

Springbank Community High School

2011-2012 Annual Report



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MESSAGE FROM SCHOOL PRINCIPAL:

The on-going use of data to celebrate the successes, note the trends and inform the decisions of the school should be organic; an on-going pulse check. How are we doing? Where are we going? Are we going in the right direction? Are we focusing on the right path? Data is only impactful if it is shared and those who gave the data know it made a difference to the direction of the organization. Sharing with the students, parents and teachers who willingly take these surveys is the only way for those stakeholders to be on board with the direction taken. They need to hear, “we are heard” and it is our moral imperative to listen to the voices and make the necessary changes in a thoughtful and impactful way. Through traditional means, i.e. the Newsletter, and more creative ways, i.e. Twitter, Facebook, Website, Advisory we have responded and published Springbank High’s direction and how it relates to the data we collect.

Dr. Sharon Friesen and Dr. Jennifer Lock (August 20, 2011, Personal Communication) talk about data and the use of it in the following way:

- Identify where you need to be (What does success look like?)
- Identify two items from a leadership perspective to address the gap
- Identify the evidence to show the degree of success

This view of data points in the direction of the process and its fluidity and how organic it is in nature. It also implies that the gathering, analyzing, and action phases are part of an on-going evaluation of the school, i.e. it is a part of the every day ebb and flow of the organization. In other words, measuring “how are we doing” is best used when the life cycle of gathering, interpreting and action is organic in nature.

Through the philosophy of Schooling by Design, Springbank Community High views data as a way to chart trend, note discrepancies and make informed decisions about what’s next. “We can have access to a lot of data but this extraordinary data only have some value when we are able to assign some sense.” (Jose Baldaia, April 9, 2012, Creativity Knowledge) Additionally, in order for information we collect to be meaningful, the core philosophy must be the depersonalization of the data. In other words, we must remember that it isn’t personal. As a matter of fact, the most effective use of data is when it is viewed with a depersonalized lens. (Wiggins and McTighe, Schooling by Design). Further, data is only beneficial when it directly impacts the learning environment. The only way it positively affects the learning environment is when it is gathered and analyzed by teachers with other teachers in a non-judgmental, open and supportive environment. It is only then that a plan for improvement can be forged. The fact that one person is responsible for the perceived successes and conversely the failure is an antiquated way of viewing the purpose of it. A more progressive way of thinking about it is it points more to the fact that ownership is of the collective and the solution is, in turn, the ownership of the collective. When it is imbedded into the culture of the school/community, profound change can and will occur.

It is no surprise that the results Springbank Community High earn on Diploma and Achievement exams alone are extremely positive. Baldaia (2012) goes on to caution data analyzers to look at data from a creative perspective or else it may become a way to continue in a traditional model. Connecting this statement to Springbank High, if Achievement and Diploma data was the only view we had on our school, we would have stayed at status quo. We would have missed many other important aspects to our learning environment. What is also important to note is that data can also have us chasing bits and pieces of information without thinking about the big picture. It must be viewed holistically and plans for improvement must also be holistic. At Springbank Community High School we value all of the data available to us. In fact, without it, we might have gone in a different direction. The information provided through the various data gathering mechanisms has given us multiple perspectives/views in multi-faced forms. While we value and appreciate the positive results, we have also taken a hard look at things like, student engagement versus

compliance, a more responsive model that looks at the student as the center of the learning and curriculum as the vehicle, anxiety and stress levels of our high school students, bullying, and so on. Changes made to the learning environment that have benefitted our students: creation of a one-to-one ubiquitous learning environment, creating the conditions for flexibility, the implementation of project-based learning, regular Exhibition of Learning evenings, the elimination of parent/teacher interviews in favor of a more responsive model, the focus on work preparation, establishing more opportunities for student leadership and a comprehensive advisory program. Our parents told us we needed to spend more time and energy on preparing students to access scholarships and prepare them to apply to Post Secondary. We responded by looking at the big picture, looking at what we could do to kick this up a notch and implemented. Simply put, we holistically focused on our students and building a more responsive model for learning through the rich repertoire of information available. We can establish a baseline, create an action plan, focus on a plan of implementation and chart our successes. But probably the most compelling reason data is a vehicle for change is that there is proof that change needs to occur.

One of the most compelling trends for Springbank High is teacher participation in the analyzing of data. It is successful in three ways; it helps students to do better and it compels the teacher to make changes to their practice based on more than just intuition or perception. Further, when teachers begin to imbed data gathering into their practice, the student voice has become an important one. Teachers therefore make incremental changes throughout the semester. The changes are not huge, but when regular feedback is imbedded into the classroom cycle, those small changes add up to big shifts in practice and thinking both for the student and the teacher. Students report they have been heard and get what it is they need. Teachers note the following: they know their students better and respond to what they need before it becomes an issue. When a request for student perception is given and they give their time to the survey/perception check, they trust it is working towards the betterment of their learning environment. There is nothing like knowing you are heard and your feedback is important and valued. Last year, Springbank Community High School implemented regular feedback from students into the every day workings of the classroom. Questions that were asked related to engagement in that particular class with that teacher. Other questions related to rigor, effort and whether they felt they were taking the curriculum to “transfer”, the optimum state of learning. The information was extremely valuable. Why? Because it related directly to that classroom and the teacher was able to tweak, discuss and assist students immediately. Steven Covey would call this a “lead measure” and it has the most impact to improving the current conditions.

The concept of how we use data and information to assist us in the transformation of education is evolving. In order for information/data to be impactful to the learning environment it must be imbedded into the culture of the organization. Multiple snapshots at multiple times is a preferred state. To analyze data once a year is a good start, however, it gives the false impression that it is only valuable once. At Springbank Community High School, we are looking at ways to use data on an on-going basis where the impact of improvement should be felt; at the classroom with the learner and the teacher. For further information, Springbank High's data gathering plan, timelines, and evaluations proposed are in the “Personalized Learning/Personalized Communication” document linked [here](#). We have much to be proud of as a school/community. Building a different learning environment was a huge step for this community. The school has a long and proud history of successful Diploma and Achievement exam results. This community could have said, “why change”? However, they saw the compelling need to transform this school and to be a leader in innovative practice. What is most interesting is the fact that, while this change has occurred, Diploma and Achievement exam results have been just as strong, if not stronger than years past. Changes can occur without sacrifice.

SCHOOL PROFILE

School Name:

Principal: Leslie Collings, MEd.

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Phone: 403-246-4771

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Email: springcm@rockyview.ab.ca

Website: <http://springhs.rockyview.ab.ca>

School Profile:

Grade Configuration: 9-12

Student Population: 695

No. of Teachers: 36

No. of Support Staff: 9

Foundation Statements:

Mission/Vision:

Springbank Community High School endeavours to prepare students who will:

- Demonstrate leadership in civic, social and environmental concerns
- Balance academic, athletic and creative endeavours
- 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 endeavours

Beliefs/Principles:

- 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.
- 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.
- The complexity of learning requires teachers to draw upon a rich repertoire of teaching and assessing strategies carefully matched to the learning goals.
- Greater learning depends upon the right blend of challenge and comfort – knowing that success is attainable, and realizing that persistent effort will pay off.
- 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.

Motto:

“Reaching New Heights”

Students:

Students come first at Springbank Community High School. We strive to meet the “whole” student; helping them to maximize their learning potential through the development of 21st Century learning skills. Through a comprehensive Advisory program, students are tracked by at least one adult throughout their schooling at SCHS.

Academic:

High standards are set for the students and they are encouraged to do their best. Students are encouraged to achieve 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. The school is striving towards a personalized learning environment in a ubiquitous computing environment. Project-based learning is the ideal.

Relationships:

Relationships are key to the success of any school. In the 2011-2012 year, Springbank High instituted an Advisory program. Its mission is to have a caring teacher tracking students from grade 9 - 12. Also included in the advisory mandate is to communicate important information and skills to students and ready them for the next phase of their lives. Included in advisory is the E-Portfolio. The Student Support Centre is a "Learning for All" centre that works with all students who need an alternative work space. From re-taking tests to working on-line, this centre is for any learner at any time of the school day. This philosophy encourages students to engage in positive relationships with school personnel, their community and their world. We continue to welcome our graduates back to the school through our Annual Homecoming event. Various other initiatives have spawned from the passion that comes from collaborative work between teacher and student leaders.

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 and Advisory program, students are assisted in accessing information on university entrance across North America and Europe. In order to broaden our students' perspective, our teachers provide opportunities for students to travel, participate in charity work and assist those in less fortunate circumstances. Further, with the One to One environment, the opportunities for collaboration, content creation, and alternative ways to demonstrate their understanding in multiple ways. As a part of the Alberta Flexibility Project, students are encouraged to make choices about their learning. Starting next year, many courses will be naturally flexed and project-based.

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. Further, students are given multiple opportunities for leadership. Students enjoy a flexible environment and are expected to make good choices.

Resources:

This school has full access to technology through the use of student owned devices, which creates a rich learning environment. The school's resources have been managed well and the staff is currently developing more ways to creatively offer flexibility in course offerings. Further, the community provides for the extra items through the fundraising arm, "Friends of Springbank Community High School."

