

Frank Maddock High School

Annual Education Results Report

October 2012

October 2012 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	Concern	Safe and Caring	75.8	82.8	81.3	88.6	88.1	87.5	Very Low	Declined	Concern
Student Learning Opportunities	Acceptable	Program of Studies	68.3	77.8	75.0	80.7	80.9	80.6	Low	Declined	Issue
		Education Quality	78.4	77.0	80.3	89.4	89.4	89.3	Very Low	Maintained	Concern
		Drop Out Rate	2.9	3.0	4.3	3.2	4.2	4.4	High	Improved	Good
		High School Completion Rate (3 yr)	81.9	79.1	78.0	74.1	72.6	71.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.1	79.3	78.9	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	20.9	19.6	19.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	78.9	76.9	81.3	83.5	82.6	83.5	Low	Maintained	Issue
		Diploma: Excellence	18.0	10.7	11.0	18.6	18.7	18.7	Intermediate	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	49.0	51.3	48.2	56.2	54.9	53.9	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	66.1	65.0	58.7	61.5	59.6	58.0	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	50.8	53.2	52.4	58.4	59.3	59.5	Intermediate	Maintained	Acceptable
		Work Preparation	61.1	64.4	73.0	79.7	80.1	79.9	Very Low	Declined	Concern
		Citizenship	62.9	67.4	66.6	82.5	81.9	81.2	Very Low	Maintained	Concern
Parental Involvement	Concern	Parental Involvement	64.2	73.2	76.9	79.7	79.9	80.0	Very Low	Declined	Concern
Continuous Improvement	Issue	School Improvement	73.2	77.2	78.1	80.0	80.1	79.8	Intermediate	Declined	Issue

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than 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: Success for every student

Outcome: Students achieve educational outcomes.

Performance Measure: Diploma Exam Results by Students Writing - Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).		Results (in Percentages) ¹										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall ²	School	75.0	9.8	83.1	8.7	83.8	13.5	76.9	10.7	78.9	18.0	90.00	13.5
	Authority	79.7	12.4	80.4	9.1	82.2	11.8	79.1	11.8	78.5	14.5		
	Province	84.1	19.1	84.3	18.5	83.4	19.0	82.6	18.7	83.5	18.6		

Performance Measure: Diploma Exam Course by Course Results by Students Writing (reporting of authority and province results are optional)		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	88.0	7.0	84.1	2.4	87.4	3.9	76.7	6.7	78.6	6.0	87.5	6.0
	Authority	91.3	11.2	84.3	5.6	85.3	5.5	84.1	9.3	83.5	6.8		
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	School	92.7	5.5	85.3	6.7	86.8	5.9	88.6	5.1	88.5	8.2	89.0	7.0
	Authority	90.9	9.7	91.8	6.0	91.0	8.0	87.3	5.5	91.6	9.1		
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0		
Pure Mathematics 30	School	67.9	19.6	78.3	17.4	79.2	11.1	76.4	21.8	68.9	33.3	80.0	15.0
	Authority	74.5	22.1	71.1	13.3	78.5	12.1	73.1	18.7	74.4	28.1		
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	School	45.1	2.0	83.1	15.3	80.0	17.5	65.0	1.3	77.3	13.6	80.0	15.0
	Authority	54.4	2.9	79.8	8.4	76.1	11.0	71.2	2.6	65.5	8.0		
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30	School	73.3	4.0	89.7	17.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	81.7	12.4	88.8	25.0	*	*	n/a	n/a	n/a	n/a		
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	81.1	6.7	70.8	5.6	75.0	16.7	83.0	10.0
	Authority	n/a	n/a	n/a	n/a	83.9	9.5	74.0	8.3	78.0	9.4		
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 33	School	85.7	3.9	80.7	17.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	88.6	14.6	85.8	19.6	76.9	7.7	n/a	n/a	n/a	n/a		
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	78.4	8.1	79.2	11.3	83.3	9.7	80.0	10.0
	Authority	n/a	n/a	n/a	n/a	81.7	10.9	81.5	11.2	84.7	10.2		
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	School	73.6	16.7	90.2	7.3	95.1	32.8	87.1	31.4	87.5	43.8	85.0	21.0
	Authority	76.2	15.6	73.5	15.9	79.4	22.5	80.3	27.2	73.8	24.8		
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30 Old	School	86.3	37.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	84.6	33.3	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a		
Chemistry 30	School	n/a	n/a	76.1	26.1	89.7	29.4	77.6	27.6	93.3	46.7	75.0	15.0
	Authority	n/a	n/a	67.8	21.2	80.9	27.0	63.4	20.1	80.2	35.5		
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		

Physics 30 Old	School	71.0	19.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	75.3	16.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a		
Physics 30	School	n/a	n/a	57.7	3.8	81.0	11.9	70.4	14.8	89.5	42.1	80.0	13.0
	Authority	n/a	n/a	63.2	8.8	72.5	11.3	64.6	12.2	69.1	20.6		
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		
Science 30	School	63.6	4.5	75.0	7.5	55.6	25.9	63.0	2.2	65.7	14.3	68.0	25.0
	Authority	66.7	4.2	68.1	6.4	60.0	26.7	61.7	2.1	66.7	16.7		
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0		

¹ "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

² Aggregated Diploma results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.

