



Medicine Hat Catholic  
Board of Education

# Annual Education Results Report

2023-2024



## INTRODUCTION

The 2023-2024 school year was another very successful year in our school division! We are so proud of our staff and students for their successes inside and outside of the classroom!

We have gone through a full year of our new student support system and have seen a lot of growth and change with the new system delivery. Implementing the collaborative response model and working with all our division administrators and school learning support teachers has given us the opportunity to learn and develop new ways of supporting our division students.

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 Holy Trinity Academy - 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 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.



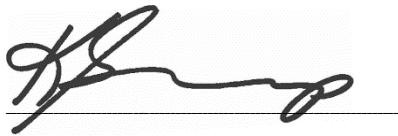
*Ms. Kathy Glasgo  
Board Chair*



## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Medicine Hat Catholic Board of Education for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 2023-2024 was approved by the Board on November 26, 2024.



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 just under 3000 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 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 families and our staff.

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

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 **2969** students ELP – Grade 12
- **155.47** Full Time Equivalent (FTE) Certificated Teaching Staff
- **143.08** Full Time Equivalent (FTE) Support 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
- **104** of our students' study English as an Additional Language (EAL)
- **224** First Nations, Métis and Inuit student population (FNMI)
- **50** 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 2024 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	84.2	85.4	86.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	82.5	85.1	85.1	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	87.5	87.1	89.8	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	91.0	94.2	90.7	88.1	88.6	87.3	High	Maintained	Good
	PAT6: Acceptable	73.6	76.4	76.4	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	19.2	19.2	19.2	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	79.0	80.1	80.1	62.5	62.6	62.6	High	Maintained	Good
	PAT9: Excellence	14.5	16.8	16.8	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	82.9	79.3	79.3	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
Diploma: Excellence	16.0	13.4	13.4	22.6	21.2	21.2	Intermediate	Maintained	Acceptable	
Teaching & Leading	Education Quality	90.3	90.9	91.8	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.0	88.2	88.5	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	82.8	83.1	84.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	82.1	82.1	82.5	79.5	79.1	78.9	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
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 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 2023-2024 annual education report results. We have “maintained” in most categories and generally have “very high” and “high” ratings. There are four categories which we did see a decline: student learning engagement (84.2%), citizenship (82.5%), education quality (90.3%) and welcoming, caring, respectful and safe learning environment (87%). In all these categories we still have marks over 82% which is still very high. Most declines were by a very small margin (less than 1%). We are significantly higher than the Alberta average in 11 out of 14 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										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	1,095	85.9	1,028	86.6	918	85.4	1,055	84.2	n/a	Declined	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	147	88.4	150	90.4	127	90.7	146	87.4	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	823	73.0	752	71.5	686	72.5	789	68.4	n/a	Declined	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	125	96.2	126	97.9	105	92.9	120	96.9	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Our student learning engagement has dropped by 4% this year and parent engagement has dropped by 3%. Our teacher engagement has risen by 4% after a decline last year. These ratings seem to ebb and flow depending on the year and the portion of the population taking the survey. We look at 3 year trends in this area to make decisions around engaged learning. None of the categories currently have a steady decline the past 3 years.

### Citizenship – Measure Details

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,020	86.1	1,093	85.4	1,028	85.1	918	85.1	1,055	82.5	Very High	Declined	Good	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	162	82.2	146	82.5	150	82.4	127	82.7	146	80.3	High	Maintained	Good	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	744	79.9	822	77.3	752	76.4	686	77.1	789	72.0	Very High	Declined Significantly	Acceptable	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	114	96.3	125	96.3	126	96.6	105	95.4	120	95.1	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

All three areas: parent, student and teacher declined this year although the teaching and parent categories were quite minimal. We will be looking at this area of citizenship as a division to place a focus on it in the upcoming year. Engagement with our administrators to see how we can better engage and encourage our students to act as positive citizens will be a priority for 2024-2025.



## 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												
	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	%
3 Year Completion	196	81.1	157	93.3	135	88.3	158	87.1	170	87.5	High	Maintained	Good	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	167	86.1	195	87.5	157	94.8	133	91.0	158	90.1	High	Maintained	Good	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	212	91.1	168	88.1	195	89.8	157	94.2	133	91.0	High	Maintained	Good	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

Monsignor McCoy High School does an incredible job working with our students ensuring they have success in completing their high school 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 (PAT) Results – Grade 6 PAT By Number Enrolled Measure History

Grade 6 PAT Results By Number Enrolled Measure History														
	Medicine Hat Roman Catholic Se					Measure Evaluation			Alberta					
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024	
N	n/a	n/a	204	208	208	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804	
Acceptable Standard %	n/a	n/a	79.4	76.4	73.6	Intermediate	Maintained	Acceptable	n/a	n/a	67.8	66.2	68.5	
Standard of Excellence %	n/a	n/a	20.6	19.2	19.2	High	Maintained	Good	n/a	n/a	20.1	18.0	19.8	

The percentage of our grade 6 students reaching the “acceptable standard” for provincial achievement tests (PAT) is 5.1% higher than the Alberta average. We are on par with the province for “standard of excellence” in PAT results which is a high rating. Our elementary schools have done an excellent job preparing our grade 6 students for these provincial achievement tests.



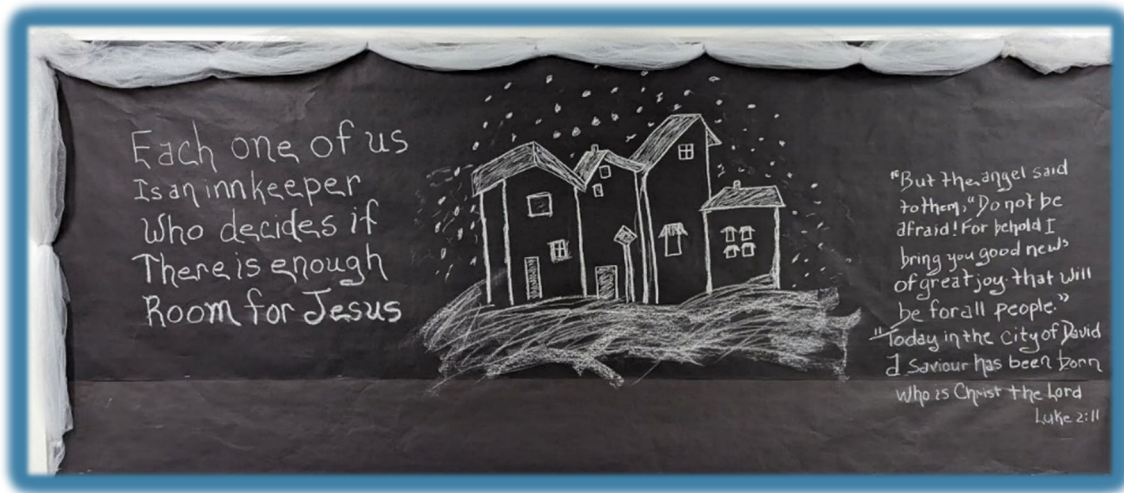
## Provincial Achievement Test (PAT) Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History														
	Medicine Hat Roman Catholic Se					Measure Evaluation			Alberta					
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024	
N	n/a	n/a	232	241	268	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682	
Acceptable Standard %	n/a	n/a	79.8	80.1	79.0	High	Maintained	Good	n/a	n/a	62.9	62.6	62.5	
Standard of Excellence %	n/a	n/a	17.8	16.8	14.5	Intermediate	Maintained	Acceptable	n/a	n/a	16.8	15.5	15.4	

The percentage of our grade 9 students reaching the “acceptable standard” for provincial achievement tests is 16.5% higher than the Alberta average. We are just below the Alberta average (0.9%) for students reaching a “standard of excellence”. This reinforces the quality of education provided in our junior high 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	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	88.9	11.1	75.0	0.0	76.9	0.0		
	Province	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3		
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	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4	80.4	18.5		
Science 6	Authority	n/a	n/a	n/a	n/a	80.4	24.5	83.7	22.1	82.2	27.9		
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	79.4	20.6	76.4	19.2	73.6	19.2		
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	90.8	8.2	90.0	17.9	89.3	11.5		
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	76.0	4.0	100.0	16.7	58.3	0.0		
	Province	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	100.0	11.1	62.5	12.5	66.7	11.1		
	Province	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6		
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	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3	83.1	19.7		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	60.8	12.4	64.4	11.0	69.5	13.0		
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	69.6	13.0	86.4	13.6	62.1	3.4		
	Province	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9		
Science 9	Authority	n/a	n/a	n/a	n/a	87.4	26.2	83.0	19.2	86.2	17.1		
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	80.8	7.7	100.0	16.7	59.1	4.5		
	Province	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	81.6	26.1	79.8	18.0	78.7	20.9		
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	76.0	36.0	92.3	38.5	62.5	8.3		
	Province	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3		





