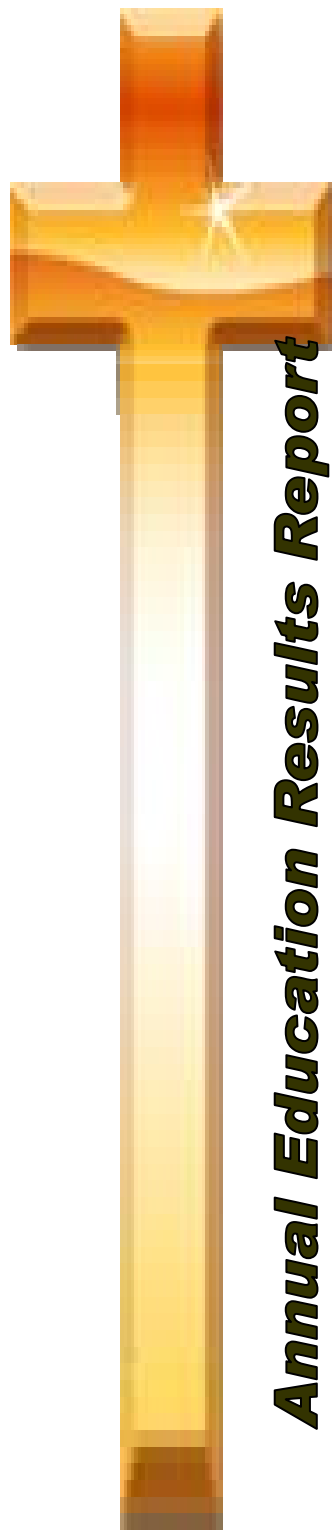


McCoy High School



Annual Education Results Report

2008-2009



October 2009 Accountability Pillar Overall Summary

| Goal | Measure Category | Measure Category Evaluation | Measure | McCoy High School | | | Alberta | | | Measure Evaluation | | |
|---|---|-----------------------------|---|-------------------|------------------|-------------------|----------------|------------------|-------------------|--------------------|------------------------|------------|
| | | | | Current Result | Prev Year Result | Prev 3 yr Average | Current Result | Prev Year Result | Prev 3 Yr Average | Achievement | Improvement | Overall |
| Goal 1: High Quality Learning Opportunities for All | Safe and Caring Schools | Good | Safe and Caring | 82.4 | 81.5 | 78.6 | 86.9 | 85.1 | 84.6 | Intermediate | Improved | Good |
| | Student Learning Opportunities | Excellent | Program of Studies | 83.1 | 75.1 | 73.7 | 80.3 | 79.4 | 78.7 | Very High | Improved Significantly | Excellent |
| | | | Education Quality | 86.7 | 83.5 | 80.8 | 89.3 | 88.2 | 87.8 | Intermediate | Improved | Good |
| | | | Drop Out Rate | 2.7 | 2.8 | 3.1 | 4.8 | 5.0 | 4.9 | Very High | Maintained | Excellent |
| | | | High School Completion Rate (3 yr) | 81.6 | 75.7 | 76.2 | 70.7 | 71.0 | 70.6 | Very High | Improved | Excellent |
| Goal 2: Excellence in Learner Outcomes | Student Learning Achievement (Grades K-9) | Acceptable | PAT: Acceptable | 73.4 | 74.9 | 75.4 | 76.8 | 75.3 | 75.6 | Low | Maintained | Issue |
| | | | PAT: Excellence | 18.3 | 10.5 | 12.2 | 19.2 | 18.3 | 18.3 | Intermediate | Improved | Good |
| | Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | 86.6 | 80.9 | 81.1 | 84.4 | 84.4 | 84.5 | Intermediate | Improved | Good |
| | | | Diploma: Excellence | 14.3 | 13.2 | 14.0 | 19.1 | 19.4 | 20.3 | Low | Maintained | Issue |
| | | | Diploma Exam Participation Rate (4+ Exams) | 50.9 | 50.8 | 50.8 | 53.3 | 53.6 | 53.6 | Intermediate | Maintained | Acceptable |
| | | | Rutherford Scholarship Eligibility Rate (Revised) | 61.7 | 57.9 | 57.6 | 57.3 | 56.8 | 55.8 | High | n/a | n/a |
| | Preparation for Lifelong Learning, World of Work, Citizenship | Good | Transition Rate (6 yr) | 63.3 | 68.7 | 67.9 | 60.7 | 60.3 | 59.1 | High | Maintained | Good |
| | | | Work Preparation | 82.7 | 93.9 | 80.9 | 79.6 | 80.1 | 78.1 | High | Maintained | Good |
| | | | Citizenship | 71.5 | 69.5 | 67.1 | 80.3 | 77.9 | 77.1 | Low | Improved | Acceptable |
| Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry) | Parental Involvement | Acceptable | Parental Involvement | 75.2 | 73.1 | 72.5 | 80.1 | 78.2 | 77.9 | Intermediate | Maintained | Acceptable |
| | Continuous Improvement | Good | School Improvement | 79.1 | 63.8 | 68.3 | 79.4 | 77.0 | 76.7 | High | Improved Significantly | Good |

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 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

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 - 56.75 | 56.75 - 62.66 | 62.66 - 73.87 | 73.87 - 81.47 | 81.47 - 100.00 |
| PAT: Acceptable | 0.00 - 64.45 | 64.45 - 74.98 | 74.98 - 82.24 | 82.24 - 86.22 | 86.22 - 100.00 |
| PAT: Excellence | 0.00 - 10.79 | 10.79 - 13.17 | 13.17 - 18.73 | 18.73 - 23.97 | 23.97 - 100.00 |
| Diploma: Acceptable | 0.00 - 73.09 | 73.09 - 82.54 | 82.54 - 87.99 | 87.99 - 91.53 | 91.53 - 100.00 |
| Diploma: Excellence | 0.00 - 8.94 | 8.94 - 15.20 | 15.20 - 20.43 | 20.43 - 22.59 | 22.59 - 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 - 41.60 | 41.60 - 47.36 | 47.36 - 57.37 | 57.37 - 63.73 | 63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" value.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

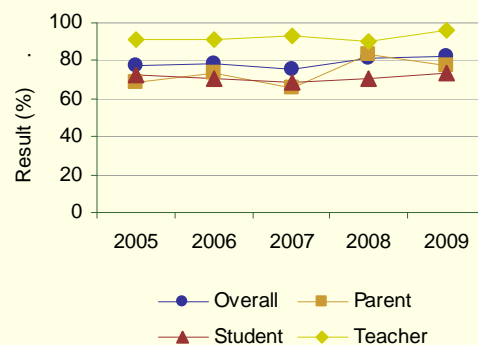
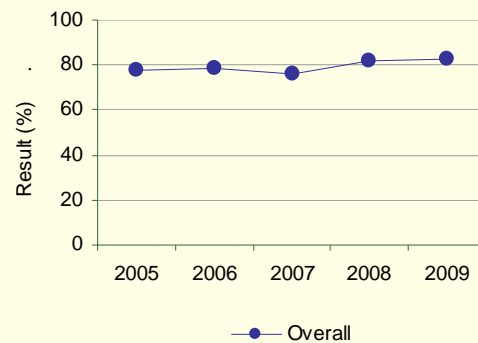
| Performance Measure | | | Results (in percentages) | | | | | Target** |
|--|--------------------|-----------|--------------------------|------|------|------|------|----------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | Overall (required) | School | 77.4 | 78.4 | 75.8 | 81.5 | 82.4 | 83.0 |
| | | Authority | 83.0 | 83.5 | 84.0 | 86.8 | 87.0 | |
| | | Province | 83.1 | 84.4 | 84.2 | 85.1 | 86.9 | |
| | Teacher (optional) | School | 90.7 | 90.9 | 93.0 | 90.2 | 96.0 | |
| | | Authority | 95.2 | 95.0 | 96.8 | 95.0 | 94.9 | |
| | | Province | 92.3 | 92.8 | 92.6 | 93.1 | 93.8 | |
| | Parent (optional) | School | 68.5 | 74.0 | 65.3 | 83.5 | 77.6 | |
| | | Authority | 79.7 | 81.2 | 78.0 | 88.2 | 85.1 | |
| | | Province | 79.9 | 82.1 | 81.7 | 83.2 | 85.3 | |
| | Student (optional) | School | 73.0 | 70.3 | 69.0 | 70.9 | 73.6 | |
| | | Authority | 74.2 | 74.4 | 77.2 | 77.3 | 81.1 | |
| | | Province | 77.2 | 78.4 | 78.5 | 79.1 | 81.7 | |

Comment on Results

(an assessment of progress in relation to past performance)

McCoy High School has show improvement in providing a safe and caring environment over the past 3 years. This can be contributed to the installation of surveillance cameras inside and outside the school, a full time School Resource Officer, and increase in supervision at lunchtime and before and after school. Other contributing factors include a new Bully Prevention Mediation plan, partnership with Community Mental Health, and locking of the perimeter doors.

Graph of Overall School Results (optional)



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

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

| Performance Measure | | | Results (in percentages) | | | | | Target |
|--|--------------------|-----------|--------------------------|------|------|------|------|--------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 |
| 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 (required) | School | 81.7 | 71.3 | 74.7 | 75.1 | 83.1 | 84.0 |
| | | Authority | 77.1 | 78.5 | 78.9 | 79.5 | 83.2 | |
| | | Province | 76.7 | 78.1 | 78.5 | 79.4 | 80.3 | |
| | Teacher (optional) | School | 96.6 | 74.7 | 86.2 | 88.7 | 97.1 | 98.0 |
| | | Authority | 89.0 | 90.7 | 89.3 | 90.4 | 92.8 | |
| | | Province | 83.6 | 85.2 | 85.7 | 86.4 | 86.8 | |
| | Parent (optional) | School | 79.7 | 76.3 | 74.4 | 72.7 | 78.7 | 80.0 |
| | | Authority | 77.0 | 80.2 | 79.8 | 81.8 | 82.5 | |
| | | Province | 75.0 | 76.6 | 76.9 | 77.6 | 78.7 | |
| | Student (optional) | School | 68.9 | 62.8 | 63.4 | 63.9 | 73.4 | 75.0 |
| | | Authority | 65.4 | 64.5 | 67.6 | 66.2 | 74.4 | |
| | | Province | 71.5 | 72.6 | 72.9 | 74.1 | 75.3 | |

Comment on Results

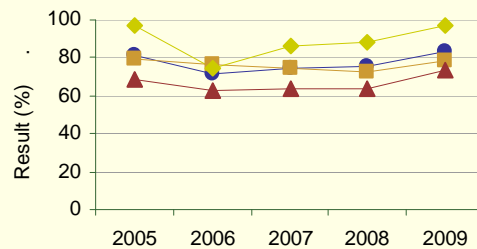
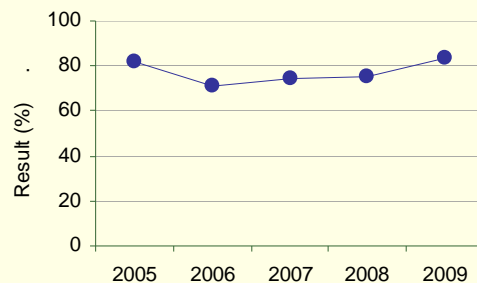
(an assessment of progress in relation to past performance)

McCoy High School has shown significant improvement over the past 4 years. Some contributing factors to this improvement include the addition of new courses such as Choral Music, Photography, Videography, and Spanish 30. Through the CTS Evergreening Funds McCoy has had the opportunity to improve and enhance equipment for all of the CTS courses.

The Technology Grant (Digital Divide) has given McCoy the opportunity to place Smartboards in every classroom, purchase a portable computer lab and Senteo systems, and supply each staff member with a laptop. This grant has also assisted McCoy in becoming wireless throughout the entire school so that both students and staff have easy access to files, e-mail and the internet.

The CTS Grant has assisted McCoy in purchasing new equipment to expand the program of studies in Foods, Construction Technology, Fabrication Studies, Digital Photography, and Studio Art.

