

Matthew Halton High School



2018-2019 Annual Results

Alberta Education - Provincial Outcomes

Outcome 1: Students are successful.

Outcome 2: Alberta's education system supports First Nations, Metis, and Inuit students' success.

Outcome 3: Alberta's education system respects diversity and promotes inclusion.

Outcome 4: Alberta has excellent teachers, and school and school authority leaders

Outcome 5: Alberta's education system is well governed and managed.

Our 2018-2019 Results:

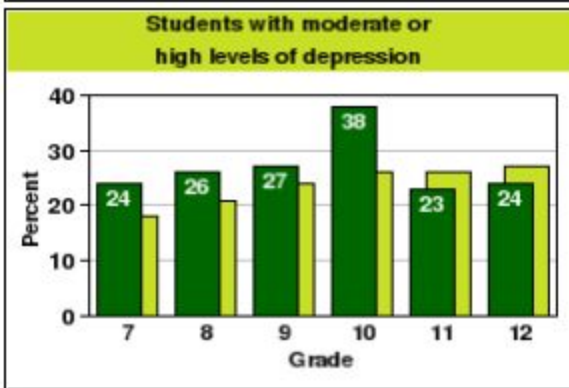
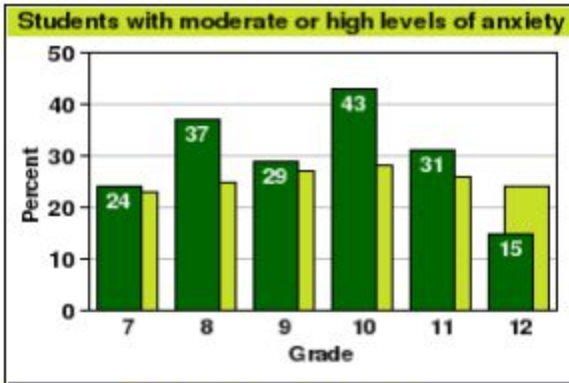
Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2019
 School: 6122 Matthew Halton High School



Measure Category	Measure	Matthew Halton High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.4	85.9	83.6	89.0	89.0	89.3	Very High	Improved	Excellent
	Program of Studies	73.4	70.9	71.5	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Education Quality	83.9	85.4	84.2	90.2	90.0	90.1	Low	Maintained	Issue
	Drop Out Rate	2.9	2.0	1.7	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	73.6	83.2	82.6	79.1	78.0	77.5	Intermediate	Declined	Issue
	PAT - Acceptable	77.5	44.6	66.0	73.8	73.6	73.6	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	PAT - Excellence	27.8	13.6	15.3	20.6	19.9	19.6	Very High	Improved	Excellent
	Diploma - Acceptable	88.7	86.8	83.3	83.6	83.7	83.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma - Excellence	22.5	12.5	12.3	24.0	24.2	22.5	High	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	41.7	38.2	42.7	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	70.3	55.6	60.4	64.8	63.4	62.2	High	Maintained	Good
	Transition Rate (6 yr)	47.5	56.6	61.1	59.0	58.7	58.7	Intermediate	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	73.8	71.4	72.0	83.0	82.4	82.6	Intermediate	Maintained	Acceptable
	Citizenship	81.1	77.7	75.7	82.9	83.0	83.5	High	Improved	Good
Parental Involvement	Parental Involvement	81.3	72.0	71.5	81.3	81.2	81.1	Low	Maintained	Issue
Continuous Improvement	School Improvement	76.6	80.0	77.9	81.0	80.3	81.0	Intermediate	Maintained	Acceptable

Course	Measure	Measure Evaluation		
		Achievement	Improvement	Overall
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
English Language Arts 7	Acceptable Standard	Intermediate	Maintained	Acceptable
	Standard of Excellence	High	Maintained	Good
K&E English Language Arts 7	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
French Language Arts 7 année	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Français 7 année	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Mathematics 7	Acceptable Standard	Intermediate	Improved	Good
	Standard of Excellence	Very High	Improved	Excellent
K&E Mathematics 7	Acceptable Standard	High	n/a	n/a
	Standard of Excellence	High	n/a	n/a
Science 7	Acceptable Standard	Very High	Improved	Excellent
	Standard of Excellence	Very High	Improved	Excellent
K&E Science 7	Acceptable Standard	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a
Social Studies 7	Acceptable Standard	Intermediate	Maintained	Acceptable
	Standard of Excellence	Very High	Improved	Excellent
Acceptable Standard		n/a	n/a	n/a

		Matthew Halton High		
		Achievement	Improvement	Overall
Course	Measure			
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue
	Diploma Examination Standard of Excellence	High	Improved	Good
French Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	High	Maintained	Good
	Diploma Examination Standard of Excellence	High	Maintained	Good
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable
	Diploma Examination Standard of Excellence	Low	Maintained	Issue
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent
Chemistry 30	Diploma Examination Acceptable Standard	High	Improved	Good
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable
	Diploma Examination			



Areas of Strength (Accountability Pillar):

- Safe and Caring results
- PAT Standard of Excellence
- Diploma Acceptable Standard
- Diploma Standard of Excellence
- Rutherford Scholarship Eligibility
- Citizenship

Areas of Strength (PATs and Diplomas):

- Standard of Excellence in all Grade 9 subjects
- Science 9 Acceptable Standard
- ELA 30-1 both acceptable and excellence
- Social Studies 30-1 acceptable and excellence
- Biology 30 standard of excellence
- Chemistry 30 standard of excellence

Areas for Growth (Accountability Pillar):

- Education Quality
- 4+ Diploma Exams
- Parental Involvement

Areas for Growth (PAT and Diploma):

- ELA 30-2 acceptable standard
- Social 30-2 standard of excellence

Areas for Growth (Our School):

- Anxiety and depression higher than the national average

Commentary:

Overall we are pleased with our results as we saw growth in many areas. Parental involvement continues to be an issue at our school. We are continuing to address this through our parental engagement committee which has been working to create several family night events throughout the year. Our Booster Club has been re-booted this year and has six new team members. This will bring new ideas and energy to the group. We will continue to communicate regularly with parents through weekly Monday Memos, our call out system and our Facebook page

We continue to work towards offering the widest variety of programming possible with our resources. We have partnered with the Allied Arts Council to offer a high quality visual arts program. Experiential Learning Week continues to allow us to offer a large variety of programming for one week each semester. Offering second languages continues to be an issue as we have very low numbers wanting to take these courses and are only able to offer them through an online format at this point in time.

