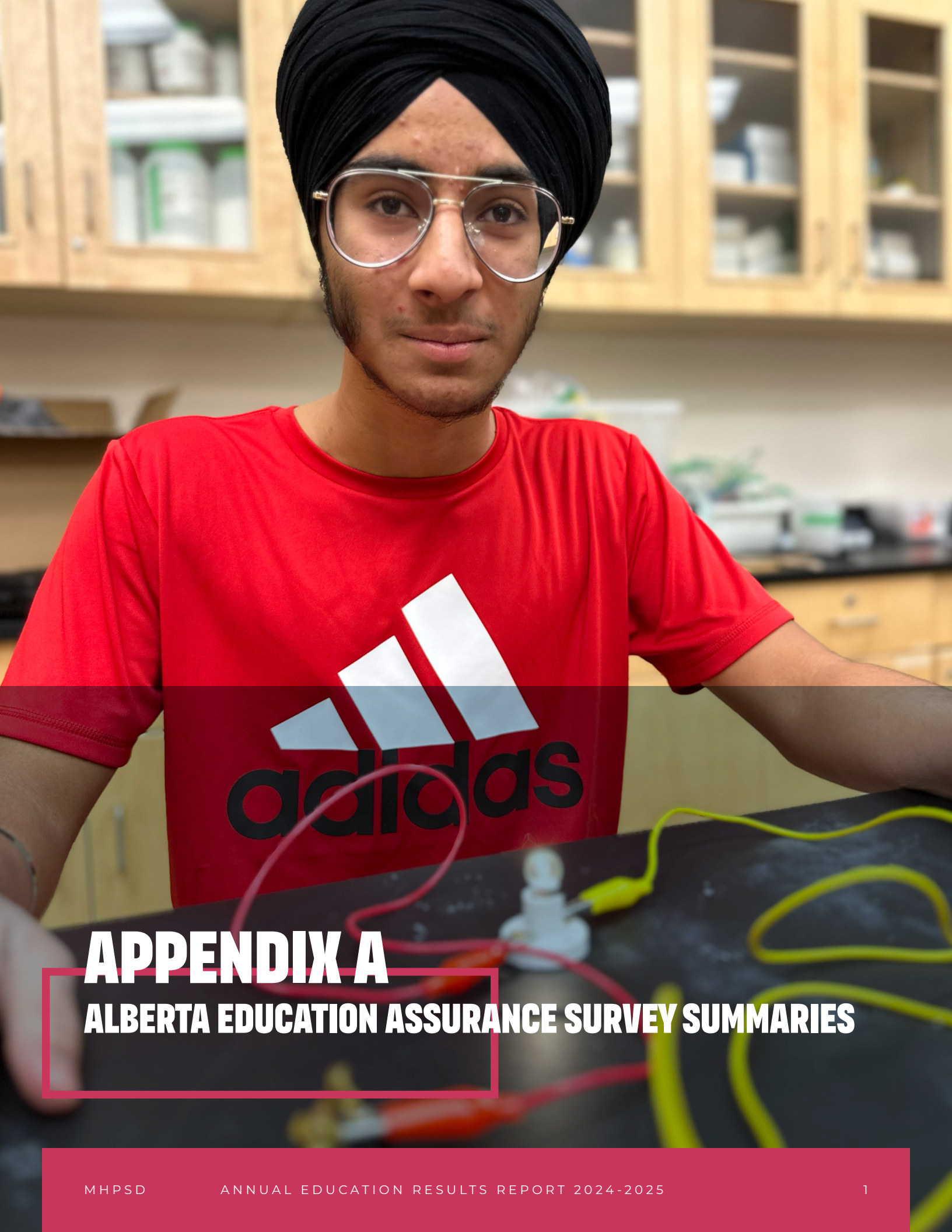




APPENDIX A

ALBERTA EDUCATION ASSURANCE SURVEY SUMMARIES

ALBERTA ASSURANCE SURVEY SUMMARIES

BACKGROUND

The Alberta Education Assurance Survey gathers feedback about students, teachers, and parents' school experiences, and is part of the evidence collection that informs continuous improvement in the school division. Surveys were administered to:

- Students in grades 4, 7, and 10 (schools may choose to oversample - grades 4 -12)
- Parents of students in grades 4, 7, and 10
- All teachers

Survey participants are asked questions on a variety of topics, including:

- Welcoming, caring, respectful and safe learning environments
- Student learning engagement
- Parental involvement in their child's education

Each year, these results are used by schools and the school division to develop our assurance plans and school goals found on each school's website.