## PAT Results Course by Course Summary by Enrolled with Measure Evaluation

Course	Measure	Medicine Hat Roman Catholic Se								Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
		N	%	N	%	N	%	N	%	N	%		
French Language Arts 6 année	Acceptable Standard	Intermediate	Maintained	Acceptable	13	76.9	12	75.0	1,870	69.9	3,131	77.6	
	Standard of Excellence	Very Low	Maintained	Concern	13	0.0	12	0.0	1,870	9.3	3,131	12.5	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	208	82.2	208	83.7	53,806	68.8	64,859	66.7	
	Standard of Excellence	High	Improved	Good	208	27.9	208	22.1	53,806	24.8	64,859	21.8	
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	208	73.6	208	76.4	60,804	68.5	57,655	66.2	
	Standard of Excellence	High	Maintained	Good	208	19.2	208	19.2	60,804	19.8	57,655	18.0	
English Language Arts 9	Acceptable Standard	High	Maintained	Good	244	89.3	229	90.0	59,096	69.5	66,255	71.4	
	Standard of Excellence	Intermediate	Declined Significantly	Issue	244	11.5	229	17.9	59,096	11.8	66,255	13.4	
K&E English Language Arts 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	24	58.3	12	100.0	1,485	49.6	1,254	50.2	
	Standard of Excellence	Low	Declined Significantly	Concern	24	0.0	12	16.7	1,485	5.6	1,254	5.7	
French Language Arts 9 année	Acceptable Standard	Very Low	Maintained	Concern	9	66.7	8	62.5	3,308	76.6	3,215	76.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	9	11.1	8	12.5	3,308	10.6	3,215	10.9	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3	
Mathematics 9	Acceptable Standard	Intermediate	Improved	Good	239	69.5	219	64.4	58,577	52.7	55,447	54.4	
	Standard of Excellence	Intermediate	Maintained	Acceptable	239	13.0	219	11.0	58,577	14.0	55,447	13.5	
K&E Mathematics 9	Acceptable Standard	Intermediate	Declined	Issue	29	62.1	22	86.4	1,987	52.2	1,815	52.7	
	Standard of Excellence	Low	Declined	Issue	29	3.4	22	13.6	1,987	9.9	1,815	11.3	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	246	86.2	229	83.0	59,072	67.6	56,311	66.3	
	Standard of Excellence	Very High	Maintained	Excellent	246	17.1	229	19.2	59,072	20.9	56,311	20.1	
K&E Science 9	Acceptable Standard	Low	Declined Significantly	Concern	22	59.1	12	100.0	1,411	52.3	1,197	52.9	
	Standard of Excellence	Low	Declined	Issue	22	4.5	12	16.7	1,411	8.9	1,197	10.9	
Social Studies 9	Acceptable Standard	High	Maintained	Good	244	78.7	228	79.8	59,125	60.5	56,309	58.4	
	Standard of Excellence	High	Maintained	Good	244	20.9	228	18.0	59,125	15.8	56,309	15.9	
K&E Social Studies 9	Acceptable Standard	Intermediate	Declined	Issue	24	62.5	13	92.3	1,351	50.4	1,140	49.6	
	Standard of Excellence	Intermediate	Declined Significantly	Issue	24	8.3	13	38.5	1,351	11.3	1,140	10.6	

## 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
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
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 in 2023-2024. The highlight of the results are our excellent scores in Science 9 (both acceptable standard and standard of excellence). We are proud of our science 9 students and teachers for their exceptional work!

Other areas to highlight are science 6, social studies 6, English language arts 9, and social studies 9. In each of these categories our division outperformed the provincial average and received a rating of “high”.

Areas of concern are French language arts grade 6 and grade 9. Due to the low number of French immersion students writing these exams one or two students can greatly change the outcome. That being said, we are putting a great emphasis on our French immersion program for 2024-2025 and have established working groups for all French immersion teachers alongside our Curriculum Director. Working together these teachers are creating a continuum of practices to help develop and grow our French immersion students.

Our other area of concern is declining marks across our Knowledge and Employability (K&E) classes (English language arts, math, science and social studies). Although, we are still above provincial average for acceptable standard in all of these courses which is very positive. Our division will keep an eye on a trend for these marks over the next few years to ensure there is not a steady decline. We will also ask our administrators to work with our K&E teachers to ensure supports are in place for these students so we can see an improvement in the 2024-2025 results.

Overall, our division outperformed the province in 15 out of 24 categories for PAT’s. We are very proud of our students and their hard work!

### Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History	Medicine Hat Roman Catholic Se					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	188	205	237	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	71.5	79.3	82.9	Intermediate	Maintained	Acceptable	n/a	n/a	75.2	80.3	81.5
Standard of Excellence %	n/a	n/a	9.1	13.4	16.0	Intermediate	Maintained	Acceptable	n/a	n/a	18.2	21.2	22.6

This category has been trending upward the last few years with an acceptable result.



## Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	86.5	3.8	83.3	5.2	83.3	4.4		
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	79.3	0.0	85.5	9.7	96.0	9.3		
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9		
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6		
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	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7	99.4	26.3		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	11.5	0.0	45.5	20.0	63.3	16.7		
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	74.1	7.4	83.3	11.1	82.1	15.4		
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	87.5	4.2	92.4	7.6	88.4	10.1		
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	82.5	12.3	85.2	8.6	85.9	19.6		
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7		
Biology 30	Authority	n/a	n/a	n/a	n/a	63.0	7.4	72.0	22.0	78.4	22.4		
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	48.0	8.0	73.8	16.9	76.6	18.8		
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	92.0	44.0	86.5	32.4	97.3	35.1		
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6		





## Diploma Examination Results Course by Course Summary with Measure Evaluation

Course		Measure		Medicine Hat Roman Catholic Se						Alberta				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	90	83.3	96	83.3	33,001	84.2	31,493	83.7		
	Standard of Excellence	Low	Maintained	Issue	90	4.4	96	5.2	33,001	10.1	31,493	10.5		
English Lang Arts 30-2	Acceptable Standard	High	Improved Significantly	Good	75	98.0	62	85.5	19,219	85.7	17,112	86.2		
	Standard of Excellence	Intermediate	Maintained	Acceptable	75	9.3	62	9.7	19,219	12.9	17,112	12.7		
French Language Arts 30-1	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,200	95.3	1,236	93.1		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,200	8.6	1,236	6.1		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7		
Mathematics 30-1	Acceptable Standard	n/a	Improved	n/a	60	63.3	55	45.5	21,035	75.4	19,763	70.8		
	Standard of Excellence	n/a	Maintained	n/a	60	16.7	55	20.0	21,035	34.9	19,763	29.0		
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	39	82.1	54	83.3	15,676	70.9	14,418	71.1		
	Standard of Excellence	n/a	Maintained	n/a	39	15.4	54	11.1	15,676	15.4	14,418	15.2		
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	69	88.4	79	92.4	25,167	85.2	24,023	83.5		
	Standard of Excellence	Intermediate	Maintained	Acceptable	69	10.1	79	7.6	25,167	18.7	24,023	15.9		
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	92	85.9	81	85.2	23,985	77.6	21,045	78.1		
	Standard of Excellence	High	Improved Significantly	Good	92	19.6	81	8.6	23,985	12.7	21,045	12.3		
Biology 30	Acceptable Standard	Low	Improved	Acceptable	116	78.4	82	72.0	24,414	83.1	23,270	82.7		
	Standard of Excellence	Intermediate	Maintained	Acceptable	116	22.4	82	22.0	24,414	33.7	23,270	32.8		
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	64	78.6	65	73.8	19,955	82.9	18,364	80.5		
	Standard of Excellence	Low	Maintained	Issue	64	18.8	65	16.9	19,955	38.0	18,364	37.0		
Physics 30	Acceptable Standard	Very High	Improved	Excellent	37	97.3	37	86.5	9,955	85.1	9,241	82.3		
	Standard of Excellence	High	Maintained	Good	37	35.1	37	32.4	9,955	43.1	9,241	39.9		
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	81.3	8,007	79.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	24.6	8,007	23.1		

## 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 10 out of 14 categories. Of significant note is the “high” achievement in acceptable standard and “very high” achievement in standard of excellence for physics 30. We also improved significantly in acceptable standard for English language arts 30-2.

The areas of concern are English language arts 30-1 and Chemistry 30 standard of excellence. “acceptable standard” 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 2024-2025 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												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,021	93.2	1,095	91.4	1,027	92.7	918	90.9	1,055	90.3	Very High	Declined	Good	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	162	90.7	147	88.5	150	91.0	127	88.3	146	84.9	Very High	Declined	Good	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	745	91.0	823	88.3	751	88.8	686	89.7	789	89.1	High	Maintained	Good	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	114	97.8	125	97.5	126	98.3	105	94.7	120	96.9	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Our education quality continues to score “very high” and “high” which we are very proud of. Our teacher satisfaction improved by 2.2% this year and moved from “intermediate” to “high”. Although we show a decline for parent satisfaction it still is in the “very high” category with a mark of 84.9%. Medicine Hat Catholic is extremely proud of how hard our staff work with students to ensure they receive an exceptional education. As one of the highest performing divisions in the province we have a high standard of education and are very proud of our results.

### 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												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	1,093	89.0	1,028	88.8	918	88.2	1,055	87.0	n/a	Declined	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	146	88.7	150	88.5	127	88.5	146	87.4	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	822	82.7	752	81.4	686	80.9	789	78.3	n/a	Declined	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	125	95.5	126	96.6	105	95.2	120	95.4	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Our division saw a small decline for student satisfaction in this category – moving down 2.6% to 78.3%. We are still 3% higher than the provincial average in this category. “Showing the Face of Christ to All” is our division

motto and our schools take the category of “welcoming, caring, respectful and safe learning environments” very seriously. Teachers, administrators and senior administration staff deal with issues as they arise and ensure all of our students have a safe learning environment.

## 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										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	1,093	85.3	1,026	85.5	918	83.1	1,053	82.8	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	147	79.0	150	79.7	127	79.8	146	76.6	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	821	86.2	751	86.5	686	85.2	788	83.8	n/a	Declined	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	125	90.6	125	90.3	105	84.3	119	88.0	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

We declined in the student section of this category by 1.4% to a score of 83.8% which is still 5.1% higher than the provincial average. 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 for the 2024-2025 school year.

## Parental Involvement – Measure Details

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	275	83.8	271	80.0	276	82.9	231	82.1	265	82.1	High	Maintained	Good	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	161	75.1	146	66.5	150	73.4	126	72.6	146	76.5	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	114	92.4	125	93.4	126	92.4	105	91.6	119	87.7	Intermediate	Declined	Issue	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

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. The teacher section of this category declined by 3.9% to 87.7% which is still 3.1% higher than the provincial average.

## Fall 2024 Supplemental 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)	55.0	0.6	n/a	52.7	3.5	n/a	Intermediate	n/a	n/a
Drop Out Rate	1.3	1.1	1.4	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	87.3	80.8	80.9	81.1	82.2	83.0	Intermediate	Improved	Good
Lifelong Learning	83.4	81.9	83.9	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	85.7	86.5	85.9	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	83.8	84.7	85.3	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	74.9	71.8	71.8	70.7	71.9	70.0	High	Maintained	Good
Safe and Caring	89.9	90.0	90.5	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	75.4	79.1	78.7	71.9	72.9	72.7	Intermediate	Declined	Issue
School Improvement	81.4	83.1	82.7	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	62.7	66.0	68.3	60.1	59.7	60.0	Intermediate	Declined	Issue
Work Preparation	85.8	86.2	87.8	82.8	83.1	84.0	High	Maintained	Good

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, lifelong learning, program of studies, safe and caring and school improvement. 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 “satisfaction with program access” as well as “transition rate”. They both still score an “intermediate” grade. 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 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.									
	Authority					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
<b>N</b>	196	157	135	158	170	45,354	46,245	47,675	48,340	49,297
English Language Arts 30-1	57.7	n/a	n/a	29.7	56.5	55.9	n/a	n/a	27.7	56.4
English Language Arts 30-2	32.1	n/a	n/a	13.3	34.1	29.0	n/a	n/a	13.3	28.1
<b>Total of 1 or more English Diploma Exams</b>	<b>88.8</b>	<b>n/a</b>	<b>n/a</b>	<b>43.0</b>	<b>88.8</b>	<b>81.7</b>	<b>n/a</b>	<b>n/a</b>	<b>40.5</b>	<b>81.3</b>
Social Studies 30-1	25.0	n/a	n/a	13.3	45.9	44.3	n/a	n/a	22.5	45.0
Social Studies 30-2	63.8	n/a	n/a	27.8	43.5	38.0	n/a	n/a	17.4	36.2
<b>Total of 1 or more Social Diploma Exams</b>	<b>87.2</b>	<b>n/a</b>	<b>n/a</b>	<b>41.1</b>	<b>88.8</b>	<b>81.7</b>	<b>n/a</b>	<b>n/a</b>	<b>39.8</b>	<b>80.6</b>
Mathematics 30-1	30.6	n/a	n/a	16.5	30.0	35.4	n/a	n/a	10.9	32.1
Mathematics 30-2	29.6	n/a	n/a	15.2	28.8	26.1	n/a	n/a	12.1	24.6
<b>Total of 1 or more Math Diploma Exams</b>	<b>59.7</b>	<b>n/a</b>	<b>n/a</b>	<b>31.6</b>	<b>55.9</b>	<b>59.3</b>	<b>n/a</b>	<b>n/a</b>	<b>22.9</b>	<b>54.8</b>
Biology 30	58.7	n/a	n/a	17.1	39.4	42.4	n/a	n/a	18.0	38.1
Chemistry 30	36.2	n/a	n/a	11.4	37.6	35.2	n/a	n/a	15.6	32.5
Physics 30	21.4	n/a	n/a	13.3	21.2	17.7	n/a	n/a	9.0	16.7
Science 30	5.6	n/a	n/a	1.9	2.9	18.2	n/a	n/a	7.9	14.3
<b>Total of 1 or more Science Diploma Exams</b>	<b>65.3</b>	<b>n/a</b>	<b>n/a</b>	<b>39.9</b>	<b>63.5</b>	<b>62.1</b>	<b>n/a</b>	<b>n/a</b>	<b>41.4</b>	<b>59.4</b>
Français 30-1	0.0	n/a	n/a	0.0	0.0	0.3	n/a	n/a	0.1	0.2
French Language Arts 30	1.5	n/a	n/a	0.0	1.8	2.6	n/a	n/a	1.3	2.5
<b>Total of 1 or more French Diploma Exams</b>	<b>1.5</b>	<b>n/a</b>	<b>n/a</b>	<b>0.0</b>	<b>1.8</b>	<b>2.9</b>	<b>n/a</b>	<b>n/a</b>	<b>1.5</b>	<b>2.7</b>

Our division has very high numbers of students writing one or more diploma exams by their 3<sup>rd</sup> year of high school. We are higher than the provincial average in all areas except French. The lower result in French is due to the small number of students we have in French immersion in our high school.

