

# **Springbank Community High School**

**2012-2013 Annual Report**



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## MESSAGE FROM THE SCHOOL ADMINISTRATION:

Springbank Community High School is an innovative one-to-one school that focuses on personalized learning, student engagement, project-based learning, creative and critical thinking. We are very proud of the accomplishments of all of our students and commend our staff for their commitment and dedication to ensuring success for each of our students.

During the 2012-2013 school year, Springbank Community High School continued to concentrate on the collection of data to celebrate the successes, note the trends in the learning process, and inform the decisions of the school. The collection of data was shared with members of the school community and was used to guide the goals and direction of the organization. As the incoming Principal to Springbank Community High School, this data will be further reflected upon and will be utilized to continue the direction set forth by the previous administration and will be further utilized to identify and establish future goals for teaching and learning within the school community.

Providing opportunities for students, parents and teachers to address their concerns or to identify and acknowledge their satisfaction by participating in surveys is one 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.

The philosophy of Schooling by Design continued to be a vital focus for teaching and learning at Springbank Community High. This philosophy views data as a way to chart trend, note discrepancies and make informed decisions about what’s next. “This call to become data driven requires more than simply establishing mechanisms for quantifying, collecting, and distributing results” (Wiggins and McTighe, *Schooling by Design*). In order for information we collect to be meaningful, the core philosophy must focus upon the mission and the desired results and subsequently asking, “what data are needed and do those data tell us” (Wiggins and McTighe *Schooling by Design*). 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.

Once again, the results Springbank Community High earned on Diploma and Achievement exams alone are extremely positive. One cannot become complacent in the face of positive achievement results. The ultimate goal is, and always should be to improve student learning and build teacher capacity to enhance the teaching and learning process. “It is the data which gives us the roadmap to reform” (Mandinach and Jackson, *Transforming Teaching and Learning Through Data Driven Decision Making*). It tells us where we are, where we need to go, and who is most at risk. Connecting this to Springbank High, if Achievement and Diploma data was the only view we had on our school, it would have been easy to stay at status quo. We would have missed many other important aspects to our learning environment. Learning must be viewed holistically and plans for improvement must also be holistic.

At Springbank Community High School we continue to value all of the data available to us. There are many areas in which we can celebrate success, however by examining all of the data we can utilize this as a vehicle for continuous school improvement. Consequently, we have 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.

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. This type of enculturation is based on the notion that data analysis and continuous improvement are essential components of professional practice. The goal is to create a shared vision and understanding of learning objectives and improvement strategies. At Springbank Community High School, we are continuing to look 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. We have much to be proud of as a school/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. The information in this annual report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for future development.

As the incoming Principal at Springbank Community High School, the work will continue with all staff toward the continued transformation of teaching and learning. Achievement and diploma exam results will continue to be important as will student engagement, student centric learning, personalized learning and communication, and 21<sup>st</sup> century learning. The focus of school achievement has always been and will continue to be on student learning. There is nothing that has greater priority. As we continue to look toward the future, we will continue to explore the ways in which we can have a positive impact on our students and how we can foster and enhance learning in order to further make a difference in the lives of each child we serve.

## **SCHOOL PROFILE**

### **School Name:**

Principal: Karen Dittrick, MA

Address: 32226 Springbank Road Calgary, AB T3Z 2L9

Phone: 403-246-4771

Fax: 403-240-0088

Email: [springcm@rockyview.ab.ca](mailto:springcm@rockyview.ab.ca)

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

**School Profile:**

Grade Configuration: 9-12

Student Population: 660

No. of Teachers: 30

No. of Support Staff: 12

**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 2012-2013 year, Springbank High continued to develop and utilize an Advisory program. Its mission to have a caring teacher track students from grade 9 – 12 was positively received by parent and students. 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. 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.

**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**

When we moved to Calgary from Toronto, choosing the right school was the single most important criteria for finding a place to settle. Six years later, we are now preparing for our first of three children to enter university in September, and are very pleased with the decision we made when we selected Springbank. “It takes a village to raise a child,” we were told during our search. Schools, community and parenting need to be aligned in values and purpose of education. It is this spirit that drives the strong success of Springbank Community High School. Our first born has certain been the benefactor of a strong foundation that will prepare him for lifelong success in his future endeavors. In addition to receiving strong academic grounding, he was an active participant in multiple school sports programs and “One Village, a specially designed program that teaches students about helping underprivileged communities. We look forward to seeing our other two children become future Springbank graduates. (Smita)

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 rigors 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.**

Springbank Community High School is proud to report that school achievements continue to meet or exceed provincial averages. The outstanding achievements that are attained by our school community are in no small part due to the outstanding efforts of the staff that is passionate about enhancing teaching and learning. At Springbank Community High School all staff work diligently to establish positive relationships with each and every student and through their ongoing commitment to the Advisory program, staff members are able to support individual student needs. We are proud of the ongoing efforts of our staff members and it is through their outstanding efforts that we continue to celebrate the success of Springbank Community High School.

During the 2012-2013 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. 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.

With respect to the Accountability Pillar Survey (APORI) results, Springbank Community High School maintained its excellent scores in the ‘safe and caring’ category. 86% of those surveyed responded positively to this category, a 2% decrease in satisfaction from last year’s results. In the Program of Studies category, the results moved from 80% to 77%. Education quality changed from 89% to 83%. Drop out rate was phenomenally low at .9%. Our High School completion rate measured at a profoundly high 95%.

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 83%. Respondents reported at an 86% 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, 79% of students reported positive relationships. The Canadian norm is 79%. A positive sense of belonging was reported by 70% of our students, which is equivalent to the Canadian norm. They see themselves as physically active and participate in sports and clubs at slightly above the Canadian norm.

### **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 most categories, we achieved acceptable to excellent. In two categories, Parental Involvement and Continuous Improvement a decrease in satisfaction occurred and were identified as “issue”. When writing four Diploma Exams, participation rates far exceeded the provincial standards. Springbank High School achieved 87% compared with a provincial rate of 57%. In the Tell Them From Me student survey, 80% of students hold high expectations for their academic achievement. Students at SCHS see themselves as competent in Language Arts, Math, and Science; well above the National norms (see page 5 and 7 of the Tell Them from Me Survey results 2012-2013 for more details). In the third year of the one to one ubiquitous computing initiative, the school continues to see an increase of courses offered in

a blended/flex environment. All SCHS courses have an online presence that students have access to at anytime, anywhere, anyplace.

Teachers have infused concepts into the curricular areas and over 40 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 continued to be well received. Over 30 students participated in this course. Springbank High opened up choice for students to do work experience in a more flexible way than in previous years. Work preparation and career counselling was a priority. Springbank High School hosted a full day Career Fair where students interacted with over 180 speakers and presenters. The Advisory program was dedicated to information related to graduation, career choices, work preparation 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 most of the outcomes. Our accomplishments are as follows: The school continued the work in the areas of civic, social and environmental responsibility (One Village). This was followed up by a partnership between Springbank and the Kisaruni Girl's school in Kenya. Staff and students visited Kenya in 2013. 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.**

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 an 83% result. 82% of respondents believe the instructional design engages the learner and 86% agree that instructional design enriches the learning experience. These results are consistent with the Tell Them From Me survey. Springbank achieved above the Canadian norm for level of engagement in interest and motivation, and effort, and slightly below the Canadian norm for quality instruction. 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 continues to be a part of the High School Flexibility Project. 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 second 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 21<sup>st</sup> 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 91% of learners at Springbank High feel they use digital technologies to enhance learning. When compared to 90% jurisdiction-wide, Springbank falls into that average. 92% of respondents believe that Springbank High School accelerates innovation, research and organizational development to achieve operational efficiency. This falls above the jurisdiction average of 84%. We continue to utilize a one to one ubiquitous computing environment with project-based learning and the universal learning concept as the cornerstone to teaching and learning. Springbank Community High School continues to focus on personalized learning, flexibility, and the development of creative and critical thinking. Of those who took the survey at Springbank High and across the jurisdiction, 95% believe that learning is generative, responsive and multi-dimensional. In the outcome entitled “Leadership capacity is built across the jurisdiction, 83% 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, career counseling services, and the use of e-portfolios. We also continue to find meaningful ways to use technology in a ubiquitous environment. In addition, Springbank is on its way to thinking differently about assessment. Staff is encouraged to engage in action research to move from traditional assessment to the use of more formative assessment principles, thus creating better learning. The goal will be to encourage teachers to consistently use formative data to create a feedback loop for their students. Aligning teachers' assessment practice to Policy HK will continue to be a goal.