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

Comment on Results

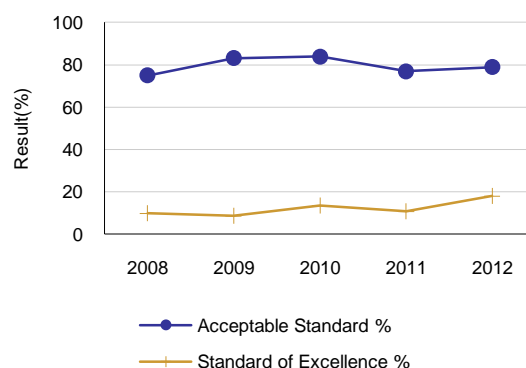
(an assessment of progress in relation to past performance)

Increase in excellence, particularly in the sciences (chemistry, physics, biology)

Slight increase in overall acceptable data

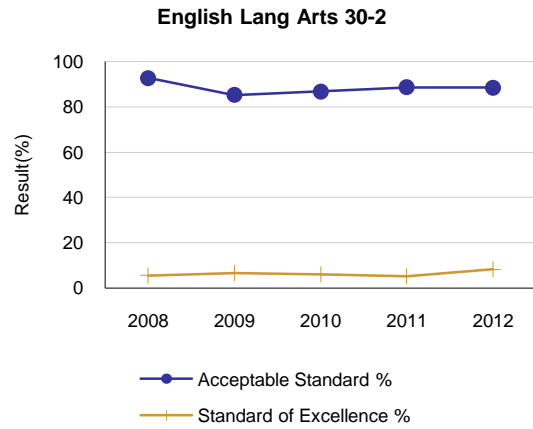
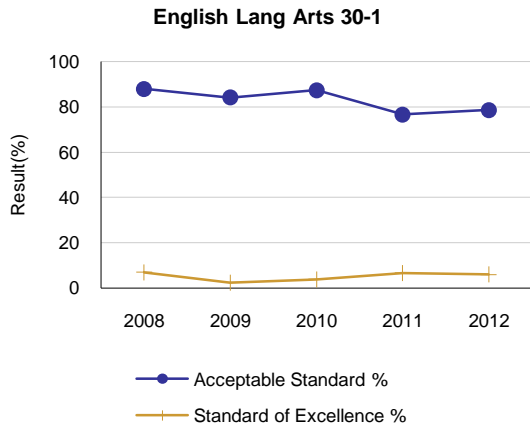
- English 30-1 – area of concern re: # of students achieving acceptable and excellence
- English 30-2- results are improving and definitely moving closer to provincial #'s
- Math 30P – reduction in the number of students achieving acceptable / dramatic increase in students achieving excellence
- Math 30A – excellent results / dramatic increase in number of students achieving excellence
- Social 30-1 – concerns about the number of students achieving acceptable results/however, the number of students achieving excellence is very good (matching provincial numbers)
- Social 30-2 – very good results overall
- Biology 30 – excellent results / exceptional number of students achieving excellence
- Chemistry 30 – excellent results/ exceptional number of students achieving excellence
- Physics 30 – excellent results/ exceptional number of students achieving excellence
- Science 30 – number of students with acceptable results is significantly below provincial numbers

Graph of School Results



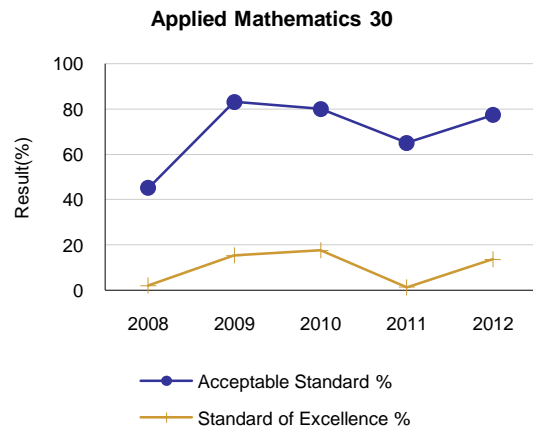
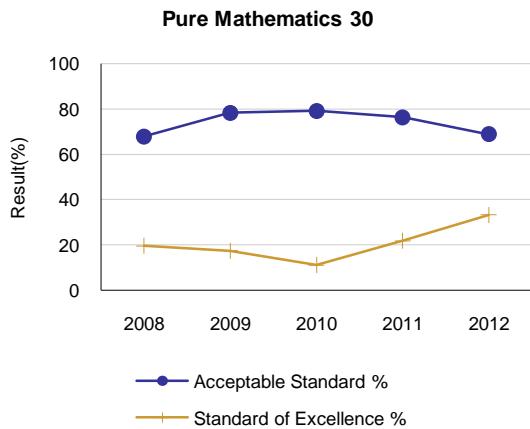
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course



[No Data for French Lang Arts 30-1]

[No Data for Français 30]

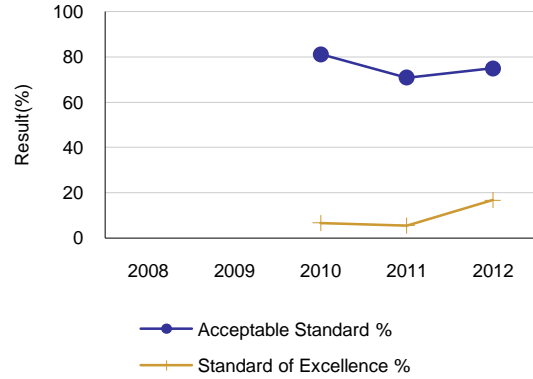


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course

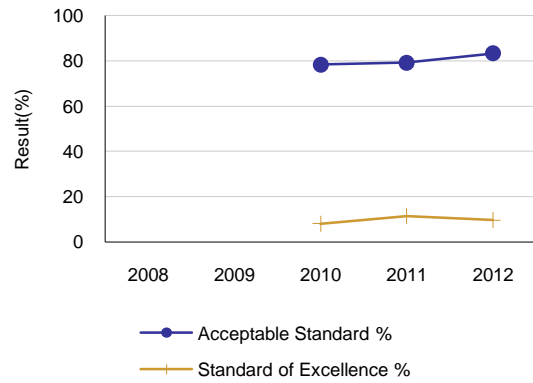
[No Data for Social Studies 30]