## 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					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
<b>N</b>	196	157	135	158	170	45,354	46,245	47,675	48,340	49,297
% Writing 0 Exams	7.7	n/a	n/a	12.2	10.1	13.9	n/a	n/a	20.9	14.4
% Writing 1+ Exams	92.3	n/a	n/a	87.8	89.9	86.1	n/a	n/a	79.1	85.6
% Writing 2+ Exams	88.3	n/a	n/a	57.0	89.9	83.3	n/a	n/a	54.4	82.5
% Writing 3+ Exams	70.3	n/a	n/a	16.0	67.4	67.1	n/a	n/a	20.0	64.7
<b>% Writing 4+ Exams</b>	<b>55.8</b>	<b>n/a</b>	<b>n/a</b>	<b>0.6</b>	<b>55.0</b>	<b>56.6</b>	<b>n/a</b>	<b>n/a</b>	<b>3.5</b>	<b>52.7</b>
% Writing 5+ Exams	38.7	n/a	n/a	0.0	28.4	38.3	n/a	n/a	0.5	31.6
% Writing 6+ Exams	18.1	n/a	n/a	0.0	7.7	13.7	n/a	n/a	0.0	8.4

## Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	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	%
Drop Out Rate	690	1.4	670	1.9	662	1.3	614	1.1	640	1.3	Very High	Maintained	Excellent	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Returning Rate	9	30.3	13	42.8	15	16.1	11	12.1	9	12.3	n/a	n/a	n/a	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6

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										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	%
4 Year Rate	167	45.3	195	50.3	157	37.9	133	43.1	158	36.9	Intermediate	Declined	Issue	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1
6 Year Rate	156	72.4	212	69.5	168	69.5	195	66.0	157	62.7	Intermediate	Declined	Issue	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1

Our results have declined slightly in this area. Some of our students are choosing to have a year or two off before transitioning to post-secondary and others are choosing the trades or straight into the workforce. We still have a large number of students moving on to post-secondary and we will watch the trend in upcoming years.

## 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										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	114	84.6	120	80.7	124	81.0	105	80.8	114	87.3	Intermediate	Improved	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	114	84.6	120	80.7	124	81.0	105	80.8	114	87.3	Intermediate	Improved	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

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. We have made significant improvements in this category over the past year!

## Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	268	73.2	267	82.1	271	86.0	223	81.9	252	83.4	Very High	Maintained	Excellent	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	155	64.5	144	73.7	146	80.1	119	70.8	134	75.7	High	Maintained	Good	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	113	82.0	123	90.5	125	91.8	104	92.9	118	91.1	High	Maintained	Good	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

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										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	646	82.4	661	84.5	624	85.3	530	86.5	644	85.7	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	161	78.9	146	81.9	150	84.3	127	84.9	146	83.6	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	371	81.8	390	80.6	348	81.0	298	82.7	378	80.9	Very High	Maintained	Excellent	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	114	86.6	125	91.1	126	90.6	105	92.0	120	92.7	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

We have a wide array of programming for students to choose from including fine arts academies, sports academies and French immersion. Our division is extremely pleased to see very 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										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,019	88.6	1,092	86.0	1,026	85.9	918	84.7	1,053	83.8	Intermediate	Maintained	Acceptable	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	162	83.2	146	77.4	150	78.2	127	78.6	146	75.4	Intermediate	Maintained	Acceptable	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	743	87.5	821	86.2	751	86.5	686	85.2	788	83.8	Intermediate	Declined	Issue	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	114	94.9	125	94.3	125	93.0	105	90.4	119	92.1	Low	Maintained	Issue	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

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										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	%
Rutherford Scholarship Eligibility Rate	203	70.4	179	73.2	135	70.4	170	71.8	175	74.9	High	Maintained	Good	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7

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
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
2023	175	121	69.1	110	62.9	77	44.0	131	74.9



The number of students eligible for the Rutherford scholarship has grown significantly since 2021; we are pleased to see this upward trend.

### 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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,019	90.2	1,093	91.2	1,027	91.0	918	90.0	1,055	89.9	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	162	89.0	146	91.9	150	91.1	127	89.4	146	90.2	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	743	86.8	822	86.1	751	85.5	686	85.1	789	84.0	Very High	Maintained	Excellent	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	114	94.7	125	95.6	126	96.5	105	95.6	120	95.5	High	Maintained	Good	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

Our schools continue to score very high/high in the “safe and caring” category. This is extremely important as it is a large 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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,014	78.7	1,083	75.3	1,019	78.3	916	79.1	1,049	75.4	Intermediate	Declined	Issue	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	158	72.0	142	70.3	144	76.2	125	78.6	141	69.9	High	Declined	Acceptable	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	742	84.1	816	76.1	749	77.8	686	80.6	789	76.9	Low	Declined	Issue	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	114	80.1	125	79.5	126	80.8	105	78.1	119	79.3	Intermediate	Maintained	Acceptable	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

We continue to work with our community partners to offer a variety of programs and services that help our students. Parent satisfaction is still high with student satisfaction decreasing. As we work together in our school community we can bring more awareness for student program access.

### 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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,013	86.7	1,065	86.2	1,005	82.2	900	83.1	1,032	81.4	Very High	Maintained	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	160	83.1	133	85.7	143	73.4	123	77.2	137	75.9	High	Maintained	Good	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	742	89.7	818	87.1	746	87.1	680	87.5	786	84.0	Very High	Declined	Good	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	111	87.4	114	86.0	116	86.2	97	84.5	109	84.4	Very High	Maintained	Excellent	33,286	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

We are pleased to see very high/high scores for all our stakeholders in this category.

## 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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	265	87.0	264	87.9	265	89.4	223	86.2	242	85.8	High	Maintained	Good	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	154	81.2	142	78.2	142	84.5	119	78.2	130	76.9	Very High	Maintained	Excellent	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	111	92.8	122	97.5	123	94.3	104	94.2	112	94.6	High	Maintained	Good	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

We are once again exceptionally pleased with our ratings 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) PAT Results

Course	Measure	Medicine Hat Roman Catholic Se (EAL)								Alberta (EAL)							
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average						
					N	%	N	%	N	%	N	%					
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	74.5	188	75.5				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	12.7	188	13.8				
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	75.3	79	65.8				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	11.7	79	10.1				
Science 6	Acceptable Standard	*	*	*	2	*	18	77.8	10,323	63.8	9,728	64.7					
	Standard of Excellence	*	*	*	2	*	18	5.6	10,323	18.4	9,728	17.2					
Social Studies 6	Acceptable Standard	*	*	*	2	*	18	66.7	11,278	64.6	10,098	65.4					
	Standard of Excellence	*	*	*	2	*	18	22.2	11,278	16.5	10,098	15.7					
English Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	7,249	56.9	6,369	62.2					
	Standard of Excellence	*	*	*	3	*	n/a	n/a	7,249	5.4	6,369	6.6					
K&E English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	150	46.7	149	34.9					
	Standard of Excellence	*	*	*	1	*	n/a	n/a	150	4.0	149	1.3					
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	67.8	194	71.1					
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	9.2	194	11.3					
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	60.8	84	64.3					
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	7.6	84	11.9					
Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	7,201	46.7	6,930	50.1					
	Standard of Excellence	*	*	*	3	*	n/a	n/a	7,201	11.5	6,930	12.0					
K&E Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	197	49.7	177	39.5					
	Standard of Excellence	*	*	*	1	*	n/a	n/a	197	12.2	177	5.6					
Science 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	7,236	57.7	6,975	59.4					
	Standard of Excellence	*	*	*	3	*	n/a	n/a	7,236	14.2	6,975	15.0					
K&E Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	146	41.1	151	33.1					
	Standard of Excellence	*	*	*	1	*	n/a	n/a	146	5.5	151	3.3					
Social Studies 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	7,249	49.4	6,983	50.4					
	Standard of Excellence	*	*	*	3	*	n/a	n/a	7,249	9.6	6,983	11.0					
K&E Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	135	44.4	137	39.4					
	Standard of Excellence	*	*	*	1	*	n/a	n/a	135	7.4	137	15					

## English as an Additional Language (EAL) Diploma Results

Course	Measure	Medicine Hat Roman Catholic Se (EAL)								Alberta (EAL)							
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average						
					N	%	N	%	N	%	N	%					
English Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	2,095	61.3	2,482	63.3					
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	2,095	2.7	2,482	3.7					
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	2,333	70.0	2,284	71.5					
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	2,333	5.2	2,284	5.5					
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	85.7	27	85.2					
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	19.0	27	0.0					
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	100.0	11	100.0					
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	11.1	11	9.1					
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,543	64.0	1,714	61.1					
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,543	27.6	1,714	23.1					
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,250	57.7	1,327	58.5					
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,250	9.0	1,327	9.7					
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,110	70.5	1,415	72.7					
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,110	10.7	1,415	8.8					
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	2,904	63.2	2,749	62.5					
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	2,904	8.3	2,749	7.8					
Biology 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,509	69.7	1,790	72.8					
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,509	23.6	1,790	24.7					
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,364	73.2	1,479	73.5					
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,364	29.6	1,479	29.9					
Physics 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	645	71.3	715	75.7					
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	645	32.9	715	32.3					
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	591	69.0	714	67.4					
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	591	16.2	714	16.1					