PAT and Diploma results were improved this year. Our Math diploma and PAT results were both improved. We will continue to work with teachers on assessment, particularly how to appropriately create and assess written work. We have added extra time into our schedule for all diploma courses and will have students take advantage of the rock the diploma events in January and June. We are also offering diploma prep courses during Experiential Learning Week. We have expanded our Humanities, cross-curricular course, to the Grade 9s.

Our reported anxiety and depression numbers from students continue to be higher than the national average. We are continuing to offer students extra support during our Pathway to Success block. We will continue our Monday workshop series and have sessions dedicated to stress management, test taking skills, etc. Also, our Thursday P2S classes will be dedicated to students signing up for a skills development class in an area they believe they need to improve upon.

Livingstone Range Division Priority 1: Literacy and Numeracy

Students will create, acquire, connect and communicate meaning through literacy and numeracy in a wide variety of contexts.

School Performance Measures

- Measure 1- STAR reading assessment
- Measure 2 - MIPI
- Measure 3 - PATs (ELA and math)
- Measure 4 - Diploma Exams (ELA and math)
- Measure 5 - School designed reading comprehension assessment for Grade 10 and 11
- Measure 6 - School designed writing benchmarks

School Strategies

- Math PLC: working with Rochelle Marynowski completing puzzles and problems course
- Humanities PLC: Create a consistent approach that changes teacher practice to increase student success at all levels (including raising level of students achieving standard of excellence)
- Faculty: year long assessment PD focussed on improving student achievement.
- Humanities 7, 8, 10, 11: expansion from Humanities 10 last year
- Math 10-3/Construction: year 2 of pilot
- Book study groups at staff meeting: Mathematical Mindsets, Empower, Making Thinking Visible, or Checking for Understanding
- Explore the potential of combining -1 and -2 math classes at the 20 and 30 level for 2019-2020 (visit FP Walshe)
- Teacher time for literacy intervention
- Creation of reading comprehension assessments for Grade 10 and 11 students.
- CTS PLC: goal regarding improving student's ability to measure

Commentary:

- The math teachers participated in the Puzzles and Problems workshop series throughout the year. This led to all teachers implementing what they learned into their classroom practice. This has continued on in the Fall of 2019
- Utilizing teacher time for literacy intervention was very successful. This will continue in 2019-2020.
- The Humanities, cross-curricular course, was very successful. It will be expanded to include Humanities 9 next year.

Livingstone Range Division Priority 2: Success for All Learners

Students are engaged in meaningful learning that is appropriate, enhances his or her abilities, and take place in positive learning environments.

School Performance Measures

- Our School student surveys
- Accountability Pillar: safe and caring, work prep, citizenship

School Strategies

- Collaborative Response Teams: move away from School Based Team model. Teachers work in teams and are responsible for one grade per team. Teams meet weekly with two teams meeting with admin.
- FNMI: Elder in Residence
- Hockey Academy pilot
- Deep Learning: revamping ELW to themed weeks (community service, career exploration for 2018-2019). Student driven course offerings where teachers facilitate in areas of student interest
- Creation of a sensory room
- IPP inservice training for all staff (Sept PD day)
- Parental Engagement: staff committee formed, creation of school community “family” type events
- Revamping of music programming: stakeholders expressed an interest in moving away from a traditional band program to a small group music program
- “Pizza with Principal” student focus groups: run in conjunction with student council
- Mentorship: year 2 of pilot
- P2S workshop series

Commentary:

- The mentorship pilot was highly successful and it part of our school practice at this point.
- Our “chill room” continues to be developed
- We will continue to seek feedback from students via Pizza with Principal
- Our Monday P2S workshop series was successful and will continue this year
- Our Elder in Residence had mixed results as it was difficult to have a consistent person attend on a weekly basis. We are looking at ways to revamp it for 2019-2020.

- Our Hockey Academy pilot saw mixed results. We have decided to move to a Junior High only model for 2019-2020
- Perhaps the most exciting change in our school last year was the implementation of the CRM model. Teachers completely embraced the model, attended PD sessions and came back to the school to teach others. We are excited to fully implement this in 2019-2020 and will continue to support teachers' professional development in this area.

Livingstone Range Division Priority 3: Transitions

The unique learning skills of individual students will be supported in K-12 transition plans and preparing students for success after high school.

School Performance Measures

- Our School Survey
- Accountability Pillar: transition, work prep and citizenship areas

School Strategies

- ELW: Career Exploration week
- IPP training for staff (Sept PD day): collaboratively build plans
- Pairing Grade 12 Pathway to Success group with Career Practitioner to create portfolios, gather resources, and apply for post secondary institutions or prepare for work
- Surveying alumni to see how to improve preparation for post high school life

Commentary:

- Our ELW career exploration week was a huge success. We will continue this next year and continue to build our partnership with various post-secondary institutions.
- Our P2S block continues to evolve. We will be making some significant changes for 2019-2020 including the introduction of a Skills Day.
- The alumni survey did not get off the ground this year but continues to be on the radar for 2019-2020.