Graph of Overall School Results (optional)



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

Outcome: *The education system meets the needs of all K–12 students, society and the economy. (continued)*

| Performance Measure | | Results (in percentages) | | | | | Target | |
|---|--------------------|--------------------------|------|------|------|------|--------|------|
| | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 | |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | Overall (required) | School | 80.8 | 77.3 | 81.6 | 83.5 | 86.7 | 85.0 |
| | | Authority | 86.1 | 85.6 | 88.5 | 89.5 | 88.9 | |
| | | Province | 86.1 | 87.7 | 87.6 | 88.2 | 89.3 | |
| | Teacher (optional) | School | 93.9 | 84.8 | 96.7 | 93.2 | 98.1 | |
| | | Authority | 97.0 | 98.1 | 98.8 | 97.1 | 97.3 | |
| | | Province | 93.9 | 94.8 | 94.7 | 94.9 | 95.3 | |
| | Parent (optional) | School | 69.9 | 74.6 | 72.8 | 82.1 | 83.1 | |
| | | Authority | 78.7 | 79.0 | 82.1 | 87.4 | 83.4 | |
| | | Province | 78.9 | 81.6 | 81.8 | 83.0 | 84.4 | |
| | Student (optional) | School | 78.7 | 72.6 | 75.2 | 75.3 | 78.8 | |
| | | Authority | 82.5 | 79.8 | 84.5 | 84.1 | 86.1 | |
| | | Province | 85.6 | 86.6 | 86.4 | 86.6 | 88.3 | |

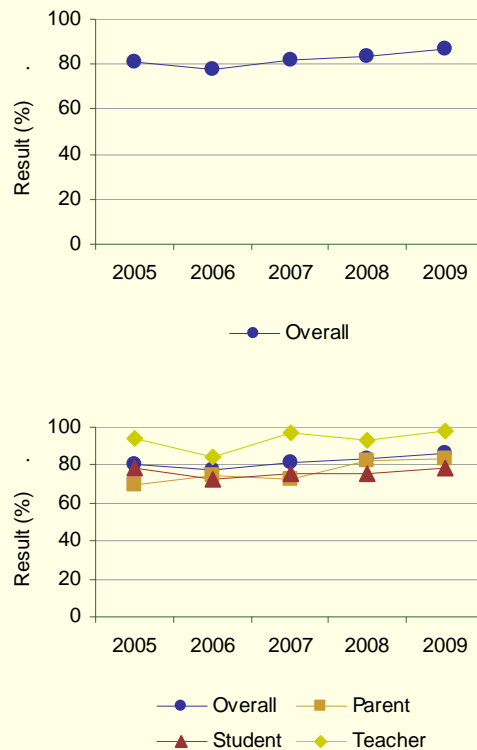
Comment on Results

(an assessment of progress in relation to past performance)

McCoy High School has shown improvement in the overall quality of basic education. Contributing factors to this improvement are as follows:

- Handout outlines in every class which indicate expectations, assessments and units that are covered in that particular class.
- For each lesson, teachers explain what the student is going to learn that lesson in student friendly language.
- Spend extra time outside of the classroom to tutor students that are having difficulties in understanding concepts.
- Rubrics and Scoring Guides are used in the various classrooms to assist students in understanding what the learning outcome is.
- Feedback on assignments, assessments, and in class discussions so that students understand the expectations of the learning.
- Exemplars are used to make sure the students understand what they need to know.
- Checklists are used within the classrooms that are directly related to what the students need to know.
- Self and peer assessments are used so that students can better understand the expectations. Student and Teacher test analysis promotes greater understanding of what the student is expected to learn.
- Implementation of a Technology Grant that includes Smartboards in every classroom which assists teachers in providing improved instruction. Also this grant provided Professional Development for teachers on how to use the technology in their classrooms to improve instruction.
- Implementation of a CTS Grant that includes new equipment purchases for existing programs and to implement new programs.
- CTS Evergreening Funds were used to replace old equipment needed within the various CTS classes. The following equipment has been purchased in the 2008-09 school year and are now being used in the classrooms:

Graph of Overall School Results (optional)



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

Media Design and Communication Arts

1. 1 Mixing Board
2. Lighting in the Photo Lab and in Room 205 lowered.
3. 1 Printer
4. 6 Mac Computers
5. 1 Printer
6. Supply power for ovens.
7. 2 Oven
8. 1 Washer and Dryer
9. 1 Plotter
10. 4 Wacom drawing tablets
Large format scanner

Business, Administration, Finance and Information Technology

1. Tutorial Software program.
2. Printer

Health, Recreation and Human Services

1. Install exhaust fans.
2. 20 new haircutting chairs.
3. 40 Mannequin Heads
4. 20 Scissors
5. 20 Student Kits

The following questions and answers assist in reporting the impact that the CTS Evergreening Grant has had on McCoy

High School:

1. How were community partners involved in the development of your CTS equipment funding implementation plan to support the viability and sustainability of the CTS courses offered by your schools?
 - The Medicine Hat College helped the art teacher to determine what skills her students would need. The visual communication staff was interviewed and they were very satisfied with the art program that we are offering and how well prepared the students are for future programming at the college.
 - In discussions with community partners it was determined that the viability and sustainability of CTS courses offered can develop and enhance the video and videography courses through the collection of appropriate hardware and software which enables transitions

between school and the job market.

- Partnership with a local Hair Dressing company has led to new ideas that are used in the classroom and also assisted in future direction.

2. How will you know this funding has made a difference for students?

- It has made a major impact on student enrollment in Commercial Art (CTS cluster course that will follow the MDC pathway). The enrollment has quadrupled.
- Through the development and advancement of student learning as evidenced in the production of student work and the potential of employment in industries related
- Increased attendance
- Increased enrollment
- Increased student engagement

3. What issues related to implementation have you experienced in 2008-09. What issues do you foresee for 2009-10, or 2010-11?

- Teacher time for installation, teacher training or PD
- The ability to sustain the supplies needed for program (funding)

4. Please identify any highlights or positive experiences related to the CTS equipment funding.

- Students are very proud of their room and their projects
- Students know that we are continually trying to update the program
- Many students from our first year have signed up for art again next year
- The College instructors as well as former students at SAIT in Design Studies have returned and are very impressed with what the students get to use and learn.
- One highlight is seeing students who are marginal students expressing and demonstrating interest in the program.
- Increased achievement in CTS courses that promoted greater self awareness, maturation, and motivation.
- Two students are now working in a local Hair Salon

Outcome: *The education system meets the needs of all K–12 students, society and the economy. (continued)*

| Performance Measure | | | Results (in percentages) | | | | | Target |
|---|--------------------|-----------|--------------------------|------|------|------|------|--------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 |
| Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. | Overall (required) | School | 78.0 | 76.5 | 77.5 | 75.6 | 83.3 | 77.0 |
| | | Authority | 68.1 | 70.4 | 69.3 | 69.3 | 72.5 | |
| | | Province | 67.2 | 68.5 | 68.2 | 69.2 | 70.3 | |
| | Teacher (optional) | School | 89.2 | 83.1 | 90.8 | 83.2 | 94.8 | |
| | | Authority | 79.7 | 83.3 | 79.2 | 81.1 | 83.3 | |
| | | Province | 70.0 | 71.5 | 72.0 | 73.4 | 74.5 | |
| | Parent (optional) | School | 64.4 | 71.1 | 66.9 | 66.2 | 76.6 | |
| | | Authority | 52.5 | 56.2 | 55.2 | 55.0 | 59.3 | |
| | | Province | 54.9 | 56.9 | 55.9 | 56.5 | 58.1 | |
| | Student (optional) | School | 80.5 | 75.5 | 74.8 | 77.3 | 78.4 | |
| | | Authority | 72.0 | 71.8 | 73.6 | 72.0 | 74.8 | |
| | | Province | 76.7 | 77.1 | 76.8 | 77.7 | 78.4 | |

Comment on Results

(an assessment of progress in relation to past performance)

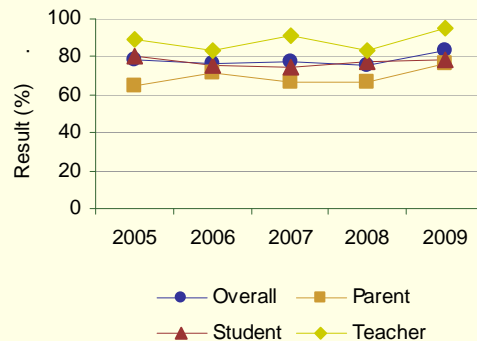
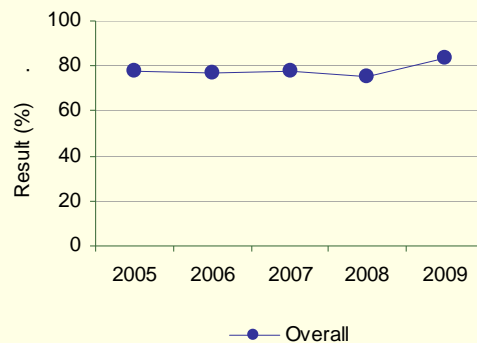
McCoy High School has shown significant improvement in this area over the past year. We have continued to promote off campus programs within our community. This partnership has grown significantly over the last few years where we now have around 200 students involved in Work Experience and RAP. McCoy has a W.E. coordinator and a RAP coordinator available for students.

A renewed partnership with various community services for students such as Community Mental Health, AADAC, SAAMIS Immigration, and Palliser Health have all contributed to this improvement.

McCoy also has a full time School Resource Officer to assist the students and staff with concerns that involve the law. Two new counselors have assisted in effectiveness and efficiency of services for students by focusing on the increased partnership with community services.

McCoy hosts a special evening for Secondary Education institutions to set up booths which allows students to find out information on each College or University for future education plans.

Graph of Overall School Results (optional)



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

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

| Performance Measure | | Results (in percentages) | | | | | Target |
|---|-----------|--------------------------|------|------|------|------|--------|
| | | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 (required). | School | 2.2 | 2.9 | 3.4 | 2.8 | 2.7 | If set |
| | Authority | 2.1 | 3.4 | 4.1 | 3.1 | 3.6 | |
| | Province | 5.3 | 5.0 | 4.7 | 5.0 | 4.8 | |
| Returning Rate (optional) | School | 24.3 | 30.3 | 40.6 | 35.5 | 30.8 | If set |
| | Authority | 22.1 | 28.7 | 37.0 | 26.2 | 28.5 | |
| | Province | 23.0 | 21.3 | 21.2 | 21.3 | 19.8 | |

Comment on results

(an assessment of progress in relation to past performance)

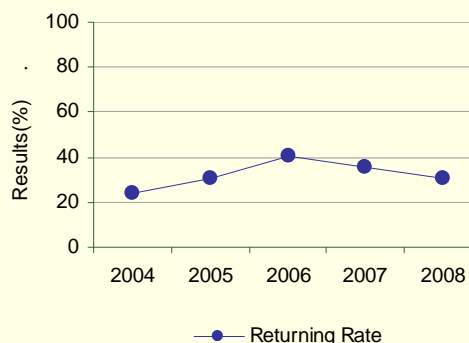
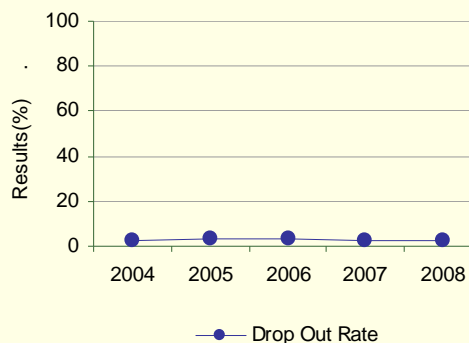
McCoy High School has shown improvement over the last 3 years in the Drop Out Rate. One contributing factor to this improvement could be the Off Campus programs available to students. Other contributing factors include proper academic programming, programs for special needs (LAP, K&E), variety of class selection, improved CTS equipment, and introduction of new technology.

McCoy works in partnership with Turning Points which focuses on High Risk Students needs. A transition plan is in place so that these students can eventually be placed back into the High School when ready.

Learning Aid support has been placed in both English 30-2 and Social Studies 30-2 to support the K&E students that are fulfilling their Graduation Requirements. This support has proven to be very successful.

