

**Combined 3-Year Education Plan and Annual Education  
Results Report (AERR) for  
FRANK MADDOCK HIGH SCHOOL**

**Combined 2013 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	Issue	Safe and Caring	77.8	75.8	79.5	89.0	88.6	88.1	Low	Maintained	Issue
Student Learning Opportunities	Issue	Program of Studies	69.9	68.3	73.7	81.5	80.7	80.7	Low	Maintained	Issue
		Education Quality	71.4	78.4	78.4	89.8	89.4	89.3	Very Low	Declined	Concern
		Drop Out Rate	4.6	2.9	3.6	3.5	3.2	3.9	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	75.4	81.9	80.4	74.8	74.1	72.7	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.0	79.1	79.2	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	18.9	20.8	19.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	84.2	83.6	82.8	84.6	83.1	82.5	High	Maintained	Good
		Diploma: Excellence	19.8	22.3	17.4	21.7	20.7	20.1	High	Maintained	Good
		Diploma Exam Participation Rate (4+ Exams)	46.3	49.0	49.2	56.6	56.2	54.9	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	64.3	66.1	61.2	61.3	61.5	59.4	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	47.8	50.8	51.4	59.5	58.4	59.2	Intermediate	Maintained	Acceptable
		Work Preparation	54.4	61.1	68.1	80.3	79.7	79.9	Very Low	Declined	Concern
		Citizenship	59.9	62.9	65.6	83.4	82.5	82.0	Very Low	Declined	Concern
Parental Involvement	Concern	Parental Involvement	68.6	64.2	71.9	80.3	79.7	79.8	Very Low	Maintained	Concern
Continuous Improvement	Concern	School Improvement	52.9	73.2	76.5	80.6	80.0	80.0	Very Low	Declined Significantly	Concern

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 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 or respondents is less than 6. Suppression is marked with an asterisk (\*).
6. 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.

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 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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)

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## 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)*

Recognizing this relates to early childhood education, we are working to help students be ready for the challenges of high school and to achieve their post-secondary goals.

Our Tell Them From Me results indicate that our some of our students use alcohol and tobacco more than the Canadian average, work more, and don't necessarily have plans for post-secondary education. Many factors can be attributed to these statistics.

It is important to realize that some of these high-risk behaviors have negative effects on the emotional, social, intellectual and physical development of youth.

This is a complex issue that requires a multifaceted approach to addressing.

### Strategies

Developing relationships with youth and adults through building attachment.

Helping youth develop skills to be emergent, adaptive and integrative in all aspects of their life through developing attachment based relationships.

Switch from a punitive discipline system to one that holds students accountable and supports them as they work through the consequences and learn new behaviours. High accountability and support.

Offering a wide variety of programming that adapts to student needs—classroom, CTS, off-campus, distance learning (both through ADLC contract services and ADLC Print Plus which allows us to adapt and modify programming) and a blend of in-school and outreach programming.

## Goal Two: Success for Every Student

*Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.6	85.9	79.0	83.6	84.2	85.0	High	Maintained	Good	85.5	86.0	86.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	8.4	16.3	13.8	22.3	19.8	20	High	Maintained	Good	21	22	23

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	74.9	80.1	79.1	81.9	75.4	80	High	Declined	Acceptable	81	82	83
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.1	4.9	3.0	2.9	4.6	4	Intermediate	Maintained	Acceptable	3.5	3	2.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.9	50.1	53.2	50.8	47.8	48	Intermediate	Maintained	Acceptable	49	50	51
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	58.6	52.4	65.0	66.1	64.3	65	High	Maintained	Good	65.5	66	66.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	46.1	47.2	51.3	49.0	46.3	46.5	Intermediate	Maintained	Acceptable	47	47	47

### Comment on Results

*(an assessment of progress toward achieving the target)*

Frank Maddock High school serves students whose families are employed primarily in the oil and service industries. Many of our students enter trades associated with the oil field, many of whom pursue post-secondary at the trade level. Other students enter the workforce as unskilled laborers (many are well-paying) which is in high demand in our area. Many students report that university or college is not practical or needed for getting a job. The Tell Them From Me survey results have indicated that Frank Maddock students match or exceed the Canadian average in pursuing a career in the trades but are less than the Canadian average in pursuing college or university. Their desire to finish high school is highest in grades 10 and 12.

### Strategies

Utilize career counselor from the Division to develop a more purposeful and individual career program, utilizing My Blueprint, and integrating CALM, Work Experience, RAP and core courses to help students reach their post-secondary goals.  
 Improve student engagement through improving instructional practice.  
 Partner with industry representatives to promote post-secondary education (example: business and community members invited to do Portfolio Interviews with CALM students).  
 Create greater awareness of post-secondary programs amongst parents and students through website, guidance counsellor updates and field trips to attend college or university open houses and/or tours.  
 Continue to develop a strong and vibrant off campus education program, which includes RAP, Work Experience and Green Certificate.

### 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. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. 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.

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 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.

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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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	65.9	66.6	67.4	62.9	59.9	62	Very Low	Declined	Concern	64	66	68
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	75.8	78.9	64.4	61.1	54.4	56	Very Low	Declined	Concern	58	60	62

**Comment on Results**

*(an assessment of progress toward achieving the target)*

The Tell Them From Me survey indicates that our students work more part-time hours than the Canadian average; tobacco and alcohol use is higher than the Canadian average.

FMHS has struggled to have an active and engaged student leadership group in past years.

These characteristics we believe impact these results related to citizenship and skills for school and work.

51.7% of Parents are satisfied that students model the characteristics of active citizenship

57.1% of Teachers are satisfied that students model the characteristics of active citizenship

56.9% of Parents agree that students are taught the attitudes and behaviors that will make them successful at work when they finish school

63.6% of Teachers agree that students are taught the attitudes and behaviors that will make them successful at work when they finish school (down from 72.2% in previous year)

59.1% of Students agree that students are taught the attitudes and behaviors that will make them successful at work when they finish school

**Strategies**

School focus is on increasing student achievement by improving student attendance. Focus on the following areas:

Interventions

Attendance guidelines

Building positive relationships through attachment

Improving instructional practices through assessment, inquiry, and brain based learning strategies.

Developed a strong student leadership group

Provide opportunities for students to experience citizenship and be involved (Live Different Assembly, Rob Nash, Rotary Interact Club, Rotary Student Exchange, Student's Union)

Continue to build community connections

Increase public relations regarding what our students are doing as active citizens. Celebrate the positive contributions and behaviours of our students.

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



**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		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 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 3, 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).	84.2	73.5	88.9	78.6	87.9		High	Maintained	Good			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.5	8.8	0.0	17.9	12.1		Low	Maintained	Issue			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	44.2	85.6	89.1	73.3	77.7		High	Maintained	Good			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	12.5	11.8	2.9	3.8	6.9		Intermediate	Maintained	Acceptable			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	21.4	34.7	27.4	39.6	40.6		Low	Maintained	Issue			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	57.1	61.1	68.8	26.7	52.6		Intermediate	Maintained	Acceptable			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	35.6	62.8	59.4	20.0	31.1		Very Low	Maintained	Concern			

**Comment on Results**

*(an assessment of progress toward achieving the target)*

All performance measures increased from last year except for self-identified FNMI students receiving excellence on diploma exams. 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**

Continue to promote parental communication and support; continue to individualize interventions

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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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. 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.
5. 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		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	72.0	75.1	77.8	68.3	69.9	70	Low	Maintained	Issue	71	72	73

**Comment on Results**

*(an assessment of progress toward achieving the target)*

FMHS offers a wide variety of core programming, CTS, fine arts, physical education, second languages, off campus and alternative programming. Students and parents are becoming more aware of the variety and quality of our programs.

Teacher results in this category went from 78% who agree to 83.9% in 2013.

Parent results declined from 63.8% to 59.9% in 2013.

Student results increased from 63.0% to 65.7%.

Parent results were most significant as it related to music. FMHS experienced a transition in staffing at this time and was in the process of rebuilding its music program.