SCHOOL DIVISION SURVEY RESPONSE RATES

	2021	2022	2023	2024	2025
	N	N	N	N	N
STUDENTS	1,597	3,245	2,815	2,819	1868
PARENTS	236	339	259	281	311
TEACHERS	319	331	336	305	310

• These are approximate numbers as not every parent, student or teacher answers every question.

• Academically derived measures are also provided in the assurance section of school websites.

PROVINCIAL SURVEY RESPONSE RATES

	2021	2022	2023	2024	2025
	N	N	N	N	N
STUDENTS	169,813	187,102	193,029	199,823	201,089
PARENTS	30,969	31,694	31,862	33,209	34,444
TEACHERS	30,205	30,944	32,323	32,047	33,543

[2024-2025 PAT & Diploma Results - Appendix B](#)

SPRING 2025 REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Assurance Domain	Measure	Medicine Hat Public School Division			Alberta			Measure Evaluation		
		Current Result	Previous Year Result	Previous 3yr Avg	Current Result	Previous Year Result	Previous 3yr Avg	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.7	83.1	84.1	83.9	83.7	84.4	Intermediate	Declined	Issue
	Citizenship	78.6	76.9	77.2	79.8	79.4	80.4	High	Improved	Good
	3-year High School Completion	78.2	79.0	80.3	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	85.9	86.6	86.6	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
	PAT 6: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT 6: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	PAT 9: Acceptable	52.8	53.6	53.1	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT 9: Excellence	8.5	8.1	9.2	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	81.7	81.8	81.7	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
	Diploma: Excellence	15.5	16.1	16.0	23.0	22.6	21.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	88.0	88.1	88.8	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)	83.2	83.1	83.6	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	84.0	83.5	83.4	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	78.6	78.3	77.8	80.0	79.5	79.1	High	Maintained	Good

Commentary and Analysis: The Spring 2025 Overall Summary Report review and analysis involved the comparison of the 2025 results with the previous year’s results and the three-year averages. It is also valuable to consider the authority results within the provincial context. When examining the 2025 Overall Summary Report and the subsequent report tables, the identification of patterns, trends, and data outliers has been noted. Initial observations reveal a relatively consistent pattern of achievement across the different measures. One measure that garnered additional monitoring, due to a decline in past results, was Citizenship. It is encouraging to see improvement in this area in the 2025 report, moving from “Intermediate” to “High” achievement. The steady progression of Parental Involvement and Access to Supports and Services results, in the 2025 report, are considered positive outcomes of a continued division-wide focus on effective collaboration with parents/guardians and external organizations. This includes furthering students, staff, and parent/guardian understanding and awareness of available academic and Social Emotional Learning (SEL) supports, as well as facilitating access to the Continuum of Supports. It is further noted that the Access to Supports and Services measure results remain above the provincial results.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

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

	Authority													Province											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	2154	77.9	3921	77.5	3412	77.2	3407	76.9	2490	78.6	High	Improved	Good	230843	83.2	249770	81.4	257231	80.3	265100	79.4	269117	79.8		
Parent	236	71.7	340	74.7	260	71.2	281	73.1	311	75.0		High		Maintained	Good	30905	81.4	31689	80.4	31869	79.4	33217	78.7	34441	78.6
Student	1599	70.3	3250	67.4	2816	68.3	2821	66.1	1869	68.4		High		Maintained	Good	169741	74.1	187120	72.1	193015	71.3	199816	69.6	201119	70.3
Teacher	319	91.8	331	90.5	336	92.2	305	91.6	310	92.4		High		Maintained	Good	30197	94.1	30961	91.7	32347	90.3	32067	89.8	33557	90.5