Our Technology Grant, CTS Grant and CTS Evergreening Funds have assisted McCoy in developing new courses that are interesting to students and have promoted student engagement.

Graph of Overall School Results (optional)



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

Outcome: Children and youth at risk have their needs addressed through effective programs and supports. (continued)

| Performance Measure | | | Results (in percentages) | | | | | Target |
|---|--------------------|-----------|--------------------------|------|------|------|-------|--------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 |
| Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. | Overall (required) | School | 74.6 | 72.7 | 74.6 | 75.1 | 81.2 | 76.0 |
| | | Authority | 75.2 | 76.6 | 78.8 | 81.7 | 85.2 | |
| | | Province | 76.9 | 78.6 | 78.3 | 79.5 | 81.4 | |
| | Teacher (optional) | School | 97.0 | 87.5 | 96.6 | 88.0 | 100.0 | |
| | | Authority | 96.3 | 94.7 | 96.8 | 95.6 | 97.7 | |
| | | Province | 90.6 | 91.6 | 91.2 | 91.9 | 92.5 | |
| | Parent (optional) | School | 55.1 | 62.7 | 61.0 | 67.7 | 70.8 | |
| | | Authority | 57.8 | 65.2 | 65.6 | 74.6 | 77.2 | |
| | | Province | 63.8 | 67.0 | 66.8 | 68.5 | 71.3 | |
| | Student (optional) | School | 71.7 | 67.8 | 66.2 | 69.5 | 72.8 | |
| | | Authority | 71.6 | 70.0 | 73.9 | 74.9 | 80.6 | |
| | | Province | 76.1 | 77.1 | 77.0 | 78.0 | 80.3 | |

Comment on results

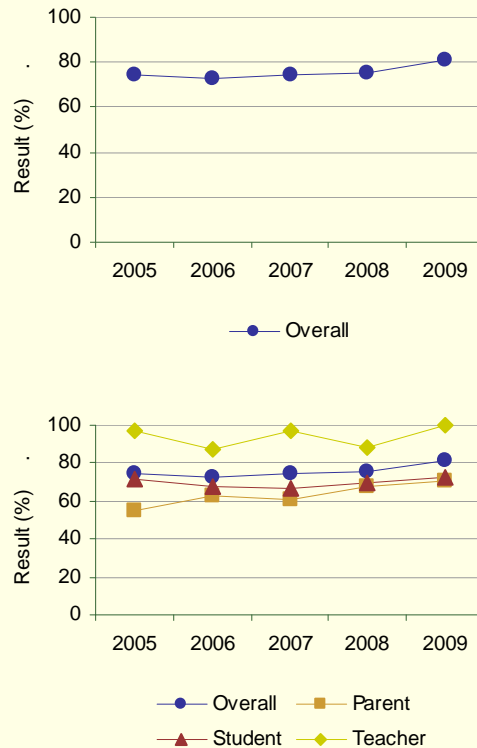
(an assessment of progress in relation to past performance)

McCoy High School has shown improvement in this area over the past year. This improvement can be contributed to a new counseling staff that has been working diligently to provide the proper programming and support for students at risk. We also have implemented a Student Success Plan for students at risk.

McCoy has a full time School Resource Officer who engages with students at risk and gives them support when needed. Renewed partnership with community services such as Canadian Mental Health Association, AADAC, and a Health Nurse has given support to students at risk.

A Transition plan has been put in place for Turning Points students to return to the High School deemed ready.

Graph of Overall School Results (optional)



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

Outcome: Students complete programs.

| Performance Measure | | | Results (in percentages) | | | | | Target |
|---|----------------|-----------|--------------------------|------|------|------|------|--------|
| | | | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10. | Within 3 Years | School | 79.7 | 72.7 | 80.2 | 75.7 | 81.6 | If set |
| | | Authority | 79.2 | 74.1 | 80.5 | 74.8 | 81.7 | |
| | | Province | 69.3 | 70.4 | 70.4 | 71.0 | 70.7 | |
| | Within 4 Years | School | 84.3 | 87.9 | 78.9 | 85.3 | 84.2 | If set |
| | | Authority | 85.5 | 87.1 | 80.0 | 84.8 | 82.5 | |
| | | Province | 73.4 | 75.1 | 76.2 | 76.3 | 76.5 | |
| | Within 5 Years | School | 83.3 | 87.2 | 88.3 | 81.6 | 89.1 | If set |
| | | Authority | 83.7 | 87.8 | 87.5 | 82.4 | 88.8 | |
| | | Province | 75.5 | 77.4 | 78.6 | 79.5 | 79.2 | |

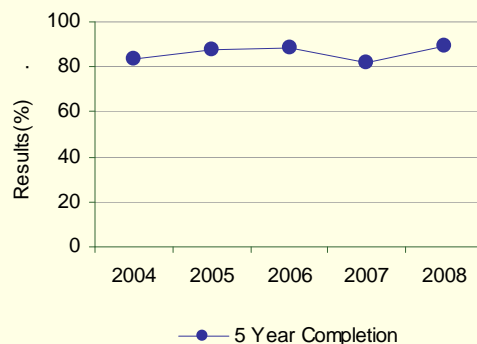
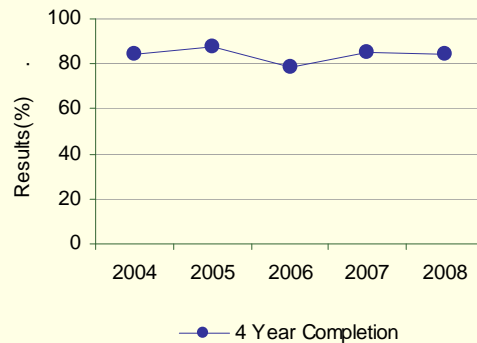
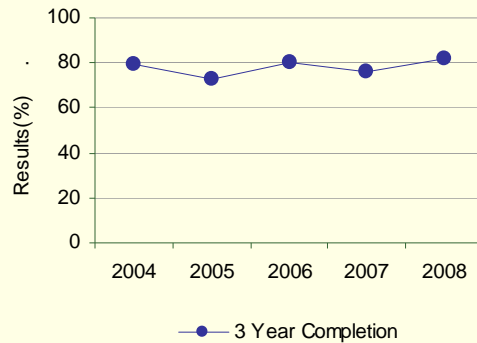
Comment on Results

(an assessment of progress in relation to past performance)

McCoy High School has consistently been above provincial average in the area of High School Completion Rates. This can be contributed to the following factors:

- 1) Off Campus programs that are available to students such as Work Experience and RAP. A coordinator is provided for both of these programs.
- 2) The counselors track all students throughout their High School career. At the beginning of their Grade 12 year they track each Grade 12 student individually to make sure they have the requirements needed to successfully graduate. Those students that are not on track or in need of certain classes, the counselors adjust their academic program to make sure the requirements are met.
- 3) New programs and grants in the areas of Technology and CTS have also contributed to students enjoying school and therefore completing High School.
- 4) McCoy has started a Credit Completion Scholarship to encourage students to enroll and complete more courses.
- 5) Post Secondary Fair is held each year which assists in motivating students to complete high school and continue on to Post Secondary studies.

Graph of Overall 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: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

| Performance Measure | | Results (in percentages)** | | | | | | | | | | | | Target | |
|---|-------------------------|----------------------------|------|------|------|------|------|------|------|------|------|------|------|--------|--|
| PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results). | | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | | 2009 | | | |
| | | A | E | A | E | A | E | A | E | A | E | A | E | | |
| Grade 9 | English Language Arts 9 | School | 82.0 | 8.7 | 82.7 | 8.7 | 83.6 | 14.3 | 89.4 | 13.0 | 81.2 | 17.6 | 89.0 | 14.0 | |
| | | Authority | 82.4 | 10.4 | 81.6 | 8.6 | 81.9 | 14.7 | 88.0 | 13.0 | 81.7 | 17.8 | | | |
| | | Province | 77.9 | 14.1 | 77.4 | 13.6 | 77.5 | 14.8 | 76.5 | 14.8 | 78.7 | 14.7 | | | |
| | Mathematics 9 | School | 65.5 | 16.0 | 75.1 | 20.7 | 71.1 | 16.6 | 63.1 | 10.2 | 66.7 | 16.7 | 74.0 | 14.0 | |
| | | Authority | 65.2 | 16.3 | 73.3 | 19.4 | 71.9 | 16.1 | 61.7 | 9.8 | 66.3 | 17.5 | | | |
| | | Province | 68.0 | 19.7 | 67.4 | 17.4 | 66.3 | 18.3 | 65.7 | 18.5 | 67.0 | 18.6 | | | |
| | Science 9 | School | 66.2 | 7.2 | 67.4 | 10.9 | 74.1 | 7.4 | 72.0 | 8.2 | 72.3 | 20.5 | 73.0 | 10.0 | |
| | | Authority | 66.2 | 7.7 | 65.6 | 10.2 | 73.1 | 7.5 | 71.2 | 8.4 | 72.9 | 20.6 | | | |
| | | Province | 67.5 | 12.8 | 67.4 | 13.3 | 69.6 | 14.7 | 69.3 | 13.0 | 72.2 | 15.8 | | | |
| | Social Studies 9 | School | 67.1 | 15.5 | 79.1 | 18.0 | 74.9 | 19.8 | 78.3 | 22.2 | 85.8 | 32.4 | 79.0 | 23.0 | |
| | | Authority | 68.5 | 15.8 | 78.1 | 18.6 | 74.4 | 21.1 | 76.7 | 21.4 | 86.2 | 32.2 | | | |
| | | Province | 71.3 | 18.3 | 72.5 | 18.9 | 71.4 | 18.7 | 71.7 | 18.9 | 82.6 | 26.4 | | | |

| | | Results (in percentages) | | | | | | | | | | Target | |
|---------|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|------|
| | | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | | 2009 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| Overall | School | 71.2 | 10.7 | 75.0 | 13.3 | 76.3 | 12.7 | 74.9 | 10.5 | 73.4 | 18.3 | 78.0 | 16.5 |
| | Authority | 81.9 | 19.2 | 83.1 | 19.3 | 84.1 | 17.8 | 83.0 | 17.7 | 84.3 | 18.5 | | |
| | Province | 76.4 | 18.4 | 76.0 | 17.9 | 75.5 | 18.6 | 75.3 | 18.3 | 76.8 | 19.2 | | |

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

Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.

Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

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

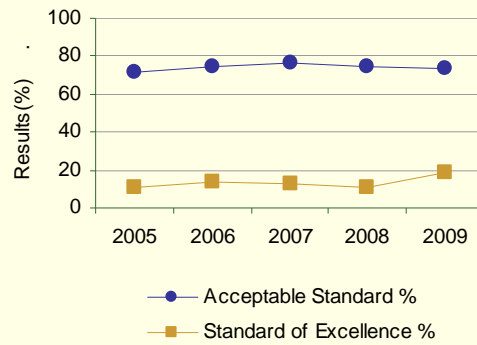
Comment on Results

(an assessment of progress in relation to past performance)

McCoy High School has shown improvement in PAT in the area of excellence and has maintained in the area of Acceptable Standard. This improvement in excellence can be contributed to the implementation of our AISI project, Assessment for Learning. Teachers are starting to understand and implement Assessment for Learning strategies which has contributed to the success of our higher academic students. Teachers are now focusing on open ended questioning and higher level thinking skills.

