

# Springbank Community High School

2010-2011 Annual Report

October 14, 2011



## MESSAGE FROM SCHOOL PRINCIPAL

There is an old axiom that states, "It takes a village to raise a child". In a time where we look to the future, what exactly will that village look like? One of the most fascinating and engaging educational leaders, Sir Ken Robinson states: "The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions." In the future, much like the present, schools will be grounded in meaningful relationships. That is and will always be the cornerstone of any human endeavor. How those relationships are cultivated and how teachers work with students is going to change. Experts say 21st century learning must take place in contexts that "promote interaction and a sense of community [that] enable formal and informal learning." The village of the future will be tied together with digital communication, creativity, and collaboration. The focus will be on seamless integration of knowledge, knowledge building rather than knowledge consumption, information, media, and universal access. It is becoming increasingly evident that the concept of flexibility (time and space) will shift the way education is delivered. With information readily available on the internet, synthesizing knowledge in order to innovate will be the challenge for the future schools. This speaks to the shift in the ways in which we teach students how to think, create, and problem solve. It will be incumbent upon schools to focus not on what is, but rather what could be. Wayne Gretzky said it best, "I don't go where the puck is, I go to where it's going to be". The human mind knows no bounds and we owe it to future generations to ready them for a future none of us can predict.

How is our SCHS village beginning this transformation? The 21st Century Skills Organization (<http://www.21stcenturyskills.org/route21/>) defines 21st century learning environments as, "the support systems that organize the condition in which humans learn best – systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning. Learning environments are the structures, tools, and communities that inspire students and educators to attain the knowledge and skills the 21st century demands of us all". Springbank Community High School is working with this research to build those conditions. In fact, in consultation with parents, students and staff, flexibility of program, space and learning is supported in this community.

Springbank Community High School is a Schooling By Design School that is working toward building the conditions for 21st century learning. We have built a ubiquitous computing environment where students are encouraged to bring computing devices to school. Digital citizenship is cornerstone to the work we do with students. Further, we are working on what flexibility looks like and how we can shape and shift the learning environment. We have several "flex" courses that will be available to students. These courses will be a blend between classroom instruction, flexible work space and time and on-line opportunities. We endeavor to be a collaborative environment where the conditions are present for student future success. Alberta Education defines collaboration as, "setting collective priorities, and incorporating different perspectives. Reflected in the way people commit to working together to meet shared goals". Departments are beginning to share and work together to make learning more engaging for students. It is most evident at the grade 9 level whereby collaboration and cross curricular connections are being explored. Through our work with flexible spaces, we have areas in the school that are conducive to this philosophy. A newly refurbished student centre will be available to students to collaborate in an environment that is technology friendly and comfortable. The grand opening is scheduled for September 2011. Our Learning Commons is another space that is evolving as an area for this kind of learning.

Through our advisory program, which will be launched in the 2011 school year, our goal is to build relationships with and support for students to build the conditions necessary for an environment of collaboration and discussion. The electronic portfolio is cornerstone to our discussions with students. This "portfolio for life" contains a learning profile, goals, a four year plan and a place for students to build and share their best work. In the coming years, we will be working on personalizing the learning for our students. It is also interesting to note that we have more teachers

involved in extra curricular activities with students as it is in those informal relationships between students and teachers that an authentic connection is made.

In order for students to build a solid foundation, connecting to real world examples is important. In fact, it is necessary to learning for all students. At all grade levels we are working hard to bring real world scenarios to the work we do and authentic assessments that support this kind of learning. At the grade 9 level, teachers are focusing on project based learning, cross curricular connections and celebrations of learning. This work is increasing student engagement, increasing resiliency, increasing independence and increasing community involvement.

All of this work has been supported by an increased number of avenues for students to become a part of the decision making. Tell Them from Me, School Survey on 21st Century, Speak Out Alberta and a school initiated facilitative discussion about 21st century environments has led to a deeper understanding of our students, parents, and the larger societal context. Follow the link to view Dr. Heather Fansher's paper on 21st Learning Environments ([Link to PDF](#)).

## SCHOOL PROFILE

### **School Name: Springbank Community High School**

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### **School Profile**

Grade Configuration: 9-12

Student Population: 717

No. of Teachers: 40

No. of Support Staff: 10

## **Foundation Statements**

### **Mission:**

#### ***Springbank Community High School endeavors to prepare students who will:***

- Demonstrate leadership in civic, social and environmental concerns
- Balance academic, athletic and creative endeavors
- Demonstrate a commitment to life-long learning
- Exhibit creative and critical thinking
- Adapt to a continually changing information and media literate world.
- Become respectful and responsible adults
- Be prepared for post-secondary endeavors.
- 

### **Beliefs/Principles**

1. Meaning is essential to learning, hence it is essential to teaching and assessing. Learning goals must make sense to the teacher and to the learner. There must be regular opportunities to see the value of what we are asked to learn, how it relates to past learning and how it will relate to future learning.
2. Successful learning requires metacognition: learning how to reflect, self-assess, and use feedback to self adjust. These metacognitive processes can (and should) be taught explicitly.
3. The complexity of learning requires teachers to draw upon a rich repertoire of teaching and assessing strategies carefully matched to the learning goals.
4. Greater learning depends upon the right blend of challenge and comfort – knowing that success is attainable, and realizing that persistent effort will pay off.
5. To maximize learning, learners need multiple opportunities to practice in risk-free environments, to receive regular and specific feedback related to progress against standards, and timely opportunities to use the feedback to re-do and improve.

### **Beliefs/Principles:**

### **Students:**

Students come first at Springbank Community High School. We strive to meet the “whole” student; helping them to maximize their learning potential. The students at this school are goal oriented, motivated and globally conscious.