### **Goal One – Learners have their individual needs met.**

Springbank Community High school embarked upon a “Learning for All” initiative four 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 Advisory program continued from previous years, and a personalized learning initiative aimed at individualizing student needs. Along with this came a Personalized Communication plan for parents, students and teachers, providing timely and relevant attention to the needs of each student. In this, 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 continuation 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 continues to show strong results for Springbank High. We recognize that we are a work in progress with respect to student engagement and balanced assessment. Improving instructional practice is a focus for this year and an area of growth. In the area of entrepreneurialism, we are trying to find meaning in the context of the learning environment. We have begun a Video Production Company and a Coffee Shop where students can learn, practice, and develop their entrepreneurial skills. 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 Three is where Springbank High needs to place continued attention. This is not a surprise as our teachers regularly survey students on indicators related to engagement, rigour, acquisition, and make meaning leading to transfer-type outcomes. Through that process, the area of engagement and assessment practices have been identified and will continue to be a focus for Springbank High School. One of the most powerful ways to effect change in teaching practice is to hear the student voice. This in-house survey provides the student voice, gives the teacher data related to the perceptions of their students, and gives them data for improvement. The comments by students offer teachers information to identify areas of growth and trends for improvement. The Tell Them From Me survey also provided the same data. Students are socially and institutionally and intellectually engaged. When the data is triangulated, it sends a clear message where our emphasis needs to be. Student engagement has been a goal in our School Education Plan and all staff will be focused on this throughout the 2013-2014 school year.

### **Goal Four – Learning environments enable the acquisition of 21<sup>st</sup> 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 2013-2014 school year will be to continue to develop teacher focus on ISTE NET standards, learning management systems, and 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 continues to be a disconnect between “student as passive consumer” of information and the more preferred

“student as active creator”. The school continues to work on this change. Also, the shift to 21<sup>st</sup> century learning spaces continues to be a priority. When the thinking is altered 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	88%	84%	N/a	85%	81%	N/a	Intermediate	Not Significant	Acceptable
	Learning is universally accessible	83%	81%	N/a	85%	83%	N/a	Intermediate	Not Significant	Acceptable
	Parents and community partners play a purposeful and sustained role	86%	84%	N/a	84%	80%	N/a	Intermediate	Not Significant	Acceptable
Goal Two: Learners are self directed, innovative, ecologically intelligent, and entrepreneurial	Learners direct and feel ownership for their learning	90%	83%	N/a	86%	83%	N/a	Intermediate	Significant Improvement	Good
	Learners demonstrate 21 <sup>st</sup> Century competencies	88%	84%	N/a	85%	83%	N/a	Intermediate	Not Significant	Acceptable
	Learners demonstrate global stewardship	88%	83%	N/a	89%	85%	N/a	Intermediate	Significant Improvement	Good
	Learners flourish in a culture of excellence	83%	81%	N/a	85%	82%	N/a	Intermediate	Not Significant	Acceptable
Goal Three: Instructional design challenges and engages each learner	Learning occurs any time, any place, any path, any pace	83%	79%	N/a	81%	77%	N/a	Intermediate	Not Significant	Acceptable
	Instructional design engages each learner	82%	77%	N/a	85%	81%	N/a	Below	Significant Improvement	Acceptable
	Instructional design enriches the learning experience	86%	83%	N/a	90%	87%	N/a	Intermediate	Not Significant	Acceptable
	Instructional practices empower learners	65%	58%	N/a	78%	74%	N/a	Below	Significant Improvement	Acceptable
Goal Four: Learning environments enable the acquisition of 21 <sup>st</sup> Century competencies	Learners use digital technologies to enhance learning	91%	84%	N/a	90%	86%	N/a	Intermediate	Significant Improvement	Good
	Accelerate innovation, research and organizational development to achieve operational efficiencies	92%	91%	N/a	84%	79%	N/a	Above	Not Significant	Excellent
	Learning is generative, responsive and multi-dimensional	95%	91%	N/a	93%	91%	N/a	Intermediate	Not Significant	Acceptable
	Leadership capacity is built across the jurisdiction	83%	73%	N/a	82%	78%	N/a	Intermediate	Significant Improvement	Good

**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 25<sup>th</sup> percentile are evaluated as Below; schools between the 25<sup>th</sup> and 75<sup>th</sup> percentile are evaluated as Intermediate; and schools above the 75<sup>th</sup> 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

## APPENDIX B: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

### Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2013 School: 5223 Springbank Community High School



Measure Category	Measure Category Evaluation	Measure	Springbank Community High Sch			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	<a href="#">Safe and Caring</a>	86.0	88.8	86.9	89.0	88.6	88.1	High	Maintained	Good
		<a href="#">Program of Studies</a>	77.4	80.1	76.5	84.5	80.7	80.7	Intermediate	Maintained	Acceptable
	Good	<a href="#">Education Quality</a>	82.9	89.4	86.7	89.8	89.4	89.3	Low	Declined	Issue
		<a href="#">Drop Out Rate</a>	0.9	0.3	0.5	3.5	3.2	3.9	Very High	Maintained	Excellent
Student Learning Opportunities	Good	<a href="#">High School Completion Rate (3 yr)</a>	95.4	93.8	92.1	74.8	74.1	72.7	Very High	Improved	Excellent
		<a href="#">PAT: Acceptable</a>	94.1	91.1	91.3	79.0	79.1	79.2	n/a	n/a	n/a
	n/a	<a href="#">PAT: Excellence</a>	16.8	28.0	28.4	18.9	20.8	19.9	n/a	n/a	n/a
		<a href="#">Diploma: Acceptable</a>	91.2	95.0	94.5	84.6	83.1	82.5	Very High	Declined	Good
Student Learning Achievement (Grades 10-12)	Excellent	<a href="#">Diploma: Excellence</a>	32.5	38.9	38.4	21.7	20.7	20.1	Very High	Declined	Good
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	86.9	83.9	80.7	56.6	56.2	54.9	Very High	Improved	Excellent
		<a href="#">Rutherford Scholarship Eligibility Rate (Revised)</a>	87.3	86.7	81.5	61.3	61.5	59.4	Very High	Improved	Excellent
		<a href="#">Transition Rate (6 yr)</a>	73.6	77.3	76.0	59.5	58.4	59.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	<a href="#">Work Preparation</a>	64.2	86.7	78.3	80.3	79.7	79.9	Very Low	Declined	Concern
		<a href="#">Citizenship</a>	78.1	79.8	77.7	83.4	82.5	82.0	High	Maintained	Good
		<a href="#">Parental Involvement</a>	72.6	78.1	79.3	80.3	79.7	79.8	Low	Maintained	Issue
		<a href="#">School Improvement</a>	71.7	81.9	78.3	80.6	80.0	80.0	Intermediate	Declined	Issue

#### Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
- 2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## APPENDIX C: RVS STUDENT SURVEY – COMPARTATIVE RESULTS BY YEAR