The use of technology through our technology grant has changed the way teachers teach. The use of tools such as the smartboard has enabled teachers to revise their lessons and use different teaching strategies that promote learning. Even though we have maintained in the area of Acceptable Standard in our overall PAT results, the overall measure is **Issue**. We have addressed this area in our 3 Year Education Plan. Improving student learning is our main focus in this plan. (See 3 Year Education Plan)

Graph of Overall School Results (optional)

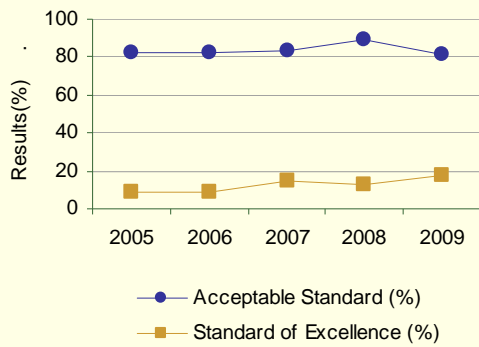


Graph of Provincial Achievement Test Results by Course

[No Data for Science 6]

[No Data for Social Studies 6]

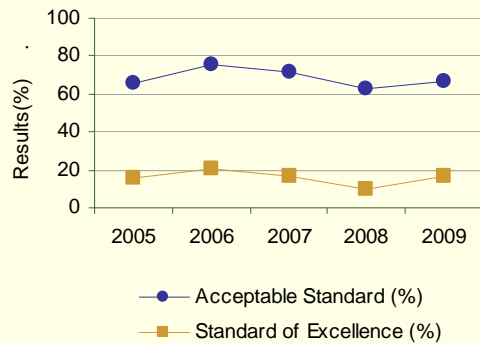
English Language Arts 9



[No Data for French Language Arts 9]

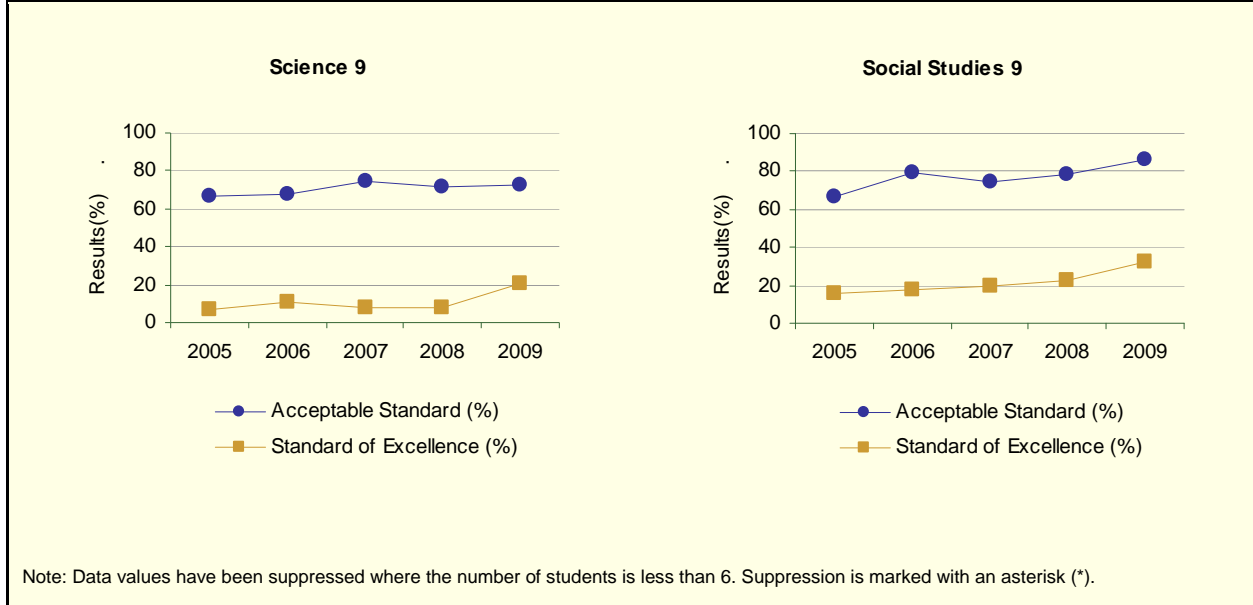
[No Data for Français 9]

Mathematics 9



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

Graph of Provincial Achievement Test Results by Course



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course | Measure | McCoy High School | | | | | | Alberta | | | | |
|-------------------------|------------------------|-------------------|------------------------|------------|------|------|---------------|---------|--------|------|---------------|------|
| | | Achievement | Improvement | Overall | 2009 | | Prev 3 Yr Avg | | 2009 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 9 | Acceptable Standard | Intermediate | Declined | Issue | 165 | 81.2 | 190 | 85.2 | 43,675 | 78.7 | 44,685 | 77.1 |
| | Standard of Excellence | High | Improved | Good | 165 | 17.6 | 190 | 12.0 | 43,675 | 14.7 | 44,685 | 14.4 |
| Mathematics 9 | Acceptable Standard | Intermediate | Maintained | Acceptable | 162 | 66.7 | 187 | 69.8 | 43,118 | 67.0 | 44,317 | 66.5 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 162 | 16.7 | 187 | 15.8 | 43,118 | 18.6 | 44,317 | 18.0 |
| Science 9 | Acceptable Standard | Intermediate | Maintained | Acceptable | 166 | 72.3 | 190 | 71.2 | 43,560 | 72.2 | 44,505 | 68.8 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 166 | 20.5 | 190 | 8.8 | 43,560 | 15.8 | 44,505 | 13.7 |

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the exams.

Measure Evaluation Reference - Achievement Evaluation

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

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

| Course | Measure | Very Low | Low | Intermediate | High | Very High |
|-------------------------|------------------------|--------------|---------------|---------------|---------------|----------------|
| English Language Arts 9 | Acceptable Standard | 0.00 - 63.55 | 63.55 - 75.66 | 75.66 - 83.70 | 83.70 - 90.27 | 90.27 - 100.00 |
| | Standard of Excellence | 0.00 - 5.96 | 5.96 - 9.43 | 9.43 - 14.72 | 14.72 - 20.46 | 20.46 - 100.00 |
| French Language Arts 9 | Acceptable Standard | 0.00 - 67.59 | 67.59 - 81.33 | 81.33 - 92.06 | 92.06 - 97.26 | 97.26 - 100.00 |
| | Standard of Excellence | 0.00 - 1.67 | 1.67 - 6.81 | 6.81 - 17.11 | 17.11 - 28.68 | 28.68 - 100.00 |
| Mathematics 9 | Acceptable Standard | 0.00 - 50.90 | 50.90 - 59.61 | 59.61 - 69.06 | 69.06 - 83.15 | 83.15 - 100.00 |
| | Standard of Excellence | 0.00 - 8.46 | 8.46 - 11.96 | 11.96 - 18.90 | 18.90 - 23.96 | 23.96 - 100.00 |
| Science 9 | Acceptable Standard | 0.00 - 50.57 | 50.57 - 60.14 | 60.14 - 72.50 | 72.50 - 76.89 | 76.89 - 100.00 |
| | Standard of Excellence | 0.00 - 3.39 | 3.39 - 6.71 | 6.71 - 11.81 | 11.81 - 15.85 | 15.85 - 100.00 |

Notes:

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

| Performance Measure | | | Results (in percentages) | | | | | Target | |
|---------------------|--|-------------------------|--------------------------|------|------|------|------|--------|--------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 | |
| Grade 9 | Participation rates in provincial achievement tests(PATs) for Grade 9. | English Language Arts 9 | School | 94.7 | 96.5 | 94.7 | 96.2 | 91.5 | if set |
| | | | Authority | 95.0 | 95.1 | 92.6 | 95.4 | 91.7 | |
| | | | Province | 87.4 | 87.7 | 87.9 | 87.7 | 89.7 | |
| | | French Language Arts 9 | School | n/a | n/a | n/a | n/a | n/a | if set |
| | | | Authority | n/a | n/a | n/a | n/a | n/a | |
| | | | Province | 97.1 | 95.9 | 93.7 | 96.8 | 95.2 | |
| | | Mathematics 9 | School | 93.2 | 95.9 | 95.7 | 94.2 | 91.4 | if set |
| | | | Authority | 93.2 | 95.0 | 95.5 | 93.5 | 91.6 | |
| | | | Province | 87.6 | 87.3 | 88.0 | 88.0 | 89.8 | |
| | | Science 9 | School | 93.2 | 94.3 | 94.7 | 94.7 | 90.4 | if set |
| | | | Authority | 93.7 | 94.1 | 93.5 | 94.0 | 90.6 | |
| | | | Province | 88.2 | 88.1 | 88.8 | 89.0 | 90.5 | |
| | | Social Studies 9 | School | 92.8 | 94.2 | 94.7 | 95.2 | 100.0 | if set |
| | | | Authority | 93.2 | 94.0 | 93.5 | 94.4 | 100.0 | |
| | | | Province | 87.8 | 88.5 | 88.4 | 88.9 | 100.0 | |

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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

| Performance Measure | | Results (in percentages)** | | | | | | | | | | Target | |
|--|-----------|----------------------------|------|------|------|------|------|------|------|------|------|--------|--------|
| | | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | | 2009 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations. | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| English Lang Arts 30-1 | School | 93.0 | 16.0 | 91.8 | 14.4 | 90.5 | 14.3 | 83.2 | 9.7 | 81.1 | 5.7 | 86.0 | 11.0 |
| | Authority | 92.9 | 14.2 | 91.9 | 12.6 | 89.1 | 13.6 | 83.9 | 10.2 | 81.1 | 5.7 | | |
| | Province | 89.1 | 17.8 | 88.0 | 19.3 | 87.7 | 19.0 | 87.1 | 15.5 | 86.1 | 12.3 | | |
| English Lang Arts 30-2 | School | 86.7 | 2.2 | 77.8 | 2.2 | 93.3 | 15.0 | 91.4 | 6.9 | 89.7 | 1.7 | 92.0 | 7.5 |
| | Authority | 87.8 | 4.1 | 77.8 | 5.6 | 92.8 | 13.0 | 89.7 | 5.9 | 89.7 | 1.7 | | |
| | Province | 89.4 | 10.1 | 86.1 | 8.1 | 88.7 | 9.7 | 88.9 | 8.8 | 88.2 | 8.5 | | |
| Pure Mathematics 30 | School | 84.5 | 24.1 | 85.1 | 23.9 | 71.3 | 7.5 | 71.9 | 17.2 | 82.1 | 23.9 | 74.0 | 20.0 |
| | Authority | 82.3 | 22.6 | 86.8 | 25.0 | 71.6 | 7.4 | 71.6 | 17.9 | 82.1 | 23.9 | | |
| | Province | 80.6 | 25.7 | 82.8 | 26.5 | 81.1 | 24.6 | 81.3 | 25.8 | 82.1 | 26.3 | | |
| Applied Mathematics 30 | School | 93.1 | 6.9 | 63.6 | 4.5 | 88.9 | 6.7 | 72.5 | 15.7 | 82.0 | 8.0 | 75.0 | 16.0 |
| | Authority | 91.7 | 13.9 | 63.0 | 7.4 | 90.4 | 7.7 | 72.5 | 15.7 | 82.0 | 8.0 | | |
| | Province | 87.6 | 21.8 | 77.5 | 11.8 | 77.6 | 12.1 | 76.4 | 10.7 | 79.4 | 13.5 | | |
| Social Studies 30 | School | 71.9 | 14.6 | 80.2 | 22.2 | 84.3 | 9.6 | 89.3 | 17.9 | 88.3 | 16.9 | 90.0 | 18.5 |
| | Authority | 74.0 | 14.0 | 80.2 | 20.9 | 83.5 | 9.9 | 88.8 | 18.0 | 88.3 | 16.9 | | |
| | Province | 85.2 | 24.3 | 85.5 | 23.9 | 86.1 | 24.6 | 84.7 | 21.5 | 84.2 | 21.4 | | |
| Social Studies 33 | School | 77.6 | 4.1 | 66.7 | 4.2 | 82.4 | 23.5 | 88.0 | 15.2 | 92.9 | 20.0 | 88.0 | 16.0 |
| | Authority | 78.8 | 5.8 | 68.5 | 7.4 | 82.9 | 22.0 | 85.9 | 14.1 | 92.9 | 20.0 | | |
| | Province | 85.0 | 17.6 | 83.5 | 19.0 | 84.8 | 19.6 | 85.3 | 18.9 | 85.6 | 20.2 | | |
| Biology 30 | School | 79.7 | 16.9 | 68.9 | 23.0 | 77.0 | 14.9 | 67.1 | 12.9 | 90.5 | 28.6 | 70.0 | 15.0 |
| | Authority | 73.2 | 12.2 | 63.4 | 20.7 | 75.6 | 15.4 | 65.9 | 13.4 | 90.5 | 28.6 | | |
| | Province | 81.9 | 26.6 | 81.4 | 26.4 | 83.5 | 27.4 | 82.3 | 26.3 | 83.0 | 26.6 | | |
| Chemistry 30 Old | School | 74.0 | 14.3 | 85.9 | 23.4 | 84.7 | 22.2 | 80.3 | 22.4 | n/a | n/a | if set | if set |
| | Authority | 74.0 | 14.3 | 85.9 | 26.9 | 83.6 | 23.3 | 80.8 | 23.1 | n/a | n/a | | |
| | Province | 88.2 | 33.4 | 88.4 | 37.1 | 89.3 | 37.9 | 89.2 | 39.2 | 77.6 | 19.5 | | |
| Chemistry 30 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 65.9 | 12.9 | 70.0 | 13.5 |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 65.9 | 12.9 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 76.3 | 27.7 | | |
| Physics 30 Old | School | 78.8 | 24.2 | 76.7 | 21.7 | 75.0 | 23.1 | 80.0 | 20.0 | n/a | n/a | if set | if set |
| | Authority | 79.4 | 23.5 | 78.5 | 21.5 | 75.0 | 23.1 | 80.5 | 19.5 | n/a | n/a | | |
| | Province | 84.2 | 27.8 | 84.4 | 30.0 | 86.1 | 29.3 | 85.7 | 32.0 | 74.4 | 25.6 | | |
| Physics 30 | School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 78.3 | 15.2 | 79.0 | 18.0 |
| | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 78.3 | 15.2 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 79.3 | 23.1 | | |
| Science 30 | School | 100.0 | 0.0 | n/a | n/a | 75.0 | 0.0 | 61.5 | 0.0 | 94.4 | 5.6 | 94.4 | 9.0 |
| | Authority | 100.0 | 0.0 | * | * | 66.7 | 0.0 | 66.7 | 0.0 | 94.4 | 5.6 | | |
| | Province | 88.1 | 22.1 | 82.8 | 17.3 | 87.1 | 18.0 | 88.6 | 21.6 | 86.0 | 20.9 | | |