**Academic:**

High standards are set for the students and they are encouraged to do their best. Students are encouraged to take a balance between academic and non-academic courses. Parents in this community are extremely supportive of the school and work to assist in their children's academic and social and emotional development.

**Relationships:**

Relationships are key to the success of any school. Springbank Community High School prides itself on forming long-lasting relationships with its students, parents and the larger community. In our Advisories, we are striving to have all SCHS students meaningfully connected to an adult in the building. All certificated staff have an advisory. Students will be with the same teacher for advisory until they graduate. We believe that with the move to more project based learning, positive relationships will extend beyond the school community to include the Springbank/Calgary community and other Rocky View Schools.

**Opportunities:**

Our students often go on to post-secondary education. We recognize the need for career assistance by providing career counseling that caters to the population. Through our Guidance department students are assisted in accessing information on university entrance across North American and Europe. Teachers are also cognizant of the fact that our student population needs to extend their field of vision and strives to provide opportunities for students to travel, participate in charity work and assist those in less fortunate circumstances. Students have access to flexible programming through the school should circumstances warrant it.

**Expectations:**

High expectations are the cornerstone of the school/community culture. Most of our student body has future goals that require hard work, perseverance and on-going focused study. This culture is firmly entrenched in the school and is an expectation of parents.

**Resources:**

The school's resources have been managed well. Further, the community provides for the extra items through the established fundraising arm, "Friends of Springbank Community High School."

**Unique Features of our school include:**

- We promote a 21st Century learning environment that will include a one to one focus in September 2010
- The school culture is one that promotes high academic standards and consistently excels on Provincial Achievement and Diploma Exams
- We offer a variety of courses given the limits of the facility
- We have a strong staff who are very dedicated to student learning
- There is a strong guidance department that has extensive experience with career counseling
- Providing a variety of extra-curricular activities; full contingency of sports teams, drama, band, yearbook, student council, Christian Club, Free the Children, and debate club
- A connection to the "Park for All Seasons" and shares their facility
- A supportive community that provides funding for various initiatives
- A strong support from parents for their children's academic journey
- A high number of students go on to post secondary education in Universities across North America
- Students who are committed to their learning and take their education seriously
- Teachers endeavor to infuse authentic learning experiences in their courses in order to better prepare students for the "real world"
- All certificated staff are advisors and work with a group of students for their entire schooling experience to build relationships and develop their digital portfolio.

- SCHS is a member of the Alberta Flexibility Project.

## **OVERVIEW OF ACHIEVEMENTS**

Springbank Community High School is a flagship school that has, as its core principles, a Schooling By Design philosophy. We have much to be proud of in terms of our accomplishments. We have successfully completed the first year of our computer initiative which has profoundly changed teaching and learning at this school. We offer an excellent program to students and are proud of the results we have achieved in both the Rocky View satisfaction survey and the Accountability Pillar results. In addition to these surveys, Tell them From Me, Speak Out Alberta, The Rocky View Schools Accountability Survey and our own school school review. The analysis of both survey documents is outlined in the accompanying pages. While we have much to be proud of, we also recognize that there are areas for growth. Our objective is to work with the data to improve our school in the 2012-2013 school year. We have a significant number of teachers who are engaging in extra curricular pursuits. From the Arts to humanitarian efforts to athletics, our teachers are connecting to students who share those passions.

(It should be noted that the number of student respondents on the RVS survey improved.)

### **Goal One – Learners have their basic and diverse needs met.**

SCHS continued to focus on a support model that has Universal Design for Learning as its core philosophy. The end goal is, “to provide an accessible, equitable and inclusive environment for all students”. All students, by the end of the 2010-2011 school year had electronic portfolios which tracked their 4 year school plan, goals, and a learning profile.

The physical space for this program also moved to a central location in the building. Now any student, regardless of need can use the space to study, take an assessment in a quiet place, work on an on-line course or get assistance with work.

With respect to the Accountability Pillar Survey results, Springbank Community High School maintained its excellent score with respect to safe and caring. 84% of those surveyed responded positively to this category. In the Program of Studies category, the result stayed steady at 72.4% when compared to last year’s results. Education quality at 85%, Drop out rate was phenomenally low at .4% and our High School completion rate measured at a profoundly high 91.7%.

The Rocky View Schools survey suggests that overall the scores are in the acceptable range and did not change from the previous year. In the Non academic Barriers Recognized and Addressed, the school rose from 75% to 79% approval rate. In Access to Specialized Programming, the percentage also rose. Approval went from 71% to 73%, which suggests a small improvement. However, it is too early to tell whether the strategies implemented with the Learning for All initiative has had the positive effect. Similarly, in the Safe and Caring Learning Community category, 84% of the respondents are in agreement that SCHS provides a safe and caring environment. This is up from last year’s results. In the “Tell Them From Me” survey, our students score themselves either at or above the national norms in most of the social emotional outcomes. For example, 78% of students report positive relationships and sense of belonging. 69% of students report a positive sense of belonging which is similar to the Canadian Norms (70%). They have a positive attitude towards homework and do not see themselves as the kind of student to skip school. They are physically active and are below the national average for smoking. Students at SCHS report they have a high participation rate in sports and clubs. The statistics cited in the Tell Them from Me survey are corroborated by the Speak Out survey results from the Spring of 2011. We still continue to work hard to improve in all areas and it is hoped our ground-breaking changes will improve learning for all.