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Springbank Community	Other Rocky View School	Springbank Community	Other Rocky View Schools	Springbank Community	Other Rocky View School	Springbank Community	Other Rocky View School	Springbank Community	Other Rocky View Schools
1. I feel welcome at school.	Agree	92%	92%	89%	91%	89%	89%	82%	88%	92%	86%
	Disagree	8%	8%	11%	9%	11%	11%	18%	12%	8%	14%
2. Teachers help me when I need it.	Agree	84%	89%	84%	88%	88%	86%	74%	85%	89%	83%
	Disagree	16%	11%	16%	12%	12%	14%	26%	15%	11%	17%
3. Students care about each other at my school.	Agree	72%	69%	70%	67%	72%	65%	49%	61%	70%	58%
	Disagree	28%	31%	30%	33%	29%	35%	51%	39%	30%	42%
4. The staff at my school cares about me.	Agree	79%	87%	80%	85%	82%	82%	71%	81%	83%	77%
	Disagree	21%	13%	20%	15%	18%	18%	29%	19%	17%	23%
5. I feel safe at school.	Agree	91%	89%	90%	88%	86%	87%	80%	84%	93%	81%
	Disagree	9%	11%	10%	12%	14%	13%	20%	16%	7%	19%
6. I am treated fairly by adults in the school.	Agree	79%	82%	77%	80%	75%	79%	65%	78%	80%	75%
	Disagree	21%	18%	23%	20%	25%	21%	35%	22%	20%	25%
7. Students and adults show respect for each other at this school.	Agree	77%	78%	71%	75%	79%	73%	57%	70%	74%	69%
	Disagree	23%	22%	29%	25%	22%	27%	43%	30%	26%	31%
8. I have access to quality technology to support my learning.	Agree	93%	90%	92%	88%	93%	86%	66%	85%	83%	80%
	Disagree	7%	10%	8%	12%	8%	14%	34%	15%	17%	20%
9. The use of technologies at school helps me do my school work better.	Agree	82%	87%	77%	87%	74%	84%	65%	83%	88%	80%
	Disagree	18%	13%	23%	13%	26%	16%	35%	17%	12%	20%
10. Teachers make my class interesting.	Agree	68%	73%	59%	71%	63%	70%	55%	67%	68%	64%
	Disagree	32%	27%	41%	29%	37%	30%	45%	33%	32%	36%
11. I am learning the skills I will need when I leave school.	Agree	66%	80%	67%	81%	64%	80%	56%	79%	75%	76%
	Disagree	34%	20%	33%	19%	36%	20%	44%	21%	25%	24%
12. The school provides opportunities for students to become involved in volunteer activities and community service projects.	Agree	81%	81%	79%	78%	78%	77%	71%	77%	86%	73%
	Disagree	19%	19%	21%	22%	22%	23%	29%	23%	14%	27%
13. My school participates in environmentally friendly practices.	Agree	83%	83%	82%	80%	81%	81%	78%	78%	84%	75%
	Disagree	17%	17%	18%	20%	19%	19%	22%	22%	16%	25%
14. Teachers use a variety of ways to help me learn.	Agree	70%	78%	67%	78%	68%	77%	60%	75%	70%	72%
	Disagree	30%	22%	33%	22%	32%	23%	40%	25%	30%	28%
15. I understand how my teacher determines my marks.	Agree	67%	80%	66%	77%	66%	75%	59%	73%	66%	70%
	Disagree	33%	20%	34%	23%	35%	25%	41%	27%	34%	30%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Agree	64%	78%	63%	74%	71%	75%	63%	73%	69%	69%
	Disagree	36%	22%	37%	26%	30%	25%	37%	27%	31%	31%
17. When teachers assess my work they give me the feedback I need to help me improve.	Agree	62%	79%	64%	77%	68%	76%	65%	75%	64%	71%
	Disagree	38%	21%	36%	23%	32%	24%	35%	25%	36%	29%
18. School staff is helping me to be a better person.	Agree	58%	73%	57%	72%	58%	71%	60%	68%	64%	64%
	Disagree	42%	27%	43%	28%	42%	29%	40%	32%	36%	36%
19. I have the chance to be involved in different activities in my school.	Agree	90%	89%	87%	87%	84%	86%	78%	85%	92%	82%
	Disagree	10%	11%	13%	13%	16%	14%	22%	15%	8%	18%
20. I take responsibility for my learning.	Agree	93%	94%	92%	94%						
	Disagree	7%	6%	8%	6%						
21. The school helps me to do my very best.	Agree	70%	80%	70%	79%						
	Disagree	30%	20%	30%	21%						
22. I use my class's online learning resources (i.e. Moodle, School Websites) after school is done to help me learn.	Agree	72%	62%	63%	55%						
	Disagree	28%	38%	37%	45%						
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Agree	66%	80%	66%	80%						
	Disagree	34%	20%	34%	20%						
24. I know how I learn.	Agree	85%	89%	85%	89%						
	Disagree	15%	11%	15%	11%						
25. My teacher(s) inspires me to learn.	Agree	53%	69%	49%	70%						
	Disagree	47%	31%	51%	30%						
26. I feel safe on the school bus.	Agree	80%	79%	79%	76%						
	Disagree	20%	21%	21%	24%						
27. Students on my bus show respect for each other.	Agree	68%	51%	69%	51%						
	Disagree	32%	49%	31%	49%						
28. Discipline and rules on the bus are fair.	Agree	78%	74%	78%	74%						
	Disagree	22%	26%	22%	26%						
29. (Grade 10-12 only) I know how to access information regarding university and other post-secondary education.	Agree	81%	80%	80%	76%	70%	73%	68%	75%	71%	77%
	Disagree	19%	20%	20%	24%	30%	27%	32%	25%	29%	23%
30. (Grade 10-12 only) My school helps me plan for my future after I leave school.	Agree	72%	71%	62%	67%	70%	65%	51%	68%	67%	71%
	Disagree	28%	29%	38%	33%	30%	35%	49%	32%	33%	29%
31. (Grade 10-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Agree	78%	76%	68%	72%						
	Disagree	22%	24%	32%	28%						

## RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2012/13		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	Springbank Community	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Satisfied	98%	95%	93%	90%	94%	93%	92%	93%	89%	90%
	Dissatisfied	2%	5%	7%	10%	6%	7%	8%	7%	11%	10%
2. with the opportunities you have to be involved in school decision-making?	Satisfied	83%	89%	81%	84%	87%	87%	74%	83%	87%	83%
	Dissatisfied	17%	11%	19%	16%	13%	13%	26%	17%	13%	17%
3. with the opportunities the school offers for your involvement in school activities?	Satisfied	87%	93%	89%	87%	91%	91%	89%	89%	88%	90%
	Dissatisfied	13%	7%	11%	13%	9%	9%	11%	11%	13%	10%
4. with the way the school keeps you informed about your child's progress and achievement?	Satisfied	82%	85%	75%	77%	82%	83%	82%	81%	81%	79%
	Dissatisfied	18%	15%	25%	23%	18%	17%	18%	19%	19%	21%
5. that your child has access to support services that meet his/her needs?	Satisfied	80%	85%	76%	80%	82%	83%	81%	81%	72%	79%
	Dissatisfied	20%	15%	24%	20%	18%	17%	19%	19%	28%	21%
6. that the needs of all learners are met at this school?	Satisfied	69%	82%	68%	76%	74%	79%	67%	76%	65%	72%
	Dissatisfied	31%	18%	32%	24%	26%	21%	33%	24%	35%	28%
7. that the needs of your child are met at this school?	Satisfied	76%	84%								
	Dissatisfied	24%	16%								
8. with the safety of the school environment?	Satisfied	95%	91%	92%	87%	93%	89%	87%	89%	85%	87%
	Dissatisfied	5%	9%	8%	13%	7%	11%	13%	11%	15%	13%
9. that there is a caring atmosphere at the school?	Satisfied	90%	93%	90%	86%	83%	89%	80%	89%	82%	86%
	Dissatisfied	10%	7%	10%	14%	17%	11%	20%	11%	18%	14%
10. that respectful relationships are encouraged amongst all staff and students?	Satisfied	87%	90%	82%	85%	88%	89%	83%	88%	85%	85%
	Dissatisfied	13%	10%	18%	15%	12%	11%	17%	12%	15%	15%
11. that your child is treated fairly by adults at the school?	Satisfied	89%	91%	84%	85%	87%	89%	88%	88%	83%	85%
	Dissatisfied	11%	9%	16%	15%	13%	11%	12%	12%	17%	15%
12. that students are learning to become critical, creative and complex thinkers?	Satisfied	83%	90%	78%	82%	83%	87%	86%	86%	89%	85%
	Dissatisfied	17%	10%	22%	18%	17%	13%	14%	14%	11%	15%
13. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	92%	92%	78%	85%	86%	87%	83%	87%	86%	85%
	Dissatisfied	8%	8%	22%	15%	14%	13%	17%	13%	14%	15%
14. that the school staff is helping students learn to become better citizens?	Satisfied	88%	92%	81%	86%	82%	89%	86%	88%	84%	86%
	Dissatisfied	12%	8%	19%	14%	18%	11%	14%	12%	16%	14%
15. that your child's school models practices that contribute to environmental sustainability?	Satisfied	97%	95%	90%	90%	88%	92%	86%	92%	88%	90%
	Dissatisfied	3%	5%	10%	10%	12%	8%	14%	8%	12%	10%
16. that your child was well-prepared for their present grade?	Satisfied	84%	89%	79%	81%	86%	86%	81%	85%	86%	84%
	Dissatisfied	16%	11%	21%	19%	14%	14%	19%	15%	14%	16%
17. with the transition assistance provided to your child as he/she moves from one grade to the next?	Satisfied	83%	88%	73%	81%	86%	85%	83%	84%	80%	83%
	Dissatisfied	17%	12%	27%	19%	14%	15%	17%	16%	20%	17%
18. that students are exploring and planning for what they will do after they leave school?	Satisfied	82%	82%	68%	76%	68%	75%	71%	75%	68%	75%
	Dissatisfied	18%	18%	32%	24%	32%	25%	29%	25%	32%	25%
19. that the assessment feedback your child gets from his/her teachers helps him/her improve?	Satisfied	75%	85%	62%	79%	66%	81%	69%	79%	72%	77%
	Dissatisfied	25%	15%	38%	21%	34%	19%	31%	21%	28%	23%
20. that your child has access to instruction that meets his/her needs?	Satisfied	79%	85%	72%	78%	74%	81%	75%	81%	76%	78%
	Dissatisfied	21%	15%	28%	22%	26%	19%	25%	19%	24%	22%
21. that students take responsibility for their learning?	Satisfied	90%	91%	77%	84%						
	Dissatisfied	10%	9%	23%	16%						
22. that the digital technologies (i.e. computers, smart boards, etc.) used by your child's teachers enhance your child's learning?	Satisfied	80%	93%	67%	86%						
	Dissatisfied	20%	7%	33%	14%						
23. that the school enables your child to excel and achieve excellence?	Satisfied	79%	84%	74%	78%						
	Dissatisfied	21%	16%	26%	22%						
24. that your child's teachers use of online digital resources (i.e. Moodle, School Websites) allows access to learning beyond the school day?	Satisfied	90%	90%	82%	82%						
	Dissatisfied	10%	10%	18%	18%						
25. that teachers use real-life, meaningful experiences to help students learn?	Satisfied	87%	93%	78%	86%						
	Dissatisfied	13%	7%	22%	14%						
26. that your child's teacher(s) inspires him/her to learn?	Satisfied	76%	88%	66%	80%						
	Dissatisfied	24%	12%	34%	20%						
27. that your child feels safe on the bus?	Satisfied	96%	90%	91%	84%						
	Dissatisfied	4%	10%	9%	16%						
28. that students on your child's bus demonstrate respect for each other?	Satisfied	90%	77%	87%	71%						
	Dissatisfied	10%	23%	13%	29%						
29. that discipline and rules on the bus are fair?	Satisfied	94%	87%	90%	83%						
	Dissatisfied	6%	13%	10%	17%						
A. that your child has access to learning supports that are a match for his/her unique needs?	Satisfied	67%	78%	85%	74%	71%	76%	68%	73%	71%	74%
	Dissatisfied	33%	22%	15%	26%	29%	24%	32%	27%	29%	26%
B. with the involvement of learning specialists, support staff or community agencies, if required?	Satisfied	72%	77%	81%	72%	64%	73%	65%	71%	72%	74%
	Dissatisfied	28%	23%	19%	28%	36%	27%	35%	29%	28%	26%
C. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Satisfied	69%	78%	74%	73%	62%	75%	63%	72%	72%	72%
	Dissatisfied	31%	22%	26%	27%	38%	25%	37%	28%	28%	28%



## RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

		2012/13		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	Springbank Community	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Satisfied	100%	94%	89%	91%	75%	93%	82%	92%	89%	91%
	Dissatisfied		6%	11%	9%	25%	7%	18%	8%	11%	9%
2. with the opportunities you have to be involved in school / workplace decision-making?	Satisfied	83%	83%	71%	80%	69%	85%	67%	83%	72%	87%
	Dissatisfied	17%	17%	29%	20%	31%	15%	33%	17%	28%	13%
3. with the safety of the school / workplace environment?	Satisfied	100%	95%	93%	95%	87%	95%	93%	94%	100%	95%
	Dissatisfied		5%	7%	5%	13%	5%	7%	6%		5%
4. that there is a caring atmosphere at the school / workplace?	Satisfied	94%	92%	84%	89%	68%	93%	84%	91%	94%	94%
	Dissatisfied	6%	8%	16%	11%	32%	7%	16%	9%	6%	6%
5. that respectful relationships are encouraged amongst all staff and/or students?	Satisfied	97%	89%	89%	88%	74%	90%	91%	88%	94%	90%
	Dissatisfied	3%	11%	11%	12%	26%	10%	9%	12%	6%	10%
6. that the school / workplace models practices that contribute to environmental sustainability?	Satisfied	94%	91%	86%	90%	90%	89%	78%	88%	83%	90%
	Dissatisfied	6%	9%	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	97%	96%	90%	94%						
	Dissatisfied	3%	4%	10%	6%						
8. that your Community of Practice aligns to the schools' Education Plan / RVS Three Year Plan?	Satisfied	97%	94%	93%	93%						
	Dissatisfied	3%	6%	7%	7%						
9. with your access to professional learning opportunities?	Satisfied	83%	86%	91%	84%	77%	87%	86%	86%	78%	86%
	Dissatisfied	17%	14%	9%	16%	23%	13%	14%	14%	22%	14%
10. that your professional learning has positively impacted your instructional and/or organizational effectiveness?	Satisfied	100%	91%	91%	88%	84%	88%	81%	88%	83%	90%
	Dissatisfied		9%	9%	12%	16%	12%	19%	12%	17%	10%
11. that the technologies available in your school / workplace meets 21st Century standards?	Satisfied	100%	89%	91%	83%	91%	88%	76%	82%	78%	76%
	Dissatisfied		11%	9%	17%	9%	12%	24%	18%	22%	24%
12. with the level and timeliness of technical support provided?	Satisfied	97%	86%	87%	78%	71%	82%	80%	77%	72%	74%
	Dissatisfied	3%	14%	13%	22%	29%	18%	20%	23%	28%	26%
13. that you have adequate resources to do the job you are assigned?	Satisfied	94%	83%	87%	82%	81%	82%	81%	81%	78%	79%
	Dissatisfied	6%	17%	13%	18%	19%	18%	19%	19%	22%	21%
14. with the opportunity to lead in your school / workplace?	Satisfied	94%	90%	86%	89%	73%	90%	84%	88%	81%	91%
	Dissatisfied	6%	10%	14%	11%	27%	10%	16%	12%	19%	9%
15. that the jurisdiction is building a community of learners?	Satisfied	100%	92%	89%	91%	84%	92%	80%	92%	88%	93%
	Dissatisfied		8%	11%	9%	16%	8%	20%	8%	12%	7%
16. with the overall communication between the jurisdiction and the school?	Satisfied	94%	84%	83%	80%	90%	94%	98%	95%	100%	94%
	Dissatisfied	6%	16%	17%	20%	10%	6%	2%	5%		6%
17. with the appreciation you receive at the jurisdiction level for your contributions?	Satisfied	68%	68%	61%	67%	44%	69%	55%	69%	50%	66%
	Dissatisfied	32%	32%	39%	33%	56%	31%	45%	31%	50%	34%
18. that your school/site is a good place to work?	Satisfied	100%	91%	87%	89%	78%	93%	91%	91%	89%	93%
	Dissatisfied		9%	13%	11%	22%	7%	9%	9%	11%	7%
19. that the jurisdiction is a good place to work?	Satisfied	94%	91%	91%	90%	87%	93%	79%	93%	76%	94%
	Dissatisfied	6%	9%	9%	10%	13%	7%	21%	7%	24%	6%

