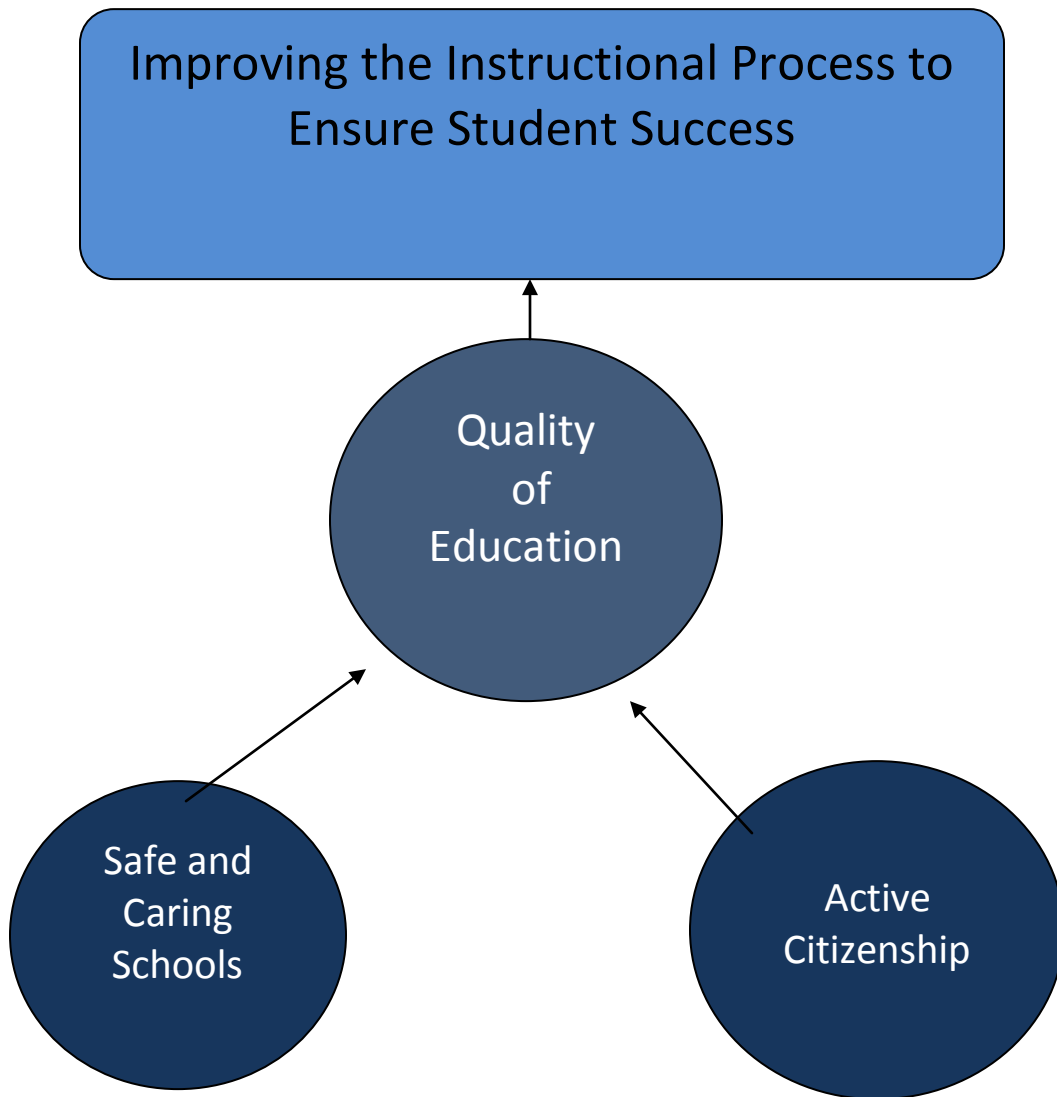


FRANK MADDOCK HIGH SCHOOL

THREE YEAR EDUCATIONAL GROWTH PLAN



Frank Maddock High School

Mission Statement

Dedication to maintaining a positive learning environment that ensures student success.

Purpose

Frank Maddock High School is a learning community that enables every student the opportunity to engage in learning and to demonstrate and achieve success.

Values and Vision

• Values	• Vision
<ul style="list-style-type: none">• Safe and caring environment	<ul style="list-style-type: none">• Create a safe and caring environment for staff and students
<ul style="list-style-type: none">• High standards of achievement	<ul style="list-style-type: none">• Maintain high standards of success for students in all courses
<ul style="list-style-type: none">• Life long learning	<ul style="list-style-type: none">• Create opportunities for all to be involved in life long learning
<ul style="list-style-type: none">• Productive members of society	<ul style="list-style-type: none">• Provide staff and students the skills to become productive members of society
<ul style="list-style-type: none">• Well balanced life style	<ul style="list-style-type: none">• Foster an environment in which students can develop a well balanced life style
<ul style="list-style-type: none">• Academic and vocational career opportunities	<ul style="list-style-type: none">• Provide pathways for academic and vocational career opportunities
<ul style="list-style-type: none">• Community involvement	<ul style="list-style-type: none">• Engage students and staff in community involvement

School Motto: Strive to Excel

October 2010 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Frank Maddock High School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Issue	Safe and Caring	79.7	81.2	78.0	87.6	86.9	85.4	Low	Maintained	Issue
	Student Learning Opportunities	Acceptable	Program of Studies	75.1	72.0	68.9	80.5	80.3	79.4	Intermediate	Improved	Good
			Education Quality	79.8	84.1	81.7	89.2	89.3	88.4	Very Low	Maintained	Concern
			Drop Out Rate	4.9	5.1	5.0	4.3	4.8	4.8	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	80.1	74.9	75.7	71.5	70.8	70.9	High	Maintained	Good
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.1	78.3	77.2	n/a	n/a	n/a
			PAT: Excellence	n/a	n/a	n/a	19.4	18.3	18.2	n/a	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.8	83.1	78.3	83.4	84.3	84.3	Intermediate	Improved	Good
			Diploma: Excellence	13.5	8.7	9.7	19.0	18.5	19.2	Low	Improved	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	47.2	46.1	46.6	53.5	53.3	53.6	Intermediate	Maintained	Acceptable
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Rutherford Scholarship Eligibility Rate (Revised)	52.4	58.6	57.6	56.9	57.3	56.7	Intermediate	n/a	n/a
			Transition Rate (6 yr)	50.1	53.9	51.0	59.8	59.2	58.7	Intermediate	Maintained	Acceptable
Work Preparation			78.9	75.8	73.3	79.9	79.6	78.9	High	Maintained	Good	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Acceptable	Parental Involvement	78.1	79.4	73.4	80.0	80.1	78.6	Intermediate	Maintained	Acceptable
	Continuous Improvement	Good	School Improvement	79.2	78.1	70.7	79.9	79.4	77.6	High	Improved	Good

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	84.3	76.7	76.0	81.2	79.7	85.0	Low	Maintained	Issue	85.0	90.0	90.0

Teachers, parents and students are asked whether:

- Students feel safe at school
- Students feel safe on the way to and from school
- **Students treat each other well at school**
- **Teachers care about their students**
- Students are treated fairly by adults at school

Specific Comments on Results:

1. "Students treat each other well at school."
 - Parents show this as a significant area of concern/results have declined steadily from 83% to 57% over the past five years
 - Teachers show this as the primary area of concern / results have declined from 91% to 79% over the past five years
 - Students results have also declined over the past five years / from 89% to 73%
2. "Teachers care about their students."
 - Students show this as an area of major concern / results over the past five years have ranged 61% to 70%. Similar declining results are in place for "students are treated fairly by adults in the school"
 - Parent results have ranged from 60% to 83% and have shown improvement over the five years.
 - Teacher results in this area range from 90% to 100% during the five years.

WRPS Exemplary Teaching Belief # 3:

"We believe that strong interpersonal relationships between teachers and students are a prerequisite and essential to helping students learn and become respectful, caring and responsible citizens."