Unique Features of our school include:

- Working towards a personalized learning environment
- Advisory at all grades - promotes relationship building
- E-portfolios that can be used post-graduation
- Promotion of a 21st Century learning environment that includes a one to one focus

- The school culture is one that promotes high academic standards and consistently excels on Provincial Achievement and Diploma Exams
- Project-based learning focus
- 21st century assessment practices in a flexible and student centered environment
- Course offerings in the optional programs are of a variety
- We have the ability to offer flexibility of programming for all students
- We have a staff who are dedicated to student learning and are experts in their field\
- We have a strong guidance department that has extensive experience with access to career counseling
- Our students have multiple opportunities to travel abroad
- Our French and Spanish departments offer opportunities for language exchanges
- We provide a variety of extra-curricular activities including a full sports program, drama, band, yearbook,, One Village charity, Leadership, Outdoor Club
- A connection to the “Park for All Seasons” and “Callaway Park” and share 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 and Europe
- Students who are committed to their learning and take their education seriously

Quotes from Parent Advocates

We chose to live in Springbank based on the importance of academics at the schools. All four of our children have attended/are attending the Springbank Community High School and the excellence of the teaching staff, the community spirit and encouragement of parental involvement have made our choice the right one for our family. All of our children have gained preparedness for the rigours of university and have been supported both academically and emotionally for life after graduation. Springbank High school provides a nurturing environment that readies students to thinking of themselves fitting into the bigger picture of local and global communities. At Springbank High, the focus is on turning out young adults as holistic individuals with exposure to the arts, volunteerism, student government, sports and advanced academic courses. (Laurel)

Springbank Community High School is a great environment for students where they can discover their strengths and passions, then develop a unique learning plan which helps them move towards their future goals. While Springbank has always been known as a top academic school in Alberta, with the introduction of one-to-one computing and a 21st Century learning environment, the school is successfully preparing students who will thrive in the new economy. (Lisa)

How do we define success for our students?

At SCHS, we measure success by our Mission and learning principles. We also measure it in the acquisition of 21st Century skills and students who are balanced in academic and other endeavors. We also measure success in quantitative ways, such as the number of students who go on to other post-secondary endeavours, drop-out rate, how well our students do on Provincial exams and finally, on satisfaction surveys.

What makes our school good and how do we know?

We use a combination of quantitative and qualitative research to measure our success and improvements. APORI, SCHOLLE, Tell Them From Me, school-based qualitative surveys, and one to one conversations provide us with information to assist in improvement. We consistently score high in our satisfaction rates. Our dropout rate is one of the lowest in Alberta. A large number of our students go on to post-secondary education. A healthy number of students receive the Rutherford and other scholarships. Additionally, our school is an educational institution of choice for out of boundary students.

With our innovative approach to teaching and learning, we have been fortunate to have been asked to provide advice and direction to other schools that are looking to become a ubiquitous computing environment.

OVERVIEW OF ACHIEVEMENTS

Springbank Community High School is a flagship school that has, as its core principles, a Schooling By Design/Universal Learning Environment philosophy. We have much to be proud of in terms of our accomplishments. We have successfully completed the second year of our ubiquitous computing initiative that has profoundly changed teaching and learning at this school. Additionally, we are also an Alberta Flexibility School. Simply put, we offer flexibility to our students in a variety of ways. We offer an excellent program to students and are proud of the results we achieved in the Rocky View Satisfaction Survey, Tell Them From Me Survey, the Alberta Education Accountability Pillar results, and our own school data. The analysis of 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.

Goal One – Learners have their individual needs met.

During the 2011-2012 school year, Springbank Community High School continued to focus on a support model; Universal Design for Learning at the core of the philosophy. The end goal is, “to provide an accessible, equitable and inclusive environment for all students”. All students, at the beginning of the 2011-2012 school year had an electronic portfolio that tracked their 4-year school plan, goals, and a learning profile. They presented these portfolios to their Advisor in the spring of 2012. The physical space for the Learning Support Centre was completed in January. Now any student, regardless of need can use the space to study in a quiet environment, work on an on-line course or get assistance with work. Springbank Community High School also participated in the Change Agency, a Divisional initiative that focused on best practices through the Universal Learning paradigm.

With respect to the Accountability Pillar Survey results, Springbank Community High School maintained its excellent scores in the ‘safe and caring’ category. 88% of those surveyed responded positively to this category, a 4% increase in satisfaction from last year’s results. In the Program of Studies category, the result improved significantly from last year from 74% to 80%. Education quality improved from 85% to 89%, Drop out rate was phenomenally low at .3%. Our High School completion rate measured at a profoundly high 94%.

The Rocky View Schools survey results aligned with the Accountability Pillar data. Springbank scored in the intermediate level in all of the following outcomes measured. Of those who responded, 88% Learners feel safe and valued within the Springbank High learning community. In the category of Learning is universally accessible, Springbank High scored at an 81%. Respondents reported at an 84% level that Parents and community partners play a purposeful and sustained.

In the “Tell Them From Me” survey, the results, when compared to the previous year moved in a positive direction. Our students score themselves either at or above the national norms in most of the social emotional outcomes. For example, 76% of students reported positive relationships. The Canadian norm is 77%. 70% of students report a positive sense of belonging and this is the same as the Canadian Norms.

They see themselves as physically active and have a high participation rate in sports and clubs. We still continue to work hard to improve in all areas and it is hoped our groundbreaking changes will improve learning for all.

Goal Two – Learners are self-directed, innovative, ecologically intelligent and entrepreneurial.

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. SCHS exceeded the Alberta average on all categories. Some noteworthy data is in the Acceptable category for Provincial Achievement Exams (91.1%) and for the Diploma Exam Acceptable category (94.5%) 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 28% overall for the Achievement exam and 34.5% for Diploma exam. Compared to the provincial results, Springbank High stands well above those results. In addition, Participation rates far exceeded the provincial standards. 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 stated above. Students at SCHS see themselves as competent in Language Arts, Math, and Science; well above the National norms (see page 7, 8 and 9 of the Tell Them From Me Survey results 2011-2012 for more details). In the second year of the one to one ubiquitous computing initiative, the school saw an increase in student choice; 4 courses were offered in a blended/flex

environment, flexible courses increased from 1 to 5 and there were three times more students accessing on-line learning than in previous years.

Teachers have infused concepts into the curricular areas and over 50 students signed up to be a part of “One Village”, the umbrella organization which houses civic, social and environmental activities and endeavors. A Leadership-flexible course was added to the list of choices and was well received. Further, a partnership with Junior Achievement was forged. Springbank High opened up choice for students to do work experience in a more flexible way than in previous years. Work preparation was a priority and Advisory program was dedicated to information related to graduation, career choices and scholarships.

According to the Rocky View Accountability Pillar document, and comparing our progress from last year, Springbank Community High School scored in the intermediate range on all of the outcomes. Our accomplishments are as follows: The school continued the work previously started in the previous year in the areas of civic, social and environmental responsibility (One Village). The school hosted world-class speaker, Craig Kielburger for a community event in October. This was followed up by a partnership between Springbank and the Kisaruni Girl’s school in Kenya. Plans are in the works to visit Africa in 2013 and Springbank High’s initiatives spurred the organization of a We Day in Calgary. The One Village concept continues to be a driving force in the school. With respect to leadership, the school saw an increase in engagement for school spirit. Leadership students organized school spirit events and all school celebrations were student led.

Goal Three – Instructional design challenges and engages each learner.

In the accountability Pillar survey, respondents rated educational quality at Springbank Community High School at 89%, up from 85% from the previous year. In the category of School Improvement, again Springbank High improved. During the previous year, the result in this category was 76%. This year, the school achieved a result of 82%.

According to the Rocky View Schools Accountability Pillar, Springbank High is commensurate with the Rocky View Schools results. In the category of Learning occurs any time, any place, any path, any pace, Springbank had a 79% result. 77% of respondents believe the instructional design engages the learner and 83% agree that instructional design enriches the learning experience. These results are consistent with the Tell Them From Me survey. Springbank was above the Canadian norm for level of engagement, in line with the Canadian norm for interest and motivation. We were above the norm for students who feel challenged in their core subject areas.

Noteworthy initiatives that are included in this category are: Springbank High is a part of the High School Flexibility Project and the One to One Provincial Community of Practice. Students were given the opportunity to take flexible courses both in and outside the timetable. Further, new courses were added to increase student choice. This was the first year of implementation for an Advisory program. All of the above initiatives have been fully supported by the parents in this community.

Goal Four – Learning environments enable the acquisition of 21st C Competencies.

The results from the Rocky View Accountability Pillar Survey in the following areas have seen a favorable trend. The baseline data collected shows that 84% of learners at Springbank High feel they use digital technologies to enhance learning. When compared to 86% jurisdiction-wide, Springbank falls into that average. 95% of respondents believe that Springbank High School accelerates innovation, research and organizational development to achieve operational efficiency. This falls above the jurisdiction average of 79%. Of those who took the survey at Springbank High and across the jurisdiction, 91% believe that learning is generative, responsive and multi-dimensional. In the outcome entitled “Leadership capacity is built across the jurisdiction, 73% of respondents agree with the statement, which is in line with the data collected jurisdiction-wide.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS:

Springbank Community High School has much to be proud of. Gains are noted across the board with respect to improvement. While we continue to be a leader in Achievement and Diploma results, ubiquitous computing, and flexibility, we are focusing more on personalized learning than ever before. Student engagement will continue to be our focus. Further, we plan to continue the growth of our Advisory program and also continue to find meaningful ways to use technology in a ubiquitous environment.

Goal One – Learners have their individual needs met.

Springbank Community High school embarked upon a “Learning for All” initiative three years ago. This included changing the philosophy of how we work with all students, streamlining services and creating more of a focus on students. The Learning Support Centre was created, an advisory program started and continued, and starting next year, a personalized learning initiative aimed at this very goal. Springbank is in line with the direction set out by Rocky View Schools and Alberta Education. The data collected clearly shows that we are on the right path for this goal. With the creation of a more personalized learning environment, which includes a comprehensive tutoring program and opportunities for teachers to be more responsive through our personalized communication initiative, it is expected that the results will reflect this positively in future surveys and data.