		2012/13		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	Springbank Community	Other Rocky View Schools
20. are you familiar with the ISTE NET Standards?	A Great Deal	15%	17%	16%	11%						
	A Moderate Amount	36%	32%	16%	24%						
	A Small Amount	27%	21%	14%	24%						
	Not At All	21%	30%	54%	40%						
21. are the ISTE NET Standards being integrated into your practice?	A Great Deal	28%	19%	27%	13%						
	A Moderate Amount	34%	42%	19%	34%						
	A Small Amount	17%	20%	12%	24%						
	Not At All	21%	19%	42%	30%						
22. are the ISTE NET Standards meaningfully impacting student learning in your classroom / school?	A Great Deal	28%	15%	24%	11%						
	A Moderate Amount	34%	40%	24%	32%						
	A Small Amount	14%	24%	16%	28%						
	Not At All	24%	21%	36%	29%						
23. with the involvement of parents within the school community?	Satisfied	100%	84%	93%	83%	90%	84%	93%	85%	94%	85%
	Dissatisfied		16%	7%	17%	10%	16%	7%	15%	6%	15%
24. that students have access to support services that meet their needs?	Satisfied	97%	75%	93%	74%	84%	81%	78%	78%	78%	74%
	Dissatisfied	3%	25%	7%	26%	16%	19%	22%	22%	22%	26%
25. that the needs of all learners are met at this school?	Satisfied	97%	74%	85%	72%	74%	79%	75%	76%	83%	71%
	Dissatisfied	3%	26%	15%	28%	26%	21%	25%	24%	17%	29%
26. with the support students receive through learning specialists, support services or community agencies, if required?	Satisfied	87%	72%	87%	68%	72%	76%	69%	76%	81%	70%
	Dissatisfied	13%	28%	13%	32%	28%	24%	31%	24%	19%	30%
27. that students with special needs are meeting their IPP goals?	Satisfied	93%	82%	92%	83%	86%	86%	79%	84%	88%	84%
	Dissatisfied	7%	18%	8%	17%	14%	14%	21%	16%	13%	16%
28. that students are treated fairly by adults at the school?	Satisfied	100%	98%	95%	97%	90%	95%	93%	96%	100%	96%
	Dissatisfied		2%	5%	3%	10%	5%	7%	4%		4%
29. that students are being taught how to become critical, creative and complex thinkers?	Satisfied	100%	93%	93%	92%	90%	94%	91%	93%	94%	92%
	Dissatisfied		7%	7%	8%	10%	6%	9%	7%	6%	8%
30. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	100%	94%	93%	93%	94%	93%	91%	92%	94%	93%
	Dissatisfied		6%	7%	7%	6%	7%	9%	8%	6%	7%
31. that the school staff is helping students learn to become better citizens?	Satisfied	100%	96%	98%	96%	91%	95%	89%	95%	94%	95%
	Dissatisfied		4%	2%	4%	9%	5%	11%	5%	6%	5%
32. with the transition assistance provided to students as they move from one grade to the next?	Satisfied	100%	90%	95%	90%	86%	91%	88%	91%	94%	90%
	Dissatisfied		10%	5%	10%	14%	9%	12%	9%	6%	10%
33. that the education program is helping students explore and prepare for post-school options?	Satisfied	97%	88%	98%	89%	77%	89%	82%	89%	94%	87%
	Dissatisfied	3%	12%	2%	11%	23%	11%	18%	11%	6%	13%
34. that student assessment information is used to help improve student performance?	Satisfied	100%	94%	95%	91%	86%	93%	77%	93%	88%	92%
	Dissatisfied		6%	5%	9%	14%	7%	23%	7%	13%	8%
35. with your ability to improve learning opportunities for students through the use of technology?	Satisfied	100%	91%	92%	88%	90%	87%	80%	82%	72%	79%
	Dissatisfied		9%	8%	12%	10%	13%	20%	18%	28%	21%
36. with the resources and supports provided to assist teachers in building 21st Century learning environments?	Satisfied	90%	81%	92%	77%	79%	82%	71%	79%	83%	74%
	Dissatisfied	10%	19%	8%	23%	21%	18%	29%	21%	17%	26%

		2012/13		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	Springbank Community	Other Rocky View Schools
37. with the resources and supports provided by the jurisdiction to assist schools in building 21st Century learning environments?	Satisfied	93%	78%	93%	76%	81%	83%	76%	80%	63%	77%
	Dissatisfied	7%	22%	7%	24%	19%	17%	24%	20%	38%	23%
38. that students have access to instruction that meets their needs?	Satisfied	100%	89%	95%	89%	90%	90%	89%	88%	82%	86%
	Dissatisfied		11%	5%	11%	10%	10%	11%	12%	18%	14%
39. that student assessment information is used to help improve instruction?	Satisfied	100%	94%	92%	92%	86%	93%	90%	92%	88%	92%
	Dissatisfied		6%	8%	8%	14%	7%	10%	8%	12%	8%
40. that student assessment information is used to help inform instruction?	Satisfied	100%	95%	95%	93%	85%	93%	93%	93%	88%	92%
	Dissatisfied		5%	5%	7%	15%	7%	7%	7%	12%	8%
41. that you implement the principles of "sound assessment" outlined in Policy HK: Assessment and Communication of Student Learning?	Satisfied	97%	96%								
	Dissatisfied	3%	4%								
42. with the overall communication between the school and the home (e.g. notices, newsletters, PowerSchool, website)?	Satisfied	100%	97%	90%	94%	81%	87%	71%	90%	75%	88%
	Dissatisfied		3%	10%	6%	19%	13%	29%	10%	25%	12%
43. that the School Council plays a meaningful role in your school?	Satisfied	97%	92%	82%	89%	80%	88%	89%	89%	94%	89%
	Dissatisfied	3%	8%	18%	11%	20%	12%	11%	11%	6%	11%
44. with the appreciation you receive at the school level for your contributions?	Satisfied	79%	81%	68%	80%	66%	84%	76%	81%	56%	83%
	Dissatisfied	21%	19%	32%	20%	34%	16%	24%	19%	44%	17%
45. that students take responsibility for their learning?	Satisfied	87%	74%	81%	71%						
	Dissatisfied	13%	26%	19%	29%						
46. that you understand the elements of UDL (Universal Design for Learning)?	Satisfied	100%	93%	84%	92%						
	Dissatisfied		7%	16%	8%						
47. that you are able to use the principles of UDL (Universal Design for Learning) in planning for instruction?	Satisfied	97%	93%	92%	91%						
	Dissatisfied	3%	7%	8%	9%						
48. that the school enables students to excel and achieve excellence?	Satisfied	100%	94%	98%	93%						
	Dissatisfied		6%	2%	7%						
49. that the jurisdiction enables your school to excel and achieve excellence?	Satisfied	100%	88%	98%	84%						
	Dissatisfied		12%	2%	16%						
50. that the use of online digital resources allows students access to learning beyond the school day?	Satisfied	100%	96%	98%	92%						
	Dissatisfied		4%	2%	8%						
51. that students have access to authentic learning experiences?	Satisfied	100%	95%	95%	94%						
	Dissatisfied		5%	5%	6%						
52. that the allocation of available resources stimulates innovation?	Satisfied	94%	86%	90%	81%						
	Dissatisfied	6%	14%	10%	19%						
53. with your use of the RVS Learning Model when planning for instruction?	Satisfied	97%	93%	91%	90%						
	Dissatisfied	3%	7%	9%	10%						
54. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Satisfied	97%	91%	97%	91%						
	Dissatisfied	3%	9%	3%	9%						
55. What percentage of students do you observe as proficient in using 21st Century competencies in their learning?	0-25%		4%								
	26-50%	3%	19%								
	51-75%	38%	51%								
	76-100%	59%	27%								