**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.

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

## Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013		2013	Achievement	Improvement	Overall	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.4	78.1	73.2	64.2	68.6	69	Very Low	Maintained	Concern	70	71	72
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	84.1	79.8	77.0	78.4	71.4	72	Very Low	Declined	Concern	73	74	75

### Comment on Results

*(an assessment of progress toward achieving the target)*

FMHS has a variety of means for parents to become involved including parent council. School also uses a variety of ways to communicate with parents and the public—website, automated phone calls, call-out messages, weekly submissions in the local newspaper

School staff has increased individual connections with parents (phone calls home, parent meetings, PPT (program planning meetings) to address individual student concerns

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

Parent results increased from 60.7% in 2012 to 63.4% in 2013.

Teacher results increased from 67.8% in 2012 (three year low) to 73.8% in 2012.

Parents report that they are involved in their child's education (A lot/Somewhat involved: 83%), but not so much in decisions about their child's education at school (Very Little/Not at all – 46%)

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

Parent satisfaction declined from 75% to 66.5%

Student satisfaction declined from 77.2% to 74.1%

Teacher satisfaction declined from 83.2% to 73.5%

Teachers results show an increase in percentage that disagree that students understand clearly what they are expected to learn 37% in 2013, as compared to 9% in 2012.

Teacher results also show an increase in percentage that disagrees that students find school work interesting. 18% disagree in 2012, and 42% in 2013.

Yet 95% of teachers are satisfied with the quality of education and 100% are satisfied with the quality of teaching at their school.

69% of parents are satisfied with the quality of education and 58% are satisfied with the quality of teaching.

### Strategies

Increase awareness and continue to explore alternate means of communication (eg. Texting updates and reminders).

Invite parents to be a part of school events, active members of school community.

Teachers will continue to initiate contact and communication with parents early to support student learning.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	81.2	79.7	82.8	75.8	77.8	78	Low	Maintained	Issue	80	82	84
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.	78.1	79.2	77.2	73.2	52.9	73	Very Low	Declined Significantly	Concern	75	76	77

**Comment on Results**

*(an assessment of progress toward achieving the target)*

*84% of parents are happy with the opportunity to be involved in the decisions made at the school. 84% are satisfied that their input is considered.*

Our school improvement results have declined as the status quo of assessment and instructional practice has been challenged. Moving toward more outcome-based assessment, inquiry instruction and differentiated instruction sometimes gets worse before it gets better. Our diploma results are steadily improving which would support the notion that our school is improving and the lack of awareness may be the reason for the decline.

Teacher results dropped from 77.8% in 2012 to 36.8% in 2013.

Parent results declined from 71.4% in 2012 to 58.6% in 2013.

**Strategies**

***Continued focus on improving assessment and instructional practice, enhancing parent and teacher awareness of improved academic results***

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

### **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	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	84.1	2.4	87.4	3.9	76.7	6.7	78.6	6.0	81.1	7.8	83	10
	Authority	84.3	5.6	85.3	5.5	84.1	9.3	83.5	6.8	82.3	7.7		
	Province	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3	85.9	10.5		
English Lang Arts 30-2	School	85.3	6.7	86.8	5.9	88.6	5.1	88.5	8.2	84.5	3.4	86	5
	Authority	91.8	6.0	91.0	8.0	87.3	5.5	91.6	9.1	87.8	5.8		
	Province	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7	89.5	11.1		
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	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4	95.3	12.5		
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	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0	96.7	18.3		
Pure Mathematics 30	School	78.3	17.4	79.2	11.1	76.4	21.8	68.9	33.3	n/a	n/a		
	Authority	71.1	13.3	78.5	12.1	73.1	18.7	74.4	28.1	n/a	n/a		
	Province	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1	62.4	12.9		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82.9	19.5	85	20
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74.0	18.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.3	35.4		
Mathematics 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72.2	11.1	78	15
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.7	9.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.7	9.6		
Applied Mathematics 30	School	83.1	15.3	80.0	17.5	65.0	1.3	77.3	13.6	n/a	n/a		
	Authority	79.8	8.4	76.1	11.0	71.2	2.6	65.5	8.0	n/a	n/a		
	Province	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3	75.0	20.8		
Social Studies 30	School	89.7	17.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	88.8	25.0	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a	n/a	n/a		
Social Studies 30-1	School	n/a	n/a	81.1	6.7	70.8	5.6	75.0	16.7	80.0	3.1	83	6
	Authority	n/a	n/a	83.9	9.5	74.0	8.3	78.0	9.4	85.3	8.5		
	Province	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7	85.4	15.2		
Social Studies 33	School	80.7	17.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	85.8	19.6	76.9	7.7	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a	n/a	n/a		
Social Studies 30-2	School	n/a	n/a	78.4	8.1	79.2	11.3	83.3	9.7	72.5	4.3	78	7
	Authority	n/a	n/a	81.7	10.9	81.5	11.2	84.7	10.2	80.7	8.2		
	Province	n/a	n/a	85.0	13.7	85.6	15.9	83.0	13.7	82.4	13.9		
Biology 30	School	90.2	7.3	95.1	32.8	87.1	31.4	87.5	43.8	90.3	33.9	91	34
	Authority	73.5	15.9	79.4	22.5	80.3	27.2	73.8	24.8	84.4	27.2		
	Province	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1	84.3	32.4		
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		
	Province	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a	n/a	n/a		
Chemistry 30	School	76.1	26.1	89.7	29.4	77.6	27.6	93.3	46.7	92.9	33.3	93	33
	Authority	67.8	21.2	80.9	27.0	63.4	20.1	80.2	35.5	83.5	24.3		
	Province	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4	78.8	31.8		
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		
	Province	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a	n/a	n/a		

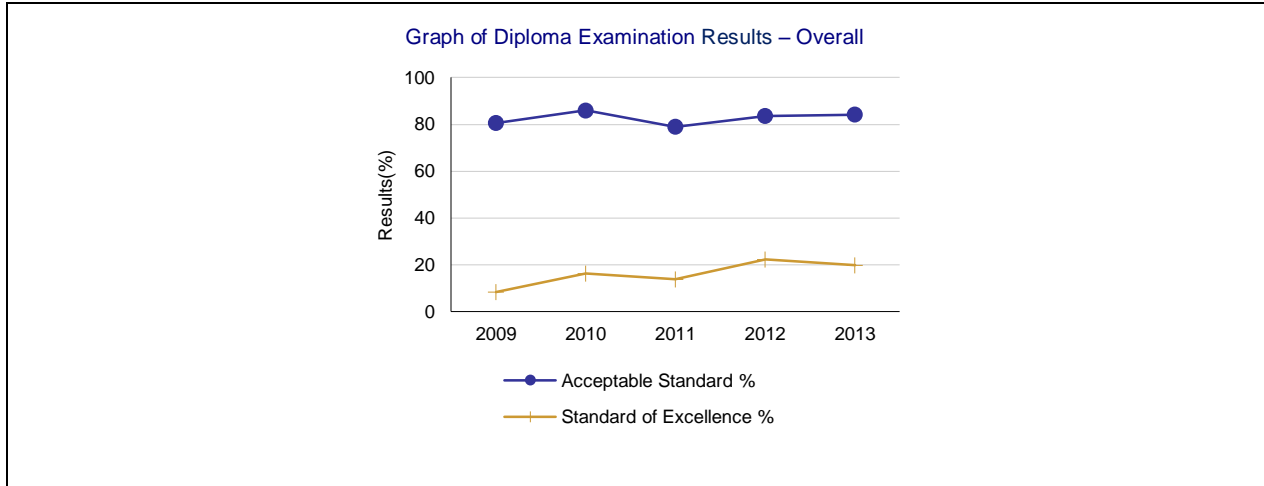
Physics 30	School	57.7	3.8	81.0	11.9	70.4	14.8	89.5	42.1	84.2	36.8	86	37
	Authority	63.2	8.8	72.5	11.3	64.6	12.2	69.1	20.6	66.7	26.4		
	Province	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3	81.1	30.3		
Science 30	School	75.0	7.5	55.6	25.9	63.0	2.2	65.7	14.3	68.8	28.1	75	30
	Authority	68.1	6.4	60.0	26.7	61.7	2.1	66.7	16.7	68.8	28.1		
	Province	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0	84.1	25.8		

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.