### **Goal Two – Learners are competent, qualified and dedicated.**

Academically, students at SCHS are successful as learners according to the Alberta Education Accountability Pillar Overall Summary. In all categories, we achieved acceptable to excellent. All categories remained stable from the previous year. SCHS exceeded the Alberta average on all categories. Some noteworthy data is in the Acceptable category for Provincial Achievement Exams (92.5%) and for the Diploma Exam Acceptable category (92.9%) where our students achieved well above the Provincial data. Further, in the category of Excellence, Students at our school achieve well above the province, scoring at 30% for the Achievement exam category and 33.9% When compared to the province, Springbank High stands well above the provincial results. In addition, Participation rates far exceeded the provincial standards by 24%. In the Tell Them From Me student survey, student perceptions of their high academic achievement is commensurate with the results noted in the Achievement/Diploma results. Students at SCHS see

themselves as competent in Language Arts, Math, and Science; well above the National norms (see page 10 of the Tell Them From Me Snapshot #2 for more details).

### **Goal Three – Learners are civic, social and environmental stewards.**

This goal is an important and integral component to the Springbank Community High School community. Teachers have infused concepts into the curricular areas and over 45 students signed up to be a part of “One Village”, the umbrella organization which houses civic, social and environmental activities and endeavors.

According to the Rocky View Accountability Pillar document, and comparing our progress from last year, Springbank Community High School improved on all categories. Our accomplishments are as follows: The school continued the work previously started in the previous year in the areas of civic, social and environmental (One Village). The school hosted an in-school workshop which focused on the continued work students are undertaking. Significant growth in the area of environmental sustainability is to be noted. A student-driven environment week and subsequent fundraising led to the school’s first water fountain with a water bottle filler feature. The universal focus for all of these groups was water and its vital importance to sustainability and health. A delegation of students went to the annual Me to We Conference in Vancouver and completed their work with a trip to Botswana through Habitat for Humanity. Plans are underway to bring Free the Children’s founder, Craig Kielburger to Calgary. As the leader of the Free the Children NGO, his organization has approved a partnership between SCHS and a Girl’s School in Kenya. It is hoped that this partnership will be beneficial for all parties involved, including plans for an exchange of ideas with teachers at both schools.

### **Goal Four – Learning opportunities are distinct, continuous and systematic.**

In the Rocky View survey results, 83% of respondents approved of the types of professional learning opportunities open to them. The three-year average is consistent when compared to the Divisional results. In the area of building leadership capacity, 77% responded positively to the survey.

In the APORI results with respect to drop out rates (.4%), completion rates (91%) and Rutherford Scholarship recipients (79%); SCHS continues to be well above the Provincial standards.

SCHS continued to work on a more seamless transition process with our feeder school. There was an emphasis on making high school seem less scary. Feedback from Banded Peak and Springbank Middle School was very positive. In addition, students and parents reported (anecdotally) the transition was largely successful.

### **Goal Five – Instruction challenges and engages the learner.**

This goal is an area of continued focus for SCHS. It is encouraging to see that the results have increased from last year. 78% of respondents agree that SCHS delivers curriculum in a student-centered manner (up from 74%). 78% agree that instructional practice meets the needs of the 21st century learner (up from 74%). 84% agree that RVS operates as a community of learners (up from 81%). All of this data is relatively stable when compared to last year’s results. Students who filled out the Tell Them from Me survey indicated that 44% of them were intellectually engaged which is at par when compared to the Canadian norms. SCHS continues to use Schooling by Design as the philosophical underpinning of how we work as a school. Further, Universal Design for Learning is the research documentation used for the “Learning for All project”. The school continues to make strides in the area of project-based learning and the use of ubiquitous computing in the 21st century classroom. Because of the work done with respect to the one to one project, the school will be pursuing a relaxation of the 25 hour requirement for credits.

### **Goal Six – Learning environments enable the acquisition of 21st Century skills.**

The results from the Rocky View Accountability Pillar Survey in the following areas have seen a favorable increase previous survey results: Contemporary Technology is Accessible to all Learners increased from 75% to 85%, Budgets are Driven by Three Year Plan Outcomes was stable at 81% and Education Centre Enables 21st Century Learning Environments increased from 76% to 81%. In early 2011, the school embarked upon multiple conversations and data gathering with our students, staff and parents on 21st Century Learning Environments. The report entitled, 21st Century Learning Environments: Building a Better School, 21st Century Learning environments ([Link to PDF](#)) is embraced by our school-community. To quote,

Generally, the commitment to learning any time, any place, and any space was supported by the stakeholders. The idea of giving students a choice and the responsibility for their own learning certainly supports 21st century learning and teaching. As well, both the students and teachers supported the

idea of a 'flex day' offering a time in the schedule to consult with students and teachers or to collaborate on a project or assessment. The Springbank school community also agreed on the need for additional workspaces within the school that offered a flexible function.

## **FUTURE CHALLENGES**

The data indicate that the challenges facing Springbank Community High School in the 2010-2011 school year involve:

1. Enhancing the safe and caring atmosphere of the school in the area of positive sense of belonging.
2. Improving opportunities for stakeholder decision making.
3. Working on improving student value of school outcomes, intellectual engagement and interest/motivation
4. Enhance programming for students at risk
5. Ensuring PL opportunities for staff are focused on the Rocky View Schools Professional Learning Model and key principles.

All of the above areas for improvement are covered in the 2011-2013 School Education Plan.

## **MODIFICATIONS TO SCHOOL EDUCATION Plan**

### **Modification to include a strategy for work preparation**

In order to improve perception of work preparation for our students, guidance and the 21<sup>st</sup> century learning group will ask the question, what does preparing students for life outside of school look like at all grade levels and how can the advisory program strengthen this?