| | | Results (in Percentages) | | | | | | | | | | Target | |
|---------|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|------|
| | | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | | 2009 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| Overall | School | 83.6 | 13.2 | 79.0 | 15.9 | 83.5 | 12.9 | 80.9 | 13.2 | 86.6 | 14.3 | 82.0 | 14.0 |
| | Authority | 82.7 | 12.7 | 78.3 | 15.9 | 83.0 | 12.6 | 80.3 | 13.1 | 86.6 | 14.3 | | |
| | Province | 85.5 | 21.2 | 84.2 | 20.7 | 84.8 | 20.9 | 84.4 | 19.4 | 84.4 | 19.1 | | |

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

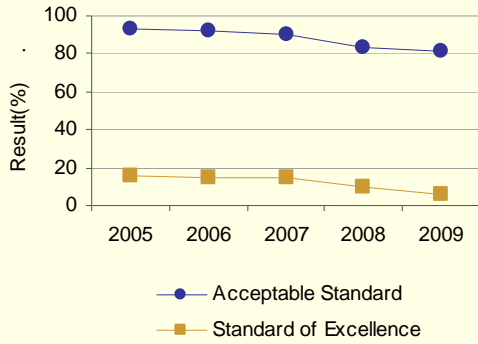
Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.

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

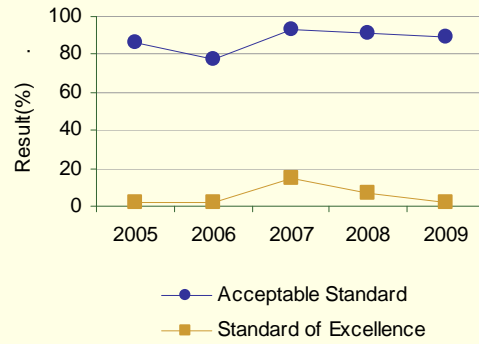
| <p>Comment on Results (an assessment of progress in relation to past performance)</p> <ul style="list-style-type: none"> The results show Improved in Pure Math 30 and Biology 30 in the area of Standard of Excellence and have an overall rating of Good. The results for Science 30 shows Improved in the area of Acceptable Standard and an overall rating of Good. The results for Biology 30 and Social Studies 33 indicate Significant Improvement in the area of Acceptable Standard and both have an overall rating of Excellent. <p>Some contributing factors include the following:</p> <ol style="list-style-type: none"> 1) A new biology teacher that uses Assessment for Learning strategies. 2) Teachers using Assessment for Learning Strategies 3) New Attendance Policy 4) Diploma Analysis and Implementation of strategies 5) Smartboards in every classroom has assisted in improving instruction. 6) District and School PLC's were formed and maintained throughout the year in accordance with the District PD Plan. <p>Even though our Diploma results show improvement in certain areas, in the area of Excellence we have maintained and have an overall measure of Issue. Our 3 Year Education Plan for McCoy addresses this issue as improving student learning is our main focus. (See 3 Year Education Plan)</p> | <p>Graph of Overall School Results (optional)</p> <table border="1"> <caption>Data for Graph of Overall School Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>83.6</td> <td>13.2</td> </tr> <tr> <td>2006</td> <td>82.7</td> <td>12.7</td> </tr> <tr> <td>2007</td> <td>83.5</td> <td>15.9</td> </tr> <tr> <td>2008</td> <td>80.9</td> <td>13.1</td> </tr> <tr> <td>2009</td> <td>86.6</td> <td>14.3</td> </tr> </tbody> </table> <p>Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).</p> | Year | Acceptable Standard % | Standard of Excellence % | 2005 | 83.6 | 13.2 | 2006 | 82.7 | 12.7 | 2007 | 83.5 | 15.9 | 2008 | 80.9 | 13.1 | 2009 | 86.6 | 14.3 |
|---|--|--------------------------|-----------------------|--------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | | | | |
| 2005 | 83.6 | 13.2 | | | | | | | | | | | | | | | | | |
| 2006 | 82.7 | 12.7 | | | | | | | | | | | | | | | | | |
| 2007 | 83.5 | 15.9 | | | | | | | | | | | | | | | | | |
| 2008 | 80.9 | 13.1 | | | | | | | | | | | | | | | | | |
| 2009 | 86.6 | 14.3 | | | | | | | | | | | | | | | | | |

Diploma Exam Results By Course

English Lang Arts 30-1



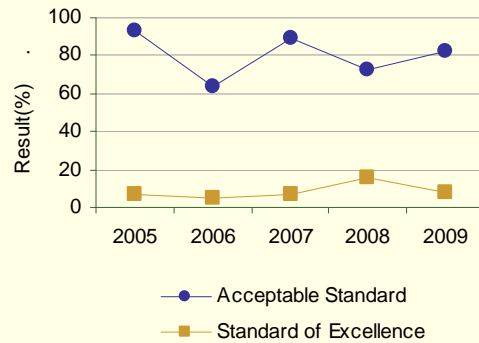
English Lang Arts 30-2



Pure Mathematics 30

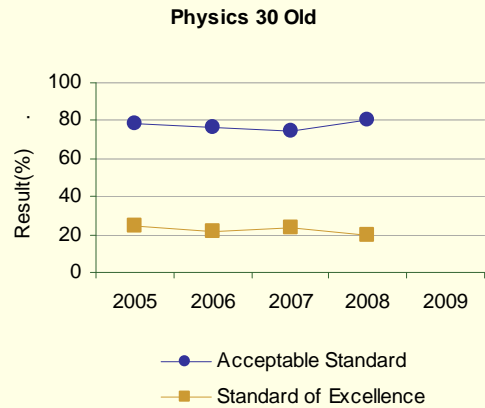
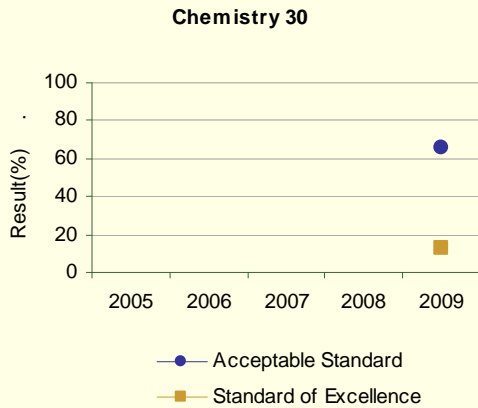
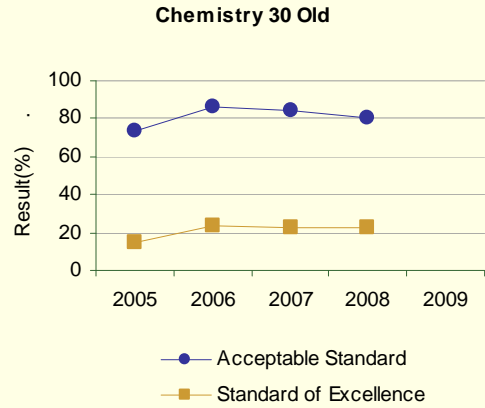
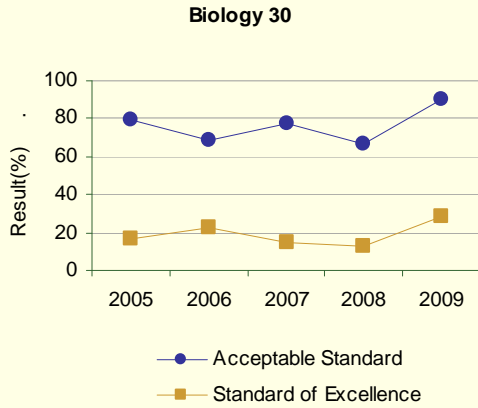
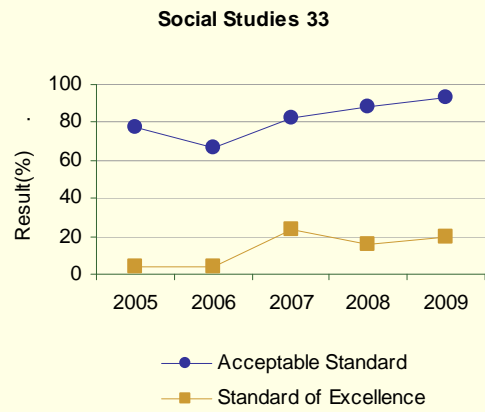
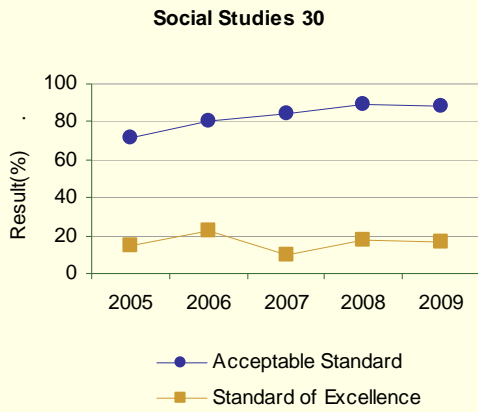


Applied Mathematics 30



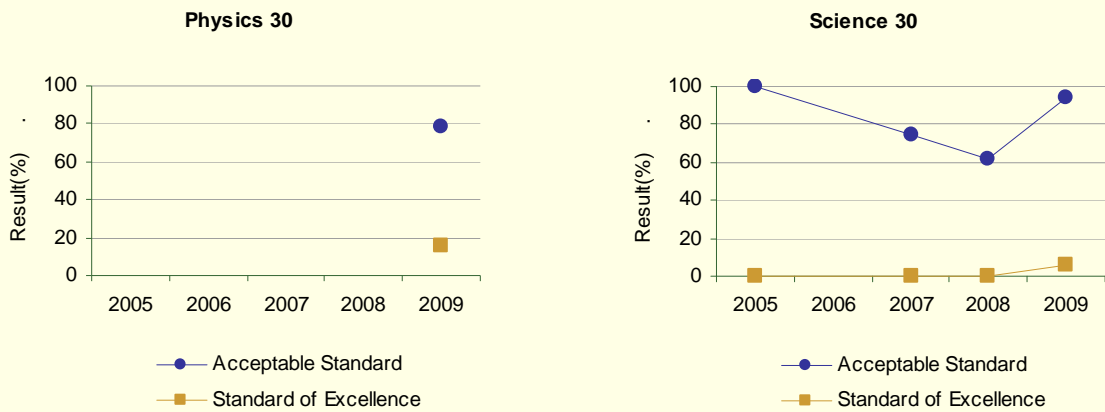
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results By Course



