,971,113	3,367,116	396,003
Unrestricted Net Assets	1,709,227	1,370,679	(338,548)
Restricted Net Assets	719,288	641,260	(78,028)
Accumulated Operating Surplus	2,428,515	2,011,939	(416,576)
Net Assets	5,399,628	5,379,055	(20,573)

1. The division has a decline in enrollment of 118 FTE.
2. Unionized staff received a 4.54% increase and non-unionized staff received a 2.72% salary increase.
3. Certificated staff reduced 4.10 FTE mainly as a result of declining enrollment.
4. Non-certificated staff increased 2.28 FTE.
5. Revenues increased $1,476,000 overall. This includes the additional funding provided from the government's commitment to education and the base grant increases for the certificated salary increases.
6. The division is planning to use $1,084,000 from accumulated operating reserves to fund the basic education requirements in the division.

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

The approved budget and financial statements may be found at www.mhcbe.ab.ca under Documents and Publications / Finance.

SUMMARY OF FACILITY AND CAPITAL PLANS 2011 – 2012

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

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

The summary of the 2011-12 to 2013-14 Capital plan includes:

1. New Sector 5 Elementary School
2. Modernization at Monsignor McCoy High School to address capacity and programming deficiencies. The Value Management Audit is expected for the end of February 2012.
3. Functional Modernization at St. Thomas to address high FCI score
4. Functional Modernization at Notre Dame Academy to address CTS deficiencies in the school.
5. Functional Modernization at St. Francis with expansion to address grow pressures in this sector.
6. Functional Modernization at St. Michael's Medicine Hat with some expansion to address growth pressure in the north sector.
7. St. Michael's Bow Island functional modernization to right-size the school and provide the services required of a school of this size.
8. St. Patrick's – modular requirement to address pressure until a new sector 5 school is available.
9. Replace three modulars which have exceeded their life expectancy.

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

SUMMARY OF FACILITY AND CAPITAL PLANS 2011 – 2012

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

Facility	Summary
CAPE	Hazardous Materials Survey/Asbestos management plan
Ecole St. Thomas d'Aquin School	Replace fire alarm system (2,539 sq m)
Ecole St. Thomas d'Aquin School	Demolish Two Modulars - pending approval
Monsignor Mccoy	Boys Gym Washroom
Monsignor Mccoy	Replace Exit Doors
Monsignor Mccoy	Gym ventilation - South Gym
Monsignor Mccoy	Hazardous Materials Survey/Asbestos management plan
Mother Teresa	Hazardous Materials Survey/Asbestos management plan
Mother Teresa School	Replace fire alarm system. Cost based on GFA.
Notre Dame	Hazardous Materials Survey/Asbestos management plan
Notre Dame	Create a Foods Lab in existing CTS Space
Notre Dame	Develop a South Entrance from existing parking lot
St. Francis Xavier School	Change exterior incandescent lights to HID type
St. Francis Xavier School	Implement Asbestos Management Program
St. Francis Xavier School	Install Manual or Proximity Sensor Flush Valves on Urinals (4 units)
St. Francis Xavier School	Replace pneumatic Control System with a direct digital control building management system due to failure
St. Louis	Hazardous Materials Survey/Asbestos management plan
St. Mary's Junior High School	Implement Asbestos Management Program
St. Michael's MH	Replace furnance in North Portable
St. Michael's School (Bow Island)	Implement Asbestos Management Plan
St. Michael's School (MH)	Replace fire alarm system
St. Michael's School (MH)	Implement Asbestos Managment Plan and Survey
St. Michael's School (MH)	Replace incandescent security lighting.
St. Michael's School (MH)	Connect Flow Control Monitors
St. Patrick's School	Implement Asbestos Managment Program
St.Mary's	Re-roof Failed Roof #1

PARENT INVOLVEMENT

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

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

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

COMMUNICATION

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

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

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

We thank you for your interest in this document.

Should you require additional information please contact:

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

Weblinks

- **2011 Approved Operating Budget**

    Approved Operating Budget 2011

- **School Accountability Results Reports**

    Accountability Pillar Results Report

- **Combined Annual Education Results and Three Year Plan**

    Combined AERR and Three Year Education Plan

- **Alberta Initiative School Improvement (AISI) Annual Report**

    AISI Annual Report

- **2010-2011 Jurisdiction Class Size Survey Results Report**

    Class Size Survey Results 2010-2011

- **Link to Audited Financial Statements**

    Audited Financial Statements

- **Provincial Roll Up Report of Jurisdiction Audited Financial Statement**

    Provincial Roll Up Report

- **Provincial Comparative Report of Jurisdiction Audited Financial Statement**

    Provincial Comparative AFS Report

- **Central Office Contact**

    Contact Us