Goal Two – Learners are self-directed, innovative, ecologically intelligent and entrepreneurial.

This goal is generally a strong goal for Springbank High. We recognize that we are a work in progress with respect to student engagement. Further, in the area of entrepreneurial skills, this is something we are trying to find meaning for in the context of the learning environment. We will continue our initiatives in the areas of student engagement, learning for all and will continue to be a strong leader in civic, social and environmental endeavors.

Goal Three – Instructional design challenges and engages each learner.

The survey results outlined in the Rocky View School Accountability Pillar survey indicate that goal 3 is where Springbank High needs to place care and attention. This is not a surprise to us as our teachers survey students on indicators related to engagement, rigour, acquisition, make meaning leading to transfer-type outcomes. Through that process, the area of engagement and assessment practices has been identified. One of the most powerful ways to effect change in teaching practice is to hear the student voice. Our in-house survey does just that. It gives the teacher data related to the perceptions of their students and gives them data for improvement. There is an area for comments by the student and teachers read those for identifiers and trend for improvement. Tell Them From Me survey also provided the same data. When all of those indicators are triangulated, it sends a clear message where the emphasis needs to be. Student engagement has been a goal in our School Education Plan and all staff will be focused on this, as it is also part of our AISI work for the 2012-2013 school year.

Goal Four – Learning environments enable the acquisition of 21st C Competencies.

This goal will be a focus for years to come. Springbank Community High is a leader in the use of technology to deepen the understanding of student learning. The areas of focus for the 2012-2013 school year will be to continue to develop teacher focus on ISTE NET standards, learning management systems, student/teacher use of the E-portfolio to inform decision-making with respect to the learning environment. While it is widely assumed that technology is universally embraced by our students, there continue to be a disconnect between “student as passive consumer” of information and the more preferred “student as active creator”. The school continues to also work on where students are at and where gains can be made in this shift. For example, the use of e-textbooks, in theory is a good idea and widely touted as an excellent way to assist students. However, in reality, there is a gap in where students are at (some embrace digital resources, while some still need print) and where we believe it should be. The shift in 21st century learning spaces continues to be a priority. When the thinking is shifted with respect to the pedagogical philosophy, there exists a need to re-design and re-think the learning spaces available to students. Our Learning Commons will continue to be a priority as will all of the other learning spaces available. This is a priority we share with our community. Our parents also recognize the need to assist in raising monies available to the school to support this shift.

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 individual needs met	Learners feel safe and valued within the learning community	84%	N/a	N/a	81%	N/a	N/a	Intermediate	N/a	N/a
	Learning is universally accessible	81%	N/a	N/a	83%	N/a	N/a	Intermediate	N/a	N/a
	Parents and community partners play a purposeful and sustained role	84%	N/a	N/a	80%	N/a	N/a	Intermediate	N/a	N/a
Goal Two: Learners are self directed, innovative, ecologically intelligent, and entrepreneurial	Learners direct and feel ownership for their learning	83%	N/a	N/a	83%	N/a	N/a	Intermediate	N/a	N/a
	Learners demonstrate 21 st Century competencies	84%	N/a	N/a	83%	N/a	N/a	Intermediate	N/a	N/a
	Learners demonstrate global stewardship	83%	N/a	N/a	85%	N/a	N/a	Intermediate	N/a	N/a
	Learners flourish in a culture of excellence	81%	N/a	N/a	82%	N/a	N/a	Intermediate	N/a	N/a
Goal Three: Instructional design challenges and engages each learner	Learning occurs any time, any place, any path, any pace	79%	N/a	N/a	77%	N/a	N/a	Intermediate	N/a	N/a
	Instructional design engages each learner	77%	N/a	N/a	81%	N/a	N/a	Below	N/a	N/a
	Instructional design enriches the learning experience	83%	N/a	N/a	87%	N/a	N/a	Below	N/a	N/a
	Instructional practices empower learners	58%	N/a	N/a	74%	N/a	N/a	Below	N/a	N/a
Goal Four: Learning environments enable the acquisition of 21 st Century competencies	Learners use digital technologies to enhance learning	84%	N/a	N/a	86%	N/a	N/a	Intermediate	N/a	N/a
	Accelerate innovation, research and organizational development to achieve operational efficiencies	91%	N/a	N/a	79%	N/a	N/a	Above	N/a	N/a
	Learning is generative, responsive and multi-dimensional	91%	N/a	N/a	91%	N/a	N/a	Intermediate	N/a	N/a
	Leadership capacity is built across the jurisdiction	73%	N/a	N/a	78%	N/a	N/a	Below	N/a	N/a

Achievement evaluation: is based on a percentile comparison of the school's Current Year data to other schools in Rocky View Schools. Schools below the 25th percentile are evaluated as Below; schools between the 25th and 75th percentile are evaluated as Intermediate; and schools above the 75th percentile are evaluated as Above.

Improvement evaluation: is based on comparing the school's Current Year result to the Previous Year's result. A hypothesis test of proportion is used to determine whether or not the change is statistically significant.

Overall evaluation: combines the Achievement evaluation and the Improvement evaluation. The table below displays how the Achievement and Improvement evaluations are combined to get an Overall evaluation.

Improvement	Achievement		
	Above	Intermediate	Below
Significant Improvement	Excellent	Good	Acceptable
Not Significant (Maintained)	Excellent	Acceptable	Issue
Significant Decline	Acceptable	Issue	Concern

June 2012

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 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.8	83.6	85.4	88.6	88.1	87.5	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	80.1	72.4	73.9	80.7	80.9	80.6	High	Improved	Good
		Education Quality	89.4	85.0	85.1	89.4	89.4	89.3	High	Improved	Good
		Drop Out Rate	0.3	0.4	0.9	3.2	4.2	4.4	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	93.8	91.0	90.5	74.1	72.6	71.6	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	91.1	92.5	90.6	79.1	79.3	78.9	Very High	Maintained	Excellent
		PAT: Excellence	28.0	29.6	28.7	20.9	19.6	19.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	94.5	92.9	94.2	83.5	82.6	83.5	Very High	Maintained	Excellent
		Diploma: Excellence	34.5	33.9	34.7	18.6	18.7	18.7	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	83.9	78.2	79.8	56.2	54.9	53.9	Very High	Improved	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	86.7	78.6	80.6	61.5	59.6	58.0	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	77.3	76.1	76.2	58.4	59.3	59.5	Very High	Maintained	Excellent
		Work Preparation	86.7	68.8	73.8	79.7	80.1	79.9	Very High	Improved Significantly	Excellent
		Citizenship	79.8	73.9	75.8	82.5	81.9	81.2	High	Maintained	Good
Parental Involvement	Acceptable	Parental Involvement	78.1	77.2	78.3	79.7	79.9	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	81.9	75.6	76.1	80.0	80.1	79.8	Very High	Improved	Excellent

APPENDIX C: RVS STUDENT SURVEY

Student Survey: Results by Grade for This Year

		Grade							
		9		10		11		12	
		Count	%	Count	%	Count	%	Count	%
1. I feel welcome at school.	Agree	128	93%	103	96%	110	85%	81	84%
	Disagree	10	7%	4	4%	19	15%	16	16%
2. Teachers help me when I need it.	Agree	122	88%	95	89%	105	81%	76	78%
	Disagree	16	12%	12	11%	24	19%	21	22%
3. Students care about each other at my school.	Agree	101	73%	71	68%	85	66%	72	75%
	Disagree	37	27%	34	32%	43	34%	24	25%
4. The staff at my school cares about me.	Agree	114	83%	88	82%	97	75%	76	79%
	Disagree	23	17%	19	18%	32	25%	20	21%
5. I feel safe at school.	Agree	126	92%	98	92%	111	88%	87	90%
	Disagree	11	8%	9	8%	15	12%	10	10%
6. I am treated fairly by adults in the school.	Agree	118	84%	85	81%	94	73%	69	71%
	Disagree	22	16%	20	19%	35	27%	28	29%
7. Students and adults show respect for each other at this school.	Agree	95	68%	76	72%	88	69%	76	78%
	Disagree	45	32%	30	28%	39	31%	21	22%
8. I have access to quality technology to support my learning.	Agree	131	95%	102	97%	113	89%	84	87%
	Disagree	7	5%	3	3%	14	11%	13	13%
9. The use of technologies at school helps me do my school work better.	Agree	112	82%	93	87%	94	75%	63	64%
	Disagree	25	18%	14	13%	32	25%	35	36%
10. Teachers make my class interesting.	Agree	87	63%	69	65%	71	56%	52	53%
	Disagree	52	37%	37	35%	55	44%	46	47%
11. I am learning the skills I will need when I leave school.	Agree	97	71%	82	77%	79	62%	54	56%
	Disagree	40	29%	25	23%	48	38%	42	44%
12. The school provides opportunities for students to become involved in volunteer activities and community service projects.	Agree	112	81%	89	83%	100	80%	66	69%
	Disagree	27	19%	18	17%	25	20%	30	31%
13. My school participates in environmentally friendly practices.	Agree	118	85%	92	86%	101	79%	74	77%
	Disagree	21	15%	15	14%	27	21%	22	23%
14. Teachers use a variety of ways to help me learn.	Agree	98	71%	77	72%	86	67%	55	56%
	Disagree	41	29%	30	28%	43	33%	43	44%
15. I understand how my teacher determines my marks.	Agree	97	72%	75	70%	73	57%	65	67%
	Disagree	38	28%	32	30%	55	43%	32	33%
16. I get enough information on how my marks are calculated/worked out.	Agree	89	65%	69	65%	80	62%	59	61%
	Disagree	47	35%	37	35%	49	38%	38	39%
17. When teachers assess my work they give me the feedback I need to help me improve.	Agree	99	72%	78	74%	75	58%	48	50%
	Disagree	39	28%	27	26%	54	42%	48	50%
18. School staff is helping me to be a better person.	Agree	80	58%	69	65%	67	53%	52	53%
	Disagree	58	42%	37	35%	59	47%	46	47%
19. I have the chance to be involved in different activities in my school.	Agree	121	88%	98	92%	108	84%	80	83%
	Disagree	16	12%	8	8%	21	16%	16	17%
20. I take responsibility for my learning.	Agree	131	96%	101	94%	117	91%	84	87%
	Disagree	6	4%	6	6%	11	9%	13	13%
21. The school helps me to do my very best.	Agree	99	73%	87	84%	84	66%	58	59%
	Disagree	37	27%	17	16%	44	34%	40	41%
22. I use my class's online learning resources (i.e. Moodle, School Websites) after school is done to help me learn.	Agree	89	64%	76	73%	69	54%	57	60%
	Disagree	49	36%	28	27%	58	46%	38	40%
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Agree	103	75%	79	75%	81	63%	47	49%
	Disagree	35	25%	26	25%	48	37%	48	51%
24. I know how I learn.	Agree	122	88%	90	85%	110	85%	80	82%
	Disagree	16	12%	16	15%	19	15%	17	18%
25. My teacher(s) inspires me to learn.	Agree	68	50%	60	59%	55	43%	44	45%
	Disagree	69	50%	42	41%	73	57%	54	55%
26. I feel safe on the school bus.	Agree	105	88%	70	81%	64	72%	38	73%
	Disagree	15	13%	16	19%	25	28%	14	27%
27. Students on my bus show respect for each other.	Agree	86	72%	63	73%	56	64%	33	67%
	Disagree	33	28%	23	27%	31	36%	16	33%
28. Discipline and rules on the bus are fair.	Agree	99	83%	70	81%	64	74%	35	70%
	Disagree	21	18%	16	19%	22	26%	15	30%
29. (Grade 10-12 only) I know how to access information regarding university and other post-secondary education.	Agree			89	83%	99	77%	77	80%
	Disagree			18	17%	29	23%	19	20%
30. (Grade 10-12 only) My school helps me plan for my future after I leave school.	Agree			92	86%	78	61%	37	39%
	Disagree			15	14%	49	39%	59	61%
31. (Grade 10-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Agree			86	80%	82	65%	58	60%
	Disagree			21	20%	45	35%	38	40%