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

Diploma Exam Results By Course



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 | McCoy High School | | | | | | Alberta | | | | |
|------------------------|------------------------|-------------------|------------------------|------------|------|------|---------------|---------|--------|------|---------------|------|
| | | Achievement | Improvement | Overall | 2009 | | Prev 3 Yr Avg | | 2009 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | Very Low | Declined | Concern | 106 | 81.1 | 105 | 88.5 | 28,330 | 86.1 | 28,021 | 87.6 |
| | Standard of Excellence | Very Low | Declined | Concern | 106 | 5.7 | 105 | 12.8 | 28,330 | 12.3 | 28,021 | 17.9 |
| English Lang Arts 30-2 | Acceptable Standard | Intermediate | Maintained | Acceptable | 58 | 89.7 | 54 | 87.5 | 13,473 | 88.2 | 12,858 | 87.9 |
| | Standard of Excellence | Low | Declined | Issue | 58 | 1.7 | 54 | 8.0 | 13,473 | 8.5 | 12,858 | 8.9 |
| Pure Mathematics 30 | Acceptable Standard | Intermediate | Maintained | Acceptable | 67 | 82.1 | 70 | 76.1 | 22,197 | 82.1 | 22,435 | 81.7 |
| | Standard of Excellence | Intermediate | Improved | Good | 67 | 23.9 | 70 | 16.2 | 22,197 | 26.3 | 22,435 | 25.7 |
| Applied Mathematics 30 | Acceptable Standard | Intermediate | Maintained | Acceptable | 50 | 82.0 | 39 | 75.0 | 10,429 | 79.4 | 9,994 | 77.1 |
| | Standard of Excellence | Low | Maintained | Issue | 50 | 8.0 | 39 | 9.0 | 10,429 | 13.5 | 9,994 | 11.5 |
| Social Studies 30 | Acceptable Standard | Intermediate | Maintained | Acceptable | 77 | 88.3 | 83 | 84.6 | 22,845 | 84.2 | 23,756 | 85.4 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 77 | 16.9 | 83 | 16.6 | 22,845 | 21.4 | 23,756 | 23.3 |
| Social Studies 33 | Acceptable Standard | Very High | Improved Significantly | Excellent | 70 | 92.9 | 69 | 79.0 | 15,101 | 85.6 | 15,045 | 84.5 |
| | Standard of Excellence | High | Maintained | Good | 70 | 20.0 | 69 | 14.3 | 15,101 | 20.2 | 15,045 | 19.1 |
| Biology 30 | Acceptable Standard | Very High | Improved Significantly | Excellent | 63 | 90.5 | 73 | 71.0 | 21,088 | 83.0 | 20,835 | 82.4 |
| | Standard of Excellence | High | Improved | Good | 63 | 28.6 | 73 | 16.9 | 21,088 | 26.6 | 20,835 | 26.7 |
| Science 30 | Acceptable Standard | High | Improved | Good | 18 | 94.4 | 13 | 68.3 | 4,476 | 86.0 | 3,721 | 86.2 |
| | Standard of Excellence | Very Low | Maintained | Concern | 18 | 5.6 | 13 | 0.0 | 4,476 | 20.9 | 3,721 | 19.0 |

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

Measure Evaluation Reference - Achievement Evaluation

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

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

| Course | Measure | Very Low | Low | Intermediate | High | Very High |
|------------------------|------------------------|--------------|---------------|----------------|-----------------|-----------------|
| English 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 | Acceptable Standard | 0.00 - 71.92 | 71.92 - 80.36 | 80.36 - 88.99 | 88.99 - 94.04 | 94.04 - 100.00 |
| | Standard of Excellence | 0.00 - 7.99 | 7.99 - 15.22 | 15.22 - 23.07 | 23.07 - 29.75 | 29.75 - 100.00 |
| Social Studies 33 | Acceptable Standard | 0.00 - 68.88 | 68.88 - 78.33 | 78.33 - 85.20 | 85.20 - 89.99 | 89.99 - 100.00 |
| | Standard of Excellence | 0.00 - 4.72 | 4.72 - 8.85 | 8.85 - 16.10 | 16.10 - 20.46 | 20.46 - 100.00 |
| Biology 30 | Acceptable Standard | 0.00 - 67.51 | 67.51 - 78.03 | 78.03 - 85.82 | 85.82 - 89.41 | 89.41 - 100.00 |
| | Standard of Excellence | 0.00 - 12.33 | 12.33 - 19.00 | 19.00 - 25.60 | 25.60 - 30.05 | 30.05 - 100.00 |
| Science 30 | Acceptable Standard | 0.00 - 76.11 | 76.11 - 83.33 | 83.33 - 91.76 | 91.76 - 97.14 | 97.14 - 100.00 |
| | Standard of Excellence | 0.00 - 6.98 | 6.98 - 11.36 | 11.36 - 21.80 | 21.80 - 36.81 | 36.81 - 100.00 |

Notes:

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

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

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 |

Outcome: Students demonstrate high standards in learner outcomes. (continued)

| Performance Measure | | Results (in percentages) | | | | | Target |
|--|-----------|--------------------------|------|------|------|------|--------|
| | | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school. | School | 58.9 | 48.1 | 53.5 | 50.8 | 50.9 | if set |
| | Authority | 58.5 | 50.1 | 55.2 | 49.9 | 50.0 | |
| | Province | 52.4 | 53.5 | 53.7 | 53.6 | 53.3 | |

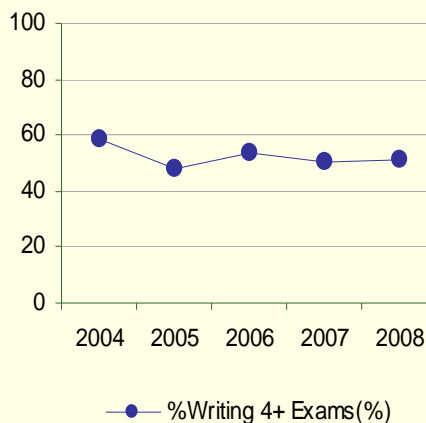
Comment on Results

(an assessment of progress in relation to past performance)

Even though McCoy High School provides a recommended pre-requisite mark in their Registration Guide, every student has the opportunity to enroll in the Diploma course as long as they have passed the pre-requisite course.

To assist students in this area, McCoy High School has developed a "Student Success Plan" to ensure that students that have not achieved the pre-requisite mark will have supports put in place to assist in their success. This will begin in the 2009/10 school year.

Graph of Overall School Results (optional)



Note: Data values have been suppressed where the number of respondents 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

| | McCoy High School | | | | | Alberta | | | | |
|---------------------------|-------------------|-------------|-------------|-------------|-------------|---------------|---------------|---------------|---------------|---------------|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2004 | 2005 | 2006 | 2007 | 2008 |
| N | 180 | 154 | 156 | 193 | 206 | 43,221 | 43,032 | 43,930 | 44,661 | 45,432 |
| % Writing 0 Exams | 10.8 | 17.2 | 12.7 | 10.6 | 9.2 | 18.3 | 18.1 | 17.8 | 18.0 | 18.4 |
| % Writing 1+ Exams | 89.2 | 82.8 | 87.3 | 89.4 | 90.8 | 81.7 | 81.9 | 82.2 | 82.0 | 81.6 |
| % Writing 2+ Exams | 86.4 | 80.1 | 82.8 | 85.2 | 87.4 | 77.9 | 78.3 | 78.5 | 78.6 | 78.0 |
| % Writing 3+ Exams | 69.6 | 58.7 | 65.2 | 64.0 | 64.8 | 64.1 | 65.6 | 65.6 | 65.6 | 64.9 |
| % Writing 4+ Exams | 58.9 | 48.1 | 53.5 | 50.8 | 50.9 | 52.4 | 53.5 | 53.7 | 53.6 | 53.3 |
| % Writing 5+ Exams | 42.1 | 34.7 | 39.1 | 29.1 | 34.1 | 33.9 | 34.5 | 34.6 | 34.7 | 34.3 |
| % Writing 6+ Exams | 18.0 | 13.3 | 19.6 | 9.5 | 11.4 | 12.8 | 12.8 | 13.0 | 13.2 | 12.7 |

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

| | McCoy High School | | | | | Alberta | | | | |
|---|-------------------|-------------|-------------|-------------|-------------|---------------|---------------|---------------|---------------|---------------|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2004 | 2005 | 2006 | 2007 | 2008 |
| N | 180 | 154 | 156 | 193 | 206 | 43,221 | 43,032 | 43,930 | 44,661 | 45,432 |
| English 30/30-1 | 57.2 | 56.5 | 61.5 | 51.8 | 56.8 | 53.4 | 54.4 | 54.7 | 54.5 | 53.8 |
| English 33/30-2 | 32.2 | 24.7 | 25.6 | 33.7 | 31.6 | 24.4 | 23.7 | 23.5 | 23.6 | 24.0 |
| Total of 1 or more English Diploma Exams | 87.8 | 79.2 | 85.3 | 85.0 | 86.9 | 76.6 | 76.9 | 77.1 | 77.0 | 76.7 |
| Social 30 | 55.6 | 52.6 | 55.8 | 44.0 | 40.8 | 47.8 | 49.1 | 49.5 | 49.3 | 48.1 |
| Social 33 | 29.4 | 28.6 | 28.2 | 41.5 | 46.1 | 30.3 | 29.1 | 28.8 | 28.8 | 29.5 |
| Total of 1 or more Social Diploma Exams | 83.9 | 78.6 | 82.1 | 83.9 | 85.9 | 76.9 | 77.0 | 77.2 | 77.2 | 76.7 |
| Math 30/Pure | 38.9 | 34.4 | 41.7 | 31.6 | 34.0 | 39.5 | 41.1 | 41.9 | 41.7 | 41.1 |
| Math 33/Applied | 25.0 | 16.9 | 14.1 | 25.9 | 26.7 | 20.0 | 19.9 | 19.5 | 19.5 | 19.1 |
| Total of 1 or more Math Diploma Exams | 63.9 | 51.3 | 55.1 | 57.5 | 60.2 | 58.9 | 60.4 | 60.7 | 60.7 | 59.7 |
| Biology 30 | 50.6 | 35.1 | 44.2 | 29.5 | 34.0 | 38.7 | 39.4 | 39.6 | 39.8 | 39.1 |
| Chemistry 30 | 44.4 | 39.6 | 41.7 | 34.2 | 36.4 | 33.9 | 34.4 | 34.2 | 34.3 | 34.5 |
| Physics 30 | 24.4 | 20.8 | 32.7 | 24.9 | 23.3 | 21.5 | 21.6 | 21.6 | 21.5 | 20.4 |
| Science 30 | 5.6 | 4.5 | 0.6 | 6.2 | 6.8 | 6.7 | 7.0 | 7.0 | 7.0 | 7.4 |
| Total of 1 or more Science Diploma Exams | 62.8 | 51.9 | 57.7 | 55.4 | 54.4 | 55.5 | 56.6 | 56.7 | 56.5 | 56.1 |

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.

Outcome: Students demonstrate high standards in learner outcomes. (continued)

| Performance Measure | | Results (in percentages) | | | | | Target |
|--|-----------|--------------------------|------|------|------|------|--------|
| | | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria. | School | 56.7 | 58.3 | 56.6 | 57.9 | 61.7 | if set |
| | Authority | 54.9 | 57.6 | 55.9 | 55.6 | 56.0 | |
| | Province | 52.9 | 54.6 | 56.1 | 56.8 | 57.3 | |

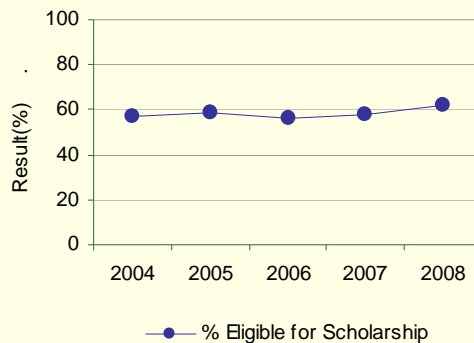
Comment on Results

(an assessment of progress in relation to past performance)

McCoy High School has shown a slight increase in the percentage of students that have met the Rutherford Scholarship criteria over the past 3 years. This can be contributed to the following factors:

- 1) Students are made aware of this criterion each year during registration and periodically throughout the year.
- 2) Teachers are using Assessment for Learning strategies which has improved learning.
- 3) Students are recognized each year at our Annual Academic Awards Banquet.