### **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 will continue to seek 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 balanced assessment and these are a priority for the school.
  - 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.
  - Indicated in the data from students is the desire for a more personalized learning environment. The school has proactively responded to this by continuing a more personalized learning environment in the 2013-2014 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 expanding the role 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: GRADE LEVEL OF ACHIEVEMENT

The chart below shows the percentage of Grade 1 – 9 students whose year-end assessment by teachers indicates they are at/above grade standards in Language Arts and Math.

GRADE STANDARDS			
	2012/13		Target 2013/14
	Math Results (%)	Language Arts Results (%)	
Grade 9	100%	99%	100%

### Analysis of Grade Level of Achievement Results:

- Springbank High School continues to achieve outstanding results in that all students are at or above grade level in Language Arts and Math.

### Areas of Strength:

- The students at Springbank High School are committed to academic excellence. Students achieve at or above grade level in Math and Language Arts.

### Future Priorities:

- We will continue to focus on academic excellence at Springbank High School. We will continue to offer a variety of programming options (flexibility; online learning) to foster student success.

## 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			
	2012/13		Target 2013/14
	Number of Students	Number of Student Completing Online Course	
42 students were registered in CALM on-line in 2012-2013. Of those students, 11 were registered in grade 10; 5 were registered in grade 11; 26 were registered in grade 12.			
Grade 9	1	1	3
Grade 10	26	25	30
Grade 11	46	43	45
Grade 12	74	69	75

### 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.
- 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.

ONLINE COURSES			
	Number of Staff	2012/13 Number of staff reporting they have completed a formal online professional learning course	Target 2013/14
Certificated Staff	30	3	5
Support Staff	12	1	3

#### **Analysis of Online Learning Results:**

- 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, 4 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.
- 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 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											
	2008/09		2009/10		2010/11		2011/12		2012/13		Target 2013/14
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	
<b>Safe and Caring Schools</b>	84.1	86.9	88.5	87.6	84	88.1	88.8	88.6	86.0	89.0	88.0
<b>Program of Studies</b>	72.6	80.3	76.8	80.5	72.4	80.9	80.1	80.7	77.4	81.5	78.0
<b>Education Quality</b>	84.5	89.3	85.8	89.2	85	89.4	89.4	89.4	82.9	89.8	84.0
<b>Access to Services</b>	65.4	70.3	70.7	70.4	67.3	69.7	75.9	70.6	69.1	70.8	70.0
<b>Work Preparation</b>	73.3	79.6	79.3	79.9	68.8	80.1	86.7	79.7	64.2	80.3	75.0
<b>Citizenship</b>	73.9	80.3	79.5	81.4	73.9	81.9	79.8	82.5	78.1	83.4	80.0
<b>Parental Involvement</b>	75.0	80.1	82.7	80.0	77.2	79.9	78.1	79.7	72.6	80.3	74.0
<b>School Improvement</b>	75.5	79.4	77.3	79.9	75.6	80.1	81.9	80.0	71.7	80.6	73.0
<b>Professional Learning</b>	50.6	81.5	72.9	83.1	72.4	82.2	90.5	81.8	87.0	82.2	88.0

### Analysis of Satisfaction Survey Results:

- The satisfaction survey results were extremely impressive in most categories. Out of 16 categories, results were in the good to excellent range in 14 of the categories. The categories of parental involvement and continuous improvement have been noted as areas requiring further improvement.
- **Areas of Strength:**
- Strengths are noted in most categories. Most notable is in the area of Student Learning Achievement and in the 3 year High School Completion rate.
- **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 and by providing more opportunities for parent involvement throughout the school year.

## 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:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>L.A. GRADE 9:</b>											
Acceptable Standard:	89.3	78.7	92.5	79.3	92.5	79.1	97.6	77.4	N/A	76.4	94.0
Standard of Excellence:	26.4	14.7	31.2	15.0	31.2	16.3	35.8	16.4	N/A	14.7	33.0

\* Grade 9 PAT data is not available due to the flooding that disrupted testing schedules in June 2013.

### PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>L.A. GRADE 9 FI:</b>											
Acceptable Standard:	91.7	81.8	76.5	86.1	100	88.8	89.3	87.5	N/A	87.2	89.0
Standard of Excellence:	8.3	10.3	5.9	12.4	23.1	15.0	7.1	12.2	N/A	13.9	8.0

### PROVINCIAL RESULTS MATHEMATICS:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>MATH GRADE 9:</b>											
Acceptable Standard:	89.3	67.0	N/A	66.4	N/A	66.1	88.4	66.4	N/A	66.5	89.0
Standard of Excellence:	45.5	18.6	N/A	19.8	N/A	17.3	33.7	17.8	N/A	18.2	18.0

\* Grade 9 PAT data is not available due to the flooding that disrupted testing schedules in June 2013.

### PROVINCIAL RESULTS SCIENCE:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>SCIENCE GRADE 9:</b>											
Acceptable Standard:	88.8	72.2	89.2	73.6	91.4	74.8	89.0	74.1	94.7	72.0	95.0
Standard of Excellence:	32.6	15.8	26.3	17.7	28.9	20.8	25.0	22.4	21.1	19.8	22.0

### PROVINCIAL RESULTS SOCIAL STUDIES:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>SOCIAL GRADE 9:</b>											
Acceptable Standard:	N/A	N/A	88.2	68.9	86.6	67.2	86.0	68.9	80.0	64.6	81.0
Standard of Excellence:	N/A	N/A	31.2	18.8	25.8	19.0	27.9	19.1	20.0	19.0	21.0

### PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
<b>SOCIAL GRADE 9 FI:</b>											
Acceptable Standard:	N/A	89.2	93.8	83.1	90	78.7	87.6	81.6	N/A	N/A	88.0
Standard of Excellence:	N/A	21.1	18.3	18.3	26.7	14.0	28.4	11.9	N/A	N/A	28.0

\* Grade 9 PAT data is not available due to the flooding that disrupted testing schedules in June 2013.



