



Medicine Hat Catholic
Board of Education

Annual Education Results Report

2022-2023



INTRODUCTION

The 2022-2023 school year was another very successful year in our school division! We are so proud of our staff and students for how they have adapted to changes since the pandemic and have found so much success in their classrooms. Last year we began the implementation of a new system to support students and are looking forward to seeing growth and change in that area for the 2023-2024 school year.

We will be taking the Annual Education Results Report (AERR) information to inform our 4-year plan this year once again. While we continue to put emphasis on the AERR results to inform our decision making, we also continue to put a lot of time and effort into communicating with our stakeholders and receiving their feedback. As a board, we continue to take that feedback, results from the AERR as well as our core values as a Catholic school division and focus on our strategic priorities: Catholicity, Health and Wellness, Quality Teaching and Learning as well as the building of our new division school and theatre.

Health and wellness, for both students and staff, is of paramount importance. Our faith, and our commitment to our students and staff will serve us well in addressing the wellness needs of all.

MESSAGE FROM THE BOARD CHAIR

I am privileged and humbled to serve as the chairperson of the Medicine Hat Catholic Board of Education. Our school division is committed to meeting the needs of all students through quality teaching and learning. Focusing on spiritual, mental and physical health and wellness are priorities of Medicine Hat Catholic. Catholic faith and values are present in our hallways, in our classrooms and nurture our students by permeating these gospel values in every aspect of curricular and extra-curricular areas of our schools.

The Board of Trustees is very proud of the work that is accomplished each and every day in our schools. This is a tribute to God always, and also to the amazing team He has assembled who guide and facilitate the learning of our students from ELP to Grade 12. Those who work in Catholic Education are called to a vocation and that is seen in the results each and every year.

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

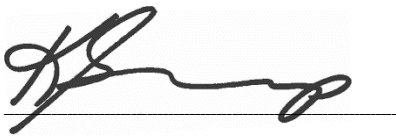


Ms. Kathy Glasgo, Board Chair

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Medicine Hat Catholic Board of Education for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

The Annual Education Results Report for 2022-2023 was approved by the Board on November 27, 2023.



Ms. Kathy Glasgo
Board Chair



Dr. Dwayne Zarichny
Superintendent of Schools

ABOUT

Medicine Hat Catholic Board of Education is a publicly funded school division with over 2900 students in 9 schools: 6 elementary schools, 2 junior high schools and 1 high school.

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

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

Our division offers quality Catholic education with a focus on academic achievement and success for all students.

Our schools operate as professional learning communities through school success teams that promote effective schools in safe and caring environments. We offer strong core academic programming, diverse and inclusive fine arts programming, French immersion, comprehensive co-curricular programming and academy programming in fine arts and sports.

DEMOGRAPHICS

- Enrolment **2968** students ELP – Grade 12
- **156** Full Time Equivalent (FTE) Certificated Staff
- **156.4** Full Time Equivalent (FTE) Non-certificated Staff
- **9** Schools
 - **4** Elementary Schools: ELP - Grade 6
 - **1** Elementary School: ELP - Grade 5
 - **1** Dual-Track English/French Immersion Elementary School: ELP - Grade 6
 - **1** Middle School Dual-Track English/French Immersion with Fine Arts Academy: Grades 7 – 9
 - **1** Middle School with Sports Academy: Grades 6 – 9
 - **1** High School Dual Track- English/French Immersion: Grades 10 – 12
- **113** of our students' study English as an Additional Language (EAL)
- **196** First Nations, Métis and Inuit student population (FNMI)
- **78** International students

What do Medicine Hat Catholic schools represent?



Staff, students and families working together,
under our faith, with quality education as our foundation.

ANNUAL EDUCATION RESULTS SUMMARY

Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

| Assurance Domain | Measure | Medicine Hat Roman Catholic Se | | | 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 Growth and Achievement | Student Learning Engagement | 85.4 | 88.6 | 88.6 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 85.1 | 85.1 | 85.6 | 80.3 | 81.4 | 82.3 | Very High | Maintained | Excellent |
| | 3-year High School Completion | 87.1 | 88.3 | 87.6 | 80.7 | 83.2 | 82.3 | High | Maintained | Good |
| | 5-year High School Completion | 94.2 | 89.8 | 89.6 | 88.6 | 87.1 | 88.2 | Very High | Improved | Excellent |
| | PAT: Acceptable | 79.5 | 79.8 | n/a | 63.3 | 64.3 | n/a | High | n/a | n/a |
| | PAT: Excellence | 17.2 | 18.3 | n/a | 16.0 | 17.7 | n/a | Intermediate | n/a | n/a |
| | Diploma: Acceptable | 79.3 | 71.5 | n/a | 80.3 | 75.2 | n/a | Intermediate | n/a | n/a |
| | Diploma: Excellence | 13.4 | 9.1 | n/a | 21.2 | 18.2 | n/a | Intermediate | n/a | n/a |
| Teaching & Leading | Education Quality | 90.9 | 92.7 | 92.9 | 88.1 | 89.0 | 89.7 | Very High | Declined | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 88.2 | 88.8 | 88.8 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 83.1 | 85.5 | 85.5 | 80.6 | 81.6 | 81.6 | n/a | Declined | n/a |
| Governance | Parental Involvement | 82.1 | 82.9 | 83.3 | 79.1 | 78.6 | 80.3 | High | Maintained | Good |

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 |

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 |
|-------------------------------|--------------|---------------|---------------|---------------|----------------|
| Citizenship | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| 3-year High School Completion | 0.00 - 65.95 | 65.95 - 74.10 | 74.10 - 84.79 | 84.79 - 89.00 | 89.00 - 100.00 |
| 5-year High School Completion | 0.00 - 72.59 | 72.59 - 80.82 | 80.82 - 89.18 | 89.18 - 91.96 | 91.96 - 100.00 |
| PAT: Acceptable | 0.00 - 66.07 | 66.07 - 70.32 | 70.32 - 79.81 | 79.81 - 84.64 | 84.64 - 100.00 |
| PAT: Excellence | 0.00 - 9.97 | 9.97 - 13.44 | 13.44 - 19.56 | 19.56 - 25.83 | 25.83 - 100.00 |
| Diploma: Acceptable | 0.00 - 71.45 | 71.45 - 78.34 | 78.34 - 84.76 | 84.76 - 87.95 | 87.95 - 100.00 |
| Diploma: Excellence | 0.00 - 9.55 | 9.55 - 12.59 | 12.59 - 19.38 | 19.38 - 23.20 | 23.20 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Parental Involvement | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |

- Notes:
- For all measures: 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%.

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, we are very pleased with our 2022-2023 annual education report results. We have “maintained” in most categories and generally have “very high” and “high” ratings. We did see slight decreases in “access to supports and services” and “education quality” but both still have very high scores (90.9% and 83.1%

respectively). We are significantly higher than the Alberta average in 11 out of 12 categories which is something our division is very proud of.

STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

| | Authority | | | | | | | | | | Province | | | | | | | | | | | | |
|---------|-----------|-----|------|-----|-------|------|-------|------|------|------|--------------------|-------------|---------|------|-----|------|-----|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 1,095 | 85.9 | 1,028 | 86.6 | 918 | 85.4 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 230,956 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 |
| Parent | n/a | n/a | n/a | n/a | 147 | 88.4 | 150 | 90.4 | 127 | 90.7 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 30,994 | 89.0 | 31,694 | 88.7 | 31,862 | 87.3 |
| Student | n/a | n/a | n/a | n/a | 823 | 73.0 | 752 | 71.5 | 686 | 72.5 | n/a | Maintained | n/a | n/a | n/a | n/a | n/a | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 |
| Teacher | n/a | n/a | n/a | n/a | 125 | 96.2 | 126 | 97.9 | 105 | 92.9 | n/a | Declined | n/a | n/a | n/a | n/a | n/a | 30,173 | 96.0 | 30,944 | 95.5 | 32,323 | 95.1 |

Our student learning engagement has declined by 5% in teacher ratings. This could be due to students re-entering the traditional classroom learning environment following the pandemic.

Citizenship – Measure Details

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

| | Authority | | | | | | | | | | Province | | | | | | | | | | | | |
|---------|-----------|------|-------|------|-------|------|-------|------|------|------|--------------------|-------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 1,228 | 84.3 | 1,020 | 86.1 | 1,093 | 85.4 | 1,028 | 85.1 | 918 | 85.1 | Very High | Maintained | Excellent | 265,614 | 82.9 | 264,413 | 83.3 | 230,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 |
| Parent | 167 | 81.1 | 162 | 82.2 | 146 | 82.5 | 150 | 82.4 | 127 | 82.7 | Very High | Maintained | Excellent | 35,247 | 81.9 | 36,891 | 82.4 | 30,905 | 81.4 | 31,689 | 80.4 | 31,869 | 79.4 |
| Student | 944 | 76.4 | 744 | 79.9 | 822 | 77.3 | 752 | 76.4 | 686 | 77.1 | Very High | Maintained | Excellent | 197,090 | 73.5 | 193,577 | 73.8 | 169,741 | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 |
| Teacher | 117 | 95.5 | 114 | 96.3 | 125 | 96.3 | 126 | 96.6 | 105 | 95.4 | Very High | Maintained | Excellent | 33,277 | 93.2 | 33,945 | 93.6 | 30,197 | 94.1 | 30,961 | 91.7 | 32,347 | 90.3 |

It is clear that the work of our staff in schools to “show the face of Christ” is reflected in the actions of our students, which is how we define active citizenship in Catholic Schools.

High School Completion Rate – Measure Details

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

| | Authority | | | | | | | | | | Province | | | | | | | | | | | | |
|-------------------|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|--------|------|--------|------|--------|------|--------|------|--------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Measure Evaluation | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| 3 Year Completion | 167 | 84.1 | 196 | 81.1 | 157 | 93.3 | 135 | 88.3 | 158 | 87.1 | High | Maintained | Good | 44,978 | 79.7 | 45,354 | 80.3 | 46,245 | 83.4 | 47,675 | 83.2 | 48,340 | 80.7 |
| 4 Year Completion | 212 | 88.5 | 167 | 86.1 | 195 | 87.5 | 157 | 94.8 | 133 | 91.0 | High | Maintained | Good | 44,994 | 83.3 | 44,980 | 84.0 | 45,351 | 85.0 | 46,242 | 87.1 | 47,660 | 86.5 |
| 5 Year Completion | 156 | 90.4 | 212 | 91.1 | 168 | 88.1 | 195 | 89.8 | 157 | 94.2 | Very High | Improved | Excellent | 44,842 | 85.2 | 44,988 | 85.3 | 44,972 | 86.2 | 45,344 | 87.1 | 46,238 | 88.6 |

Monsignor McCoy High School does an incredible job working with our students in order for them to complete their K-12 education. With a renewed focus on supporting students, as well as innovative ways to continue learning, the completion rates demonstrate the success of our work. We recognize that each student’s path is unique, and we are excited that we are able to continually improve upon our support and therefore student success.

Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History

| | Medicine Hat Roman Catholic Se | | | | | Measure Evaluation | | | Alberta | | | | |
|--------------------------|--------------------------------|------|------|------|------|--------------------|-------------|---------|---------|------|------|---------|---------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 | 2022 | 2023 |
| N | 413 | n/a | n/a | 436 | 449 | n/a | n/a | n/a | 104,012 | n/a | n/a | 109,520 | 115,580 |
| Acceptable Standard % | 81.1 | n/a | n/a | 79.8 | 79.5 | High | n/a | n/a | 71.1 | n/a | n/a | 64.3 | 63.3 |
| Standard of Excellence % | 17.2 | n/a | n/a | 18.3 | 17.2 | Intermediate | n/a | n/a | 20.8 | n/a | n/a | 17.7 | 16.0 |

The percentage of our students reaching the “acceptable standard” for provincial achievement tests is 16.2% higher than the Alberta average. We are also 1.2% higher than the Alberta average for the percentage of students reaching a “standard of excellence”. This reinforces the quality of education provided in our schools and the excellent job our teachers do to get students ready for these exams.

Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|-----|------|-----|-------|------|-------|------|--------|---|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | 2023 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 6 | Authority | 92.8 | 18.7 | n/a | n/a | n/a | n/a | 86.9 | 19.4 | 93.2 | 14.1 | | |
| | Province | 83.2 | 17.8 | n/a | n/a | n/a | n/a | 76.1 | 18.9 | 76.2 | 18.4 | | |
| French Language Arts 6 année | Authority | 80.0 | 0.0 | n/a | n/a | n/a | n/a | 88.9 | 11.1 | 75.0 | 0.0 | | |
| | Province | 87.7 | 15.7 | n/a | n/a | n/a | n/a | 76.9 | 10.6 | 77.6 | 12.5 | | |
| Français 6 année | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 90.3 | 24.6 | n/a | n/a | n/a | n/a | 83.0 | 20.2 | 78.9 | 19.4 | | |
| Mathematics 6 | Authority | 80.9 | 16.3 | n/a | n/a | n/a | n/a | 70.9 | 9.7 | 82.0 | 12.7 | | |
| | Province | 72.5 | 15.0 | n/a | n/a | n/a | n/a | 64.1 | 12.6 | 65.4 | 15.9 | | |
| Science 6 | Authority | 88.7 | 30.8 | n/a | n/a | n/a | n/a | 80.4 | 24.5 | 83.7 | 22.1 | | |
| | Province | 77.6 | 28.6 | n/a | n/a | n/a | n/a | 71.5 | 23.7 | 66.7 | 21.8 | | |
| Social Studies 6 | Authority | 88.2 | 27.7 | n/a | n/a | n/a | n/a | 79.4 | 20.6 | 76.4 | 19.2 | | |
| | Province | 76.2 | 24.4 | n/a | n/a | n/a | n/a | 67.8 | 20.1 | 66.2 | 18.0 | | |
| English Language Arts 9 | Authority | 91.5 | 13.4 | n/a | n/a | n/a | n/a | 90.8 | 8.2 | 90.0 | 17.9 | | |
| | Province | 75.1 | 14.7 | n/a | n/a | n/a | n/a | 69.6 | 12.9 | 71.4 | 13.4 | | |
| K&E English Language Arts 9 | Authority | 76.5 | 17.6 | n/a | n/a | n/a | n/a | 76.0 | 4.0 | 100.0 | 16.7 | | |
| | Province | 57.4 | 5.4 | n/a | n/a | n/a | n/a | 50.5 | 5.0 | 50.2 | 5.7 | | |
| French Language Arts 9 année | Authority | 30.0 | 0.0 | n/a | n/a | n/a | n/a | 100.0 | 11.1 | 62.5 | 12.5 | | |
| | Province | 82.9 | 12.3 | n/a | n/a | n/a | n/a | 73.5 | 9.9 | 76.1 | 10.9 | | |
| Français 9 année | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 88.6 | 26.0 | n/a | n/a | n/a | n/a | 80.0 | 25.0 | 81.6 | 22.3 | | |
| Mathematics 9 | Authority | 67.0 | 14.4 | n/a | n/a | n/a | n/a | 60.8 | 12.4 | 64.4 | 11.0 | | |
| | Province | 60.0 | 19.0 | n/a | n/a | n/a | n/a | 53.0 | 16.7 | 54.4 | 13.5 | | |
| K&E Mathematics 9 | Authority | 79.2 | 8.3 | n/a | n/a | n/a | n/a | 69.6 | 13.0 | 86.4 | 13.6 | | |
| | Province | 59.6 | 13.2 | n/a | n/a | n/a | n/a | 55.3 | 11.1 | 52.7 | 11.3 | | |
| Science 9 | Authority | 82.3 | 16.7 | n/a | n/a | n/a | n/a | 87.4 | 26.2 | 83.0 | 19.2 | | |
| | Province | 75.2 | 26.4 | n/a | n/a | n/a | n/a | 68.0 | 22.6 | 66.3 | 20.1 | | |
| K&E Science 9 | Authority | 66.7 | 13.3 | n/a | n/a | n/a | n/a | 80.8 | 7.7 | 100.0 | 16.7 | | |
| | Province | 61.7 | 10.7 | n/a | n/a | n/a | n/a | 57.8 | 11.0 | 52.9 | 10.9 | | |
| Social Studies 9 | Authority | 80.2 | 14.9 | n/a | n/a | n/a | n/a | 81.6 | 26.1 | 79.8 | 18.0 | | |
| | Province | 68.7 | 20.6 | n/a | n/a | n/a | n/a | 60.8 | 17.2 | 58.4 | 15.9 | | |
| K&E Social Studies 9 | Authority | 81.3 | 31.3 | n/a | n/a | n/a | n/a | 76.0 | 36.0 | 92.3 | 38.5 | | |
| | Province | 55.9 | 15.0 | n/a | n/a | n/a | n/a | 53.2 | 14.1 | 49.6 | 10.6 | | |

PAT Results Course by Course Summary by Enrolled with Measure Evaluation

| Course | Measure | Medicine Hat Roman Catholic Se | | | | | | Alberta | | | | |
|------------------------------|------------------------|--------------------------------|-------------|---------|------|-------|---------------------|---------|--------|------|---------------------|-----|
| | | Achievement | Improvement | Overall | 2023 | | Prev 3 Year Average | | 2023 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 6 | Acceptable Standard | Very High | n/a | n/a | 205 | 93.2 | n/a | n/a | 52,106 | 76.2 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 205 | 14.1 | n/a | n/a | 52,106 | 18.4 | n/a | n/a |
| French Language Arts 6 année | Acceptable Standard | Intermediate | n/a | n/a | 12 | 75.0 | n/a | n/a | 3,131 | 77.6 | n/a | n/a |
| | Standard of Excellence | Very Low | n/a | n/a | 12 | 0.0 | n/a | n/a | 3,131 | 12.5 | n/a | n/a |
| Français 6 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 578 | 78.9 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 578 | 19.4 | n/a | n/a |
| Mathematics 6 | Acceptable Standard | High | n/a | n/a | 205 | 82.0 | n/a | n/a | 52,551 | 65.4 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 205 | 12.7 | n/a | n/a | 52,551 | 15.9 | n/a | n/a |
| Science 6 | Acceptable Standard | Intermediate | n/a | n/a | 208 | 83.7 | n/a | n/a | 54,859 | 66.7 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 208 | 22.1 | n/a | n/a | 54,859 | 21.8 | n/a | n/a |
| Social Studies 6 | Acceptable Standard | Intermediate | n/a | n/a | 208 | 76.4 | n/a | n/a | 57,655 | 66.2 | n/a | n/a |
| | Standard of Excellence | High | n/a | n/a | 208 | 19.2 | n/a | n/a | 57,655 | 18.0 | n/a | n/a |
| English Language Arts 9 | Acceptable Standard | High | n/a | n/a | 229 | 90.0 | n/a | n/a | 56,255 | 71.4 | n/a | n/a |
| | Standard of Excellence | High | n/a | n/a | 229 | 17.9 | n/a | n/a | 56,255 | 13.4 | n/a | n/a |
| K&E English Language Arts 9 | Acceptable Standard | Very High | n/a | n/a | 12 | 100.0 | n/a | n/a | 1,254 | 50.2 | n/a | n/a |
| | Standard of Excellence | High | n/a | n/a | 12 | 16.7 | n/a | n/a | 1,254 | 5.7 | n/a | n/a |
| French Language Arts 9 année | Acceptable Standard | Very Low | n/a | n/a | 8 | 62.5 | n/a | n/a | 3,215 | 76.1 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 8 | 12.5 | n/a | n/a | 3,215 | 10.9 | n/a | n/a |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 575 | 81.6 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 575 | 22.3 | n/a | n/a |
| Mathematics 9 | Acceptable Standard | Intermediate | n/a | n/a | 219 | 64.4 | n/a | n/a | 55,447 | 54.4 | n/a | n/a |
| | Standard of Excellence | Low | n/a | n/a | 219 | 11.0 | n/a | n/a | 55,447 | 13.5 | n/a | n/a |
| K&E Mathematics 9 | Acceptable Standard | High | n/a | n/a | 22 | 86.4 | n/a | n/a | 1,815 | 62.7 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 22 | 13.6 | n/a | n/a | 1,815 | 11.3 | n/a | n/a |
| Science 9 | Acceptable Standard | Very High | n/a | n/a | 229 | 83.0 | n/a | n/a | 56,311 | 66.3 | n/a | n/a |
| | Standard of Excellence | Very High | n/a | n/a | 229 | 19.2 | n/a | n/a | 56,311 | 20.1 | n/a | n/a |
| K&E Science 9 | Acceptable Standard | Very High | n/a | n/a | 12 | 100.0 | n/a | n/a | 1,197 | 52.9 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 12 | 16.7 | n/a | n/a | 1,197 | 10.9 | n/a | n/a |
| Social Studies 9 | Acceptable Standard | High | n/a | n/a | 228 | 79.8 | n/a | n/a | 56,309 | 58.4 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 228 | 18.0 | n/a | n/a | 56,309 | 15.9 | n/a | n/a |
| K&E Social Studies 9 | Acceptable Standard | Very High | n/a | n/a | 13 | 92.3 | n/a | n/a | 1,140 | 49.6 | n/a | n/a |
| | Standard of Excellence | Very High | n/a | n/a | 13 | 38.5 | n/a | n/a | 1,140 | 10.6 | n/a | n/a |

Measure Evaluation Reference – Achievement Evaluation

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

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

| Course | Measure | Very Low | Low | Intermediate | High | Very High |
|------------------------------|------------------------|--------------|---------------|---------------|---------------|----------------|
| English Language Arts 6 | Acceptable Standard | 0.00 - 67.95 | 67.95 - 78.40 | 78.40 - 86.09 | 86.09 - 91.37 | 91.37 - 100.00 |
| | Standard of Excellence | 0.00 - 6.83 | 6.83 - 11.65 | 11.65 - 17.36 | 17.36 - 22.46 | 22.46 - 100.00 |
| French Language Arts 6 année | 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 |
| K&E English Language Arts 9 | 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 année | 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 |
| K&E Mathematics 9 | 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 |
| K&E Science 9 | 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 |
| K&E Social Studies 9 | 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 |

All of our schools achieved very good results across the board for provincial achievement tests (PAT's) in 2022-2023. Three areas of concern were the “very low” category for French immersion language arts grade 6 “standard of excellence”; “very low” category for French immersion language arts grade 9 “acceptable standard” as well as “low” for mathematics grade 9 “standard of excellence”.

Due to the very low number of grade 6 French immersion students writing the PAT (12) even having one student score high or low can really affect the overall average. We were pleased with the “intermediate” score for “acceptable standard” for this group as it means that they are still falling within the Alberta average in this testing. The French immersion language arts grade 9 had the opposite outcome (very low for “acceptable standard” and “intermediate” for “standard of excellence”). Again, due to the low number of French immersion students writing these exams one or two students can greatly change the outcome. Overall we are proud of our French immersion program and how successful our students are in their classrooms.

For mathematics grade 9 the “standard of excellence” is slightly lower than the provincial average but again our “acceptable standard” falls right in line with the province.

Diploma Examination Results – Measure Details

| Diploma Exam Course by Course Results by Students Writing. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|-----|------|-----|------|------|------|------|--------|---|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | 2023 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Lang Arts 30-1 | Authority | 87.4 | 5.9 | n/a | n/a | n/a | n/a | 86.5 | 3.8 | 83.3 | 5.2 | | |
| | Province | 86.8 | 12.3 | n/a | n/a | n/a | n/a | 78.8 | 9.4 | 83.7 | 10.5 | | |
| English Lang Arts 30-2 | Authority | 84.6 | 7.7 | n/a | n/a | n/a | n/a | 79.3 | 0.0 | 85.5 | 9.7 | | |
| | Province | 87.1 | 12.1 | n/a | n/a | n/a | n/a | 80.8 | 12.3 | 86.2 | 12.7 | | |
| French Language Arts 30-1 | Authority | * | * | n/a | n/a | n/a | n/a | n/a | n/a | * | * | | |
| | Province | 91.5 | 10.1 | n/a | n/a | n/a | n/a | 91.9 | 6.8 | 93.1 | 6.1 | | |
| 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 | 98.6 | 29.5 | n/a | n/a | n/a | n/a | 98.8 | 44.2 | 99.2 | 30.7 | | |
| Mathematics 30-1 | Authority | 76.9 | 27.7 | n/a | n/a | n/a | n/a | 11.5 | 0.0 | 45.5 | 20.0 | | |
| | Province | 77.8 | 35.1 | n/a | n/a | n/a | n/a | 63.6 | 23.0 | 70.8 | 29.0 | | |
| Mathematics 30-2 | Authority | 67.9 | 7.1 | n/a | n/a | n/a | n/a | 74.1 | 7.4 | 83.3 | 11.1 | | |
| | Province | 76.5 | 16.8 | n/a | n/a | n/a | n/a | 61.5 | 11.8 | 71.1 | 15.2 | | |
| Social Studies 30-1 | Authority | 94.0 | 22.0 | n/a | n/a | n/a | n/a | 87.5 | 4.2 | 92.4 | 7.6 | | |
| | Province | 86.6 | 17.0 | n/a | n/a | n/a | n/a | 81.5 | 15.8 | 83.5 | 15.9 | | |
| Social Studies 30-2 | Authority | 88.6 | 21.1 | n/a | n/a | n/a | n/a | 82.5 | 12.3 | 85.2 | 8.6 | | |
| | Province | 77.8 | 12.2 | n/a | n/a | n/a | n/a | 72.5 | 13.2 | 78.1 | 12.3 | | |
| Biology 30 | Authority | 70.1 | 17.5 | n/a | n/a | n/a | n/a | 63.0 | 7.4 | 72.0 | 22.0 | | |
| | Province | 83.9 | 35.5 | n/a | n/a | n/a | n/a | 74.3 | 25.2 | 82.7 | 32.8 | | |
| Chemistry 30 | Authority | 88.5 | 46.9 | n/a | n/a | n/a | n/a | 48.0 | 8.0 | 73.8 | 16.9 | | |
| | Province | 85.7 | 42.5 | n/a | n/a | n/a | n/a | 77.1 | 31.1 | 80.5 | 37.0 | | |
| Physics 30 | Authority | 95.2 | 38.1 | n/a | n/a | n/a | n/a | 92.0 | 44.0 | 86.5 | 32.4 | | |
| | Province | 87.5 | 43.5 | n/a | n/a | n/a | n/a | 78.5 | 34.6 | 82.3 | 39.9 | | |
| Science 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 85.7 | 31.2 | n/a | n/a | n/a | n/a | 75.7 | 17.2 | 79.4 | 23.1 | | |

Diploma Examination Results – By Students Writing Measure History

| Diploma Exam Results by Students Writing Measure History | | | | | | | | | | | | | |
|--|--------------------------------|------|------|------|------|--------------------|-------------|---------|---------|------|------|--------|--------|
| | Medicine Hat Roman Catholic Se | | | | | Measure Evaluation | | | Alberta | | | | |
| | 2019 | 2020 | 2021 | 2022 | 2023 | Achievement | Improvement | Overall | 2019 | 2020 | 2021 | 2022 | 2023 |
| N | 254 | n/a | n/a | 188 | 205 | n/a | n/a | n/a | 65,117 | n/a | n/a | 58,444 | 67,294 |
| Acceptable Standard % | 83.1 | n/a | n/a | 71.5 | 79.3 | Intermediate | n/a | n/a | 83.6 | n/a | n/a | 75.2 | 80.3 |
| Standard of Excellence % | 20.8 | n/a | n/a | 9.1 | 13.4 | Intermediate | n/a | n/a | 24.0 | n/a | n/a | 18.2 | 21.2 |

Diploma Examination Results Course by Course Summary with Measure Evaluation

| Course | Measure | Medicine Hat Roman Catholic Se | | | | | | | Alberta | | | |
|---------------------------|------------------------|--------------------------------|-------------|---------|------|------|---------------------|-----|---------|------|---------------------|-----|
| | | Achievement | Improvement | Overall | 2023 | | Prev 3 Year Average | | 2023 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | Low | n/a | n/a | 96 | 83.3 | n/a | n/a | 31,493 | 83.7 | n/a | n/a |
| | Standard of Excellence | Low | n/a | n/a | 96 | 5.2 | n/a | n/a | 31,493 | 10.5 | n/a | n/a |
| English Lang Arts 30-2 | Acceptable Standard | Low | n/a | n/a | 82 | 85.5 | n/a | n/a | 17,112 | 86.2 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 82 | 9.7 | n/a | n/a | 17,112 | 12.7 | n/a | n/a |
| French Language Arts 30-1 | Acceptable Standard | * | * | * | 3 | * | n/a | n/a | 1,236 | 93.1 | n/a | n/a |
| | Standard of Excellence | * | * | * | 3 | * | n/a | n/a | 1,236 | 6.1 | n/a | n/a |
| Français 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 127 | 99.2 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 127 | 30.7 | n/a | n/a |
| Mathematics 30-1 | Acceptable Standard | n/a | n/a | n/a | 55 | 45.5 | n/a | n/a | 19,763 | 70.8 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | 55 | 20.0 | n/a | n/a | 19,763 | 29.0 | n/a | n/a |
| Mathematics 30-2 | Acceptable Standard | n/a | n/a | n/a | 54 | 83.3 | n/a | n/a | 14,418 | 71.1 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | 54 | 11.1 | n/a | n/a | 14,418 | 15.2 | n/a | n/a |
| Social Studies 30-1 | Acceptable Standard | High | n/a | n/a | 79 | 92.4 | n/a | n/a | 24,023 | 83.5 | n/a | n/a |
| | Standard of Excellence | Low | n/a | n/a | 79 | 7.6 | n/a | n/a | 24,023 | 15.9 | n/a | n/a |
| Social Studies 30-2 | Acceptable Standard | Intermediate | n/a | n/a | 81 | 85.2 | n/a | n/a | 21,045 | 78.1 | n/a | n/a |
| | Standard of Excellence | Low | n/a | n/a | 81 | 8.6 | n/a | n/a | 21,045 | 12.3 | n/a | n/a |
| Biology 30 | Acceptable Standard | Low | n/a | n/a | 82 | 72.0 | n/a | n/a | 23,270 | 82.7 | n/a | n/a |
| | Standard of Excellence | Intermediate | n/a | n/a | 82 | 22.0 | n/a | n/a | 23,270 | 32.8 | n/a | n/a |
| Chemistry 30 | Acceptable Standard | Intermediate | n/a | n/a | 65 | 73.8 | n/a | n/a | 18,364 | 80.5 | n/a | n/a |
| | Standard of Excellence | Low | n/a | n/a | 65 | 16.9 | n/a | n/a | 18,364 | 37.0 | n/a | n/a |
| Physics 30 | Acceptable Standard | High | n/a | n/a | 37 | 86.5 | n/a | n/a | 9,241 | 82.3 | n/a | n/a |
| | Standard of Excellence | High | n/a | n/a | 37 | 32.4 | n/a | n/a | 9,241 | 39.9 | n/a | n/a |
| Science 30 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 8,007 | 79.4 | n/a | n/a |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 8,007 | 23.1 | n/a | n/a |

Measure Evaluation Reference – Achievement Evaluation

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

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

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

The division diploma exam results were overall very positive. We scored “high” or “intermediate” in half of the categories. Of significant note is the high achievement in both “acceptable standard” and “standard of excellence” for physics 30. With respect to the areas in which our students scored lower than the provincial average, we will further focus on exam preparation and targeted learning opportunities in the 2023-2024 school year.

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 |

Education Quality – Measure Details

| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|------|-------|------|-------|------|-------|------|------|------|--------------------|-------------|-----------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | Authority | | | | | | | | | | Province | | | | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 1,229 | 92.3 | 1,021 | 93.2 | 1,095 | 91.4 | 1,027 | 92.7 | 918 | 90.9 | Very High | Declined | Good | 265,841 | 90.2 | 264,623 | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 |
| Parent | 167 | 89.4 | 162 | 90.7 | 147 | 88.5 | 150 | 91.0 | 127 | 88.3 | Very High | Maintained | Excellent | 35,262 | 86.4 | 36,907 | 86.7 | 31,024 | 86.7 | 31,728 | 86.1 | 31,890 | 84.4 |
| Student | 945 | 89.7 | 745 | 91.0 | 823 | 88.3 | 751 | 88.8 | 686 | 89.7 | Very High | Maintained | Excellent | 197,282 | 88.1 | 193,763 | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 |
| Teacher | 117 | 98.0 | 114 | 97.8 | 125 | 97.5 | 126 | 98.3 | 105 | 94.7 | Intermediate | Declined | Issue | 33,297 | 96.1 | 33,953 | 96.4 | 30,201 | 95.7 | 30,970 | 95.0 | 32,351 | 94.4 |

Our education quality continues to score “very high” except in the teacher category where it is “intermediate”. The decline may be due to the result of changes since the pandemic and the stress caused by the requirement to quickly change education delivery methods. We believe this percentage will increase again as we have moved forward from the pandemic and have returned to our more traditional education delivery.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

| The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|-----|------|-----|-------|------|-------|------|------|------|--------------------|-------------|---------|------|-----|------|---------|------|---------|------|---------|------|---|
| | Authority | | | | | | | | | | Province | | | | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 1,093 | 89.0 | 1,028 | 88.8 | 918 | 88.2 | n/a | Maintained | n/a | n/a | n/a | n/a | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7 | |
| Parent | n/a | n/a | n/a | n/a | 146 | 88.7 | 150 | 88.5 | 127 | 88.5 | n/a | Maintained | n/a | n/a | n/a | n/a | 30,980 | 88.2 | 31,715 | 86.9 | 31,885 | 85.6 | |
| Student | n/a | n/a | n/a | n/a | 822 | 82.7 | 752 | 81.4 | 686 | 80.9 | n/a | Maintained | n/a | n/a | n/a | n/a | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6 | |
| Teacher | n/a | n/a | n/a | n/a | 125 | 95.5 | 126 | 96.6 | 105 | 95.2 | n/a | Maintained | n/a | n/a | n/a | n/a | 30,211 | 95.3 | 30,968 | 93.6 | 32,350 | 92.0 | |

Medicine Hat Catholic Board of Education is very proud of our high achievement across the board in this category. Scoring about 80% in all categories and specifically a 95.2% for teachers attests to the excellent education environments we have within our schools.

Access to Supports and Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

| | Authority | | | | | | | | | | Province | | | | | | | | | | | | |
|---------|-----------|-----|------|-----|-------|------|-------|------|------|------|--------------------|-------------|---------|------|-----|------|---------|------|---------|------|---------|------|---|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | n/a | n/a | n/a | n/a | 1,093 | 85.3 | 1,026 | 85.5 | 918 | 83.1 | n/a | Declined | n/a | n/a | n/a | n/a | 230,761 | 82.6 | 249,570 | 81.6 | 256,994 | 80.6 | |
| Parent | n/a | n/a | n/a | n/a | 147 | 79.0 | 150 | 79.7 | 127 | 79.8 | n/a | Maintained | n/a | n/a | n/a | n/a | 30,936 | 78.9 | 31,684 | 77.4 | 31,847 | 75.7 | |
| Student | n/a | n/a | n/a | n/a | 821 | 86.2 | 751 | 86.5 | 686 | 85.2 | n/a | Maintained | n/a | n/a | n/a | n/a | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 | |
| Teacher | n/a | n/a | n/a | n/a | 125 | 90.6 | 125 | 90.3 | 105 | 84.3 | n/a | Declined | n/a | n/a | n/a | n/a | 30,194 | 88.7 | 30,951 | 87.3 | 32,342 | 86.2 | |

The decline of this category is one of the reasons the division decided to make a change to our delivery approach for student services. With the restructuring of our learning services department for 2023-2024 we are confident that we are helping provide students with better access to supports and services and that the measure evaluation will improve.