## Appendix A: Rocky View Schools Accountability Pillar

Goal	Outcome	Springbank Community			Rocky View Schools			Measure Evaluation		
		Current	Previous Year	3 Year Average	Current	Previous Year	3 Year Average	Achievement	Improvement	Overall
Goal One: Learners have their basic & diverse needs met	Non Academic Barriers Recognized and Addressed	79%	75%	76%	79%	75%	75%	Intermediate	Not Significant	Acceptable
	Safe and Caring Learning Community	84%	81%	84%	88%	86%	86%	Below	Not Significant	Issue
	Access Specialized Programming	73%	71%	74%	78%	74%	75%	Below	Not Significant	Issue
Goal Two: Learners are competent, qualified & dedicated	Success as 21 <sup>st</sup> Century Learners	86%	81%	85%	89%	87%	88%	Below	Not Significant	Issue
	21 <sup>st</sup> Century Learning Culture	77%	66%	74%	81%	80%	79%	Below	Significant Improvement	Acceptable
Goal Three: Learners are civic, social & environmental stewards	Understanding and Participate in Economic Responsibility	86%	82%	85%	86%	85%	85%	Intermediate	Not Significant	Acceptable
	Work Independently and Collaboratively to Build a Vibrant Community	77%	78%	79%	87%	84%	85%	Below	Not Significant	Issue
	Understand, Practice and Promote the Conservation of Resources	86%	81%	84%	87%	87%	86%	Intermediate	Not Significant	Acceptable
Goal Four: Learning Opportunities are distinct, continuous & systematic	Learning Transitions Are Seamless	77%	76%	78%	84%	83%	83%	Below	Not Significant	Issue
	Professional Learning is Multi-Faceted, Ongoing and Systematic	83%	91%	87%	90%	90%	90%	Below	Not Significant	Issue
	Leadership Capacity is Built Across the Jurisdiction	77%	84%	80%	89%	88%	89%	Below	Not Significant	Issue
Goal Five: Instruction challenges and engages the learner	Curriculum Delivered is Student Centred	74%	71%	73%	81%	78%	78%	Below	Not Significant	Issue
	Instructional Practices meet the Needs of the 21 <sup>st</sup> Century Learner	78%	74%	76%	85%	82%	82%	Below	Not Significant	Issue
	RVS Operates As A Community of Learners	84%	80%	84%	92%	92%	92%	Below	Not Significant	Issue
Goal Six: Learning environments enable the acquisition of 21 <sup>st</sup> Century skills	Contemporary Technology is Accessible to All Learners	85%	75%	79%	85%	81%	81%	Intermediate	Significant Improvement	Good
	Budgets are Driven by Three Year Plan Outcomes	81%	81%	80%	81%	82%	81%	Intermediate	Not Significant	Acceptable
	Education Centre enables 21 <sup>st</sup> Century Learning Environments	81%	76%	73%	82%	80%	79%	Intermediate	Not Significant	Acceptable

## APPENDIX B: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure Category Evaluation	Measure	Springbank Community High Sch			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	83.6	88.5	85.8	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Good	Program of Studies	72.4	76.8	75.4	80.9	80.5	80.1	Low	Maintained	Issue
		Education Quality	85.0	85.8	83.9	89.4	89.2	88.9	Intermediate	Maintained	Acceptable
		Drop Out Rate	0.4	0.9	1.2	4.2	4.3	4.7	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	91.0	91.7	90.5	72.6	71.5	71.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	92.5	90.2	90.1	79.3	79.1	78.0	Very High	Maintained	Excellent
		PAT: Excellence	29.6	27.8	28.5	19.6	19.4	18.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	92.9	94.3	93.9	82.6	83.4	84.0	Very High	Maintained	Excellent
		Diploma: Excellence	33.9	38.2	34.5	18.7	19.0	18.9	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	78.2	80.2	79.8	54.9	53.5	53.5	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	78.6	79.0	80.6	59.6	56.9	57.0	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	76.1	74.7	75.6	59.3	59.8	59.3	Very High	Maintained	Excellent
		Work Preparation	68.8	79.3	76.8	80.1	79.9	79.8	Low	Declined	Issue
		Citizenship	73.9	79.5	75.8	81.9	81.4	79.9	Intermediate	Maintained	Acceptable
Parental Involvement	Acceptable	Parental Involvement	77.2	82.7	78.9	79.9	80.0	79.4	Intermediate	Maintained	Acceptable
Continuous Improvement	Acceptable	School Improvement	75.6	77.3	76.0	80.1	79.9	78.8	Intermediate	Maintained	Acceptable

## APPENDIX C: OVERALL SATISFACTION SURVEY

As part of Alberta Education's Accountability Pillar, each year it institutes a satisfaction survey with parents, students and certificated staff. The chart below reports the overall results (aggregated across respondent groups) for each accountability survey measure over the past five years.

### OVERALL SATISFACTION LEVELS

	2006/07		2007/08		2008/09		2009/10		2010/11		Target 2011/12
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	
	<b>Safe and Caring Schools</b>	87.6	84.2	84.9	85.1	84.1	86.9	88.5	87.6	84	
<b>Program of Studies</b>	75.2	78.5	76.8	79.4	72.6	80.3	76.8	80.5	72.4	80.9	80
<b>Education Quality</b>	87.8	87.6	81.3	88.2	84.5	89.3	85.8	89.2	85	89.4	88
<b>Access to Services</b>	79.3	68.2	78.2	69.2	65.4	70.3	70.7	70.4	67.3	70.9	70
<b>Work Preparation</b>	82.3	77.1	77.7	80.1	73.3	79.6	79.3	79.9	68.8	80.1	75
<b>Citizenship</b>	78.9	76.6	73.9	77.9	73.9	80.3	79.5	81.4	73.9	81.9	80
<b>Parental Involvement</b>	76.5	77.5	79	78.2	75	80.1	82.7	80.0	77.2	79.9	80
<b>School Improvement</b>	74.8	76.3	75	77.0	75.5	79.4	77.3	79.9	75.6	80.1	80
<b>Professional Learning</b>	33.3	78.8	75.6	80.4	50.6	81.5	72.9	83.1	72.4	82.2	80