RVS PARENT SURVEY

Parent Survey: Results by Grade for This Year

		Grade							
		9		10		11		12	
		Count	%	Count	%	Count	%	Count	%
1. with the way you are welcomed when you visit your child's school?	Satisfied	17	81%	29	100%	27	93%	18	95%
	Dissatisfied	4	19%			2	7%	1	5%
2. with the opportunities you have to be involved in school decision-making?	Satisfied	17	85%	21	78%	23	82%	15	79%
	Dissatisfied	3	15%	6	22%	5	18%	4	21%
3. with the opportunities the school offers for your involvement in school activities?	Satisfied	17	81%	27	96%	24	83%	17	94%
	Dissatisfied	4	19%	1	4%	5	17%	1	6%
4. with the way the school keeps you informed about your child's progress and achievement?	Satisfied	15	71%	23	79%	21	72%	14	74%
	Dissatisfied	6	29%	6	21%	8	28%	5	26%
5. that your child has access to support services that meet his/her needs?	Satisfied	16	76%	25	86%	20	71%	13	68%
	Dissatisfied	5	24%	4	14%	8	29%	6	32%
6. that the needs of all learners are met at this school?	Satisfied	12	63%	22	76%	18	72%	11	58%
	Dissatisfied	7	37%	7	24%	7	28%	8	42%
7. with the safety of the school environment?	Satisfied	17	85%	27	100%	23	82%	19	100%
	Dissatisfied	3	15%			5	18%		
8. that there is a caring atmosphere at the school?	Satisfied	16	76%	28	97%	25	93%	16	89%
	Dissatisfied	5	24%	1	3%	2	7%	2	11%
9. that respectful relationships are encouraged amongst all staff and students?	Satisfied	16	76%	25	93%	23	85%	14	74%
	Dissatisfied	5	24%	2	7%	4	15%	5	26%
10. that your child is treated fairly by adults at the school?	Satisfied	17	85%	22	79%	24	83%	17	89%
	Dissatisfied	3	15%	6	21%	5	17%	2	11%
11. that students are learning to become critical, creative and complex thinkers?	Satisfied	16	76%	24	83%	21	75%	14	74%
	Dissatisfied	5	24%	5	17%	7	25%	5	26%
12. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	14	67%	22	79%	22	79%	16	84%
	Dissatisfied	7	33%	6	21%	6	21%	3	16%
13. that the school staff is helping students learn to become better citizens?	Satisfied	16	80%	24	86%	21	81%	14	74%
	Dissatisfied	4	20%	4	14%	5	19%	5	26%
14. that your child's school models practices that contribute to environmental sustainability?	Satisfied	18	90%	24	92%	24	89%	15	88%
	Dissatisfied	2	10%	2	8%	3	11%	2	12%
15. that your child was well-prepared for their present grade?	Satisfied	15	71%	25	89%	22	76%	15	79%
	Dissatisfied	6	29%	3	11%	7	24%	4	21%
16. with the transition assistance provided to your child as he/she moves from one grade to the next?	Satisfied	13	62%	22	79%	23	79%	13	68%
	Dissatisfied	8	38%	6	21%	6	21%	6	32%
17. that students are exploring and planning for what they will do after they leave school?	Satisfied	15	75%	20	69%	18	62%	12	63%
	Dissatisfied	5	25%	9	31%	11	38%	7	37%
18. that the assessment feedback your child gets from his/her teachers helps him/her improve?	Satisfied	13	62%	17	59%	17	59%	12	67%
	Dissatisfied	8	38%	12	41%	12	41%	6	33%
19. that your child has access to instruction that meets his/her needs?	Satisfied	15	75%	22	76%	19	66%	14	78%
	Dissatisfied	5	25%	7	24%	10	34%	4	22%
20. that students take responsibility for their learning?	Satisfied	17	81%	22	79%	18	64%	15	88%
	Dissatisfied	4	19%	6	21%	10	36%	2	12%
21. that the computer technologies used by your child's teachers enhance your child's learning?	Satisfied	12	60%	22	76%	17	61%	12	75%
	Dissatisfied	8	40%	7	24%	11	39%	4	25%
22. that the school enables your child to excel and achieve excellence?	Satisfied	13	65%	23	82%	21	75%	13	68%
	Dissatisfied	7	35%	5	18%	7	25%	6	32%
23. that your child's teachers use of online digital resources (i.e. Moodle, School Websites) allows access to learning beyond the school day?	Satisfied	14	74%	24	86%	24	83%	11	79%
	Dissatisfied	5	26%	4	14%	5	17%	3	21%
24. that teachers use real-life, meaningful experiences to help students learn?	Satisfied	11	69%	19	73%	25	89%	12	75%
	Dissatisfied	5	31%	7	27%	3	11%	4	25%
25. that your child's teacher(s) inspires him/her to learn?	Satisfied	12	60%	20	69%	20	69%	12	67%
	Dissatisfied	8	40%	9	31%	9	31%	6	33%
26. that your child feels safe on the bus?	Satisfied	13	87%	22	88%	19	90%	11	100%
	Dissatisfied	2	13%	3	12%	2	10%		
27. that students on your child's bus demonstrate respect for each other?	Satisfied	12	80%	21	91%	17	81%	10	100%
	Dissatisfied	3	20%	2	9%	4	19%		
28. that discipline and rules on the bus are fair?	Satisfied	12	80%	19	90%	17	89%	10	100%
	Dissatisfied	3	20%	2	10%	2	11%		