Commentary and Analysis: The overall Citizenship result improved from 76.9% (2024) to 78.6% (2025), with each stakeholder group responding more positively than the previous year. Gr. 4-6 survey participant results tend to reflect a more favorable perception of what is happening in schools to promote the characteristics of active citizenship. Another noteworthy observation is that Gr. 7-9 student results increased 8.8%, from 61.2% (2024) to 70.0% (2025). Opportunities for students to assume leadership roles in extra-curricular activities and other areas of interest promote an enhanced student learning experience. MHPSD schools value a holistic educational approach and strive to find new ways to promote leadership, citizenship, and a community mindset.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement: Percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority													Province									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improve- ment	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2152	85.1	3915	84.4	3410	84.7	3405	83.1	2489	82.7	Intermediate	Declined	Issue	230956	85.6	249740	85.1	257214	84.4	265079	83.7	269076	83.9
Parent	236	89.3	339	88.9	259	86.9	281	86.2	311	86.8	Intermediate	Maintained	Acceptable	30994	89.0	31694	88.7	31862	87.3	33209	86.7	34444	87.6
Student	1597	69.0	3245	67.7	2815	69.4	2819	66.5	1868	65.7	Very Low	Declined	Concern	169789	71.8	187102	71.3	193029	70.9	199823	69.3	201089	69.3
Teacher	319	96.8	331	96.7	336	97.8	305	96.6	310	95.7	Intermediate	Maintained	Acceptable	30173	96.0	30944	95.5	32323	95.1	32047	95.1	33543	95.0

Commentary and Analysis: A high-leverage strategy to support Student Learning Engagement, Education Quality, and other measures is the Optimal Learning Coach (OLC) Residency Model. A new instructional support strategy for 24-25, OLCs were embedded in schools for an extended time to collaborate with school-based teams. Feedback from school staff in the first year of implementation was positive, and it is anticipated the model will lead to further innovation in the second year of implementation. The most significant decline in students' reported engagement with Language Arts and Math content was amongst Gr. 4-6 students. Gr. 7-9 students reported a higher level of agreement in 2025 that subject area content was useful and interesting. A common professional learning focus amongst schools for 25-26 remains a shared clarity of learning outcomes, success criteria, and effective feedback. The goal is to empower learners and promote student engagement.

High School Completion Rates: How many students complete high school within 3, 4 or 5 years of entering grade 10.

	Authority													Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 year completion	533	84.0	585	81.4	566	80.4	557	79.0	569	78.2	Intermediate	Maintained	Acceptable	46245	83.4	47675	83.2	48340	80.7	49297	80.4	51148	81.4
4 year completion	495	81.4	532	88.4	585	85.5	565	84.4	556	84.1	Intermediate	Maintained	Acceptable	45351	85.0	46242	87.1	47660	86.5	48296	85.1	49293	84.7
5 year completion	491	82.4	496	83.5	531	89.7	585	86.6	565	85.9	Intermediate	Maintained	Acceptable	44972	86.2	45344	87.1	46238	88.6	47659	88.1	48295	87.1

Commentary and Analysis: At a division level, High School Completion Rate results have generally been consistent. At a deeper analysis scope, it is noted that First Nations, Métis (FNMI), and Inuit students' (pg. 11) High School completion, and rates for students who receive English as an Additional Language Supports (pg. 13) require continued monitoring and attention. For instance, the 3-Year Completion rate is "Very Low" for FNMI and EAL students in 2024 and highlights the significance of the services provided by the MHPSD FNMI Team and the Cultural Liaison Worker. MHPSD is also excited to form the new Prairie Sky Collegiate (PSC) partnership for 25-26. The innovative endeavor will provide trades-based learning and career pathways that connect students' interests and passions. The Division Principal of Learning and Partnerships will provide a key leadership role in determining the impact of programming on the student learning experience and High School Completion.

DOMAIN: TEACHING AND LEARNING

Education Quality: Percentage of teachers, parents and students satisfied with overall quality of basic education.

