



Medicine Hat Public School Division

To Learn. To Grow. To Build A Better World.

Crescent Heights High School

Diploma Exam Summary Report

November 2024



Division Comments:

This year marked the third year of reportable data since the 2020-2021 school year. Our data analysis approach includes the 2022/2023, 2023/2024 diploma examination results. The school's 2024 results are compared to the school's 2022 – 2024 3 Year Rolling Average.

It is important to note a couple of key items:

- Provincial data in this report is for the entire school year.
- Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

School Comments:

In our Math and Science classes we are consistently above average in meeting the acceptable standard. We are below the provincial average in excellence which will be a goal for us to improve.

We continue to be very proud of our Math 30-1 marks. We are significantly above the provincial average in the acceptable standards and also above in the excellence category.

Our English program takes pride in staying above the provincial average consistently in the acceptable standard. They continue to work on ways to increase our number of students in the excellence category.

Improving our results in the areas of Social Studies is a focus for Grades 7-12. We are taking a deep dive into the data and current practices to analyze how we can better prepare our students.

DIPLOMA EXAMS

Subject	English Language Arts 30-1									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	83.7	84.2	83.9	81.5	77.6	80.0	85.2	85.9	85.6	+0.3
Excellence	10.5	10.1	10.3	6.2	5.9	6.3	3.7	0.0	1.9	-1.9
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				56.4		48.3		38.9		

Subject	English Language Arts 30-2									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	86.3	85.7	85.9	84.5	87.1	86.1	90.4	86.1	88.2	-2.1
Excellence	12.8	12.9	12.8	4.8	8.6	6.9	7.2	6.3	6.8	-0.5
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				29.5		32.5		40.6		

Subject	MATHEMATICS 30-1									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	71.4	75.4	73.1	82.4	83.1	82.2	87.5	92.0	89.8	+2.2
Excellence	29.2	34.9	32.0	27.2	28.9	28.0	37.5	28.0	32.8	-4.8
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				34.4		19.0		16.6		

Subject	MATHEMATICS 30-2									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	71.4	70.9	71.0	79.3	75.6	77.7	65.5	53.6	59.5	-5.9
Excellence	15.3	15.4	15.3	21.4	11.9	16.4	5.5	1.8	3.6	-1.8
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				25.2		24.4		26.3		

Subject	Biology 30									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	82.9	83.1	82.9	85.9	89.2	87.5	75.0	87.0	81.0	+6.0
Excellence	32.9	33.7	33.2	26.2	32.9	29.1	16.7	30.4	23.6	+6.8
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				41.2		26.4		26.9		

Subject	Chemistry 30									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	80.5	82.9	81.7	83.4	83.4	83.4	83.3	78.8	81.1	-2.3
Excellence	37.1	38.0	37.5	34.3	32.0	33.1	34.8	21.2	28.0	-6.8
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				33.6		24.3		26.3		

Subject	Physics 30									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	82.5	85.1	83.7	84.6	92.3	88.5	73.3	81.3	77.3	+4.0
Excellence	39.8	43.1	41.5	33.3	40.0	36.7	23.3	12.5	17.9	-5.4
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				17.2		10.2		10.3		

Subject	Science 30									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	79.3	81.3	80.3	82.1	78.9	80.5	64.7	75.0	69.9	+5.1
Excellence	23.1	24.6	23.9	16.8	14.8	15.8	0.0	15.6	7.8	+7.8
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				14.1		19.3		14.3		

Subject	Social Studies 30-1									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	83.5	85.2	84.4	80.5	84.2	83.0	60.3	75.0	67.6	+7.4
Excellence	15.9	18.7	17.3	14.4	13.8	13.8	5.1	8.9	7.0	+1.9
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				44.9		35.0		32.6		

Subject	Social Studies 30-2									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	77.9	77.6	77.8	75.1	77.3	76.4	69.0	80.6	74.8	+5.8
Excellence	12.1	12.7	12.5	7.2	8.3	7.8	8.3	6.5	7.4	-0.9
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				38.3		44.5		45.7		