## 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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	72.0	72.8	76.7	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	*	n/a	n/a	88.1	88.7	87.2	*	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	*	66.7	66.7	64.6	65.4	65.4	*	*	*
	<a href="#">PAT6: Excellence</a>	*	22.2	22.2	16.5	15.7	15.7	*	*	*
	<a href="#">PAT9: Acceptable</a>	*	*	n/a	52.7	55.3	55.3	*	n/a	n/a
	<a href="#">PAT9: Excellence</a>	*	*	n/a	10.1	11.0	11.0	*	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	68.8	*	n/a	66.3	67.1	67.1	Very Low	n/a	n/a
<a href="#">Diploma: Excellence</a>	25.0	*	n/a	14.0	13.8	13.8	Very High	n/a	n/a	
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

We are very low for diploma acceptable but very high for diploma excellence in this category. Due to the low number of EAL diploma students the results can be very skewed. 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) – PAT Results

Course	Measure	Medicine Hat Roman Catholic Se (FNMI)						Alberta (FNMI)					
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
French Language Arts 6 année	Acceptable Standard	•	•	•	1	•	n/a	n/a	102	56.9	132	65.9	
	Standard of Excellence	•	•	•	1	•	n/a	n/a	102	2.9	132	5.3	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	57.1	16	81.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	0.0	16	31.3	
Science 6	Acceptable Standard	High	Maintained	Good	20	90.0	10	90.0	3,851	51.4	3,990	46.0	
	Standard of Excellence	Intermediate	Maintained	Acceptable	20	25.0	10	10.0	3,851	12.3	3,990	9.0	
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	20	85.0	10	80.0	4,556	48.7	4,332	45.3	
	Standard of Excellence	Low	Maintained	Issue	20	10.0	10	20.0	4,556	7.3	4,332	6.5	
English Language Arts 9	Acceptable Standard	High	Maintained	Good	15	86.7	14	85.7	4,465	49.5	4,375	49.2	
	Standard of Excellence	Very Low	Declined	Concern	15	0.0	14	21.4	4,465	4.7	4,375	4.4	
K&E English Language Arts 9	Acceptable Standard	•	•	•	2	•	n/a	n/a	388	42.8	297	43.8	
	Standard of Excellence	•	•	•	2	•	n/a	n/a	388	4.9	297	3.7	
French Language Arts 9 année	Acceptable Standard	•	•	•	2	•	n/a	n/a	160	63.8	136	65.4	
	Standard of Excellence	•	•	•	2	•	n/a	n/a	160	5.6	136	4.4	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	79.2	20	75.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	12.5	20	10.0	
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	14	42.9	14	71.4	4,361	28.7	4,197	28.7	
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	14	0.0	4,361	4.8	4,197	3.8	
K&E Mathematics 9	Acceptable Standard	•	•	•	3	•	n/a	n/a	495	43.7	440	48.9	
	Standard of Excellence	•	•	•	3	•	n/a	n/a	495	6.2	440	11.1	
Science 9	Acceptable Standard	Very High	Declined	Good	15	80.0	14	92.9	4,477	46.0	4,380	42.1	
	Standard of Excellence	High	Maintained	Good	15	13.3	14	21.4	4,477	8.5	4,380	7.1	
K&E Science 9	Acceptable Standard	•	•	•	2	•	n/a	n/a	373	46.6	281	48.4	
	Standard of Excellence	•	•	•	2	•	n/a	n/a	373	7.2	281	8.2	
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	15	66.7	13	76.9	4,498	39.0	4,393	34.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	13.3	13	15.4	4,498	6.3	4,393	4.9	
K&E Social Studies 9	Acceptable Standard	•	•	•	2	•	n/a	n/a	351	46.2	262	45.4	
	Standard of Excellence	•	•	•	2	•	n/a	n/a	351	9.4	262	7.3	

## First Nations, Métis and Inuit (FNMI) – Diploma Results

Course	Measure	Medicine Hat Roman Catholic Se (FNMI)						Alberta (FNMI)					
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	8	87.5	n/a	n/a	1,402	81.7	1,286	78.0	
	Diploma Examination Standard of Excellence	High	n/a	n/a	8	12.5	n/a	n/a	1,402	6.3	1,286	6.1	
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	n/a	n/a	7	100.0	n/a	n/a	2,010	86.0	1,833	86.5	
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	7	14.3	n/a	n/a	2,010	10.8	1,833	9.9	
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	88.9	37	83.8	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	0.0	37	2.7	
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	•	n/a	n/a	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	•	n/a	n/a	
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	7	57.1	n/a	n/a	634	64.4	566	60.6	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	7	14.3	n/a	n/a	634	17.0	566	15.0	
Mathematics 30-2	Diploma Examination Acceptable Standard	•	•	•	3	•	n/a	n/a	785	64.8	742	65.8	
	Diploma Examination Standard of Excellence	•	•	•	3	•	n/a	n/a	785	10.1	742	12.1	
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	8	100.0	7	85.7	1,071	79.1	986	73.0	
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	8	0.0	7	0.0	1,071	10.6	986	8.6	
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	6	83.3	n/a	n/a	2,091	72.9	1,933	72.3	
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	6	33.3	n/a	n/a	2,091	6.6	1,933	5.4	
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	12	83.3	7	85.7	1,041	72.8	902	72.5	
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	12	0.0	7	14.3	1,041	17.0	902	18.1	
Chemistry 30	Diploma Examination Acceptable Standard	High	n/a	n/a	6	83.3	n/a	n/a	614	78.2	550	70.0	
	Diploma Examination Standard of Excellence	Low	n/a	n/a	6	16.7	n/a	n/a	614	23.5	550	24.0	
Physics 30	Diploma Examination Acceptable Standard	•	•	•	3	•	n/a	n/a	280	80.4	250	72.0	
	Diploma Examination Standard of Excellence	•	•	•	3	•	n/a	n/a	280	23.2	250	26.8	
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	480	78.1	470	75.3	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	480	18.5	470	18.7	

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

	Medicine Hat Roman Catholic Se (FNMI)										Alberta (FNMI)												
	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	%
<b>3 Year Completion</b>	10	51.6	7	100.0	6	50.0	7	73.9	11	81.8	Intermediate	Maintained	Acceptable	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
<b>4 Year Completion</b>	9	81.5	10	66.0	7	100.0	6	54.2	8	76.8	Low	Maintained	Issue	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
<b>5 Year Completion</b>	6	84.6	9	81.1	10	63.8	7	100.0	6	54.2	Very Low	Declined	Concern	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4



While our 5-year results did decline this year, it is important to note that the number of students is statistically very small. The division did improve in the 3-year completion and 4-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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	81.8	73.9	74.6	58.6	57.0	59.5	Intermediate	Maintained	Acceptable
	<a href="#">5-year High School Completion</a>	54.2	100.0	81.6	69.4	71.3	69.1	Very Low	Declined	Concern
	<a href="#">PAT6: Acceptable</a>	65.0	80.0	80.0	48.7	45.3	45.3	Low	Maintained	Issue
	<a href="#">PAT6: Excellence</a>	10.0	20.0	20.0	7.3	6.5	6.5	Low	Maintained	Issue
	<a href="#">PAT9: Acceptable</a>	65.7	82.1	82.1	41.4	39.4	39.4	Low	Declined	Issue
	<a href="#">PAT9: Excellence</a>	5.7	16.1	16.1	6.1	5.3	5.3	Very Low	Maintained	Concern
	<a href="#">Diploma: Acceptable</a>	86.7	72.7	72.7	76.9	74.8	74.8	High	Improved	Good
<a href="#">Diploma: Excellence</a>	13.3	6.1	6.1	11.8	11.3	11.3	Intermediate	Maintained	Acceptable	
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Our two areas of concern are 5-year high school completion and PAT 9 excellence which are lower than the provincial average. Our low number of FNMI students can cause inaccurate results. We are very proud of our high results for “diploma acceptable” which shows the hard work of our FNMI students. We also scored above the provincial average in 6 out of 8 categories.

## 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.



Our division Indigenous Wellness Facilitator works alongside our Community Coming Together Program (health and wellness) to provide information to students on wellness through an Indigenous lens.