Strategies:

- Believe in **all** of the students
- Strive to have all adults in hallways at breaks
- Strive to have students in classroom during class time and implement "bell to bell" instruction
- Recognize the student's differences and build on that
- Generate relationships with students and learn more about them
- Use of differentiated instruction combined with self reflection by teachers and students
- Collaborate with other teachers to learn about a student who is struggling
- Goal setting with individual students at the beginning of the course
- Celebrate student success and move forward from failures
- Recognizing that each student is an individual, the teacher will do his/her best to help each student to have higher levels of achievement

Specific SMART Goal:

The percentage of students treating each other appropriately will increase from 73% to 80% during the 2010-2011 school year by implementing the following:

- Each teacher will be present in the hallways during two of three class breaks
- Teachers will actively observe and regulate inappropriate hallway behaviors including horseplay, language, peer interactions, etc.
- Teachers will interact with students modeling, reinforcing, and coaching appropriate behaviors
- Observations will be discussed at the November staff meeting and teachers will develop a specific plan for positive strategies to improve the percentage of students who feel they are being treated appropriately by their peers in the spring of 2011
- The accountability results in 2011 will show a rise for this specific question from 73% to 80%.

Note:

For survey measures, schools may report overall results aggregated across respondent groups or results for each respondent group, whichever they prefer. Including the evaluation of results is optional for schools.

¹ If school had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12, include it in the space provided for each required measure.

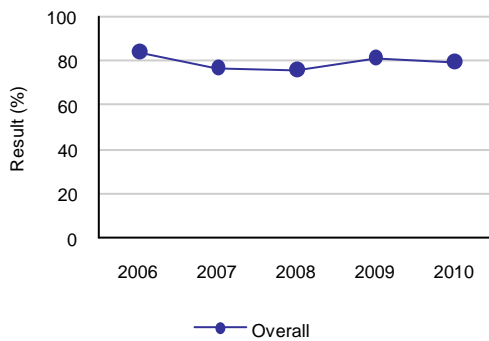
² If school had set targets for 2010/11 – 2012/13, include it in the space provided for each required measure.

Measure Details (OPTIONAL)

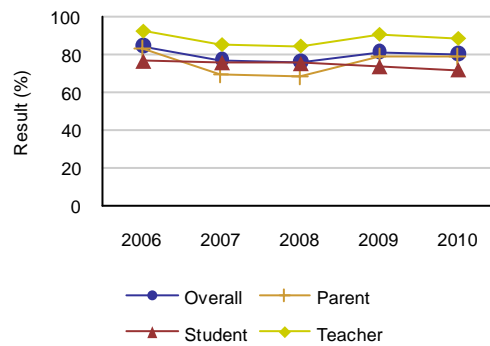
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	84.3	76.7	76.0	81.2	79.7	80.4	78.5	82.8	83.8	83.2	84.4	84.2	85.1	86.9	87.6
Teacher	92.7	85.1	84.3	90.9	88.6	88.0	87.9	90.7	92.9	92.1	92.8	92.6	93.1	93.8	94.4
Parent	83.3	69.1	68.1	78.8	78.6	80.2	74.4	80.2	78.2	80.6	82.1	81.7	83.2	85.3	86.1
Student	76.8	76.0	75.5	73.8	72.1	73.0	73.3	77.5	80.4	76.8	78.4	78.5	79.1	81.7	82.2

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

Outcome: *The education system meets the needs of all K–12 students and supports our society and the economy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	70.5	65.9	68.9	72.0	75.1	78%	Intermediate	Improved	Good	80%	80%	80%
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	82.0	77.7	83.1	84.1	79.8	85%	Very Low	Maintained	Concern	85%	90%	90%

Teachers, parents and students are asked about:

- **Program of studies**
 - Variety of courses available to students/you at the school
 - Opportunities to learn about **music**, drama, art, computers, health, **second language**, PE
- **Education quality**
 - Overall quality of education in the school
 - Quality of teaching in the school
 - What is being learned in core subjects and whether students are learning what they need to know
 - **School work is interesting**
 - School work is challenging
 - **Learning expectations at school are clear**

Specific Comments on Results:

1. **“Program of Studies”**
 - Students are expressing concerns re: opportunities to learn about music (average of about 55% over past five years)
 - Students are expressing concerns re: opportunities to learn another language at school (showing a gain of about 15% last year to 51% but still very low)
 - Concerns re: these two areas is shared by parents (music and second language)
 - Teacher stats re: second language are also low; music is very high
2. **“My school work is interesting”**
 - Students are showing this as an area of major concern. During the past five years, student results have been 46%/42%/52%/49% and 51%. (average of 48% for the five years)
 - Also, this is the question receiving lowest results from parents / 68% last year / range of 61% to 70% for five years
 - Teacher results are also lowest for this area even though the numbers appear to be high / 79% last year / 76% average
3. **“It is clear what I am expected to learn.”**
 - Teacher stats are rising over the five years and 93% of teachers gave a positive response last year (compared to 78-79% two or three years ago)
 - Student numbers are dropping / 74% last year compared to 80-83% two to three years before
 - Parent numbers have also dropped significantly last year / 69% from 80 to 83% two to three years before

WRPS Exemplary Teaching Belief(s) / Affirmations:

“We are fully aware that exemplary teaching engages our students; therefore, we do our utmost to facilitate connections between curricula and the daily lives of our students.” **Belief # 1**

“As exemplary lesson designers and implementers:

- We consistently utilize strategies at the outset of lessons to ensure the physical readiness of students, secure their attention, and create anticipation and interest.
- We use an outcomes-based approach in our lessons to identify clearly and to communicate what students should know, understand, and be able to do at the end of instructional and learning activities.” **Belief # 4 (2)**

Strategies:

Program of Studies:

- Take student and teacher surveys to find out what courses our students would like to see offered and find the plausibility of offering such courses

Interesting School Work:

- Make connections with what is learned in school to students' lives
- Use a variety of instructional strategies to engage students
- Use differentiated instruction to reach each individual
- Use alternative ways of learning content beyond direct instruction
- Believe in the ability of all students that they can learn
- Believe in the importance of a positive relationship with students

Clear Learning Expectations:

- Be clear in the goals for each lesson; unit goals; term end goals
- Using outcome based teaching to drive the lesson, piquing more interest and engagement
- Use outcome based teaching so that each student can more easily attain learning according to the outcome; not content

Specific SMART Goal:

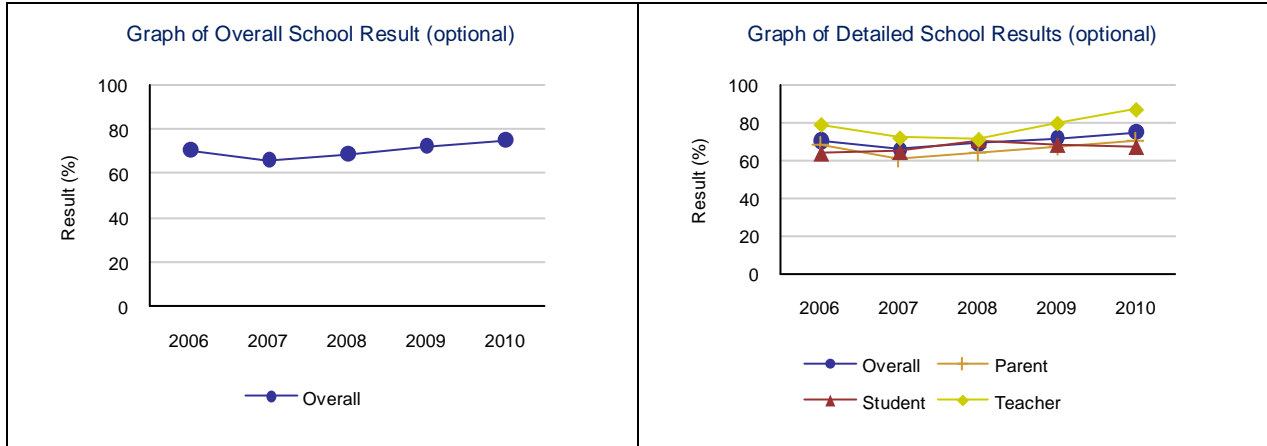
The percentage of students who are engaged in their school work will increase from the 48% average over the past five years to 70% this year.

Teachers will use a variety of instructional strategies to engage the students in learning:

- Communicate the learning goals for the "day" (outcomes)
- SMART Learning strategies
- Metaphorical teaching (open-ended questions; critical thinking, effective questioning)
- Differentiated instruction
- Assessment for learning
- Use of a variety of technological instruments (Smart Board; video clips; etc.)

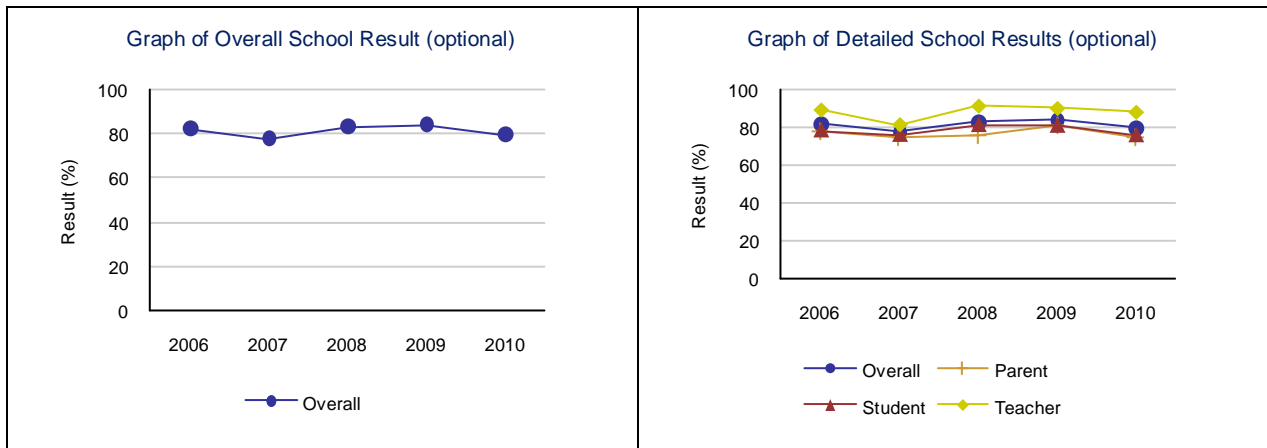
Administrators and AISI coach will record the variety of instructional strategies observed during "walkabouts".

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.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	70.5	65.9	68.9	72.0	75.1	71.8	68.4	73.4	74.5	71.9	78.1	78.5	79.4	80.3	80.5
Teacher	79.4	72.3	71.5	80.1	87.4	77.9	76.3	82.0	80.9	79.0	85.2	85.7	86.4	86.8	87.7
Parent	68.2	60.6	64.3	67.4	70.5	72.4	68.0	70.3	69.9	69.6	76.6	76.9	77.6	78.7	78.0
Student	64.0	64.8	70.9	68.5	67.4	65.1	60.9	67.9	72.8	67.1	72.6	72.9	74.1	75.3	75.9



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

Measure Details															
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	82.0	77.7	83.1	84.1	79.8	86.5	84.4	87.1	87.4	86.2	87.7	87.6	88.2	89.3	89.2
Teacher	89.4	81.3	91.5	90.2	88.1	92.6	92.8	95.9	94.8	95.1	94.8	94.7	94.9	95.3	95.6
Parent	78.2	75.6	76.4	81.2	75.3	82.2	77.0	79.9	78.7	78.9	81.6	81.8	83.0	84.4	83.9
Student	78.6	76.2	81.5	81.1	76.0	84.8	83.3	85.4	88.9	84.5	86.6	86.4	86.6	88.3	88.2



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

Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.2	4.8	5.2	5.1	4.9	4.5	Intermediate	Maintained	Acceptable	4.0	4.0	4.0

Comment on Results

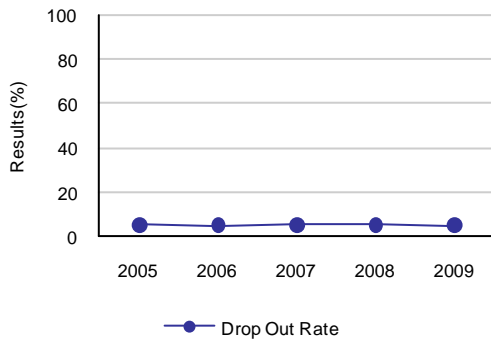
- Acceptable
- Percentage of students completing high school in three, four or five years is higher than provincial numbers
- Number of students returning to school is lower than provincial numbers

Measure Details

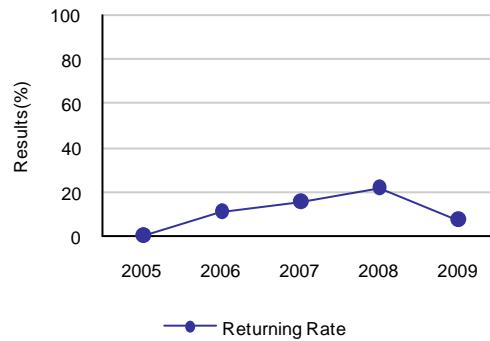
Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	5.2	4.8	5.2	5.1	4.9	5.5	5.8	6.4	5.0	6.0	5.0	4.7	5.0	4.8	4.3
Returning Rate	0.0	10.7	15.8	21.8	7.0	16.3	10.5	10.6	13.8	17.6	21.3	21.2	21.3	19.8	23.5

Graph of School Result (optional)



Graph of School Result (optional)



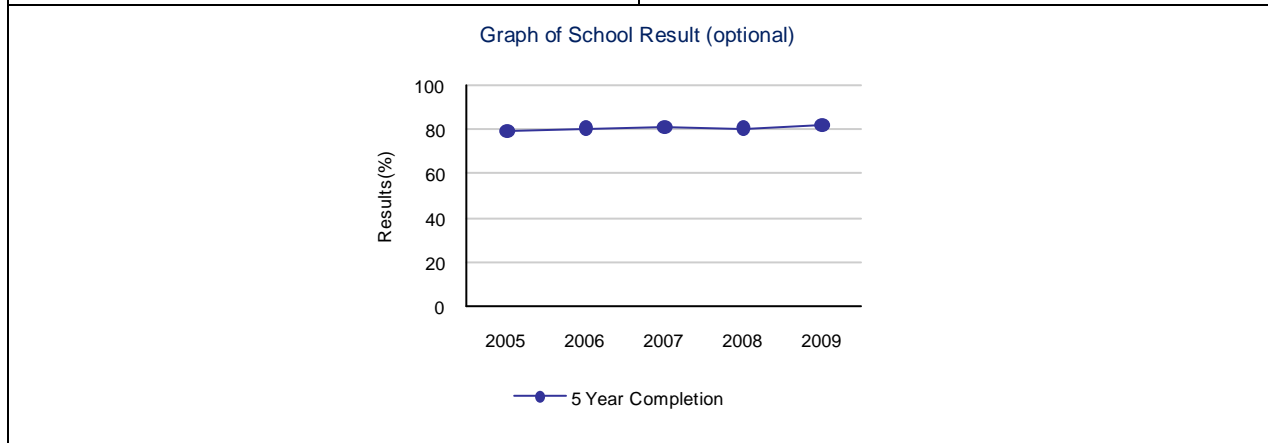
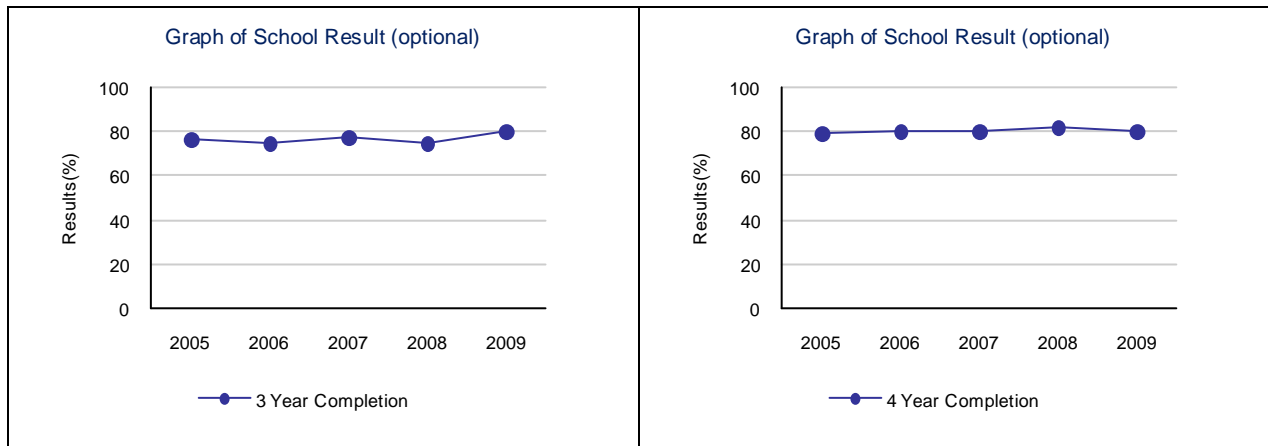
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	76.1	74.7	77.6	74.9	80.1	83%	High	Maintained	Good	85%	85%	90%

Comment on Results
<ul style="list-style-type: none"> Acceptable results to be maintained Three, four and five year completion rates are higher than provincial numbers

Measure Details															
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.															
	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	76.1	74.7	77.6	74.9	80.1	71.9	71.5	71.3	70.2	73.3	70.7	70.6	71.1	70.8	71.5
4 Year Completion	79.1	80.0	80.3	81.7	79.9	76.9	77.4	76.4	75.2	75.2	75.0	76.1	76.1	76.3	76.1
5 Year Completion	79.4	80.6	81.1	80.6	81.9	78.1	78.6	79.3	78.5	77.8	77.0	78.1	78.9	78.7	79.0



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

Also report targets and results for all local school/authority measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.							n/a	n/a	n/a			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.							n/a	n/a	n/a			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	74.4	76.8	75.0	83.1	83.8	85.0	Intermediate	Improved	Good	90.0	90.0	90.0
Overall percentage of students who achieved the standard of excellence on diploma examinations.	8.9	10.4	9.8	8.7	13.5	10.0	Low	Improved	Acceptable	12.0	13.5	15.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	34.6	48.5	45.3	46.1	47.2	50.0	Intermediate	Maintained	Acceptable	55.0	60.0	65.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	49.1	57.2	56.9	58.6	52.4	55.0	Intermediate	n/a	n/a	55.0	57.0	60.0

<p>Diploma exam results are based on the numbers of students writing each exam who achieve the standards:</p> <ul style="list-style-type: none"> The acceptable standard is a mark of 50% and indicates that the student has met the basic requirements of the course Standard of excellence is a mark of 80% and indicates that the student has performed significantly beyond the minimum requirements of the course <p>Diploma exam participation rates are:</p> <ul style="list-style-type: none"> The percentage of students who have written four or more diploma exams by the end of their third year in high school <p>Rutherford Scholarship Eligibility rate:</p> <ul style="list-style-type: none"> Calculated by determining the percentage of grade 12 students who have an average of 75% or higher in any of the eligible grade 10, 11 or 12 courses

<p>Comment on Results</p> <ul style="list-style-type: none"> Following are exam analysis reports as submitted by departments / teachers
<p>Strategies</p> <ul style="list-style-type: none"> Following are SMART goals as submitted by departments / teachers

Notes:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
- Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
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
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
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
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

Notes:

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

Improvement Table

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

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

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

Overall Evaluation Table

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

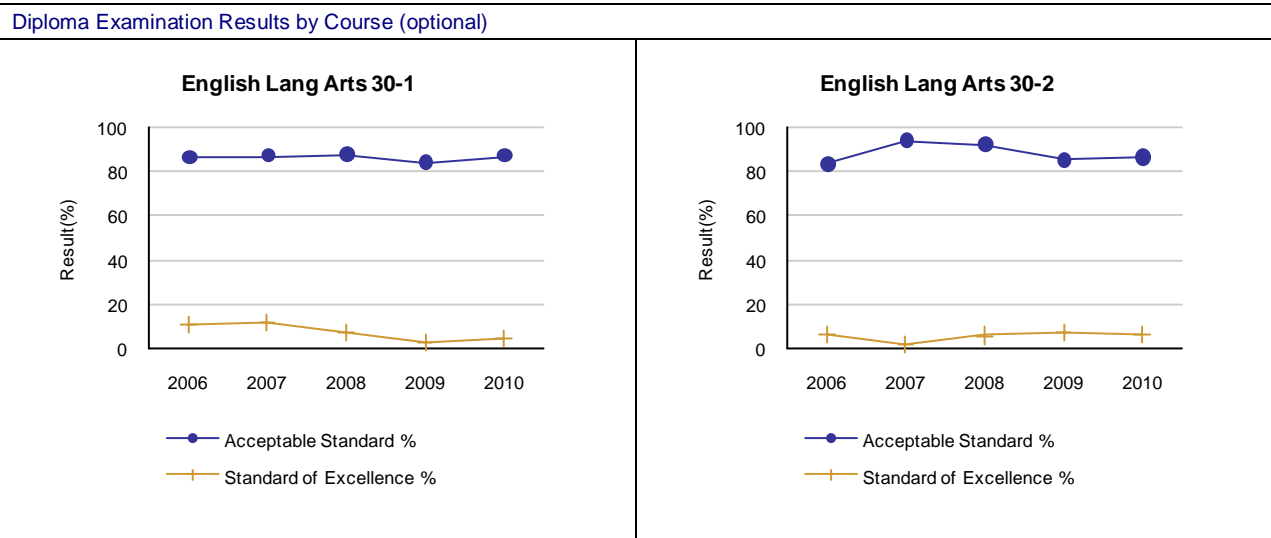
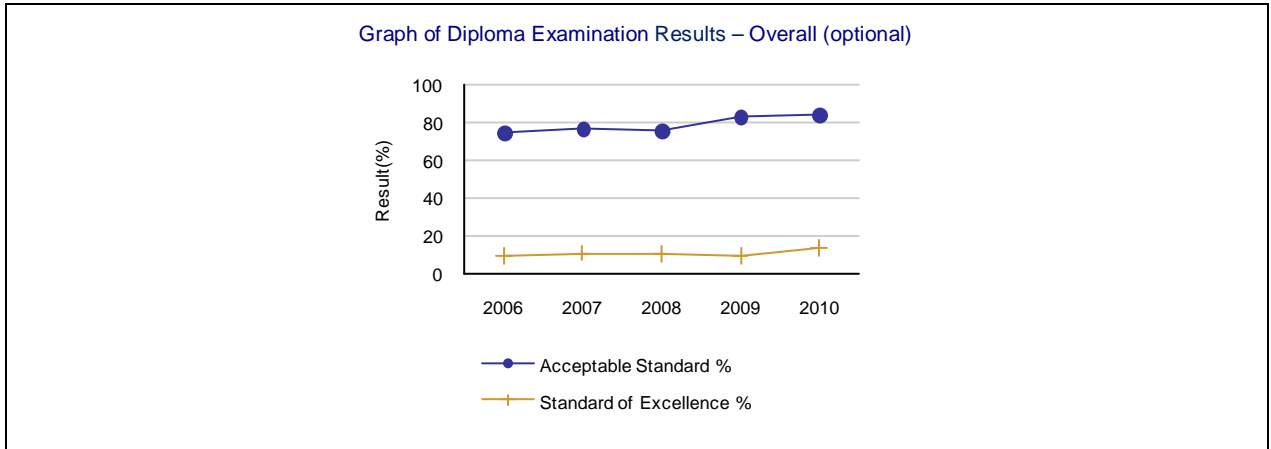
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

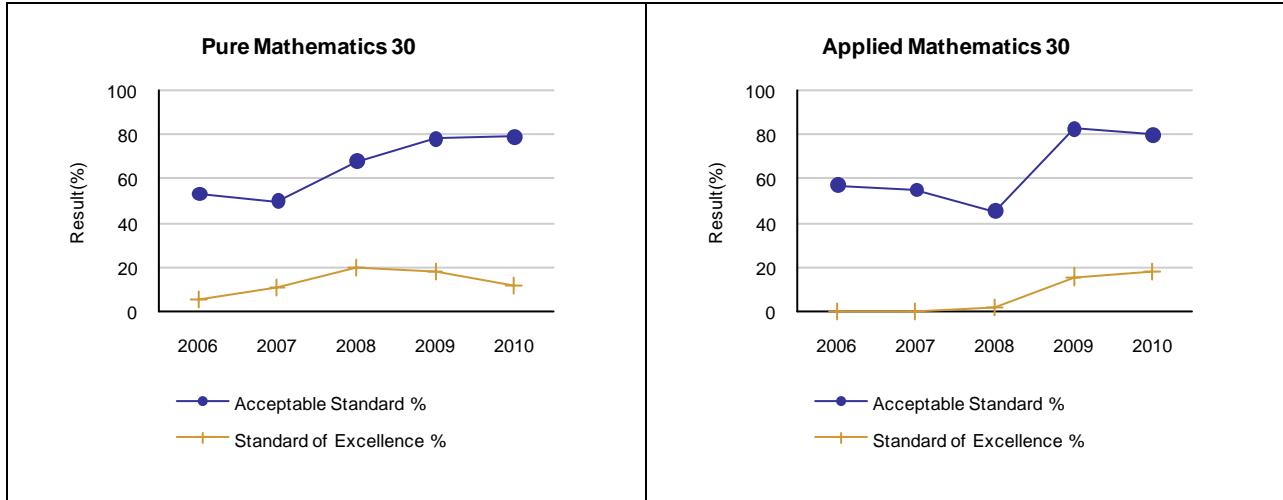
Measure Details													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	86.6	10.7	87.4	11.7	88.0	7.0	84.1	2.4	87.4	3.9	87.5	6.0
	Authority	86.1	10.5	87.2	15.1	91.3	11.2	84.3	5.6	85.3	5.5		
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
English Lang Arts 30-2	School	83.7	6.1	94.2	1.9	92.7	5.5	85.3	6.7	86.8	5.9	89.0	7.0
	Authority	83.8	3.1	92.8	3.9	90.9	9.7	91.8	6.0	91.0	8.0		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	100.0	11.1	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6		
Pure Mathematics 30	School	53.2	5.2	50.0	10.6	67.9	19.6	78.3	17.4	79.2	11.1	80.0	15.0
	Authority	67.4	8.0	67.1	15.8	74.5	22.1	71.1	13.3	78.5	12.1		
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Applied Mathematics 30	School	57.1	0.0	54.8	0.0	45.1	2.0	83.1	15.3	80.0	17.5	80.0	15.0
	Authority	63.5	2.7	67.7	6.1	54.4	2.9	79.8	8.4	76.1	11.0		
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6		
Social Studies 30	School	69.2	9.3	70.6	8.2	73.3	4.0	89.7	17.2	n/a	n/a	n/a	n/a
	Authority	74.3	13.7	76.6	14.1	81.7	12.4	88.8	25.0	*	*		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.1	6.7	83.0	10.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.9	9.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Social Studies 33	School	69.8	14.0	82.5	7.9	85.7	3.9	80.7	17.0	n/a	n/a	n/a	n/a
	Authority	84.4	11.3	87.8	19.9	88.6	14.6	85.8	19.6	76.9	7.7		
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.4	8.1	80.0	10.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.7	10.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7		
Biology 30	School	80.4	17.6	84.5	13.8	73.6	16.7	90.2	7.3	95.1	32.8	85.0	21.0
	Authority	75.6	20.5	79.3	21.3	76.2	15.6	73.5	15.9	79.4	22.5		
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	School	89.8	26.5	91.7	20.0	86.3	37.3	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	87.0	26.0	94.0	34.6	84.6	33.3	*	*	n/a	n/a		
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	76.1	26.1	89.7	29.4	75.0	15.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	67.8	21.2	80.9	27.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	School	71.7	6.5	67.6	14.7	71.0	19.4	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	68.7	8.1	72.7	18.2	75.3	16.4	*	*	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	57.7	3.8	81.0	11.9	80.0	13.0

	Authority	n/a	n/a	n/a	n/a	n/a	n/a	63.2	8.8	72.5	11.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	School	77.8	11.1	87.5	33.3	63.6	4.5	75.0	7.5	55.6	25.9	68.0	25.0
	Authority	81.8	20.5	88.0	36.0	66.7	4.2	68.1	6.4	60.0	26.7		
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

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

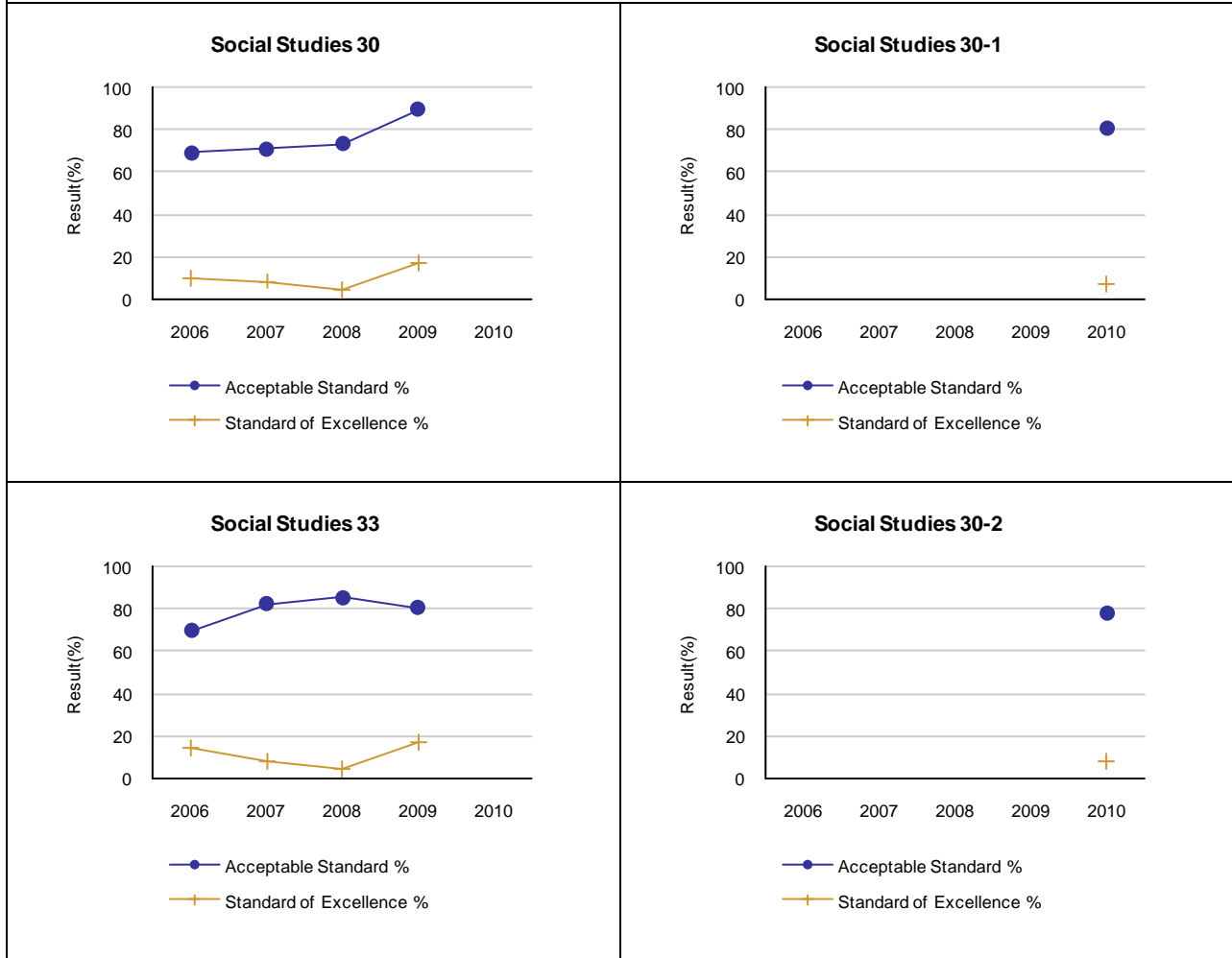
** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

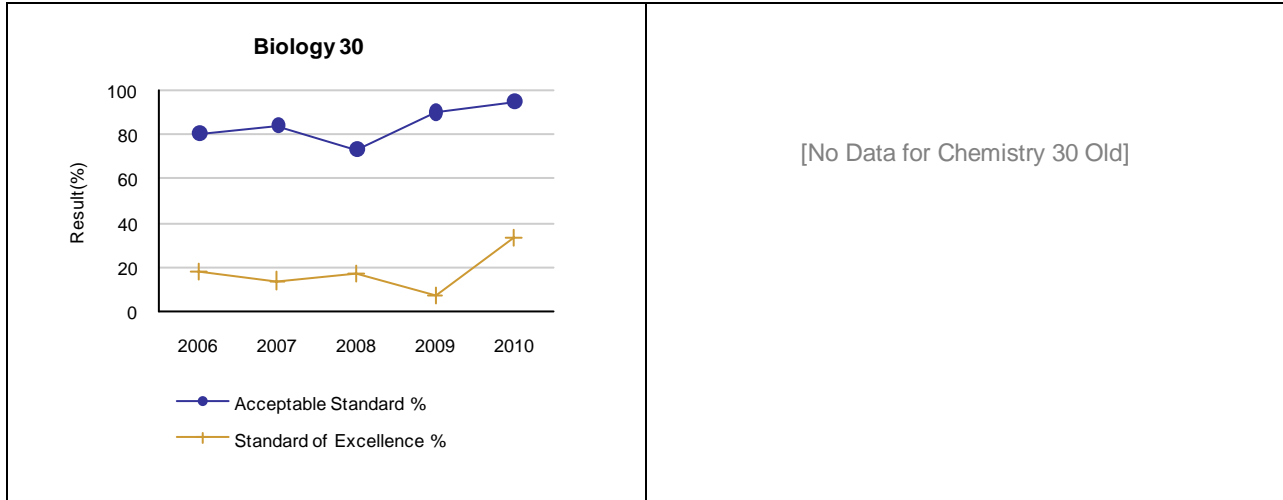




Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

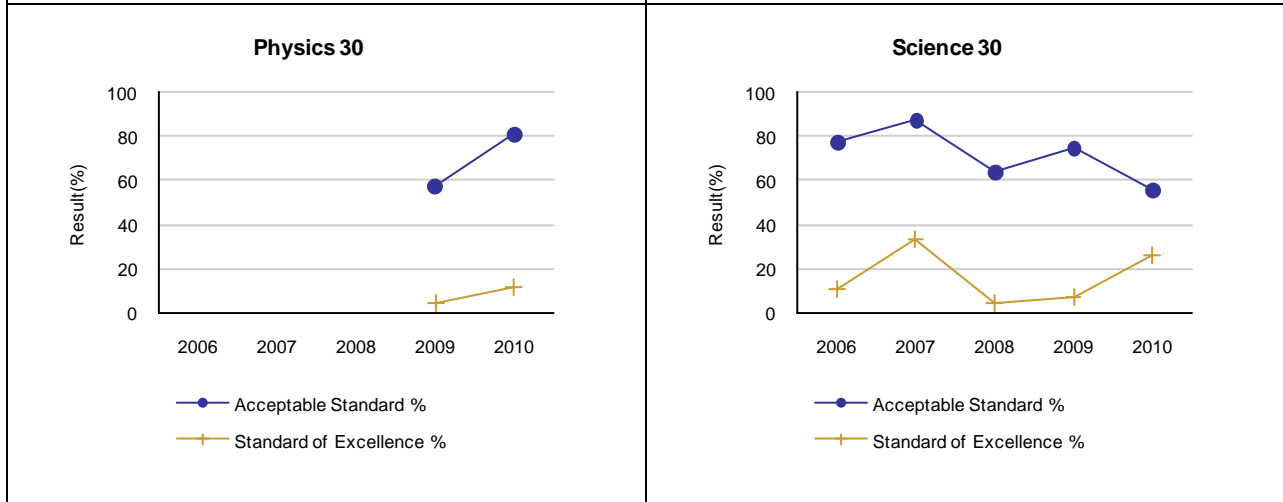
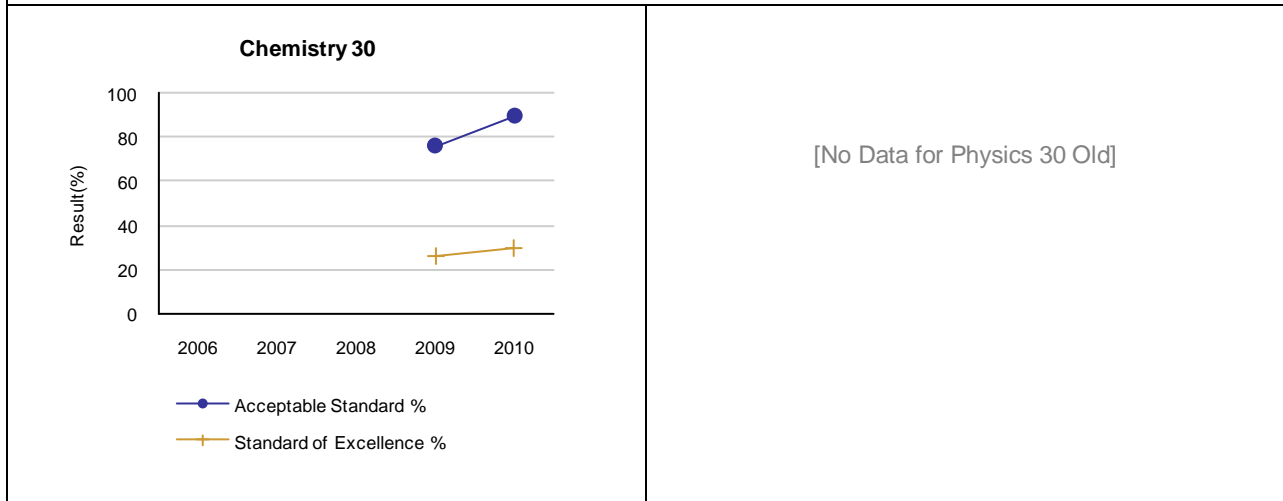
Diploma Examination Results by Course (optional)





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

Diploma Examination Results by Course (optional)



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

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

		Frank Maddock High School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	103	87.4	95	86.5	29,151	85.1	28,157	87.0
	Standard of Excellence	Very Low	Maintained	Concern	103	3.9	95	7.0	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	68	86.8	61	90.8	14,314	88.8	13,150	88.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	68	5.9	61	4.7	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	Intermediate	Improved	Good	72	79.2	56	65.4	22,917	82.9	22,411	81.5
	Standard of Excellence	Low	Maintained	Issue	72	11.1	56	15.9	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Low	Improved	Acceptable	40	80.0	51	61.0	10,639	77.3	10,191	77.8
	Standard of Excellence	High	Improved	Good	40	17.5	51	5.7	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Very High	Improved Significantly	Excellent	61	95.1	57	82.8	22,345	81.4	20,946	82.9
	Standard of Excellence	Very High	Improved Significantly	Excellent	61	32.8	57	12.6	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Improved	n/a	68	89.7	46	76.1	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Maintained	n/a	68	29.4	46	26.1	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Improved Significantly	n/a	42	81.0	26	57.7	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Improved	n/a	42	11.9	26	3.8	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	Very Low	Declined	Concern	27	55.6	29	75.4	4,941	80.1	4,004	87.3
	Standard of Excellence	High	Maintained	Good	27	25.9	29	15.1	4,941	22.8	4,004	20.2

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

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

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

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

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.

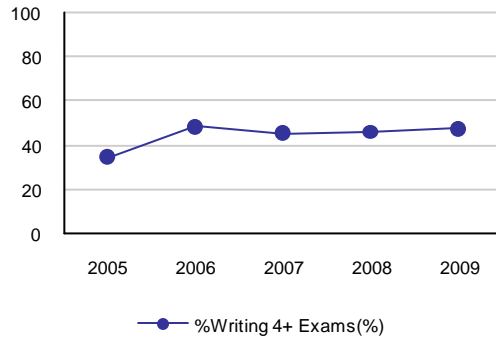
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

Measure Details										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	16.5	16.5	14.5	14.6	13.0	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	83.5	83.5	85.5	85.4	87.0	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	78.9	81.4	83.3	82.1	83.5	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	50.4	60.0	61.2	58.8	59.9	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	34.6	48.5	45.3	46.1	47.2	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	16.3	27.1	28.3	27.8	23.6	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	7.1	11.5	9.1	7.8	9.8	12.8	13.0	13.2	12.7	12.9

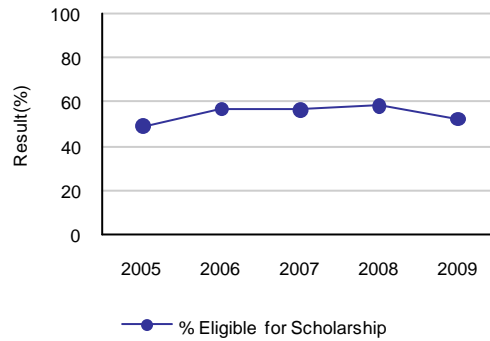
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	46.5	53.8	55.3	51.4	44.6	54.4	54.7	54.5	53.8	54.0
English 33/30-2	35.0	26.7	29.6	30.6	40.7	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	79.5	80.0	82.1	80.9	83.6	76.9	77.1	77.0	76.7	77.1
Social 30	37.0	56.4	47.5	38.8	31.1	49.1	49.5	49.3	48.1	48.1
Social 33	42.0	25.6	36.9	43.7	53.1	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	78.5	80.5	82.7	82.0	83.6	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	29.0	36.4	35.2	26.2	20.9	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	17.5	19.0	21.8	27.3	33.9	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	45.5	55.4	55.3	52.5	54.2	60.4	60.7	60.7	59.7	59.9
Biology 30	18.0	26.7	31.3	34.4	26.6	39.4	39.6	39.8	39.1	39.8
Chemistry 30	14.0	24.1	32.4	25.7	12.1	34.4	34.2	34.3	34.5	17.3
Physics 30	22.5	23.1	17.3	15.8	5.9	21.6	21.6	21.5	20.4	10.0
Science 30	11.0	17.9	12.3	12.0	22.0	7.0	7.0	7.0	7.4	8.2
Total of 1 or more Science Diploma Exams	38.5	52.8	48.6	50.8	49.2	56.6	56.7	56.5	56.1	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	2.7	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.6	2.9	2.9	2.9	2.9

Measure Details									
Rutherford eligibility rate									
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
2005	173	77	44.5	58	33.5	24	13.9	85	49.1
2006	166	88	53.0	68	41.0	26	15.7	95	57.2
2007	167	93	55.7	63	37.7	25	15.0	95	56.9
2008	157	88	56.1	66	42.0	25	15.9	92	58.6
2009	166	82	49.4	60	36.1	35	21.1	87	52.4

Graph of Diploma Examination Participation Rate (optional)



Graph of Rutherford Eligibility Rate (optional)



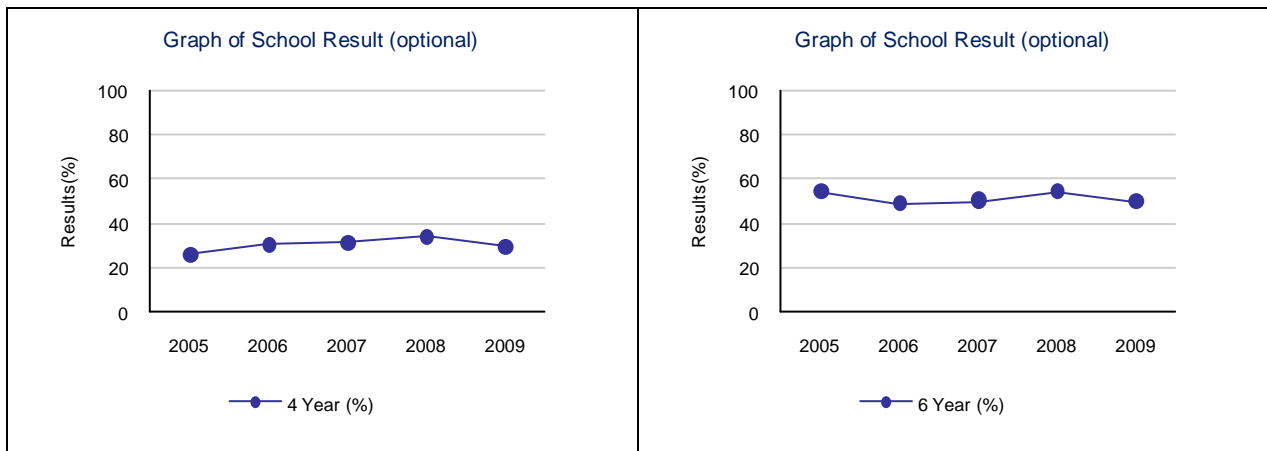
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are well prepared for lifelong learning.

Performance Measures	2005	2006	2007	2008	2009	Target	Evaluation			Targets		
						2010	Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	54.2	48.9	50.2	53.9	50.1	50%	Intermediate	Maintained	Acceptable	55%	55%	60%

Comment on Results
Acceptable

Measure Details															
High school to post-secondary transition rate															
	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	54.2	48.9	50.2	53.9	50.1	48.6	49.2	52.2	55.0	47.8	56.6	58.1	58.8	59.2	59.8
4 year rate	25.9	30.3	31.5	34.2	29.6	32.4	32.7	28.5	30.6	28.7	35.6	37.7	38.7	38.9	37.5



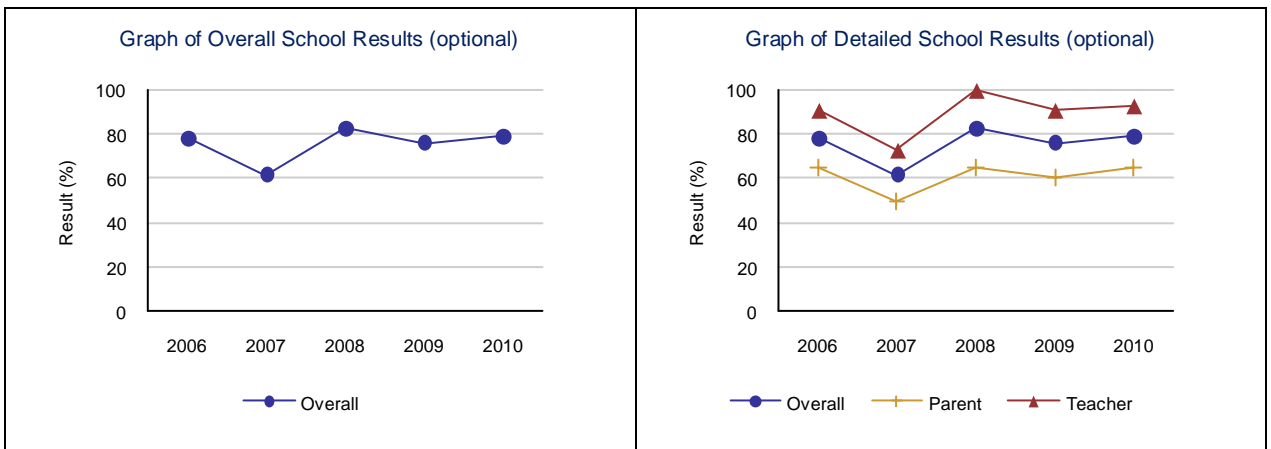
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	78.0	61.4	82.6	75.8	78.9	80.0%	High	Maintained	Good	83%	85%	85%

Comment on Results
Acceptable

Measurement Details															
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	78.0	61.4	82.6	75.8	78.9	72.5	71.5	76.8	76.2	72.9	77.0	77.1	80.1	79.6	79.9
Teacher	90.9	72.7	100.0	90.9	92.9	84.0	84.2	89.2	91.0	90.0	89.4	89.2	89.3	88.9	90.0
Parent	65.0	50.0	65.2	60.7	64.9	61.0	58.7	64.3	61.5	55.9	64.6	65.1	70.9	70.2	69.8



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

Outcome: *Students model the characteristics of active citizenship.*

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	69.8	59.0	62.8	65.9	66.6	70%	Low	Maintained	Issue	75%	75%	80%

Teachers, parents and students are asked whether students at the school:

- Help each other
- **Respect each other**
- Are encouraged to be involved in activities that help the community
- Are encouraged to try their best
- **Follow the rules**

Specific comments on results:

- Overall, the percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship are consistently lower than the provincial results / by 15% over the past five years
- The characteristics that both students and parents perceive as **needing attention** are as follows:
 - At school, students follow the rules
 - At school, students respect each other

Exemplary Teaching Belief No. 1

We believe our central purpose is student learning based on Alberta's program of studies. Our non-negotiable goal is success for all students in terms of curricular outcomes and preparation for citizenship, employment and life-long learning.

Strategies:

Students follow the rules:

- Determine what rules are not being followed (perception of students and teachers)
- Compare what students see as the rules to what teachers see as the rules
- Ask students what they see other students "getting away with"
- Ask students what rules they wish were in place and enforced
- Communicate clearly expectations of students
- Teachers model morality, ethics and citizenship everyday
- Teachers make connections between the curricular outcomes of citizenship, employment and life-long learning and daily lives

Students respect each other:

- Teachers model respect by showing respect to individuals and their ideas
- Teachers model respect by being open to others' opinions and differences
- Teachers must look at the "front matter" of the Program of Studies to see and understand that classroom instruction cannot be complete without respect and co-operation
- Teachers use the tenets of co-operative learning to build on respectful collaboration
- Teachers ensure that students understand that not all situations nor individuals are equal; one must learn to respect these differences and understand that they cannot be treated equally
- Teachers recognize any signs of bullying and attempt to help students respect themselves

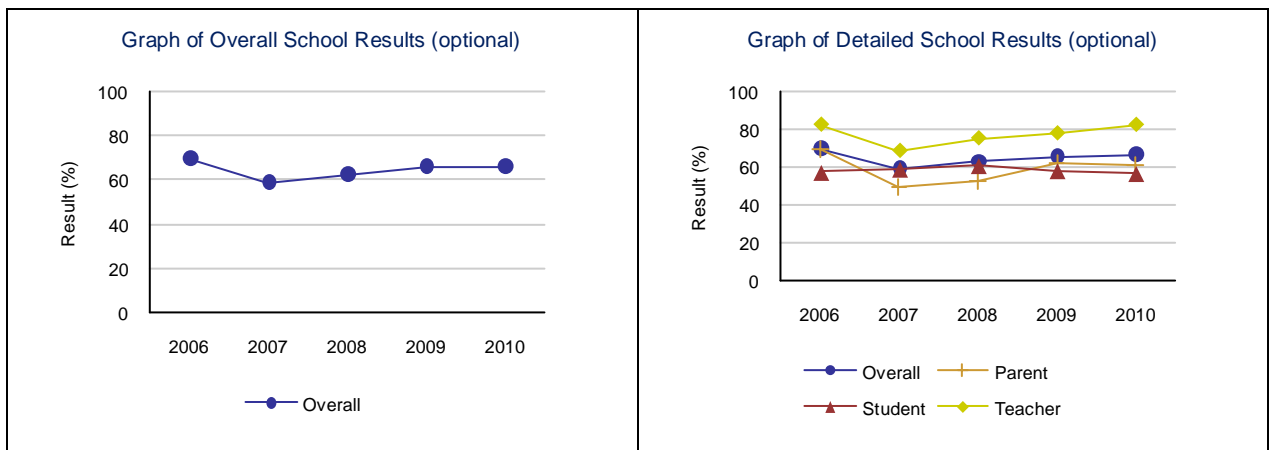
Specific SMART Goal:

Collect data to determine specific concerns of the students re: rules and respect.

- Look at the results from the *Tell Them From Me Project*
- Develop an anecdotal questionnaire that addresses student concerns re: rules and respect and administer to students

In Spring, 2011, teachers will review the results of the questionnaires and determine the specific concerns raised by students and plan activities to address the concerns.

Measure Details															
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	69.8	59.0	62.8	65.9	66.6	69.7	68.5	72.0	75.1	75.1	76.8	76.6	77.9	80.3	81.4
Teacher	82.7	68.5	75.3	78.0	82.6	81.0	81.3	84.0	88.6	91.4	90.3	89.9	90.6	91.8	93.0
Parent	69.3	49.4	52.2	61.6	60.5	66.5	63.2	65.6	66.6	68.4	72.4	72.6	74.7	77.4	78.5
Student	57.3	59.0	60.9	58.2	56.7	61.7	61.1	66.3	70.0	65.4	67.5	67.1	68.5	71.8	72.7



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

Also report targets and results for all local school/authority measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: *The jurisdiction demonstrates effective working relationships.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.7	64.9	75.9	79.4	78.1	80.0	Intermediate	Maintained	Acceptable	80.0	85.0	85.0

Comment on Results:

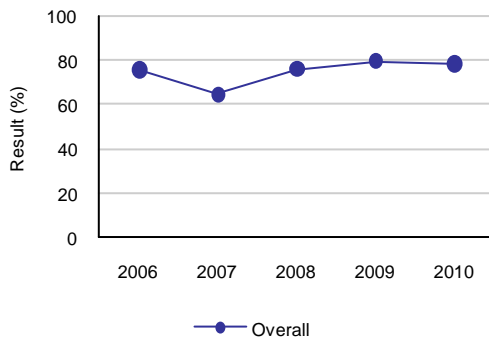
Acceptable

Measure Details

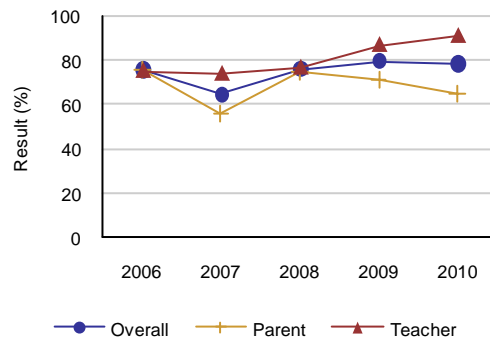
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	75.7	64.9	75.9	79.4	78.1	77.8	75.2	80.0	79.4	76.8	77.9	77.5	78.2	80.1	80.0
Teacher	75.5	74.2	77.0	87.3	91.4	84.9	86.1	90.1	90.0	88.6	87.6	87.1	87.5	88.0	88.6
Parent	75.9	55.6	74.9	71.4	64.9	70.7	64.3	69.9	68.8	65.0	68.1	67.9	69.0	72.2	71.3

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

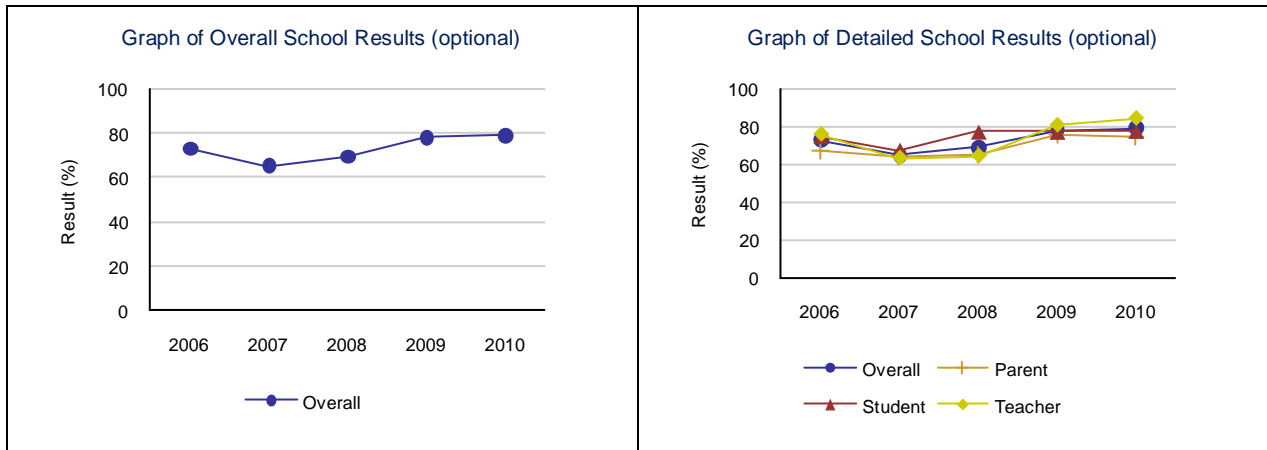
Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	73.0	65.0	69.2	78.1	79.2	80.0	High	Improved	Good	80.0	80.0	80.0

Comment on Results

Acceptable

Measure Details															
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	73.0	65.0	69.2	78.1	79.2	74.0	67.0	75.2	79.0	76.5	76.8	76.3	77.0	79.4	79.9
Teacher	76.2	63.6	64.7	81.0	84.6	75.0	62.1	73.6	83.2	77.2	75.5	74.5	75.6	78.2	80.8
Parent	67.5	63.9	65.2	75.9	75.0	72.2	66.2	74.4	71.9	74.7	75.4	75.1	75.9	78.1	77.0
Student	75.2	67.4	77.5	77.4	77.9	74.9	72.7	77.7	81.7	77.6	79.4	79.3	79.5	81.8	81.8



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

Also report targets and results for all local school/authority measures related to Goal 4 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).