**Analysis of Satisfaction Survey Results:**

*When comparing overall satisfaction levels, the results show satisfaction of stakeholders remain at a steady level. In a comparison with the Province, the results show stability with the exception of work preparation.*

**Areas of Strength:**

- *Springbank Community High School continues to show overall satisfaction levels that are consistent with the Provincial average*

**Areas for Improvement:**

- *In the area Access to Services, (parent survey) show an area of concern. This is an area of focus with our Learning for All initiative.*
- *Work Preparation is overall an area that all stakeholders are dissatisfied with. It will be an area for discussion with our Guidance Department. Our Advisory program, which includes educational and career exploration, will increase this level of satisfaction over time.*

## APPENDIX D: PROVINCIAL ACHIEVEMENT TEST RESULTS (COHORT)

The chart below shows the Division's results for student achievement at both the "acceptable" standard and the "standard of excellence". The "target" reflects the school's best assessment of future student performance given the five-year trend and any applicable improvement initiative.

### PROVINCIAL RESULTS LANGUAGE ARTS:

	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>L.A. GRADE 9:</b>											
Acceptable Standard:	92.4	77.5	92.7	76.5	89.3	78.7	92.5	79.3	92.5	79.1	93
Standard of Excellence:	20.8	14.8	32.5	14.8	26.4	14.7	31.2	15.0	31.2	16.3	20

### PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12
	School	Prov.	School	Target	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>L.A. GRADE 9 FI:</b>											
Acceptable Standard:	89.5	81.3	87.0	84.5	91.7	81.8	76.5	86.1	100	88.8	90
Standard of Excellence:	5.3	12.9	30.4	12.4	8.3	10.3	5.9	12.4	23.1	15	20

### PROVINCIAL RESULTS MATHEMATICS:

	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12
	School	Prov.	School	Target	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>MATH GRADE 9:</b>											
Acceptable Standard:	89.3	66.3	91.1	65.7	89.3	67.0	na	66.4	n/a	n/a	80
Standard of Excellence:	36.2	18.3	49.7	18.5	45.5	18.6	na	19.8	n/a	n/a	20

### PROVINCIAL RESULTS MATHEMATICS FRENCH IMMERSION:

	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>MATH GRADE 9 FI:</b>											
Acceptable Standard:		84.5		85.3		85.3		85.9			
Standard of Excellence:		26.2		28.9		28.0		26.6			

**PROVINCIAL RESULTS SCIENCE:**

	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>SCIENCE GRADE 9:</b>											
Acceptable Standard:	87.9	69.6	89.6	69.3	88.8	72.2	89.2	73.6	91.4	74.9	92
Standard of Excellence:	20.2	14.7	25.5	13.0	32.6	15.8	26.3	17.7	28.9	20.8	30

**PROVINCIAL RESULTS SCIENCE FRENCH IMMERSION:**

	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12
	School	Prov.	School	Target	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>SCIENCE GR. 9 FI:</b>											
Acceptable Standard:		82.7		84.1		83.4		84.5			
Standard of Excellence:		15.9		14.8		15.8		17.3			

**PROVINCIAL RESULTS SOCIAL STUDIES:**

	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12
	School	Prov.	School	Target	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>SOCIAL GRADE 9:</b>											
Acceptable Standard:	N/A	N/A	N/A	N/A	N/A	N/A	88.2	68.9	86.6	67.2	90
Standard of Excellence:	N/A	N/A	N/A	N/A	N/A	N/A	31.2	18.8	25.6	19	20

**PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:**

	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12
	School	Prov.	School	Target	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>SOCIAL GRADE 9 FI:</b>											
Acceptable Standard:		83.2		82.6		89.2	93.8	83.1	n/a		
Standard of Excellence:		14.5		14.2		21.1	18.3	18.3	n/a		

## Analysis of Cohort Provincial Achievement Results:

Subject Area	Areas of Strength	Areas for Improvement
<b>Language Arts</b>	<ul style="list-style-type: none"> <li>• Writing: both the personal narrative and the functional writing</li> <li>• Reading comprehension is consistent in all categories</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Comprehension: Narrative/Poetic Cartoons and associated meaning.</li> <li>• identify those students who did poorly – close to or below the cut score – and provide some support in their 10<sup>th</sup> year.</li> <li>• Understanding of reading comprehension/multiple choice exams</li> <li>• Mastery of concepts earlier</li> <li>• Attention to detail</li> <li>• Block time spent on each unit and establish how much time is being spent on reading, writing, discussion and major assignments.</li> <li>• Strategies for clusters to assist specific groups</li> </ul>
<b>French Language Arts</b> (limited enrollment may skew validity of results)	<ul style="list-style-type: none"> <li>• All students achieved acceptable standard</li> <li>• Nearly one quarter of our students achieved the standard of excellence (substantially more than the province)</li> </ul>	<ul style="list-style-type: none"> <li>• Although the total exam mark was 5% above provincial average, with both strong reading and writing scores, our student achievement in the writing category was minimally lower</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• High participation ratio (97.8%)</li> <li>• Greatly exceeded provincial standards in both Acceptable and Excellence</li> <li>• School average exceeded provincial average by 10% or more in 28/50 instances</li> <li>• School average exceeded provincial average by 5% or more in 45/50 instances.</li> <li>• No single question was below provincial average</li> <li>• No significant gender differential</li> </ul>	<ul style="list-style-type: none"> <li>• Solving linear inequalities</li> <li>• Represent and solve money problems using linear equations</li> <li>• Geometry: polygons, difference in surface area</li> <li>• Identify the 12 questions that our school scored &lt;70% on and target them for improvement.</li> <li>• Identify those students that did poorly – close to or below the cut score – and provide some support in their 10<sup>th</sup> year.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Exceeded provincial standards in both Acceptable and Excellence</li> <li>• Biology and Environmental Chemistry units</li> </ul>	<ul style="list-style-type: none"> <li>• Examine strategies and plans in the topics of Biological Diversity and Matter and Chemical Change.</li> <li>• Item analysis identifies various skills in Biological Diversity, Matter and Chemical Change, and Environmental Chemistry.</li> <li>• Item analysis has identified several knowledge based questions in Space Exploration topic.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Scored significantly above provincial average on 58% of the questions and significantly below provincial average on only 8%.</li> <li>• Above provincial average in all categories of questions, significantly above in two categories.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who do not meet the criteria for Acceptable Standard and fallen to the Below Acceptable range.</li> </ul>
<b>Social Studies French Immersion</b>	<ul style="list-style-type: none"> <li>• Exceeded provincial standards in both Acceptable and Excellence.</li> <li>• Strengths in the following topics: Political and Judicial System; Consumerism; Quality of Life; and Political Decision Making.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen cumulative interpretation of sources.</li> </ul>