Graph of Overall School Results (optional)



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

Outcome: Students are well prepared for lifelong learning.

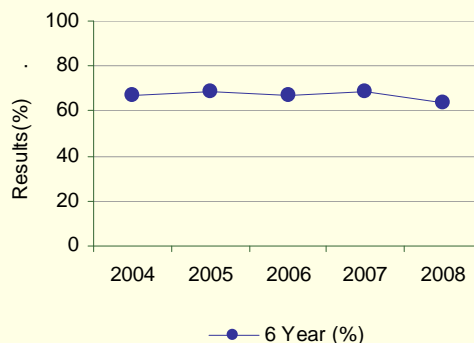
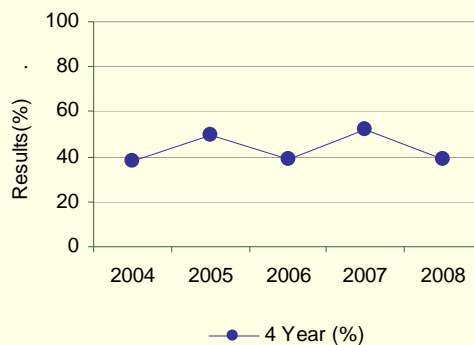
| Performance Measure | | | Results (in percentages) | | | | | Target |
|---|----------------|-----------|--------------------------|------|------|------|------|--------|
| | | | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| High school to post-secondary transition rate within four and six years of entering Grade 10. | Within 6 Years | School | 66.7 | 68.2 | 66.8 | 68.7 | 63.3 | if set |
| | | Authority | 67.0 | 65.8 | 66.4 | 67.7 | 63.7 | |
| | | Province | 54.4 | 57.5 | 59.5 | 60.3 | 60.7 | |
| | Within 4 Years | School | 38.0 | 49.9 | 39.0 | 52.3 | 38.9 | if set |
| | | Authority | 39.8 | 48.9 | 40.4 | 51.3 | 36.4 | |
| | | Province | 34.0 | 37.0 | 39.5 | 40.7 | 40.3 | |

Comment on Results

(an assessment of progress in relation to past performance)

McCoy High School has shown a variance in performance measures over the past 4 years but has maintained a consistent measure of students that have transitioned into post-secondary during the previous 6-year timeline. Reasons for these results are unknown at this time.

Graph of Overall School Results (optional)



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

Outcome: Students are well prepared for lifelong learning. (continued)

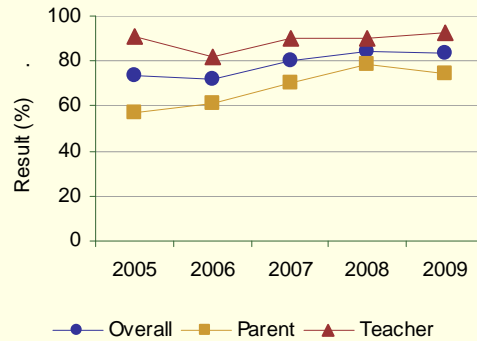
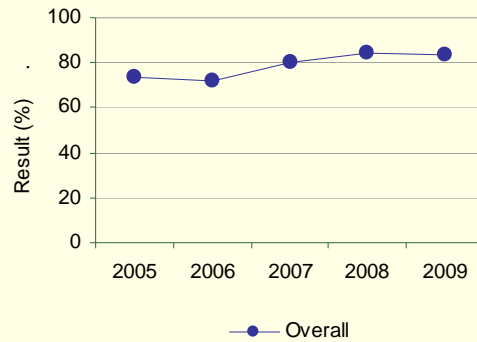
| Performance Measure | | | Results (in percentages) | | | | | Target |
|---|--------------------|-----------|--------------------------|------|------|------|------|--------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 |
| Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. | Overall (required) | School | 73.8 | 71.6 | 80.0 | 84.3 | 83.3 | if set |
| | | Authority | 64.4 | 64.1 | 67.6 | 70.3 | 66.8 | |
| | | Province | 64.4 | 66.1 | 65.6 | 66.7 | 67.4 | |
| | Teacher (optional) | School | 90.9 | 81.8 | 90.0 | 89.7 | 92.3 | |
| | | Authority | 78.1 | 74.3 | 76.2 | 77.3 | 76.8 | |
| | | Province | 73.7 | 74.2 | 74.1 | 73.8 | 74.0 | |
| | Parent (optional) | School | 56.7 | 61.5 | 70.0 | 78.8 | 74.4 | |
| | | Authority | 50.8 | 54.0 | 59.0 | 63.2 | 56.8 | |
| | | Province | 55.1 | 57.9 | 57.1 | 59.5 | 60.8 | |

Comment on Results

(an assessment of progress in relation to past performance)

McCoy High School has shown an increase in this area over the last 5 years. The largest increase occurred in 2007 and has maintained or slightly increased over the last 2 years. This may be contributed to the change in teaching strategies as teachers are using more of an inquire based approach which results in students learning how to learn. Our District AISI project (Assessment for Learning) has assisted in this area through various Assessment for Learning strategies such as self reflection and goal setting.

Graph of Overall School Results (optional)



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

Outcome: Students are well prepared for employment.

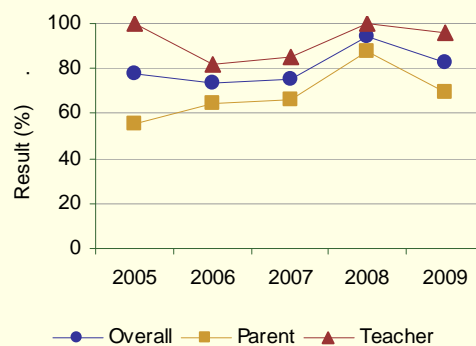
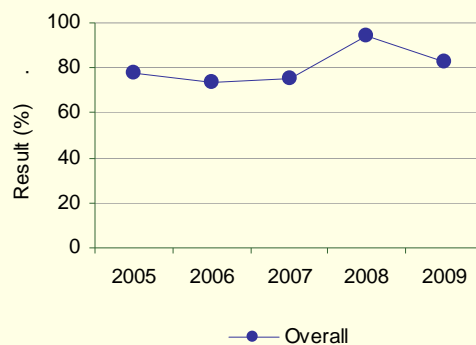
| Performance Measure | | | Results (in percentages) | | | | | Target |
|---|--------------------|-----------|--------------------------|------|------|-------|------|--------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 |
| Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | Overall (required) | School | 77.6 | 73.3 | 75.4 | 93.9 | 82.7 | if set |
| | | Authority | 76.9 | 76.7 | 79.7 | 84.5 | 77.1 | |
| | | Province | 74.9 | 77.0 | 77.1 | 80.1 | 79.6 | |
| | Teacher (optional) | School | 100.0 | 81.8 | 85.0 | 100.0 | 96.2 | |
| | | Authority | 97.2 | 90.7 | 93.5 | 96.2 | 91.6 | |
| | | Province | 89.1 | 89.4 | 89.2 | 89.3 | 88.9 | |
| | Parent (optional) | School | 55.2 | 64.8 | 65.9 | 87.9 | 69.2 | |
| | | Authority | 56.6 | 62.6 | 65.8 | 72.8 | 62.6 | |
| | | Province | 60.8 | 64.6 | 65.1 | 70.9 | 70.2 | |

Comment on Results

(an assessment of progress in relation to past performance)

McCoy High School has shown a slight increase in the line of best fit over the past 5 years with a significant increase in year 2008. Reasons for this improvement in 2008 are unknown as there was a change in administration.

Graph of Overall School Results (optional)



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

Outcome: Students model the characteristics of active citizenship.

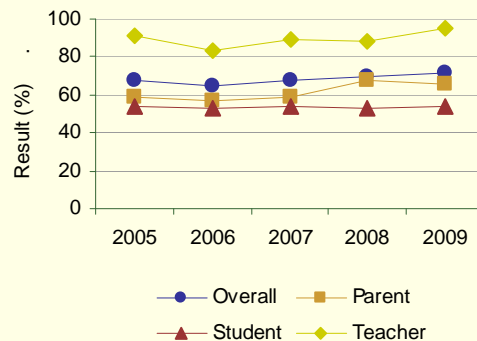
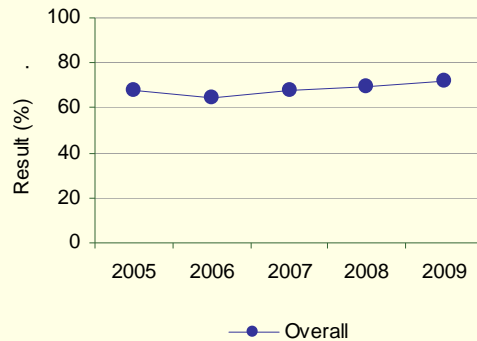
| Performance Measure | | | Results (in percentages) | | | | | Target |
|--|--------------------|-----------|--------------------------|------|------|------|------|--------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 |
| Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | Overall (required) | School | 67.8 | 64.4 | 67.4 | 69.5 | 71.5 | 72.0 |
| | | Authority | 75.2 | 75.3 | 76.8 | 79.4 | 81.0 | |
| | | Province | 75.3 | 76.8 | 76.6 | 77.9 | 80.3 | |
| | Teacher (optional) | School | 90.7 | 83.6 | 89.0 | 88.1 | 95.3 | |
| | | Authority | 96.1 | 93.9 | 94.9 | 92.4 | 95.3 | |
| | | Province | 89.5 | 90.3 | 89.9 | 90.6 | 91.8 | |
| | Parent (optional) | School | 58.8 | 56.7 | 58.7 | 67.3 | 65.4 | |
| | | Authority | 69.2 | 69.9 | 70.1 | 81.0 | 77.4 | |
| | | Province | 70.3 | 72.4 | 72.6 | 74.7 | 77.4 | |
| | Student (optional) | School | 53.8 | 52.8 | 54.4 | 53.2 | 53.9 | |
| | | Authority | 60.2 | 62.1 | 65.5 | 64.7 | 70.3 | |
| | | Province | 66.1 | 67.5 | 67.1 | 68.5 | 71.8 | |

Comment on Results

(an assessment of progress in relation to past performance)

There has been a constant increase in the percentage of teachers and parents who are satisfied that students model characteristics of active citizenship. McCoy has continued to support organizations in need such as the Women's Shelter, the Food Bank, St. Vincent DePauls, Mustard Seed in Calgary, Mission Afghanistan, and Easter Hampers for families. It is surprising that our results are as low as they are. An increase in awareness may contribute to our results.