All of our schools and classrooms participate in assemblies and classroom lessons regarding Indigenous culture and truth and reconciliation. Our Indigenous Wellness Facilitator visits all of our schools and provides appropriate grade level activities to help them learn about First Nations Métis and Inuit culture.



The month of September was dedicated to learning about Truth and Reconciliation. Each school planned their own activities to reflect and acknowledge National Truth and Reconciliation Day through Indigenous speakers, assemblies, cultural experiences as well as video and book resources which were used to teach students a deeper understanding of the history of Orange Shirt Day. September 30<sup>th</sup> 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 people.

## Truth & Reconciliation Beyond Wearing Orange

### LET US PRAY TOGETHER

Creator God, bless us today as we take time to learn and listen on this National Day for Truth and Reconciliation.

Help us to be listening witnesses and healing voices as we walk together in the love and strength of your Spirit, in truth first, then reconciliation and peace. We ask this through Jesus Christ, your Son our Lord, and our hope.

Amen

Our division was thrilled to bring in former Chief Cadmus Delorme (Cowessess First Nation) as a guest speaker for our division wide health and wellness day. He spoke about wellness through an Indigenous perspective as well as the path towards reconciliation. As health and wellness is one of our strategic priorities it was an excellent opportunity to have a chance to learn more about the Indigenous world view and bring these two topics together in professional development for our staff.



## CATHOLICITY

Our 2024-2025 faith theme is:

### Disciples on the Journey – Building *Forming Missionary Disciples* “Come and See.”

John 1:39

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 2023-2024. This past year a division wide student faith leadership team met four times as a group. They spent their meetings planning faith activities for their schools and learning more about Catholicity. The students then brought this information back to their schools to put into action! Students have greatly enjoyed planning their school masses and helping with liturgies and assemblies at their school using the tools they have learned at student faith leadership.



The high school bible study group run by our division Chaplain continues to grow. It is wonderful to see high school students taking a greater interest in learning about their faith.

Our division Chaplain continues to visit all of our schools and participate in assemblies and classroom activities. He, alongside our Religious Education Coordinator put on a number of grade level retreats throughout the year. These retreats allow students to spend time in our parishes and learn more the Catholic faith.

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; it 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 includes presentations from a number of different division departments and representatives. The day prepares new teachers for what they need to know to be a successful employee at Medicine Hat Catholic! Along with the presentations from different departments there are 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 four 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 (PD) 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 also participate in two PD days with a focus on faith development.

The division organizes professional development half days for administrators five times per year. This PD includes faith focused learning, collaborative response as well as chances to provide input into school and division strategic planning.

2023-2024 was the first year of the new division leadership program. Teachers interested in taking on a leadership role applied to the program by submitting a cover letter and resume. Twelve applicants participated in the new program last year and ten applicants will join them for this year. The program runs for a two year cycle. Regular PD sessions are an integral part of the program as well as our division administrators working as mentors with the program participants.

An indicator of success in our new leadership program was that two of the participants were successful in applying and obtaining administrative roles within our division. The program has helped and continues to prepare them for their new roles as Vice-Principals.

[Administrative Procedure 406 - Evaluation of Teachers, Teacher Growth, Supervision and Evaluation](#)



## CURRICULUM SUPPORT

In March 2024 the division hired a Curriculum Director. This new position supports all teachers in the division as they navigate the new curriculum. Feedback from administrators and teachers in past years has been that they were looking for support in this area as they did not have enough time to sort through new curriculum requirements. The division listened to those concerns and budgeted for this new position.

Over the past 9 months the Curriculum Director has supported collaborative response at all schools, provided multiple PD sessions for teachers in different areas of the curriculum, developed and implemented a new report card for kindergarten – grade 6 as well as created different working groups for specialty areas such as French immersion. We believe this position is invaluable and we are seeing the success in having a dedicated person work shoulder to shoulder in supporting teachers with their curriculum needs.



## LEARNING SUPPORTS

2023-2024 was the year of implementation of the new student service support system. Our learning services team engaged with Kurtis Hewson from Jigsaw Learning to bring the collaborative response model to our division. Division leaders met with Mr. Hewson four times throughout the year to learn how to use collaborative response effectively and implement it in their schools. Schools met with their teams to adapt the model to best fit and work on developing more effective discussion and planning as a team. The collaborative response work continues this year as schools move further into the process.

Included in the restructuring of the learning services department was the addition of learning support teachers at each school. These support teachers work with classroom teachers to help them with teaching strategies and student success. Learning support teachers help to create greater continuity by establishing common supports and services 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.

[Supports and Services Framework](#)

[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;

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

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

- Grade 1 - 205
- Grade 2 - 209
- Grade 3 - 230

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

- Grade 1 - 34
- Grade 2 - 50
- Grade 3 - 53



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

Grade	Course Name	Subject	Cohort	Task	At-Risk Student Count
1	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3: Regular Words	27
1	Castles and Coltheart 3 (CC3) Test de dépistage-Immersion	Literacy	French Immersion	CC3: Regular Words	1
1	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	24
1	Test de dépistage-Numératie	Numeracy	French Immersion	Weighted Total Score Outcome	3
1	Letter Name-Sound (LeNS) Assessments English	Literacy	English	LeNS Overall Performance	19
1	Nom et son des lettres (NSle) Test de dépistage-Immersion	Literacy	French Immersion	LeNS Overall Performance	2
2	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3: Regular Words	35
2	Castles and Coltheart 3 (CC3) Test de dépistage-Immersion	Literacy	French Immersion	CC3: Regular Words	5
2	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	27
2	Test de dépistage-Numératie	Numeracy	French Immersion	Weighted Total Score Outcome	2
2	Letter Name-Sound (LeNS) Assessments English	Literacy	English	LeNS Overall Performance	31
2	Nom et son des lettres (NSle) Test de dépistage-Immersion	Literacy	French Immersion	LeNS Overall Performance	5
3	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3: Regular Words	34
3	Castles and Coltheart 3 (CC3) Test de dépistage-Immersion	Literacy	French Immersion	CC3: Regular Words	2
3	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	22

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

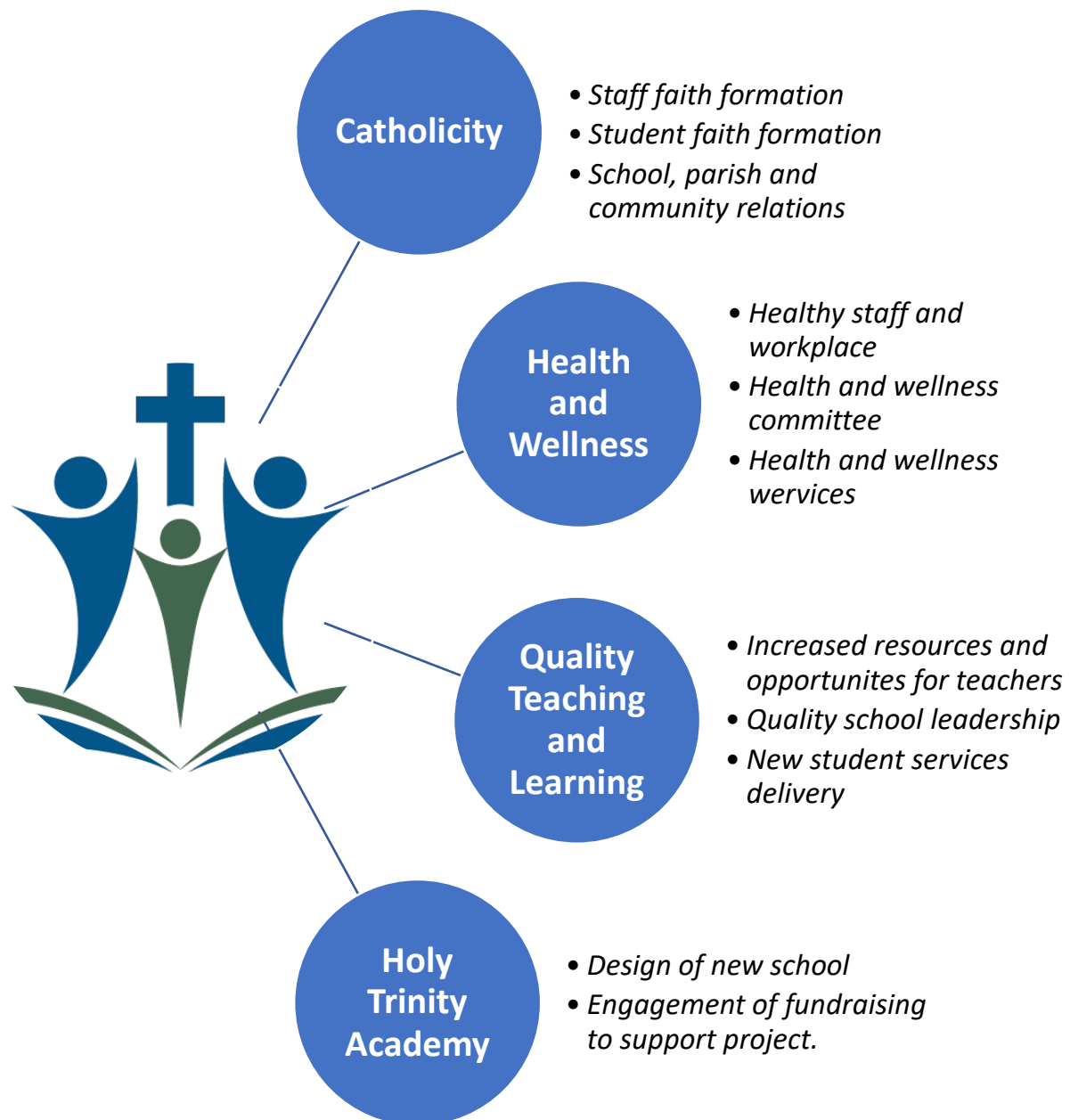
A summary of support strategies used for students identified as being at risk at each grade level:

- 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 2024-2025



## 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 15th.
- 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

- Schools are participating in Collaborative Response training and education.
- All new teachers participated in SIVA training.
- 12 applicants completed the first year of leadership training. 6 new applicants have joined for the second year (2 year program). 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.

## HOLY TRINITY ACADEMY

- Division representatives met bi-weekly with Alberta Infrastructure, Alberta Education, and FWBA Architects to provide input on designing the new school.
- An open house was held on October 16th to show renderings and a virtual walkthrough of Holy Trinity Academy.
- The project has now gone to tender.
- A division fundraiser is coordinating efforts to raise money for enhancements to Holy Trinity Academy.

# Financial Information

School Jurisdiction Code: 4501

**STATEMENT OF OPERATIONS**  
For the Year Ended August 31, 2024 (in dollars)

	Budget 2024	Actual 2024	Actual 2023
<b>REVENUES</b>			
Government of Alberta	\$ 30,239,090	\$ 30,412,972	\$ 28,946,459
Federal Government and other government grants	\$ -	\$ -	\$ -
Property taxes	\$ 4,404,533	\$ 4,456,439	\$ 4,316,609
Fees (Schedule 9)	\$ 1,344,209	\$ 933,868	\$ 909,368
Sales of services and products	\$ 2,330,862	\$ 2,402,937	\$ 2,491,481
Investment income	\$ 64,330	\$ 253,503	\$ 247,569
Donations and other contributions	\$ 66,465	\$ 214,242	\$ 182,222
Other revenue	\$ 31,884	\$ 80,333	\$ 59,190
<b>Total revenues</b>	<b>\$ 38,481,373</b>	<b>\$ 38,754,294</b>	<b>\$ 37,152,898</b>
<b>EXPENSES</b>			
Instruction - ECS	\$ 2,459,553	\$ 2,050,689	\$ 2,256,821
Instruction - Grades 1 to 12	\$ 26,846,055	\$ 27,577,402	\$ 25,047,089
Operations and maintenance (Schedule 4)	\$ 5,089,204	\$ 5,050,776	\$ 5,370,484
Transportation	\$ 1,944,809	\$ 1,944,179	\$ 1,487,803
System administration	\$ 1,585,249	\$ 1,646,662	\$ 1,580,498
External services	\$ 722,371	\$ 851,909	\$ 889,685
<b>Total expenses</b>	<b>\$ 38,647,241</b>	<b>\$ 39,121,617</b>	<b>\$ 36,612,380</b>
<b>Annual operating surplus (deficit)</b>	<b>\$ (165,868)</b>	<b>\$ (367,323)</b>	<b>\$ 540,518</b>
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
<b>Annual surplus (deficit)</b>	<b>\$ (165,868)</b>	<b>\$ (367,323)</b>	<b>\$ 540,518</b>
<b>Accumulated surplus (deficit) at beginning of year</b>	<b>\$ 3,564,117</b>	<b>\$ 3,564,117</b>	<b>\$ 3,023,599</b>
<b>Accumulated surplus (deficit) at end of year</b>	<b>\$ 3,398,249</b>	<b>\$ 3,196,794</b>	<b>\$ 3,564,117</b>

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 2023-24

		2023-24				
		2023-24 Opening Balance	Transfers In	Transfers Out	2023-24 Closing Balance	Change in Balance
<b>Unrestricted Net Assets</b>						
Unrestricted		1,103,927			576,730	(527,198)
	2023-24 Revenue over Expenses	(367,322)	-	367,322		
	Unsupported Amortization from Investment in Capital Assets	225,591	225,591			
	Transfer Capitalized Assets to Investment in Capital Assets	(507,469)		507,469		
	NBV of Unsupported Assets Disposed - to Investment in Capital Assets	2,216	2,216			
	Transfer to Capital Reserve - Child Care Modular Capital Reserve	(6,500)		6,500		
	School Generated Fund Balances - Surplus	145,681		145,681		
	International Student Surplus - Current Year Restricted (SCSL & Rel Ed)	(19,413)	-	19,413		
	International Student Surplus - Use of Prior Year Restricted (Religious Ed)	78,423	78,423			
	Asset Retirement Obligations	24,433	24,433	-		
	Joint Use Agreement Booking Fee Collection - Restricted	(12,273)		12,273		
	Equipment - Use of Restricted Reserves	57,416	57,416			
	Band of Restricted Reserve	(287)		287		
	Learning Services	(45,857)	49,723	3,866		
	Chrome Essentials	(54,147)	54,147			
	Administration Surplus - Restricted	(36,428)		36,428		
	School and Department use of Restricted Reserve & SGF Transfer	(39,144)	159,400	79,308		
<b>Restricted Reserves</b>						
Department Reserves						
	School Based	492,241	198,544	150,400	531,385	
	Chrome Essentials	-	-	54,147	(54,147)	
	Learning Services	51,547	3,866	49,723	5,690	
	School Generated Funds	633,840	145,681	119,236	660,285	
	International Student Program					
	Rel. Ed Reserve from International Education Program	41,712	9,706	78,423	(27,005)	
	SCSL Reserve from International Education Program	11,019	9,706		20,725	
	Band	40,689	287	-	40,976	
	Accumulated Administration Surplus	54,190	36,428		90,618	
	O&M Equipment and Joint Use (Flooring Upkeep)	81,342	12,273	57,416	36,199	
<b>Total Restricted Reserves</b>		1,406,580	416,490	518,345	1,304,726	(101,854)
<b>Total Accumulated Operating Surplus</b>		2,510,507	1,067,839	1,696,891	1,881,455	(629,052)
<b>Capital Reserves</b>						
	Child Care Modular	78,000	6,500		84,500	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	-
	Future Replacement of Capital Assets	133,145	-		133,145	-
<b>Total Capital Reserves</b>		715,869	6,500	-	722,369	
<b>Total Net Assets</b>		3,226,377	1,074,339	1,696,891	2,603,824	(622,552)
		1,876,667			1,221,170	(655,497)
					3.1%	

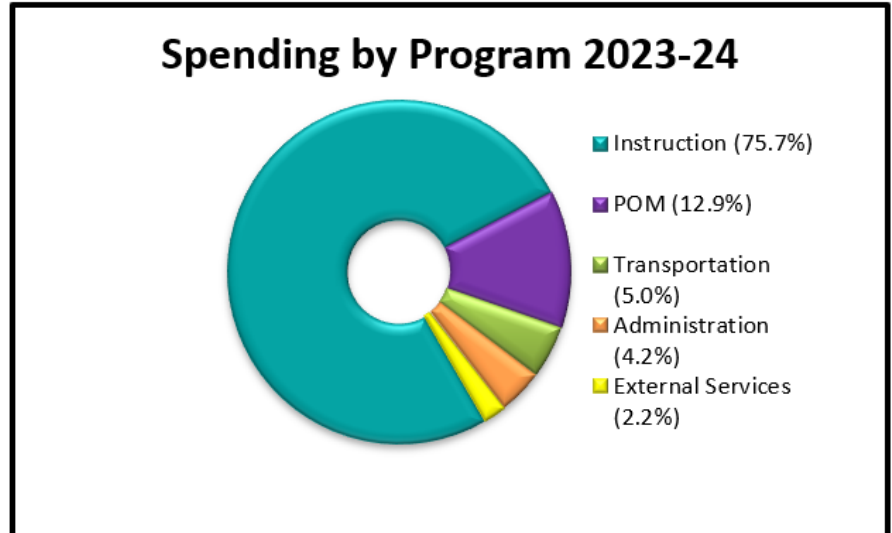


## School Generated Funds

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, 2024.