	Authority											Province											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2152	89.8	3918	89.3	3413	89.0	3413	88.1	2492	88.0	High	Maintained	Good	230814	89.6	249532	89.0	257584	88.1	265643	87.6	269550	87.7
Parent	236	87.7	340	87.0	260	84.2	281	84.1	311	84.4	High	Maintained	Good	31024	86.7	31728	86.1	31890	84.4	33250	83.8	34466	84.3
Student	1596	85.6	3247	84.3	2817	85.8	2827	84.2	1871	83.3	Low	Declined	Issue	169589	86.3	186834	85.9	193343	85.7	200322	84.9	201514	84.8
Teacher	320	96.1	331	96.7	336	97.0	305	95.9	310	96.1	High	Maintained	Good	30201	95.7	30970	95.0	32351	94.4	32071	93.9	33570	93.9

Commentary and Analysis: The 2025 survey results suggest parent and teacher satisfaction with the overall basic quality of education remains “high”. Interestingly, participating parents have progressively reported lower agreement with the statement, “Your child finds school work challenging”. This feedback highlights the significance of division supports and school-level strategies that can assist teachers with differentiated instruction for individualized learner needs. Further, a continued professional learning focus to ensure the effective utilization of universal screens and formative assessment measures for evidence-informed decision-making fosters collaborative learning cultures and increased student achievement.

DOMAIN: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority											Province											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2154	85.5	3923	84.4	3414	83.3	3410	83.1	2490	83.2	Intermediate	Maintained	Acceptable	231091	87.8	249941	86.1	257391	84.7	265321	84.0	269282	84.4
Parent	236	83.9	340	85.5	260	81.2	281	82.7	311	82.2	Intermediate	Maintained	Acceptable	30980	88.2	31715	86.9	31885	85.6	33232	85.3	34452	85.2
Student	1599	77.6	3252	74.3	2818	75.6	2824	73.0	1869	74.1	Low	Maintained	Issue	169900	79.8	187258	77.7	193156	76.6	200020	75.2	201268	75.7
Teacher	319	95.0	331	93.4	336	93.2	305	93.6	310	93.4	Intermediate	Maintained	Acceptable	30211	95.3	30968	93.6	32350	92.0	32069	91.6	33562	92.3

Commentary and Analysis: Welcoming, caring, respectful, and safe learning environments are foundational to student learning and development. Consequently, continued attention and care are needed to foster school and classroom environments that provide students and staff with feelings of support, trusting relationships, and a readiness for learning. On a daily and ongoing basis, school administrators and teachers collect and respond to student feedback. This information is triangulated with other forms of evidence, including survey data, to inform planning adjustments. To positively impact the WCRSLE measure, schools implement common Social-Emotional Learning Programs and promote the capacity of all community members to collaborate and communicate effectively.

DOMAIN: LEARNING SUPPORTS CONT'D

Access to Supports and Services Measure History: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority													Province											
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	2150	82.4	3922	83.7	3410	82.8	3400	83.5	2488	84.0	High	Maintained	Good	230761	82.6	249570	81.6	256994	80.6	264733	79.9	268786	80.1		
Parent	236	76.4	340	79.8	260	72.9	281	78.4	310	77.7	Intermediate	Maintained	Acceptable	30936	78.9	31684	77.4	31847	75.7	33177	75.4	34400	75.5		
Student	1595	81.5	3251	80.1	2814	83.4	2814	80.7	1868	82.1	Intermediate	Maintained	Acceptable	169631	80.2	186935	80.1	192805	79.9	199516	78.7	200841	78.7		
Teacher	319	89.3	331	91.3	336	92.2	305	91.4	310	92.1	High	Maintained	Good	30194	88.7	30951	87.3	32342	86.2	32040	85.6	33545	86.0		

Commentary and Analysis: The 2025 authority results for Access to Supports and Services are higher for each reporting group in comparison to stakeholder agreement on a provincial scale. Contributing variables to the "high" overall achievement include shared group member expectations when engaged in collaborative processes and capacity development to deliver the identified interventions. Classroom Support Teachers (CSTs) serve a key support role for students, staff, and families in each of our schools. The CST connects individuals and teams with internal and external support services, such as Family School Liaison Support, Alternative Learning Team referrals, assistive technology, accommodations, and more. The effectiveness of universal and targeted supports is monitored, and collected data informs adjustments to the Continuum of Supports.