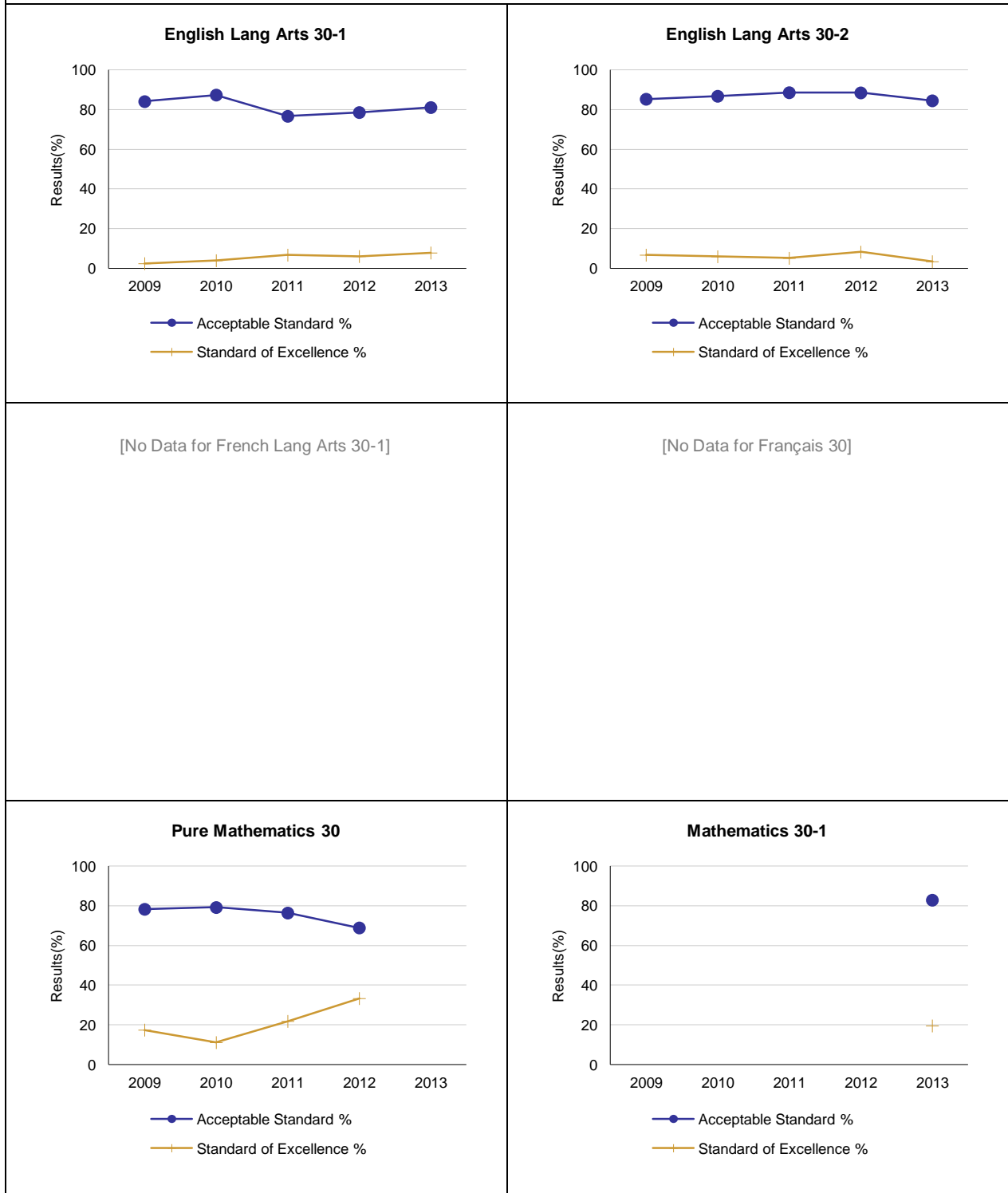
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.





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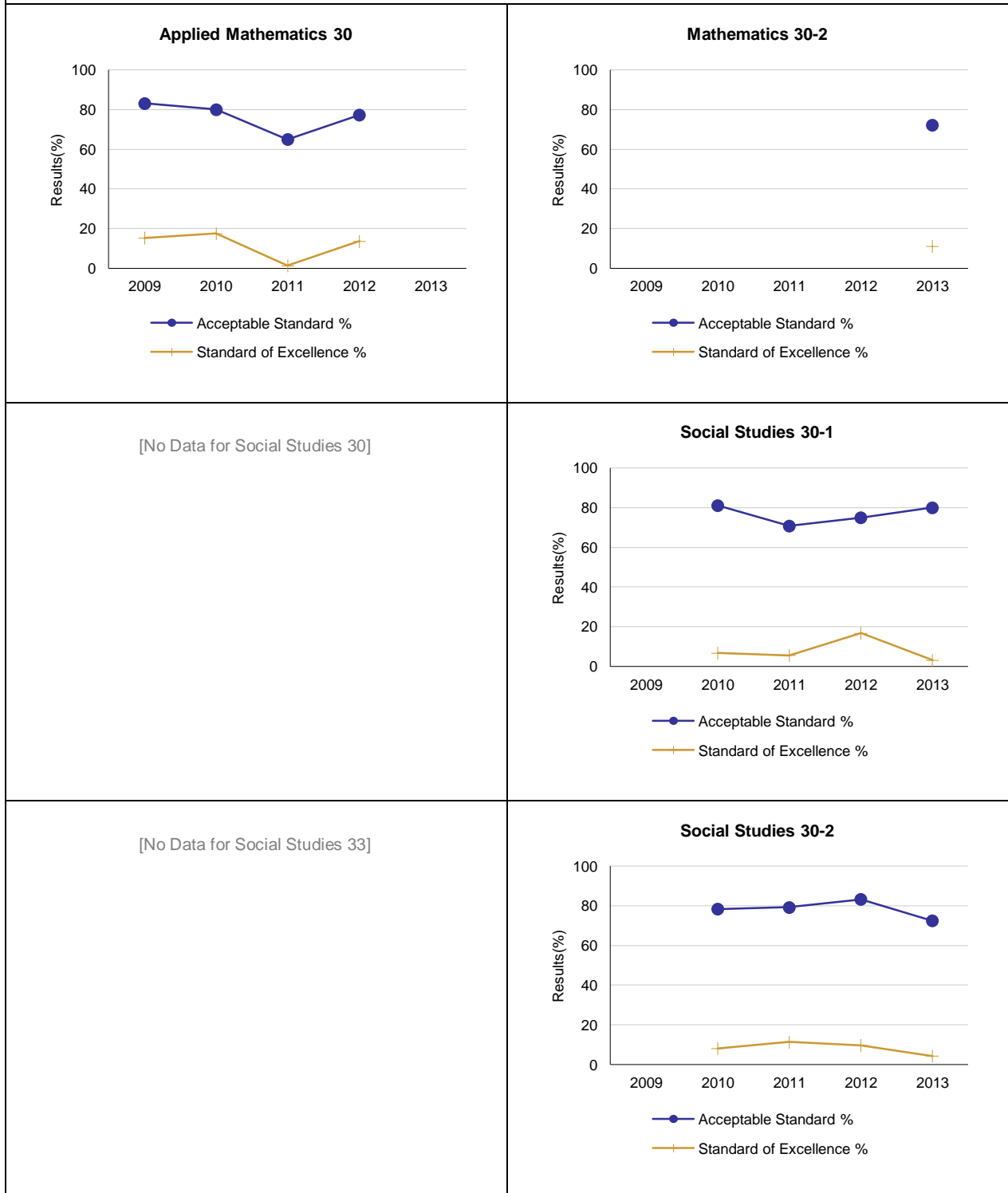
Diploma Examination Results by Course