Subject	French Language Arts 30-1									
Standard	Alberta			Med Hat Public			CHHS			
	2023	2024	22-24 Avg	2023	2024	22-24 Avg	2023	2024	22-24 Avg	+/- 22-24 Avg
Acceptable	93.1	95.3	94.2	72.0	77.8	74.9	72.0	77.8	74.9	+2.9
Excellence	6.1	8.6	7.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2024 participation amount by percentage of students: (Alberta: 51,148, MHPD: 569, & CHHS: 175)				Alberta		MHPD		CHHS		
				2.3		3.3		10.9		

English	
Celebrations: - Reading scores are on par with the province - We have a higher number of students achieving Proficient; 100% of our students achieved acceptable, and 20% achieved Excellent	
English 30-2 We did well with our vocabulary- students knew their terms, eg stage directions and literary devices	

• Writing skills- 12% of our 30-2 students reached the standard of excellence in the Presentation category
Items to address: 30-1 • We noticed students are struggling with their writing, specifically in the Thought & Understanding, Supporting Evidence and Form & Structure categories English 30-2 • Students struggled with inferring and finding meaning from context • Some students struggled with nonfiction and poetry texts, persuasive techniques • Questions with multiple quotes were challenging for students
Wonderings: • We noticed that we had 47% of English 30-1 students getting an 'A' as their class mark, but we had no students get an 'A' on their diploma writing so we were thinking that we overspot for students with too many feedback and rewrite opportunities. Perhaps we need to create more authentic test-like situations. • I wonder if more summative, authentic, independent, higher stress situations would more accurately reflect student abilities. • The length of the Shakespearean reading was very long. • 30-2 metaphor analysis and development. • The impact of EAL students who struggle with basic reading and writing and are expected to perform at the same level for diploma exams. Attendance issues.
Social
Celebrations: There are very few students who do not end up with a combined mark that ends with a mark below an acceptable level and are able to meet their graduation requirements. When marks are correlated with attendance rates it is clear that students who attend all achieve an acceptable level or higher.
Items to address:

1. There has been an increasing trend in the discrepancy between the school-based marks that are being awarded in comparison with the averages across the province. At both the -1 and -2 levels we have a significantly higher number of students who are receiving school marks, especially in the -2 stream that are higher than the overall provincial average i.e. 24.6% of students in June scored a 80% or higher compared to 22.6% across the province who did likewise. The number of students who then also score in the honors category on the diploma exam drop significantly (30-2 24.6% down to 6.6% and in 30-1 26.7% down to 6.7%). There would seem to be some evidence to support that our internal level of standards may be too lenient or that students are not putting in sufficient effort on the diploma exam. It should be noted that provincially there was on average in the -2 a 11.3% discrepancy compared to our 18% and in the -1 provincially there was a 19% drop compared to our 20%.
2. There is still a continuing trend that shows a correlation with questions that involved multiple sources or longer readings and our students lack of success in comparison to the provincial standards. On questions where only 1 source was required to answer a question or it was simply a recall level question our students typically did as good or better than the province which seems to indicate one of two things. One, students may lack the ability to make connections or recognize a holistic relationship among multiple sources which is a higher-level thinking skill. This would indicate that more practice with these types of questions needs to be incorporated into the 30-level teaching approach. Or second, that students lack the stamina and will to effectively work through the more demanding questions. There is some anecdotal evidence of this both from the “exit interviews” we conduct with students when they are done the exam and on observations of students doing similar questions in class. We have heard frequently from students that they aren’t willing to read through that much material to answer a question or that they just skim through the material. There is definitely a need to work on complex relationship literacy as well as literacy stamina.
3. There is still a strong correlation between students who attend and don’t attend and their level of success on the exam. Students who have few to no absences are meeting or exceeding provincial standards in most cases while those who do not fail to do so. It is worth noting that most schools across the province do have policies in place in regard to both attendance and achievement levels required to participate on the diploma exam and CHHS does not. This does have a marked effect on our overall averages in comparison to the province.

Wonderings - In looking at specifically the 30-1 results and individual student scores it would appear that we still need to do a better job in streaming students more effectively. There is still a sense that students “need” to take the -1 or that it is somehow better to do so. While for some students this is true for most it isn’t and the -2 stream will meet their post high school academic needs and will result in a higher level of achievement. We might benefit from a more directed approach to helping students at the end of Social 20 make a more informed decision. Running effective blended classes with very precise selection of students may also help in this regard allowing teachers to run a -1 and a -2 class concurrently. This cannot however be simply a mixed course with learning needs that are too diverse to be effective.