Social Studies 30-1

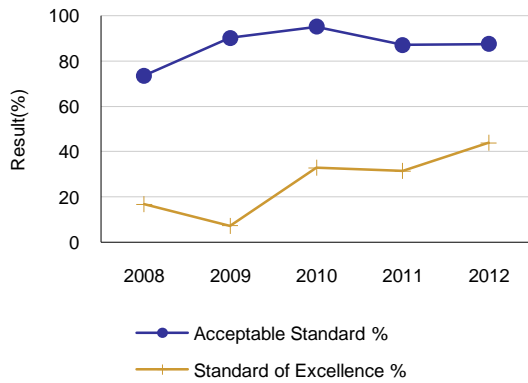


[No Data for Social Studies 33]

Social Studies 30-2



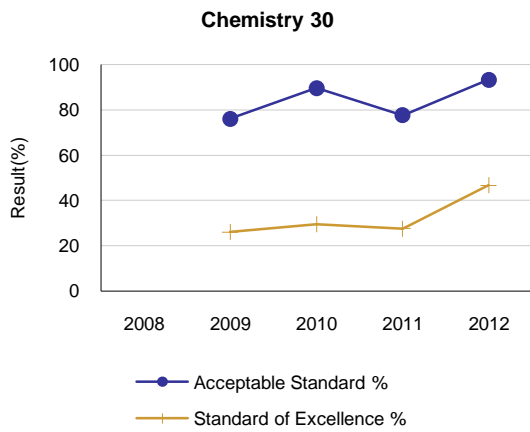
Biology 30



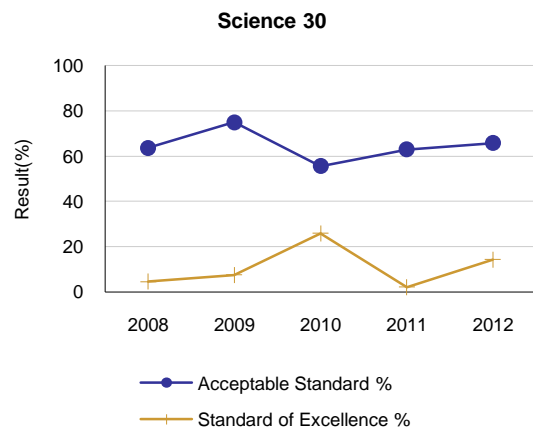
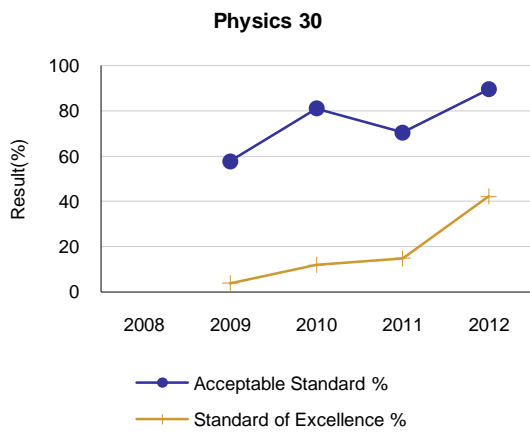
[No Data for Chemistry 30 Old]

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

Diploma Examination Results by Course



[No Data for Physics 30 Old]



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

Diploma Exam Results Course By Course Summary With Measure Evaluation

Course	Measure	Frank Maddock High School							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	84	78.6	102	82.7	29,328	86.0	28,848	85.2
	Standard of Excellence	Very Low	Maintained	Concern	84	6.0	102	4.3	29,328	11.3	28,848	10.8
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	61	88.5	74	86.9	14,554	89.5	14,112	88.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	61	8.2	74	5.9	14,554	10.7	14,112	9.1
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	95.5	1,279	94.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	13.4	1,279	16.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	96.5	144	94.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	19.0	144	22.9
Pure Mathematics 30	Acceptable Standard	Low	Declined	Issue	45	68.9	58	77.9	21,691	81.8	22,716	82.0
	Standard of Excellence	High	Improved	Good	45	33.3	58	16.8	21,691	27.1	22,716	28.2
Applied Mathematics 30	Acceptable Standard	Low	Maintained	Issue	44	77.3	60	76.0	9,991	75.6	10,625	77.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	44	13.6	60	11.3	9,991	10.3	10,625	12.0
Social Studies 30-1	Acceptable Standard	n/a	Maintained	n/a	60	75.0	90	75.9	23,487	86.2	23,544	83.7
	Standard of Excellence	n/a	Improved Significantly	n/a	60	16.7	90	6.1	23,487	16.7	23,544	15.5
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	72	83.3	90	78.8	17,193	83.1	15,720	85.3
	Standard of Excellence	n/a	Maintained	n/a	72	9.7	90	9.7	17,193	13.7	15,720	14.8
Biology 30	Acceptable Standard	High	Maintained	Good	48	87.5	57	90.8	23,299	81.8	22,083	82.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	48	43.8	57	23.8	23,299	28.1	22,083	28.2
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	45	93.3	57	81.1	19,926	76.7	18,365	76.8
	Standard of Excellence	Very High	Improved Significantly	Excellent	45	46.7	57	27.7	19,926	28.4	18,365	28.4
Physics 30	Acceptable Standard	Very High	Improved	Excellent	19	89.5	32	69.7	10,562	81.0	10,364	76.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	19	42.1	32	10.2	10,562	30.3	10,364	23.7
Science 30	Acceptable Standard	Very Low	Maintained	Concern	35	65.7	38	64.5	5,873	79.8	4,808	82.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	35	14.3	38	11.9	5,873	22.0	4,808	21.6

Note: Data values have been suppressed where the number of students 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.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Performance Measure			Results (in percentages)					Target
			2007	2008	2009	2010	2011	2012
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years ¹	School	77.6	74.9	80.1	79.1	81.9	85
		Authority	71.3	70.2	73.3	73.4	78.2	
		Province	71.1	70.8	71.5	72.6	74.1	
	Within 4 Years	School	80.3	81.7	79.9	83.9	79.9	85
		Authority	76.4	75.2	75.2	77.8	75.4	
		Province	76.1	76.3	76.1	76.9	78.1	
	Within 5 Years	School	81.1	80.6	81.9	84.2	86.3	85
		Authority	79.3	78.5	77.8	78.7	79.8	
		Province	78.9	78.7	79.0	79.0	79.6	