Parental Involvement – Measure Details

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

| | Authority | | | | | | | | | | Province | | | | | | | | | | | | |
|---------|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|--------|------|--------|------|--------|------|--------|------|--------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Measure Evaluation | | | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 282 | 83.8 | 275 | 83.8 | 271 | 80.0 | 276 | 82.9 | 231 | 82.1 | High | Maintained | Good | 68,116 | 81.3 | 70,377 | 81.8 | 60,919 | 79.5 | 62,412 | 78.8 | 63,935 | 79.1 |
| Parent | 165 | 76.5 | 161 | 75.1 | 146 | 66.5 | 150 | 73.4 | 126 | 72.6 | Very High | Maintained | Excellent | 34,944 | 73.6 | 36,556 | 73.9 | 30,886 | 72.2 | 31,598 | 72.3 | 31,720 | 72.5 |
| Teacher | 117 | 91.2 | 114 | 92.4 | 125 | 93.4 | 126 | 92.4 | 105 | 91.6 | High | Maintained | Good | 33,172 | 89.0 | 33,821 | 89.6 | 30,033 | 86.8 | 30,814 | 85.2 | 32,215 | 85.7 |

We believe that parents are our students first and primary teachers. Parental involvement is key to our continued success. As a jurisdiction, we continue to find new and innovative ways to encourage and engage parents in the education of their children.

Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

| Measure | Medicine Hat Roman Catholic Se | | | Alberta | | | Measure Evaluation | | |
|--|--------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|-----------|
| | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Diploma Exam Participation Rate (4+ Exams) | 0.6 | n/a | 55.8 | 3.5 | n/a | 56.6 | n/a | n/a | n/a |
| Drop Out Rate | 1.1 | 1.3 | 1.5 | 2.5 | 2.3 | 2.5 | Very High | Maintained | Excellent |
| In-Service Jurisdiction Needs | 80.8 | 81.0 | 82.8 | 82.2 | 83.7 | 84.3 | Low | Maintained | Issue |
| Lifelong Learning | 81.9 | 86.0 | 79.6 | 80.4 | 81.0 | 76.8 | High | Maintained | Good |
| Program of Studies | 86.5 | 85.3 | 83.9 | 82.9 | 82.9 | 82.6 | Very High | Improved | Excellent |
| Program of Studies - At Risk Students | 84.7 | 85.9 | 87.2 | 81.2 | 81.9 | 83.4 | Intermediate | Declined | Issue |
| Rutherford Scholarship Eligibility Rate | 71.8 | 70.4 | 71.3 | 71.9 | 70.2 | 68.3 | High | Maintained | Good |
| Safe and Caring | 90.0 | 91.0 | 90.6 | 87.5 | 88.8 | 89.1 | Very High | Maintained | Excellent |
| Satisfaction with Program Access | 79.1 | 78.3 | 78.5 | 72.9 | 72.6 | 73.9 | High | Maintained | Good |
| School Improvement | 83.1 | 82.2 | 84.5 | 75.2 | 74.2 | 77.9 | Very High | Maintained | Excellent |
| Transition Rate (6 yr) | 66.0 | 69.5 | 70.5 | 59.7 | 60.3 | 60.2 | High | Maintained | Good |
| Work Preparation | 86.2 | 89.4 | 88.2 | 83.1 | 84.9 | 84.5 | Very High | Maintained | Excellent |

In the majority of measurement categories Medicine Hat Catholic Board of Education outperformed the provincial average. We are especially proud of achieving “very high” status in the following categories: drop-out rate, program of studies, safe and caring, school improvement and work preparation. This is due to the efforts of staff, students and parents. We are truly blessed to have such a tremendously effective relationship between these groups. By setting high expectations and then having a commitment to exceed those expectations, our jurisdiction continues to lead the province in many areas.

Two areas of concern are “in-service jurisdiction needs” as well as “program of studies-at risk students”. We continue to work to provide professional development opportunities suitable for a variety of areas to further educate our staff.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 |
|--|---------------|---------------|---------------|---------------|----------------|
| 4-year High School Completion | 0.00 - 71.57 | 71.57 - 78.63 | 78.63 - 87.93 | 87.93 - 91.45 | 91.45 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 36.23 | 36.23 - 41.92 | 41.92 - 58.66 | 58.66 - 71.19 | 71.19 - 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 |
| In-Service Jurisdiction Needs | 0.00 - 76.10 | 76.10 - 82.23 | 82.23 - 88.14 | 88.14 - 91.80 | 91.80 - 100.00 |
| Lifelong Learning | 0.00 - 62.64 | 62.64 - 67.96 | 67.96 - 75.71 | 75.71 - 82.44 | 82.44 - 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 |
| Program of Studies - At Risk Students | 0.00 - 79.62 | 79.62 - 83.27 | 83.27 - 86.63 | 86.63 - 90.44 | 90.44 - 100.00 |
| Rutherford Scholarship Eligibility Rate | 0.00 - 47.98 | 47.98 - 55.78 | 55.78 - 68.95 | 68.95 - 74.96 | 74.96 - 100.00 |
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Satisfaction with Program Access | 0.00 - 63.98 | 63.98 - 72.31 | 72.31 - 77.46 | 77.46 - 82.95 | 82.95 - 100.00 |
| School Improvement | 0.00 - 65.25 | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |
| Transition Rate (4 yr) | 0.00 - 21.98 | 21.98 - 30.52 | 30.52 - 44.34 | 44.34 - 61.50 | 61.50 - 100.00 |
| Transition Rate (6 yr) | 0.00 - 35.49 | 35.49 - 49.47 | 49.47 - 62.88 | 62.88 - 72.76 | 72.76 - 100.00 |
| Work Preparation | 0.00 - 66.92 | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |

Diploma Examination Participation Rate – Measure Details

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

| | Authority | | | | | Measure Evaluation | | | Province | | | | |
|---------------------------|-------------|-------------|------------|------------|------------|--------------------|-------------|------------|-------------|-------------|------------|------------|------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 | 2021 | 2022 |
| N | 167 | 196 | 157 | 135 | 158 | n/a | n/a | n/a | 44,978 | 45,354 | 46,245 | 47,675 | 48,340 |
| % Writing 0 Exams | 9.8 | 7.7 | n/a | n/a | 12.2 | n/a | n/a | n/a | 13.9 | 13.9 | n/a | n/a | 20.9 |
| % Writing 1+ Exams | 90.2 | 92.3 | n/a | n/a | 87.8 | n/a | n/a | n/a | 86.1 | 86.1 | n/a | n/a | 79.1 |
| % Writing 2+ Exams | 89.0 | 88.3 | n/a | n/a | 57.0 | n/a | n/a | n/a | 83.3 | 83.3 | n/a | n/a | 54.4 |
| % Writing 3+ Exams | 69.5 | 70.3 | n/a | n/a | 16.0 | n/a | n/a | n/a | 67.1 | 67.1 | n/a | n/a | 20.0 |
| % Writing 4+ Exams | 53.6 | 55.8 | n/a | n/a | 0.6 | n/a | n/a | n/a | 56.6 | 56.6 | n/a | n/a | 3.5 |
| % Writing 5+ Exams | 36.6 | 38.7 | n/a | n/a | 0.0 | n/a | n/a | n/a | 38.8 | 38.3 | n/a | n/a | 0.5 |
| % Writing 6+ Exams | 15.2 | 18.1 | n/a | n/a | 0.0 | n/a | n/a | n/a | 14.3 | 13.7 | n/a | n/a | 0.0 |

Diploma Examination Participation Rate - Measure Details

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 | | | | |
|---|-------------|-------------|------------|------------|-------------|---------------|---------------|---------------|---------------|---------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2018 | 2019 | 2020 | 2021 | 2022 |
| N | 167 | 196 | 157 | 135 | 158 | 44,978 | 45,354 | 46,245 | 47,675 | 48,340 |
| English Language Arts 30-1 | 52.7 | 57.7 | n/a | n/a | 29.7 | 56.6 | 55.9 | n/a | n/a | 27.7 |
| English Language Arts 30-2 | 36.5 | 32.1 | n/a | n/a | 13.3 | 27.9 | 29.0 | n/a | n/a | 13.3 |
| Total of 1 or more English Diploma Exams | 87.4 | 88.8 | n/a | n/a | 43.0 | 81.5 | 81.7 | n/a | n/a | 40.5 |
| Social Studies 30-1 | 12.0 | 25.0 | n/a | n/a | 13.3 | 45.2 | 44.3 | n/a | n/a | 22.5 |
| Social Studies 30-2 | 76.0 | 63.8 | n/a | n/a | 27.8 | 37.3 | 38.0 | n/a | n/a | 17.4 |
| Total of 1 or more Social Diploma Exams | 87.4 | 87.2 | n/a | n/a | 41.1 | 81.8 | 81.7 | n/a | n/a | 39.8 |
| Mathematics 30-1 | 25.1 | 30.6 | n/a | n/a | 16.5 | 36.7 | 35.4 | n/a | n/a | 10.9 |
| Mathematics 30-2 | 33.5 | 29.6 | n/a | n/a | 15.2 | 25.0 | 26.1 | n/a | n/a | 12.1 |
| Total of 1 or more Math Diploma Exams | 58.1 | 59.7 | n/a | n/a | 31.6 | 59.6 | 59.3 | n/a | n/a | 22.9 |
| Biology 30 | 53.3 | 58.7 | n/a | n/a | 17.1 | 42.9 | 42.4 | n/a | n/a | 18.0 |
| Chemistry 30 | 38.9 | 36.2 | n/a | n/a | 11.4 | 36.0 | 35.2 | n/a | n/a | 15.6 |
| Physics 30 | 20.4 | 21.4 | n/a | n/a | 13.3 | 18.8 | 17.7 | n/a | n/a | 9.0 |
| Science 30 | 2.4 | 5.6 | n/a | n/a | 1.9 | 17.1 | 18.2 | n/a | n/a | 7.9 |
| Total of 1 or more Science Diploma Exams | 61.7 | 65.3 | n/a | n/a | 39.9 | 62.1 | 62.1 | n/a | n/a | 41.4 |
| Français 30-1 | 0.0 | 0.0 | n/a | n/a | 0.0 | 0.3 | 0.3 | n/a | n/a | 0.1 |
| French Language Arts 30 | 0.6 | 1.5 | n/a | n/a | 0.0 | 2.7 | 2.6 | n/a | n/a | 1.3 |
| Total of 1 or more French Diploma Exams | 0.6 | 1.5 | n/a | n/a | 0.0 | 3.0 | 2.9 | n/a | n/a | 1.5 |

Drop Out Rate – Measure Details

| Drop Out Rate - annual dropout rate of students aged 14 to 18 | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Achievement | Improvement | Overall | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Drop Out Rate | 739 | 0.9 | 690 | 1.4 | 670 | 1.9 | 662 | 1.3 | 614 | 1.1 | Very High | Maintained | Excellent | 182,832 | 2.6 | 184,812 | 2.7 | 186,228 | 2.6 | 189,713 | 2.3 | 191,156 | 2.5 |
| Returning Rate | 10 | 49.1 | 9 | 30.3 | 13 | 42.8 | 15 | 16.1 | 11 | 12.1 | n/a | n/a | n/a | 6,800 | 22.7 | 6,750 | 18.2 | 6,720 | 18.1 | 6,408 | 17.3 | 5,940 | 17.2 |

The division dropout rate continues to be far below the provincial average and demonstrates the commitment of staff, students and parents to supporting education in our jurisdiction. While we are pleased with our results, we are ever vigilant in our goal to not have one student drop out.

High School to Post-secondary Transition Rate – Measure Details

| High school to post-secondary transition rate of students within four and six years of entering Grade 10. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Achievement | Improvement | Overall | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| 4 Year Rate | 212 | 49.9 | 167 | 45.3 | 195 | 50.3 | 157 | 37.9 | 133 | 43.1 | Intermediate | Maintained | Acceptable | 44,994 | 40.2 | 44,980 | 40.9 | 45,351 | 40.5 | 46,242 | 41.2 | 47,660 | 40.2 |
| 6 Year Rate | 171 | 74.1 | 156 | 72.4 | 212 | 69.5 | 168 | 69.5 | 195 | 66.0 | High | Maintained | Good | 43,728 | 59.1 | 44,832 | 60.3 | 44,983 | 60.0 | 44,966 | 60.3 | 45,342 | 59.7 |

Our results continue to trend upward in this category. We are proud of the number of students we have that transition to post-secondary education.

In-Service Jurisdiction Needs – Measure Details

| The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 116 | 79.3 | 114 | 84.6 | 120 | 80.7 | 124 | 81.0 | 105 | 80.8 | Low | Maintained | Issue | 33,074 | 85.2 | 33,766 | 85.0 | 29,619 | 84.9 | 30,280 | 83.7 | 31,648 | 82.2 |
| Teacher | 116 | 79.3 | 114 | 84.6 | 120 | 80.7 | 124 | 81.0 | 105 | 80.8 | Low | Maintained | Issue | 33,074 | 85.2 | 33,766 | 85.0 | 29,619 | 84.9 | 30,280 | 83.7 | 31,648 | 82.2 |

The division provides two faith enrichment days, a health and wellness focused day as well as a number of school-based PD days. As a division we continue to work to provide various forms of professional development to help our staff grow in their personal and professional life.

Although we are in the “low” category we are still at 80.8% which is only 1.4% lower than the provincial average.

Lifelong Learning – Measure Details

| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 277 | 69.9 | 268 | 73.2 | 267 | 82.1 | 271 | 86.0 | 223 | 81.9 | High | Maintained | Good | 66,943 | 71.4 | 69,182 | 72.6 | 59,478 | 82.1 | 60,822 | 81.0 | 62,032 | 80.4 |
| Parent | 161 | 61.1 | 155 | 64.5 | 144 | 73.7 | 146 | 80.1 | 119 | 70.8 | High | Maintained | Good | 33,876 | 64.0 | 35,454 | 64.6 | 29,693 | 75.3 | 30,314 | 74.6 | 30,381 | 73.4 |
| Teacher | 116 | 78.7 | 113 | 82.0 | 123 | 90.5 | 125 | 91.8 | 104 | 92.9 | Very High | Improved | Excellent | 33,067 | 78.8 | 33,728 | 80.6 | 29,785 | 88.9 | 30,508 | 87.4 | 31,651 | 87.3 |

Our division is proud of the high scores in this area as our focus is to provide students with the tools they need to succeed in their life after their K-12 education.

Program of Studies – Measure Details

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

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|---------|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 842 | 82.3 | 646 | 82.4 | 661 | 84.5 | 624 | 85.3 | 530 | 86.5 | Very High | Improved | Excellent | 181,846 | 82.2 | 184,393 | 82.4 | 157,680 | 81.9 | 172,339 | 82.9 | 179,589 | 82.9 |
| Parent | 167 | 75.9 | 161 | 78.9 | 146 | 81.9 | 150 | 84.3 | 127 | 84.9 | Very High | Maintained | Excellent | 35,252 | 80.1 | 36,901 | 80.1 | 30,817 | 81.7 | 31,625 | 82.4 | 31,780 | 82.2 |
| Student | 558 | 82.3 | 371 | 81.8 | 390 | 80.6 | 348 | 81.0 | 298 | 82.7 | Very High | Maintained | Excellent | 113,304 | 77.4 | 113,541 | 77.8 | 96,676 | 74.9 | 109,776 | 76.9 | 115,487 | 77.4 |
| Teacher | 117 | 88.7 | 114 | 86.6 | 125 | 91.1 | 126 | 90.6 | 105 | 92.0 | Very High | Maintained | Excellent | 33,290 | 89.1 | 33,951 | 89.3 | 30,187 | 89.2 | 30,938 | 89.3 | 32,322 | 89.3 |

We have a wide array of programming for students to choose from including fine arts academies, sports academies and French immersion. Our division is pleased to see such high results across the board from parents, students and teachers in this category.

Program of Studies: At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|---------|-----------|------|-------|------|-------|------|-------|------|------|------|--------------------|-------------|------------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 1,226 | 87.5 | 1,019 | 88.6 | 1,092 | 86.0 | 1,026 | 85.9 | 918 | 84.7 | Intermediate | Declined | Issue | 265,362 | 84.7 | 264,165 | 84.9 | 230,686 | 82.7 | 249,524 | 81.9 | 256,932 | 81.2 |
| Parent | 167 | 79.0 | 162 | 83.2 | 146 | 77.4 | 150 | 78.2 | 127 | 78.6 | Intermediate | Maintained | Acceptable | 35,184 | 77.8 | 36,846 | 78.1 | 30,874 | 76.7 | 31,643 | 75.3 | 31,805 | 73.7 |
| Student | 942 | 88.3 | 743 | 87.5 | 821 | 86.2 | 751 | 86.5 | 686 | 85.2 | High | Declined | Acceptable | 196,933 | 81.9 | 193,409 | 82.2 | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 |
| Teacher | 117 | 95.1 | 114 | 94.9 | 125 | 94.3 | 125 | 93.0 | 105 | 90.4 | Low | Maintained | Issue | 33,245 | 94.5 | 33,910 | 94.4 | 30,181 | 91.2 | 30,946 | 90.3 | 32,322 | 89.9 |

Our results have declined slightly in this category. Since the restructure of our learning services department and our approach to student services delivery we feel that students will be better supported in our division now and in the future. At-risk children will have more supports in place so they are helped in a timely manner.

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|---|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Achievement | Improvement | Overall | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Rutherford Scholarship Eligibility Rate | 160 | 68.1 | 203 | 70.4 | 179 | 73.2 | 135 | 70.4 | 170 | 71.8 | High | Maintained | Good | 60,559 | 64.8 | 58,970 | 66.6 | 59,357 | 68.0 | 58,631 | 70.2 | 57,307 | 71.9 |

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 |
| 2018 | 160 | 101 | 63.1 | 91 | 56.9 | 70 | 43.8 | 109 | 68.1 |
| 2019 | 203 | 131 | 64.5 | 115 | 56.7 | 84 | 41.4 | 143 | 70.4 |
| 2020 | 179 | 115 | 64.2 | 104 | 58.1 | 90 | 50.3 | 131 | 73.2 |
| 2021 | 135 | 89 | 65.9 | 80 | 59.3 | 68 | 50.4 | 95 | 70.4 |
| 2022 | 170 | 111 | 65.3 | 111 | 65.3 | 81 | 47.6 | 122 | 71.8 |

The number of students eligible for the Rutherford scholarship has grown significantly since 2021.

Safe and Caring – Measure Details

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

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|---------|-----------|------|-------|------|-------|------|-------|------|------|------|--------------------|-------------|-----------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 1,224 | 89.0 | 1,019 | 90.2 | 1,093 | 91.2 | 1,027 | 91.0 | 918 | 90.0 | Very High | Maintained | Excellent | 265,382 | 89.0 | 264,204 | 89.4 | 230,987 | 90.0 | 249,835 | 88.8 | 257,278 | 87.5 |
| Parent | 167 | 88.8 | 162 | 89.0 | 146 | 91.9 | 150 | 91.1 | 127 | 89.4 | Very High | Maintained | Excellent | 35,247 | 89.7 | 36,899 | 90.2 | 30,969 | 90.5 | 31,707 | 89.5 | 31,879 | 88.1 |
| Student | 940 | 84.4 | 743 | 86.8 | 822 | 86.1 | 751 | 85.5 | 686 | 85.1 | Very High | Maintained | Excellent | 196,856 | 82.3 | 193,364 | 82.6 | 169,813 | 84.0 | 187,165 | 82.5 | 193,049 | 81.5 |
| Teacher | 117 | 93.6 | 114 | 94.7 | 125 | 95.6 | 126 | 96.5 | 105 | 95.6 | High | Maintained | Good | 33,279 | 95.1 | 33,941 | 95.3 | 30,205 | 95.4 | 30,963 | 94.3 | 32,350 | 93.0 |

Our schools continue to improve in the “safe and caring” category. This is extremely important as it is a high priority for our division. It also attests to the work done in our schools to support students in learning in a safe environment. The focus of Catholic schools is to educate the “whole child.” Thus, the social and emotional needs of the students we serve are at the forefront of the decisions we make and the choices in programming and supports that we provide. Healthy school communities exist where positive relationships are established with parents, educators and students. It is when we are working together, we can achieve these amazing results where healthy and respectful relationships are built and fostered, and students feel that adults care for them both as a student body and as individuals. Together, we will continue to promote a positive approach to supporting mental health, where student’s values, rights and responsibilities are honored and respected.

Satisfaction with Program Access – Measure Details

| Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|------|-------|------|-------|------|-------|------|------|------|--------------------|-------------|------------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 1,219 | 72.2 | 1,014 | 78.7 | 1,083 | 75.3 | 1,019 | 78.3 | 916 | 79.1 | High | Maintained | Good | 263,978 | 73.1 | 262,662 | 75.2 | 228,281 | 71.8 | 247,744 | 72.6 | 255,597 | 72.9 |
| Parent | 161 | 57.7 | 158 | 72.0 | 142 | 70.3 | 144 | 76.2 | 125 | 78.6 | Very High | Maintained | Excellent | 34,371 | 61.1 | 35,963 | 68.4 | 29,417 | 65.7 | 30,664 | 67.4 | 31,117 | 68.4 |
| Student | 941 | 82.0 | 742 | 84.1 | 816 | 76.1 | 749 | 77.8 | 686 | 80.6 | Intermediate | Maintained | Acceptable | 196,411 | 78.8 | 192,861 | 79.0 | 168,839 | 71.9 | 186,237 | 73.5 | 192,269 | 74.3 |
| Teacher | 117 | 77.0 | 114 | 80.1 | 125 | 79.5 | 126 | 80.8 | 105 | 78.1 | Intermediate | Maintained | Acceptable | 33,196 | 79.3 | 33,838 | 78.1 | 30,025 | 77.8 | 30,843 | 77.0 | 32,211 | 76.0 |

We continue to work with our community partners to offer a variety of programs and services that help our students.

School Improvement – Measure Details

| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------|------|-------|------|-------|------|-------|------|------|------|--------------------|-------------|-----------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 1,223 | 84.3 | 1,013 | 86.7 | 1,065 | 86.2 | 1,005 | 82.2 | 900 | 83.1 | Very High | Maintained | Excellent | 263,364 | 81.0 | 262,079 | 81.5 | 224,041 | 81.4 | 243,980 | 74.2 | 251,355 | 75.2 |
| Parent | 164 | 83.5 | 160 | 83.1 | 133 | 85.7 | 143 | 73.4 | 123 | 77.2 | High | Maintained | Good | 34,159 | 80.3 | 35,896 | 80.0 | 28,016 | 81.7 | 30,147 | 70.0 | 30,371 | 72.5 |
| Student | 942 | 84.7 | 742 | 89.7 | 818 | 87.1 | 746 | 87.1 | 680 | 87.5 | Very High | Maintained | Excellent | 196,592 | 79.4 | 192,917 | 79.6 | 167,992 | 79.1 | 185,107 | 76.3 | 191,142 | 75.0 |
| Teacher | 117 | 84.6 | 111 | 87.4 | 114 | 86.0 | 116 | 86.2 | 97 | 84.5 | Very High | Maintained | Excellent | 32,613 | 83.4 | 33,266 | 85.0 | 28,033 | 83.4 | 28,726 | 76.3 | 29,842 | 78.0 |

We are pleased to see an improvement in the parent and student category this year.

Work Preparation – Measure Details

| Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school. | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|-----------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | Achievement | Improvement | Overall | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 277 | 84.4 | 265 | 87.0 | 264 | 87.9 | 265 | 89.4 | 223 | 86.2 | Very High | Maintained | Excellent | 66,088 | 83.0 | 68,221 | 84.1 | 58,109 | 85.7 | 59,488 | 84.9 | 60,705 | 83.1 |
| Parent | 161 | 75.8 | 154 | 81.2 | 142 | 78.2 | 142 | 84.5 | 119 | 78.2 | Very High | Maintained | Excellent | 33,423 | 75.2 | 34,944 | 76.0 | 28,862 | 77.8 | 29,553 | 77.3 | 29,674 | 75.0 |
| Teacher | 116 | 93.1 | 111 | 92.8 | 122 | 97.5 | 123 | 94.3 | 104 | 94.2 | High | Maintained | Good | 32,665 | 90.8 | 33,277 | 92.2 | 29,247 | 93.7 | 29,935 | 92.5 | 31,031 | 91.3 |

We are once again exceptionally pleased with the improvement in this area. Education must be meaningful and relevant to our students in order to best serve them in their future. We will continue to work on improving our results in this area in order to best serve our students.

English as an Additional Language (EAL) Summary

| Assurance Domain | Measure | Medicine Hat Roman Catholic Se (EAL) | | | Alberta (EAL) | | | Measure Evaluation | | |
|--------------------------------|---|--------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | * | n/a | 72.8 | 78.5 | 77.1 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | * | n/a | 88.7 | 86.1 | 86.0 | n/a | n/a | n/a |
| | PAT: Acceptable | 65.7 | 58.6 | n/a | 57.9 | 59.7 | n/a | Low | n/a | n/a |
| | PAT: Excellence | 14.3 | 0.0 | n/a | 12.2 | 13.7 | n/a | Intermediate | n/a | n/a |
| | Diploma: Acceptable | * | * | n/a | 67.1 | 59.0 | n/a | * | n/a | n/a |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

We are just below the provincial average in PAT-acceptable for our English as an Additional Language students. We continue to work on this program for the limited number of students we have, to increase their knowledge and understanding.

First Nations, Métis and Inuit (FNMI) – High School Completion Rates

| | Medicine Hat Roman Catholic Se (FNMI) | | | | | | | | | | Alberta (FNMI) | | | | | | | | | | | | |
|--------------------------|---------------------------------------|------|------|------|------|-------|------|-------|------|-------|--------------------|-------------|-----------|-------|------|-------|------|-------|------|-------|------|-------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Measure Evaluation | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| 3 Year Completion | 9 | 83.0 | 10 | 51.6 | 7 | 100.0 | 6 | 50.0 | 7 | 73.9 | Low | Maintained | Issue | 3,632 | 57.1 | 3,750 | 55.9 | 3,814 | 62.0 | 3,972 | 59.5 | 3,943 | 57.0 |
| 4 Year Completion | 7 | 86.9 | 9 | 81.5 | 10 | 66.0 | 7 | 100.0 | 6 | 54.2 | Very Low | Declined | Concern | 3,453 | 60.8 | 3,524 | 64.2 | 3,670 | 63.6 | 3,729 | 68.6 | 3,936 | 65.8 |
| 5 Year Completion | 5 | * | 6 | 84.6 | 9 | 81.1 | 10 | 63.8 | 7 | 100.0 | Very High | Improved | Excellent | 3,266 | 64.5 | 3,407 | 65.0 | 3,469 | 68.1 | 3,593 | 68.0 | 3,719 | 71.3 |

While our 4-year results did decline this year, it is important to note that the number of students is statistically very small. The division did maintain in the 3-year completion and improve in 5-year completion. While we hope that each student can complete their education in the prescribed time, we also recognize that each student is unique in their needs. Additionally, our focus is to have students complete their education, regardless of the time it takes.

First Nations, Métis and Inuit (FNMI) - Overall Summary

| Assurance Domain | Measure | Medicine Hat Roman Catholic Se (FNMI) | | | Alberta (FNMI) | | | Measure Evaluation | | |
|--------------------------------|---|---------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|-----------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | 73.9 | 50.0 | 67.2 | 57.0 | 59.5 | 59.1 | Low | Maintained | Issue |
| | 5-year High School Completion | 100.0 | 63.8 | 76.5 | 71.3 | 68.0 | 67.0 | Very High | Improved | Excellent |
| | PAT: Acceptable | 81.8 | 70.8 | n/a | 40.5 | 43.3 | n/a | High | n/a | n/a |
| | PAT: Excellence | 16.7 | 7.7 | n/a | 5.5 | 5.9 | n/a | Intermediate | n/a | n/a |
| | Diploma: Acceptable | 72.7 | 75.0 | n/a | 74.8 | 68.7 | n/a | Low | n/a | n/a |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

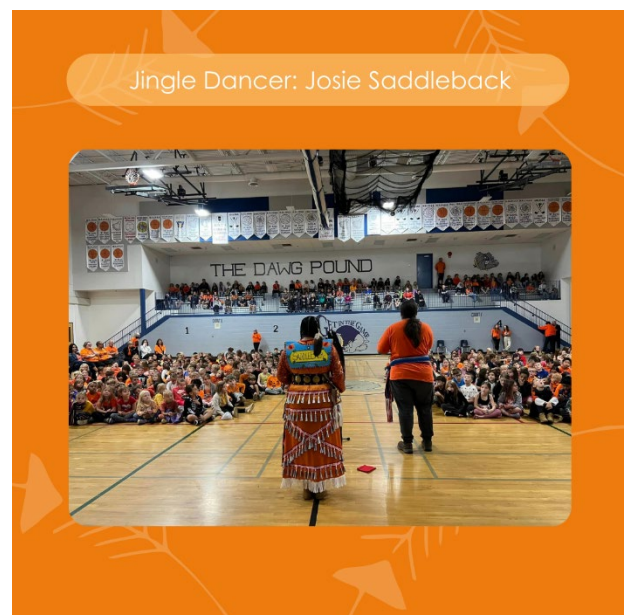
FIRST NATIONS, MÉTIS AND INUIT

MHCBE continues to work to provide further education about First Nations, Métis and Inuit people, their perspectives and experiences as well as a history of residential schools.

The division hired a new full time Indigenous Wellness Facilitator who works with all the schools in the division teaching about Indigenous culture and truth and reconciliation. Our Indigenous Wellness Facilitator is part of our Community Coming Together team which promotes mental health and wellness for our students. All classrooms have been visited by the Indigenous Wellness Facilitator and he regularly gives presentations to individual classes or whole schools on a variety of First Nations Métis Inuit topics.

The month of September was dedicated to learning about Truth and Reconciliation. Our Indigenous Wellness Facilitator spent the month visiting all schools teaching about truth and reconciliation and residential schools. During the week of September 25 – 29 all schools participated in various Orange Shirt Day activities and attended events where they heard from Residential School Survivors, watched Indigenous dancers, participated in round dances, and learned how to make Bannock. September 30th is recognized as a solemn day to honor the lost children and survivors of residential schools, their families and communities. It also acknowledges the history and legacy of residential schools as part of the reconciliation process. Our board of trustees chooses to dedicate this day to having students and staff learn and reflect on this incredibly heart-breaking part of our history. It is our hope that this day represents a crucial step towards healing our relationship with Indigenous peoples.

Our division leadership team, which includes senior administrators as well as all principals and vice-principals attended a professional development conference in Banff called Braiding Together. We spent the weekend learning more about the Indigenous culture alongside our Catholic faith and learning to get in one another's "canoes" as we navigate the journey of truth and reconciliation. Much knowledge was gained from this professional development and brought back to share with staff and students in our division.



CATHOLICITY

Our 2023-2024 faith theme is: Disciples on the Journey – Encountering

“You will receive power when the Holy Spirit has come upon you and you shall be my witnesses.”

Acts 1:8

The Five Marks of a Catholic School Identity are measurable indicators that guide our practice within our Catholic school communities. “These marks are measurable benchmarks, forming the backbone and inspiring the mission of every Catholic school.” Archbishop Michael Miller.

Mark 1: Created in the Image of God

Mark 2: Catholic Worldview

Mark 3: Faith Permeation

Mark 4: Gospel Witness

Mark 5: Spirit of Community

Our division Religious Education Coordinator worked to plan many student and staff faith enrichment opportunities for 2022-2023. This past year a division wide student faith leadership team was established that met four times as a group and then brought ideas back to their individual schools.

A bible study group was established at Monsignor McCoy High School by our division Chaplain. He also visits all our schools regularly to participate in faith events.

We continue to grow our relationship with the local parishes in our community by regularly welcoming clergy into our buildings and having our students attend masses at the two local churches.

Our division is rooted in our Catholic faith and values and shows each and every day in our students and staff.



TEACHING AND LEADING

The Medicine Hat Catholic Board of Education places significant importance on teaching and learning. New teachers, starting out their careers, experienced teachers, and division leaders are provided with professional development opportunities to enhance their teaching skills.

All new teachers participate in an orientation day prior to the first day of school. The orientation day starts with a presentation on the 5 Marks of a Catholic Educator. Included are presentations and discussions on classroom management, engagement, planning, teacher supervision/evaluation and a review of many MHCBE Administrative Procedures pertinent to teachers. Every new teacher is assigned a mentor teacher from their school. Each new teacher is required to participate in 4 half-day Professional Development sessions hosted by the Coordinator of Religious Education.

All teachers receive \$500 for personal professional development annually from the Board. The Board provides 13 professional development days throughout the year. Teachers participate in personal PD, school organized PD, and division-wide PD. The division organizes a Health and Wellness PD Day for all staff. All staff participate also participate in 2 PD days with a focus on Faith Development.

The division organizes professional development half days for administrators 5 times per year.

A new division leadership program was developed this year. Teachers interested in taking on a leadership role applied to the program by submitting a cover letter and resume. 12 applicants are participating in the new program which will run for 2 years and include regular PD sessions. This program involves our division administrators working as mentors with the program participants.

Administrative Procedure 406 - Evaluation of Teachers, Teacher Growth, Supervision and Evaluation

LEARNING SUPPORTS

In 2023 our Learning Services Team worked to determine the best steps in moving forward with supports for students in our division. A new student service support system has now been implemented division wide and we look forward to seeing the results in the upcoming years. Learning Services ELP through grade 12 has been restructured to create greater continuity by establishing common supports and services, adding Learning Support Teachers to each school and increasing well-being and mental health supports.

MHCBE utilizes an inclusive approach in our division to support all students. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of full citizenship.

What's New in Learning Services

Mental Health and School Supports

Required Local Component: Early Years Literacy & Numeracy Assessments

School authorities must provide a summary of their literacy and numeracy results for students in grades one to three that includes:

A list of the Alberta Education approved screening assessments used at each grade level;

| Course Grade | Course Name | Subject | Cohort |
|--------------|---|----------|------------------|
| 01 | Castles & Coltheart 3 (CC3) Assessment English | Literacy | English |
| 01 | Castles and Coltheart 3 (CC3) Test de dépistage-Immersion | Literacy | French Immersion |
| 01 | Numeracy Screening Assessments | Numeracy | English |
| 01 | Test de dépistage-Numératie | Numeracy | French Immersion |
| 01 | Letter Name-Sound (LeNS) Assessments English | Literacy | English |
| 01 | Nom et son des lettres (NSle) Test de dépistage-Immersion | Literacy | French Immersion |
| 02 | Castles & Coltheart 3 (CC3) Assessment English | Literacy | English |
| 02 | Castles and Coltheart 3 (CC3) Test de dépistage-Immersion | Literacy | French Immersion |
| 02 | Numeracy Screening Assessments | Numeracy | English |
| 02 | Letter Name-Sound (LeNS) Assessments English | Literacy | English |
| 02 | Nom et son des lettres (NSle) Test de dépistage-Immersion | Literacy | French Immersion |
| 03 | Castles & Coltheart 3 (CC3) Assessment English | Literacy | English |
| 03 | Castles and Coltheart 3 (CC3) Test de dépistage-Immersion | Literacy | French Immersion |
| 03 | Numeracy Screening Assessments | Numeracy | English |
| 03 | Test de dépistage-Numératie | Numeracy | French Immersion |
| 04 | Castles & Coltheart 3 (CC3) Assessment English | Literacy | English |
| 04 | Castles and Coltheart 3 (CC3) Test de dépistage-Immersion | Literacy | French Immersion |
| 04 | Numeracy Screening Assessments | Numeracy | English |
| 04 | Test de dépistage-Numératie | Numeracy | French Immersion |

The total number of students assessed at the beginning of the school year at each grade level;

- Grade 1 - 176
- Grade 2 - 203
- Grade 3 - 191
- Grade 4 - 182

The total number of students identified as being at risk at the beginning of the school year at each grade level;

- Grade 1 - 82
- Grade 2 - 80
- Grade 3 - 47
- Grade 4 - 37

The total number of students identified as being at risk at the end of the school year at each grade level;

| Course Grade | Course Name | Subject | Cohort | Task | At-Risk Student Count |
|--------------|---|----------|------------------|------------------------------|-----------------------|
| 01 | Castles & Coltheart 3 (CC3) Assessment English | Literacy | English | CC3: Regular Words | 27 |
| 01 | Castles and Coltheart 3 (CC3) Test de dépistage-Immersion | Literacy | French Immersion | CC3: Regular Words | 0 |
| 01 | Numeracy Screening Assessments | Numeracy | English | Weighted Total Score Outcome | 22 |
| 01 | Test de dépistage-Numératie | Numeracy | French Immersion | Weighted Total Score Outcome | 5 |
| 01 | Letter Name-Sound (LeNS) Assessments English | Literacy | English | LeNS Overall Performance | 20 |
| 01 | Nom et son des lettres (NSle) Test de dépistage-Immersion | Literacy | French Immersion | LeNS Overall Performance | 3 |
| 02 | Castles & Coltheart 3 (CC3) Assessment English | Literacy | English | CC3: Regular Words | 26 |
| 02 | Castles and Coltheart 3 (CC3) Test de dépistage-Immersion | Literacy | French Immersion | CC3: Regular Words | 3 |
| 02 | Numeracy Screening Assessments | Numeracy | English | Weighted Total Score Outcome | 21 |
| 02 | Letter Name-Sound (LeNS) Assessments English | Literacy | English | LeNS Overall Performance | 26 |
| 02 | Nom et son des lettres (NSle) Test de dépistage-Immersion | Literacy | French Immersion | LeNS Overall Performance | 5 |
| 03 | Castles & Coltheart 3 (CC3) Assessment English | Literacy | English | CC3: Regular Words | 20 |
| 03 | Castles and Coltheart 3 (CC3) Test de dépistage-Immersion | Literacy | French Immersion | CC3: Regular Words | 1 |
| 03 | Numeracy Screening Assessments | Numeracy | English | Weighted Total Score Outcome | 13 |
| 03 | Test de dépistage-Numératie | Numeracy | French Immersion | Weighted Total Score Outcome | 1 |
| 04 | Castles & Coltheart 3 (CC3) Assessment English | Literacy | English | CC3: Regular Words | 20 |
| 04 | Castles and Coltheart 3 (CC3) Test de dépistage-Immersion | Literacy | French Immersion | CC3: Regular Words | 1 |
| 04 | Numeracy Screening Assessments | Numeracy | English | Weighted Total Score Outcome | 12 |
| 04 | Test de dépistage-Numératie | Numeracy | French Immersion | Weighted Total Score Outcome | 1 |

The average number of months behind grade level after the administration of the initial assessments for at risk students;

- 6 – 12 months

The average number of months gained at grade level after the administration of the final assessments for at risk students;

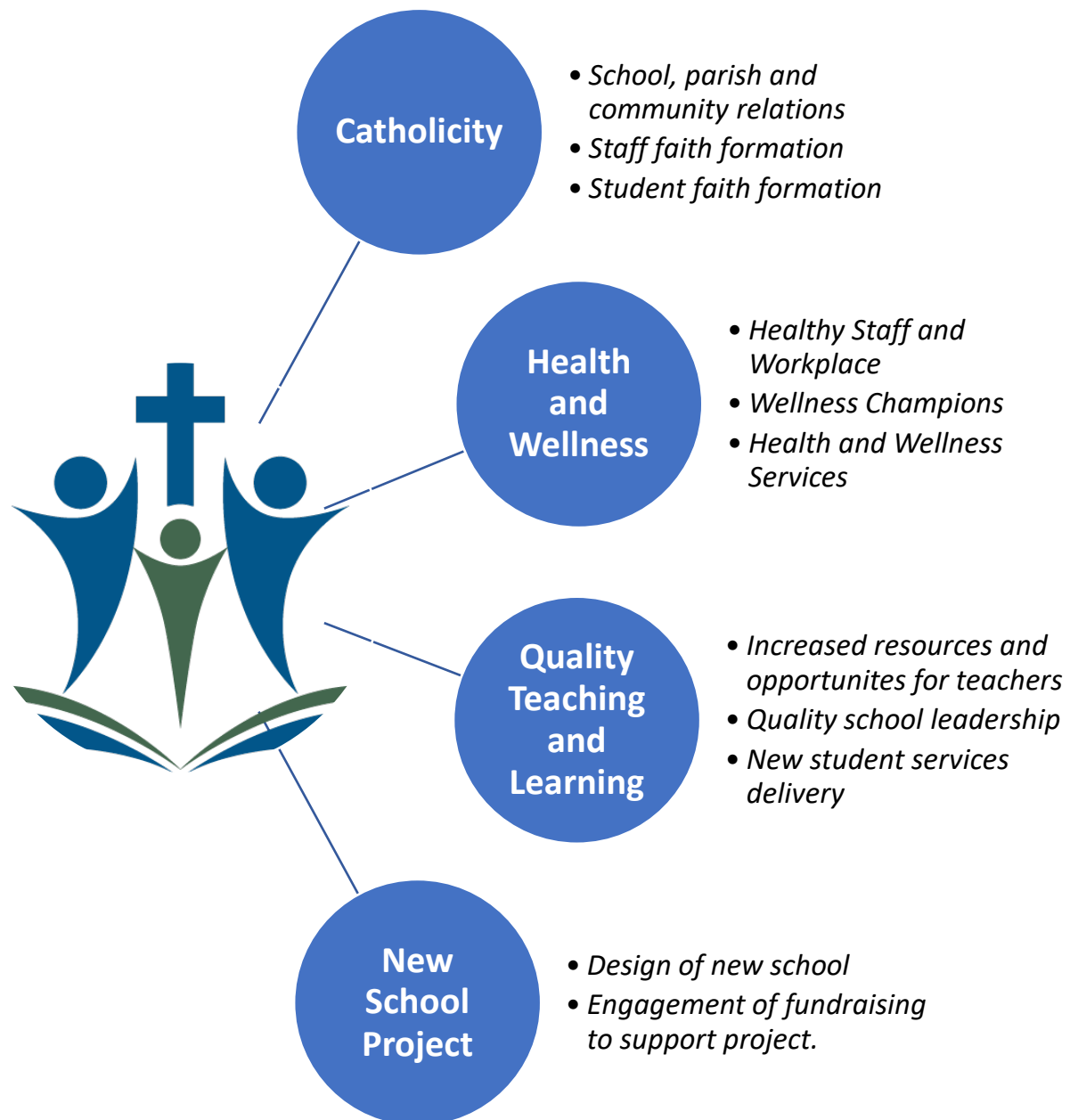
- 6 – 8 months

A summary of support strategies used for students identified as being at risk at each grade level:

- Students were provided approximately 30-45 minutes a week of literacy and numeracy small group interventions (sight word recognition, Fountas & Pinnell screening, etc. based on the teachers need).
- Staff were hired to run small group intervention using Fountas & Pinnell resources.
- Teachers assessed student reading levels using Fountas and Pinnell to help create balanced intervention groups.
- Provided Leveled Literacy Intervention (LLI) with all students at risk for literacy support.
- Numeracy activities and lessons were created that were focused on individual student weaknesses, and homeroom teacher recommendations.



MEDICINE HAT CATHOLIC BOARD OF EDUCATION STRATEGIC PRIORITIES 2023-2024



CATHOLICITY

- Our division Chaplain provides classroom presentations at all 9 schools and hosts a high school bible study group.
- Staff faith enrichment afternoons are offered throughout the year.
- Regular meetings of the parish school relations committee.
- A student faith leadership group with student representatives from all 9 schools meets division-wide 4 times per year.
- Schools celebrate various liturgies and faith experiences.

HEALTH AND WELLNESS

- A division wide health and wellness day was held on November 6th.
- All schools have wellness champions.
- School health and wellness teams are working on school specific health and wellness plans.
- There is a focus on mental, physical and spiritual health for staff and students within our division.
- The division is increasing awareness of health and wellness services available to staff through their benefits.

QUALITY TEACHING AND LEARNING

- A new students services delivery approach was implemented which includes a student support teacher at all 9 schools.
- All new teachers participated in SIVA training.
- A leadership program was developed for the division. 12 applicants are currently enrolled and will be participating for the next 2 years. There are a variety of regularly scheduled PD opportunities for the leadership program members to participate in alongside division administrators.
- The Division is using grant money to enhance our division's universal mental health promotion and training.

NEW SCHOOL PROJECT

- Division representatives meet bi-weekly with Alberta Infrastructure and Alberta Education regarding the new school project.
- A large committee was formed with representatives from all three schools to provide feedback with what they would like to see in the new school/theatre.
- A community engagement evening took place on October 17th for the school architect to provide feedback on what stakeholders want to see in the new school/theatre.
- A fundraiser was hired by the Board to begin a campaign to raise funds for enhancements to the new school.