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

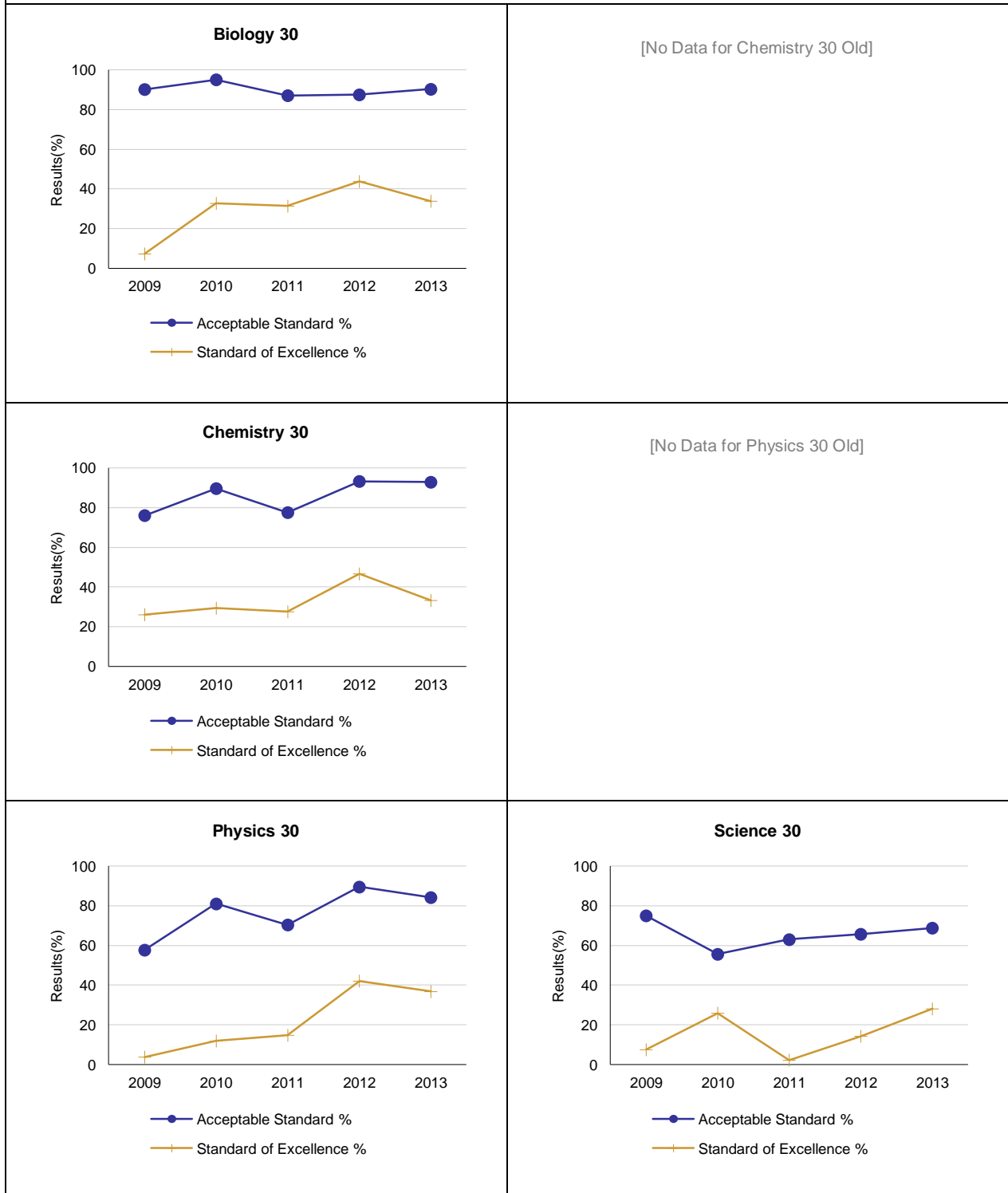
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Diploma Examination Results by Course



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.

Diploma Examination Results by Course



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.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Frank Maddock High School						Alberta				
Course	Measure	Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	90	81.1	102	80.9	28,411	85.9	29,182	85.2
	Standard of Excellence	Low	Maintained	Issue	90	7.8	102	5.5	28,411	10.5	29,182	10.5
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	58	84.5	69	88.0	15,068	89.5	14,478	89.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	58	3.4	69	6.4	15,068	11.1	14,478	9.8
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,252	95.3	1,267	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,252	12.5	1,267	14.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	96.7	147	94.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	18.3	147	18.2
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	57	74.8	93	62.4	22,547	81.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	57	22.1	93	12.9	22,547	28.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	55	74.1	24	75.0	10,479	75.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	55	10.8	24	20.8	10,479	10.9
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	65	80.0	80	75.6	22,312	85.4	23,525	84.5
	Standard of Excellence	Low	Declined	Issue	65	3.1	80	9.7	22,312	15.2	23,525	15.9
Social Studies 30-2	Acceptable Standard	Low	Declined	Issue	69	72.5	84	80.3	17,959	82.4	16,217	84.6
	Standard of Excellence	Low	Declined	Issue	69	4.3	84	9.7	17,959	13.9	16,217	14.4
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	62	90.3	60	89.9	22,025	84.3	22,822	81.7
	Standard of Excellence	Very High	Maintained	Excellent	62	33.9	60	36.0	22,025	32.4	22,822	28.7
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	42	92.9	57	86.9	15,897	78.8	19,217	76.9
	Standard of Excellence	High	Maintained	Good	42	33.3	57	34.6	15,897	31.8	19,217	28.7
Physics 30	Acceptable Standard	High	Maintained	Good	19	84.2	29	80.3	8,920	81.1	10,527	77.2
	Standard of Excellence	Very High	Improved	Excellent	19	36.8	29	22.9	8,920	30.3	10,527	26.1
Science 30	Acceptable Standard	Very Low	Maintained	Concern	32	68.8	36	61.4	5,506	84.1	5,274	80.1
	Standard of Excellence	High	Improved	Good	32	28.1	36	14.1	5,506	25.8	5,274	21.9

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

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.

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.

### 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

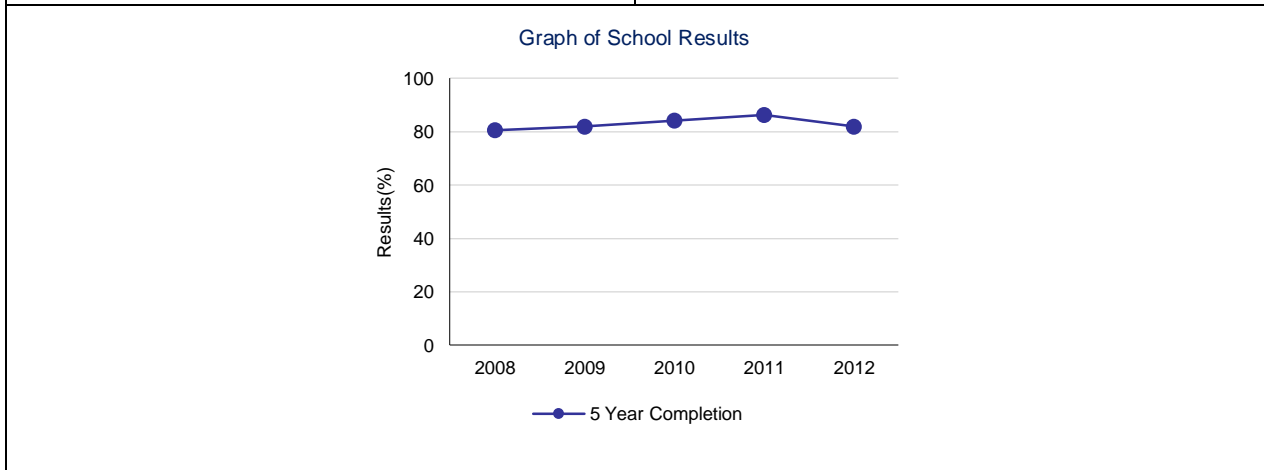
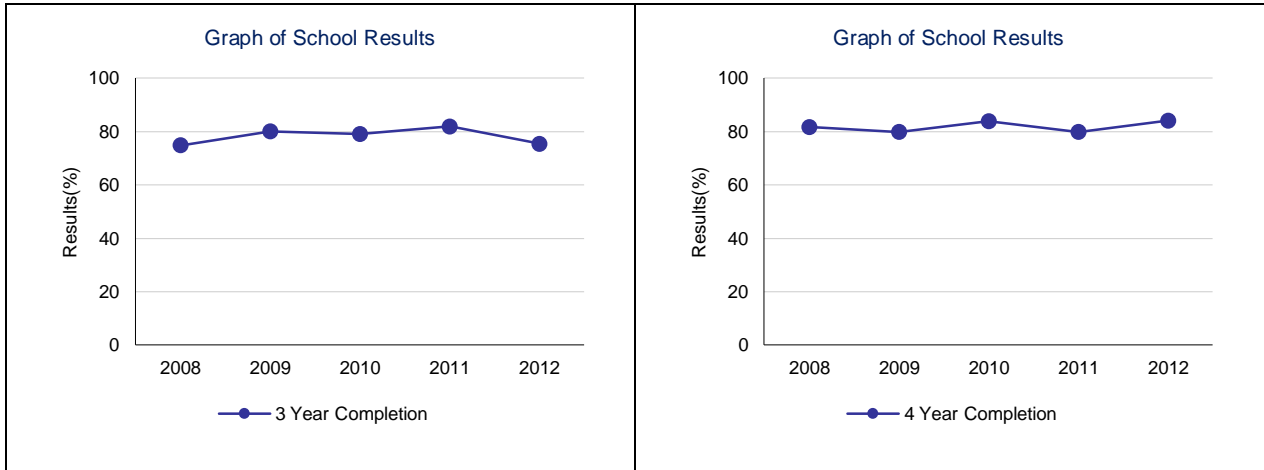
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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.