## APPENDIX E: PROVINCIAL ACHIEVEMENT TEST PARTICIPATION RATES

The chart below shows the number of students participating in provincial achievement tests over the past five years.

<b>GRADE 9 PARTICIPATION RATES:</b>											
	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
<b>L.A.:</b>	97.0	87.9	96.9	87.7	92.1	89.7	96.2	89.8	95.7	88.9	95
<b>L.A. F.I.:</b>	100.0	93.7	100.0	96.8	100.0	95.2	94.1	98.0	100	97	100
<b>MATH:</b>	97.4	88.0	97.4	88.0	95.5	89.8	n/a	86.8	97.8	89.5	98
<b>MATH FI:</b>		98.3		98.1		98.3		98.3	n/a	n/a	
<b>SCIENCE:</b>	97.5	88.8	97.4	89.0	94.4	90.5	98.4	90.4	97.9	90	95
<b>SCIENCE FI</b>		98.5		98.4		98.5		98.7	n/a	n/a	
<b>SOCIAL:</b>	n/a	N/A	n/a	N/A	n/a	N/A	98.4	90.2	96.3	88.8	95
<b>SOCIAL FI:</b>		98.2		98.2		98.2	100.0	98.5	n/a	n/a	100

### Analysis of Provincial Achievement Participation Rates:

*Springbank High continues to have high participation rates when compared to previous years results and to the Provincial average.*

### Areas of Strength:

Students at Springbank High participate in the writing of the achievement exams in all subject areas.

### Areas for Improvement:

Maintain the high participation rates.

## APPENDIX F: GRADE 12 DIPLOMA MARKS

The charts below show Rocky View's student achievement levels at both the "acceptable standard" and the "standard of excellence" based on students' diploma mark. The participation rate represents the percentage of students who wrote the exam compared to the total number of students in their third year of senior high programming. The "target" reflects the school's best assessment of future student performance given the five-year trend and any applicable improvement initiative.

### GRADE 12 DIPLOMA RESULTS:

	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12 School Target
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>ENGLISH 30-1</b>											
Acceptable Standard:	97.3	87.7	94.3	87.1	94.7	86.1	97.2	85.1	96.8	84.4	97
Standard of Excellence:	38.5	19.0	17.6	15.5	20.6	12.3	21.0	10.1	19.7	10	20
Participation Rate:	83.6	59.8	85.3	59.1	86.5	59.8	86.5	59.9	76.7	54.5	80
<b>ENGLISH 30-2</b>											
Acceptable Standard:	89.5	88.7	92.3	88.9	100.0	88.2	100.0	88.8	96.6	88.6	97
Standard of Excellence:	31.6	9.7	30.8	8.8	13.3	8.5	20.7	9.8	13.8	9.1	10
Participation Rate:	10.9	26.1	6.8	26.8	8.3	27.5	8.3	28.1	16.4	25.1	25
<b>FRENCH LA 30</b>											
Acceptable Standard:	n/a	95.6	n/a	94.9	100.00	95.1	100.0	93.7	80	95.3	85
Standard of Excellence:	n/a	23.1	n/a	24.5	33.3	18.9	12.5	16.3	20	14.3	20
Participation Rate:	n/a	2.9	n/a	2.9	6.7	3.0	6.7	3.2	3.7	2.9	4
<b>SOCIAL 30-1</b>											
Acceptable Standard:	n/a	N/A	n/a	N/A	n/a	N/A	88.7	84.5	94.8	82.8	95
Standard of Excellence:	n/a	N/A	n/a	N/A	n/a	N/A	23.9	16.1	25.8	14.9	20
Participation Rate:	74.9	N/A	73.2	N/A	78.8	N/A	n/a	49.8	70.3	45.7	70
<b>SOCIAL 30-2</b>											
Acceptable Standard:	n/a	N/A	n/a	N/A	n/a	N/A	91.7	85.0	97.1	85.6	95
Standard of Excellence:	n/a	N/A	n/a	N/A	n/a	N/A	33.3	13.7	17.6	15.9	20
Participation Rate:	19.7	N/A	18.4	N/A	16.6	N/A	n/a	30.4	19.6	27.4	20
<b>PURE MATH</b>											
Acceptable Standard:	93.8	81.1	90.8	81.3	94.9	82.1	95.9	82.9	93.9	81	90
Standard of Excellence:	49.6	24.6	40.5	25.8	42.7	26.3	56.6	29.7	53	28.7	30
Participation Rate:	74.9	46.4	71.6	45.9	74.6	45.8	n/a	45.9	68.3	41.4	50
<b>APPLIED MATH</b>											
Acceptable Standard:	92.3	77.6	80.0	76.4	96.4	79.4	80.00	77.3	75.8	74.3	80
Standard of Excellence:	11.5	12.1	10.0	10.7	7.1	13.5	5.7	12.6	3	9.8	10
Participation Rate:	12.0	21.5	12.1	21.3	14.5	22.0	n/a	21.8	19	19.7	20
<b>BIOLOGY 30</b>											
Acceptable Standard:	97.1	83.5	92.1	82.3	95.7	83.0	91.5	81.4	92	81.9	90
Standard of Excellence:	46.1	27.4	46.4	26.3	46.6	26.6	50.8	28.1	44.9	29.8	30
Participation Rate:	56.8	43.9	65.8	43.3	65.3	44.3	n/a	45.3	63.5	41.2	65
<b>CHEMISTRY 30</b>											
Acceptable Standard:	n/a	N/A	n/a	N/A	96.7	76.3	92.8	79.0	92.7	71.1	90
Standard of Excellence:	n/a	N/A	n/a	N/A	51.1	27.7	59.0	29.9	51	27.7	30
Participation Rate:	48.1	N/A	46.8	N/A	24.1	33.3	n/a	39.1	41.8	35.2	40
<b>PHYSICS 30</b>											
Acceptable Standard:	n/a	N/A	n/a	N/A	96.6	79.3	94.5	73.9	94.8	76.7	90
Standard of Excellence:	n/a	N/A	n/a	N/A	37.1	23.1	39.7	20.3	55	27.7	30
Participation Rate:	43.2	N/A	43.2	N/A	22.3	19.8	43.5	22.3	37.6	20	40
<b>SCIENCE 30</b>											
Acceptable Standard:		87.1		88.6		86.0		80.1			85