DOMAIN: GOVERNANCE

Parental Involvement Measure History: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	554	77.9	668	77.1	595	78.1	584	78.3	618	78.6	High	Maintained	Good	60919	79.5	62412	78.8	63935	79.1	64949	79.5	67669	80.0
Parent	235	69.8	339	69.0	259	68.7	280	72.6	308	74.1	Very High	Improved	Excellent	30886	72.2	31598	72.3	31720	72.5	33070	74.4	34316	75.6
Teacher	319	86.0	329	85.2	336	87.5	304	84.1	310	83.2	Low	Maintained	Issue	30033	86.8	30814	85.2	32215	85.7	31879	84.6	33353	84.3

Commentary and Analysis: AEA Parent Involvement survey results from 2021 (69.8%) to 2025 (74.1%) demonstrate the rising percentage of parents satisfied with their involvement in decisions about their child's education. School leader conversations about successful entry points for parent collaboration and involvement will be part of the MHPSD leadership development plans for the 2025-2026 school year. Designating this time helps ensure successful collaboration and connection strategies are scaled across the division, with the understanding that each site is unique and will adjust plans accordingly. Involving staff in school planning for parent involvement may likely impact teacher satisfaction within this domain.

SUPPLEMENTAL AEAMs

	Authority			Alberta			Measure Evaluation		
	Current Result	Previous Year Result	Previous 3yr Avg	Current Result	Previous Year Result	Previous 3yr Avg	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ exams)	41.8	39.2	39.2	54.5	52.7	52.7	Low	Maintained	Issue
Drop Out Rate	2.5	2.9	3.0	2.4	2.5	2.4	Very High	Improved	Excellent
In Service Jurisdiction Needs	86.4	83.3	86.2	81.7	81.1	82.3	Intermediate	Maintained	Acceptable
Lifelong Learning	77.3	78.9	79.1	80.8	79.9	80.4	High	Maintained	Good
Program of Studies	84.5	83.5	83.4	83.0	82.8	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	84.3	83.7	83.6	80.5	80.6	81.2	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	66.7	63.8	66.2	69.4	70.7	70.9	Intermediate	Maintained	Acceptable
Safe and Caring	86.9	87.3	87.7	87.3	87.1	87.8	High	Maintained	Good
Satisfaction with Program Access	77.4	75.9	76.5	72.1	71.9	72.5	Intermediate	Maintained	Acceptable
School Improvement	78.4	74.2	75.2	76.6	75.8	75.1	High	Improved Significantly	Good
Transition Rate (6 yr)	51.0	49.7	47.5	59.9	60.1	60.0	Intermediate	Improved	Good
Work Preparation	82.2	83.8	83.9	83.7	82.8	83.6	High	Maintained	Good

Drop Out Rate: Percentage calculated by dividing the number of students who have dropped out of school by the number ('N') of 14 to 18 year old students who were registered in the K-12 system in the previous school year. Annual drop out rate of students aged 14 to 18.

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	2081	2.9	2194	3.0	2182	3.0	2092	2.9	2119	2.5	Very High	Improved	Excellent	186228	2.6	189713	2.3	191156	2.5	195341	2.5	206059	2.4
Returning Rate	99	17.8	70	20.1	79	12.5	77	14.0	72	9.5	n/a	n/a	n/a	6720	18.1	6408	17.3	5940	17.2	6244	16.6	6748	19.2

High School Transition Rates – 4 Year: The extent to which students participate in post-secondary study, these rates represent the number of students that begin post-secondary studies either 4 years or 6 years after starting grade 10.

	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	%		
4 Year Rate	495	27.0	532	26.7	585	28.4	565	35.5	556	35.5	Intermediate	Improved	Good	45351	40.5	46242	41.2	47660	40.2	48296	41.1	49293	42.5		
6 Year Rate	530	48.7	491	47.8	496	44.9	530	49.7	585	51.0	Intermediate	Improved	Good	44983	60.0	44966	60.3	45342	59.7	46232	60.1	47654	59.9		

In-Service Jurisdiction Needs Measure History: 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									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	317	84.5	321	86.6	330	88.8	296	83.3	303	86.4	Intermediate	Maintained	Acceptable	29619	84.9	30280	83.7	31648	82.2	31298	81.1	32856	81.7
Teacher	317	84.5	321	86.6	330	88.8	296	83.3	303	86.4	Intermediate	Maintained	Acceptable	29619	84.9	30280	83.7	31648	82.2	31298	81.1	32856	81.7