Graph of Overall 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 Three: Highly Responsive and Responsible Jurisdiction

Outcome: *The authority demonstrates effective working relationships.*

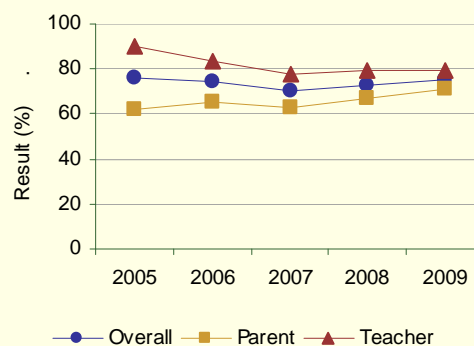
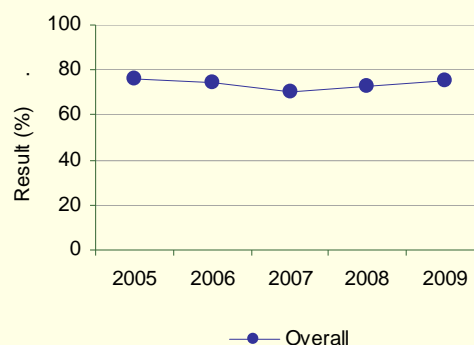
| Performance Measure | | | Results (in percentages) | | | | | Target |
|--|--------------------|-----------|--------------------------|------|------|------|------|--------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | Overall (required) | School | 76.1 | 74.1 | 70.4 | 73.1 | 75.2 | 75.0 |
| | | Authority | 78.2 | 80.8 | 79.4 | 83.4 | 79.4 | |
| | | Province | 76.1 | 77.9 | 77.5 | 78.2 | 80.1 | |
| | Teacher (optional) | School | 90.4 | 83.3 | 78.0 | 79.5 | 79.1 | |
| | | Authority | 93.5 | 94.0 | 90.5 | 89.6 | 91.0 | |
| | | Province | 87.0 | 87.6 | 87.1 | 87.5 | 88.0 | |
| | Parent (optional) | School | 61.9 | 64.9 | 62.7 | 66.7 | 71.4 | |
| | | Authority | 62.8 | 67.5 | 68.2 | 77.1 | 67.8 | |
| | | Province | 65.2 | 68.1 | 67.9 | 69.0 | 72.2 | |

Comment on Results

(an assessment of progress in relation to past performance)

McCoy High School has shown a slight downward trend over the last 5 years. With the lowest results shown in 2007 there has been a slight increase over the last 2 years. Increased communication with our website that allows parents to view current assignments and homework may have contributed to this increase. An increase in communication allows for parents the opportunity to become more involved in their child's education.

Graph of Overall School Results (optional)



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

Outcome: The authority demonstrates leadership and continuous improvement.

| Performance Measure | | Results (in percentages) | | | | | Target | |
|---|--------------------|--------------------------|------|------|------|------|--------|--------|
| | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 | |
| Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | Overall (required) | School | 74.6 | 71.1 | 70.0 | 63.8 | 79.1 | if set |
| | | Authority | 72.7 | 76.9 | 80.7 | 75.9 | 81.2 | |
| | | Province | 73.9 | 76.8 | 76.3 | 77.0 | 79.4 | |
| | Teacher (optional) | School | 80.0 | 80.0 | 75.0 | 55.3 | 91.7 | |
| | | Authority | 74.6 | 80.2 | 86.0 | 70.1 | 85.1 | |
| | | Province | 73.1 | 75.5 | 74.5 | 75.6 | 78.2 | |
| | Parent (optional) | School | 63.3 | 72.2 | 65.9 | 68.8 | 72.5 | |
| | | Authority | 65.5 | 77.9 | 75.3 | 80.2 | 75.9 | |
| | | Province | 70.9 | 75.4 | 75.1 | 75.9 | 78.1 | |
| | Student (optional) | School | 80.5 | 61.0 | 69.1 | 67.4 | 73.1 | |
| | | Authority | 77.8 | 72.4 | 80.6 | 77.3 | 82.6 | |
| | | Province | 77.9 | 79.4 | 79.3 | 79.5 | 81.8 | |

Comment on Results

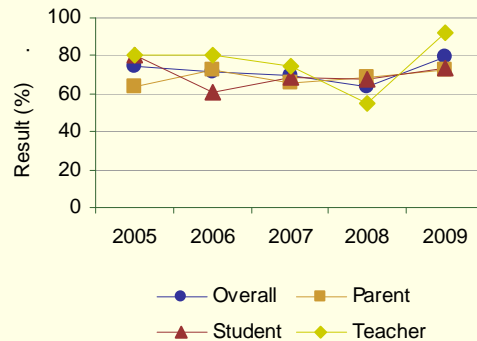
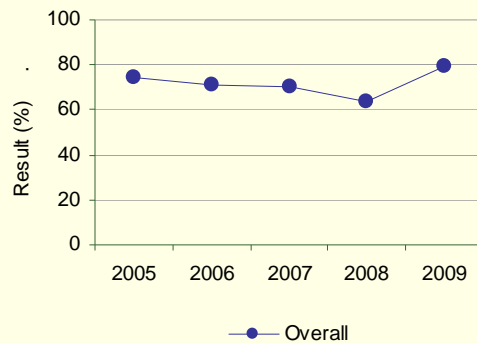
(an assessment of progress in relation to past performance)

McCoy High School has shown a significant increase in school improvement over the last year. This improvement can be contributed to the following factors:

- 1) Change in administration
- 2) Implementation of Assessment for Learning Strategies
- 3) Technology Grant
- 4) CTS Grant
- 5) District and School PLC's
- 6) New School Policies
- 7) Increase in communication to all the stakeholders of what the school offers.

New personnel in various Central Office positions and on the School Board have assisted in this area as well.

Graph of Overall School Results (optional)



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

Outcome: The authority demonstrates leadership and continuous improvement. (continued)

| Performance Measure | | | Results (in percentages) | | | | | Target |
|---|--------------------|-----------|--------------------------|------|------|------|------|--------|
| | | | 2005 | 2006 | 2007 | 2008 | 2009 | 2009 |
| The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. | Overall (required) | School | 54.8 | 63.6 | 78.3 | 70.9 | 91.0 | if set |
| | | Authority | 64.8 | 80.2 | 84.5 | 83.3 | 90.4 | |
| | | Province | 76.5 | 78.2 | 78.8 | 80.4 | 81.5 | |
| | Teacher (optional) | School | 54.8 | 63.6 | 78.3 | 70.9 | 91.0 | |
| | | Authority | 64.8 | 80.2 | 84.5 | 83.3 | 90.4 | |
| | | Province | 76.5 | 78.2 | 78.8 | 80.4 | 81.5 | |

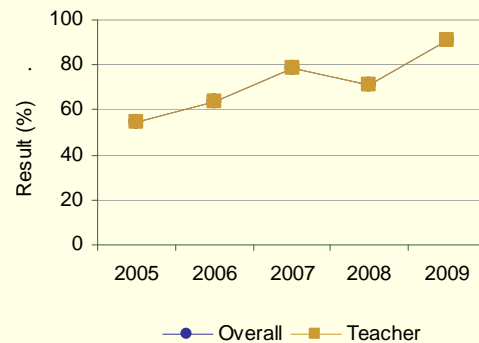
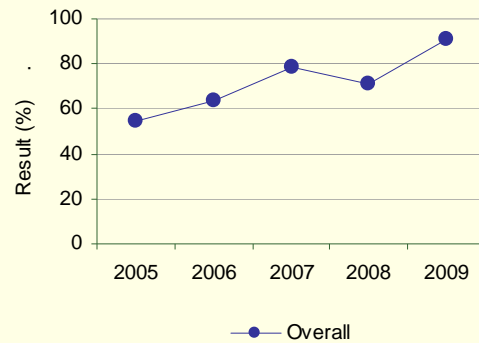
Comment on Results

(an assessment of progress in relation to past performance)

McCoy High School has shown a significant increase in the percentage of teachers that feel the professional development has contributed significantly to their ongoing professional growth. This increase can be contributed to the following factors:

- 1) Use of AISI PD funds were encouraged by Administration.
- 2) A school PD plan was put in place.
- 3) A District PD plan was put in place.
- 4) School PD dollars were set aside for assistance when needed.
- 5) Alignment of District and School Goals were encouraged and communicated.
- 6) ATA P.D. dollars that are available to McCoy
- 7) CTS and Technology Grant have supplied funds for extra P.D. in these areas.

Graph of Overall School Results (optional)



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

McCoy High School Capitalized on Two Tech Grants to Improve Student Learning

Grant #1 - Bringing McCoy Into The 21st Century – Skills Canada CTS Grant – “Improving CTS Programming Through Enhancing CTS Equipment and Tools” Using New Technology to Increase Student Engagement, Expand Course Selection, and Improve Student Success.

In June of 2008 McCoy High School was awarded a \$300 000 grant from Skills Canada to upgrade facilities and technology at the school in order to address three important needs:

1. Present equipment, technology, and software at the school were both out of date and not up to industry standards.
2. Program selection, development, and delivery were limited due to the availability of technology and equipment.
3. Student engagement, career development, and student satisfaction of programming choices were negatively affected by the lack of available courses and programs.

Meeting the Needs of Our Students – CTS Gets a Huge Face-lift

To meet the educational, technological, and personal needs of our students at McCoy the following upgrades and additions were made to the different CTS areas of our school

- 1. New Construction and Fabrication Equipment and Tools**
 - a. Programmable (CNC) Computer Numerical Control Router
 - b. Programmable (CNC) Plasma Arc Cutter
 - c. State of the Art Table Saws – with SAW STOP safety technology
- 2. New Communication Technologies Centers**
 - a. State of the Art Macintosh Computer Lab**
 - i. New Mac computers
 - ii. Photo Editing software bundles
 - iii. High quality printing devices
 - b. Photography Studio**
 - i. Class set of high quality digital cameras
 - ii. Studio quality lighting, filters, and screens
 - iii. High quality HD Video Camcorders

Impact on Student Learning

Ultimately new technology, tools, and software must have the goal of improving student success. It is our goal to utilize this new equipment to improve student success in the following ways

1. Provide a new and wider range of programs and CTS modules for students to choose from.
2. Provide advanced course selections for students interested in pursuing a particular CTS program.

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3. Increase student interest and engagement leading to increased learning through a wider range of state of the art technologies and equipment.
 4. Further decrease student drop-out rates and increase retention rates by offering a wider range of interesting CTS modules to choose from.
 5. Graduate students equipped with the necessary skills and experience to succeed in a technologically competitive world.

Grant #2 - Technology and High School Success Project Grant – “Narrowing the Digital Divide”

In February of 2008 McCoy High School was awarded a \$300 000 grant from Alberta Education to increase High School Success through the use of technology in the classroom. The main goal of the project was to improve student learning and success through a plan of

1. Equipping all classrooms with **Smart Board technology** to enhance learning opportunities and experiences through differentiated instruction and lesson delivery.
2. Purchasing several **Senteo Interactive Response Systems** to enhance student understanding and to enhance interactive teaching and learning.
3. Equip the school with a **Wireless Mobile Computer Classroom** (portable laptops) to improve student access to computers and computer courses, and enhance classroom learning opportunities and experiences.
4. Teacher assigned **Laptops** to increase teacher knowledge of technology and to improve the acquisition of learner outcomes through a teaching style supported by technology.

Technical Installation and Support

Even though we experienced some substantial technical delays resulting from the delivery of software, hardware, and trades, the school was almost fully operational by November of 2008. To ensure adequate technical support for the school, a **Technology Support Analyst** was also hired full time to deal with the installation, diagnosing, and correction of any technical issues that may arise.

Professional Development – The Key To Enhancing Learning for Teachers

Since the main goal of this project was to improve student learning through the use of technology, it was important to support teachers with a professional development plan that would address their needs in the areas of **basic operational understanding** of the technology, **progressive growth of skills** in using the technology, and finally, using technology to **improve student learning** through the acquisition of student outcomes. The following is a breakdown of the key areas focused on during our **professional development** in-servicing and workshops

1. **Basic Operational Understanding** – basic “how to” information on the technical part of using the technology.
 - a. **Laptops** – docking, powering of/on, detecting wireless signal, logging on, etc.
 - b. **Wireless Mobile Computer Classroom** – charging the system, battery system, logging on, etc.

2. Progressive Growth of Skills

- a. Beginner, Intermediate, and Advanced level **Smart Board** workshops given by experienced teachers in the division to address the specific needs of teachers.
- b. Beginner, Intermediate, and Advanced level **Senteo Interactive Response System** workshops given by APEX educational consultant.
- c. Using the **Senteo Interactive Response System** to address meeting student learning outcomes – APEX Educational consultant.
- d. **PLC time** for teachers focused on investigating subject specific technology programs, lessons, and internet sites to **enhance student learning outcomes**.
- e. **Support Other Teacher Professional Development** Workshops and Conferences focused on using technology to improve student learning.

School Council reviewed the draft of the Annual Education Results Report for McCoy High School and were given the opportunity for discussion and input.

Class size report can be found at <http://www.mhcbe.ab.ca/cec/class-size/COMMISSION-RECOMMENDATIONS.htm>

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