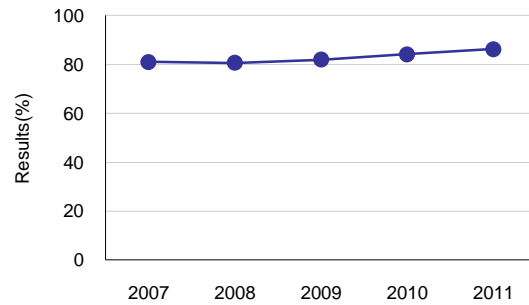
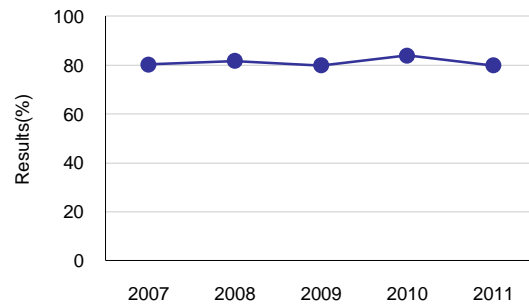
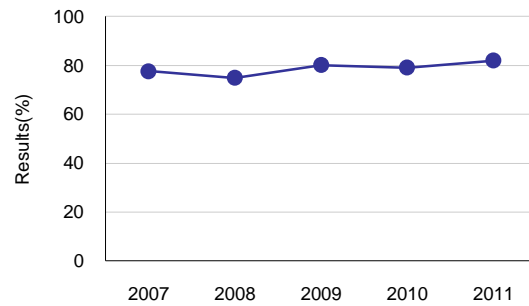
Comment on Results

(an assessment of progress in relation to past performance)

Steady incline in percentages of students in FMHS completing high school within three years although not yet achieving the targeted number

Steady incline in percentages of students in FMHS completing high school within 5 years and currently surpassing the target set!!

Graph of School Results



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

¹ The 3-year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

Performance Measure		Results (in percentages)					Target
		2007	2008	2009	2010	2011	2012
Drop Out Rate - annual dropout rate of students aged 14 to 18	School	5.2	5.1	4.9	3.0	2.9	2.5
	Authority	6.4	5.0	6.0	5.8	3.9	
	Province	5.0	4.8	4.3	4.2	3.2	
Returning Rate	School	15.8	21.8	7.0	22.9	12.2	15.0
	Authority	10.6	13.8	17.6	19.2	13.2	
	Province	21.3	19.8	23.5	27.9	23.4	

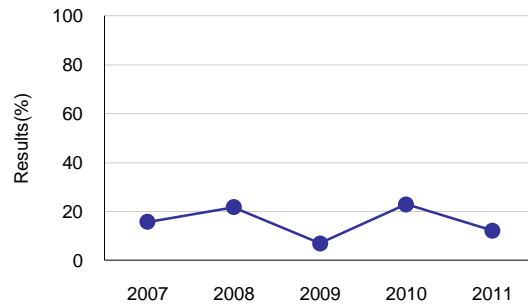
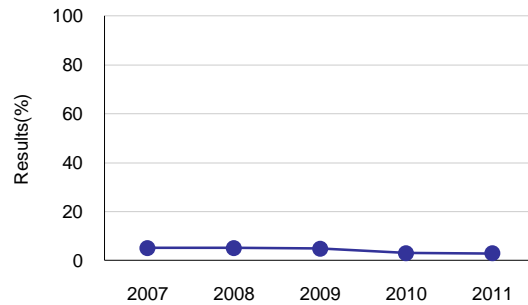
Comment on results

(an assessment of progress in relation to past performance)

Very good results!

Definite reduction in the number of students dropping out of FMHS and well below the anticipated number of drop-outs. Also, below provincial numbers. The number of students who are returning is also acceptable.

Graph of School Results



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

Performance Measure		Results (in percentages)					Target
		2007	2008	2009	2010	2011	2012
Percentage of students writing four or more Diploma Examinations by the end of their third year of high school.	School	45.3	46.1	47.2	51.3	49.0	55.0
	Authority	37.0	45.3	42.1	45.3	47.9	
	Province	53.6	53.3	53.5	54.9	56.2	

Comment on Results

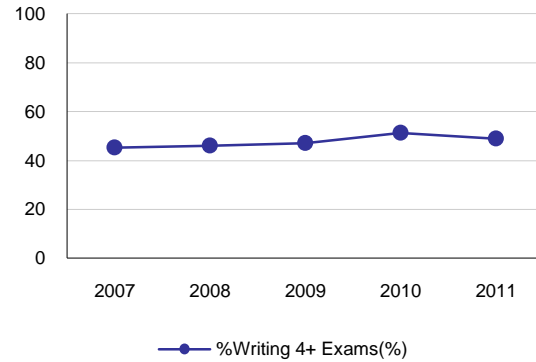
(an assessment of progress in relation to past performance)

Although the numbers have declined this year, overall we are moving in the right direction.

We need to continue to strive for more students writing four or more diploma exams to ensure that they will have many post-secondary opportunities.

The number of students writing 0 exams is steadily declining over the past 5 years and the number of students actually writing diploma exams is steadily improving. It is especially noteworthy that the number of students writing 4,5,or 6 diploma exams is also steadily increasing.