Lifelong Learning Measure History: Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority													Province											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	543	81.1	657	80.0	576	78.4	558	78.9	589	77.3	High	Maintained	Good	59478	82.1	60822	81.0	62032	80.4	62712	79.9	65274	80.8		
Parent	229	74.6	328	70.9	248	70.1	262	71.3	292	68.1	High	Maintained	Good	29693	75.3	30314	74.6	30381	73.4	31458	73.3	32542	74.5		
Teacher	314	87.6	329	89.1	328	86.8	296	86.5	297	86.6	High	Maintained	Good	29785	88.9	30508	87.4	31651	87.3	31254	86.6	32732	87.1		

SUPPLEMENTAL AEAMs CONT'D

Program of Studies Measure History: 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									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1365	83.6	2747	83.1	2148	83.6	2260	83.5	1539	84.5	Very High	Maintained	Excellent	157680	81.9	172339	82.9	179589	82.9	184554	82.8	190222	83.0
Parent	235	81.0	340	82.1	260	78.0	280	82.1	310	81.4	Very High	Maintained	Excellent	30817	81.7	31625	82.4	31780	82.2	33145	82.3	34368	82.4
Student	811	82.3	2076	79.1	1552	83.2	1675	79.0	919	81.2	Very High	Maintained	Excellent	96676	74.9	109776	76.9	115487	77.4	119382	76.7	122315	77.0
Teacher	319	87.4	331	88.0	336	89.8	305	89.5	310	90.9	Very High	Maintained	Excellent	30187	89.2	30938	89.3	32322	89.3	32027	89.2	33539	89.5

Program of Studies - At Risk Students Measure History: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely

	Authority													Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2150	82.4	3921	83.7	3410	83.3	3400	83.7	2486	84.3	Intermediate	Maintained	Acceptable	230686	82.7	249524	81.9	256932	81.2	264651	80.6	268717	80.5
Parent	236	74.2	339	77.8	260	72.2	281	76.2	310	75.8	Intermediate	Maintained	Acceptable	30874	76.7	31643	75.3	31805	73.7	33110	73.5	34352	73.5
Student	1595	81.5	3251	80.1	2814	83.4	2814	80.7	1868	82.1	Intermediate	Maintained	Acceptable	169631	80.2	186935	80.1	192805	79.9	199516	78.7	200841	78.7
Teacher	319	91.5	331	93.2	336	94.3	305	94.3	308	95.0	Intermediate	Maintained	Acceptable	30181	91.2	30946	90.3	32322	89.9	32025	89.5	33524	89.4

Rutherford Scholarship Eligibility Rate: Where ‘N’ is the total number of grade 12 students and the % result is the percentage of gr 12 students eligible for scholarship.

	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	%
Rutherford Scholarship Eligibility Rate	650	64.3	728	63.6	588	71.3	594	63.8	571	66.7	Intermediate	Maintained	Acceptable	59357	68.0	58631	70.2	57307	71.9	58930	70.7	63342	69.4

SUPPLEMENTAL AEAM's CONT'D

Safe and Caring - Measure Details: % of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority													Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2152	88.9	3923	88.6	3413	87.2	3407	87.3	2488	86.9	High	Maintained	Good	230987	90.0	249835	88.8	257278	87.5	265150	87.1	269159	87.3
Parent	236	89.0	340	90.6	260	85.5	281	87.4	311	86.3	High	Maintained	Good	30969	90.5	31707	89.5	31879	88.1	33225	88.0	34446	87.9
Student	1597	82.4	3252	80.4	2817	81.8	2821	79.9	1867	80.0	High	Maintained	Good	169813	84.0	187165	82.5	193049	81.5	199865	80.4	201157	80.6
Teacher	319	95.4	331	94.8	336	94.3	305	94.6	310	94.4	Intermediate	Maintained	Acceptable	30205	95.4	30963	94.3	32350	93.0	32060	92.9	33556	93.4

