

2013-2014 Annual Education Results Report
Three-Year Education Plan 2014-2017

MHSD

Medicine Hat School District No. 76
NOVEMBER 2014





Accountability Statement

The Education Plan for Medicine Hat School District No. 76 for the three years commencing September 1, 2014 was prepared under the direction of the Board in accordance with the responsibilities under the ***School Act*** and the ***Government Accountability Act***. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.



The Board approved the Annual Education three-year Education Plan 2014-2017 at the November 25, 2014 Board meeting.



District Vision

Developing tomorrow's citizens through improved learning, living and relationships.

Mission Statement

As a partner in the community, Medicine Hat School District No. 76 will create inclusive and innovative learning environments.

District 76 motto:

"WHERE KIDS COUNT"



Message from the Board Chair

The Board of Trustees of the Medicine Hat School District No. 76 is responsible for ensuring that quality education programs are provided for all students in our school system. This responsibility is delegated to the Board by the legislation in the School Act and is detailed in more detail in Alberta Education Policies and Regulations.

The Board of Trustees, on behalf of the citizens of Medicine Hat and in cooperation with the many educational stakeholder groups in our community, has enacted this responsibility by the development and implementation of an Education Plan.

On behalf of the Board of Trustees and the administration, we extend our most sincere thanks and appreciation to all staff, parents, and community members for working together in a cooperative manner to enhance the quality of educational programs and services for our students. We greatly appreciate your commitment and your contribution to the overall team effort towards making Medicine Hat School District No. 76 an exciting place for students and staff to work, teach, and learn. The collective efforts of all have contributed to ensuring this District is truly **“Where Kids Count”**.



Mr. Terry Riley
Board Chair



Message from the Superintendent

The District continues to have a focused plan directed towards “Developing tomorrow’s citizens through improved learning, living and relationships”. We continue to value all of these important components in order to make our District so successful.

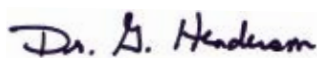
The District has a very strong focus on enhancing our instruction for all students. The District has been focussed on Instructional Intelligence, Tribes and Cooperative Learning. As a result of this work, the District has been celebrated by presenting at international and provincial conferences. Additionally, we are proud to have been recognized by the province last year for our work on building an inclusive system where all children are valued and celebrated. The District has also been an integral part of the Community Classroom project which holds week-long classes at a variety of locations in Medicine Hat. Our work with Destination Imagination offers new and exciting opportunities for our students.

Our work with the wrap-around service approach and the support of our community agencies is providing a tremendous amount of success for our students. A number of initiatives are underway to support this important work. We look forward to this work continuing and expanding in the future.

Our Accountability Pillar results continue to show a high and very high level of achievement in a variety of areas. These areas include: safe and caring schools, program of studies, education quality, drop-out rate, high school completion rate, six year transition rate, work preparation, citizenship, parental involvement and school improvement.

This tremendous success is due to a Board, staff and parents who are incredibly committed and believe strongly in serving students. It is also achieved by the tremendous support of our students, parents and our community members.

We look forward to many exciting years to come.



Dr. Grant Henderson
Superintendent



Board Members



Terry Riley
Board Chair



Rick Massini
Vice Chair



Deborah Forbes
Trustee



Carolyn Freeman
Trustee



Catherine Wilson Fraser
Trustee

Executive Officers



Dr. Grant Henderson
Superintendent



Lyle Cunningham
*Associate Superintendent
Human Resources*



Sherri Fedor
*Associate Superintendent
Student Services*



Jerry Labossiere
Secretary Treasurer

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Central Office: 403.528.6701
Website: www.sd76.ab.ca

Shared System Values and Beliefs

Our **values** represent the worth or importance that we attach to a specific concept, object, phenomenon, or behaviour. Some of our values are more important to us and thus are more openly displayed and defended. We use the values to determine whether something is essentially good or bad and desirable or undesirable.

Our **beliefs** also affect our behaviour. Fundamental beliefs will consistently determine how we will behave in a variety of circumstances. Statements of belief are often expressed to inform others of how we can be expected to behave in future situations.

When shared system values and beliefs are used to guide and direct the actions and decisions of the partners, then fewer rules and regulations are necessary. Positive action is promoted when members of the system believe that their behaviours or decisions will be supported and affirmed.

Excellence

We believe that **excellence** is:

- achieving the greatest result of individual's potential
- developing attitude and appreciation to quality in things, performance, emotions
- fostering superior expectations
- meeting needs of students
- creating happy and well rounded students achieving to their ability
- accepting students for who they are and appreciating and welcoming their differences and supporting their need to achieve to a high level
- achieving high expectations; high supports; much celebration

Respect

We believe that **respect** is:

- mutual cooperation and acceptance of each individual
- living out the service model
- appreciating an environment where kids are happy and would want to come back tomorrow
- listening with understanding
- self-motivated courtesy
- embracing all diversities
- respecting ideas
- honoring others' feelings as if feeling were directed to oneself
- acknowledging high expectations; high supports; much celebration

Caring and Compassion

We believe that **caring and compassion** is:

- showing concern and helping one another
- eliminating all harassment in the district
- sharing, mutual acceptance and understanding of others' situation
- extending benevolent, but genuine, emotions toward others
- showing concern for others
- creating an atmosphere of understanding & building strong relationships
- creating an atmosphere of kindness for no reason
- making time for people

Learning

We believe that **learning** is:

- a life-long process of individuals obtaining information that will enhance their well-being within society
- using all available resources to foster one's growth
- a life-long growth
- in an atmosphere where listening occurs
- where everyone in school is excited about education
- engaging students
- an atmosphere "full of excitement"
- engaging activities with enthusiastic students

Integrity

We believe that **integrity** is:

- the practice of the absolute enduring truth
- honesty
- truthfulness
- communicating beliefs and practices
- consistently acting on beliefs and practices
- treating others in the same manner as they wish to be treated
- principled
- demonstrating acceptable behaviour

Innovation

We believe that **innovation** is:

- challenging students
- showing enthusiasm for new ideas
- being responsive and flexible
- creating a safe environment that fosters measured risk-taking
- creatively displaying a common goal
- encouraging and supporting new ideas and practices
- embracing/inventing new ideas, processes, things
- creating excitement and passion

System Profile and Overview

Medicine Hat School District No. 76 is located within the boundaries of the City of Medicine Hat. Its schools serve the needs of students and their families from a typical range of socio-economic and cultural/ethnic backgrounds. There are 7,062 F.T.E. students from Kindergarten to Grade 12 in 16 buildings.

Staff

Teachers and Administrators: 415 F.T.E.

Secretaries: 37.5 F.T.E.

Support Staff

Educational Assistants: 142 F.T.E.

Custodians and Maintenance: 43.5 F.T.E.

Board Members

Board Members: 5

Budget (2013-2014)

\$79,595,900 \$11,261/student

Outreach Programs

Principal: Ms. Keri Gust

770 - 1st St. S.E. T1A 0B4

Phone: 403.526.7877

- Medicine Hat Alternative High Program
- YMCA "Stay in School" Program
- Saamis "REAL" Program
- McMan "REAL" Program
- PAS Outreach Program
- YMCA Young Mom's Program

Grade Seven to Grade Twelve

www.mhahs.schools.sd76.ab.ca

Secondary Schools

Alexandra Middle School

Principal: Mr. Jason Peters

477 - 6 St. SE T1A 1H4

Phone: 403.527.8571

Grade Seven to Grade Eight

email: alexandra@sd76.ab.ca

www.alexandraschool.ca

Crescent Heights High School

Principal: Mr. Pat Grisonich

1201 Division Ave. NE T1A 5Y8

Phone: 403.527.6641

French Immersion and English

Grade Seven to Grade Twelve

email: chhs@sd76.ab.ca

www.chhsweb.ca

Medicine Hat High School

Principal: Mr. Boris Grisonich

200 - 7 St. SW T1A 4K1

Phone: 403.527.3371

Grade Nine to Grade Twelve

email: mhhs@sd76.ab.ca

www.mhhs.ca

Kindergarten to Grade 9

Medicine Hat Christian School

Principal: Mr. Shade Holmes

68 Rice Drive SE T1B 3X2

Phone: 403.526.3246

Kindergarten to Grade Nine

www.medhatchristianschool.com

New in 2014 – 2015

Dr. Roy Wilson Learning Centre

Principal: Mr. Corey Sadlemyer

751 Strachan Road SE T1B 0P1

Phone: 403.528.6573

Kindergarten to Grade Nine

email: drwlc@sd76.ab.ca

www.drroywilson.ca



Elementary Schools

Connaught School

Principal: Mrs. Deni Neigum
101 - 8 St. SW T1A 4L5
Phone: 403.526.2392
French Immersion and English
Kindergarten to Grade Six
email: connaught@sd76.ab.ca
www.connaughtschool.ca

Crestwood School

Principal: Mr. David George
2300 - 19 Ave. SE T1A 3X5
Phone: 403.527.2257
Kindergarten to Grade Six
email: crest@sd76.ab.ca
www.crestwoodschool.ca

Elm Street School

Principal: Ms. Reagan Weeks
1001 Elm St. SE T1A 1C2
Phone: 403.526.3528
Kindergarten to Grade Six
email: elm@sd76.ab.ca
www.elmstreetschool.ca

George Davison School

Principal: Mrs. Tracy Hensel
155 Sprague Way SE T1B 3L5
Phone: 403.529.1555
Kindergarten to Grade Six
email: george@sd76.ab.ca
www.georgedavison.ca

Herald School

Principal: Mr. Andrew McFetridge
301 - 5 St. SW T1A 4G5
Phone: 403.526.4477
Kindergarten to Grade Six
email: herald@sd76.ab.ca
www.heraldschool.ca

River Heights School

Principal: Mrs. Natosha Mastel
301 - 6 Ave. SW T1A 5A8
Phone: 403.527.3730
Kindergarten to Grade Six
email: rvrhgts@sd76.ab.ca
www.riverheightsschool.ca

Riverside School

Principal: Mrs. Sherri Hendricks
201 - 2 St. NW T1A 6J4
Phone: 403.526.3793
Kindergarten to Grade Six
email: rvrside@sd76.ab.ca
www.riversideschool.ca

Ross Glen School

Principal: Mr. Wes King-Hunter
48 Ross Glen Rd. SE T1B 3A8
Phone: 403.529.2960
Kindergarten to Grade Six
email: rossglen@sd76.ab.ca
www.rossglen.ca

Southview Community School

Principal: Mr. Joey Gentile
2425 Southview Dr. SE T1B 1E8
Phone: 403.526.4495
Kindergarten to Grade Six
email: south@sd76.ab.ca
www.southviewschool.ca

Vincent Massey School

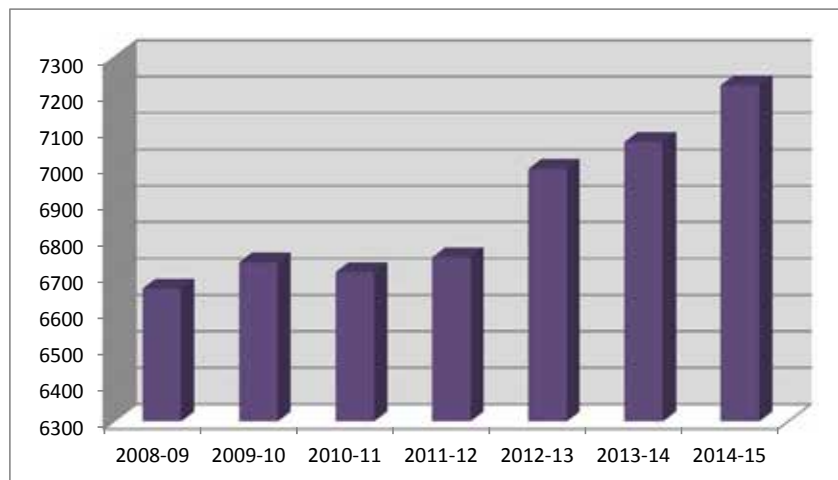
Principal: Mr. Cody Edwards
901 Hargrave Way NW T1A 6Y8
Phone: 403.527.3750
Kindergarten to Grade Six
email: vincent@sd76.ab.ca
www.vincentmasseyschool.ca

Webster Niblock School

Principal: Mr. Andy Fune
909 - 4th Ave. NE T1A 6B6
Phone: 403.527.4541
Kindergarten to Grade Six
email: webster@sd76.ab.ca
www.websterniblock.ca

Student Enrolment

The District has demonstrated consistent growth since 2006-2007. After experiencing a slight decrease in student numbers in 2010-2011, the District has seen growth in the last three consecutive school years.



Note: This chart reflects the most current information and projections available as of this reporting.

Educational Services



Medicine Hat School District No. 76 offers a full spectrum of programs and services centered on students' needs and with sensitivity to community and parents' needs. We refer to these supplemental services and considerations as family-friendly programs.

Trends and Issues

The 2014 – 2015 school year will see our District build upon its understanding and use of cooperative learning. With the Tribes Learning Process as the foundation, the work of Dr. Spencer Kagan will continue to be layered. Kagan Structures integrate the most powerful principles from decades of research. Among the many positive findings of this field or research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school.

The Kagan Structures have proven themselves effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence.

From: http://www.kaganonline.com/free_articles/research_and_rationale/

Four schools (Connaught, Elm, River Heights and Riverside) are participating in a five day Cooperative Learning Project. Started in the 2013 – 2014 school years, the project will see the final two days in the 2014 – 2015 school year. A summer four-day Cooperative Learning Institute, lead by a Kagan coach, occurred the week of August 18-21 with over 100 teachers participating.

District PLC days (Professional Learning Communities) continue to reinforce the work around Tribes and Kagan. Each PLC features a Tribes Trainer and Kagan Resource Person who share approaches and strategies.

Both Cooperative Learning and Kagan Structures can be better understood by reading this article: <http://www.t2tuk.co.uk/StudentTeacher4.aspx>



Improved Student Learning

Inspiring Education is a result of conversations with Alberta Stakeholders. The Three E's are a result of these conversations. The Three E's are:

Engaged Thinker - "I collaborate to create new knowledge."

Ethical Citizen - "I do the right thing because it is the right thing to do."

Entrepreneurial Spirit - "I create new opportunities."

The Three E's are built upon core values about learning. These values are:

Opportunity: Learners are exposed to rich learning experiences that enable them to discover their passions and achieve their highest potential.

Fairness: Learners have access to the programs, support services, and instructional excellence needed to achieve desired outcomes.

Citizenship: Learners have pride in their community and culture. They have a sense of belonging and work to improve both the community and the world.

Choice: Learners have a choice of both programs and methods of learning.

Diversity: Learners' differing needs, cultures, and abilities are respected and valued within inclusive learning environments.

Excellence: Learners, teachers, and governors achieve high standards.