## Analysis of Achievement Exams

Subject Area	Areas of Strength	Areas for Improvement
<b>Language Arts</b> (Issues related to Quest A+ have implications to the validity of these results)	<ul style="list-style-type: none"> <li>Grade 9 PAT data is not available due to the flooding that disrupted testing schedules in June 2013.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to develop strategies for Reading Comprehension with all students.</li> <li>Our goal is to achieve a 0% failure rate.</li> <li>We will continue to develop skills for functional writing with all students.</li> </ul>
<b>French Language Arts</b> (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"> <li>Grade 9 PAT data is not available due to the flooding that disrupted testing schedules in June 2013.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing the number of SCHS students achieving a standard of excellence on both Part A and Part B of the French Language Arts exam.</li> <li>Continue to focus on content and content writing</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Grade 9 PAT data is not available due to the flooding that disrupted testing schedules in June 2013.</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics department will continue to infuse project-based and problem-based learning into the learning environment for all students.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Exceeded provincial standards in both Acceptable and Excellence</li> <li>Participation rates exceeded those of the provincial standards</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students who achieve the Standard of Excellence</li> <li>The Science department will continue to infuse to project-based learning and problem-based learning into the learning environment for students.</li> <li>We will continue to focus on meaningful engagement and balanced assessment</li> <li>We can continue to improve our skills in the area of interpreting graphical information and recognizing experimental variables.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students who achieve acceptable standard and standard of excellence</li> <li>The Social Studies department will continue to utilize a variety of assessment measures</li> <li>The Social Studies department will continue to infuse project-based learning into their learning environments.</li> </ul>
<b>Social Studies French Immersion</b> (low enrollment numbers may skew results)	<ul style="list-style-type: none"> <li>Grade 9 PAT data is not available due to the flooding that disrupted testing schedules in June 2013.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing the number of SCHS students achieving a Standard of Excellence on the French Social Studies exam.</li> </ul>

## 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:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
<b>L.A.:</b>	92.1	89.7	96.2	89.8	95.7	88.9	95.5	88.9	N/A	87.5	95.0
<b>L.A. F.I.:</b>	100	95.2	94.1	98.0	100	97.0	100	97.4	N/A	97.1	98.0
<b>MATH:</b>	95.5	89.8	N/A	86.8	97.8	89.5	97.7	89.7	N/A	88.4	97.0
<b>SCIENCE:</b>	94.4	90.5	98.4	90.4	97.9	90.0	97.7	90.1	96.1	88.8	98.0
<b>SOCIAL:</b>	N/A	N/A	98.4	90.2	96.3	88.8	98.3	89.1	97.6	88.3	98.0
<b>SOCIAL FI:</b>	N/A	98.2	100	98.5	N/A	97.9	98	88	N/A	N/A	98.0

\* Grade 9 PAT data is not available due to the flooding that disrupted testing schedules in June 2013.

#### Analysis of Provincial Achievement Participation Rates:

- In the areas of Science and Social Studies, Springbank High continues to have high participation rates when compared to the Provincial average
- Due to the flooding that disrupted testing schedules in June 2013, Grade 9 Participation Rate data is not available for all subject areas.

#### Areas of Strength:

- Students at Springbank High participate in the writing of the achievement exams.

#### 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.

<b>GRADE 12 DIPLOMA RESULTS:</b>											
	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Target
<b>ENGLISH 30-1</b>											
Acceptable Standard:	94.7	86.1	97.2	85.1	96.8	84.4	95.6	86.0	91.7	86.3	92.0
Standard of Excellence:	20.6	12.3	21.0	10.1	19.7	10.1	20.4	11.3	18.5	10.6	19.0
Participation Rate:	86.5	59.8	86.5	59.9	76.7	60.0	80.2	54.9	81.5	54.4	82.0
<b>ENGLISH 30-2</b>											
Acceptable Standard:	100.0	88.2	100.0	88.8	96.6	88.6	100	89.5	N/A	89.6	92.0
Standard of Excellence:	13.3	8.5	20.7	9.8	13.8	9.1	0	10.7	N/A	11.1	11.0
Participation Rate:	8.3	27.5	8.3	28.1	16.4	29.2	15.2	26.1	8.7	27.2	9.0
<b>FRENCH LA 30</b>											
Acceptable Standard:	100.0	95.1	100	93.7	80	95.3	100	95.5	N/A	95.3	94.0
Standard of Excellence:	33.3	18.9	12.5	16.3	20	14.3	7.7	13.4	N/A	12.4	15.0
Participation Rate:	6.7	3.0	6.7	3.2	3.7	33.0	7.6	2.8	0.0	3.0	7.0
<b>SOCIAL 30-1</b>											
Acceptable Standard:	N/A	N/A	88.7	84.5	94.8	92.8	96.2	86.2	89.2	85.4	90.0
Standard of Excellence:	N/A	N/A	23.9	16.1	25.8	14.9	29.9	16.7	15.8	15.3	16.0
Participation Rate:	N/A	N/A	N/A	49.8	70.3	52.3	76.6	48.2	77.7	46.1	78.0
<b>SOCIAL 30-2</b>											
Acceptable Standard:	N/A	N/A	91.7	85.0	97.1	85.6	94.1	83.1	N/A	82.4	97.0
Standard of Excellence:	N/A	N/A	33.3	13.7	17.6	15.9	17.6	13.7	N/A	13.8	19.0
Participation Rate:	N/A	N/A	N/A	30.4	19.6	34.8	17.3	31.0	N/A	34.0	18.0
<b>PURE MATH</b>											
Acceptable Standard:	94.9	82.1	95.9	82.9	93.9	81.0	94.3	81.8	N/A	80.6	94.0
Standard of Excellence:	42.7	26.3	56.6	29.7	53	28.7	39	27.1	N/A	35.6	50.0
Participation Rate:	74.6	45.8	N/A	45.9	68.3	46.9	72.6	42.6	0.0	7.3	70.0
<b>APPLIED MATH</b>											
Acceptable Standard:	96.4	79.4	80.0	77.3	75.8	74.3	93.8	75.6	N/A	N/A	98.0
Standard of Excellence:	7.1	13.5	5.7	12.6	3	9.9	6.3	10.3	N/A	N/A	7.0
Participation Rate:	14.5	22.0	N/A	21.8	19	22.1	15.2	20.0	0.0	0.2	16.0
<b>BIOLOGY 30</b>											
Acceptable Standard:	95.7	83.0	91.5	81.4	92.0	81.9	94.2	81.8	93.7	84.5	94.0
Standard of Excellence:	46.6	26.6	50.8	28.1	44.9	29.8	51.1	28.1	43.2	32.3	44.0
Participation Rate:	65.3	44.3	N/A	45.3	63.5	46.7	69.5	42.8	63.0	42.4	65.0
<b>CHEMISTRY 30</b>											
Acceptable Standard:	96.7	76.3	92.8	79.0	92.7	75.1	95.2	76.7	N/A	78.8	93.0
Standard of Excellence:	51.1	27.7	59.0	29.9	51	27.7	42.9	28.4	N/A	31.9	46.0
Participation Rate:	24.1	33.3	N/A	39.1	41.8	39.8	49.2	35.2	N/A	31.7	45.0
<b>PHYSICS 30</b>											
Acceptable Standard:	96.6	79.3	94.5	73.9	94.8	76.7	96.6	81.0	N/A	81.0	95.0
Standard of Excellence:	37.1	23.1	39.7	20.3	55.0	27.7	52.9	30.3	N/A	30.3	50.0
Participation Rate:	22.3	19.8	43.5	22.3	36.7	22.9	40.1	20.0	N/A	17.4	27.0
<b>SCIENCE 30</b>											
Acceptable Standard:	N/A	86.0	N/A	80.1	N/A	80.4	84.6	79.8	N/A	84.0	84.0
Standard of Excellence:	N/A	20.9	N/A	22.8	N/A	21.0	23.1	22.0	N/A	25.4	23.0
Participation Rate:	N/A	9.3	N/A	10.1	N/A	10.0	1.0	9.1	0.0	9.8	1.0

\* Grade 12 Diploma Exam Results are not available in some subject areas due to the flooding that disrupted testing schedules in June 2013.