Satisfaction with Program Access - Measure Details: % of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Authority													Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2137	73.0	3896	76.0	3397	77.6	3388	75.9	2470	77.4	Intermediate	Maintained	Acceptable	228281	71.8	247744	72.6	255597	72.9	263089	71.9	267002	72.1
Parent	233	63.6	326	69.4	256	70.1	271	71.2	297	73.7	High	Maintained	Good	29417	65.7	30664	67.4	31117	68.4	32304	67.8	33401	68.4
Student	1585	74.1	3240	75.2	2807	80.8	2813	77.0	1863	78.7	Intermediate	Maintained	Acceptable	168839	71.9	186237	73.5	192269	74.3	198907	73.0	200212	73.8
Teacher	319	81.2	330	83.5	334	82.0	3014	79.5	310	79.7	Intermediate	Maintained	Acceptable	30025	77.8	30843	77.0	32211	76.0	31878	74.8	33389	74.1

School Improvement - Measure Details: % of teachers, parents and students indicating their school and schools in their jurisdiction have improved/stayed the same the last 3 years.

	Authority													Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2103	80.6	3874	74.4	3360	77.0	3342	74.2	2437	78.4	High	Improved Significantly	Good	224041	81.4	243980	74.2	251355	75.2	258502	75.8	262745	76.6
Parent	218	77.5	329	66.0	253	69.2	264	70.1	297	74.4	Intermediate	Improved	Good	28016	81.7	30147	70.0	30371	72.5	31538	75.2	32755	76.4
Student	1577	80.6	3228	74.9	2798	74.3	2791	69.5	1847	75.9	Intermediate	Improved Significantly	Good	167992	79.1	185107	76.3	191142	75.0	197479	74.0	198914	74.4
Teacher	308	83.8	317	82.3	309	87.7	287	82.9	293	85.0	Very High	Maintained	Excellent	28033	83.4	28726	76.3	29842	78.0	29485	78.2	31076	79.1

HIGH SCHOOL SPECIFIC MEASURES
CONT'D

Work Preparation - Measure Details: % of teachers and parents who agree students are taught attitudes/behaviours that will make them successful at work when they finish school.

	Authority													Province									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	530	82.9	638	83.8	558	84.0	544	83.8	580	82.2	High	Maintained	Good	58109	85.7	59488	84.9	60705	83.1	61407	82.8	63905	83.7
Parent	222	73.9	312	75.6	236	74.6	252	73.8	286	70.3	High	Declined	Acceptable	28862	77.8	29553	77.3	29674	75.0	30731	74.8	31770	76.0
Teacher	308	91.9	326	92.0	322	93.5	292	93.8	294	94.2	High	Maintained	Good	29247	93.7	29935	92.5	31031	91.3	30676	90.7	32135	91.4

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

	Medicine Hat Public School Division								Province				
	2020	2021	2022	2023	2024	Measure Evaluation			2020	2021	2022	2023	2024
N	533	585	566	557	569	n/a	n/a	n/a	46245	47675	48340	49297	51148
% Writing 0 Exams	n/a	n/a	18.7	18.3	18.1	n/a	n/a	n/a	n/a	n/a	20.9	14.4	13.7
% Writing 1+ Exams	n/a	n/a	81.3	81.7	81.9	n/a	n/a	n/a	n/a	n/a	79.1	85.6	86.3
% Writing 2+ Exams	n/a	n/a	62.8	78.8	80.1	n/a	n/a	n/a	n/a	n/a	54.4	82.5	83.8
% Writing 3+ Exams	n/a	n/a	35.1	53.6	54.0	n/a	n/a	n/a	n/a	n/a	20.0	64.7	65.3
% Writing 4+ Exams	n/a	n/a	11.2	39.2	41.8	n/a	n/a	n/a	n/a	n/a	3.5	52.7	54.5
% Writing 5+ Exams	n/a	n/a	1.2	24.1	23.7	n/a	n/a	n/a	n/a	n/a	0.5	31.6	35.4
% Writing 6+ Exams	n/a	n/a	0.0	8.5	6.4	n/a	n/a	n/a	n/a	n/a	0.0	8.4	10.8