To request more information please contact Business Services at Medicine Hat Catholic Board of Education 403-527-2292 or by email

[info@mhcbe.ab.ca](mailto:info@mhcbe.ab.ca).



School Jurisdiction Code: 4501

### BUDGETED STATEMENT OF OPERATIONS for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual Audited 2021/2022
<b>REVENUES</b>			
Government of Alberta	\$ 30,239,090	\$27,778,770	\$26,997,634
Federal Government and First Nations	\$ -	\$0	\$0
Property taxes	\$ 4,404,533	\$4,404,533	\$4,493,674
Fees	\$ 1,344,209	\$822,300	\$712,264
Sales of services and products	\$ 2,330,862	\$2,127,629	\$1,812,928
Investment income	\$ 64,330	\$36,693	\$32,860
Donations and other contributions	\$ 66,465	\$51,950	\$127,477
Other revenue	\$ 31,884	\$30,640	\$585,395
<b>TOTAL REVENUES</b>	<b>\$38,481,373</b>	<b>\$35,252,515</b>	<b>\$34,762,232</b>
<b>EXPENSES</b>			
Instruction - ECS	\$ 2,459,553	\$2,751,804	\$2,576,074
Instruction - Grade 1 to 12	\$ 26,846,055	\$23,551,101	\$22,573,705
Operations & maintenance	\$ 5,089,204	\$5,126,125	\$4,976,213
Transportation	\$ 1,944,809	\$1,545,343	\$1,325,972
System Administration	\$ 1,585,249	\$1,634,389	\$1,621,709
External Services	\$ 722,371	\$672,919	\$841,565
<b>TOTAL EXPENSES</b>	<b>\$38,647,241</b>	<b>\$35,281,681</b>	<b>\$33,915,238</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(\$165,868)</b>	<b>(\$29,166)</b>	<b>\$846,994</b>

**BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)**  
for the Year Ending August 31

	<b>Approved Budget 2023/2024</b>	<b>Approved Budget 2022/2023</b>	<b>Actual Audited 2021/2022</b>
<b>EXPENSES</b>			
Certificated salaries	\$ 15,087,628	\$13,933,825	\$13,626,776
Certificated benefits	\$ 3,848,205	\$3,514,154	\$3,276,992
Non-certificated salaries and wages	\$ 7,109,821	\$6,748,304	\$6,998,666
Non-certificated benefits	\$ 1,695,566	\$1,653,021	\$1,584,656
Services, contracts, and supplies	\$ 9,034,209	\$7,603,204	\$6,728,190
Capital and debt services			
Amortization of capital assets			
Supported	\$ 1,616,141	\$1,649,951	\$1,570,213
Unsupported	\$ 255,171	\$178,722	\$127,008
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ 500	\$500	\$2,737
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$38,647,241</b>	<b>\$35,281,681</b>	<b>\$33,915,238</b>

A large increase in transportation costs this year put pressure on the division financially. Rising costs of fuel and mechanical parts have caused bussing companies to increase their rates. Transportation has risen by 4% to 5% of our total operation budget this past year.

Instructional costs have also increased this year as we have hired more teachers due to increased enrollment.

## Financial Summary

For the 2023-24 fiscal year ended August 31, 2024, the division had an operating deficit of \$367,000 which was greater than the \$166,000 deficit forecasted in the budget. At the end of the 2023-24 fiscal year, the division's accumulated operating surplus was \$1,881,000 including school generated funds. Total division revenues were \$38.8 million dollars in 2023-24 compared to \$37.2 million in 2022-23. The increase of \$1.6 million is related to an increase in enrollment, additional grants announced and greater investment revenue from higher rates. Total division expenditures were \$39.1 million in 2023-24 compared to \$36.6 million in 2022-23. This increase of \$2.5 million is a function of an increase in certificated and non-certificated staffing, transportation expenses, contracted services provided under Learning Services and a greater amount of expenses at the school level.

## Financial Links:

[3-Year Capital Plan 2025-2028](#)

[2023-2024 Infrastructure Maintenance Renewal Plan](#)

[2023-2024 Capital Maintenance and Renewal Plan](#)

[2024-2025 Budget](#)

[Audited Financial Statements as at August 31, 2024](#)

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

[2024 MHCBE Variance Analysis](#)

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

## INFORMATION DOCUMENTS

[Four-Year Education Plan 2024-2028](#)

[AERR Summary 2023-2024](#)

## 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

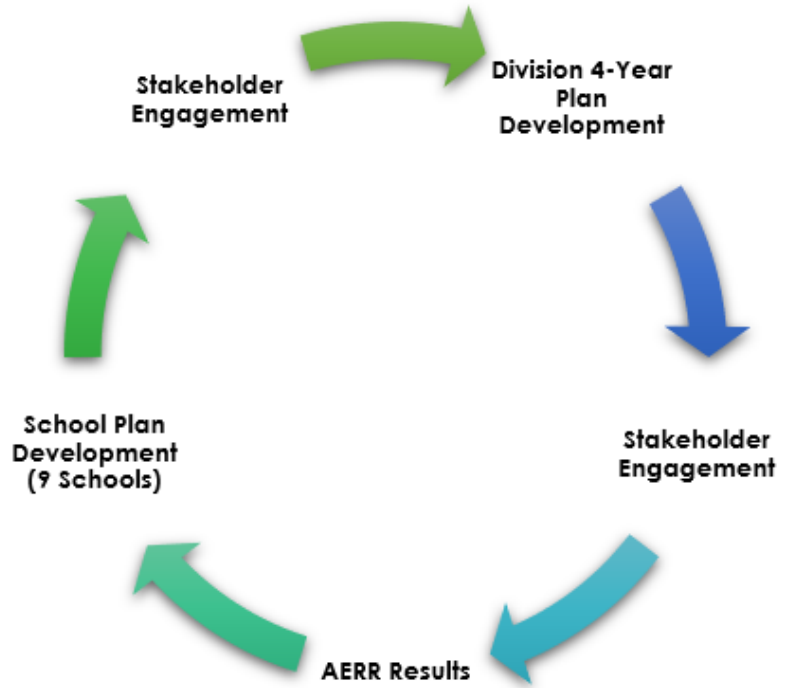
*Reference: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities report disclosure under the act within our Annual Report.*



# 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.



# DIVISION LINKS

[2024-2025 Division Calendar](#)

[2025-2026 Division Calendar](#)

[Student Registration](#)

[Our Schools](#)

[Meet the Board](#)

[Policies & Procedures](#)

[New School Project: Holy Trinity Academy](#)

[Religious Education](#)



## Medicine Hat Catholic Board of Education 2024-2025 Calendar

August 2024	September 2024	October 2024	November 2024
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
December 2024	January 2025	February 2025	March 2025
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
April 2025	May 2025	June 2025	July 2025
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Statutory Holiday
Division Wide PD (no school)
First/Last Day of School Grades 1-12
First/Last Day of School Kindergarten/ELP
Non-Operational Day (no school)
PD Day: ELP-Grade 9 only
PD Day: Grade 10-12 only

- Notes:**
- \*Faith Days (All Staff): August 30, March 21
  - Kindergarten/ELP Orientation Days: September 3, 4, 5
  - National Truth and Reconciliation Day: September 30 (Instructional day)
  - PD Day (ELP-Grade 9 only): January 24
  - PD Day (Grade 10-12 only): January 29
  - S - Start of second semester (Monsignor McCoy High School): January 30





# CONTACT US

Medicine Hat Catholic Board of Education

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