RVS STAFF SURVEY

Staff Survey: Comparative Results by Year

		2011/12		2010/11		2009/10		2008/09	
		Springbank Community	Other Rocky View Schools	Springbank Community	Other Rocky View Schools	Springbank Community	Other Rocky View Schools	Springbank Community	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Satisfied	89%	91%	75%	93%	82%	92%	89%	91%
	Dissatisfied	11%	9%	25%	7%	18%	8%	11%	9%
2. with the opportunities you have to be involved in school / workplace decision-making?	Satisfied	71%	80%	69%	85%	67%	83%	72%	87%
	Dissatisfied	29%	20%	31%	15%	33%	17%	28%	13%
3. with the safety of the school / workplace environment?	Satisfied	93%	95%	87%	95%	93%	94%	100%	95%
	Dissatisfied	7%	5%	13%	5%	7%	6%		5%
4. that there is a caring atmosphere at the school / workplace?	Satisfied	84%	89%	68%	93%	84%	91%	94%	94%
	Dissatisfied	16%	11%	32%	7%	16%	9%	6%	6%
5. that respectful relationships are encouraged amongst all staff and/or students?	Satisfied	89%	88%	74%	90%	91%	88%	94%	90%
	Dissatisfied	11%	12%	26%	10%	9%	12%	6%	10%
6. that the school / workplace models practices that contribute to environmental sustainability?	Satisfied	86%	90%	90%	89%	78%	88%	83%	90%
	Dissatisfied	14%	10%	10%	11%	22%	12%	17%	10%
7. that your individual growth plan aligns to your school's Education Plan / Three Year Plan?	Satisfied	90%	94%						
	Dissatisfied	10%	6%						
8. that your Community of Practice aligns to RVS Three Year Plan?	Satisfied	93%	93%						
	Dissatisfied	7%	7%						
9. with your access to professional learning activities?	Satisfied	91%	84%	77%	87%	86%	86%	78%	86%
	Dissatisfied	9%	16%	23%	13%	14%	14%	22%	14%
10. that your professional learning has positively impacted your instructional and/or organizational effectiveness?	Satisfied	91%	88%	84%	88%	81%	88%	83%	90%
	Dissatisfied	9%	12%	16%	12%	19%	12%	17%	10%
11. that the technology available in your school / workplace meets 21st Century standards?	Satisfied	91%	83%	91%	88%	76%	82%	78%	76%
	Dissatisfied	9%	17%	9%	12%	24%	18%	22%	24%
12. with the level and timeliness of technical support provided?	Satisfied	87%	78%	71%	82%	80%	77%	72%	74%
	Dissatisfied	13%	22%	29%	18%	20%	23%	28%	26%
13. that you have adequate resources to do the job you are assigned?	Satisfied	87%	82%	81%	82%	81%	81%	78%	79%
	Dissatisfied	13%	18%	19%	18%	19%	19%	22%	21%
14. with the opportunity to lead in your school / workplace?	Satisfied	86%	89%	73%	90%	84%	88%	81%	91%
	Dissatisfied	14%	11%	27%	10%	16%	12%	19%	9%
15. that the jurisdiction is building a community of learners?	Satisfied	89%	91%	84%	92%	80%	92%	88%	93%
	Dissatisfied	11%	9%	16%	8%	20%	8%	12%	7%
16. with the overall communication between the school and the home (e.g. notices, newsletters, telephone calls)?	Satisfied	83%	80%	90%	94%	98%	95%	100%	94%
	Dissatisfied	17%	20%	10%	6%	2%	5%		6%
17. with the recognition you receive at the jurisdiction level for your contributions?	Satisfied	61%	67%	44%	69%	55%	69%	50%	66%
	Dissatisfied	39%	33%	56%	31%	45%	31%	50%	34%
18. that your school/site is a good place to work?	Satisfied	87%	89%	78%	93%	91%	91%	89%	93%
	Dissatisfied	13%	11%	22%	7%	9%	9%	11%	7%
19. that the jurisdiction is a good place to work?	Satisfied	91%	90%	87%	93%	79%	93%	76%	94%
	Dissatisfied	9%	10%	13%	7%	21%	7%	24%	6%

Analysis of RVS Satisfaction Survey Results:

- From the data presented, there are many indicators from students pointing to an excellent learning environment.
- **Areas of Strength:**
 - Generally, in goals one, two and four, Springbank High has produced results in the intermediate category.
 - There is a general improvement in satisfaction rates for teachers
 - Students indicate an overall positive learning atmosphere
 - Using the indicators on the RVS satisfaction survey, parents report an overall satisfaction for the school
- **Future Priorities:**
 - We endeavour to find ways to increase leadership capacity with staff and to increase their perception of being a part of decision-making in the school
 - Goal three focuses on student engagement and is already a priority for the school. This will continue to be a priority
 - In the area of preparation for after high school, there exists a need to improve student perception. There has been a general focus on career and post secondary preparation. This will continue. Additionally, A Career advisor has been hired.
 - Indicated in the data from students is the desire for a more personalized learning environment. The school has proactively responded to this by the initiative planned for a more personalized learning environment in the 2012-2013 school year.
 - In the parent survey, themes point to transition after high school, learning needs and communication of how students are doing. Springbank Community has been responsive to this information through our learning for all initiative, student E-Portfolios, personalized learning, personal communication and the hiring of a career advisor.
 - All of the indicators that are less strong on the surveys are currently being addressed in a holistic manner through the various initiatives going on at the school.
 - For staff, more education and exposure to ISTE NETs standards will be a priority

APPENDIX D: PRIOR LEVEL OF ACHIEVEMENT

Prior Level of Achievement Report Analysis of the 2012 Achievement Test Results Using Students' Prior Level of Achievement as a Predictor of Their Current Level of Achievement Grade 9 Mathematics

1190 Rocky View School Div No. 41
5223 Springbank Community High Sch

Table 1
Number and Percentage of Students Meeting the Criteria for Inclusion in This Report^a

Number of Students Writing the 2012 Grade 9 Mathematics Achievement Test in English		Enrollment Patterns of Students Who Wrote the 2012 Test						Enrollment Patterns of Students Who Wrote the 2012 Test Who Had a 2009 Grade 6 Mathematics Achievement Score ^c									
School	Province	Enrolled at the School of Reporting As of September, 2011 ^b				Enrolled at the School of Reporting As of September, 2010		Enrolled at the School of Reporting As of September, 2011 ^b				Enrolled at the School of Reporting As of September, 2010					
		School		Province		School	Province	School		Province		School	Province				
		N	%	N	%	N	%	N	%	N	%	N	%				
169	34946	166	98.2	33908	97.0	0	0.0	25183	72.1	120	71.0	30113	86.2	0	0.0	23219	66.4

^a Students in home education programs and students in federally administered schools were excluded from this study.

^b This group also includes students who were enrolled at the school as of September, 2010.

^c Students for whom either test score was below 10% were excluded.

Table 2
Average Actual and Predicted Achievement Test Results, Reported as Percentages^a

Students Who Wrote Mathematics Achievement Tests in English in Both 2012 and 2009	Number of Students		Actual 2009 Grade 6 Results		Actual 2012 Grade 9 Results		Predicted 2012 Grade 9 Results	Difference Between Actual and Predicted 2012 Grade 9 Results (t-test) ^b	95% Confidence Interval Around the Difference Between Actual and Predicted Results ^c
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2011	120	30113	76.5	72.2	67.6	58.6	62.0	5.6 (+)	3.5 to 7.7
Students Enrolled at the School of Reporting As of September, 2010	0	23219	N/A	72.7	N/A	59.5	N/A	N/A	N/A

^a For each student in the analysis, a 2012 Grade 9 Mathematics Achievement Test score was predicted from his or her actual 2009 Grade 6 Mathematics Achievement Test score.

^b The actual 2012 Grade 9 school average is significantly above (+), not significantly different from (=), or significantly below (-) the predicted 2012 Grade 9 school average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.

^c The difference shown between actual and predicted results is a statistical estimate of what the true difference would be if student achievement could be measured without error. The confidence interval provides a range that, with 95% probability, is likely to contain the true difference. Please refer to "Guidelines for Interpreting the Prior Level of Achievement Report" for an explanation of the statistics in this report.

LAB 384 - 09-21-2012

**Prior Level of Achievement Report
Analysis of the 2012 Achievement Test Results
Using Students' Prior Level of Achievement as a Predictor of Their Current Level of Achievement
Grade 9 English Language Arts**

1190 Rocky View School Div No. 41
5223 Springbank Community High Sch

**Table 1
Number and Percentage of Students Meeting the Criteria for Inclusion in This Report^a**

Number of Students Writing the 2012 Grade 9 English Language Arts Achievement Test		Enrollment Patterns of Students Who Wrote the 2012 Test						Enrollment Patterns of Students Who Wrote the 2012 Test Who Had a 2009 Grade 6 English Language Arts Achievement Score ^c									
School	Province	Enrolled at the School of Reporting As of September, 2011 ^b				Enrolled at the School of Reporting As of September, 2010		Enrolled at the School of Reporting As of September, 2011 ^b				Enrolled at the School of Reporting As of September, 2010					
		School		Province		School	Province	School		Province		School	Province				
		N	%	N	%	N	%	N	%	N	%	N	%				
166	37421	164	98.8	36411	97.3	0	0.0	27267	72.9	148	89.2	32761	87.5	0	0.0	25276	67.5

^a Students in home education programs and students in federally administered schools were excluded from this study.

^b This group also includes students who were enrolled at the school as of September, 2010.

^c Students for whom either test score was below 10% were excluded.

**Table 2
Average Actual and Predicted Achievement Test Results, Reported as Percentages^a**

Students Who Wrote English Language Arts Achievement Tests in Both 2012 and 2009	Number of Students		Actual 2009 Grade 6 Results		Actual 2012 Grade 9 Results		Predicted 2012 Grade 9 Results	Difference Between Actual and Predicted 2012 Grade 9 Results (t-test) ^b	95% Confidence Interval Around the Difference Between Actual and Predicted Results ^c
	School	Province	School	Province	School	Province	School	School	School
Students Enrolled at the School of Reporting As of September, 2011	148	32761	70.8	68.0	75.3	68.4	70.7	4.6 (+)	3.4 to 5.9
Students Enrolled at the School of Reporting As of September, 2010	0	25276	N/A	68.4	N/A	69.2	N/A	N/A	N/A

^a For each student in the analysis, a 2012 Grade 9 English Language Arts Achievement Test score was predicted from his or her actual 2009 Grade 6 English Language Arts Achievement Test score.

^b The actual 2012 Grade 9 school average is significantly above (+), not significantly different from (=), or significantly below (-) the predicted 2012 Grade 9 school average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance. At the provincial level, the average predicted score will be identical to the average actual score because of the statistical procedure used.

^c The difference shown between actual and predicted results is a statistical estimate of what the true difference would be if student achievement could be measured without error. The confidence interval provides a range that, with 95% probability, is likely to contain the true difference. Please refer to "Guidelines for Interpreting the Prior Level of Achievement Report" for an explanation of the statistics in this report.