## Analysis of Diploma Exam Results:

Subject Area	Areas of Strength	Areas for Improvement
<b>English 30-1 and 30-2</b>	<p><b>English 30-1:</b></p> <ul style="list-style-type: none"> <li>English 30-1 Diploma Exam data is impacted by the flooding that disrupted testing schedules in June 2013. As a result, the participation rate for Part A of the English 30 Diploma exam was significantly higher than the participation rate for Part B of the exam.</li> <li>18.5% of the students achieved the Standard of Excellence</li> <li>91.7% of the students achieved the Standard of Excellence.</li> </ul> <p><b>English 30-2:</b></p> <ul style="list-style-type: none"> <li>English 30-2 Diploma Exam data is not available due to the flooding that disrupted testing schedules in June 2013.</li> </ul>	<p><b>English 30-1:</b></p> <ul style="list-style-type: none"> <li>Continue to focus on relationship between context and detail (the general and the specific)</li> <li>Focus on status relationships between characters in relation to one another</li> <li>Intentionality in conversation</li> <li>Direct/indirect characterization</li> <li>Narrator's perception</li> <li>Character attributes/traits; the defining features of characters</li> <li>Greater emphasis on the modern drama</li> </ul> <p><b>English 30-2:</b></p> <ul style="list-style-type: none"> <li>Continue to identify and utilize figures of speech</li> <li>Identify character traits and incorporate these into written contexts</li> <li>Develop an understanding of theme</li> <li>Identifying the source of humor in a play</li> <li>More emphasis on non-fiction text</li> </ul>
<b>French LA 30</b> (low enrollment numbers may skew validity of results)	<ul style="list-style-type: none"> <li>French LA 30 Diploma Exam data is not available due to the flooding that disrupted testing schedules in June 2013.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to increase the number of students who achieve the Standard of Excellence</li> <li>Place additional emphasis on analyzing and interpreting passages</li> </ul>
<b>Social 30-1</b>	<ul style="list-style-type: none"> <li>SCHS students continue to perform above provincial average in terms of students receiving the standard of excellence and acceptable standard on their overall diploma exam.</li> <li>SCHS students continue to perform above provincial average in terms of students receiving the standard of excellence and acceptable standard on the written component of their exam.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The department will continue to infuse the following into their teaching practice to increase engagement: <ul style="list-style-type: none"> <li>Project-Based Learning</li> <li>Review and change the way the writing process is delivered for students</li> <li>Utilize a variety of assessment measures</li> </ul> </li> </ul>
<b>Social 30-2</b>	<ul style="list-style-type: none"> <li>Social 30-2 Diploma Exam data is not available due to the flooding that disrupted testing schedules in June 2013.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students who achieve the Standard of Excellence.</li> <li>Infuse engaging project based learning opportunities for students.</li> </ul>
<b>Math 30-1</b>	<ul style="list-style-type: none"> <li>Math 30-1 Diploma Exam data is not available due to the flooding that disrupted testing schedules in June 2013.</li> </ul>	<ul style="list-style-type: none"> <li>The mathematics department will continue the work on project-based learning and providing opportunities to make the content relevant</li> <li>Utilize a variety of assessment strategies foster the learning of all students</li> </ul>

<b>Math 30-2</b>	<ul style="list-style-type: none"> <li>• <b>Math 30-2 Diploma Exam data is not available due to the flooding that disrupted testing schedules in June 2013.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The mathematics department will continue the work on project-based learning and providing opportunities to make the content relevant</li> <li>• Utilize a variety of assessment strategies foster the learning of all students</li> </ul>
<b>Biology 30</b>	<ul style="list-style-type: none"> <li>• 94% of our students achieved at the Acceptable Standard which surpassed the Provincial standing of 84%.</li> <li>• 43.1% of our student achieved a Standard of Excellence which is rated at Very Good when compared with the Provincial standing of 32.4%</li> <li>• Students continue to earn their grades; that is they are being accurately assessed in the class through a variety of tools.</li> <li>• The differentiated approach to instruction is preparing students to achieve not just at Springbank, but also on the standardized exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at improving student ability to draw out pertinent information from context presented in the multiple choice and numerical response section.</li> <li>• More time spent on the mathematical concepts presented in some of the units</li> <li>• Biology will continue to infuse project-based learning into the course-work</li> <li>• Utilize balanced assessment strategies to support student learning</li> </ul>
<b>Chemistry 30</b>	<ul style="list-style-type: none"> <li>• <b>Chemistry 30 Diploma Exam data is not available due to the flooding that disrupted testing schedules in June 2013.</b></li> </ul>	
<b>Physics 30</b>	<ul style="list-style-type: none"> <li>• <b>Physics 30 Diploma Exam data is not available due to the flooding that disrupted testing schedules in June 2013.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop in students the ability to apply of understanding to new situations.</li> <li>• Increase opportunities for embedded real-life scenarios.</li> <li>• Continue to develop resources on Moodle for independent student work.</li> <li>• Incorporate current technologies into the subject matter being studied.</li> <li>• Continue to develop project-based and problem-based learning opportunities for students.</li> <li>• Further explore and utilize a variety of assessment strategies that will further enhance student learning.</li> </ul>
<b>Science 30</b>	<ul style="list-style-type: none"> <li>• <b>Science 30 Diploma Exam data is not available due to the flooding that disrupted testing schedules in June 2013.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of students who achieve the Standard of Excellence.</li> <li>• Continue to explore and utilize a variety of assessment strategies that enhance student learning.</li> </ul>

## 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:

	2007/08		2008/09		2009/10		2010/11		2011/12		2013/14 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Participation Rate	81.1	53.3	80.2	53.5	78.2	54.9	83.9	56.2	86.9	56.6	85

#### Analysis of Participation Rate:

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

#### 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:

	2007/08		2008/09		2009/10		2010/11		2011/12		2013/14 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	4.8	0.9	4.3	0.4	4.2	0.3	3.2	0.9	3.5	0.5

#### Analysis of Dropout Rate:

- When compared to the Provincial numbers, Springbank Community High School's results continue to be at a high standard.

#### Areas of Strength:

- The school continues to produce excellent results with respect to keeping students in school. School staff work diligently with students and their families to ensure student success.
- 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:

	2007/08		2008/09		2009/10		2010/11		2011/12		2013/14 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
<b>Three Years</b>	88.7	70.8	91.7	71.5	91.0	72.6	93.8	74.1	95.4	74.8	95.0
<b>Four Years</b>	93.3	76.3	93.0	76.1	96.1	76.9	92.9	78.1	94.6	79.4	
<b>Five Years</b>	95.0	78.7	94.5	79.0	95.4	79.0	97.0	79.6	94.3	80.8	

#### 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:

	2007/08		2008/09		2009/10		2010/11		2011/12		2013/14 School Results (%)
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
<b>Four Years</b>	59.0	38.9	56.1	37.5	44.4	37.8	45.2	38.2	43.9	39.6	45.0
<b>Six Years</b>	77.8	59.2	74.7	59.8	76.1	59.3	77.3	58.4	73.6	59.5	

#### Analysis of Transition Rate:

- When a comparison is done with the previous results, they show a steady and consistent profile. In addition, we continue to score 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:											
	2007/08		2008/09		2009/10		2010/11		2011/12		2013/14 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
<b>Recipients</b>	84.3	57.3	79.0	56.9	78.6	59.6	86.7	61.5	87.3	61.3	87.0

### Analysis of Rutherford Scholarship:

- A large number of Springbank High students continue to earn the Rutherford Scholarships. When compared to past results, more students earned this scholarship. When compared to the province, we scored 26% 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 (2012/13) 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)
<b>School Staff</b>	<input checked="" type="checkbox"/>	June/October 2013
<b>School Council</b>	<input checked="" type="checkbox"/>	June/October 2013

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.



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**Principal Signature**

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October 15, 2013

**Date**



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**School Council Chair Signature**

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October 16, 2013

**Date**

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

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**Superintendent of Schools**

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**Date**