Medicine Hat School District #76 shares the beliefs outlined in Inspiring Education and the resulting Ministerial Order. As a District, we have articulated our guiding Principles for learning. These principles include:

In the classroom, teachers will:

1. Connect new learning to what is relevant to students' experiences or existing knowledge

- engage students as active participants in their own learning
- structure learning strategies to encourage student dialogue, discussion and collaboration with each other and the broader community
- develop learning activities that are real/authentic for students - that they can relate to (not busy work)

2. Inform students about the objectives of the lessons(s)

- inform students about lesson objectives and learning targets
- inform students about how (and when) they will be graded



3. Create classroom and lesson structures so that students are active participants

- involve students in collaborative activities – give them practice working cooperatively as part of a team – use curriculum to teach them the skills involved

4. Ensure that students can take responsibility for their own learning

- teach students to organize information to create meaning and connections
- provide timelines and teach processes and organizational methods to help structure learning
- inspire independent learning
- develop student activities to create deep understanding of content
- share their own 'work in progress' and involve students in providing feedback for edits/revisions (teachers are co-learners and co-constructors of knowledge)
- provide
 - clear rubrics for students
 - exemplars (models of good work to help students to generate rubrics)
 - opportunities for students to self-assess
 - constructive feedback to help students take the next steps in learning

5. Use technology as a tool for achieving learning objectives

- use technology as a tool for learning (teach students to use it effectively, teacher use it effectively in instruction)

6. Create situations where collaborative learning occurs

- involve students in collaborative activities – give them practice working cooperatively as part of a team – use curriculum to teach them the skills involved

7. Routinely develop students' higher order thinking and reasoning skills

- teach critical thinking and problem solving skills
- design inquiry based learning tasks (hypothesize, experiment, observe, reflect, conclude and develop new theories)
- foster and encourage strong habits of mind, innovation and creativity
- utilize effective questioning techniques and wait time to extend/promote higher order thinking skills
- use inductive and deductive reasoning activities/processes to engage students

8. Teach students to organize information to create meaning

- teach students to organize information to create meaning and connections
- provide timelines and teach processes and organizational methods to help structure learning
- inspire independent learning
- develop student activities to create deep understanding of content

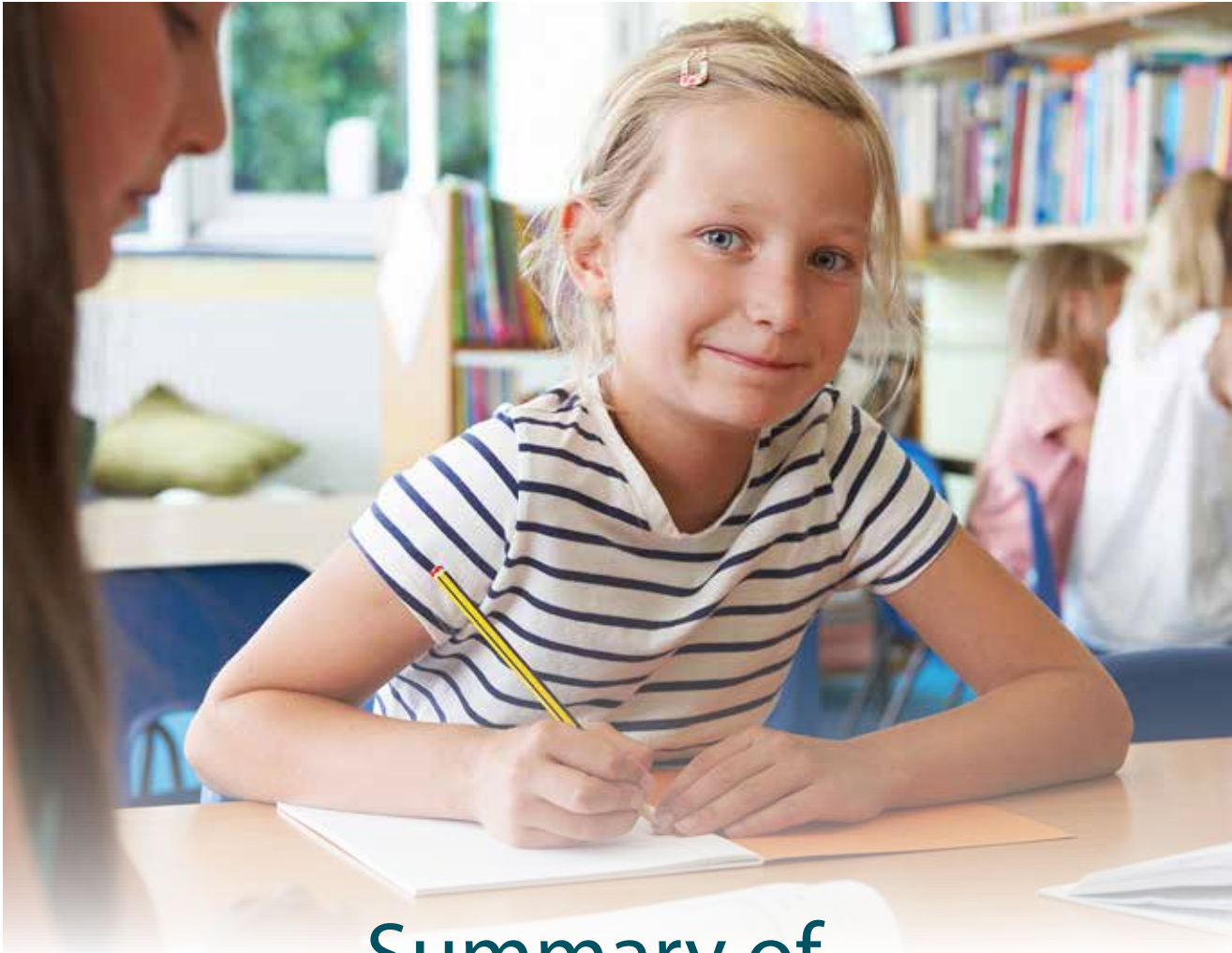
9. Recognize learner diversity by employing differentiated and varied instructional strategies

- engage students as active participants in their own learning (differentiate instruction to meet individual needs)
- use a diverse repertoire of instructional strategies to address learning styles (auditory, visual, kinaesthetic)
- activate student learning by relating new learning to their experience and prior knowledge (simulations)
- structure learning strategies to encourage student dialogue, discussion and collaboration with each other and the broader community
- develop learning activities that are real/authentic for students – that they can relate to (not busy work)
- help students to demonstrate what they know and can do – the connections that they have made –(involve students in the process). Use differentiated assessment methods to allow students to build on their strengths, styles and intelligences

10. Teach students to think critically to resolve issues and solve problems

- teach critical thinking and problem solving skills
- design inquiry based learning tasks (hypothesize, experiment, observe, reflect, conclude and develop new theories)
- foster and encourage strong habits of mind, innovation and creativity
- utilize effective questioning techniques and wait time to extend/promote higher order thinking skills
- use inductive and deductive reasoning activities/processes to engage students

As a District, we believe our work in Cooperative Learning and Enhanced Instructional Practice is aligned with the vision of Inspiring Education and the Ministerial Order of 2013.



Summary of accomplishments

- Balanced Literacy is an approach to reading practice. Each school had funds provided to purchase resources to pursue this learning strategy.
- IEPT and learning profiles are being developed to support the programming for students.
- Collaborative Planning Circles are being embedded throughout the district. This involves a wide range of professionals having a dialogue around the needs of a student(s) and building the interdisciplinary capacity.
- The Mental Health Capacity Building Projects (Hugs/My Place) are being integrated into 4 schools to support the universal programming of all students.
- The Learning Coach Model was implemented 4 years ago and continues to be a focus throughout the district. This involves continuing to develop the capacity of learning coaches and offer the needed support in the schools.
- Destination Imagination continued as an area of focus for several schools. The District tournament was hosted by River Heights Elementary.
- Community Classrooms continue to expand. This approach is very much aligned with Inspiring Education and the Ministerial Order. A generous grant from the Education Foundation has produced a significant increase in classroom and school participation.
- An Innovation Grant, sponsored by the Education Foundation, has encouraged District staff to think “Outside the Box”. Innovations such as “Green screening” for school announcements and “Flipping” Elementary classrooms have been witnessed.

Combined 2014 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 Sch Dist No. 76				Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	86.6	86.1	85.6	85.6	89.1	89.0	88.6	High	Maintained	Good
		Program of Studies	85.5	86.1	85.0	85.0	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	88.8	89.0	88.1	88.1	89.2	89.8	89.5	High	Maintained	Good
Student Learning Opportunities	Good	Drop Out Rate	3.3	2.6	3.3	3.3	3.3	3.5	3.6	High	Maintained	Good
		High School Completion Rate (3 yr)	77.6	71.7	72.0	72.0	74.9	74.8	73.8	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	76.3	78.0	77.2	77.2	74.0	75.3	75.5	Intermediate	Maintained	Acceptable
		PAT: Excellence	14.7	14.0	15.0	15.0	19.0	19.1	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	83.0	82.2	83.7	83.7	85.4	84.2	83.4	Intermediate	Maintained	Acceptable
		Diploma: Excellence	12.4	13.4	16.0	16.0	21.0	19.5	19.1	Intermediate	Declined	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	57.5	56.3	55.7	55.7	60.9	61.3	60.8	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	40.8	49.8	48.5	48.5	50.5	56.6	55.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	56.3	53.6	55.8	55.8	59.2	59.5	59.1	High	Maintained	Good
		Work Preparation	80.3	76.0	77.0	77.0	81.2	80.3	80.0	High	Improved	Good
		Citizenship	79.9	78.7	77.0	77.0	83.4	83.4	82.6	High	Improved Significantly	Good
Parental Involvement	Good	Parental Involvement	79.7	77.7	79.2	79.2	80.6	80.3	80.0	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	81.7	79.4	80.7	80.7	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE), Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 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.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2014 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Medicine Hat Sch Dist No. 76			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	6.8	8.5	7.5	7.8	8.5	9.3	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	71.4	36.6	50.7	43.6	43.9	40.8	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	63.1	72.8	69.3	53.4	56.2	53.6	Very Low	Maintained	Concern
		PAT: Excellence	5.7	9.7	10.2	6.3	6.3	6.4	Very Low	Maintained	Concern
	Issue	Diploma: Acceptable	82.9	79.6	87.1	78.2	75.2	75.7	Intermediate	Maintained	Acceptable
		Diploma: Excellence	17.1	12.2	14.6	10.4	8.4	8.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Rutherford Scholarship Eligibility Rate (Revised)	34.6	14.3	33.3	33.0	35.1	33.9	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	23.8	6.1	24.0	18.9	21.2	20.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	33.5	32.6	36.7	32.1	32.2	31.2	Very Low	Maintained	Concern

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

GOAL ONE: An Excellent Start to Learning

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

Strategies:

MHSD 76 Early Learning Education Programs 2014/15

The Early Learning Education classrooms provide an inclusive education program for children ages 2.5 – 5 with assessed developmental delays/disabilities. The class size averages 16 with, up to, 30 percent of the children attending from the community. The morning/ afternoon or alternating day schedule also work well to provide extended time as needed for kindergarten children receiving Program Unit Funding. This educational model supports moving towards an inclusive education system in Alberta. The Early Learning Education Programs are located in an elementary school situated in each quadrant of the city to reduce transportation of children and to assist in keeping children in their community. Certificated Early Childhood Teacher and specially trained education assistants provide the play based learning environments. Costs for the teacher and assistants are paid for by combining the ECS basic child grants when possible, specialized funding PUF and M/M dollars and community fees. By accessing this combination of funding we are able to purchase additional professional staff time to support existing professional staff thereby enhancing the quality of programming for these children. The contracted service providers and district behaviour intervention staff provide exceptional multidisciplinary strategies for children during program time and at home. We continue to work with experts in specialized fields to ensure a common understanding of inclusive practices by ensuring that universal interventions and supports are imbedded within a play-based environment. Young children need a balance of opportunities for different kinds of play that will enhance every aspect of their development and learning. They need the support of knowledgeable and responsive adults and parents who recognize and take a genuine interest in their play, asking questions, offering suggestions, and engaging children with stimulating, diverse environments.

Professional development is a key component in ensuring that all teachers, assistants and service providers have the knowledge and skills to implement a collaborative model that advocates a collective responsibility for the success of each child. In order to ensure consistent, research based, developmentally appropriate professional development, one half-day per month is set aside for all to meet and as a follow-up these same topics are explored further during staff meetings twice a month. The contracted service providers also attend the staff meetings so their professional strategies and the educational perspective is continuously built within the classroom environment. An opportunity to revisit strategies and discuss individual children's needs and successes has proven to be an integral component of the supportive environment for all children. To allow for this meeting time the Early Learning Education Programs are closed to support the team attending and collaborating. This multi-disciplinary cross-training is very effective in bringing a consistent, common pedagogy and inclusive approach to everyone involved in supporting children in our care. This collaboration approach in building our professional learning communities was possible within our school programs but not within the community private settings because they are not all District staff.



Ideally we would like to have an early learning education program in each elementary school that would support children 2.5 – 5 years of age that have exceptional needs and typically developing community children from the neighbourhood. For the 2014/15 school year we will redistribute 10.5 Early Learning Programs/Designated Sites and one licensed preschool to include 10 of 13 elementary schools. Our Elementary Principals, District Administration and School Trustees would welcome additional programs in the other 3 elementary schools but are restricted by lack of space.

We will continue to offer parents programming choice within the community settings, private preschools and daycares. Certified district teachers develop IPPs and implement programming for children in these private community settings. As we continue to review the results of the EDI mapping for Medicine Hat, the variety of early learning programs continues to be a proactive response to the alarming statistic that currently sees approximately 21 – 38 % of children beginning Kindergarten with a significant delay in at least one area development.

The Early Learning Programs have brought many positive outcomes. We have increased the number of typically developing community children creating a more diverse and inclusive population profile. We were able to keep children in their neighbourhood developing relationships in their school community. This allows for teachers to build relationships with families and advocate for all children. Authentic assessment and rich play-based environments provided opportunities for children to grow in all areas of development. Consistent professional development has been key to building a committed team understanding of the importance of the early years and development.

The children have been warmly embraced by the administrators and teachers in each of the elementary schools. Our Superintendent has set aside time at monthly administrator meetings for presentations focusing on “what should you see and hear in an early learning environment”. It is very exciting to as we move along the curriculum redesign path to hear administrators and teachers say “this is what they are doing in early childhood”!

One focus for change is to restructure the speech/language service delivery model which will build a universal approach. Together with key partners we will collaborate to provide consultation and capacity building for Early Learning teachers and education assistants.

We are excited to continue to build an Early Learning vision that is shaped by a strong focus to create learning environments that honour the unique individuality of each child and embraces all children regardless of need – a universal model. Consistent professional development has been key to building a committed team understanding of the importance of the early years and development. We look forward to integrating our service providers even more into the play environment and developing strong multi-disciplinary teams sharing what is best for the whole child.

Parents and Teachers regularly meet in Community Planning Circles. These CPCs help to meet the needs of young students. Community Circles are part of the Tribes Learning Process. The Community Circle has been used to identify issues or behaviours that may interfere with learning.

Our educational practices are shaped by a strong focus to create learning environments that honour the unique individuality of each child and nurture their growth in body, mind and spirit. The Early Learning and Kindergarten programs provide an inclusive education environment for children ages 2.5 to 5. Certified Early Childhood teachers and specially trained education assistants provide the play based learning environments. There is an opportunity for families to choose from a variety of early learning childhood programs including: school based Early Learning Programs and district support within private community pre-schools and child care centres.

The District provides a number of programs aimed at addressing **special learning needs** for a variety of students. These programs include the Pre-School Development Program, Pre-Kindergarten, Learning Assistance Program, Knowledge and Employability Program as well as the Educable Mentally Handicapped Program and the Global Development Program..

The District provides a variety of **Early Childhood Education** programs including Back to Basics, Community Program Unit Funded Program, Family Orientation Program, Parents as Teachers, Herald Daycare, Music Therapy Intern, Art Therapy and the Whole Group Music Program.



GOAL TWO: Success for Every Student

Outcome: *Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.9	83.4	84.1	82.2	83.0	83	Intermediate	Maintained	Acceptable	89	90	91
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.5	16.6	15.5	13.4	12.4	12.4	Intermediate	Declined	Issue	19	20	21

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	71.6	68.9	75.4	71.7	77.6	78	High	Improved Significantly	Good	79	80	81
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.7	4.2	3.0	2.6	3.3	3.0	High	Maintained	Good	2.9	2.7	2.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	60.4	57.7	56.2	53.6	56.3	58	High	Maintained	Good	60	62	64
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	49.2	56.0	54.8	56.3	57.5	58	Intermediate	Maintained	Acceptable	61	62	63
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.5	44.0	51.7	49.8	40.8	41	n/a	n/a	n/a	42	44	46

Strategies:

Implementing attendance program - incentives, coaching, and relationships with teachers Dual credit investigation Teacher Advisory and Flex Time investigation will be considered

Notes:

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

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.5	77.8	76.5	78.0	76.3	77	Intermediate	Maintained	Acceptable	77	79	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.5	15.3	14.8	14.0	14.7	15	Intermediate	Maintained	Acceptable	16	17	18

Comments on Results:

Focused discussion at Administrator meeting have led to heightened awareness of trends.

Strategies:

- Introduction of numeracy and literacy benchmarks will heighten teacher awareness. This should serve to help focus results.
- Using the Cross Curricular Competencies should help raise levels of Bloom's Taxonomy.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.0	75.0	77.1	78.7	79.9	80	High	Improved Significantly	Good	81	82	83
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.5	75.7	79.3	76.0	80.3	81	High	Improved	Good	82	83	84

Strategies:

Our high schools are participating in the Advancing Adolescent Reading Initiative. AARI is described as:

Our Purpose: The Advancing Adolescent Reading Initiative (AARI) is a comprehensive professional development program being developed by the J.P. Das Centre for Albertan educators teaching in grades 7-12. This four-year research and capacity-building initiative is funded by Alberta Education to support the goals of the Ministry's High School Completion Strategic Framework.

The AARI program provides 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.

<http://aari.educ.ualberta.ca/files/AARI%20overview%20Nov%2024.pdf>

AARI is being pursued by several schools in the District. This teacher-directed approach hopes to:

- have a common timetable by division to assist with the implementation of guided reading.
- assess every child by using Fountas and Pinnell Assessments to determine every child's reading level.
- organize each teacher with their Guided Reading groups according to the assessments from Fountas and Pinnell.
- assist teachers to work towards leveling groups, not only within their room, but with their same graded teachers. If this is not feasible this year, we will work towards that the following year.
- focus attention on Guided Reading school-wide, but those teachers that are comfortable with beginning one of the other three quadrants can move forward at their pace (ie: shared reading, read-alouds, working with words).
- involve a number of schools with Balanced Literacy.
- administer the CAT4 test in grades 2-8 which is used to inform delivery for Numeracy and Literacy.

Notes:

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

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

Outcome: *Students demonstrate citizenship and entrepreneurship. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	65.3	63.2	64.6	66.9	67.5	67	n/a	n/a	n/a	69	71	73

Strategies:

In conjunction with **Careers: The Next Generation**, District students are provided opportunities to explore and pursue careers and vocations in the trades and technology areas.

The District has provided **Work Experience and Registered Apprenticeship Program Coordinator** positions at the high schools to advise and council students who wish to pursue alternative career choices.

Various schools have implemented and will continue to emphasize programs aimed at **Moral Intelligence Education or Character Education** according to the needs determined through the results of the Accountability Pillar Surveys.

Maintain awareness and observance of Policy 320: **Stewardship**; which states, "All schools and departments will implement practices and programs that are consistent with a healthy and safe environment and with principles of sustainable and careful use of our resources."

One of the District Schools runs a Entrepreneurial Fair. Students work with mentors from the Medicine Hat College, build a business plan and execute it. The exercise culminates with the fair during an evening at the school (Elm Street).

The District focus on Cooperative Learning (Tribes and Kagan) adds to the work that allows each child to succeed.

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

- All students, particularly those students who are non- traditional learners and those who do not anticipate pursuing university studies, are encouraged to give consideration to **other levels of post-secondary training**.
- Through its **"Improved Learning Through Enhanced Instruction"** initiative, the District promotes differentiated instruction and innovative teaching strategies that are intended to engage all students. Instructional Intelligence training, implementation of Marcia Tate strategies, the One-to-One Mobile Computer project and other instructional models all serve to provide varied learning opportunities to which students can relate.
- Through the **District's Work Experience and Registered Apprenticeship Programs**, students are provided with opportunity to discover areas of deep interest that will motivate them to pursue advanced training and preparation.
- One of the goals of schools is to develop students to become **independent and life-long learners** through implementation of an inquiry-based approach and cooperative learning strategies.
- Schools attempt to put **purpose to learning**. When students see the relevance of what they are learning, or when they actively seek information for the purpose completing a meaningful task or a challenge, they develop an appreciation for learning.
- One of the elements of **21st Century Learning** is Quality, State-of-the-Art Results. High Productivity is an effective characteristic of predicting success, not only in school but in the workforce as well. Managing for results, effective use of real-world tools and high quality results are key skills that can be developed in school which serve the student well in the world of work.
- Providing students with opportunities to demonstrate **responsibility and leadership** also contribute to success beyond school. Schools provide students with these opportunities in a wide range of ways including project management, sports and athletics, student councils, Spirit Teams, peer coaching and so on.
- The District's involvement and support of **Off-campus Education, the Registered Apprenticeship Program and Skills Canada** competitions promote the acquisition of appropriate knowledge, skills and attitudes conducive to success in the world of work.
- One of the goals of District schools is to have their students become **independent learners**. In doing so, they instill in the students self-motivation, perseverance and responsibility; traits which they carry forward after the completion of school.
- The district continues to focus on smaller class sizes at the kindergarten to grade 3 level.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	57.5	72.5	66.0	72.8	63.1	63	Very Low	Maintained	Concern	65	67	69
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.9	14.4	6.0	9.7	5.7	6	Very Low	Maintained	Concern	8	10	12
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	81.1	86.2	88.0	79.6	82.9	83	Intermediate	Maintained	Acceptable	85	87	89
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	16.2	17.2	12.0	12.2	17.1	17	Intermediate	Maintained	Acceptable	19	21	23

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	49.8	65.7	36.6	71.4	72	Intermediate	Improved	Good	74	76	78
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.5	4.2	9.8	8.5	6.8	7	Intermediate	Maintained	Acceptable	5	4	3
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	57.3	41.9	35.6	32.6	33.5	34	Very Low	Maintained	Concern	36	38	40
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	50.0	42.1	43.5	14.3	34.6	55	Very Low	Maintained	Concern	56	58	60
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	22.1	43.8	6.1	23.8	25	n/a	n/a	n/a	27	29	31

Strategies:

1. Provide staff to deliver programming and services to Aboriginal students, families and elders and to assist schools with Aboriginal content:

- a. Teacher/Coordinate – Manage program and staff
- b. Liaison Workers – work in schools, with students, parents and staff

2. The Legacy Room: (k-12) is a significant priority: designed to provide the curriculum supports needed through interpretation of culture. A handbook is designed to show the curriculum fit.

- a. Christmas Dream Catcher Program: This strategy focuses on providing students of all cultures knowledge of traditions and storytelling the legend of the dream catcher and provides a Christmas time field trip visit to the legacy room. This program is open to grades 4-12.
- b. Storytelling Grade 1 program: a visit to the legacy room to make a craft and have a traditional storytelling session, with songs and a round dance.
- c. Inuit Heart program: an Inuit art collection is set up in the legacy room and an Inuit Interpreter is hired to provide a program focused at grade 2 level.
- d. Grade 4 Medicine Wheel Program: This strategy focuses on Grade 4 studies to learn about Aboriginal thought and a universal worldview followed by making their own wheel.
- e. Middle school Medicine Unit: provides introductory harvesting and usage of traditional medicines.



Above: Engaging Aboriginal students in Culture, Christmas Dream Catcher program

3. Walking With Kokum Fall Program: This beginning of the year strategy focuses on providing teachers with a primary resource opportunity to link to various curricula with Aboriginal content. They can construct the curriculum links to Language and Fine Arts through storytelling and connect Social Studies and Science curriculums readily. This 4 part series provides: 1) introduction to historical facts, 2) traditional worldviews, 3) a field trip and 4) a culminating activity in the school setting. The field trip is to the Cypress Hills, vision quest hill where students are taught by Native elders through storytelling, the connections of the land to the people.



Left: Walking with Kokum Fall program to start the school year, entry level medicine teachings

4. Stop Racism : International Day for the Elimination of Racial Discrimination (March 21): We partner with community to plan and deliver events for schools to access in relationship to this international initiative. These events are open to K-12.

5. Culturally Enhanced Tutoring: Primary focus of this strategy to increase Aboriginal student academic success. This is a homework based program whereby students are linked with a tutor in a common setting for a group of students. The 4 part program includes: 1) food- a healthy snack, 2) homework based tutoring with frequent contact with the teachers to ensure homework is completed to expectations, 3) storytelling- teaching the art of storytelling and encouraging the oral traditions of indigenous peoples, 4) powwow dancing, drumming and singing. Students meet on a weekly basis and establish a rapport with each other and their tutors, students are accountable to their teacher and work directly on their own course work. Target group is grade 3-7.



- 6. Cultural Competencies:** Each year we help build self-esteem and increase cultural competence in our students. We provide various activities and programs to help develop competencies for students and their families. Providing opportunities is a good way to engage students in activities they would otherwise not experience in life. This gives the students the incentive to continue on to higher education and exposes them to many aspects of their culture demonstrating the diversity of the native groups.
- a. Harvesting medicines: Students go on field trips to the Cypress Hills and other locations to harvest and peel tipi poles, berries, leaves, saps and willows.
- 7. First Nations Metis and Inuit Parent Advisory Committee:** Each year we have 2 parent advisory committee meetings. The committee consists of student, parents, FNMI Education Team, community members and a Cohort group of school representatives and administrators. This strategy increases parent involvement, develops cultural competencies and increases self esteem for children and their families. Elder Consultations: Traditional elders will be called in to work with students individually on an as needed basis with 2 planned dates and the ability to add more where necessary.
- 8. Medicine Wheel Ways of knowing for students:** This strategy is directed at student improvement in helping students learn to balance out their lives. The talking circle format is used to teach these concepts. The Medicine Wheel is a paradigm used to balance out life as it depicts Aboriginal psychology and worldview. This ancient methodology can enable students to develop a balanced way of developing work ethic. Students make their own Medicine Wheel and learn how to use its teachings in your everyday life. Students may repeat the training as many times as they like and alumni may act as leaders or “elders” using the peer mentoring model in subsequent training sessions. Students receive a certificate of completion that they may use as hours of towards earning work experience credits. This strategy addresses the needs of over 60 high school students and many others. Sub-strategies can include:
- a. Healing Circles: Can be utilized to work with deep seated and difficult to manage cases where numerous stakeholders are involved.
 - b. Traditional Counseling: Students have the option of accessing traditional counseling with elders provided by the FNMI program.



- 9. Home visitations and frequent connections:** Being able to connect with parents on their turf is key in relationship building and in giving students a connection with FNMI staff, the home-school liaison role is critical in developing goals of improving communications between home and school.
- 10. History in the Hills:** Being able to connect with parents on their turf is key in relationship building and in giving students a connection with FNMI staff, the home-school liaison role is critical in developing goals of improving communications between home and school.
- 11. National Aboriginal Day (Week) program :** Targeting Division 1(K-3), a “Traditional Games” course is set up in a tipi village at a local park and grade K-3 book in to play the course and visit the tipis for class activities, culminating with a NAD celebration.
- 12. Graduation Ceremonies:** Each Graduate is presented with an eagle feather or a sash or both at grade 12 graduation ceremonies.

Notes:

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

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
7. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
9. 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.
10. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
11. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



GOAL THREE: Quality Teaching and School Leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.9	84.2	84.9	86.1	85.5	88	Very High	Maintained	Excellent	90	92	94

Strategies:

The District has adopted a Common PLC format. Four times during the school year PLC will gather to share common interests and approaches. This year, the teachers will self-select their PLC and areas of interest.

Adaptive Schools and Cognitive Coaching are strategies for teachers to use with peers and parents. The success of these offerings is such that District staff asked for more access to the learning opportunities.



Strategies: (continued)

- The District conducts two **Board/Administrator Planning Sessions** each year. The purpose of these sessions is to review the status of the District with respect to the Accountability Pillar Survey and other measures. Out of these meetings, the District identifies direction and establishes priorities for planning for the future. Continuous improvement is always a District priority.
- The District has established a **Professional Development Council** whose role is to plan and implement Professional Development. New program implementation, technology implementation, enhanced instruction and improved learning are the key considerations in planning these events.
- The District has made a commitment to **improved learning through enhanced instruction**. The Tribes Learning Communities Process includes a 24 Hour Basic Course. The District has built capacity for this initiative through training 22 teachers. These Trainers will then provide the 24 hour course to all teachers in MHSD 76 over 4 days in October and November of 2012.
- In terms of being a highly responsive and responsible Jurisdiction, the District strives to provide **the best possible programs and services with the resources it has at its disposal**. We believe that we conduct our business in an open and honest manner and that we maintain an awareness of continuing changes in curriculum, instructional paradigms and societal needs. All of these elements influence the decisions made by the District. Our past reflects a history of leadership in predicting trends and being on the leading edge of innovation, while, at the same time, practicing fiscal responsibility and sound management. As we move into 2012-2013 we expect to continue in this tradition.
- In classrooms today, the focus is more **centered on “learning”** and the instructional practices that guide students to deeper understanding through a constructivist approach in which critical thinking, embedded within inquiry-learning, enhances learning opportunities for all students. We have refined our beliefs to reflect the discoveries that have been made over the past ten years about how the human brain learns. In addition, the world today is remarkably different; so much so, that the term “21st Century Learning” has been coined and it serves to identify the many complex elements associated with today’s learning.
- The District continues to honour the work of Dr. Barrie Bennett in Instructional Intelligence. Each teacher new to the District is provided with 4 half days of in-service around this topic.
- For more information regarding this measure, please refer to the **Parental Involvement** section at the end of this report.
- The School District developed a **Council of School Councils** or District Council several years ago for the purpose of soliciting advice and input from a representative parent group. The District Council meets regularly throughout the year with members of the Board of Trustees and Central Administration in attendance.
- Schools have **School Councils** comprised of active and interested members of the school’s parent community. School Councils meet regularly, often monthly, with the school’s administration and teacher representatives to conduct their business and to collaborate on school operations. Schools and their corresponding School Councils form healthy partnerships in pursuing the best possible programs for students.
- The District has a professional development in leadership program along with a mentorship program.
- The District has formed district and school professional learning communities.
- The District has collaborative administrative sharing sessions throughout the year.



Strategies:

- The District has initiated a program of having a learning coach embedded in each school to support ongoing instructional work. The learning coaches are involved in a monthly professional learning community that assist with building their capacity to support the variety of approaches required in our classrooms.
- The District provides alternative education programs through its Outreach Program (see link below). This program includes the YMCA Career High, YMCA Young Mothers and the YMCA Stay in School.
- The District offers an Advanced Placement program.
- With the belief that students are more likely to stay in school if they are productively engaged in learning, the District has embraced and supported a number of workshop and in-service programs aimed at enhancing instruction. These include, but are not limited to Instructional Intelligence with Dr. Barrie Bennett, O.I.S.E, the Marcia Tate series of workshops, Seven Habits of Effective People and the new curriculum for Social Studies and Mathematics.
- The District supports the addition of technology into its schools. At present, a large proportion of classrooms in the schools have interactive whiteboards and the related technology installed in them. The District also boasts an enviable ratio of students to computers
- The District has partnered with the Medicine Hat College to have strings teachers work with the District's teachers in two of our elementary schools to offer this programming.
- The District is offering the open minds/community classroom concept at Police Point, The Esplanade, Medalta Pottery, and the Medicine Hat College.
- School sharing occurs twice a year. Teams of 4 schools outline successes and challenges.
- PD mentorship for new Administrators by an experienced administrator.
- School Leadership PD is offered every second year to those interested in pursuing administration
- The Board of Trustees demonstrated commitment to quality teaching by infusing funds to allow each teacher the opportunity to work collaboratively with another teacher 4 half days.
- District Administrators meet in Admin PLCs 4 times a year.

This long-term commitment will surely advance Medicine Hat School District as a leader in offering exceptional instructional practices and provide the means for, *"Developing tomorrow's citizens through improved learning, living and relationships"*.



GOAL FOUR: Engaged and Effective Governance

Outcome: *The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.7	79.1	80.7	77.7	79.7	81	High	Maintained	Good	83	85	87
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.3	87.1	88.3	89.0	88.8	91	High	Maintained	Good	90	92	94

Strategies:

- For more information regarding this measure, please refer to the **Parental Involvement** section at the end of this report.
- The School District developed a **Council of School Councils** or District Council several years ago for the purpose of soliciting advice and input from a representative parent group. The District Council meets regularly throughout the year with members of the Board of Trustees and Central Administration in attendance.
- Schools have **School Councils** comprised of active and interested members of the school's parent community. School Councils meet regularly, often monthly, with the school's administration and teacher representatives to conduct their business and to collaborate on school operations. Schools and their corresponding School Councils form healthy partnerships in pursuing the best possible programs for students.
- Maintain awareness and observance of Policy 330: Access to Information; which states, "The board directs that procedures which are consistent with the Alberta Freedom of Information and Protection of Privacy Act, and its associated regulations to be developed and implemented."
- Maintain awareness and observance of Policy 350: Healthy Interactions; which states, "The Board believes that concerns should be viewed as an opportunity to improve situations. All concerns should be treated seriously and every attempt made to resolve the concern at the appropriate level. The Board believes that when there is a conflict, the two parties involved should meet to resolve the issue first. At this and each succeeding level attempts should be made to resolve concerns in an open, honest and sincere manner."
- Provide information sessions to Parent Councils and Council of Councils regarding District initiatives.

Notes:

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

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



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

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.1	84.5	86.2	86.1	86.6	89	High	Maintained	Good	90	91	92
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.9	80.0	82.7	79.4	81.7	83	Very High	Maintained	Excellent	83	85	87

Strategies:

- Two mental health capacity projects have been implemented in the district and will continue for the next few years. The HUGS program is located at Southview School and Crestwood School. The MyPlace program is located at Crescent Heights High School and Alexandra Middle School. These programs have provided wrap-around services and support that is part of the school culture and this support takes place within the school.
- The district became involved in a regional collaboration project during the 2010 – 2011 school year.. This will align the services of REACH, occupational therapist, physiotherapist, speech, mental health and other agencies. This work continues.
- A continuum of supports has been developed for each school within the district to support all students. These supports are based on a pyramid of universal supports for all students in all classrooms, targeted interventions or group interventions and individual interventions.
- In conjunction with the **Alberta Health Services**, the District offers an educational program for students who are undergoing medical treatment through the Palliser Adolescent Services program.
- A **Parent Link Centre** and the Re-Education About Living (R.E.A.L.) Program are offered through a partnership with **McMann Youth Services**.
- The Saamis REAL program is operated in conjunction with the Southeast Child and Family Services, effective communications practices as well as appropriate protocols have been established to ensure adequate support services for at-risk students.
- Employees are strongly encouraged to possess current **First Aid certification**. At least one supervisor for field trips and off-campus activities must have current First Aid certification. As well, an appropriate first-aid kit must accompany all such activities.
- Schools develop and implement **Safe and Caring Schools** plans based on the Risk Threat Assessment model presented to school administrators by Kevin Cameron. In schools where safe and caring environments are identified as a concern or an issue, a goal specific to the resolution of this condition will be a requirement in the school's Education Plan.
- The district has renewed its partnership with the Medicine Hat Police Service to continue the **School Resource Officer** program. A full time Police Resource Officer will be allocated to each of the high schools, with partial services provided to the middle school as well as 'spill-over' services to the elementary schools.
- The District has implemented surveillance cameras in the secondary schools.
- Through the District's involvement in **Moving and Improving**, a full time coordinator has been hired to work with lead teachers in the schools to promote healthy nutrition and active living lifestyles.
- Student Councils in the secondary schools plan and provide a variety of spirit day activities aimed at promoting respect, fair treatment and concern for the well-being of others.
- The District has an **Emergency Response Plan** which includes key actions to be taken, a hierarchical contact list and material requirements for all District facilities. Each school has its own Emergency Response Plan patterned after and supplemental to the District's Plan.
- The District has been represented for the past several years with the **International Day for the Elimination of Racial Discrimination** by a District employee who is the local coordinator for this event.

Strategies:

- Maintain awareness and observance of Policy 740: **Guidance and Counselling Services**; which states, "The district will provide guidance, counselling and referred services in partnership with other agencies as an integral part of each school program to promote and support educational, personal, and social growth of students."
- Maintain awareness and observance of Policy 340: **Crisis Management Plan**; which states, "The board is committed to protecting the safety and well being of all students, staff and visitors who have reason to be on district premises. In the event of an incident where the safety of such persons is at risk, the board expects that procedures will be in place to effectively and efficiently manage the situation."
- Maintain awareness and observance of Policy 341: **Occupational Health and Safety**; which states, "The Board expects employees at every level to be responsible and accountable for the schools' health and safety performance and to provide leadership for the health and safety programs. Employees should be familiar with the requirements of the Alberta Occupational Health and Safety Legislation and the Medicine Hat School District No. 76 Health and Safety program as it relates to their work processes."
- Maintain awareness and observance of Policy 500: **Guiding Principles for Personnel**; which states, "The board is committed to employing well-qualified staff." Specifically: Procedure 535 P 002: **Extra-Curricular Program**, Procedure 530 P 001: **Police Information Check – Children's Services Intervention Record Check**, Procedure 565 **Harassment**, Procedure 570 **Cyber Space Protocol (teachers)** and Procedure 575 **Cyber Space Protocol (all employees): School District Access** will be particularly emphasized.
- Maintain awareness and observance of Policy 601: **Student Roles and Responsibilities**; which states, "All students are responsible to be actively engaged in their own education and are accountable for their conduct."
- Maintain awareness and observance of Policy 640: **Medical Treatment for Students**; which states, "The board acknowledges that staff may be requested to administer medication or medical treatment to students."
- Maintain awareness and observance of Policy 660: **School Discipline**; which states, "The board expects each school to develop and communicate standards for behavior and to exercise judicious use of consequences for inappropriate behavior."
- Maintain awareness and observance of Policy 665: **Alcohol, Narcotics and Drug Use**; which states, "The board prohibits the possession, sale and/or use of banned substances on school property, at school-sponsored functions, or on a school bus."
- Maintain awareness and observance of Policy 666: **Student Interviews by Police and Child Protection Services**; which states, "The board expects staff to co-operate with the police and Child Protection Services in carrying out their duties by permitting interviews of students on school premises. Interviews on school premises will be conducted in the presence of a parent and/or an adult who advocates for the student."
- Maintain awareness and observance of Policy 667: **Weapons**; which states, "The board prohibits the possession and use of weapons on school property, school buses and/or school related activities."
- Maintain awareness and observance of Policy 670: **Child Abuse and Neglect**; which states, "The board expects that the district's professional staff will be aware of and will comply with the requirements of the Child Welfare Act related to child abuse and neglect."
- Maintain awareness and observance of Policy 670: **Child Abuse and Neglect**; which states, "The board directs that schools establish practices and procedures that set healthy standards for the provision of food in schools."
- Maintain awareness and observance of Policy 800: **Facilities**; which states, "All buildings and sites should be constructed and maintained to ensure student, employee and public safety. The standards of operation within the district will ensure that the facilities and sites are operated in an efficient and cost-effective manner." Maintain awareness and observance of Policy 810: **Transportation of Students**; which states, "The district will provide a transportation service for Early Childhood Services (ECS) to grade 12 students attending public schools within the context of provincial regulations and funding."
- Maintain awareness and observance of Policy 825: **Tobacco-Free Environment**; which states, "The use of tobacco products in the buildings, on the grounds, and in the vehicles of the district is prohibited for all staff, user groups and visitors."

More information regarding the District Outreach Program is available through the following link:
<http://www.sd76.ab.ca/Schools.php>

Notes:

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

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

Future Challenges

Our current focus on Cooperative Learning is in the final year of a three-year cycle. District staff have indicated a desire to use this year to strengthen understandings in TRIBES and Kagan structures. The challenge is to balance the desire maintain status quo and to move forward. There appears to be growing momentum in assessment. How this moves forward has yet to be determined.

Awareness and use of the Cross Curricular Competencies remains a challenge. Having staff regularly weave them in to their practice will require a constant focus.

The exploration and use of Google Apps for Education (GAFE) will require support at the school and individual level. Deployment of Chrome books may assist an increase of familiarity with the Google environment.



BUDGET

summary and forecast



*The Budget section is incomplete
at this time
until updated figures are available.*

Guiding Principles for Budget Development:

SECTION 400

POLICY 400

MEDICINE HAT SCHOOL DISTRICT NO. 76 FINANCIAL MANAGEMENT AND BUSINESS PRACTICES

BACKGROUND

The Board is accountable to internal and external stakeholders, for providing effective and efficient stewardship of its funds, resources and assets.

The Board is required to meet all applicable legislative requirements. These and other requirements drive the need for timely and accurate financial reporting and effective internal controls.

POLICY

The fulfillment of the board's mission and vision is reflected in sound financial management and business practices. As such, the District shall conduct business affairs in a prudent and ethical manner, inclusive of ensuring that an adequate system of internal controls is in place to safeguard the assets of the District.

GUIDELINES

1. The operating costs of the school district should not exceed the available resources.
2. The Board expects that the financial resources of the District will be managed in accordance with:
 - generally accepted accounting practices;
 - district policy;
 - provincial policy;
 - the School Act; and
 - other applicable federal and provincial statutes and regulations.
3. The District's financial plan shall:
 - reflect the mission, goals, objectives, and priorities of the district and province;
 - provide for staff salary variations in accordance with the fiscal conditions of the district and projected economic and market conditions;
 - provide for growth or decline of revenues on the basis of local, provincial, and national indicators;
 - achieve an immediate short-term and long-term balanced condition with regard to revenues and expenditures; and
 - provide for realistic annual student population growth projections.
4. The District shall ensure that there is an adequate system of internal controls in place to safeguard the assets of the District.
5. Staff of the District shall not cause, allow or fail to take reasonable measures to prevent imprudent, illegal, disrespectful, or unethical business practices.

Approved & Adopted: September 7, 2004

Reviewed: February 15, 2011

References:

Alberta School Act: 145, 147, 148, 152, 183, 184, 185, 186, 187, 188, 189

District Policies:

Other: Canadian Institute of Chartered Accountants - Handbook

FACILITY AND CAPITAL

projects and plans



Facility and Capital Plans

Long Range Facility Master Plan

The impetus for this plan is to provide appropriate instructional space for the children who will be attending schools in Medicine Hat. A number of issues are driving this initiative.

Although overall school population continues to grow, utilization rates for schools in Medicine Hat do not meet the provincial target of 85%. The inner city elementary schools have experienced a significant decline in enrolment and utilization. This reflects a migration trend to the suburbs of Medicine Hat, leaving three schools with ongoing unacceptably low enrolments and utilizations. These trends pose a particular challenge in obtaining adequate facilities, as they require restructuring program delivery to meet future needs with consideration to geographic location and impact on other school jurisdiction program delivery and school locations.

The construction of a new kindergarten to grade 9 school in South Ridge will support the growth in this area of the city and is a welcomed addition. Alberta Education's "Class Size Initiative" has contributed to elementary schools experiencing a shortage of student spaces. Some elementary schools are not able to meet the Class Size Initiatives for 2013, although many non-instructional areas have been converted into classroom spaces, such as storage rooms, washrooms and staffrooms. School facilities are aging, reducing their ability to deliver high quality, relevant programs in efficient buildings. The ability to modernize these facilities in the future is a priority. There is a non-completion rate of 31% for high school students. Only 34% of high school students go on to post-secondary. Alberta has the highest rate of non-participation in post-secondary (29%) in Canada for 20 year olds and the second highest rate of delayed participation in post-secondary (25%) (*Who Goes, Stats Canada, 2003*).

Therefore, one-third of our students are graduating into the workforce with no or little relevant training or experience. This results in a higher unemployment rate for youth or low paying jobs. There is a projection that over the next 10 years there will be 400,000 new jobs created with insufficient workers entering the labour market (*Supporting Immigrants and Immigration to Alberta, 2005, AHRE*). The provincial school system needs to give Alberta's youth the best opportunity to learn the skills necessary to be successful in these jobs and compete globally, before filling them with non-Albertans.

There is limited accessibility for Albertans in need of career and employment counseling services. Currently Albertans with high barriers such as low income and disability experience this limited access. There is an 8.5% unemployment rate for youth, 9.2% for Aboriginal peoples and 24.3% for persons with disabilities (*Alberta Labour Market Outlook 2005, AHRE*).

This plan, therefore, seeks to consider all possible options for the delivery of education to Medicine Hat students, assess the advantages and disadvantages of each, and finally, recommend the option determined to be most favourable and supportable to the School District, Alberta Education and Alberta Infrastructure.

Educational components that must be addressed in this plan are:

Facilities Master Plan Objectives

Specifically, the objectives of this business case are as follows:

- Meet the educational needs of the children of Medicine Hat, both now and years into the future
- Increase the student completion rate from high school
- Increase the number of students participating in post-secondary education
- Better prepare students to enter the workforce
- Meet and address provincial, city, district, school, parent and student educational needs
- Achieve provincial target of 85% for utilization of schools
- Demonstrate that the Capital Investment in new and modernized facilities will meet the needs and benefit the students in a cost effective manner

Facilities Master Plan Guiding Principles

- Focus on student learning and achievement.
- Ensure all Health and Safety issues in schools are addressed.
- Endeavour to locate schools where students reside.
- Be flexible in design and usage.
- Be economically efficient.
- Address all short-term and long-term needs.
- Provide equity in the recommendation of facilities within this Master Plan, i.e. number and location of new schools.
- Maximize the ability of the community to benefit from all school facilities (K-12, post secondary, lifelong learners and community at large).
- Move the individual and combined utilization rates of schools towards the 85% factor, in accordance with Alberta Infrastructure current guidelines
- Articulate the utilization rate of all schools in accordance with recently adjusted class sizes as a result of the recommendations from the Learning Commission.
- Develop a master plan that collectively offers more than the individual Facility Plans currently in place.
- Ensure that operational costs are not compromised by recommendations within the Master Plan.

A copy of the District Facilities Plan is available at the
Medicine Hat School District No. 76 office located at:

601-1 Avenue S.W., Medicine Hat, Alberta, T1A 4Y7

or by telephoning (403) 528-6701

or by fax (403) 529-5339

or on the District webpage at: www.sd76.ab.ca

or by clicking on the following link:

http://new.sd76.ab.ca/documents/facilities_plan/facility_master_plan.pdf

Three-Year Capital Plan Highlights 2015-2018

Project List:

District Priority	Project Name	Project Category	Project Cost
<u>2015-2016</u>			
1	Alexandra Modernization & Addition	Modernization	\$11,581,300
		<i>Sub-total</i>	\$11,581,300
<u>2016-2017</u>			
2	Connaught Modernization	Modernization	\$7,589,300
3	Ranchlands New School [K-6 600]	New School	\$12,597,700
		<i>Sub-total</i>	\$20,187,000
<u>2017-2018</u>			
4	River Heights Modernization	Modernization	\$4,619,900
5	Crestwood Modernization	Modernization	\$8,520,100
		<i>Sub-total</i>	\$13,140,000
Total for Three Years			\$44,908,300

Highlights of Facilities Projects: September 2013 to August 2014

A. Infrastructure Maintenance and Renewal Program: Total Expenditure \$880,800

School	Project	Description
All	Hazard Assessment	Completed hazard assessment studies
Alexandra	Doors	Replaced all locksets
Connaught	Electrical	Replaced main electrical service
	Plumbing	Replaced domestic hot water heater
	Air conditioning	Installed air conditioning systems in 21 classrooms and library
	Classroom renovations	Renovated 2 classrooms – shelving, lockers, computer counters and tackboards
CHHS	Roofing	Replaced roofing on CTS automotive shop and classroom
	Flooring	Upgraded flooring in east gymnasium
Elm Street	Site	Upgraded site to enlarge parking lot
	Air conditioning	Installed air conditioning system for 13 classrooms and library
	Sewer system	Installed 2 shut off valves and backflow preventers and upgraded sewer main
River Heights	Air conditioning	Installed 2 air conditioning systems for 12 classrooms
	Site	Repaved play area and added a sidewalk
Vincent Massey	Flooring	Replaced Admin. flooring
Webster Niblock	Heating	Replaced boilers, pumps and controls
	Hazardous Materials	Completed asbestos abatement in boiler room
	Air conditioning	Upgraded air conditioning unit for 12 classrooms and library

B. School Renovations: Total Expenditure \$110,000

CHHS	Outdoor basketball courts	Installed a paved outdoor basketball court and 3 piece fitness apparatus
	East Gym upgrades	Relocated basketball goals and bleachers; installed sound system
	Fitness Centre	Installed climbing apparatus.
	Library	Installed new flooring and electrical outlets in new learning lab. White boards, white walls, projector and shelving work still to be completed
Herald	Multipurpose room furniture	Replaced 8 lunch tables with 16 new multipurpose tables
Southview	Flooring	Replaced carpets in 2 classrooms

C. Capital Projects: Total Expenditure \$Unknown

Connaught School	Modular Classrooms Relocation	Moved 2 modular classrooms from George Davison School to Connaught School to accommodate the increasing enrolment.
Dr. Roy Wilson Learning Centre	New K-9 School Construction	Alberta Education completed construction of a new K-9 P3 school on Strachan Road SE that opened in September 2014.
Dr. Roy Wilson Learning Centre	Modular Classrooms Addition	Alberta Education added 4 modular classrooms to increase capacity to 700 students.
Medicine Hat High School	Modernization	Started the design process for a complete modernization to right size and upgrade the school for Grades 10 – 12.

Parental Involvement

Each school in the district is required, by provincial mandate, to establish a school council which acts in an advisory and consultative capacity with the school's administrative team. The school council is provided the opportunity to provide advice and input to the development of the school's

- a) mission, vision and philosophy,
- b) policies,
- c) Annual Education Plan,
- d) Annual Results Report, and
- e) budget.

The School Council Chair signs the Annual Education Plan and the Annual Results Report and receives a copy of the final document which contains the latest revisions to the remaining items above.

Similarly, Medicine Hat School District No. 76 has established a District Council of School Councils which serves as an advisory agent to the Board. As with the School Councils, the District Council is provided copies of the Budget, District's Annual Education Plan as well as the District's Annual Results Report. Feedback and input from the District Council is received by the Board and taken into consideration in planning future documents, policies, priorities and so on.

In addition to sharing the Annual Education Plan and Annual Results Reports, schools prepare responses to the Provincial Testing Program Results, the Accountability Pillar Survey Results as well as other provincial measures that are administered from time-to-time. The District shares its corresponding District information with the District Council in like manner.

Appropriate Board Policies are shared with representative of the District Council and School Councils. A summary of policies of parent relevant and Board Meeting Agendas and Minutes are published and forwarded to representatives of District Council as well as each School Council. All Board Meetings (except In-Camera items pertaining to staff and specific student issues) are open to the public.



Timelines and Communication

The Medicine Hat School District No. 76 Education Plan for 2014-2015 will be reviewed by the Board of Trustees at their regular meeting in November, 2014

The approved document is posted to the School District's website at www.sd76.ab.ca

and may be accessed from the home page under "Current District Publications".

Updates to the Education Plan will be posted in November 2014 and from time-to-time to reflect current data and other revisions made to the document.

The document will be distributed to the school community and broader community.

CLASS SIZE DATA



Jurisdiction Report - to be included with AERR
CORE SUBJECTS ONLY
 3050 - Medicine Hat School District No. 76

Jurisdiction:

Number of Schools Reported:

16

Total Number of Schools:

16

	K to 3			4 to 6			7 to 9			10 to 12		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Alexandra Middle School												
Connaught School	18.8	17.9	18.9	23.2	23.0	21.1	24.4	23.1	24.5			
Crescent Heights High School												
Crestwood School	18.8	19.0	20.7	22.1	19.7	19.8	26.5	26.6	24.3	25.1	24.4	25.5
Dr. Roy Wilson Learning Centre			17.6			22.4			24.0			
Elm Street School	14.0	14.1	14.3	17.0	19.3	16.3						
George Davison Elementary School	17.9	17.5	17.0	24.8	22.2	21.5						
Herald School	14.4	15.1	14.7	19.0	17.5	21.7						
Medicine Hat Christian School	17.5	17.1	15.4	22.7	23.0	20.3	19.6	21.0	24.4			
Medicine Hat High School							23.1	27.2	27.2	26.5	26.0	26.9
River Heights Elementary	18.7	16.5	17.6	19.5	21.5	22.0						
Riverside School	11.2	11.0	11.1	15.0	17.0	19.0						
Ross Glen School	15.1	15.5	15.0	24.7	22.6	22.5						
Southview Community School	12.1	14.1	13.1	21.8	22.5	19.8						
Vincent Massey School	16.4	16.5	17.6	22.5	23.3	21.8						
Webster Niblock School	15.1	16.5	15.1	23.0	22.3	22.0						
Total for Jurisdiction 3050	16.2	16.3	16.5	21.9	21.5	21.1	25.2	25.1	24.5	25.9	25.4	26.3

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
 6/7 combined classes are included in the Gr. 7 to 9 average
 9/10 combined classes are included in the Gr. 10 to 12 average
 Special Education classes are included
 Instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
 Outbreak/alternative schools have been excluded
 Colony/Hilltop schools have been excluded
 Outreach/alternative schools have been excluded
 Virtual/Home Ed/Distance Ed programs have been excluded
 Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Note:
 This information has not been verified by Alberta Education and is subject to change.

Jurisdiction Report - to be included with AERR

ALL SUBJECTS

3050 - Medicine Hat School District No. 76

Jurisdiction:

Number of Schools Reported:

16

Total Number of Schools:

16

	K to 3			4 to 6			7 to 9			10 to 12		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Alexandra Middle School							23.9	22.9	25.5			
Connaught School	18.7	17.9	18.9	23.3	23.2	21.1						
Crescent Heights High School							25.5	26.0	24.5	24.9	24.3	25.8
Crestwood School	18.8	19.0	20.7	22.2	19.9	20.0						
Dr. Roy Wilson Learning Centre			17.6			22.4			23.3			
Elm Street School	14.2	14.1	14.3	17.3	19.3	16.3						
George Davison Elementary School	17.9	17.5	17.0	24.2	22.3	21.5						
Herald School	14.7	15.1	14.7	19.0	17.5	21.7						
Medicine Hat Christian School	17.6	17.7	16.2	22.7	25.6	21.9	21.6	22.9	27.6			
Medicine Hat High School							23.6	23.1	22.1	25.5	25.2	25.7
River Heights Elementary	18.7	16.5	17.6	19.5	21.5	22.0						
Riverside School	11.1	11.0	11.3	15.6	17.0	21.8						
Ross Glen School	15.1	15.5	15.0	24.7	22.6	22.3						
Southview Community School	12.1	14.1	13.1	22.1	22.9	20.1						
Vincent Massey School	16.4	16.5	17.6	22.5	23.3	21.8						
Webster Niblock School	15.1	16.5	15.1	23.0	22.3	22.0						
Total for Jurisdiction 3050	16.3	16.4	16.5	22.0	21.7	21.3	24.4	24.2	24.5	25.3	24.9	25.7

Note:

3/4 combined classes are included in the Gr. 4 to 6 average
 6/7 combined classes are included in the Gr. 7 to 9 average
 9/10 combined classes are included in the Gr. 10 to 12 average
 Special Education classes are included
 Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
 Out-of-district students are included
 Outreach/alternative schools have been excluded
 Virtual/Home Ed/Distance Ed programs have been excluded

Note:
 This information has not been verified by Alberta Education and is subject to change.

APPENDICES



Diploma Examination Results – Measure Details

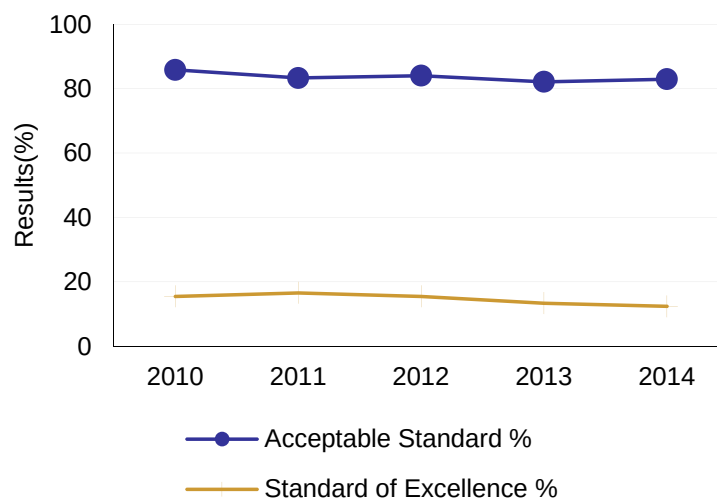
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	89.9	7.8	87.0	8.7	87.5	7.4	83.1	7.5	87.0	4.1	85	10
	Province	85.1	10.1	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7		
English Lang Arts 30-2	Authority	94.1	14.8	91.6	9.4	91.4	13.9	89.7	9.7	93.7	9.4	91	12
	Province	88.8	9.8	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1		
French Lang Arts 30-1	Authority	73.7	0.0	81.8	0.0	85.7	0.0	87.0	0.0	70.0	10.0	90	15
	Province	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5	96.5	14.5		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3	99.3	29.2		
Pure Mathematics 30	Authority	85.2	30.7	83.8	23.4	84.8	28.5	n/a	n/a	n/a	n/a		
	Province	82.9	29.7	81.0	28.7	81.8	27.1	61.6	12.1	n/a	n/a		
Applied Mathematics 30	Authority	74.8	9.2	72.6	6.2	81.2	5.9	n/a	n/a	n/a	n/a		
	Province	77.3	12.6	74.3	9.8	75.6	10.3	72.0	20.0	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	90.2	38.2	80.8	24.5	88	30
	Province	n/a	n/a	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	58.5	6.2	59.7	8.2	60	10
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0		
Social Studies 30	Authority	54.5	9.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-1	Authority	86.0	11.4	86.4	11.6	89.2	10.8	83.5	10.1	84.5	10.3	85	10
	Province	84.5	16.1	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2		
Social Studies 33	Authority	78.6	10.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-2	Authority	88.1	15.0	89.2	13.7	83.0	9.2	85.7	11.8	88.9	11.6	89	12
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8		
Biology 30	Authority	83.3	24.0	72.1	21.9	81.3	25.4	80.3	23.4	72.3	20.1	80	23
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
Chemistry 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	80.3	21.7	68.3	23.5	74.3	22.9	67.2	15.6	70.8	22.4	71	22
	Province	79.0	29.9	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0		
Physics 30 Old	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Physics 30	Authority	78.9	15.8	90.0	33.8	79.8	24.2	72.7	27.3	84.0	13.0	85	25
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1		
Science 30	Authority	67.9	28.3	89.5	38.6	85.5	16.1	*	*	78.7	13.5	82	20
	Province	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5		

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

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

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

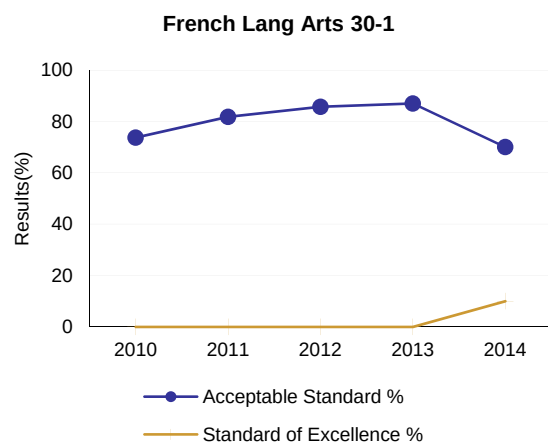
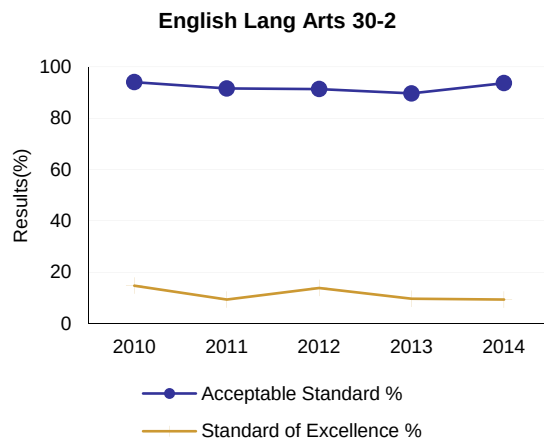
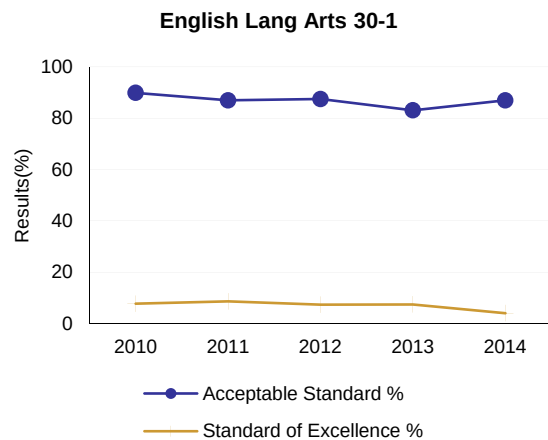
Graph of Diploma Examination Results – Overall (optional)



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

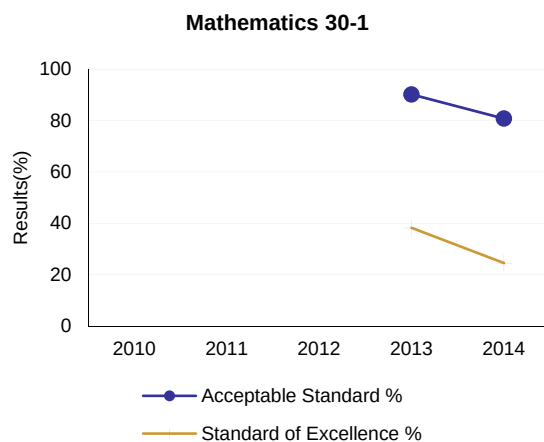


Diploma Examination Results by Course (optional)



[No Data for Français 30]

[No Data for Pure Mathematics 30]

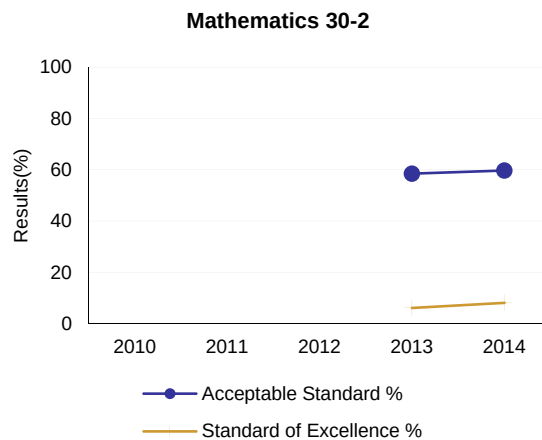


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

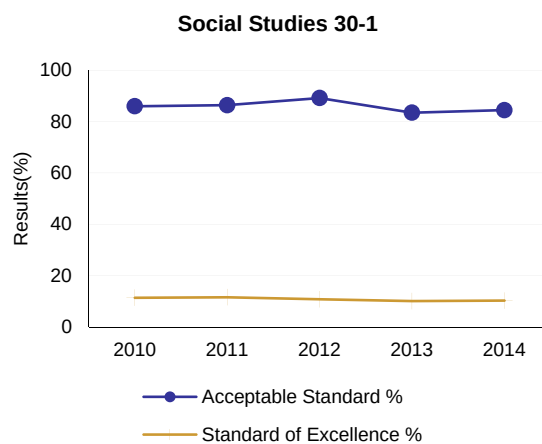
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course (optional)

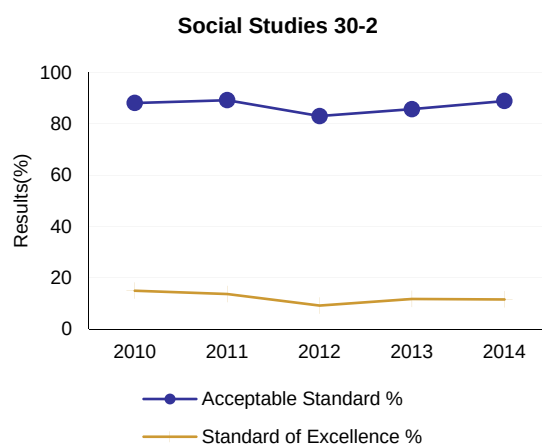
[No Data for Applied Mathematics 30]



[No Data for Social Studies 30]



[No Data for Social Studies 33]

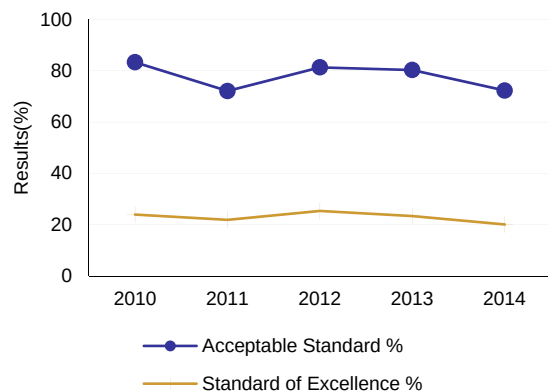


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

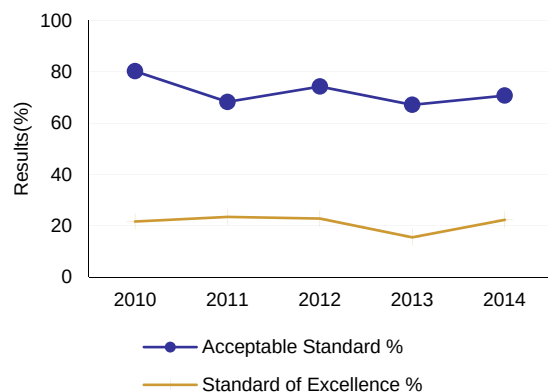
Diploma Examination Results by Course (optional)

Biology 30



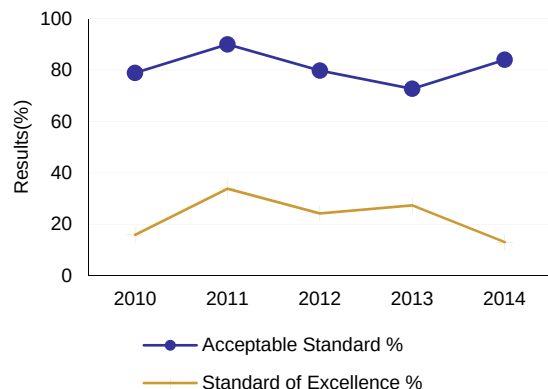
[No Data for Chemistry 30 Old]

Chemistry 30

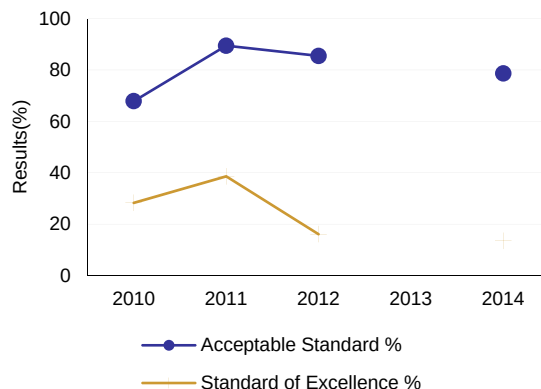


[No Data for Physics 30 Old]

Physics 30



Science 30



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

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

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

		Medicine Hat Sch Dist No. 76							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	269	87.0	269	85.9	28,671	87.1	29,063	85.4
	Standard of Excellence	Very Low	Declined	Concern	269	4.1	269	7.9	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	High	Improved	Good	191	93.7	192	90.9	15,887	89.7	14,790	89.1
	Standard of Excellence	High	Maintained	Good	191	9.4	192	11.0	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	10	70.0	14	84.8	1,210	96.5	1,243	95.4
	Standard of Excellence	Intermediate	Improved	Good	10	10.0	14	0.0	1,210	14.5	1,243	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	99.3	146	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	29.2	146	19.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	160	84.3	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	160	25.9	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	107	76.9	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	107	6.1	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	n/a	Declined Significantly	n/a	151	80.8	102	90.2	21,314	74.6	19,841	80.4
	Standard of Excellence	n/a	Declined Significantly	n/a	151	24.5	102	38.2	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	134	59.7	65	58.5	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Maintained	n/a	134	8.2	65	6.2	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	213	84.5	216	86.4	21,992	85.5	23,164	84.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	213	10.3	216	10.8	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	High	Maintained	Good	216	88.9	220	86.0	19,173	83.9	17,286	83.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	216	11.6	220	11.6	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	Low	Declined	Issue	224	72.3	241	77.9	21,656	85.2	22,802	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	224	20.1	241	23.6	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	161	70.8	173	69.9	19,118	81.3	18,261	76.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	161	22.4	173	20.7	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	High	Maintained	Good	100	84.0	85	80.8	10,758	83.0	10,060	79.6
	Standard of Excellence	Intermediate	Declined Significantly	Issue	100	13.0	85	28.4	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	Low	Declined	Issue	89	78.7	60	87.5	7,103	85.1	5,477	81.4
	Standard of Excellence	Intermediate	Declined Significantly	Issue	89	13.5	60	27.4	7,103	25.5	5,477	22.9

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

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

Improvement Table

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

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

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

Overall Evaluation Table

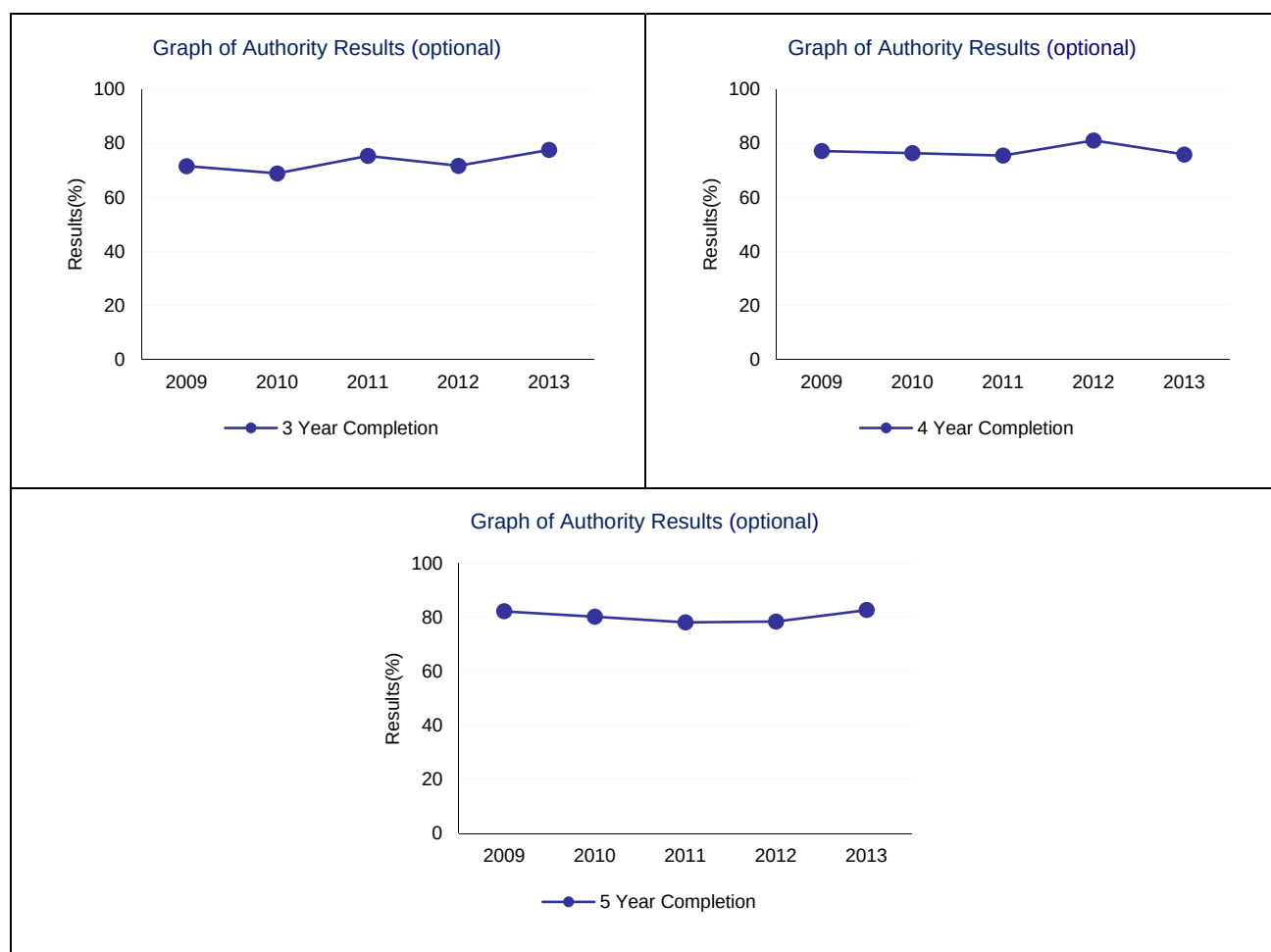
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	71.6	68.9	75.4	71.7	77.6	71.5	72.6	74.1	74.8	74.9
4 Year Completion	77.2	76.4	75.5	81.1	75.9	76.1	76.9	78.1	79.4	79.6
5 Year Completion	82.2	80.2	78.1	78.4	82.7	79.0	79.0	79.6	80.8	81.7

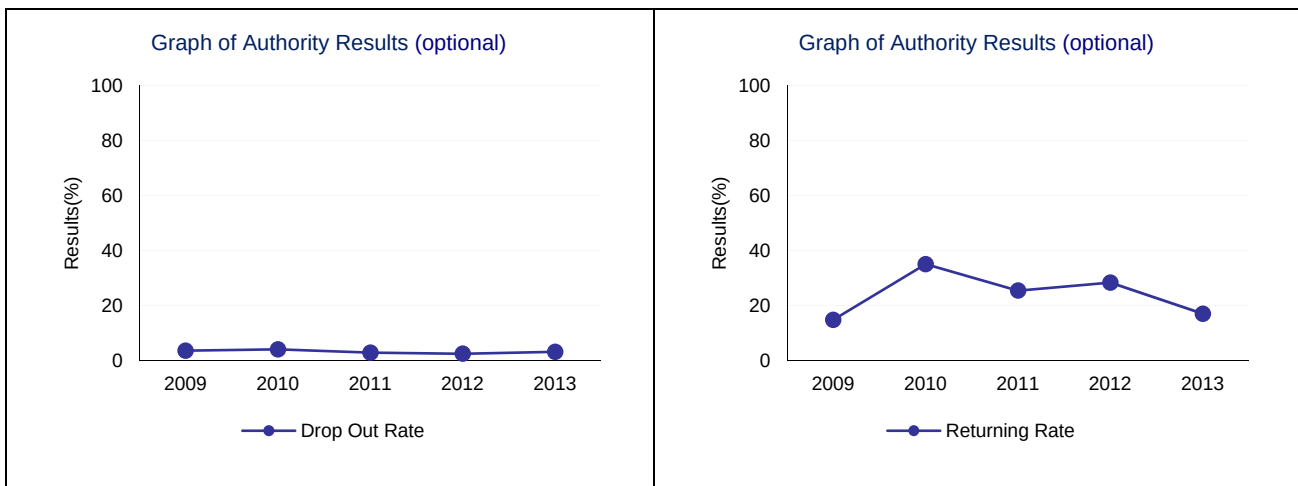


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	3.7	4.2	3.0	2.6	3.3	4.3	4.2	3.2	3.5	3.3
Returning Rate	14.9	35.1	25.5	28.4	17.1	23.5	27.9	23.4	23.0	21.1

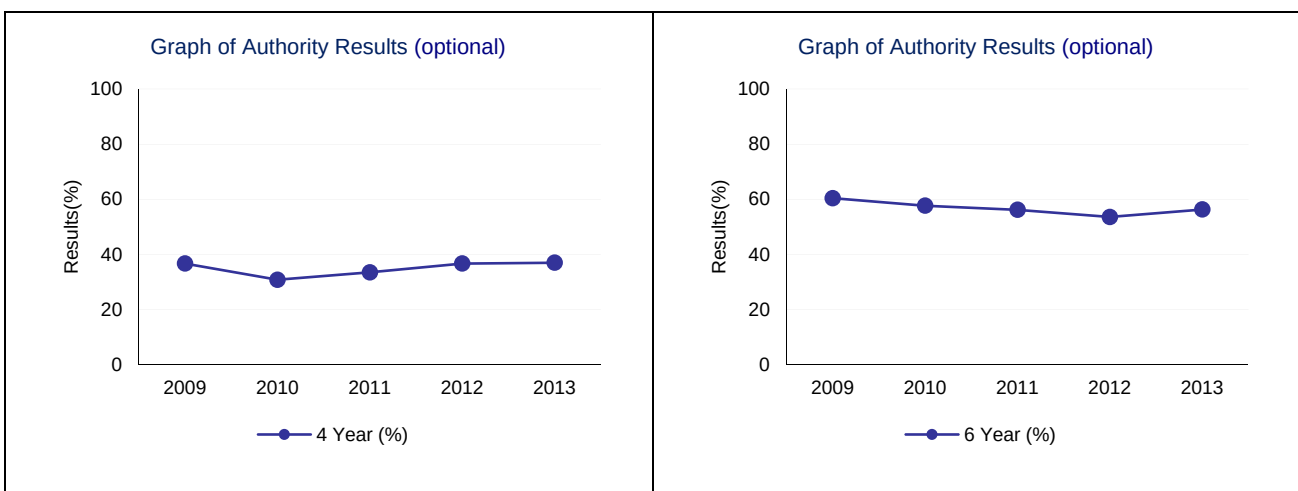


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	36.7	30.8	33.5	36.7	37.0	37.5	37.8	38.2	39.6	40.0
6 Year Rate	60.4	57.7	56.2	53.6	56.3	59.8	59.3	58.4	59.5	59.2



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

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

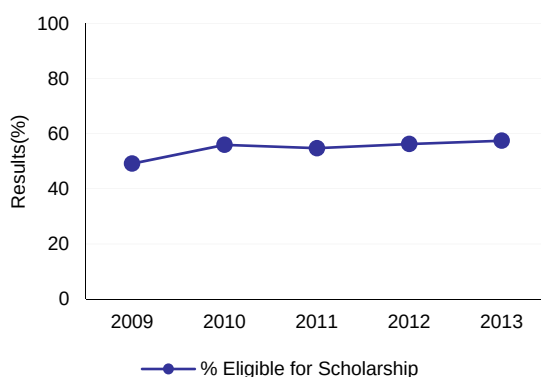
Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Rutherford Scholarship Eligibility Rate (Revised)	49.2	56.0	54.8	56.3	57.5	56.9	59.6	61.5	61.3	60.9

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2009	530	242	45.7	203	38.3	129	24.3	261	49.2
2010	536	267	49.8	228	42.5	141	26.3	300	56.0
2011	502	244	48.6	215	42.8	144	28.7	275	54.8
2012	446	217	48.7	200	44.8	144	32.3	251	56.3
2013	536	265	49.4	251	46.8	185	34.5	308	57.5

Graph of Authority Results (optional)



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

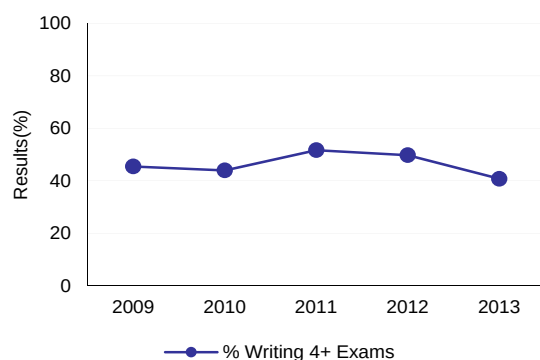


Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	18.8	19.3	16.9	19.4	15.7	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	81.2	80.7	83.1	80.6	84.3	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	78.7	76.7	81.4	78.3	82.1	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	57.7	56.8	63.2	58.6	57.7	65.2	66.0	67.4	67.5	63.8
% Writing 4+ Exams	45.5	44.0	51.7	49.8	40.8	53.5	54.9	56.2	56.6	50.5
% Writing 5+ Exams	28.4	27.7	30.6	34.8	23.5	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	10.4	11.3	12.9	14.6	7.2	12.9	13.4	14.1	14.6	11.5

Graph of Authority Results (optional)



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

	Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
English Language Arts 30-1	42.4	42.9	42.2	45.4	51.9	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	36.7	33.2	37.8	31.6	28.8	24.5	25.1	26.1	26.1	27.2
Total of 1 or more English Diploma Exams	76.8	74.7	77.8	74.2	79.1	77.1	78.0	79.0	79.2	79.3
Social Studies 30	41.6	5.9	0.2	0.0	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	32.3	39.2	39.8	41.0	0.0	45.7	48.2	48.0	46.1
Social Studies 33	35.9	5.5	0.2	0.0	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	30.6	38.8	35.5	39.7	0.0	27.4	31.0	32.1	34.0
Total of 1 or more Social Diploma Exams	77.2	73.4	77.4	74.6	80.1	77.4	78.1	78.9	79.3	79.3
Pure Mathematics 30	33.1	30.3	30.0	29.0	5.3	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	19.4	19.8	23.8	20.1	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	15.7	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	11.8	n/a	n/a	n/a	n/a	16.9
Total of 1 or more Math Diploma Exams	52.3	50.1	53.2	49.1	32.6	59.9	60.6	62.0	61.5	52.5
Biology 30	32.5	34.5	40.9	37.9	43.2	39.8	41.2	42.8	43.1	42.5
Chemistry 30	24.7	27.0	33.3	30.8	30.8	29.7	35.2	36.0	36.7	31.7
Physics 30	14.8	13.6	12.7	19.1	13.8	17.5	20.0	20.6	20.4	17.4
Science 30	5.1	9.0	10.1	12.8	1.3	8.2	9.0	9.1	10.5	9.8
Total of 1 or more Science Diploma Exams	47.0	47.2	54.9	52.5	52.6	56.1	57.6	59.1	59.5	57.7
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.3	0.3	0.3
French Language Arts 30	3.4	3.5	2.7	1.2	4.2	2.7	2.9	2.8	2.7	2.7
Total of 1 or more French Diploma Exams	3.4	3.5	2.7	1.2	4.2	2.9	3.1	3.1	2.9	3.0

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

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

Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	Authority	90.6	20.9	89.6	20.6	88.5	17.0	87.0	17.5	n/a	n/a		
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3		
French Language Arts 3*	Authority	96.3	11.1	79.3	13.8	80.0	6.7	71.9	0.0	n/a	n/a		
	Province	84.1	16.3	80.6	15.8	82.1	14.5	79.7	12.4	74.6	10.4		
Français 3*	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	16.3	84.2	18.6	82.3	12.5	82.8	14.1	78.2	7.0		
Mathematics 3*	Authority	n/a	n/a	81.5	24.5	83.4	27.3	79.9	24.6	n/a	n/a		
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1		
English Language Arts 6	Authority	83.7	14.7	90.6	17.8	85.0	15.6	90.6	15.9	87.8	15.1	88	15
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
French Language Arts 6	Authority	73.7	21.1	95.5	40.9	86.2	13.8	86.4	22.7	100.0	28.0	92	25
	Province	88.3	15.9	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.3	18.3	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1		
Mathematics 6	Authority	n/a	n/a	75.9	14.6	75.2	8.7	77.6	8.7	72.4	8.8	74	8
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	Authority	75.0	18.2	79.7	19.2	76.8	19.6	82.5	16.8	77.7	17.2	76	17
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	Authority	65.5	9.3	70.7	11.9	68.5	9.4	76.7	12.1	68.1	10.7	70	12
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		
English Language Arts 9	Authority	79.7	11.7	83.9	12.1	82.5	13.2	62.2	7.4	81.0	11.3	80	12
	Province	79.3	15.0	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1		
English Lang Arts 9 KAE	Authority	60.0	11.7	76.0	18.7	77.2	10.5	*	*	72.6	1.4	72	15
	Province	66.8	7.8	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5		
French Language Arts 9	Authority	85.3	14.7	72.2	11.1	85.7	14.3	90.0	10.0	87.5	8.3	90	12
	Province	86.1	12.4	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.3	12.7	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8		
Mathematics 9	Authority	n/a	n/a	66.0	14.3	70.6	18.5	66.4	15.5	69.6	13.5	70	16
	Province	n/a	n/a	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3		
Mathematics 9 KAE	Authority	68.3	18.3	82.9	26.3	76.3	16.9	88.2	17.6	68.8	17.5	78	18
	Province	65.6	15.3	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5		
Science 9	Authority	72.2	12.5	73.5	12.8	76.0	13.9	70.8	14.6	77.3	17.0	76	15
	Province	73.6	17.7	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1		
Science 9 KAE	Authority	66.7	10.5	88.2	23.5	69.5	28.8	86.7	23.3	68.8	15.6	74	18
	Province	67.2	14.3	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9		
Social Studies 9	Authority	62.9	13.9	66.3	12.6	71.6	15.0	61.0	9.7	68.1	18.2	70	15
	Province	68.9	18.8	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9		
Social Studies 9 KAE	Authority	63.2	17.5	68.1	15.3	65.5	17.2	56.7	10.0	69.9	15.1	70	16
	Province	64.6	15.7	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7		

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

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

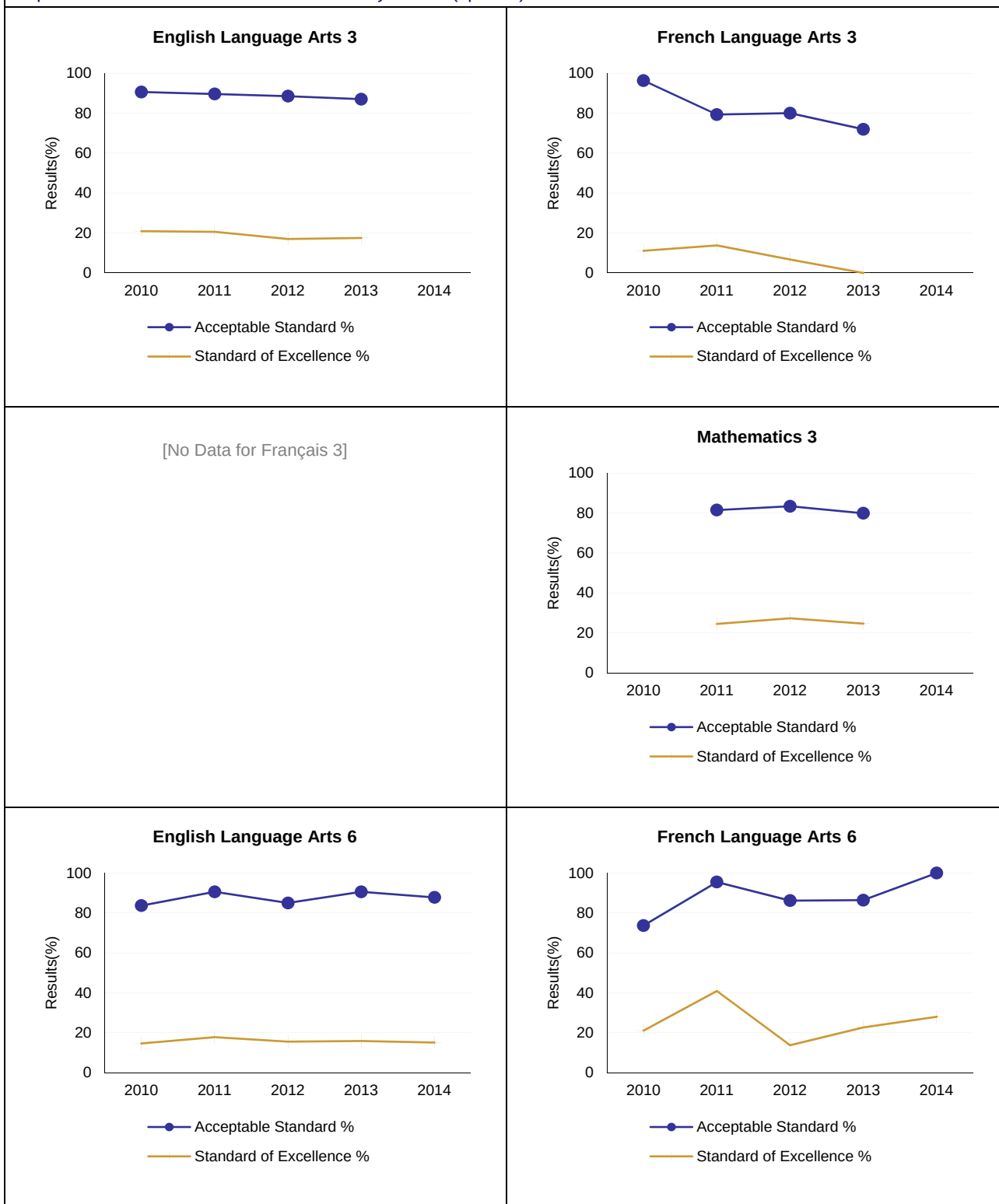
*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

Graph of Overall Provincial Achievement Test Results (optional)

Year	Acceptable Standard %	Standard of Excellence %
2010	73	12
2011	78	15
2012	76	14
2013	78	12
2014	76	14



Graph of Provincial Achievement Test Results by Course (optional)

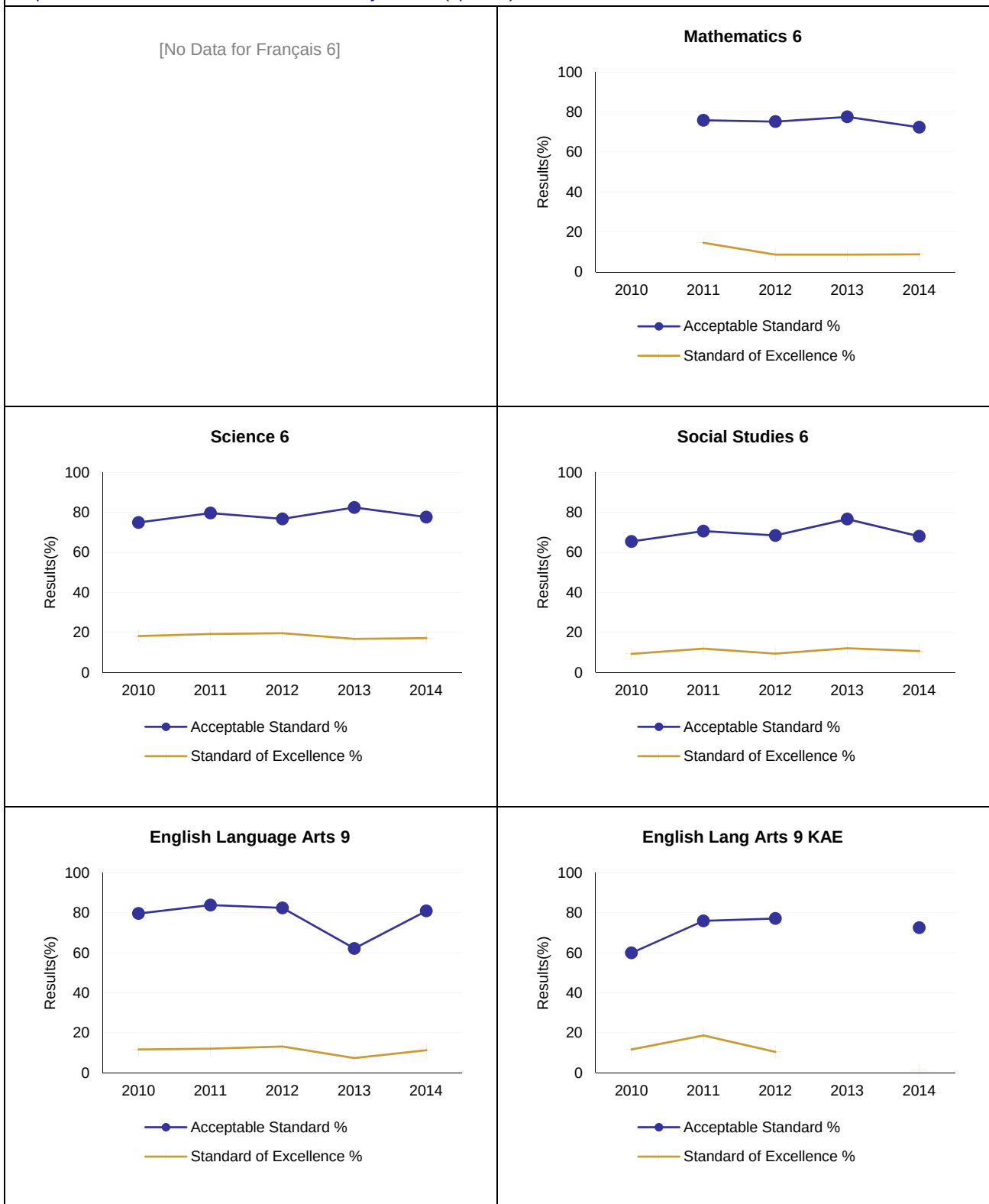


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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

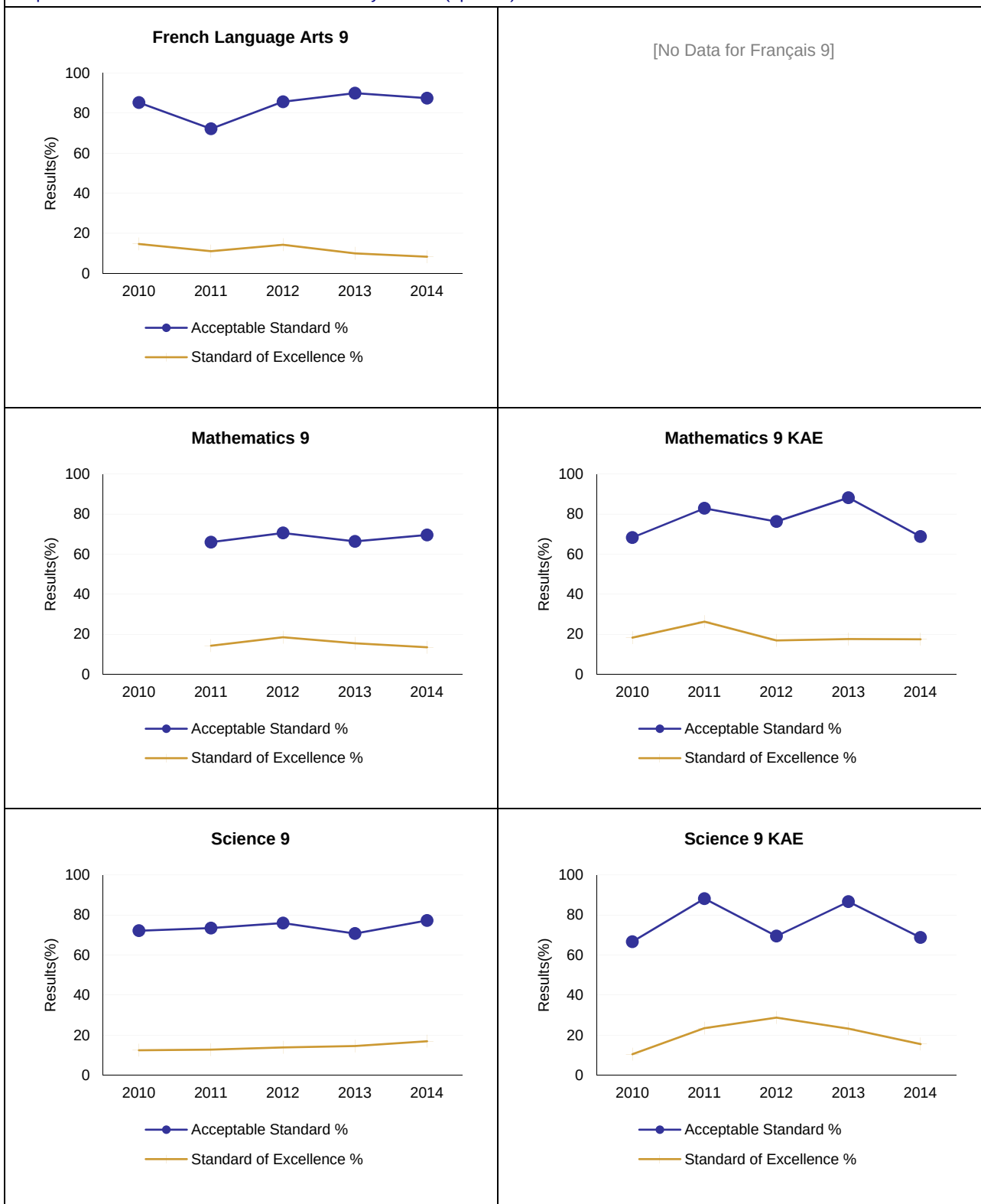
Graph of Provincial Achievement Test Results by Course (optional)



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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

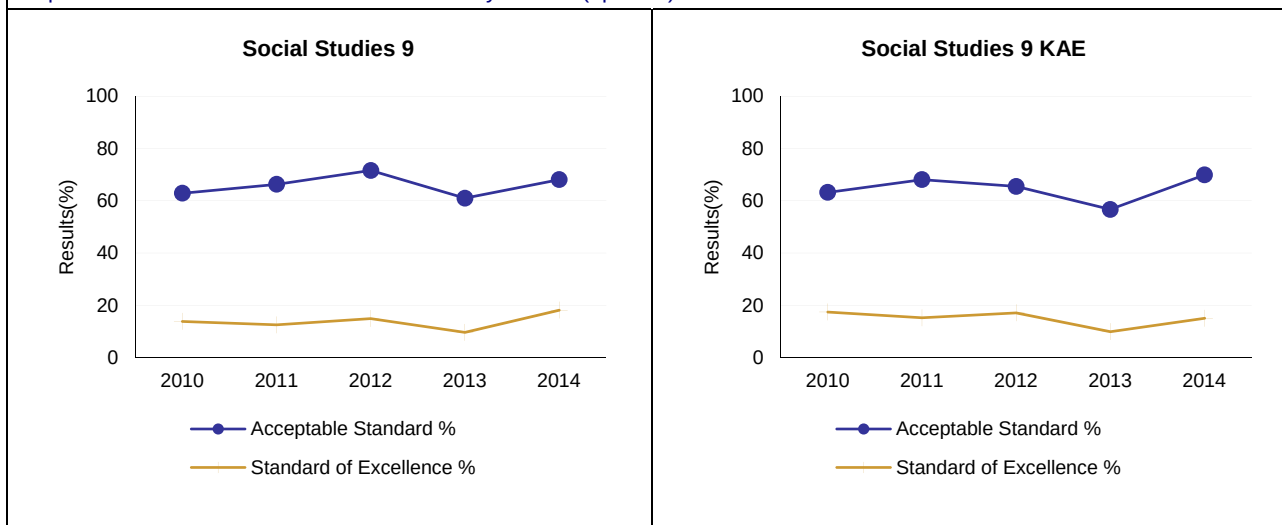
Graph of Provincial Achievement Test Results by Course (optional)



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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course (optional)



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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		Medicine Hat Sch Dist No. 76							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	493	88.4	16,235	78.0	44,576	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	493	18.4	16,235	15.3	44,576	18.6
French Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	35	77.1	966	74.6	3,319	80.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	35	6.8	966	10.4	3,319	14.3
Français 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	78.2	540	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	7.0	540	15.1
Mathematics 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	493	81.6	16,202	74.0	44,562	76.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	493	25.5	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	High	Maintained	Good	477	87.8	457	88.7	45,704	81.9	43,581	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	477	15.1	457	16.4	45,704	17.6	43,581	17.5
French Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	25	100.0	24	89.3	2,752	88.0	2,609	89.1
	Standard of Excellence	Very High	Maintained	Excellent	25	28.0	24	25.8	2,752	15.6	2,609	16.9
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	90.6	474	92.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	17.1	474	20.4
Mathematics 6	Acceptable Standard	Intermediate	Declined	Issue	475	72.4	457	76.2	45,617	73.5	43,599	73.8
	Standard of Excellence	Low	Maintained	Issue	475	8.8	457	10.7	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Low	Maintained	Issue	476	77.7	457	79.7	45,608	75.9	43,551	77.2
	Standard of Excellence	Low	Maintained	Issue	476	17.2	457	18.6	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Low	Declined	Issue	476	68.1	457	72.0	45,593	70.4	43,540	72.3
	Standard of Excellence	Low	Maintained	Issue	476	10.7	457	11.1	45,593	16.6	43,540	19.0
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	441	81.0	446	83.2	43,760	76.3	37,776	77.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	441	11.3	446	12.7	43,760	15.1	37,776	15.8
English Lang Arts 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	73	72.6	66	76.6	1,524	62.9	1,570	63.7
	Standard of Excellence	Intermediate	Declined Significantly	Issue	73	1.4	66	14.6	1,524	3.5	1,570	6.0
French Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	24	87.5	20	79.0	2,658	86.5	2,387	87.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	8.3	20	12.7	2,658	11.1	2,387	13.7

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

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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

		Medicine Hat Sch Dist No. 76							Alberta			
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	86.1	330	86.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	381	17.8	330	15.5
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	437	69.6	444	68.3	43,279	67.1	37,487	66.5
	Standard of Excellence	Intermediate	Declined	Issue	437	13.5	444	16.4	43,279	17.3	37,487	17.8
Mathematics 9 KAE	Acceptable Standard	Intermediate	Declined	Issue	80	68.8	68	79.6	1,971	63.4	1,846	64.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	80	17.5	68	21.6	1,971	14.5	1,846	15.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	441	77.3	449	74.8	43,769	73.2	37,974	74.0
	Standard of Excellence	Very High	Improved	Excellent	441	17.0	449	13.4	43,769	22.1	37,974	21.1
Science 9 KAE	Acceptable Standard	Intermediate	Declined	Issue	77	68.8	64	78.9	1,513	64.1	1,528	68.6
	Standard of Excellence	Intermediate	Declined	Issue	77	15.6	64	26.2	1,513	14.9	1,528	16.6
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	445	68.1	448	68.9	43,773	65.5	38,159	67.2
	Standard of Excellence	Intermediate	Improved	Good	445	18.2	448	13.8	43,773	19.9	38,159	19.0
Social Studies 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	73	69.9	65	66.8	1,510	61.8	1,510	63.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	73	15.1	65	16.3	1,510	10.7	1,510	13.5

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

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

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



Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 65.67	65.67 - 76.54	76.54 - 84.30	84.30 - 89.88	89.88 - 100.00
	Standard of Excellence	0.00 - 14.73	14.73 - 21.19	21.19 - 30.01	30.01 - 39.19	39.19 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