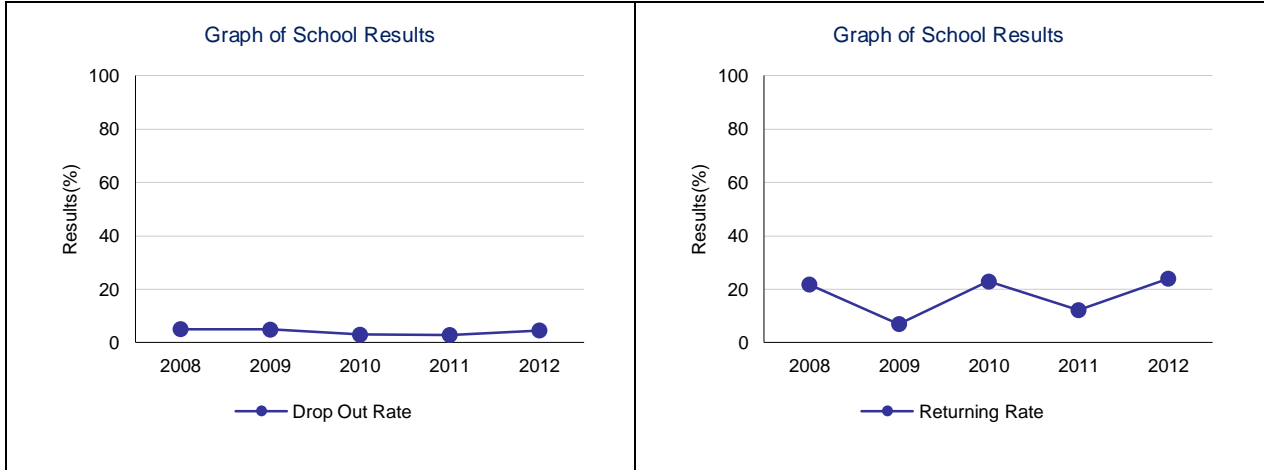
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
3 Year Completion	74.9	80.1	79.1	81.9	75.4	70.2	73.3	73.4	78.2	74.0	70.8	71.5	72.6	74.1	74.8
4 Year Completion	81.7	79.9	83.9	79.9	84.1	75.2	75.2	77.8	75.4	81.8	76.3	76.1	76.9	78.1	79.4
5 Year Completion	80.6	81.9	84.2	86.3	81.9	78.5	77.8	78.7	79.8	77.4	78.7	79.0	79.0	79.6	80.8



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

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Drop Out Rate	5.1	4.9	3.0	2.9	4.6	5.0	6.0	5.8	3.9	5.0	4.8	4.3	4.2	3.2	3.5
Returning Rate	21.8	7.0	22.9	12.2	24.0	13.8	17.6	19.2	13.2	15.5	19.8	23.5	27.9	23.4	23.0



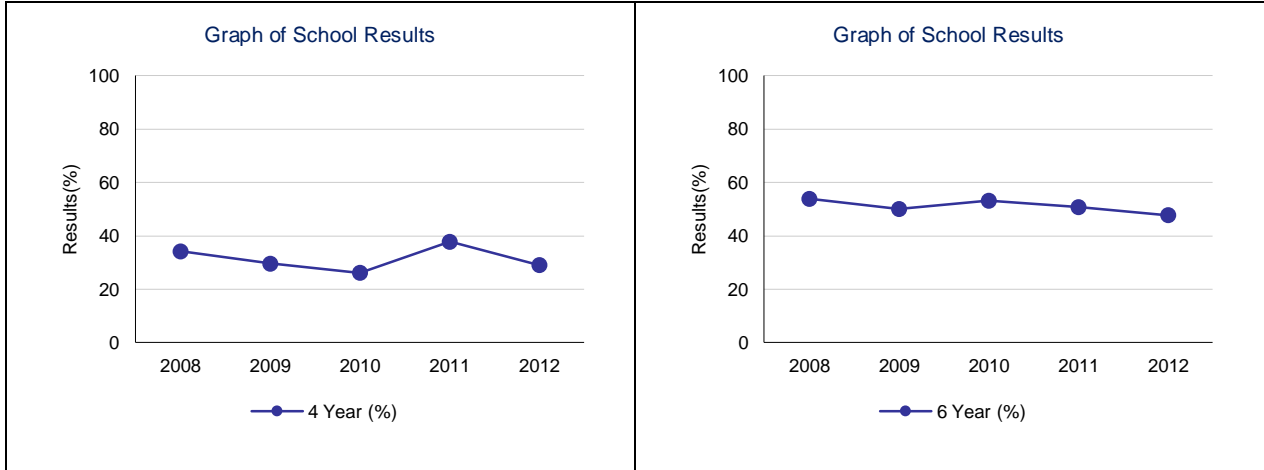
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).



**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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
4 Year Rate	34.2	29.6	26.2	37.8	29.1	30.6	28.7	25.2	30.0	30.8	38.9	37.5	37.8	38.2	39.6
6 Year Rate	53.9	50.1	53.2	50.8	47.8	55.0	47.8	49.9	48.6	46.4	59.2	59.8	59.3	58.4	59.5

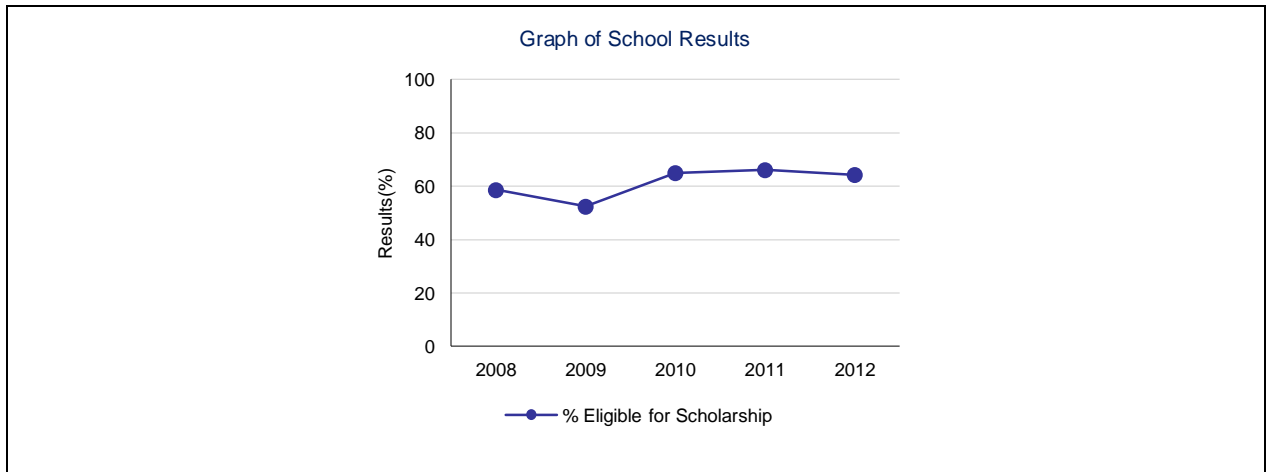


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Rutherford Scholarship Eligibility Rate (Revised)	58.6	52.4	65.0	66.1	64.3	52.5	51.0	55.4	59.0	58.7	57.3	56.9	59.6	61.5	61.3

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
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
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

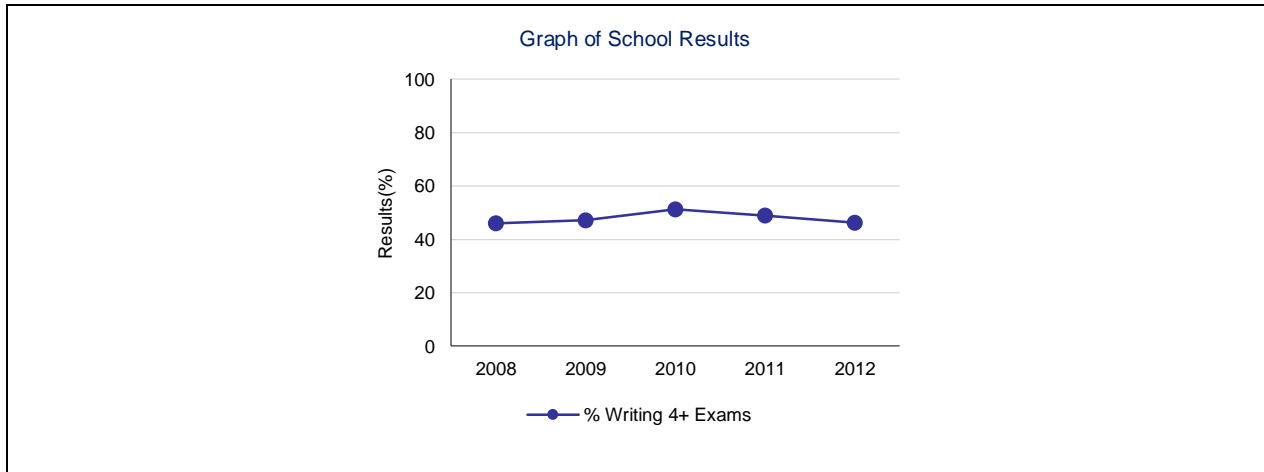


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**Diploma Examination Participation Rate – Measure Details**

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
% Writing 0 Exams	14.6	13.0	12.3	10.0	16.9	18.1	19.1	17.7	14.7	19.4	18.4	18.0	17.2	16.1	15.9
% Writing 1+ Exams	85.4	87.0	87.7	90.0	83.1	81.9	80.9	82.3	85.3	80.6	81.6	82.0	82.8	83.9	84.1
% Writing 2+ Exams	82.1	83.5	85.0	87.6	79.5	78.7	76.8	80.1	83.6	77.9	78.0	78.7	79.6	80.8	81.2
% Writing 3+ Exams	58.8	59.9	60.9	61.4	58.7	59.0	56.5	56.3	63.2	57.2	64.9	65.2	66.0	67.4	67.5
<b>% Writing 4+ Exams</b>	<b>46.1</b>	<b>47.2</b>	<b>51.3</b>	<b>49.0</b>	<b>46.3</b>	<b>45.3</b>	<b>42.1</b>	<b>45.3</b>	<b>47.9</b>	<b>43.1</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>	<b>56.2</b>	<b>56.6</b>
% Writing 5+ Exams	27.8	23.6	31.0	24.8	27.9	27.5	23.5	27.6	28.0	28.7	34.3	34.7	36.1	37.2	38.0
% Writing 6+ Exams	7.8	9.8	10.7	6.2	9.5	9.2	9.4	8.9	9.6	11.9	12.7	12.9	13.4	14.1	14.6



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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
English Language Arts 30-1	51.4	44.6	52.1	51.9	47.1	42.9	41.6	44.7	46.9	45.6	53.8	54.0	54.5	54.9	55.1
English Language Arts 30-2	30.6	40.7	32.1	37.3	34.9	36.6	35.6	35.5	37.2	33.5	24.0	24.5	25.1	26.1	26.1
<b>Total of 1 or more English Diploma Exams</b>	<b>80.9</b>	<b>83.6</b>	<b>84.2</b>	<b>88.2</b>	<b>80.8</b>	<b>78.1</b>	<b>76.6</b>	<b>79.8</b>	<b>83.4</b>	<b>77.9</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>
Social Studies 30	38.8	31.1	4.7	1.4	0.0	37.6	33.3	4.9	0.7	0.0	48.1	48.1	3.7	0.3	0.0
Social Studies 30-1	0.0	0.0	44.2	39.2	33.7	0.0	0.0	33.6	38.5	35.9	0.0	0.0	45.7	48.2	48.0
Social Studies 33	43.7	53.1	2.6	0.0	0.0	40.6	45.1	3.8	0.0	0.0	29.5	30.1	2.5	0.1	0.0
Social Studies 30-2	0.0	0.0	34.7	49.5	45.3	0.0	0.0	38.9	44.9	40.6	0.0	0.0	27.4	31.0	32.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>82.0</b>	<b>83.6</b>	<b>85.3</b>	<b>86.8</b>	<b>77.3</b>	<b>77.6</b>	<b>77.3</b>	<b>79.8</b>	<b>82.3</b>	<b>75.5</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>
Pure Mathematics 30	26.2	20.9	36.8	22.6	23.8	30.6	27.0	31.3	27.2	26.8	41.1	40.8	41.4	42.6	42.5
Applied Mathematics 30	27.3	33.9	18.9	34.9	29.7	23.3	25.5	21.3	31.6	27.1	19.1	19.7	19.7	20.0	19.6
Mathematics 30-1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total of 1 or more Math Diploma Exams</b>	<b>52.5</b>	<b>54.2</b>	<b>55.3</b>	<b>57.1</b>	<b>51.2</b>	<b>53.2</b>	<b>52.4</b>	<b>52.1</b>	<b>58.0</b>	<b>52.0</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>
Biology 30	34.4	26.6	28.9	30.2	29.1	34.8	30.0	33.0	35.4	33.5	39.1	39.8	41.2	42.8	43.1
Chemistry 30	n/a	22.0	33.2	23.1	25.0	n/a	23.0	29.1	28.1	26.8	n/a	29.7	35.2	36.0	36.7
Physics 30	n/a	11.3	21.6	9.9	12.8	n/a	12.9	17.0	16.2	16.4	n/a	17.5	20.0	20.6	20.4
Science 30	12.0	22.0	15.3	21.7	25.6	5.3	9.9	6.2	10.4	10.9	7.4	8.2	9.0	9.1	10.5
<b>Total of 1 or more Science Diploma Exams</b>	<b>50.8</b>	<b>49.2</b>	<b>53.2</b>	<b>50.9</b>	<b>52.3</b>	<b>50.0</b>	<b>44.6</b>	<b>46.6</b>	<b>50.9</b>	<b>46.6</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</b>
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	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.2	2.7	2.7	2.9	2.8	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.7</b>	<b>0.2</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>

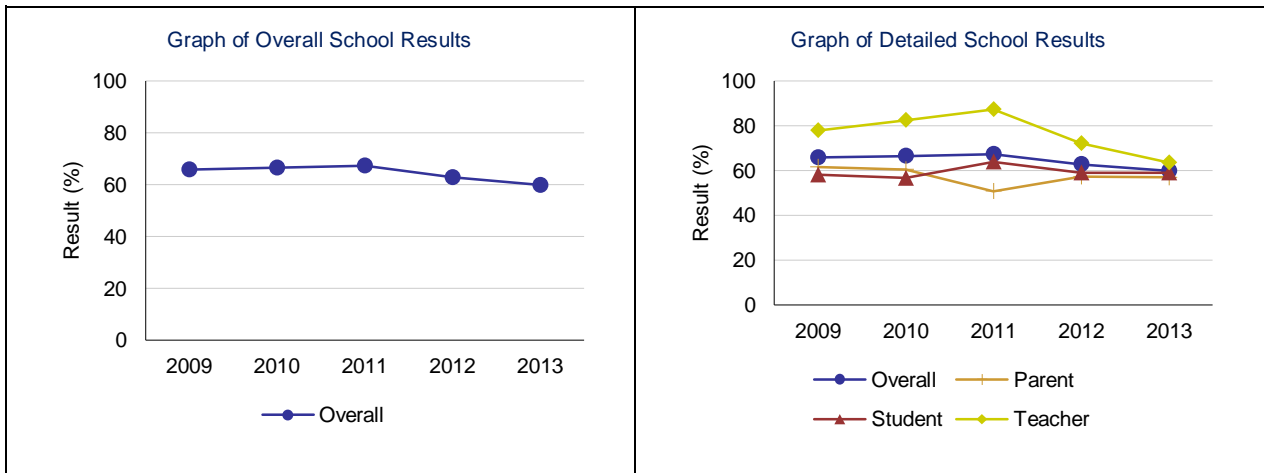
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	65.9	66.6	67.4	62.9	59.9	75.1	75.1	73.8	73.8	73.0	80.3	81.4	81.9	82.5	83.4
Teacher	78.0	82.6	87.4	72.2	63.6	88.6	91.4	87.2	86.6	83.3	91.8	93.0	92.7	93.1	93.6
Parent	61.6	60.5	50.8	57.3	56.9	66.6	68.4	69.0	69.2	70.1	77.4	78.5	78.6	79.4	80.3
Student	58.2	56.7	64.0	59.1	59.1	70.0	65.4	65.4	65.7	65.8	71.8	72.7	74.5	75.0	76.2

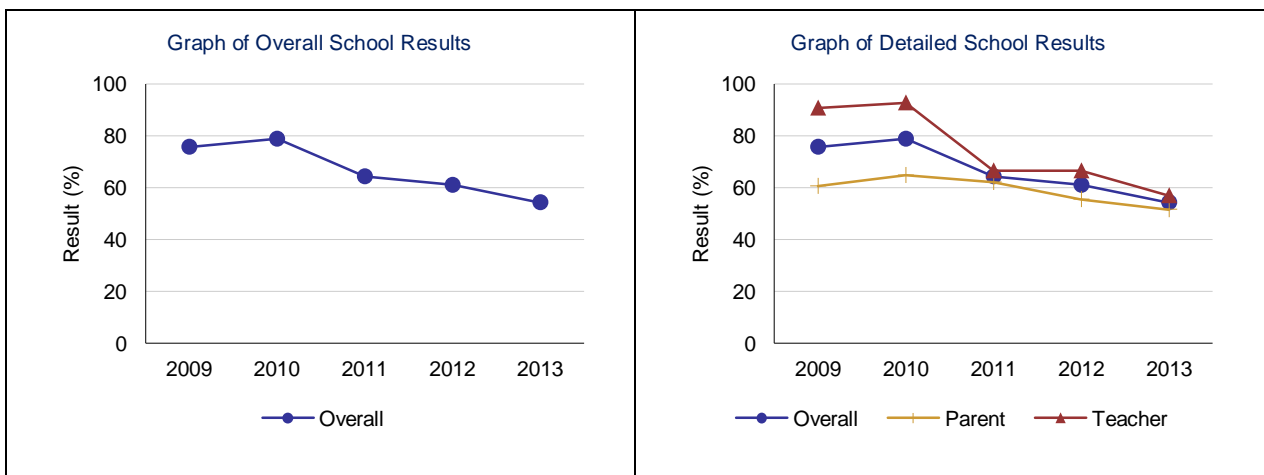


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	75.8	78.9	64.4	61.1	54.4	76.2	72.9	73.8	69.3	69.7	79.6	79.9	80.1	79.7	80.3
Teacher	90.9	92.9	66.7	66.7	57.1	91.0	90.0	82.2	84.0	80.5	88.9	90.0	89.6	89.5	89.4
Parent	60.7	64.9	62.2	55.6	51.7	61.5	55.9	65.5	54.6	59.0	70.2	69.8	70.6	69.9	71.1

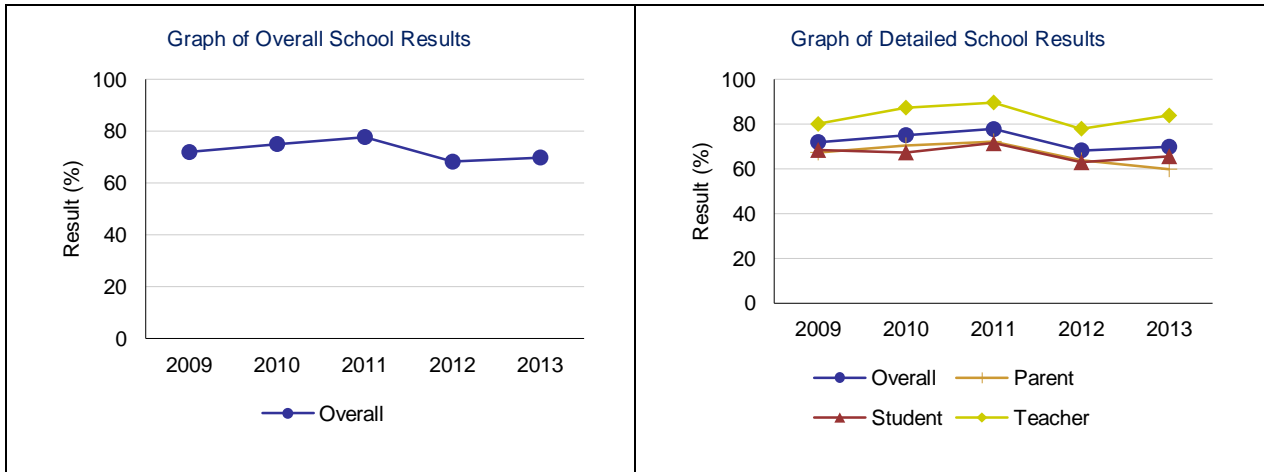


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	72.0	75.1	77.8	68.3	69.9	74.5	71.9	75.2	71.9	72.9	80.3	80.5	80.9	80.7	81.5
Teacher	80.1	87.4	89.7	78.0	83.9	80.9	79.0	82.0	79.9	80.9	86.8	87.7	87.6	87.3	87.9
Parent	67.4	70.5	72.3	63.8	59.9	69.9	69.6	72.8	69.5	71.3	78.7	78.0	78.3	78.1	78.9
Student	68.5	67.4	71.5	63.0	65.7	72.8	67.1	70.8	66.1	66.4	75.3	75.9	76.9	76.9	77.8

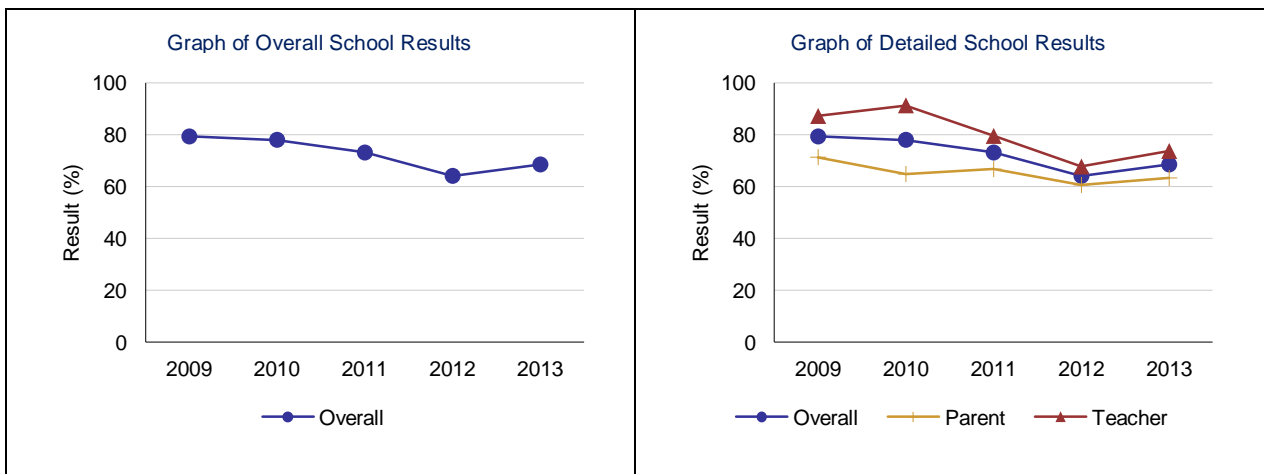


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	79.4	78.1	73.2	64.2	68.6	79.4	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3
Teacher	87.3	91.4	79.6	67.8	73.8	90.0	88.6	86.3	85.5	85.0	88.0	88.6	88.1	88.0	88.5
Parent	71.4	64.9	66.8	60.7	63.4	68.8	65.0	63.2	62.3	66.9	72.2	71.3	71.7	71.4	72.2

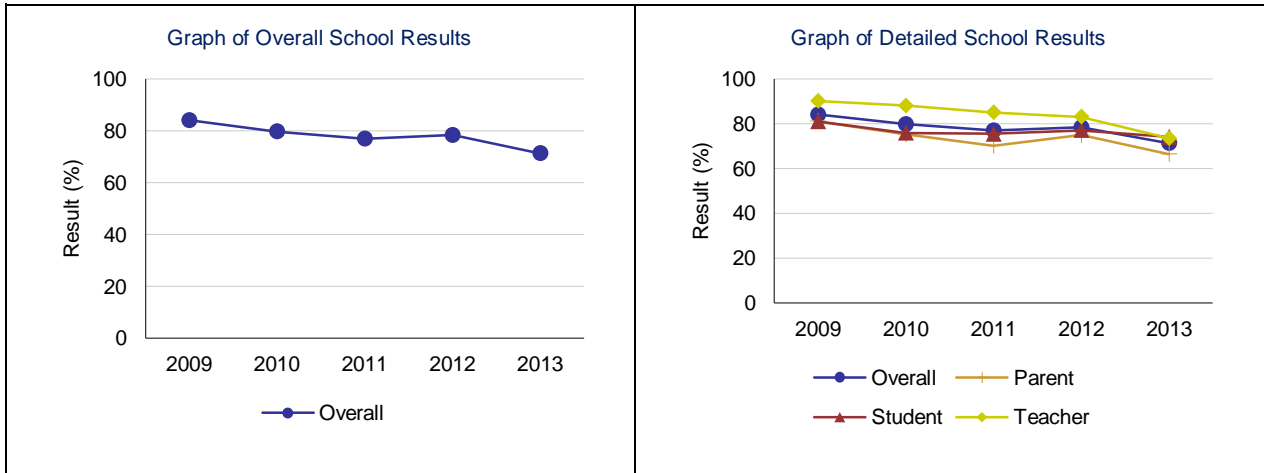


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	84.1	79.8	77.0	78.4	71.4	87.4	86.2	85.1	84.9	83.4	89.3	89.2	89.4	89.4	89.8
Teacher	90.2	88.1	85.1	83.2	73.5	94.8	95.1	93.7	93.2	90.9	95.3	95.6	95.5	95.4	95.7
Parent	81.2	75.3	70.3	75.0	66.5	78.7	78.9	78.5	77.7	77.5	84.4	83.9	84.2	84.2	84.9
Student	81.1	76.0	75.5	77.2	74.1	88.9	84.5	83.0	83.8	81.8	88.3	88.2	88.5	88.6	88.7

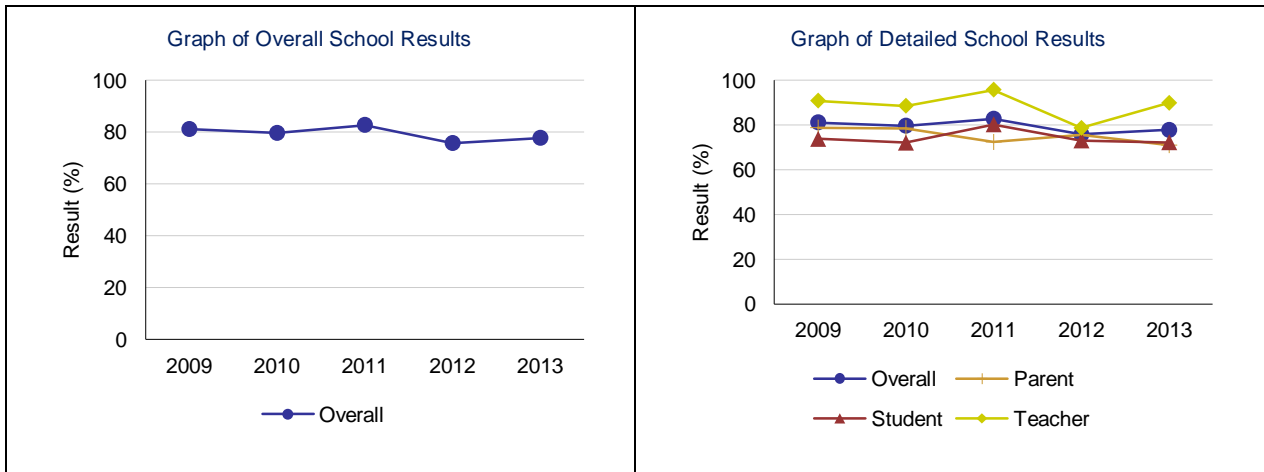


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	81.2	79.7	82.8	75.8	77.8	83.8	83.2	83.1	82.6	82.1	86.9	87.6	88.1	88.6	89.0
Teacher	90.9	88.6	95.8	78.7	89.9	92.9	92.1	91.5	90.4	90.0	93.8	94.4	94.5	94.8	95.0
Parent	78.8	78.6	72.4	75.7	71.0	78.2	80.6	80.2	80.4	79.8	85.3	86.1	86.6	87.4	87.8
Student	73.8	72.1	80.3	73.1	72.3	80.4	76.8	77.7	77.0	76.4	81.7	82.2	83.3	83.7	84.2

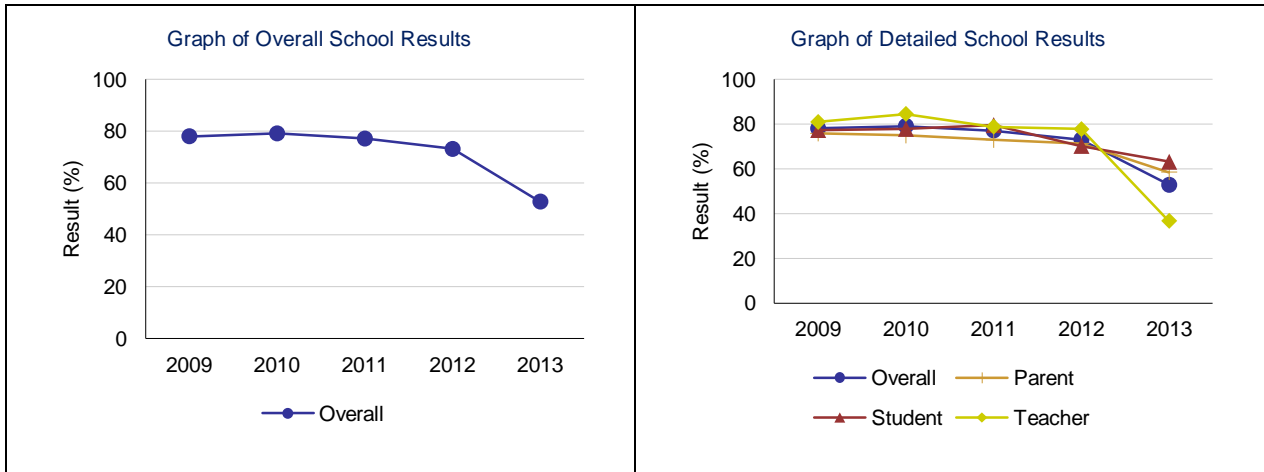


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	78.1	79.2	77.2	73.2	52.9	79.0	76.5	75.9	73.1	68.8	79.4	79.9	80.1	80.0	80.6
Teacher	81.0	84.6	78.9	77.8	36.8	83.2	77.2	76.4	77.1	68.8	78.2	80.8	80.1	81.1	80.9
Parent	75.9	75.0	73.0	71.4	58.6	71.9	74.7	73.6	68.5	69.3	78.1	77.0	77.3	76.2	77.9
Student	77.4	77.9	79.6	70.3	63.2	81.7	77.6	77.5	73.8	68.4	81.8	81.8	82.9	82.7	82.9



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