

**Combined 3-Year Education Plan and Annual Education
Results Report (AERR) for**

FRANK MADDOCK HIGH SCHOOL
2014

Combined 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Frank Maddock 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	Acceptable	Safe and Caring	81.1	77.8	78.8	89.1	89.0	88.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Acceptable	Program of Studies	72.1	69.9	72.0	81.3	81.5	81.1	Low	Maintained	Issue
		Education Quality	80.4	71.4	75.6	89.2	89.8	89.5	Very Low	Improved	Issue
		Drop Out Rate	2.9	4.6	3.5	3.3	3.5	3.6	High	Maintained	Good
		High School Completion Rate (3 yr)	74.6	75.4	78.8	74.9	74.8	73.8	High	Maintained	Good
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	83.2	82.0	80.7	85.4	84.2	83.4	Intermediate	Maintained	Acceptable
		Diploma: Excellence	11.9	14.8	15.4	21.0	19.5	19.1	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	40.8	46.3	48.9	50.5	56.6	55.9	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	59.9	64.3	65.2	60.9	61.3	60.8	High	Declined	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	54.6	47.8	50.6	59.2	59.5	59.1	Intermediate	Maintained	Acceptable
		Work Preparation	59.0	54.4	60.0	81.2	80.3	80.0	Very Low	Maintained	Concern
		Citizenship	63.1	59.9	63.4	83.4	83.4	82.6	Very Low	Maintained	Concern
Parental Involvement	Acceptable	Parental Involvement	75.6	68.6	68.7	80.6	80.3	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Concern	School Improvement	63.8	52.9	67.7	79.8	80.6	80.2	Very Low	Maintained	Concern

Notes:

1. 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. 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.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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 or equal to 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: An excellent start to learning

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results

(an assessment of progress toward achieving the target)

Our data (TTFM, school based data such as attendance, discipline referrals, counselling intakes) shows us that most of the students have developed the skills to engage in their academics, set goals and make plans to pursue these goals. However, there are still students that require large amounts of resources, such as time, counselling, program planning meetings, development of IPP's to develop the emotional, social and intellectual skills to be successful in high school. Overall, the need for resilience in students that may be at risk is needed. FMHS staff is increasing their knowledge and skills in the work of Developmental Assets to help students, those exhibiting resilience and those that struggle to show resilience.

Strategies

1. Develop HS Redesign Plan for 2015-2016
2. Increase FWW time.
3. Increase knowledge and skills in Developmental Assets.
4. Focus on accountability and support for students rather than discipline and punishment.
5. Programming options for students – wide variety.
6. Work with Drayton Valley Community Outreach School to meet the needs of students.

Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.1	77.8	82.3	82.0	83.2	85.5	Intermediate	Maintained	Acceptable	85	86	86.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.5	12.1	19.3	14.8	11.9	20	Intermediate	Maintained	Acceptable	14	15	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	80.1	79.1	81.9	75.4	74.6	81	High	Maintained	Good	75	77	79
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.9	3.0	2.9	4.6	2.9	3.5	High	Maintained	Good	3	2.5	2.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	50.1	53.2	50.8	47.8	54.6	49	Intermediate	Maintained	Acceptable	55	56	57
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	52.4	65.0	66.1	64.3	59.9	65.5	High	Declined	Acceptable	62	63	64
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	47.2	51.3	49.0	46.3	40.8	47	Low	Declined	Issue	42	43	44

Comment on Results

(an assessment of progress toward achieving the target)

The diploma exam results relating to students achieving acceptable standard is slowly increasing. However the results in standard of excellence are slowly decreasing.

Our students work more than the national average according to the TTFM survey results. Students may be more motivated to pursue a career right out of high school rather than go to post-secondary. The economy in our area is such that students with an entrepreneurial spirit can attain lucrative jobs right out of high school. This societal factor affects student engagement, which in turn affects their desire to achieve standard of excellence when their goal is simply a high school diploma. This is reflected in the high achievement ratings in both drop out rate and high school completion rate.

Strategies

1. Develop HS Redesign Plan
2. Increase knowledge and skills of academic counselor – specifically in area of post secondary options and requirements.
3. Hold post-secondary open houses at FMHS
4. Continue to build on successes of Off Campus Education Program
5. Teacher growth relating to mastery. HS Redesign plan to allow students greater opportunity for mastery.

Notes:

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

[No Data for PAT Results]

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

Notes:

1. 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	66.6	67.4	62.9	59.9	63.1	64	Very Low	Maintained	Concern	64	65	66
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	78.9	64.4	61.1	54.4	59.0	58	Very Low	Maintained	Concern	60	61	62

Comment on Results

(an assessment of progress toward achieving the target)

Improvement in these areas, specifically citizenship has been positively impacted by the role our student union has played . This group of students had planned several events throughout the school year that focused on building community, developing leadership and encouraging active citizenship.

In the measure of active citizenship, the questions that had the highest % of disagree were consistent for parents, teachers and students. These questions focused on students respecting each other, students following the rules, students active in their communities and students doing their best. We have few office referrals and suspensions so more information is needed in the area of disrespect and which rules are not being followed. This may be related to drug and tobacco use, absenteeism.

Strategies

High School Redesign. We will be developing a HS redesign process. In this process involving students will be key to what our plan looks like.

Developmental Assets. As staff gain knowledge and skills in the developmental assets, improvement in citizenship and entrepreneurship are anticipated to improve.

Continue partnership with Drayton Valley Community Outreach School to provide flexible programing for students.

Work with community partners such as the Healthy Community Coalition and committee developing the Social Development Plan.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	75.5	81.8	75.0	87.2	72.2		Low	Maintained	Issue	75	78	80
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	8.2	6.1	15.0	10.6	8.3		Low	Maintained	Issue	10	12	14

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2014	Achievement	Improvement	Overall	2015	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	85.6	89.1	73.3	77.7	74.8		High	Maintained	Good	76	78	80
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	11.8	2.9	3.8	6.9	0.0		Very High	Improved	Excellent	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	34.7	27.4	39.6	40.6	63.3		High	Improved	Good	65	67	70
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	61.1	68.8	26.7	52.6	38.9		Very Low	Maintained	Concern	45	48	50
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	62.8	59.4	20.0	31.1	37.4		Low	Maintained	Issue	40	42	44

Comment on Results

(an assessment of progress toward achieving the target)

Frank Maddock does not have programs targeted specifically at FNMI students. Parental, teacher/educational assistant and Family Wellness Worker support could account for the strong results.

Strategies

Utilize FNMI staff member to work with FNMI students.
Continue to promote parental communication and support.
Continue to individualize interventions.
Determine from students what is needed.

Notes:

1. 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Three: Quality teaching and school leadership

Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	75.1	77.8	68.3	69.9	72.1	71	Low	Maintained	Issue	74	76	78

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i> All subject areas experienced an increase in the level of satisfaction and a decrease in dissatisfaction, Notably art and music increased significantly as new staff transitioned into these areas and provided some stability and vision for the program. The one measure with the highest rating of dissatisfaction is the variety of programs. This may be part of the communication piece that FMHS is working on.</p>
<p>Strategies Increase awareness for public, parents and students Improve academic counseling department. Continue to support second language, fine arts and CTS options for students, recognizing that participation may be lower as programs build capacity and momentum.</p>

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.1	73.2	64.2	68.6	75.6	70	Intermediate	Maintained	Acceptable	76	78	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	79.8	77.0	78.4	71.4	80.4	73	Very Low	Improved	Issue	85	86	88

Comment on Results

(an assessment of progress toward achieving the target)

Parents report that they are highly involved in their child's education (85%) and moderately involved in their child's school (57% - increased from previous year). In addition parents are very satisfied with the opportunity to be involved in both their child's education and their child's school (both 81%). So parents see their child's education as the priority over improving the school overall.

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Parent satisfaction increased from 66.5% to 81.8%

Student satisfaction increased from 74.1% to 77%

Teacher satisfaction increased from 73.5% to 81.8%

The measure relating to finding school work interesting has the highest dissatisfied measure in this category. Percentage of parents (35%), students (30%) and teachers (30%). Interesting that all groups ranked this in a similar fashion – question is do all groups perceive this question in the same way?