Financial Summary

School Jurisdiction Code: 4501

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2023 (in dollars)

| | Budget 2023 | Actual 2023 | Actual 2022 |
|---|----------------|----------------|----------------|
| REVENUES | | | |
| Government of Alberta | \$ 27,778,770 | \$ 28,948,459 | \$ 26,997,634 |
| Federal Government and other government grants | \$ - | \$ - | \$ - |
| Property taxes | \$ 4,404,533 | \$ 4,316,609 | \$ 4,493,674 |
| Fees (Schedule 9) | \$ 822,300 | \$ 909,368 | \$ 712,264 |
| Sales of services and products | \$ 2,127,629 | \$ 2,491,481 | \$ 1,812,928 |
| Investment income | \$ 36,693 | \$ 247,569 | \$ 32,860 |
| Donations and other contributions | \$ 51,950 | \$ 182,222 | \$ 127,477 |
| Other revenue | \$ 30,640 | \$ 59,190 | \$ 585,395 |
| Total revenues | \$ 35,252,515 | \$ 37,152,898 | \$ 34,762,232 |
| EXPENSES | | | |
| Instruction - ECS | \$ 2,751,804 | \$ 2,256,821 | \$ 2,576,074 |
| Instruction - Grades 1 to 12 | \$ 23,551,101 | \$ 25,047,089 | \$ 22,573,705 |
| Operations and maintenance (Schedule 4) | \$ 5,126,125 | \$ 5,370,484 | \$ 4,976,213 |
| Transportation | \$ 1,545,343 | \$ 1,467,803 | \$ 1,325,972 |
| System administration | \$ 1,634,389 | \$ 1,580,498 | \$ 1,621,709 |
| External services | \$ 672,919 | \$ 889,685 | \$ 841,565 |
| Total expenses | \$ 35,281,681 | \$ 36,612,380 | \$ 33,915,238 |
| Annual operating surplus (deficit) | \$ (29,166) | \$ 540,518 | \$ 846,994 |
| Endowment contributions and reinvested income | \$ - | \$ - | \$ - |
| Annual surplus (deficit) | \$ (29,166) | \$ 540,518 | \$ 846,994 |
| Accumulated surplus (deficit) at beginning of year | \$ 3,023,599 | \$ 3,023,599 | \$ 2,176,605 |
| Accumulated surplus (deficit) at end of year | \$ 2,994,433 | \$ 3,564,117 | \$ 3,023,599 |

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

Net Assets

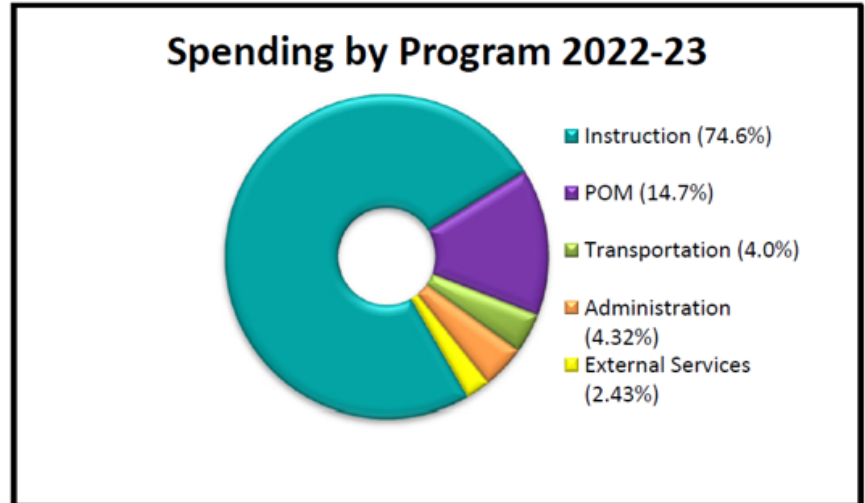
Medicine Hat Catholic Board of Education Summary of Net Assets and Reserve Budget 2022-23 Financial Update Summary

| | | 2022-23 | | | | |
|--|--|---|--------------|---------------|-------------------------------|----------------------|
| | | 2022-23 Actual Opening Balance | Transfers In | Transfers Out | 2022-23 Closing Balance | Change in Balance |
| Unrestricted Net Assets | | | | | | |
| Unrestricted | | 935,828 | | | 663,997 | (271,831) |
| | 2022-23 Revenue over Expenses | 25,716 | - | (25,716) | | |
| | Unsupported Amortization from Investment in Capital Assets | 131,741 | 131,741 | | | |
| | Transfer Portion of Amortization to Capital Assets | (131,741) | | 131,741 | | |
| | Unsupported Capital Asset Additions (move to Investment in Capital Assets) | (110,644) | | 110,644 | | |
| | Transfer Supported SMARTBoard Amortization to Capital Reserve | (72,222) | | 72,222 | | |
| | Transfer to Capital Reserve - Child Care Modular Capital Reserve | (6,500) | | 6,500 | | |
| | School Generated Fund Balances | (33,526) | (33,526) | | | |
| | International Student Surplus - Restricted | (164,943) | - | 164,943 | | |
| | Asset Retirement Obligations | 24,433 | 24,433 | - | | |
| | Band of Restricted Reserve | 17,000 | 17,000 | | | |
| | School and Department use of Restricted Reserve | 48,854 | - | (48,854) | | |
| | Asset Retirement Obligations - NEW FOR 2022-23 | (754,680) | - | 24,433 | (779,113) | (24,433) |
| Restricted Reserves | | | | | | |
| Department Reserves | | | | | | |
| | School Based | 332,713 | (48,854) | - | 283,859 | |
| | Learning Services | 18,278 | - | | 18,278 | |
| | School Generated Funds | 680,619 | | (33,526) | 714,145 | |
| | International Student Program | - | | - | - | |
| | Rel. Ed Reserve from International Education Program | 4,059 | 18,369 | | 22,428 | |
| | SCSL Reserve from International Education Program (2022-23 for LS Dept) | 4,059 | (2,324) | | 1,735 | |
| | Band | 41,353 | | 17,000 | 24,353 | |
| | Accumulated Administration Surplus | 559 | | | 559 | |
| | Future Replacement of Assets - \$303,388 transferred to ICA for Photocopier Purchase | 303,388 | | 303,388 | (0) | |
| | O&M Joint Use - Flooring Upkeep | 13,941 | | | 13,941 | |
| | O&M Equipment | 57,416 | | - | 57,416 | |
| Total Restricted Reserves | | 1,456,385 | (32,808) | 286,862 | 1,136,715 | (319,670) |
| Total Accumulated Operating Surplus | | 1,637,533 | 106,840 | 722,775 | 1,021,598 | (615,934) |
| Capital Reserves | | | | | | |
| | Child Care Modular | 71,500 | 6,500 | | 78,000 | 6,500 |
| | Sale of former St. Louis School - Alberta Education Portion | 337,156 | - | | 337,156 | - |
| | Sale of former St. Louis School - MHCBE Portion | 167,568 | - | | 167,568 | - |
| | Amortization of SMARTBoards | - | 72,222 | | 72,222 | |
| | Amortization from Capital Assets | - | 131,741 | 90,000 | 41,741 | 41,741 |
| Total Net Assets | | 2,213,757 | 317,303 | 722,775 | 1,718,285 | (495,471) |
| | | 1,711,594 | | | 1,086,567 | (625,027) |
| | | | | | 2.9% | |

School Generated Funds

School Generated Fund information for the Medicine Hat Catholic Board of Education can be found in Note 17 of the Audited Financial Statements for the year ending August 31, 2023.

More information by contacting Business Services at Medicine Hat Catholic Board of Education (403) 527-2292 or by email info@mhcbe.ab.ca.



School Jurisdiction Code: 4501

BUDGETED STATEMENT OF OPERATIONS for the Year Ending August 31

| | Approved Budget 2022/2023 | Approved Budget 2021/2022 | Actual Audited 2020/2021 |
|--------------------------------------|---------------------------------|---------------------------------|--------------------------------|
| REVENUES | | | |
| Government of Alberta | \$ 27,778,770 | \$26,550,830 | \$26,426,102 |
| Federal Government and First Nations | \$ - | \$0 | \$0 |
| Property taxes | \$ 4,404,533 | \$4,404,533 | \$4,711,499 |
| Fees | \$ 822,300 | \$579,293 | \$400,102 |
| Sales of services and products | \$ 2,127,629 | \$1,325,477 | \$947,884 |
| Investment income | \$ 36,693 | \$45,115 | \$90,268 |
| Donations and other contributions | \$ 51,950 | \$61,874 | \$86,656 |
| Other revenue | \$ 30,640 | \$30,640 | \$79,705 |
| TOTAL REVENUES | \$35,252,515 | \$32,997,762 | \$32,742,216 |
| EXPENSES | | | |
| Instruction - ECS | \$ 2,751,804 | \$2,917,733 | \$2,266,004 |
| Instruction - Grade 1 to 12 | \$ 23,551,101 | \$22,185,162 | \$21,246,722 |
| Operations & maintenance | \$ 5,126,125 | \$4,680,406 | \$4,978,310 |
| Transportation | \$ 1,545,343 | \$1,326,444 | \$1,269,991 |
| System Administration | \$ 1,634,389 | \$1,572,625 | \$1,583,600 |
| External Services | \$ 672,919 | \$670,957 | \$726,522 |
| TOTAL EXPENSES | \$35,281,681 | \$33,353,327 | \$32,071,149 |
| ANNUAL SURPLUS (DEFICIT) | (\$29,166) | (\$355,565) | \$671,067 |

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)

for the Year Ending August 31

| | Approved Budget 2022/2023 | Approved Budget 2021/2022 | Actual Audited 2020/2021 |
|--------------------------------------|---------------------------------|---------------------------------|--------------------------------|
| EXPENSES | | | |
| Certificated salaries | \$ 13,933,825 | \$13,500,584 | \$13,321,622 |
| Certificated benefits | \$ 3,514,154 | \$3,216,281 | \$2,988,387 |
| Non-certificated salaries and wages | \$ 6,748,304 | \$6,941,640 | \$7,293,332 |
| Non-certificated benefits | \$ 1,653,021 | \$1,695,560 | \$1,568,817 |
| Services, contracts, and supplies | \$ 7,603,204 | \$6,290,217 | \$5,294,083 |
| Capital and debt services | | | |
| Amortization of capital assets | | | |
| Supported | \$ 1,649,951 | \$1,576,918 | \$1,427,671 |
| Unsupported | \$ 178,722 | \$127,127 | \$176,380 |
| Interest on capital debt | | | |
| Supported | \$ - | \$0 | \$0 |
| Unsupported | \$ - | \$0 | \$185 |
| Other interest and finance charges | \$ 500 | \$5,000 | \$672 |
| Losses on disposal of capital assets | \$ - | \$0 | \$0 |
| Other expenses | \$ - | \$0 | \$0 |
| TOTAL EXPENSES | \$35,281,681 | \$33,353,327 | \$32,071,149 |

Financial Links:

[3-Year Capital Plan 2023-2026](#)

[2022-2023 Infrastructure Maintenance Renewal Plan](#)

[2022-2023 Capital Maintenance and Renewal Plan](#)

[2023-2024 Budget](#)

[Audited Financial Statements as at August 31, 2023](#)

[Provincial Roll-up Audited Financial Statements](#)

INFORMATION DOCUMENTS

[Four-Year Education Plan 2023-2027](#)

[AERR Summary 2022-2023](#)

Additional information can be obtained by contacting the Medicine Hat Catholic Board of Education, Secretary-Treasurer, Mr. Greg MacPherson at 403-527-2292.

LOCAL AND SOCIETAL CONTEXT

Whistleblower Protection

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

In June 2013, the Public Interest Disclosure (Whistleblower Protection) Act (PIDA) came into force in Alberta. Medicine Hat Catholic Board of Education developed Administrative Procedure 420 titled: **Public Interest Disclosure (Whistleblower Protection) Act** as a result of Section 32 of the *Public Interest Disclosure Act* (2013). Disclosures are reported in this annual report for Medicine Hat Catholic Board of Education relating to the Whistleblower Protection Act.

Number of Inquiries: 0

Number of Complaints: 0

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

ENGAGEMENT

Each school prepares a plan annually that reflects the strategic priorities and goals of the division but is specific to their school. Plans are presented to staff at staff meetings, parents/guardians at school council meetings as well as shared digitally with other stakeholders in the community. Stakeholder engagement from staff, students and families is essential for developing these plans. Our division uses surveys, information nights, staff/parent association meetings as well as emails/social media to engage with all stakeholders (staff, parents/guardians, students and community members).

School plans can be found on our division website: [MHCBE School Plans](#)



COMMUNICATION

Stakeholders are communicated with in a variety of ways through our division. Families are regularly sent emails from the division as well as their individual school to keep them updated on information/changes. Parents/guardians are encouraged to discuss any questions or concerns with their child's teacher or principal and are also invited to have a discussion with the appropriate senior administration personnel for larger concerns.

Feedback from students, families and staff is regularly discussed at the school and board level. MHCBE is committed to responding to feedback and making necessary changes to move forward in a positive way in our division.



CONTACT US

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