There has been some changes at post secondary that are now requiring the -1 level however which means we need to somehow get students who are pursuing those avenues better prepared for the rigor of the -1 classes.

Math 30-2

Celebrations:

- 100% of the class in January and June achieved the acceptable standard or higher on their blended mark. (3/26 students in January and 3/30 students in June achieved Excellence in their blended mark).
- School awarded mark and Blended mark is close to the provincial average for these two categories.

Items to Address:

- Relations and Functions is an area where students score below provincial average. This is an area where more review can be done prior to the diploma exam.

Wonderings:

- How would a change in approach to preparing students for the written portion of the diploma exam improve their scores in this area?

Math 30-1

Celebrations:

- 100% of the class achieved the acceptable standard on their blended mark.
- Class average was the same as the province, but the students scored an average of 3.3% higher than the province on the diploma

Items to Address:

Wonderings:

- Less students achieved the standard of excellence in both the class and the diploma than the province. I wonder if this was a “blip” for the year with this class? Definitely will be looking at results for this year to compare.

Science 30

Celebrations:

- From first semester to second I am improved my standard of excellence (even with a smaller sample from second semester I still had more students in there reach standard of excellence from semester 1)
- 100% of students reached acceptable standards with their blended mark
- Within the physics portions of the program I saw an increase in their score on the diploma from the first semester to the second after implementing some new strategies to work on students math abilities
- I had

Items to Address:

- Having more opportunity to allow students to see the outcomes and learn outcomes of the circulatory system from the biology unit is an area both semesters struggled in
- Outcomes around organic chemistry are getting stronger but there are still areas of of understanding that need to be addressed (connections of chemical structures and naming to environmental issues)

Wonderings:

- How valid are the results when the sample size is small (second semester is smaller than first and failure rates 4 kids per semester failed but the failure rate is double on paper because of the smaller sample size)
- I have slowly been addressing assessments fully linked to outcomes and have not had a chance to do the entire course. I am curious if working towards more assessments that show success criteria and how to reach the outcome if I will see more students move up in the standards of acceptable

Chem 30

Celebrations: 100% of the class achieved the acceptable standard on their blended mark.

School Raw score for Multiple choice was within 3.2 of the province and 1.0 for their Numerical Response.

We are on par with the province when looking at the raw scores for all four units of study.

Items to Address:

Recent international students have been coming from humanity based schools given CHHS has limited humanity based classes these students are being placed into grade 12 Science classes with limited background knowledge and experience and seem to be struggling.

Finding a way to get students to study and see the benefit of attending the study sessions offered.

Acid/Base Equilibrium unit and Electrochemistry are weaker units so looking at these units and how to improve them and possibly bringing in some demos and labs to match up with the application deficiencies we see in our results.

Wonderings:

Why are the number of students taking Chemistry decreasing?

How can we engage students to put in consistent effort on the Chemistry diploma with such large gaps between the last day of classes and the diploma. Diploma study sessions are not well attended and many students say that they have done the math and they can easily get the mark on the diploma they need to be happy. What can we do to help them see the benefits of preparing for this exam?

Are students struggling with the length of the diploma exam given how long it takes to write it in comparison to the length of the unit exams and how long they take to write their unit exams? Are they emotionally and physically exhausted by the end of the exam? Do we need to work on perseverance and rigor in our classroom?

Bio 30

Celebrations:

- Increased Unit 4 diploma marks in both Jan and June, due to more time spent on fleshing out outcomes and making students aware of how to reach those outcomes.
- 100% of students reached Acceptable Standard on their blended mark
- Seen increased understanding of Reproductive unit outcomes. We have increased our scores in that over the past year and half as we noticed it was an area of concern. We are very happy with how students are performing and understanding those concepts now.
- Having a consistent teaching team has allowed for us to address student misconceptions through collaboration and create different learning opportunities for students to better fix their misunderstandings
- Students are given lots of opportunities to solve genetic problems by thinking through the situations and reaching the answer through problem solving, which we see that the students do well in that section of the diploma over the pure memorization areas of the diploma. We are very happy with the active learning and engagement that students are doing in our classrooms.
- We are seeing success in our program and on the diploma with students who struggled with Biology 20.