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

Improvement Table

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

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

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

Overall Evaluation Table

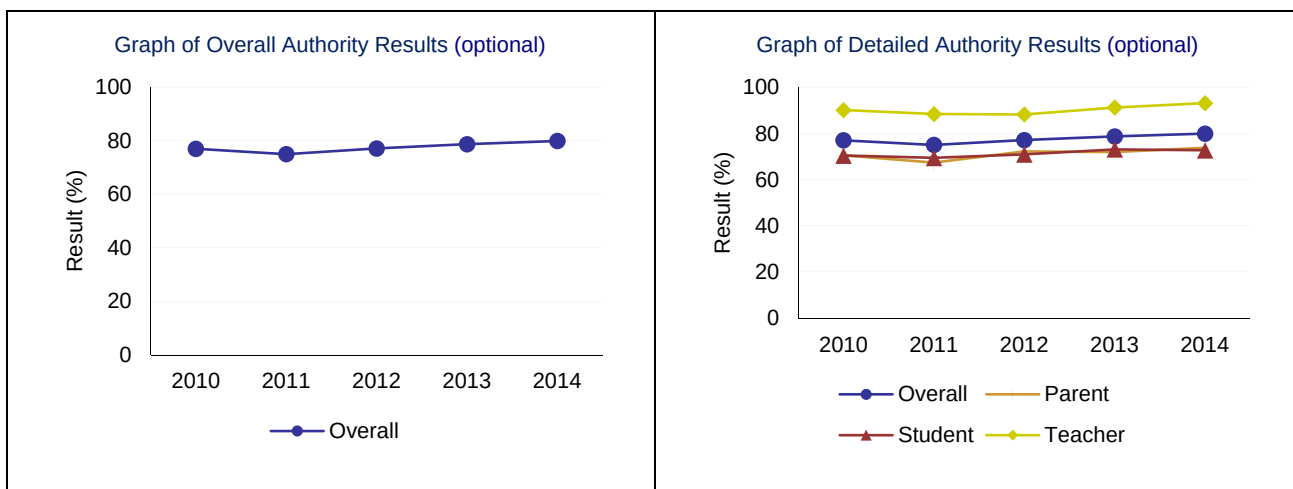
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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



Citizenship – Measure Details (OPTIONAL)

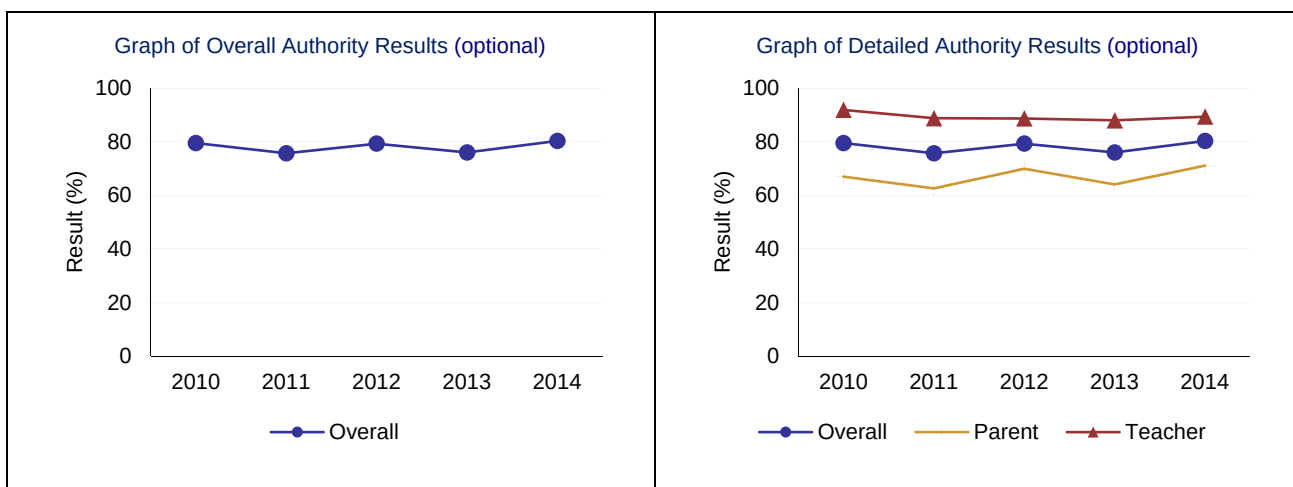
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	77.0	75.0	77.1	78.7	79.9	81.4	81.9	82.5	83.4	83.4
Teacher	90.1	88.4	88.2	91.2	93.1	93.0	92.7	93.1	93.6	93.8
Parent	70.5	67.4	72.2	71.9	73.8	78.5	78.6	79.4	80.3	81.9
Student	70.4	69.4	70.9	73.1	72.7	72.7	74.5	75.0	76.2	74.5



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

Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.5	75.7	79.3	76.0	80.3	79.9	80.1	79.7	80.3	81.2
Teacher	91.9	88.8	88.7	88.0	89.4	90.0	89.6	89.5	89.4	89.3
Parent	67.0	62.6	69.9	64.1	71.1	69.8	70.6	69.9	71.1	73.1

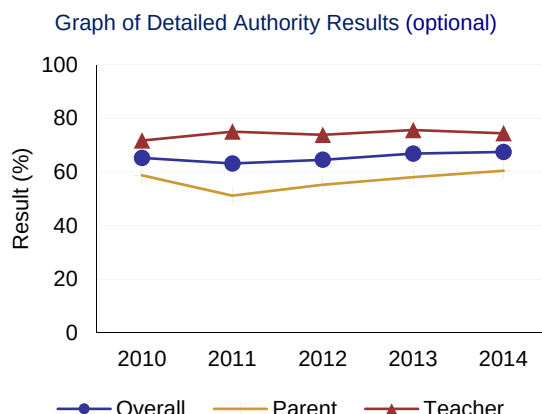
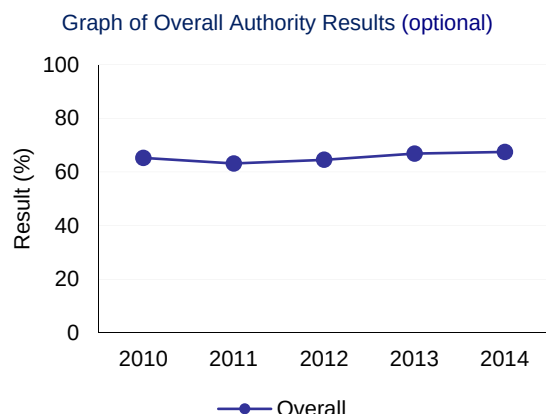


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	65.3	63.2	64.6	66.9	67.5	67.6	67.9	68.0	68.5	69.5
Teacher	71.8	75.1	73.9	75.7	74.5	75.4	75.3	75.8	75.7	76.0
Parent	58.8	51.2	55.3	58.1	60.5	59.8	60.6	60.2	61.2	63.0

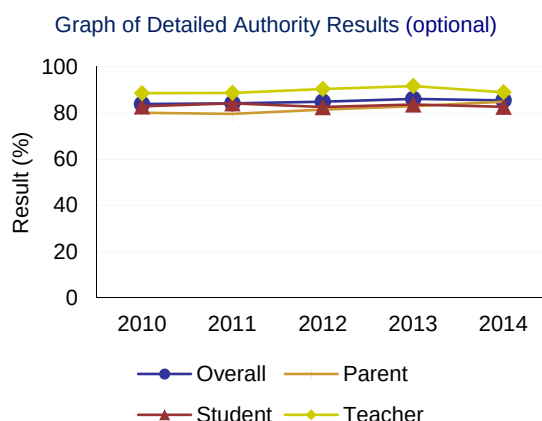
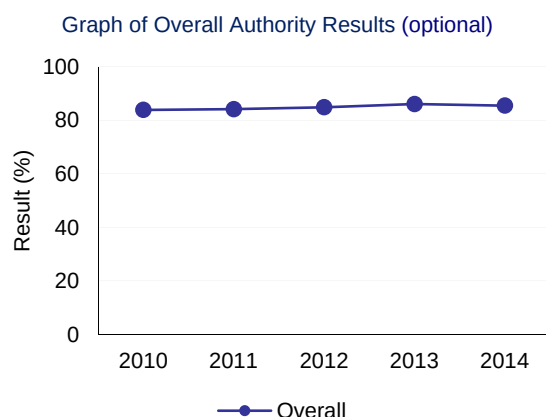


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details (OPTIONAL)

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

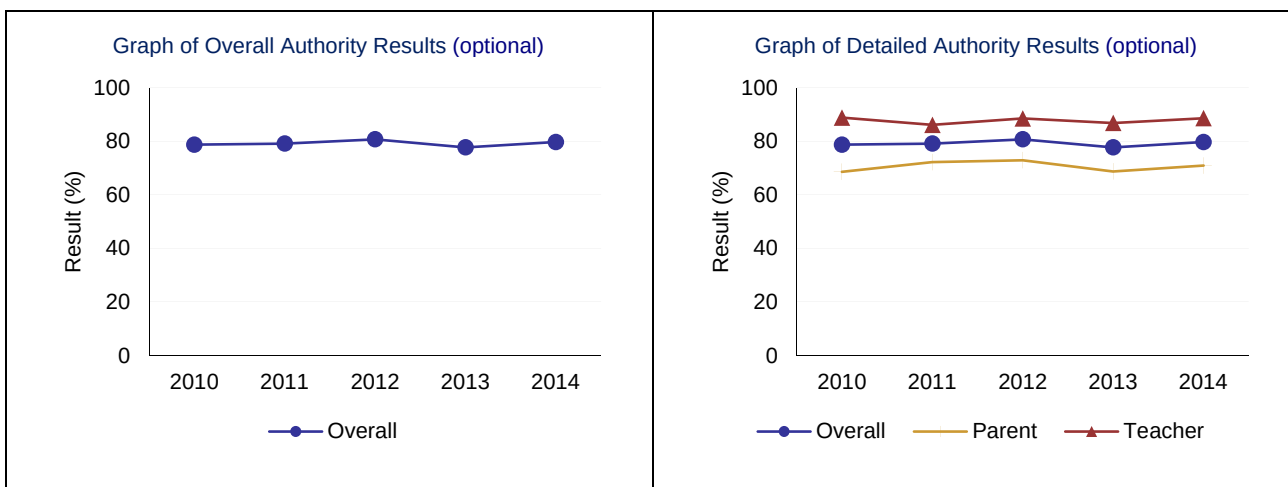
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	83.9	84.2	84.9	86.1	85.5	80.5	80.9	80.7	81.5	81.3
Teacher	88.6	88.7	90.4	91.7	89.0	87.7	87.6	87.3	87.9	87.5
Parent	80.1	79.6	81.5	83.0	84.9	78.0	78.3	78.1	78.9	79.9
Student	82.9	84.2	82.6	83.7	82.7	75.9	76.9	76.9	77.8	76.6



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

Parental Involvement – Measure Details (OPTIONAL)

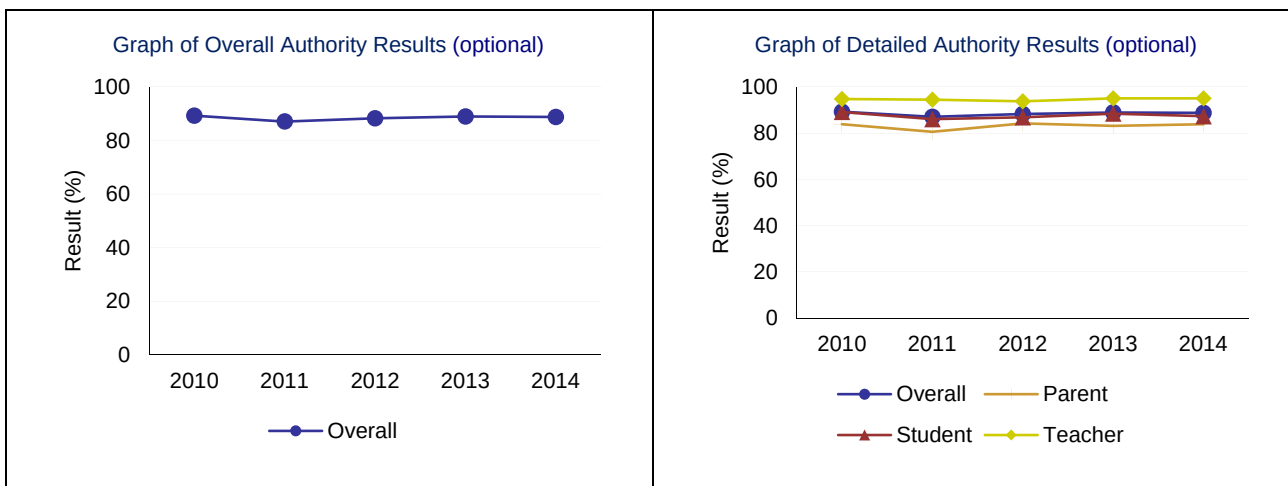
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	78.7	79.1	80.7	77.7	79.7	80.0	79.9	79.7	80.3	80.6
Teacher	88.8	86.1	88.5	86.8	88.6	88.6	88.1	88.0	88.5	88.0
Parent	68.6	72.2	72.9	68.7	70.9	71.3	71.7	71.4	72.2	73.1



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

Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	89.3	87.1	88.3	89.0	88.8	89.2	89.4	89.4	89.8	89.2
Teacher	94.8	94.5	93.8	95.1	95.1	95.6	95.5	95.4	95.7	95.5
Parent	83.9	80.6	84.3	83.2	83.9	83.9	84.2	84.2	84.9	84.7
Student	89.2	86.1	86.9	88.5	87.4	88.2	88.5	88.6	88.7	87.3



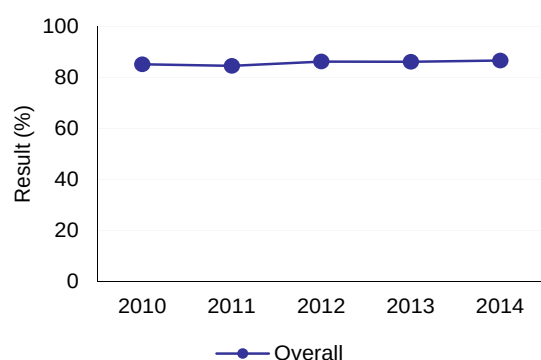
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

Safe and Caring – Measure Details (OPTIONAL)

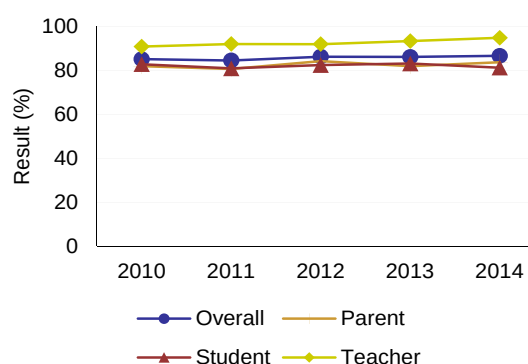
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	85.1	84.5	86.2	86.1	86.6	87.6	88.1	88.6	89.0	89.1
Teacher	90.8	92.0	91.9	93.3	94.8	94.4	94.5	94.8	95.0	95.3
Parent	81.9	80.6	84.2	81.9	83.7	86.1	86.6	87.4	87.8	88.9
Student	82.8	80.9	82.4	83.1	81.2	82.2	83.3	83.7	84.2	83.1

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



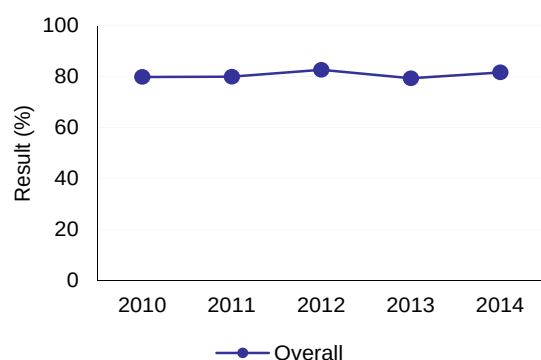
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction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

School Improvement – Measure Details (OPTIONAL)

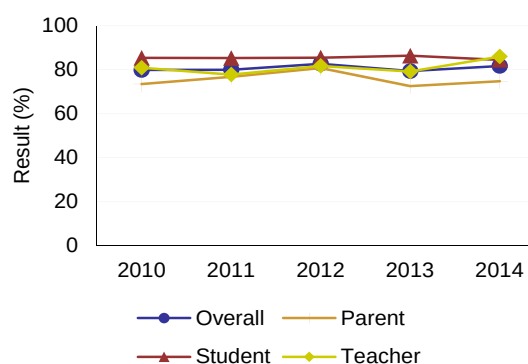
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.9	80.0	82.7	79.4	81.7	79.9	80.1	80.0	80.6	79.8
Teacher	80.9	77.8	81.7	79.2	86.0	80.8	80.1	81.1	80.9	81.3
Parent	73.5	76.8	80.8	72.6	74.8	77.0	77.3	76.2	77.9	77.0
Student	85.4	85.3	85.5	86.4	84.5	81.8	82.9	82.7	82.9	81.2

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



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