LAB 384 - 09-21-2012

Analysis of Prior Levels of Achievement Results:

- When comparing the predicted 2012 results on the Achievement exams, Springbank High exceeded the predicted results. In Language Arts 9, the predicted score was 70.7% and the actual score was 75.3. This is a 4.3% positive difference. Similar results are recorded in Math 9. The predicted score was 62%. The actual score was 67.6%. A 5.6% positive difference is commendable.
- **Areas of Strength:**
- Springbank High is exceeding expectations with respect to analysis of prior levels of achievement results.
- **Future Priorities:**
- Maintaining these results will be the priority

APPENDIX E: ONLINE LEARNING

The charts below shows the number of online courses completed by students in Grades 4 – 12 and certificated and support staff.

ONLINE COURSES			
	2011/12		Target 2012/13
	Number of Students	Number of Student Completing Online Course	
*over 201 students took Calm on-line through an in-house program, 168 successfully completed the course, an 85% completion rate. Our aim is to get 90% completion rates			
Grade 9	0	0	0
Grade 10	10	9	10
Grade 11	25	25	30
Grade 12	15	15	20

Analysis of Online Learning Results:

- Springbank Community High School believes that, for most students, the best place for learning occurs in a classroom with a teacher. When that is not possible, on-line learning is a choice for students

Areas of Strength:

- Springbank Community High hosts several on-line courses for students either in-house or jurisdiction-wide. It is trend we hope to continue
- On-line learning provides flexibility to students who, for a variety of reasons, needs this type of delivery
- We have a number of high performance athletes who benefit from the choice of taking courses on-line.
- Students at risk of not graduating have a choice to do on-line learning any time and outside the traditional school year.

Future Priorities:

- More teachers will be encouraged to offer on-line learning
- Priority for the school to be a hub of creativity where on-line learning is a choice in the school
- Through the philosophy of continuous improvement, we will be creating on-line courses that are multi-modal, interesting and engaging to students
- In the upcoming years, students will want to take more on-line learning courses. There exists a trend to take the bulk of their courses in a class and augmenting/filling in the gaps of their course selection with Online. We need to embrace this.

ONLINE COURSES			
	Number of Staff	2011/12	Target 2012/13
		Number of staff reporting they have completed a formal online professional learning course	
Certificated Staff	32	32	32
Support Staff	12	12	12

Analysis of Online Learning Results:

- All Staff completed the OH and S training in the 2011-2012 School Year
- All Staff have access and use the Advisory and Professional Learning Moodle that is used on an on-going basis
- While all staff is engaged in on-line learning, 3 staff members completed a formal online professional learning course outside of Rocky View Schools.

Areas of Strength:

- All staff engage in On-line learning at SCHS.
- We offer in-house courses on Moodle for staff to access

- There are staff members engaged in programs to further their education. Further, we have one support staff member who is also pursuing further education in the field of Library technology.

Future Priorities:

- Continue to grow in this area.
- Online courses need to be seen as a viable way to learn for teachers for more than just formal programs.

APPENDIX F: RESEARCH PROJECTS

The chart below shows the number of research projects being undertaken in your school.

Research		
	Number of Research Projects	Research Title(s)
2011/12	3	<ul style="list-style-type: none"> • One to One • Change Agency • Alberta Flexibility Project

APPENDIX G: GRANT DOLLARS

The chart below shows the number of grants and accompanying dollars received by your school.

Research		
	List of Grants Received	Dollars Awarded
2011/12	<ul style="list-style-type: none"> • One To One • Change Agency 	<ul style="list-style-type: none"> • \$10,000 • \$13,500

APPENDIX H: OVERALL SATISFACTION SURVEY – Alberta Education

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											
	2007/08		2008/09		2009/10		2010/11		2011/12		Target 2012/13
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	
Safe and Caring Schools	84.9	85.1	84.1	86.9	88.5	87.6	84	88.1	88.8	88.6	89
Program of Studies	76.8	79.4	72.6	80.3	76.8	80.5	72.4	80.9	80.1	80.7	81
Education Quality	81.3	88.2	84.5	89.3	85.8	89.2	85	89.4	89.4	89.4	90
Access to Services	78.2	69.2	65.4	70.3	70.7	70.4	67.3	69.7	75.9	70.6	76
Work Preparation	77.7	80.1	73.3	79.6	79.3	79.9	68.8	80.1	86.7	79.7	87
Citizenship	73.9	77.9	73.9	80.3	79.5	81.4	73.9	81.9	79.8	82.5	80
Parental Involvement	79	78.2	75	80.1	82.7	80.0	77.2	79.9	78.1	79.7	79
School Improvement	75	77.0	75.5	79.4	77.3	79.9	75.6	80.1	81.9	80.0	82
Professional Learning	75.6	80.4	50.6	81.5	72.9	83.1	72.4	82.2	90.5	81.8	91

Analysis of Satisfaction Survey Results:

- The satisfaction survey results were extremely impressive in all categories. Out of 16 categories, results were in the good to excellent range in 15 categories. The category of parental involvement is in the acceptable range.
- **Areas of Strength:**
- Strengths noted in all categories. Most notable is in the area of Work Preparation. This rose in satisfaction by 17%. It was a focus through the Advisory program and saw noticeable gains as a result
- **Future Priorities:**
- In the area of parental involvement, it is always a challenge to engage parents at the high school level. We will be exploring the possibilities of improving in that category

APPENDIX I: 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:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
L.A. GRADE 9:											
Acceptable Standard:	92.7	76.5	89.3	78.7	92.5	79.3	92.5	79.1	97.6	77.4	100
Standard of Excellence:	32.5	14.8	26.4	14.7	31.2	15.0	31.2	16.3	35.8	16.4	36

PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
L.A. GRADE 9 FI:											
Acceptable Standard:	87	84.5	91.7	81.8	76.5	86.1	100	88.8	89.3	87.5	90
Standard of Excellence:	30.4	12.4	8.3	10.3	5.9	12.4	23.1	15.0	7.1	12.2	8

PROVINCIAL RESULTS MATHEMATICS:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
MATH GRADE 9:											
Acceptable Standard:	91.1	65.7	89.3	67.0	N/A	66.4	N/A	66.1	88.4	66.5	89
Standard of Excellence:	49.7	18.5	45.5	18.6	N/A	19.8	N/A	17.3	33.7	17.8	18

PROVINCIAL RESULTS SCIENCE:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
SCIENCE GRADE 9:											
Acceptable Standard:	89.6	69.3	88.8	72.2	89.2	73.6	91.4	74.8	89	74.2	90
Standard of Excellence:	25.5	13.0	32.6	15.8	26.3	17.7	28.9	20.8	25	22.4	26

PROVINCIAL RESULTS SOCIAL STUDIES:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
SOCIAL GRADE 9:											
Acceptable Standard:	N/A	N/A	N/A	N/A	88.2	68.9	86.6	67.2	86	68.9	87
Standard of Excellence:	N/A	N/A	N/A	N/A	31.2	18.8	25.8	19.0	27.9	19.1	28

PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
SOCIAL GRADE 9 FI:											
Acceptable Standard:		82.6		89.2	93.8	83.1	90	78.7	87.6	77.4	88
Standard of Excellence:		14.2		21.1	18.3	18.3	26.7	14.0	28.4	21.4	29

Analysis of Achievement Exams

Subject Area	Areas of Strength	Areas for Improvement
Language Arts (Issues related to Quest A+ have implications to the validity of these results)	<ul style="list-style-type: none"> ⑩ Our standard of excellence for the entire test is 34.1% compared to the province is at 16.4%. Our below acceptable standard 2.9% compared to the province rating of 11.4%. ⑩ The standard of excellence for the Written Component was at 51.2%. The average for the narrative was 77%. The functional average was also 77%. In part B: Reading Comprehension revealed our students' average is 73%. ⑩ Information Identification was a strength. ⑩ Our standard of excellence in the written section improved by 7%. The reading comprehension test improved by 5.2% in the standard of excellence. 	<ul style="list-style-type: none"> ⑩ In the Reading Comprehension test the categories of Text Organization - narrative/poetic (69.6%) and Ideas and Details - narrative/poetic (70%) could be reviewed for additional strategies to develop. ⑩ Our goal is to achieve a 0% failure rate. ⑩ The functional writing revealed six students scored either limited or poor in the content management section so we would like to shore up on weaknesses with all students.
French Language Arts (low enrollment numbers may skew validity of results) (Issues with Quest A+ have implications on the validity of these results)	<ul style="list-style-type: none"> All students achieved acceptable standard We are 1.8% above the overall (Part A and Part B) provincial standard In the writing portion of Part A, we achieved 100% acceptable standard (7.3% above the provincial average) Students appear to perform well with reading comprehension questions that involve knowledge transfer 	<ul style="list-style-type: none"> Overall reading comprehension (Part B) is 2.5% lower than the provincial average Some students (.9%) struggled with the need for imagination for the reading comprehension component of Part B. Increasing the number of SCHS students achieving a standard of excellence on both Part A and Part B
Mathematics	<ul style="list-style-type: none"> High participation ratio (97.8%) Greatly exceeded provincial standards in both Acceptable and Excellence School average exceeded provincial average for all specific outcomes No single question was below provincial average No significant gender differential 	<ul style="list-style-type: none"> Identify the 12 questions that our school scored <50% on and target them for improvement. Identify those students that did poorly – close to or below the cut score – and provide some support in their 10th year. Mathematics department's goal is to infuse project-based learning into the learning environment.
Science	<ul style="list-style-type: none"> Exceeded provincial standards in both Acceptable and Excellence Biology and Electrical Principles and Technologies units 	<ul style="list-style-type: none"> The Science department moved to project-based learning, and will continue to focus on meaningful engagement and assessment We can improve our skills, especially in the area of interpreting graphical information, recognizing experimental variables and some Electricity-specific problem-solving.