Standard of Excellence:		18.0		21.6		20.9		22.8			20
Participation Rate:		7.7		8.3		9.3		10.1			10

## Analysis of Diploma Exam Results:

Subject Area	Areas of Strength	Areas for Improvement
<b>English 30-1 and 30-2</b>	<ul style="list-style-type: none"> <li>diploma exam mark is significantly above province in both acceptable standard and standard of excellence</li> <li>reading -- +6 Every category is above provincial average</li> <li>writing – Our strengths lie, as they traditionally have, in Matters of Choice and Correctness. +8</li> <li>High participation rates</li> </ul>	<ul style="list-style-type: none"> <li>emphasize the intellectual and emotional responses to literature as opposed to the technical aspects of expression</li> <li>reduce exam anxiety – stress metacognition and discuss ways in which they might reduce their anxiety</li> <li>reduce the weight of exams in our courses</li> </ul>
<b>French LA 30</b> (limited enrollment may skew validity of results)	<ul style="list-style-type: none"> <li>All students achieved acceptable standard</li> <li>Nearly half of our students achieved the standard of excellence (which is nearly double that of the province)</li> </ul>	<ul style="list-style-type: none"> <li>While written scores were slightly higher than the provincial average, the reading score was marginally lower.</li> <li>Given the volatility of date given the small cohort size mentioned above, emphasis should be placed on individual analysis vs. collective analysis.</li> <li>There is a dissonance between the school-assigned mark for writing as opposed to the provincially awarded mark. This could be due to the differences in pedagogical practice (ie. the revision and editing process in class vs. the scoring of the first attempt in the case of provincial exams).</li> </ul>
<b>Social 30-1</b>	<p>Students were above provincial average in regard to:</p> <ul style="list-style-type: none"> <li>all four related issues on the multiple choice</li> <li>both categories of m.c. questions</li> <li>both the multiple choice and written response components</li> </ul> <ul style="list-style-type: none"> <li>High participation rates</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of sources</li> <li>Examine multiple choice questions to determine if there are specific areas of instruction that need to be improved.</li> <li>The department will continue to focus on assessment, with emphasis being placed on project based learning to help students master the curriculum within all of their Social courses.</li> </ul>
<b>Social 30-2</b>	<p>Students were above provincial average in regard to:</p> <ul style="list-style-type: none"> <li>all four related issues on the multiple choice</li> <li>both categories of m.c. questions</li> <li>both the multiple choice and written response components</li> <li>Above provincial average in almost all categories on the written component.</li> </ul>	<ul style="list-style-type: none"> <li>Work toward getting more students to the standard of excellence category</li> <li>The department will continue to focus on assessment, with emphasis being placed on project based learning to help students master the curriculum within all of their Social courses.</li> </ul>
<b>Pure Math</b>	<ul style="list-style-type: none"> <li>55.1% of our students achieved standard of excellence as compared to the provincial average of 28.1%</li> <li>Cumulatively scored higher than provincial average on all but 1 item (note – individually the numbers are 2 items and 3 items)</li> <li>High participation rates</li> </ul>	<ul style="list-style-type: none"> <li>Conic sections / transformations were the lowest scored items vs. province</li> </ul>
<b>Applied Math</b>	<ul style="list-style-type: none"> <li>Slightly above the provincial average in acceptable standard</li> <li>Matrices unit was done well</li> </ul>	<ul style="list-style-type: none"> <li>More focus on the Finance section of the curriculum</li> </ul>
<b>Biology 30</b>	<ul style="list-style-type: none"> <li>Exceeded provincial standards in both Acceptable and Excellence.</li> <li>When compared to school awarded marks, the discrepancy value was marginal.</li> <li>High participation rates</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement new in-class learning strategies to improve abilities to apply, analyze and synthesize whole concepts.</li> <li>Continue to develop an inquiry approach to multivariable problems in a collaborative setting.</li> <li>Explore assessment strategies appropriate for inquiry approach to learning.</li> </ul>
<b>Chemistry 30</b>	<ul style="list-style-type: none"> <li>Exceeded provincial standards in both Acceptable and Excellence.</li> <li>When compared to school awarded marks, the discrepancy value was marginal.</li> <li>High participation rates</li> </ul>	<ul style="list-style-type: none"> <li>Work on a balanced source assessment incorporating a variety of methods including assignments, labs, quizzes, exams, projects and critical thinking exercises.</li> <li>Increase opportunities for embedded real-life scenarios.</li> </ul>
<b>Physics 30</b>	<ul style="list-style-type: none"> <li>Exceeded provincial standards in both Acceptable and Excellence.</li> <li>High participation rates</li> </ul>	<ul style="list-style-type: none"> <li>Continue to show applications of concepts and to place problem-solving questions into a context.</li> <li>Develop in students the ability to apply of understanding to new situations.</li> <li>Increase opportunities for embedded real-life scenarios.</li> </ul>

**French Social Studies**

(limited enrollment may skew validity of results)

- Students performed significantly above provincial average on more questions in the multiple choice portion
- Students did well on the written component of the exam
- Written portion of the Exam
- Continue participating in the Diploma marking at a Provincial level
- Participation in standard setting

## APPENDIX E: PARTICIPATION RATE

The chart below illustrates the number of students writing four or more diploma exams within three years of entering Grade 10.

PARTICIPATION RATE:											
	2005/06		2006/07		2007/08		2008/09		2009/10		2010/11
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>Participation Rate</b>	75	53.7	78.1	53.6	81.1	53.3	80.2	53.5	80	53.9	80

Analysis of Participation Rate:

- *The school continues to show impressive results in the area of participation rates. Springbank Community High School students write diploma exams 16% higher than the provincial average*

Areas of Strength:

- *The vast majority of Springbank Community High School students write diploma exams within three years of entering grade 10*

Areas for Improvement:

- *Encourage all students to achieve to the best of their ability.*

## APPENDIX F: DROP OUT RATE

The chart below illustrates the number of students who do not complete high school, after entering grade 10.

DROP-OUT RATE:											
	2005/06		2006/07		2007/08		2008/09		2009/10		2010/11
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>Drop-Out Rate</b>	1.5	4.7	1.3	5.0	1.3	4.8	.9	4.3	.4	4.2	.5

Analysis of Drop-Out Rate:

- *Compared to the Provincial numbers, Springbank Community High School's results continue to be at a higher standard. When compared to the 2009-2012 school targets, it exceeded expectations*

Areas of Strength:

- *The school continues to produce excellent results with respect to keeping students in school*

Areas for Improvement:

- *While we recognize that most of our students stay in school, our goal is to always identify and work with students at risk of not graduating.*

## APPENDIX G: HIGH SCHOOL COMPLETION

The chart below illustrates the number of students graduating from high school within three, four and five years of entering grade 10.

HIGH SCHOOL COMPLETION RATE:											
	2005/06		2006/07		2007/08		2008/09		2009/10		2010/11 Target
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>Three Years</b>	87.4	70.6	91.2	71.1	88.7	70.8	91.7	71.5	90.5	71.6	90
<b>Four Years</b>	92.5	76.1	92.8	76.1	93.3	76.3	93	76.1	94.1	76.5	95
<b>Five Years</b>	90.6	78.1	93.3	78.9	95	78.7	94.5	79.0	95	78.9	95

Analysis of High School Completion Rate:  
Springbank High continues to show strong results in this category

Areas of Strength:

- *The results continue to show strength*

Areas for Improvement:

- *We will continue to work hard to keep our students on track and focused on graduating.*

## APPENDIX H: TRANSITION RATE

The chart below illustrates the number of students pursuing post secondary training within four and six years of leaving the jurisdiction.

TRANSITION RATE:											
	2005/06		2006/07		2007/08		2008/09		2009/10		2010/11 Target
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>Four Years</b>	56.4	37.7	50.5	38.7	59.0	38.9	56.1	37.5	44.4	37.8	45
<b>Six Years</b>	73.4	58.1	74.2	58.8	77.8	59.2	74.7	59.8	76.1	59.3	75

Analysis of Transition Rate:

*When a comparison is done with the previous results, they show a steady profile. In addition, we continue to score significantly above the province.*

Areas of Strength:

- *In this category, we demonstrate excellence when compared to the provincial stats*

Areas for Improvement:

- *We will continue to expand our Learning for all program. Electronic portfolios have been implemented.*

## APPENDIX I: RUTHERFORD SCHOLARSHIP

Each year, the Rutherford Scholarship is awarded to high school students, who attain 80 percent or better in five core subjects. The table below reports the percentage of students earning the scholarship over a five year period.

RUTHERFORD SCHOLARSHIP:											
	2005/06		2006/07		2007/08		2008/09		2009/10		2010/11
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.	Target
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	
<b>Recipients</b>	75	56.1	78.5	56.8	84.3	57.3	79	56.9	79	59.6	80

### Analysis of Rutherford Scholarship:

- *A large number of Springbank High students continue to earn the Rutherford Scholarships. When compared to past results, we held steady. When compared to the province, we scored 20% above the provincial average*

### Areas of Strength:

- *Clearly, our students earn scholarships and strive to do their best*

### Areas for Improvement:

- *Maintain this area of strength*

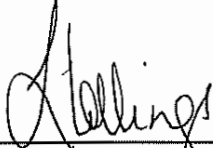
# ANNUAL RESULTS REPORT (2010/11) APPROVAL FORM

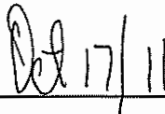
Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

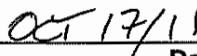
	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	Sept / Oct / 2011
School Council	<input checked="" type="checkbox"/>	Oct 19 / 2011

I, (*Principal*), certify that the proposed School Annual Report was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

  
\_\_\_\_\_  
Principal Signature

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
School Council Chair Signature

  
\_\_\_\_\_  
Date

Subject to monitoring and review, I approve in principle the proposed School Annual Report based on the certification above.

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date