Graph of School Results



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

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

	Frank Maddock High School					Alberta				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
N	179	183	177	190	212	44661	45432	45286	45478	44711
% Writing 0 Exams	14.5	14.6	13.0	12.3	10.0	18.0	18.4	18.0	17.2	16.1
% Writing 1+ Exams	85.5	85.4	87.0	87.7	90.0	82.0	81.6	82.0	82.8	83.9
% Writing 2+ Exams	83.3	82.1	83.5	85.0	87.6	78.6	78.0	78.7	79.6	80.8
% Writing 3+ Exams	61.2	58.8	59.9	60.9	61.4	65.6	64.9	65.2	66.0	67.4
% Writing 4+ Exams	45.3	46.1	47.2	51.3	49.0	53.6	53.3	53.5	54.9	56.2
% Writing 5+ Exams	28.3	27.8	23.6	31.0	24.8	34.7	34.3	34.7	36.1	37.2
% Writing 6+ Exams	9.1	7.8	9.8	10.7	6.2	13.2	12.7	12.9	13.4	14.1

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject

	Frank Maddock High School					Alberta				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
N	179	183	177	190	212	44661	45432	45286	45478	44711
English 30 / English Language Arts 30-1	55.3	51.4	44.6	52.1	51.9	54.5	53.8	54.0	54.5	54.9
English 33 / English Language Arts 30-2	29.6	30.6	40.7	32.1	37.3	23.6	24.0	24.5	25.1	26.1
Total of 1 or more English Diploma Exams	82.1	80.9	83.6	84.2	88.2	77.0	76.7	77.1	78.0	79.0
Social Studies 30	47.5	38.8	31.1	4.7	1.4	49.3	48.1	48.1	3.7	0.3
Social Studies 30-1	n/a	0.0	0.0	44.2	39.2	n/a	0.0	0.0	45.7	48.2
Social Studies 33	36.9	43.7	53.1	2.6	0.0	28.8	29.5	30.1	2.5	0.1
Social Studies 30-2	n/a	0.0	0.0	34.7	49.5	n/a	0.0	0.0	27.4	31.0
Total of 1 or more Social Diploma Exams	82.7	82.0	83.6	85.3	86.8	77.2	76.7	77.4	78.1	78.9
Mathematics 30 / Pure Mathematics 30	35.2	26.2	20.9	36.8	22.6	41.7	41.1	40.8	41.4	42.6
Mathematics 33 / Applied Mathematics 30	21.8	27.3	33.9	18.9	34.9	19.5	19.1	19.7	19.7	20.0
Total of 1 or more Math Diploma Exams	55.3	52.5	54.2	55.3	57.1	60.7	59.7	59.9	60.6	62.0
Biology 30	31.3	34.4	26.6	28.9	30.2	39.8	39.1	39.8	41.2	42.8
Chemistry 30 Old	32.4	25.7	2.3	0.0	n/a	34.3	34.5	5.0	0.1	n/a
Chemistry 30	n/a	n/a	22.0	33.2	23.1	n/a	n/a	29.7	35.2	36.0
Physics 30 Old	17.3	15.8	0.6	0.0	n/a	21.5	20.4	2.4	0.1	n/a
Physics 30	n/a	n/a	11.3	21.6	9.9	n/a	n/a	17.5	20.0	20.6
Science 30	12.3	12.0	22.0	15.3	21.7	7.0	7.4	8.2	9.0	9.1
Total of 1 or more Science Diploma Exams	48.6	50.8	49.2	53.2	50.9	56.5	56.1	56.1	57.6	59.1
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.7	2.9	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	2.9	2.9	3.1	3.1

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete Diploma Exams by the end of their third year of high school.

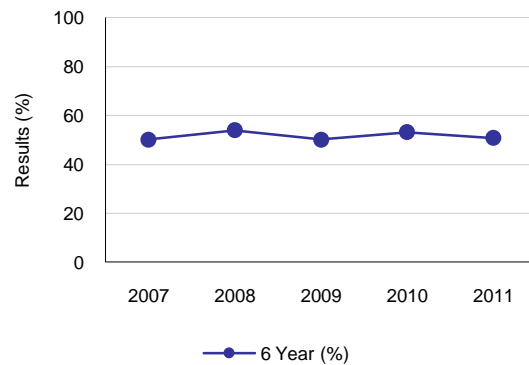
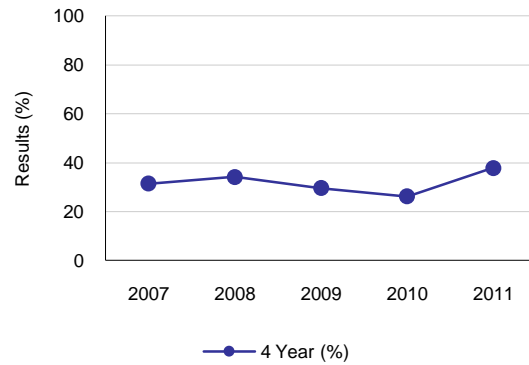
Performance Measure			Results (in percentages)					Target
			2007	2008	2009	2010	2011	2012
High school to post-secondary transition rate of students within four and six years of entering Grade 10.	Within 6 Years ¹	School	50.2	53.9	50.1	53.2	50.8	55%
		Authority	52.2	55.0	47.8	49.9	48.6	
		Province	58.8	59.2	59.8	59.3	58.4	
	Within 4 Years	School	31.5	34.2	29.6	26.2	37.8	35%
		Authority	28.5	30.6	28.7	25.2	30.0	
		Province	38.7	38.9	37.5	37.8	38.2	

Comment on Results (optional)
(an assessment of progress in relation to past performance)

The number of students who are moving on to post-secondary within 4 years has dramatically jumped and is very close to the provincial number.

The goal will be to continue to strive for the number of FMHS students pursuing post-secondary education to be equivalent to provincial numbers.

Graph of School Results (optional)



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

¹ The 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

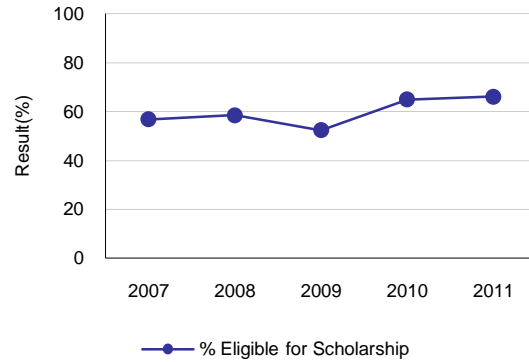
Performance Measure		Results (in percentages)					Target
		2007	2008	2009	2010	2011	2012
Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	School	56.9	58.6	52.4	65.0	66.1	65.0
	Authority	51.5	52.5	51.0	55.4	59.0	
	Province	56.8	57.3	56.9	59.6	61.5	

Comment on Results

(an assessment of progress in relation to past performance)

The numbers of students eligible for the Rutherford Scholarship is definitely a FMHS strength. For the past two years, we have been significantly above the provincial numbers.

Graph of School Results (optional)



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

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.

Outcome: Students are prepared for the 21st century.

Performance Measure		Results (in percentages)					Target	
		2008	2009	2010	2011	2012	2012	
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	School	62.8	65.9	66.6	67.4	62.9	75%
		Authority	72.0	75.1	75.1	73.8	73.8	
		Province	77.9	80.3	81.4	81.9	82.5	
	Teacher	School	75.3	78.0	82.6	87.4	72.2	
		Authority	84.0	88.6	91.4	87.2	86.6	
		Province	90.6	91.8	93.0	92.7	93.1	
	Parent	School	52.2	61.6	60.5	50.8	57.3	
		Authority	65.6	66.6	68.4	69.0	69.2	
		Province	74.7	77.4	78.5	78.6	79.4	
	Student	School	60.9	58.2	56.7	64.0	59.1	
		Authority	66.3	70.0	65.4	65.4	65.7	
		Province	68.5	71.8	72.7	74.5	75.0	

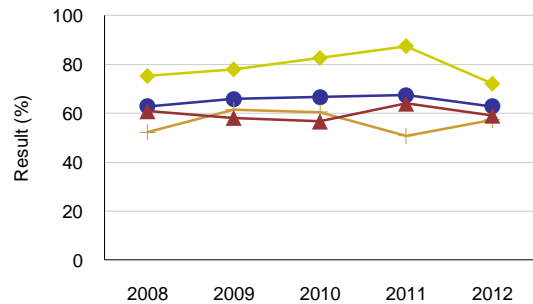
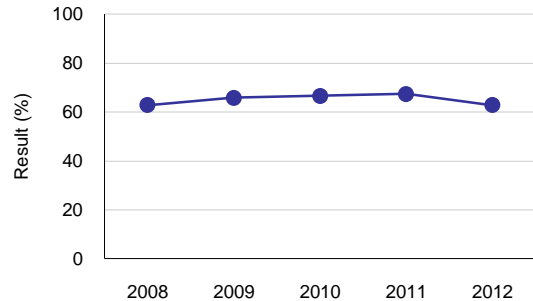
Comment on Results

(an assessment of progress in relation to past performance)

Overall, the percentages of teachers, parents and students who are satisfied that our students model the characteristics of active citizenship are consistently lower than the provincial results. We are 15 to 20% below provincial numbers. Also, our overall numbers have dropped 5% for the past year.

Clearly, this is an area that needs attention!!

Graph of School Results



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

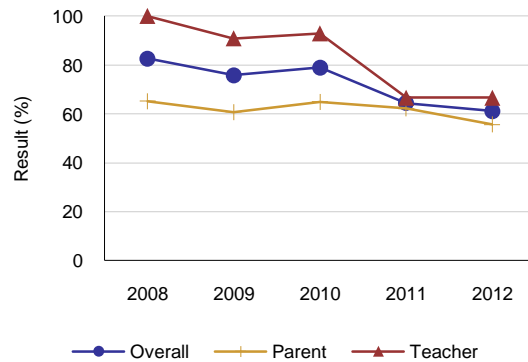
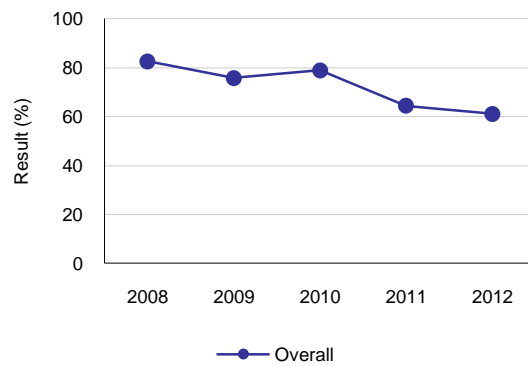
Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2012
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	Overall	School	82.6	75.8	78.9	64.4	61.1	if set
		Authority	76.8	76.2	72.9	73.8	69.3	85%
		Province	80.1	79.6	79.9	80.1	79.7	
	Teacher	School	100.0	90.9	92.9	66.7	66.7	
		Authority	89.2	91.0	90.0	82.2	84.0	
		Province	89.3	88.9	90.0	89.6	89.5	
	Parent	School	65.2	60.7	64.9	62.2	55.6	
		Authority	64.3	61.5	55.9	65.5	54.6	
		Province	70.9	70.2	69.8	70.6	69.9	

Comment on Results (optional)
(an assessment of progress in relation to past performance)

Clearly, this is an area of concern. The numbers are steadily declining, particularly from the teachers and parents.

Again, this is an item that needs to be addressed.

Graph of School Results (optional)



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

Goal Two: Transformed education through collaboration

Outcome: Students have access to programming and supports to enable their learning.

Performance Measure		Results (in percentages)					Target	
		2008	2009	2010	2011	2012	2012	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	School	83.1	84.1	79.8	77.0	78.4	90%
		Authority	87.1	87.4	86.2	85.1	84.9	
		Province	88.2	89.3	89.2	89.4	89.4	
	Teacher	School	91.5	90.2	88.1	85.1	83.2	
		Authority	95.9	94.8	95.1	93.7	93.2	
		Province	94.9	95.3	95.6	95.5	95.4	
	Parent	School	76.4	81.2	75.3	70.3	75.0	
		Authority	79.9	78.7	78.9	78.5	77.7	
		Province	83.0	84.4	83.9	84.2	84.2	
	Student	School	81.5	81.1	76.0	75.5	77.2	
		Authority	85.4	88.9	84.5	83.0	83.8	
		Province	86.6	88.3	88.2	88.5	88.6	

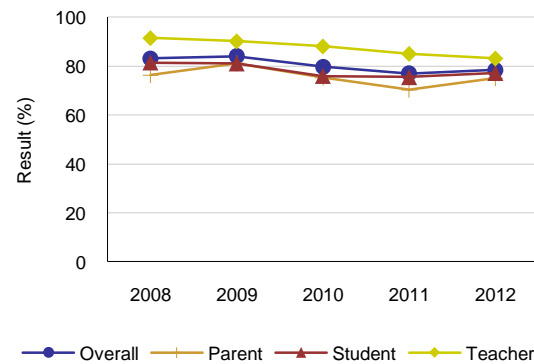
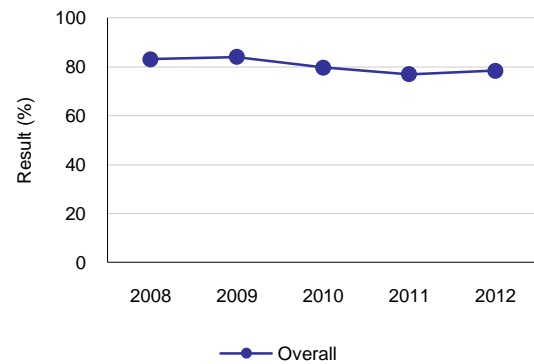
Comment on Results (optional)

(an assessment of progress in relation to past performance)

Again, a statistic that shows that the overall satisfaction with the quality of basic education at FMHS is declining, particularly among teachers.

- The student and parent numbers are fairly consistent over the past 5 years and are below provincial numbers.
- The number of teachers satisfied with the overall quality of basic education at FMHS is steadily declining.

Graph of School Results (optional)



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

Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2012
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.	Overall	School	68.9	72.0	75.1	77.8	68.3	80%
		Authority	73.4	74.5	71.9	75.2	71.9	
		Province	79.4	80.3	80.5	80.9	80.7	
	Teacher	School	71.5	80.1	87.4	89.7	78.0	
		Authority	82.0	80.9	79.0	82.0	79.9	
		Province	86.4	86.8	87.7	87.6	87.3	
	Parent	School	64.3	67.4	70.5	72.3	63.8	
		Authority	70.3	69.9	69.6	72.8	69.5	
		Province	77.6	78.7	78.0	78.3	78.1	
	Student	School	70.9	68.5	67.4	71.5	63.0	
		Authority	67.9	72.8	67.1	70.8	66.1	
		Province	74.1	75.3	75.9	76.9	76.9	

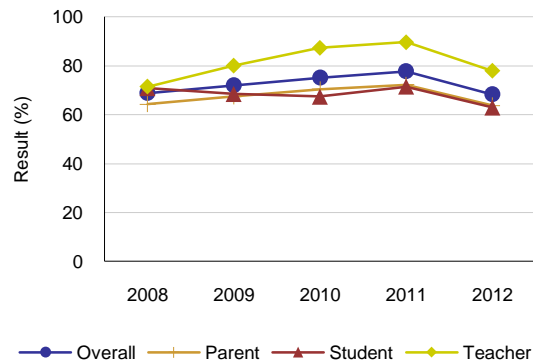
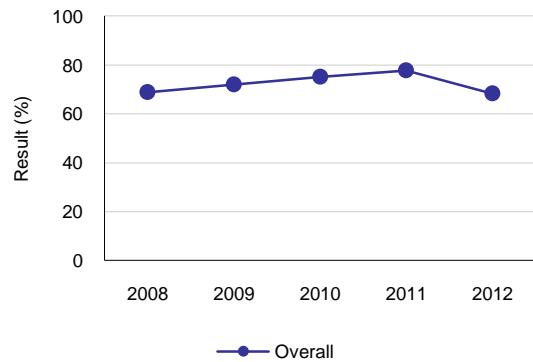
Comment on Results (optional)

(an assessment of progress in relation to past performance)

Clearly, this is another area of overall concern and overall satisfaction is declining.

The programs listed above (fine arts, career tech, health and physical education) are offered at FMHS. Obviously, the issue is related to availability of these programs to students and must be considered as timetabling is done.

Graph of School Results (optional)



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

Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2012
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.	Overall	School	76.0	81.2	79.7	82.8	75.8	90.0
		Authority	82.8	83.8	83.2	83.1	82.6	
		Province	85.1	86.9	87.6	88.1	88.6	
	Teacher	School	84.3	90.9	88.6	95.8	78.7	
		Authority	90.7	92.9	92.1	91.5	90.4	
		Province	93.1	93.8	94.4	94.5	94.8	
	Parent	School	68.1	78.8	78.6	72.4	75.7	
		Authority	80.2	78.2	80.6	80.2	80.4	
		Province	83.2	85.3	86.1	86.6	87.4	
	Student	School	75.5	73.8	72.1	80.3	73.1	
		Authority	77.5	80.4	76.8	77.7	77.0	
		Province	79.1	81.7	82.2	83.3	83.7	

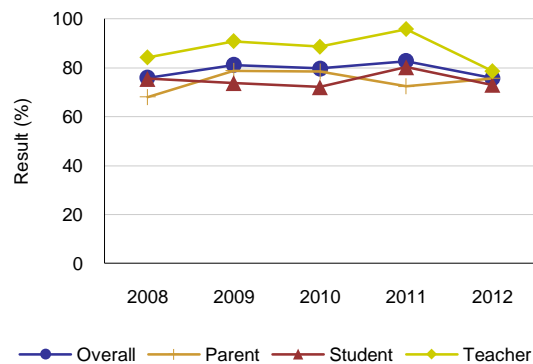
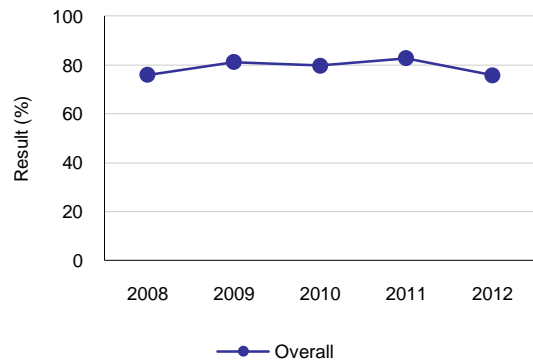
Comment on Results

(an assessment of progress in relation to past performance)

The dramatic drop in the percentage of teachers who feel that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly in school is significant.

More research needs to be done to determine specific concerns that can be addressed. Several strategies have been set out during the past two years to develop strong interpersonal relationships between teachers and students and the use of these strategies needs to be assessed.

Graph of School Results



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

Outcome: *The education system demonstrates openness to new and innovative ideas, leadership and collaboration.*

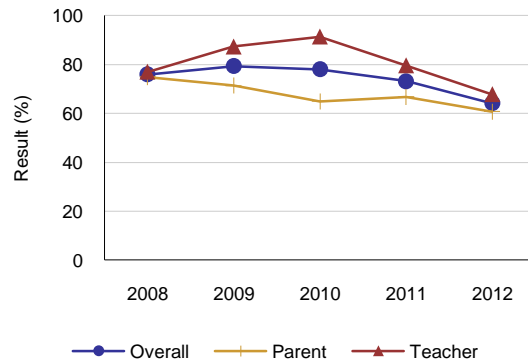
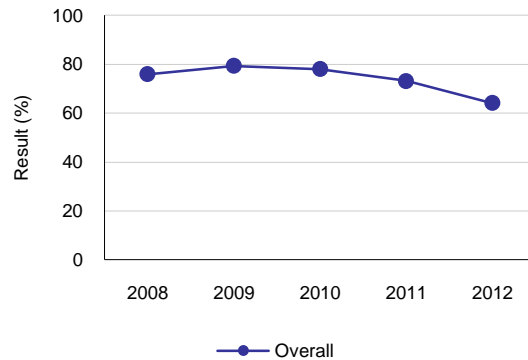
Performance Measure		Results (in percentages)					Target	
		2008	2009	2010	2011	2012	2012	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	School	75.9	79.4	78.1	73.2	64.2	85.0
		Authority	80.0	79.4	76.8	74.8	73.9	
		Province	78.2	80.1	80.0	79.9	79.7	
	Teacher	School	77.0	87.3	91.4	79.6	67.8	
		Authority	90.1	90.0	88.6	86.3	85.5	
		Province	87.5	88.0	88.6	88.1	88.0	
	Parent	School	74.9	71.4	64.9	66.8	60.7	
		Authority	69.9	68.8	65.0	63.2	62.3	
		Province	69.0	72.2	71.3	71.7	71.4	

Comment on Results

(an assessment of progress in relation to past performance)

Parental involvement is another area of concern because the numbers of satisfied parents and teachers is declining.

Graph of School Results



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

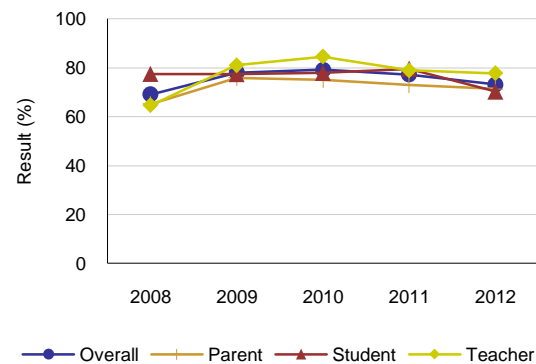
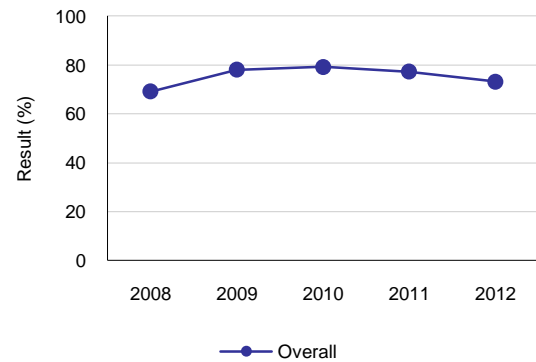
Performance Measure			Results (in percentages)					Target
			2008	2009	2010	2011	2012	2012
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall	School	69.2	78.1	79.2	77.2	73.2	80
		Authority	75.2	79.0	76.5	75.9	73.1	
		Province	77.0	79.4	79.9	80.1	80.0	
	Teacher	School	64.7	81.0	84.6	78.9	77.8	
		Authority	73.6	83.2	77.2	76.4	77.1	
		Province	75.6	78.2	80.8	80.1	81.1	
	Parent	School	65.2	75.9	75.0	73.0	71.4	
		Authority	74.4	71.9	74.7	73.6	68.5	
		Province	75.9	78.1	77.0	77.3	76.2	
	Student	School	77.5	77.4	77.9	79.6	70.3	
		Authority	77.7	81.7	77.6	77.5	73.8	
		Province	79.5	81.8	81.8	82.9	82.7	

Comment on Results

(an assessment of progress in relation to past performance)

Unfortunately, the overall numbers of parents, teachers and students who feel that FMHS is improving or staying the same are declining over the past three years. The biggest decline is statistics is among students and research needs to be done to find out the specifics of their concerns.

Graph of School Results (optional)



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