Social Studies	<ul style="list-style-type: none"> A significantly higher percentage of SCHS students achieved above provincial average in regard to both those receiving the acceptable standard and those achieving the standard of excellence. On 74% of the multiple choice questions SCHS students were significantly above provincial average. On only 5 questions were SCHS students below provincial average (significantly on only 3 questions) 	<ul style="list-style-type: none"> Increase the number of students who achieve acceptable standard and standard of excellence The Social Studies department is in the process of a fundamental shift in the way it is being delivered. Included in this shift: <ul style="list-style-type: none"> Writing process – change in how this is taught Peer edit/peer critiquing Variety of assessment measures Project-based learning
Social Studies French Immersion (low enrollment numbers may skew results)	<ul style="list-style-type: none"> Exceeded provincial standards in both Acceptable and Excellence. Performed well on the Knowledge and Understanding questions Students demonstrated a proficient understanding of the Political and Judicial System, Individual and Collective Rights, and Consumerism and Quality of Life 10.7% of our students achieved the standard of excellence 	<ul style="list-style-type: none"> Some students experienced difficulty on the Skills and Processes questions Some students struggled with questions based on Immigration, and particularly with Economic Decision Making Only 78.6% of our students achieved the acceptable level, versus 81.3% at the provincial level. This is considered to be part of a transition period, given that the students are receiving much less direct instruction and learning much more of their content through project based learning. Indeed, the units where the student struggled the most were the units where project based learning was instigated with rigour. The students are learning to be more independent and take responsibility for their own education.

APPENDIX J: PROVINCIAL ACHIEVEMENT TEST PARTICIPATION RATES

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

GRADE 9 PARTICIPATION RATES:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A.:	96.9	87.7	92.1	89.7	96.2	89.8	95.7	88.9	95.5	88.9	96
L.A. F.I.:	100	96.8	100	95.2	94.1	98.0	100	97.0	100	97.4	100
MATH:	97.4	88.0	95.5	89.8	N/A	86.8	97.8	89.5	97.7	89.7	90
SCIENCE:	97.4	89.0	94.4	90.5	98.4	90.4	97.9	90.0	97.7	90.1	91
SOCIAL:	N/A	N/A	N/A	N/A	98.4	90.2	96.3	88.8	98.3	89.1	90
SOCIAL FI:		98.2		98.2	100	98.5	N/A	97.9	98	88	99

Analysis of Provincial Achievement Participation Rates:

- Springbank High continues to have high participation rates when compared to previous 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

Future Priorities:

- Maintain the high participation rates.

APPENDIX K: GRADE 12 DIPLOMA MARKS

The charts below show Springbank Community High 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:											
	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Target
ENGLISH 30-1											
Acceptable Standard:	94.3	87.1	94.7	86.1	97.2	85.1	96.8	84.4	95.6	86	96
Standard of Excellence:	17.6	15.5	20.6	12.3	21.0	10.1	19.7	10.1	20.4	11.3	21
Participation Rate:	85.3	59.1	86.5	59.8	86.5	59.9	76.7	60.0	80.2	54.9	81
ENGLISH 30-2											
Acceptable Standard:	92.3	88.9	100.0	88.2	100.0	88.8	96.6	88.6	100	89.5	100
Standard of Excellence:	30.8	8.8	13.3	8.5	20.7	9.8	13.8	9.1	0	10.7	7
Participation Rate:	6.8	26.8	8.3	27.5	8.3	28.1	16.4	29.2	15.2	26.1	15
FRENCH LA 30											
Acceptable Standard:	N/A	94.9	100.0	95.1	100	93.7	80	95.3	100	95.5	100
Standard of Excellence:	N/A	24.5	33.3	18.9	12.5	16.3	20	14.3	7.7	13.4	8
Participation Rate:	N/A	2.9	6.7	3.0	6.7	3.2	3.7	33.0	7.6	2.8	7.7
SOCIAL 30-1											
Acceptable Standard:	N/A	N/A	N/A	N/A	88.7	84.5	94.8	92.8	96.2	86.2	97
Standard of Excellence:	N/A	N/A	N/A	N/A	23.9	16.1	25.8	14.9	29.9	16.7	30
Participation Rate:	N/A	N/A	N/A	N/A	N/A	49.8	70.3	52.3	76.6	48.2	77
SOCIAL 30-2											
Acceptable Standard:	N/A	N/A	N/A	N/A	91.7	85.0	97.1	85.6	94.1	83.1	95
Standard of Excellence:	N/A	N/A	N/A	N/A	33.3	13.7	17.6	15.9	17.6	13.7	17
Participation Rate:	N/A	N/A	N/A	N/A	N/A	30.4	19.6	34.8	17.3	31	18
PURE MATH											
Acceptable Standard:	90.8	81.3	94.9	82.1	95.9	82.9	93.9	81.0	94.3	81.8	95
Standard of Excellence:	40.5	25.8	42.7	26.3	56.6	29.7	53	28.7	39	27.1	29
Participation Rate:	71.6	45.9	74.6	45.8	N/A	45.9	68.3	46.9	72.6	42.6	47
APPLIED MATH											
Acceptable Standard:	80.0	76.4	96.4	79.4	80.0	77.3	75.8	74.3	93.8	75.6	94
Standard of Excellence:	10.0	10.7	7.1	13.5	5.7	12.6	3	9.9	6.3	10.3	7
Participation Rate:	12.1	21.3	14.5	22.0	N/A	21.8	19	22.1	15.2	20	21
BIOLOGY 30											
Acceptable Standard:	92.1	82.3	95.7	83.0	91.5	81.4	92	81.9	94.2	81.8	95
Standard of Excellence:	46.4	26.3	46.6	26.6	50.8	28.1	44.9	29.8	51.1	28.1	52
Participation Rate:	65.8	43.3	65.3	44.3	N/A	45.3	63.5	46.7	69.5	42.8	43
CHEMISTRY 30											
Acceptable Standard:	N/A	N/A	96.7	76.3	92.8	79.0	92.7	75.1	95.2	76.7	96
Standard of Excellence:	N/A	N/A	51.1	27.7	59.0	29.9	51	27.7	42.9	28.4	44
Participation Rate:	N/A	N/A	24.1	33.3	N/A	39.1	41.8	39.8	49.2	35.2	50
PHYSICS 30											
Acceptable Standard:	N/A	N/A	96.6	79.3	94.5	73.9	94.8	76.7	96.6	81	97
Standard of Excellence:	N/A	N/A	37.1	23.1	39.7	20.3	55	27.7	52.9	30.3	53
Participation Rate:	N/A	N/A	22.3	19.8	43.5	22.3	36.7	22.9	40.1	20	40
SCIENCE 30											
Acceptable Standard:	N/A	88.6	N/A	86.0	N/A	80.1	N/A	80.4	84.6	79.8	81
Standard of Excellence:	N/A	21.6	N/A	20.9	N/A	22.8	N/A	21.0	23.1	22	23
Participation Rate:	N/A	8.3	N/A	9.3	N/A	10.1	N/A	10.0	1.0	9.1	10

Analysis of Diploma Exam Results:

Subject Area	Areas of Strength	Areas for Improvement
English 30-1 and 30-2	<p>English 30-1:</p> <ul style="list-style-type: none"> ⑩ Although the participation rate climbed last year (to 92%) we nevertheless increased the standard of excellence on the exam and on the overall average. ⑩ Standard of Excellence -- best standing in 5 years. ⑩ Overall (Final Course Mark) acceptable standard was 100%. ⑩ Diploma Exam Average was +7 above Province while we were +14.5 above Province in Excellence <p>English 30-2:</p> <ul style="list-style-type: none"> ⑩ The instructor taught this English course for the first time. The goal was to get 100% of students through the course. This goal was achieved. ⑩ The data could be skewed because only 6.8 % of our students took 30-2 this year. We had no students achieve in the excellence category. This may be a reflection of the lower participation rate. ⑩ Those students who would have normally achieved an excellent mark had registered in 30-1. We maintained our average and the discrepancy between the school and province remained constant (+3.3). This is considered an improvement because of the high participation-rate we have in the English 30-1 program ⑩ Writing: Increased numbers of students in the 5 and 4.5 range in the Thought and Understanding and Supporting Evidence Categories; a goal set and achieved ⑩ Identify overall themes and purposes of texts ⑩ Identify characters' emotional states, beliefs and motivations ⑩ Identify turning points and the effects of specified events 	<p>English 30-1:</p> <ul style="list-style-type: none"> ⑩ Focus on relationship between context and detail (the general and the specific) ⑩ Focus on status relationships between characters in relation to one another ⑩ Intentionality in conversation ⑩ Direct/indirect characterization ⑩ Narrator's perception ⑩ Character attributes/traits; the defining features of characters ⑩ A focus on Presentation in the PR and Form and Structure in the Critical Response ⑩ Spend more time on the modern drama <p>English 30-2:</p> <ul style="list-style-type: none"> ⑩ Work on which quotation best identifies foreshadowing in short story ⑩ Identifying mood in a play (as described by a recollection) ⑩ Emphasis of a speaker's attitude in a poem (as indicated by the repetition of a specific statement) ⑩ Identify one of two characteristics (as indicated in a statement from a novel) ⑩ Determine which quote most strongly illustrates a particular characteristic (from a non-fiction excerpt) ⑩ Word choice and identifying the error in a draft research paper ⑩ Vocabulary in a non-fiction context ⑩ Identifying which pattern of organization is most similar to the one used in an article ⑩ Probably more emphasis on non-fiction would be worthwhile
French LA 30 (low enrollment numbers may skew validity of results)	<ul style="list-style-type: none"> • Overall (Final Course Mark) acceptable standard was 100% • 2.6% above average on Part A (written response) • On Part B (reading comprehension), "évaluation" is 0.5% above provincial average (worth noting that this portion is based on 12/70 questions) 	<ul style="list-style-type: none"> • There is a disproportion in the school-awarded at SCHS and school-awarded provincial mark (61.5% vs. 51.2% provincially) • On Part B (reading comprehension), student achievement was below the provincial average for analysis of plays (54.1% vs. 38.5%)