Strategies

Continue to improve the academic and career counselling department. Parents and students want and need relevant and accurate information about their education now and what they will need for post secondary.

Family Wellness Worker – continue to support and provide this service for students so that the emotional wellbeing of students is addressed so the academic wellness can be supported.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall	2015	2016	2017
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.	79.7	82.8	75.8	77.8	81.1	80	Intermediate	Maintained	Acceptable	85	88	90
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.2	77.2	73.2	52.9	63.8	75	Very Low	Maintained	Concern	70	75	80

Comment on Results

(an assessment of progress toward achieving the target)

Safe and Caring results have gone up in with both parent and student results and decreased slightly with the teacher results. This is significant as the TTFM results are included which increased the number of student responses (345 responses in 2014 vs 130 responses in 2013)

The measure of students treating each other well had 22% of teacher who disagreed but only 11% of students. This tells us that students who are more in tune with what goes on during unstructured times (breaks, lunch, hallways, bus) report that they are treated well by their peers. In addition most students feel safe at school (78%), on their way to school (84%) and are treated well by their teachers (77%).

School improvement data experience a dramatic change over the last three years with 2013 being a low point. Both teachers and parents indicated that they thought that school improvement declined in 2013 (34 % of parents, 42 % of teachers) but improved in 2014 (31% of parents and 43% of teachers).

Strategies

High School Redesign will be a major influence on the environment and improvement of FMHS. This new direction will mark a transition time for FMHS.

HS Redesign will need to focus on safe and caring aspect as well as overall improvement of the school – in terms of peer to peer relations as well as student to teacher relationships.

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

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

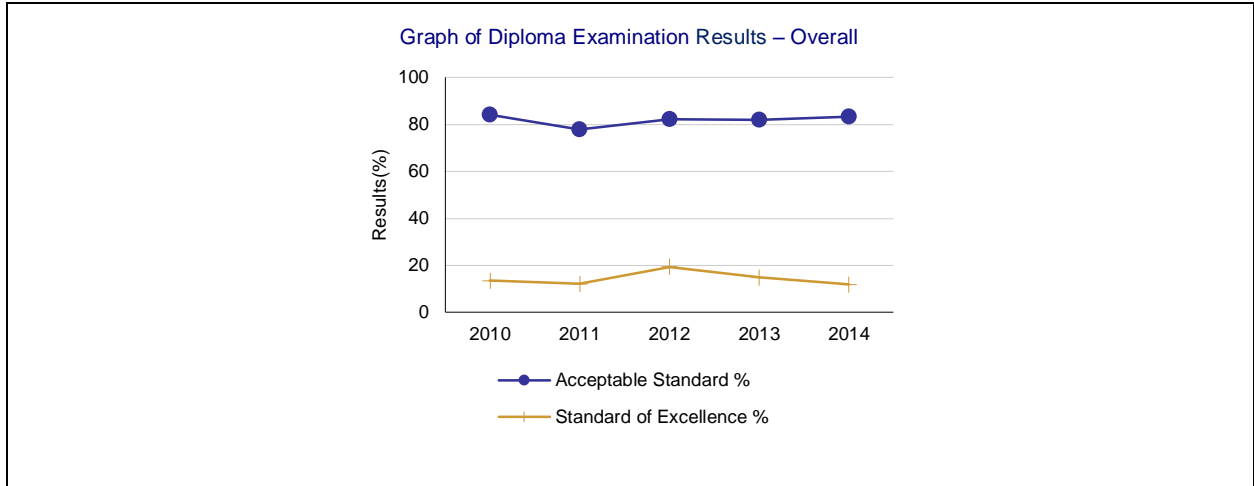
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	87.4	3.9	76.7	6.7	78.6	6.0	81.1	7.8	88.9	0.0	92	13.5
	Authority	85.3	5.5	84.1	9.3	83.5	6.8	82.3	7.7	91.0	6.8		
	Province	85.1	10.1	84.4	10.1	86.0	11.3	85.7	10.4	87.1	11.7		
English Lang Arts 30-2	School	86.8	5.9	88.6	5.1	88.5	8.2	84.5	3.4	93.8	4.7	94	9
	Authority	91.0	8.0	87.3	5.5	91.6	9.1	87.8	5.8	94.7	7.6		
	Province	88.8	9.8	88.6	9.1	89.5	10.7	89.3	11.0	89.7	13.1		
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		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5	96.5	14.5		
Français 30-1	School	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	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3	99.3	29.2		
Pure Mathematics 30	School	79.2	11.1	76.4	21.8	68.9	33.3	n/a	n/a	n/a	n/a		
	Authority	78.5	12.1	73.1	18.7	74.4	28.1	n/a	n/a	n/a	n/a		
	Province	82.9	29.7	81.0	28.7	81.8	27.1	61.6	12.1	n/a	n/a		
Applied Mathematics 30	School	80.0	17.5	65.0	1.3	77.3	13.6	n/a	n/a	n/a	n/a		
	Authority	76.1	11.0	71.2	2.6	65.5	8.0	n/a	n/a	n/a	n/a		
	Province	77.3	12.6	74.3	9.8	75.6	10.3	72.0	20.0	n/a	n/a		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	82.9	19.5	66.7	21.2	75	25
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	74.0	18.0	58.6	23.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	80.4	35.4	74.6	27.2		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	72.2	11.1	81.1	27.0	85	27
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	64.7	9.4	57.8	12.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	9.6	71.3	15.0		
Social Studies 30	School	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		
	Province	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-1	School	81.1	6.7	70.8	5.6	75.0	16.7	80.0	3.1	74.7	2.7	79.5	8.5
	Authority	83.9	9.5	74.0	8.3	78.0	9.4	85.3	8.5	78.6	7.8		
	Province	84.5	16.1	82.8	14.9	86.2	16.7	85.3	15.2	85.5	14.2		
Social Studies 33	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.9	7.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a	n/a	n/a		
Social Studies 30-2	School	78.4	8.1	79.2	11.3	83.3	9.7	74.3	4.3	85.1	3.0	87.5	9.5
	Authority	81.7	10.9	81.5	11.2	84.7	10.2	81.4	8.1	81.7	5.4		
	Province	85.0	13.7	85.6	15.9	83.0	13.7	82.1	13.8	83.9	14.8		
Biology 30	School	95.1	32.8	87.1	31.4	87.5	43.8	90.3	33.9	83.6	26.9	86	28
	Authority	79.4	22.5	80.3	27.2	73.8	24.8	84.4	27.2	80.3	27.2		
	Province	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.1	85.2	31.7		
Chemistry 30 Old	School	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	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	School	89.7	29.4	77.6	27.6	93.3	46.7	92.9	33.3	88.4	41.9	88.5	42
	Authority	80.9	27.0	63.4	20.1	80.2	35.5	83.5	24.3	79.1	35.5		
	Province	79.0	29.9	75.1	27.7	76.7	28.4	78.6	31.6	81.3	35.0		
Physics 30 Old	School	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	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

Physics 30	School	81.0	11.9	70.4	14.8	89.5	42.1	84.2	36.8	82.1	35.7	84.5	36
	Authority	72.5	11.3	64.6	12.2	69.1	20.6	65.8	26.0	74.3	25.7		
	Province	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3	83.0	34.1		
Science 30	School	55.6	25.9	63.0	2.2	65.7	14.3	68.8	28.1	53.6	3.6	76.5	12
	Authority	60.0	26.7	61.7	2.1	66.7	16.7	68.8	28.1	53.6	3.6		
	Province	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8	85.1	25.5		

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

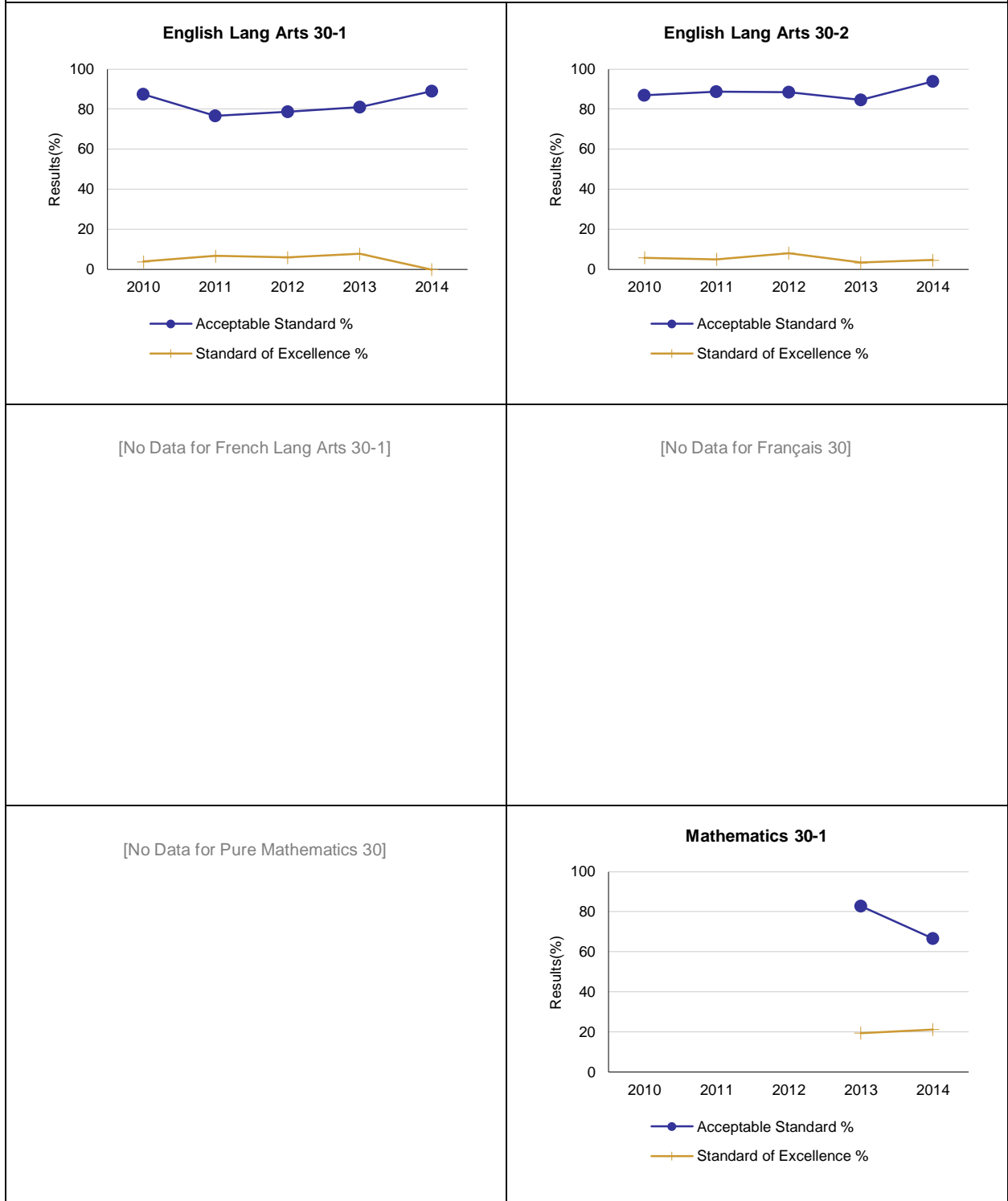
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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Diploma Examination Results by Course



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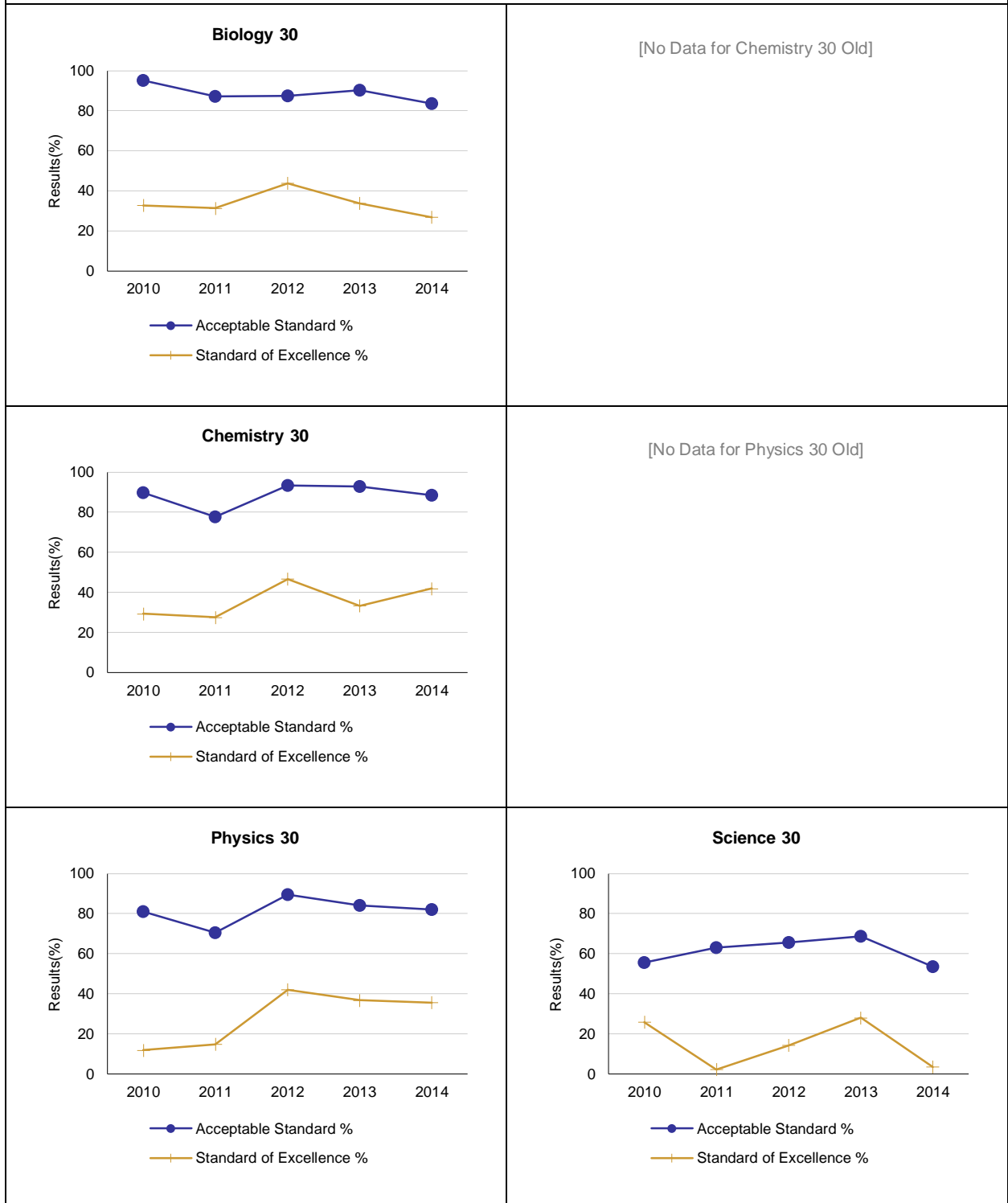
Diploma Examination Results by Course

<p>[No Data for Applied Mathematics 30]</p>	<p style="text-align: center;">Mathematics 30-2</p> <table border="1"> <caption>Mathematics 30-2 Results (%)</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td></td> <td></td> </tr> <tr> <td>2012</td> <td></td> <td></td> </tr> <tr> <td>2013</td> <td>72</td> <td>12</td> </tr> <tr> <td>2014</td> <td>80</td> <td>28</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010			2011			2012			2013	72	12	2014	80	28
Year	Acceptable Standard %	Standard of Excellence %																	
2010																			
2011																			
2012																			
2013	72	12																	
2014	80	28																	
<p>[No Data for Social Studies 30]</p>	<p style="text-align: center;">Social Studies 30-1</p> <table border="1"> <caption>Social Studies 30-1 Results (%)</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>80</td> <td>8</td> </tr> <tr> <td>2011</td> <td>70</td> <td>6</td> </tr> <tr> <td>2012</td> <td>75</td> <td>18</td> </tr> <tr> <td>2013</td> <td>80</td> <td>4</td> </tr> <tr> <td>2014</td> <td>75</td> <td>3</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	80	8	2011	70	6	2012	75	18	2013	80	4	2014	75	3
Year	Acceptable Standard %	Standard of Excellence %																	
2010	80	8																	
2011	70	6																	
2012	75	18																	
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<p>[No Data for Social Studies 33]</p>	<p style="text-align: center;">Social Studies 30-2</p> <table border="1"> <caption>Social Studies 30-2 Results (%)</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>78</td> <td>8</td> </tr> <tr> <td>2011</td> <td>78</td> <td>12</td> </tr> <tr> <td>2012</td> <td>82</td> <td>10</td> </tr> <tr> <td>2013</td> <td>74</td> <td>5</td> </tr> <tr> <td>2014</td> <td>84</td> <td>3</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	78	8	2011	78	12	2012	82	10	2013	74	5	2014	84	3
Year	Acceptable Standard %	Standard of Excellence %																	
2010	78	8																	
2011	78	12																	
2012	82	10																	
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Diploma Examination Results by Course



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Diploma Examination Results Course By Course Summary With Measure Evaluation

		Frank Maddock High School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Improved	Acceptable	81	88.9	98	78.8	28,671	87.1	29,063	85.4
	Standard of Excellence	Very Low	Declined Significantly	Concern	81	0.0	98	6.8	28,671	11.7	29,063	10.6
English Lang Arts 30-2	Acceptable Standard	High	Improved	Good	64	93.8	66	87.2	15,887	89.7	14,790	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	64	4.7	66	5.6	15,887	13.1	14,790	10.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	96.5	1,243	95.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,210	14.5	1,243	13.4
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	99.3	146	95.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	29.2	146	19.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	50	72.6	n/a	n/a	14,941	74.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	50	27.6	n/a	n/a	14,941	22.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	62	71.1	n/a	n/a	6,941	74.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	62	7.4	n/a	n/a	6,941	13.4
Mathematics 30-1	Acceptable Standard	n/a	Declined	n/a	33	66.7	41	82.9	21,314	74.6	19,841	80.4
	Standard of Excellence	n/a	Maintained	n/a	33	21.2	41	19.5	21,314	27.2	19,841	35.4
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	37	81.1	36	72.2	11,934	71.3	9,646	68.9
	Standard of Excellence	n/a	Improved	n/a	37	27.0	36	11.1	11,934	15.0	9,646	9.6
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	75	74.7	71	75.3	21,992	85.5	23,164	84.8
	Standard of Excellence	Low	Declined	Issue	75	2.7	71	8.5	21,992	14.2	23,164	15.6
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	67	85.1	83	79.0	19,173	83.9	17,286	83.6
	Standard of Excellence	Low	Declined	Issue	67	3.0	83	8.4	19,173	14.8	17,286	14.5
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	67	83.6	60	88.3	21,656	85.2	22,802	82.7
	Standard of Excellence	High	Declined	Acceptable	67	26.9	60	36.3	21,656	31.7	22,802	30.0
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	43	88.4	48	87.9	19,118	81.3	18,261	76.8
	Standard of Excellence	Very High	Maintained	Excellent	43	41.9	48	35.9	19,118	35.0	18,261	29.2
Physics 30	Acceptable Standard	High	Maintained	Good	28	82.1	22	81.4	10,758	83.0	10,060	79.6
	Standard of Excellence	Very High	Maintained	Excellent	28	35.7	22	31.3	10,758	34.1	10,060	29.4
Science 30	Acceptable Standard	Very Low	Declined	Concern	28	53.6	38	65.8	7,103	85.1	5,477	81.4
	Standard of Excellence	Very Low	Declined	Concern	28	3.6	38	14.9	7,103	25.5	5,477	22.9

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Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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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
Social Studies 30-1	Acceptable Standard	0.00 - 67.38	67.38 - 79.10	79.10 - 88.42	88.42 - 94.41	94.41 - 100.00
	Standard of Excellence	0.00 - 0.88	0.88 - 8.48	8.48 - 16.20	16.20 - 19.89	19.89 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 68.07	68.07 - 81.22	81.22 - 87.43	87.43 - 94.68	94.68 - 100.00
	Standard of Excellence	0.00 - 0.26	0.26 - 9.12	9.12 - 15.45	15.45 - 26.66	26.66 - 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
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 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 evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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

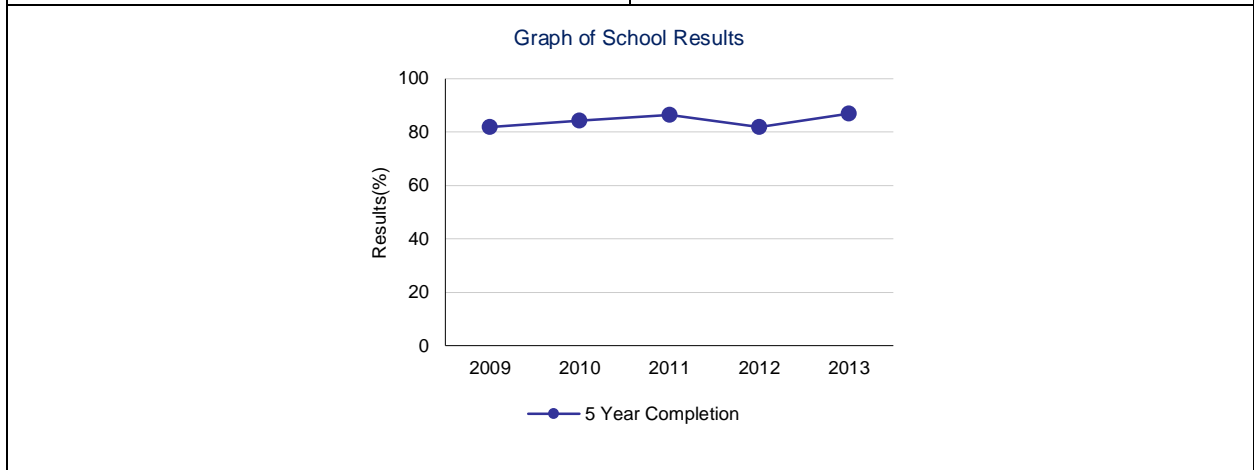
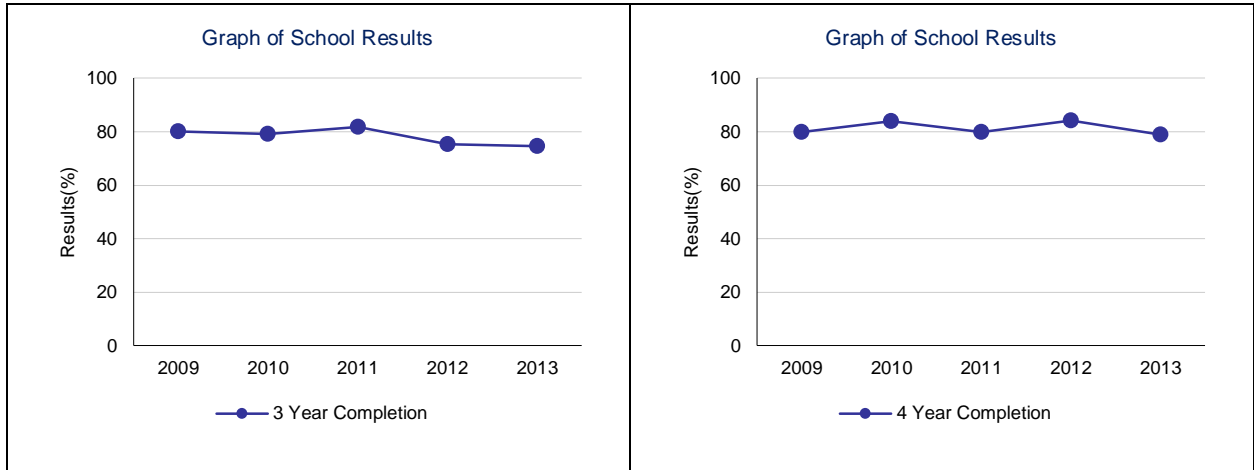
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

High School Completion Rate – Measure Details

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

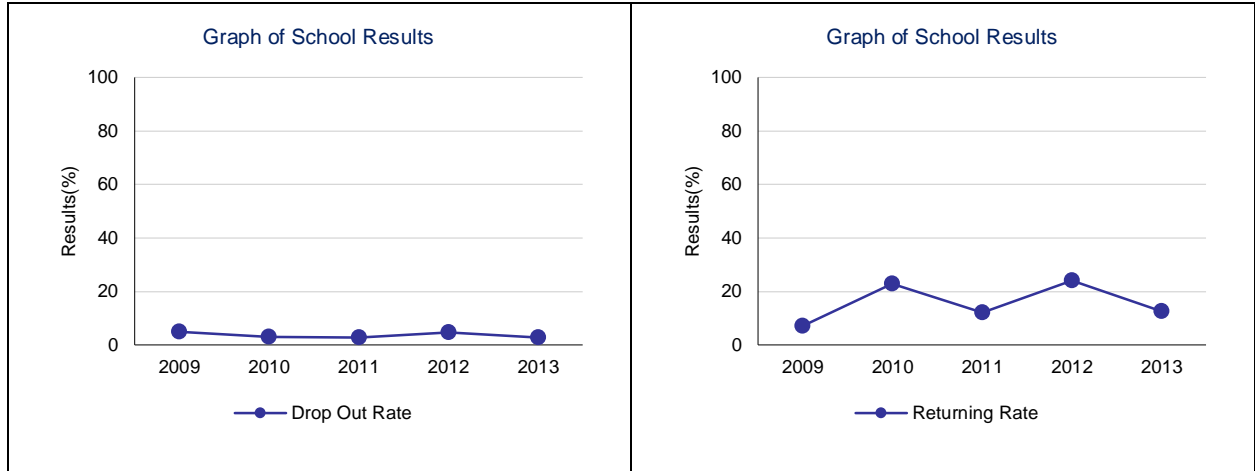
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
3 Year Completion	80.1	79.1	81.9	75.4	74.6	73.3	73.4	78.2	74.0	72.4	71.5	72.6	74.1	74.8	74.9
4 Year Completion	79.9	83.9	79.9	84.1	78.9	75.2	77.8	75.4	81.8	77.8	76.1	76.9	78.1	79.4	79.6
5 Year Completion	81.9	84.2	86.3	81.9	86.8	77.8	78.7	79.8	77.4	84.2	79.0	79.0	79.6	80.8	81.7



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Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Drop Out Rate	4.9	3.0	2.9	4.6	2.9	6.0	5.8	3.9	5.0	3.3	4.3	4.2	3.2	3.5	3.3
Returning Rate	7.0	22.9	12.2	24.0	12.6	17.6	19.2	13.2	15.5	16.3	23.5	27.9	23.4	23.0	21.1

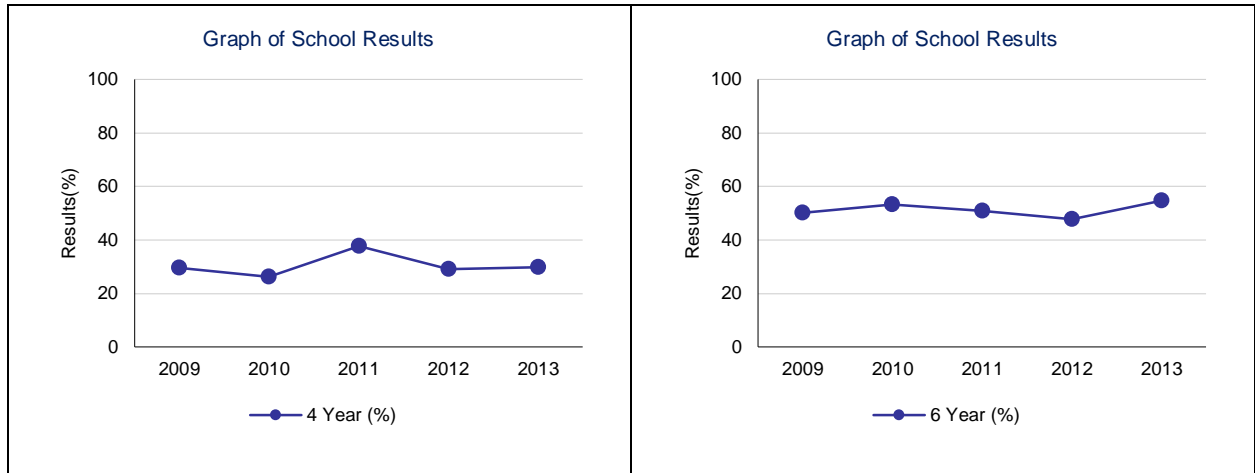


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High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
4 Year Rate	29.6	26.2	37.8	29.1	29.8	28.7	25.2	30.0	30.8	28.4	37.5	37.8	38.2	39.6	40.0
6 Year Rate	50.1	53.2	50.8	47.8	54.6	47.8	49.9	48.6	46.4	46.7	59.8	59.3	58.4	59.5	59.2

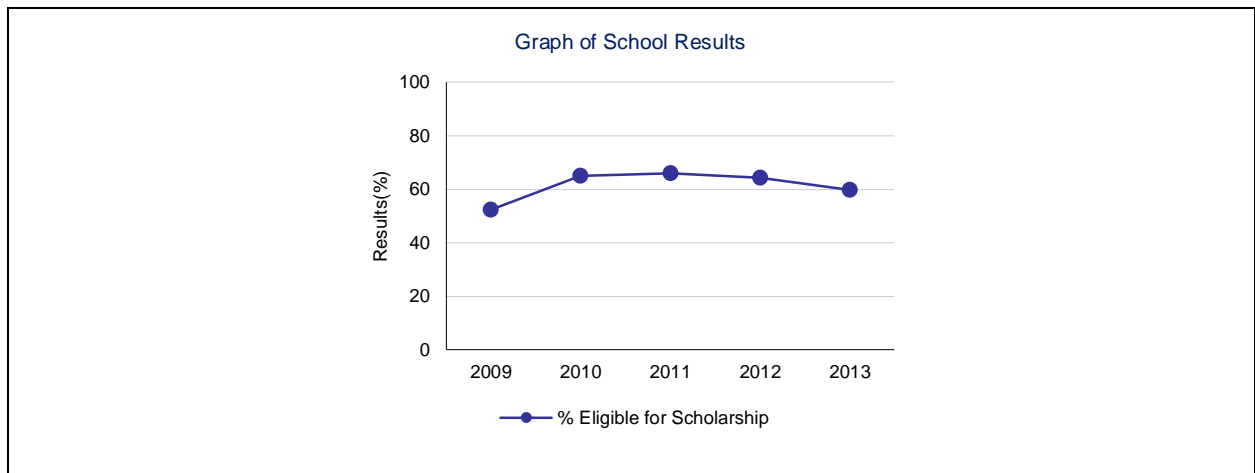


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Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																
	School					Authority					Province					
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	
Rutherford Scholarship Eligibility Rate (Revised)	52.4	65.0	66.1	64.3	59.9	51.0	55.4	59.0	58.7	52.9	56.9	59.6	61.5	61.3	60.9	

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2009	166	82	49.4	60	36.1	35	21.1	87	52.4
2010	183	112	61.2	99	54.1	56	30.6	119	65.0
2011	189	112	59.3	91	48.1	48	25.4	125	66.1
2012	171	103	60.2	76	44.4	41	24.0	110	64.3
2013	172	95	55.2	80	46.5	46	26.7	103	59.9

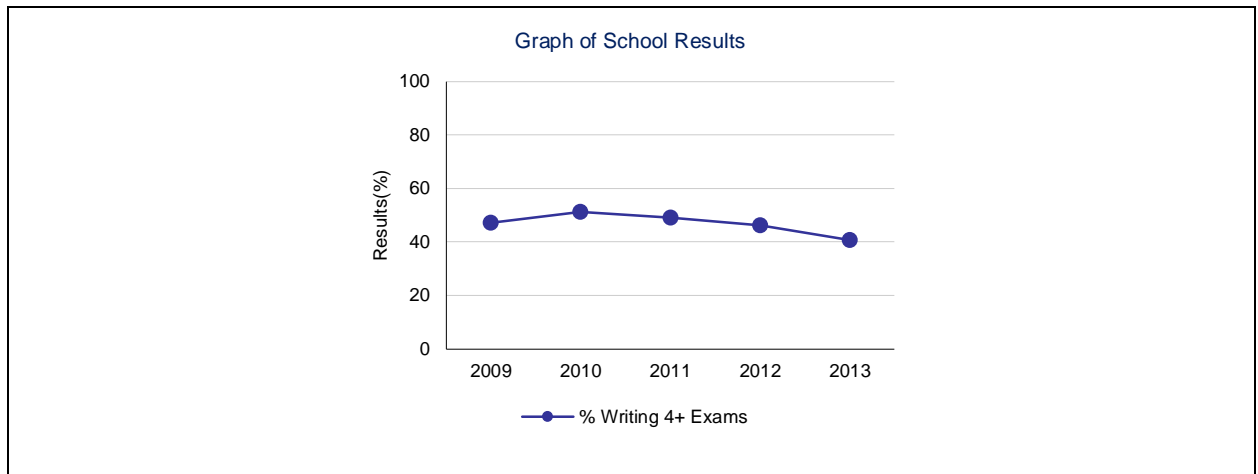


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Diploma Examination Participation Rate – Measure Details

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.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
% Writing 0 Exams	13.0	12.3	10.0	16.9	14.4	19.1	17.7	14.7	19.4	21.1	18.0	17.2	16.1	15.9	16.1
% Writing 1+ Exams	87.0	87.7	90.0	83.1	85.6	80.9	82.3	85.3	80.6	78.9	82.0	82.8	83.9	84.1	83.9
% Writing 2+ Exams	83.5	85.0	87.6	79.5	82.1	76.8	80.1	83.6	77.9	75.1	78.7	79.6	80.8	81.2	80.8
% Writing 3+ Exams	59.9	60.9	61.4	58.7	54.2	56.5	56.3	63.2	57.2	52.1	65.2	66.0	67.4	67.5	63.8
% Writing 4+ Exams	47.2	51.3	49.0	46.3	40.8	42.1	45.3	47.9	43.1	38.6	53.5	54.9	56.2	56.6	50.5
% Writing 5+ Exams	23.6	31.0	24.8	27.9	26.2	23.5	27.6	28.0	28.7	27.3	34.7	36.1	37.2	38.0	31.8
% Writing 6+ Exams	9.8	10.7	6.2	9.5	7.0	9.4	8.9	9.6	11.9	9.5	12.9	13.4	14.1	14.6	11.5



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
English Language Arts 30-1	44.6	52.1	51.9	47.1	48.6	41.6	44.7	46.9	45.6	43.6	54.0	54.5	54.9	55.1	54.4
English Language Arts 30-2	40.7	32.1	37.3	34.9	34.3	35.6	35.5	37.2	33.5	33.0	24.5	25.1	26.1	26.1	27.2
Total of 1 or more English Diploma Exams	83.6	84.2	88.2	80.8	82.9	76.6	79.8	83.4	77.9	76.4	77.1	78.0	79.0	79.2	79.3
Social Studies 30	31.1	4.7	1.4	0.0	n/a	33.3	4.9	0.7	0.0	n/a	48.1	3.7	0.3	0.0	n/a
Social Studies 30-1	0.0	44.2	39.2	33.7	39.4	0.0	33.6	38.5	35.9	34.0	0.0	45.7	48.2	48.0	46.1
Social Studies 33	53.1	2.6	0.0	0.0	n/a	45.1	3.8	0.0	0.0	n/a	30.1	2.5	0.1	0.0	n/a
Social Studies 30-2	0.0	34.7	49.5	45.3	41.1	0.0	38.9	44.9	40.6	40.4	0.0	27.4	31.0	32.1	34.0
Total of 1 or more Social Diploma Exams	83.6	85.3	86.8	77.3	80.6	77.3	79.8	82.3	75.5	74.4	77.4	78.1	78.9	79.3	79.3
Pure Mathematics 30	20.9	36.8	22.6	23.8	0.6	27.0	31.3	27.2	26.8	0.5	40.8	41.4	42.6	42.5	7.3
Applied Mathematics 30	33.9	18.9	34.9	29.7	0.0	25.5	21.3	31.6	27.1	0.0	19.7	19.7	20.0	19.6	0.2
Mathematics 30-1	n/a	n/a	n/a	n/a	21.7	n/a	n/a	n/a	n/a	23.4	n/a	n/a	n/a	n/a	30.0
Mathematics 30-2	n/a	n/a	n/a	n/a	18.3	n/a	n/a	n/a	n/a	19.2	n/a	n/a	n/a	n/a	16.9
Total of 1 or more Math Diploma Exams	54.2	55.3	57.1	51.2	40.0	52.4	52.1	58.0	52.0	41.1	59.9	60.6	62.0	61.5	52.5
Biology 30	26.6	28.9	30.2	29.1	33.1	30.0	33.0	35.4	33.5	32.3	39.8	41.2	42.8	43.1	42.5
Chemistry 30	22.0	33.2	23.1	25.0	24.0	23.0	29.1	28.1	26.8	26.8	29.7	35.2	36.0	36.7	31.7
Physics 30	11.3	21.6	9.9	12.8	10.3	12.9	17.0	16.2	16.4	16.5	17.5	20.0	20.6	20.4	17.4
Science 30	22.0	15.3	21.7	25.6	20.0	9.9	6.2	10.4	10.9	9.6	8.2	9.0	9.1	10.5	9.8
Total of 1 or more Science Diploma Exams	49.2	53.2	50.9	52.3	53.1	44.6	46.6	50.9	46.6	47.5	56.1	57.6	59.1	59.5	57.7
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.2	0.0	2.7	2.9	2.8	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.2	0.0	2.9	3.1	3.1	2.9	3.0

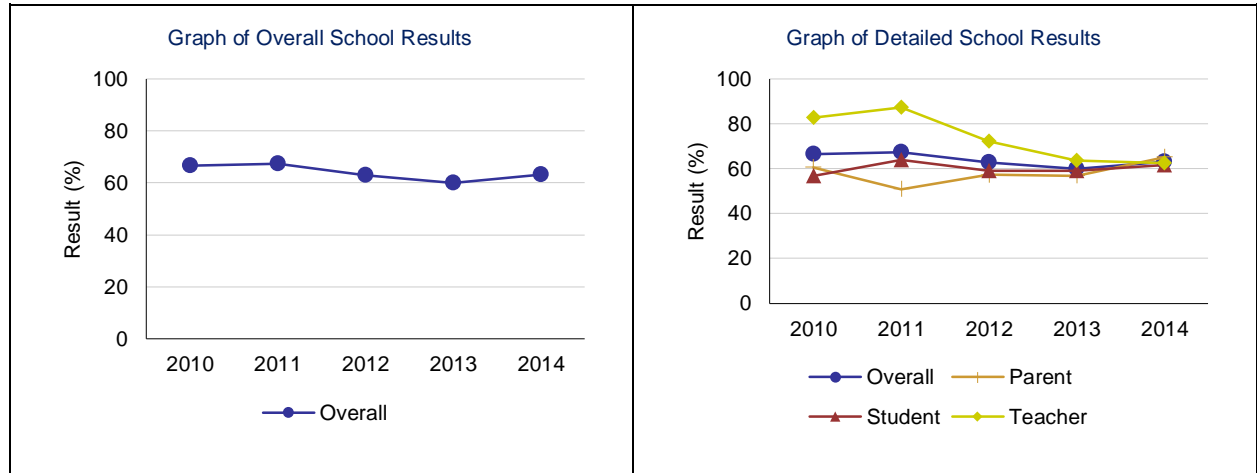
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Citizenship – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	66.6	67.4	62.9	59.9	63.1	75.1	73.8	73.8	73.0	74.7	81.4	81.9	82.5	83.4	83.4
Teacher	82.6	87.4	72.2	63.6	62.6	91.4	87.2	86.6	83.3	84.4	93.0	92.7	93.1	93.6	93.8
Parent	60.5	50.8	57.3	56.9	65.1	68.4	69.0	69.2	70.1	75.4	78.5	78.6	79.4	80.3	81.9
Student	56.7	64.0	59.1	59.1	61.5	65.4	65.4	65.7	65.8	64.3	72.7	74.5	75.0	76.2	74.5

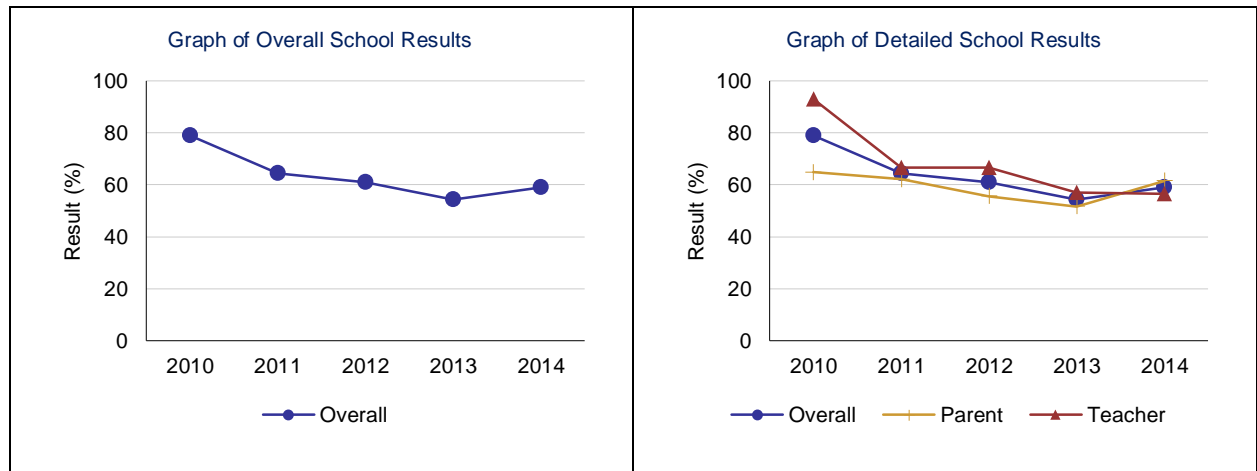


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Work Preparation – Measure Details

Percentage 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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	78.9	64.4	61.1	54.4	59.0	72.9	73.8	69.3	69.7	72.5	79.9	80.1	79.7	80.3	81.2
Teacher	92.9	66.7	66.7	57.1	56.5	90.0	82.2	84.0	80.5	80.5	90.0	89.6	89.5	89.4	89.3
Parent	64.9	62.2	55.6	51.7	61.5	55.9	65.5	54.6	59.0	64.5	69.8	70.6	69.9	71.1	73.1

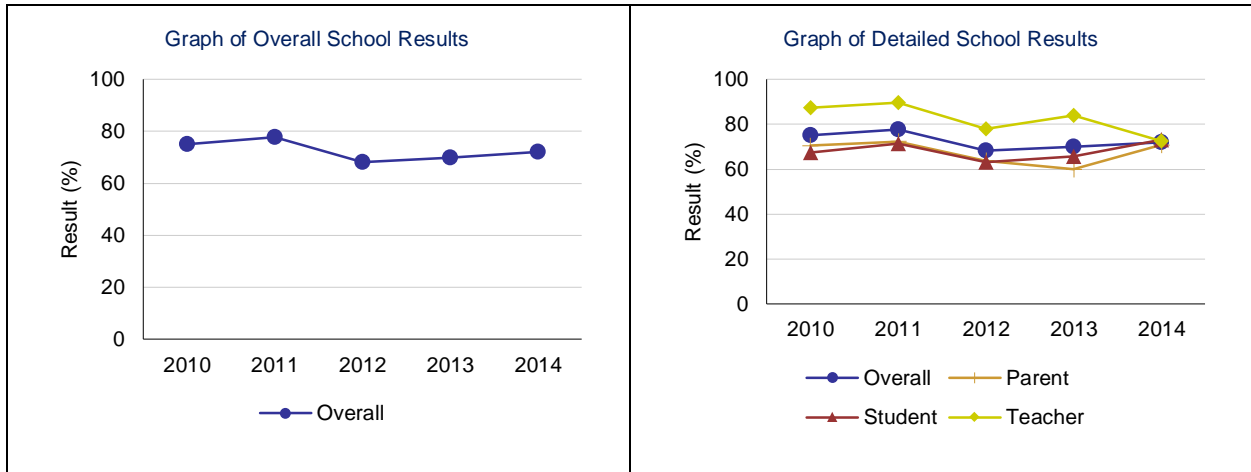


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	75.1	77.8	68.3	69.9	72.1	71.9	75.2	71.9	72.9	72.1	80.5	80.9	80.7	81.5	81.3
Teacher	87.4	89.7	78.0	83.9	72.5	79.0	82.0	79.9	80.9	78.4	87.7	87.6	87.3	87.9	87.5
Parent	70.5	72.3	63.8	59.9	70.8	69.6	72.8	69.5	71.3	72.5	78.0	78.3	78.1	78.9	79.9
Student	67.4	71.5	63.0	65.7	73.0	67.1	70.8	66.1	66.4	65.4	75.9	76.9	76.9	77.8	76.6

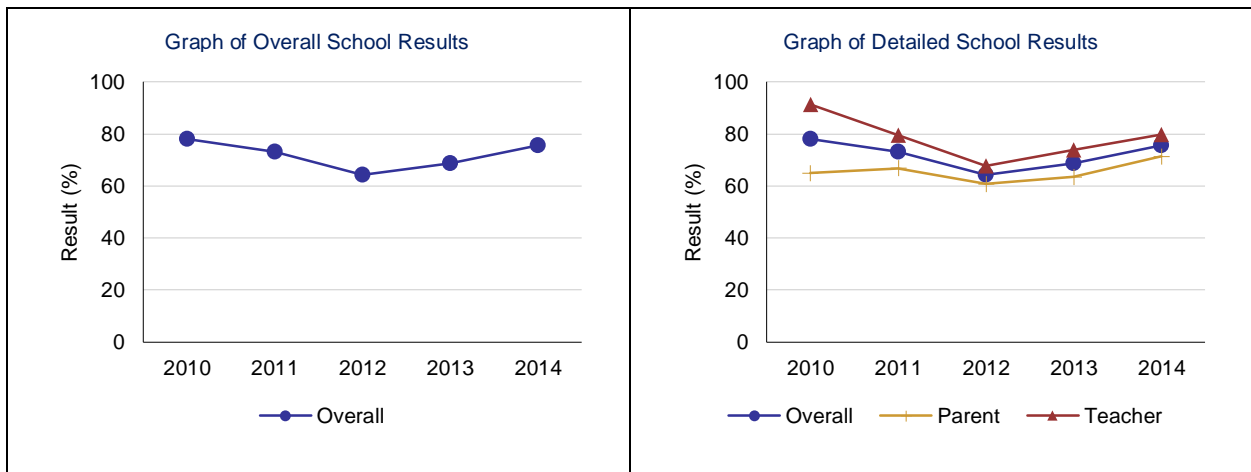


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Parental Involvement – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	78.1	73.2	64.2	68.6	75.6	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3	80.6
Teacher	91.4	79.6	67.8	73.8	79.8	88.6	86.3	85.5	85.0	87.2	88.6	88.1	88.0	88.5	88.0
Parent	64.9	66.8	60.7	63.4	71.3	65.0	63.2	62.3	66.9	73.0	71.3	71.7	71.4	72.2	73.1

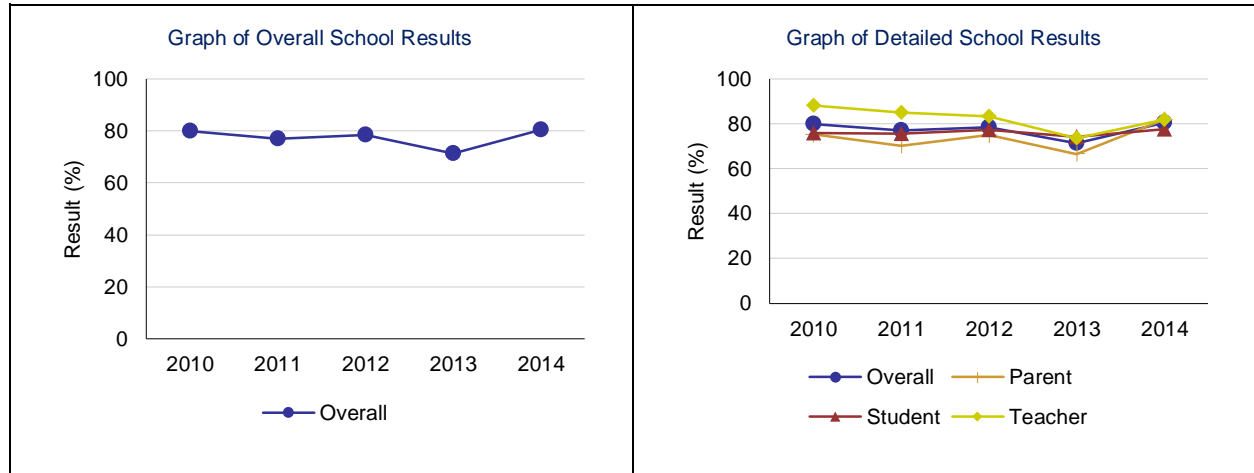


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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.8	77.0	78.4	71.4	80.4	86.2	85.1	84.9	83.4	85.2	89.2	89.4	89.4	89.8	89.2
Teacher	88.1	85.1	83.2	73.5	81.8	95.1	93.7	93.2	90.9	91.2	95.6	95.5	95.4	95.7	95.5
Parent	75.3	70.3	75.0	66.5	81.8	78.9	78.5	77.7	77.5	82.8	83.9	84.2	84.2	84.9	84.7
Student	76.0	75.5	77.2	74.1	77.6	84.5	83.0	83.8	81.8	81.5	88.2	88.5	88.6	88.7	87.3

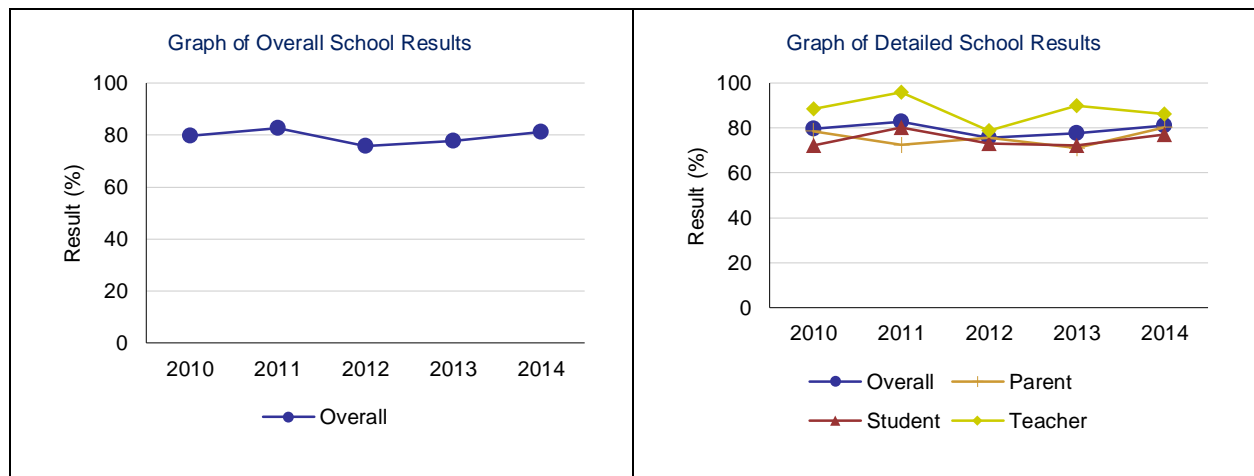


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Safe and Caring – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.7	82.8	75.8	77.8	81.1	83.2	83.1	82.6	82.1	84.7	87.6	88.1	88.6	89.0	89.1
Teacher	88.6	95.8	78.7	89.9	86.1	92.1	91.5	90.4	90.0	91.6	94.4	94.5	94.8	95.0	95.3
Parent	78.6	72.4	75.7	71.0	80.3	80.6	80.2	80.4	79.8	86.0	86.1	86.6	87.4	87.8	88.9
Student	72.1	80.3	73.1	72.3	77.0	76.8	77.7	77.0	76.4	76.5	82.2	83.3	83.7	84.2	83.1

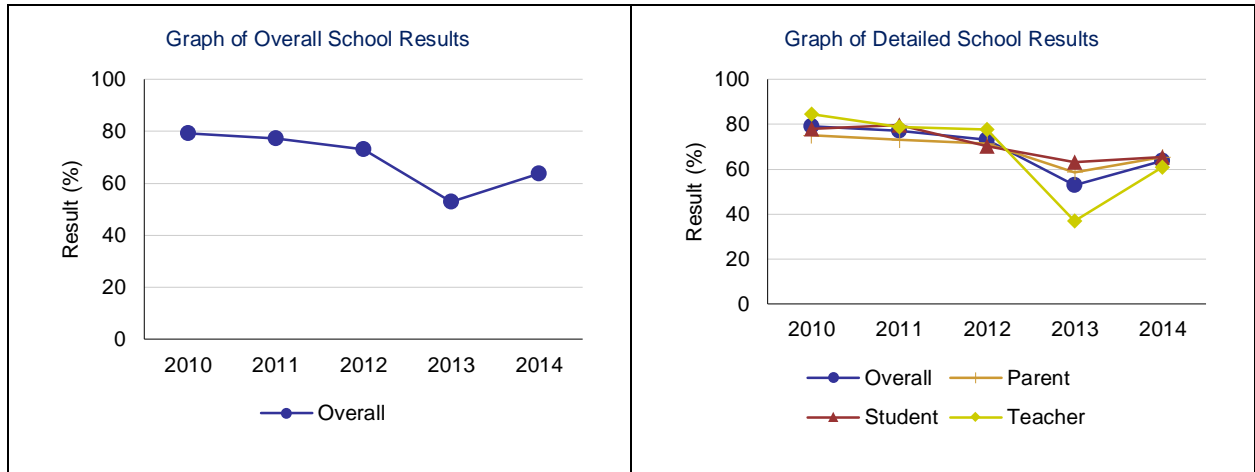


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School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.2	77.2	73.2	52.9	63.8	76.5	75.9	73.1	68.8	73.3	79.9	80.1	80.0	80.6	79.8
Teacher	84.6	78.9	77.8	36.8	60.9	77.2	76.4	77.1	68.8	74.8	80.8	80.1	81.1	80.9	81.3
Parent	75.0	73.0	71.4	58.6	65.4	74.7	73.6	68.5	69.3	74.4	77.0	77.3	76.2	77.9	77.0
Student	77.9	79.6	70.3	63.2	65.3	77.6	77.5	73.8	68.4	70.7	81.8	82.9	82.7	82.9	81.2



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