HIGH SCHOOL SPECIFIC MEASURES - FIRST NATIONS, METIS & INUIT STUDENTS

1 YEAR LAG DATA IN THESE CATEGORIES

High School Completion Rates – Measure History

	Authority													Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	34	68.8	37	74.3	36	67.6	51	63.2	54	53.4	Very Low	Declined	Concern	3814	62	3972	59.5	3943	57.0	4222	58.6	4397	59.8
4 Year Completion	32	56.4	33	71.1	36	87.1	39	65.0	50	74.9	Low	Maintained	Issue	3670	63.6	3729	68.6	3936	65.8	3902	65.3	4157	65.8
6 Year Completion	26	71.1	30	60.1	32	77.1	36	87.4	39	70.7	Very Low	Maintained	Concern	3469	68.1	3593	68.0	3719	71.3	3909	69.4	3848	69.7

Drop Out Rate – Measure History

	Authority													Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	119	3.3	146	6.0	153	2.3	178	6.2	184	4.7	Intermediate	Maintained	Acceptable	15393	5.0	15696	4.9	15971	5.1	17067	5.2	18307	5.2
Returning Rate	12	18.7	3	*	12	11.0	4	*	14	19.7	NA	NA	NA	955	19.1	907	18.2	968	23.8	969	19.4	1078	17.4

Rutherford Scholarship Eligibility Rate – Measure History

	Authority					Measure Evaluation			Province				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
Total Gr 12 Stidemts	42	42	36	56	49	NA	NA	NA	5045	4972	4937	5135	5429
Percent Eligible for Scholarship	47.6	54.8	63.9	39.3	55.1	Low	Maintained	Issue	39.5	41.1	43.9	43.7	44.0

High School to Post Secondary Transition Rate - Measure History

	Authority													Province									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Transition	32	12.3	33	14.9	36	24.6	39	31.3	50	22.9	Low	Maintained	Issue	3670	20.6	3729	22.7	3936	21.2	3902	22.8	4157	24.4
6 Year Transition	31	26.0	25	37.5	31	25.0	32	29.3	36	43.7	Low	Improved	Acceptable	3376	35.7	3428	37.7	3566	35.5	3684	36.8	3871	37.1

HIGH SCHOOL SPECIFIC MEASURES - ENGLISH AS AN ADDITIONAL LANGUAGE LEARNERS 1 YEAR LAG DATA

High School Completion Rates – Measure History

	Authority													Province									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	23	83.4	25	77.3	20	65.9	22	72.7	17	35.5	Very Low	Declined Significantly	Concern	3654	78.7	3646	78.5	3805	72.8	3883	72.0	2974	73.5
4 Year Completion	14	86.2	20	95.8	26	83.6	17	78.3	20	90.0	High	Maintained	Good	2993	83.0	3278	86.4	3337	85.0	3247	82.2	3202	81.1
6 Year Completion	11	92.2	14	93.4	15	94.2	24	82.7	16	89.7	High	Maintained	Good	2960	86.9	2874	86.1	3151	88.7	3135	88.1	3079	85.3

Drop Out Rate – Measure History

	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	%
Drop Out Rate	99	1.0	113	2.5	94	1.7	97	1.0	104	2.1	Very High	Maintained	Excellent	17440	2.6	17919	2.2	17453	2.5	16545	2.6	15949	3.1
Returning Rate	5	*	1	*	4	*	2	*	1	*	NA	NA	NA	506	19.8	593	17.1	510	15.6	567	17.1	567	14.2

Rutherford Scholarship Eligibility Rate – Measure History

	Authority					Measure Evaluation			Province				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
Total Gr 12 Stidemts	48	46	36	43	40	NA	NA	NA	6547	5947	5636	5869	5839
Percent Eligible for Scholarship	45.8	41.3	58.3	44.2	30.0	Very Low	Declined	Concern	58.3	61.3	60.3	56.8	52.0

High School to Post Secondary Transition Rate - Measure History

	Authority													Province									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Transition	14	17.0	20	22.6	26	18.1	17	27.0	20	22.7	Low	Maintained	Issue	2993	37.9	3278	40.5	3337	39.4	3247	40.3	3202	44.5
6 Year Transition	9	29.8	11	58.2	14	40.0	14	60.8	24	47.2	Low	Maintained	Issue	2635	65.4	2920	66.0	2840	62.7	3109	65.2	3107	64.6