Social 30-1	<ul style="list-style-type: none"> • SCHS students continue to perform significantly above provincial average in terms of students receiving the standard of excellence and acceptable standard on their overall diploma exam. • SCHS students continue to perform significantly above provincial average in terms of students receiving the standard of excellence and acceptable standard on the written component of their exam. • SCHS students continue to perform significantly above provincial average in terms of students receiving the standard of excellence and acceptable standard on the multiple choice component of the exam. 	<ul style="list-style-type: none"> • It is to be noted that there was a partial exemption offered to students as a result of Quest A+ issues • The department will continue to infuse the following into their teaching practice to increase engagement: Project-Based Learning Review and change the way the writing process is delivered for students Variety of assessment measures
Social 30-2	<ul style="list-style-type: none"> • Diploma marks exceeded the school awarded mark in all cases. • All students achieved the acceptable standard. 	<ul style="list-style-type: none"> • Improving in the area of standard of Excellence, particularly in the Part A writing component
Pure Math	<ul style="list-style-type: none"> • 98.5% of our students achieved Acceptable Standard and 44.6% achieved standard of excellence • Cumulatively scored higher than provincial average on all but 1 item (note – individually the numbers are 2 items and 3 items) • No significant gender difference in percentage distribution 	<ul style="list-style-type: none"> • Drops from class marks to Diploma exam marks • Conics Unit continues to be an area for further analysis • The mathematics department to continue the work on project-based learning and providing opportunities to make the content relevant
Applied Math (Low enrolment numbers may skew the results)	<ul style="list-style-type: none"> • Applied Mathematics continues to be course with low enrolment. Most students at Springbank High take the academic course route • 94% of students who took the Diploma results were at the Acceptable Standard • Scores related to specific outcomes are commensurate with the Provincial outcomes 	<ul style="list-style-type: none"> • The Applied Mathematics course has been phased out as a result of the change in the curriculum. It is expected that the Springbank Community High School population will mostly take the academic mathematics courses. Time will tell how the new -1 and -2 programs will shift the demographic as historically, students in this community take the -1 programs. A shift in thinking about what -2 means and how the program fits with University admissions will factor into this.
Biology 30	<ul style="list-style-type: none"> • Our students are going into the Diploma prepared and are achieving. • The discrepancy between our School Awarded Mark and the student's Diploma Exam Mark hovers between $\pm 2-4\%$. • Students are earning their grades; that is they are being accurately assessed in the class through a variety of tools. • The differentiated approach to instruction is preparing students to achieve not just at Springbank, but also on the standardized exam. 	<ul style="list-style-type: none"> • Focus on the students who are scoring $< 50\%$ to 64% range and bring them to the next level • Look at improving student ability to draw out pertinent information from context presented in the multiple choice and numerical response section. • More time spent on the mathematical concepts presented in the Population and Community Dynamics unit and Differentiation and Development. • Biology will continue to infuse project-based learning into the course-work
Chemistry 30	<ul style="list-style-type: none"> • There was a -1% gap between the school awarded mark and the diploma grade for second semester. This is an improvement over the first semester results, which showed, and gap of approximately -5%. Provincially, there was a $+9.5\%$ gap between the school and the provincial diploma average. • From previous years (5 year trend) our diploma marks have decreased by 2%, but our school grade has gone up by the same amount. The overall final assessed grade has remained consistent. 	<ul style="list-style-type: none"> • Focus on Electrochemical Changes (72%). • Focus on identification of redox reactions • Additional work on writing half reactions • Identification of cell components • Balancing redox reactions • Strategies for improvement in Redox: • Addition of another cell lab (color coded anode/cathode secretion lab) • Using Redox cards (reactions for balancing)

Physics 30	<ul style="list-style-type: none"> Exceeded provincial standards in both Acceptable and Excellence. High participation rates A significantly larger percentage of girls that take Physics 30 at Springbank achieve a standard of excellence, and all of them achieved an acceptable standard On the diploma exam, Springbank scored significantly better in both categories. On the School awarded marks, teachers across the province tended to give significantly higher grades to students, and awarded more marks above 80%. This will be explored to the implications for our students 	<ul style="list-style-type: none"> ✓ Develop in students the ability to apply of understanding to new situations. ✓ Increase opportunities for embedded real-life scenarios. ✓ There is no specific area that needs major improvement. I will be tweeking the way that I teach a few concepts to address a few possible issues raised by the ✓ Item Analysis. I want to avoid teaching to the exam, so I will continue to ✓ develop the course in a direction that I believe encourages a good ✓ understanding of Physics concepts as outlined in the Program of Studies. ✓ Strategies for teaching: ✓ Continue to develop resources on Moodle for independent student work. ✓ Attempt to incorporate current technologies into the subject matter being ✓ studied. With this, I hope to continue developing hands-on activities for learning
French Social Studies (low enrollment numbers may skew validity of results)	<ul style="list-style-type: none"> Overall (Final Course Mark) acceptable standard was 100% 5.7% above the provincial average in the written assignments. On written assignment I, a much higher percentage of my students achieved the standard of excellence than the province There was a notable improvement in the results for both written assignments The multiple choice results were comparable to last year, albeit slightly lower 	<ul style="list-style-type: none"> What needs improvement? 1.3% below the provincial average for the multiple choice section Only 16.7% achieved standard of excellence versus 21.9% provincially No particular difficulty with CONTENT, but SKILLS need improvement (i.e. ability to analyse a source/s and synthesize the information contained therein to determine the correct response)

APPENDIX L: 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:

	2006/07		2007/08		2008/09		2009/10		2010/11		2012/13 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Participation Rate	78.1	53.6	81.1	53.3	80.2	53.5	80	54.9	83.9	56.2	84

Analysis of Participation Rate:

- The school continues to show impressive results in the area of participation rate. 27% more students at Springbank Community High School write diploma exams within three years of entering grade 10.

Areas of Strength:

- This is clearly a major strength for the school. We maintain high results on Diploma exams while a vast majority of our students take these exams.

Future Priorities:

- Continue to encourage our students to excel and do their best.

APPENDIX M: DROP OUT RATE

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

DROP-OUT RATE:

	2006/07		2007/08		2008/09		2009/10		2010/11		2012/13 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Drop-Out Rate	1.3	5.0	1.3	4.8	.9	4.3	.4	4.2	.3	3.2	.3

Analysis of Dropout Rate:

- When compared to the Provincial numbers, Springbank Community High School's results continue to be at a high standard. When compared to the 2009-2012 results further growth is to be noted.

Areas of Strength:

- The school continues to produce excellent results with respect to keeping students in school. Last year, all of our students walked the stage at graduation.
- Our Advisory program connects certificated staff with students, thus creating a significant relationship with all students.

Future Priorities:

- While we recognize that most of our students stay in school, our goal is to always take care of those who are at risk of not graduating.

APPENDIX N: 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:

	2006/07		2007/08		2008/09		2009/10		2010/11		2012/13 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Three Years	91.2	71.1	88.7	70.8	91.7	71.5	90.5	72.6	93.8	74.1	94
Four Years	92.8	76.1	93.3	76.3	93	76.1	94.1	76.9	92.9	78.1	93
Five Years	93.3	78.9	95	78.7	94.5	79.0	95	79.0	97	79.6	98

Analysis of High School Completion Rate:

- Springbank Community High School continues to show strength in this category. We take pride in ensuring our students graduate or are poised to complete their diploma soon after the 3 year mark

Areas of Strength:

- The results continue to show strength in this category

Future Priorities:

- Continue to make high school graduation of great importance to our students.

APPENDIX O: 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:

	2006/07		2007/08		2008/09		2009/10		2010/11		2012/13 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Four Years	50.5	38.7	59.0	38.9	56.1	37.5	44.4	37.8	45.2	38.2	46
Six Years	70.2	58.8	77.8	59.2	74.7	59.8	76.1	59.3	77.3	58.4	50

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:

- Springbank Community High School continues to show strength in this area

Future Priorities:

- Maintain these results.
- Continue to expand our Learning for All initiative
- E-portfolios have been implemented for all students

APPENDIX P: 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:											
	2006/07		2007/08		2008/09		2009/10		2010/11		2012/13 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Recipients	78.5	56.8	84.3	57.3	79	56.9	79	59.6	86.7	61.5	87

Analysis of Rutherford Scholarship:

- A large number of Springbank High students continue to earn the Rutherford Scholarships. When compared to past results, 7% more students earned this scholarship. When compared to the province, we scored 25% above the provincial average
- **Areas of Strength:**
- Clearly, our students earn scholarships and strive to do their best
- **Future Priorities:**
- Maintain this area of strength

ANNUAL RESULTS REPORT (2011/12) 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"/>	June/September/October 2012
School Council	<input checked="" type="checkbox"/>	June/October 2012

I, (*Principal*), certify that the proposed School Annual Results 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

October 15, 2012

Date

School Council Chair Signature

Date

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

Superintendent of Schools

Date

*(Signatures should be scanned in and inserted as a .tiff in the document.
Please note the resolution of a .jpeg is too low.)*