Items to Address:

- School awarded marks and diploma marks have a 10 percent gap. We believe that our rewrite policy gives students an opportunity to demonstrate growth over time and school based marks are reflective of the student growth.

- Adding in more images of real life cell division (example onion root tip) will help students with the visuals that are found on the diploma

Wonderings:

- Based on Jan to June results, I am wondering how the increased difficulty in certain sections of the June diploma had an effect on overall results or if the province will be taking the feedback into consideration moving forward.
- I am wondering if our blend of the curriculum causes confusion in the diploma because we blend C1/C3 outcomes but the diploma usually blends C1/C2. We believe the connections created in our blend is stronger but students may struggle as the diploma is laid out differently.

Physics 30

Celebrations:

- 100% of students had an acceptable standard on their blended mark
- Our blended mark and diploma mark deviations were lower than the province
- We tried revamping our unit on atomic physics with more diploma style examples and questions, and were close to the provincial average on that unit for the diploma.
- 93.8% for us vs 73.6% for the province on the outcome pertaining to experimental speed of light, which is a very tough concept for students to grasp.

Items to Address:

- Large number of our 80-100% students in the course were significantly below that with their diploma grades.
- Well below the provincial average on Forces and Fields (10.2 vs 8.5 out of 16)
- 18% gap between diploma average and school average score.
 - Talking to many of the students after the diploma, they were mentally checked out at that point, and many chose not to study due to “not needing physics”, grad parties, or were just done with diplomas at that point.
 - Rewrite policy bumping grades too much? We are trying to limit the number to 1 or 2 a semester, where in the past kids have done 3+ rewrites frequently.

Wonderings:

- How can we engage students to put in consistent effort on the physics diploma with such large gaps (normally 10+ days) between the last day of classes and the

diploma. We typically offer study sessions, but they are not as well attended as we would like.

- How can we build resiliency so that finals week is not as stressful for students as it currently is?
- How can we create a rewrite system that rewards changes in learning **long-term** instead of just in the short term?

FLA 30-1

Celebrations:

- 100% of our students achieved acceptable standard (blended mark)
- Within 9% of average marks for province (for both reading and writing)
- School-awarded marks for school vs province were within 2.1-3.9%
- Blended marks for school and for province were the exact same for males (74.6%) and were within 6.5% difference for females
- Many more students achieved a level of satisfactory or higher on the written portion of the diploma than those that achieved below satisfactory
- Traitement du sujet (content) seems to have been the strongest area in our students' writing
- On the reading portion of the exam, school results are 10-16% higher than province for the categories of analysis of characters and relationships, as well as for identifying elements of verisimilitude, suspense, exaggeration, and plot twists.
- Overall well done for "recognizing and identifying" type questions on reading exam

Items to Address:

- Reading scores - Scored the least in "evaluate" type questions
- Reading - scored significantly lower than province for distinguishing essential information from superfluous information
- Scored lowest on questions regarding reacting critically to texts based on the relevance of the information given (This makes sense, given that they had a hard time distinguishing essential info from non-essential info)
- Spelling seems to be a struggle for our students

Wonderings:

- How would a change in approach to preparing students for the written portion of the diploma exam improve their scores in this area?
- How might a change in approach to preparing students for reading comprehension questions that require them to "evaluate" and "react critically" improve their scores in these areas?
- To what extent might a focus on vocabulary building affect students' spelling?

English
Celebrations: Reading Writing
Items to address: Reading Writing
Wonderings:
Social
Celebrations:
Items to Address:
Wonderings:
Math 30-2
Celebrations:
Items to Address:
Wonderings:
Math 30-1
Celebrations:

Items to Address:
Wonderings:
Science 30
Celebrations:
Items to Address:
Wonderings:
Chem 30
Celebrations:
Items to Address:
Wonderings:
Bio 30
Celebrations:
Items to Address:
Wonderings:
French Immersion
Celebrations:
Items to Address:
Wonderings: