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Springbank Community High School

2013-2014 Annual Report

October 2014



MESSAGE FROM SCHOOL PRINCIPAL

In the process of developing the School Annual Results' Report this year, we learned much about the strengths and character of our school. We learned that we could confront uncertainty and manage it, becoming stronger and more prepared for any challenge that may present itself. We learned that despite having to navigate adversity in circumstances, we maintain a solid focus on academic achievement and a commitment to making our world a better place, at the local and global levels.

Last year was an anomaly in terms of the changes in leadership at the school level. Despite the changes across the year, students, staff and parents achieved high levels of satisfaction with the learning at Springbank Community High School. The expertise, confidence, drive and dedication of all learners, students and staff, allowed our school to maintain its excellent standing.

Particular areas of strength during the year that our stakeholders identified as key events related to ongoing curriculum development, interpersonal connections, entrepreneurial opportunities and attention to the environment. Students explored various curricula using an inquiry-based approach with cross-curricular connections being made in order to more authentically anchor their learning. This culminated in an Exhibition of Student Learning and Fine Arts Awards Night that were very well-received in the spring. Another highlight of the year, was the students' recognition of a need for more attention to be paid to creating an inclusive learning environment. To that end they created a GSA within the school, focusing on making Springbank Community High School a safe space for all learners. A third key event, in the spirit of entrepreneurship, was students creating 'Grounded' a coffee house, with a focus on ethical practices and support for causes while developing business acumen. This was part of the overarching commitment to the environment and a final area that was bolstered tremendously during the school year. Students' connection to the natural environment was cultivated with more depth across the year. The creation of 'Gang Green', the initiation of a Dual-Credit program with Mount Royal University Environmental Sciences department and a partnership with Bow Point Nursery were major steps in student ownership and stewardship through environmental activities. Additionally, students continued to take responsibility for the recycling of drink containers within the school, also part of this environmental, ethical and entrepreneurial approach. In analyzing the data and preparing the School Annual Results' Report, we recognize that much was achieved throughout the school year to find different ways to meet the students' and jurisdictional goals.

As is always the case in a professional organization that is committed to continuous improvement, while preparing this report, there was also recognition that there are areas on which the learning community will focus for the upcoming year to continue to make Springbank Community High School a most excellent place to learn and work. Over the past six years, there have been a number of initiatives introduced at the school level. A consolidation of focus and energy is desired in order for staff and students to gain greater efficacy in their learning. Additionally, as part of the school's leading edge activities, the Advisory program has been identified as needing a review and revision. Students, staff and parents alike seek a re-examination of how the Advisory program will work to maximize benefits for all learners. Hand in hand with this is the 'bigger picture' and a student, staff and parent desire to revisit 'What is a flex school?' and to gain clarity of understanding of our parameters for learning and teaching for now and the future. The students, staff and parents are deeply committed to educational excellence, will not settle for the status quo and want to pursue higher standards of achievement in all measures. Fostering the student voice in this endeavor is another area for growth that will be developed as will the purposeful engagement of parents in students' education. Although there is reason to celebrate the achievement of the year, there is also an underlying desire to strive for even better results.

Springbank Community High School is proud of what was achieved last year. Future success remains a moving target as we continue to push ourselves to learn and improve. As Gordon B. Hinckley stated, "Do your best and be a little better than you are." Hard work, commitment and dedication will remain the norm so that Springbank students are best prepared for their future endeavors, whatever they may be.

P. Davidson, Principal

OVERVIEW OF ACHIEVEMENTS

The feedback from the Provincial Accountability and Rocky View Schools (RVS) Satisfaction Surveys provided us with much data in terms of the attainment of our goals. The RVS survey provided feedback from 430 students, 135 parents and 45 staff while the provincial survey provided information from 91 grade ten students, 40 parents and 33 teachers.

In the RVS survey in 20 of 31 measures, students indicated an improvement in satisfaction results, revealing greatest satisfaction with their education. Parents indicated an improvement in 18 of 32 measures. In the Provincial Survey results, our overall 'excellent' measures increased from five the previous year to eight in last year's results. Our 'concern' measures declined from one to zero over the past year. The overall results improved across the year.

Goal One – Learners have their individual needs met

There was a positive overall level of satisfaction with Goal One. In terms of Safe and Caring Schools, there was an overall improvement in satisfaction from 86% to 87.1% from the previous year in the provincial measure. In the RVS survey, students indicated an increase in satisfaction from 79% to 83% when responding to "The staff care about me." 89% of students indicated that "Teachers help me when I need it." up from 84% the previous year. Students indicated a 94% satisfaction rate with having access to quality technology to support learning when they need it, up slightly from 93% the year before. Students indicated with 75% satisfaction that they know how to access information pertaining to university and other post-secondary education. Parents' satisfaction increased from 69% to 80% that the needs of all learners are met at the school. An increase from 76% to 82% indicated that parents felt the needs of 'their child' were met at Springbank Community High School. Staff concurred with a consistent 87% satisfaction rate for last year and the previous year, with the support students receive through learning specialists, support services or community agencies if required. Parents indicated with 82% satisfaction, up from 67% the previous year, that children have access to learning supports that are a match for his/her unique needs. The RVS data also indicated parent satisfaction of 83%, up from 69%, that their children have access to support services they need to learn. On the provincial measure, there was an overall increase in satisfaction from 69.1% to 71.8%, exceeding the provincial average of 71.6% with respect to accessibility, effectiveness and efficiency of programs and services for the students in the community. Parents indicated 83% satisfaction, up from 79% the previous year, that the school enables their children to excel and achieve excellence. Meeting the needs of individual students is a strength upon which we will continue to build in the future with our renewed focus on enhancing our learning support model and personalized learning.



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

There was a general consistency in student satisfaction with respect to Goal Two. In the RVS survey, students believed with 93% in the past two years, that they take responsibility for their own learning. Parents concurred with 92% indicating satisfaction with student self-directedness. This is up 2% from the previous year's results. On the environmental front, 90% of students indicated satisfaction, up from 83% the previous year that the school participates in environmentally friendly practices. Parents had a 93% satisfaction rate on the same measure. Students agreed with 83% satisfaction, up from 81% the previous year that the school provides opportunities for them to become involved in volunteer activities and community service projects. Parents had a 90% satisfaction rate on the same measure. Staff had a similar level of satisfaction at 95%. On the provincial measure, there was an overall satisfaction rate of 82.3%, up from 78.1% the previous year, that students model the characteristics of active citizenship. The ongoing work of the 'One Village' students sponsoring four girls in Kisaruni in Africa, the establishment of 'Grounded', the student-operated coffee house, the 'Shave a Lid for a Kid', the Gang Green recycling efforts and the Chase Hudye Memorial Charity Hockey Game are all examples of ongoing student initiated philanthropic work. Provision of solid educational programs as well as enrichment and extension activities facilitated students developing their self-directed, innovative, ecologically intelligent and entrepreneurial spirit.

Goal Three – Instructional design challenges and engages each learner.

Over the past five years, staff has worked to enhance curriculum design and delivery to more actively engage all learners. With a robust blended learning environment, curriculum is designed to support and meet the learning needs of all students. A drop out rate of .6%, down from .9% the previous year and well below the provincial average of 3.3%, reveals that students are engaged in and committed to completing their studies. Parents indicated with 84% satisfaction, up from 79% the previous year, that their child has access to instruction that meets his/her needs. Similarly, parents indicate a satisfaction rate of 83%, up from 79% the previous year, that the school enables their child to excel and achieve excellence. Our high rates of attainment of the Rutherford Scholarship eligibility, at 84.8% compared to the provincial average of 60.9% as well as our three year completion rate of 93.0% compared to 74.9% provincially, indicate that we are successfully engaging and challenging learners. Both the four and five year completion rates improved from the previous year's results at 96.6% and 95% respectively, and exceeded the provincial average of 79% and 81.7 % respectively. The diploma exam results meeting acceptable standard of 94.4% compared to the provincial average of 83.4% and standard of excellence of 33.4% compared to 19.1% provincially may indicate that our students have been challenged and engaged to reach high levels of achievement. Similarly, the Provincial Achievement Test results meeting acceptable standard at 90.0% compared to 75.5% provincially and standard of excellence of 29.4% compared to 19.5 provincially may also indicate that our students have been engaged and challenged to reach high levels of achievement. The very intense work of the teachers to create relevant projects through which to explore curriculum, capitalizing on students' access to personally owned devices at any time and skillfully infusing various technologies, will assist in maintaining and increasing satisfaction results in instructional design and engagement.



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

At its foundation, the school needs to create a learning environment where, In addition to enabling the acquisition of 21st century competencies via provincial curriculum exploration, it is essential to student success to become contributing citizens. Combining character education with the power and leverage of contemporary tools allows our students to effectively develop their 21st century competencies. One of the broad areas of focus in the 21st century is the ability to be civically and environmentally oriented. Students indicated 71.5% satisfaction, up from 69.5% the previous year, that they model the characteristics of active citizenship. Parent satisfaction was up on the same measure from 70.7% to 80.8%. Staff satisfaction on this measure increased from 93.9 to 94.5%. All were satisfied that Springbank students were engaged in citizenship activities that would help them grow individually while helping the local and global communities. In addition to the cultivation of citizenship in the school, access to contemporary technologies to support learning also creates a 21st century learning environment. Students state with 94% satisfaction, up from 93% the year before, that they have access to quality technology to support their learning. They indicate with 86% satisfaction, up from 82% that the use of technologies at school helps them to do their schoolwork better. With 79% student satisfaction, up from 72% the previous year, learners indicated they use online learning resources such as moodle, after school is done to help them learn. Parents agree with 82% satisfaction, up from 80% previously, that the digital technologies used by their children's teachers enhance their children's learning. Additionally, parents indicate with 86% satisfaction, up 3% from the year before, that they students are learning to become critical, creative and complex thinkers, all important attributes of a 21st century learner. Combining the best of character development with the contemporary learning tools at our disposal is assisting the creation of an effective learning environment to enable students to acquire 21st century competencies.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Despite some stellar results, based on the data from the Provincial Accountability Pillar Survey and the Rocky View Schools' Satisfaction Survey, it is apparent that there are still priority areas we need to target for improvement at Springbank Community High School. Students and parents indicated a decrease of satisfaction on 11 of 31 measures in the RVS survey. Of particular note, however, is the staff satisfaction result. The challenges inherent with transition and change took a toll on staff by year's end. As well, the cumulative effect of multiple initiatives being implemented at the school level over a span of years impacted staff efficacy. Consolidating the hard work and sustainable teaching and learning practices will definitely will be an area of focus for the upcoming year.

Goal One – Learners have their individual needs met

This is an area of focus on which we will continue to work. Creating the conditions and providing our students with necessary supports to be engaged and successful learners is our goal. Students indicated 61% satisfaction, down from 70%, that teachers use a variety of ways to help them learn. Ensuring there are multiple ways that students can explore curriculum and represent their learning while utilizing the tools at hand through ongoing creation of a universal learning environment, will be part of the focus on this for 2014-2015. That also includes and awareness of learning styles and multiple intelligences of all students being taken into account across the curriculum. Students indicated with 61% satisfaction, down from 64%, that they get enough information and feel involved in how their marks are calculated. Part of the focus for this year will be continuing to work with RVS Policy HK to focus on a blend and balance of learning, the process, and achievement, the product. With respect to learning the skills they will need when they leave school, 61%, down from 66% of students the year before, indicated satisfaction. In addition to more explicit connections being made between curriculum and the 'real world', a communication and services plan from the Guidance Department, including the Career Centre, will also be developed to address this. The school recognizes that needs of students exist not only with respect to the classroom. The communication and services plan will mitigate the student satisfaction of 75%, down from 81% in knowing how to access information regarding university and other post-secondary education. The review of the Advisory model to help address these student needs will also be part of the Guidance plan. Priority work in creating a universal learning environment will increase student, parent and staff satisfaction in meeting this goal.



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

In this measure there is an interesting dichotomy of perspective regarding learners' self-directedness. Students and parents with 93% and 92% satisfaction respectively, agree that students take responsibility for their learning. In contrast to that, staff have a satisfaction rate of 63%, down from 87% the year before, that students do this. The issue of the student appropriate application of Policy HK and academic honesty is raised and makes this an area for growth. Being mindful of environmental practices will remain a focus for the year. Students at 90%, parents at 93% and staff at 95% satisfaction recognize that there are intentionally environmentally friendly practices in place at Springbank Community High School and we want to maintain or improve this. The students' initiated activities of 'Grounded' to the school, the GSA and Gang Green reveal that ecological and entrepreneurial citizenry exist at the school and will continue be supported. Part of our work this year will be helping students, parents and staff to understand the explicit connections between the work we do and the personal and public reflections of them. Anchoring the understanding within the framework of the review of our 'flex' school will assist in this.

Goal Three – Instructional design challenges and engages each learner.

With the development of universal learning environments, instruction will be more focused on design to challenge and engage each learner. This is important because the perspectives with regard to instructional design challenging and engaging each learner are varied. Students indicated with 61% satisfaction, down from 68%, that teachers make their

classes interesting. Ubiquitous access to technology coupled with face-to-face instruction provides a blend of learning opportunities for engagement and challenge. In contrast to parents, who indicate 81% satisfaction that teachers inspire their children to learn, students indicate 51% satisfaction rate in this same measure, slightly down from the 53% the year before. Student satisfaction and parent satisfaction vary greatly. Regarding teachers using real-life, meaningful experience to help students learn, in contrast to students' 61% satisfaction rate on this measure, parents indicated a 91% satisfaction rate. Through project-based and inquiry learning, more meaningful and relevant learning opportunities will continue to be created for our students. Opportunities such as the Dual-Credit with Mount Royal University is one tangible way instruction is designed to challenge and engage learners differently and in an enriched way. Reviewing what it means to be a 'flex' school, developing a common understanding for students, parents and staff will also attend to the goal.



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

Although for the most part, there is great satisfaction with the learning environment enabling the acquisition of 21st century competencies, one of the areas to which we are committed for the next year is the ongoing evolution and creation of Universal Learning Environments within which those competencies will be honed. Although staff, students and parents have high satisfaction rates in terms of having access to quality technology to support learning with 94%, 82% and 92% respectively, we believe we can clarify and communicate better with learners to explicitly teach competencies. Ensuring students well understand how and what they need to learn, through sound assessment practices, will assist in this. 68% of students indicated satisfaction with understanding how their marks were determined and 66% indicated they received feedback to help them improve their achievement. Parents believed with 78% satisfaction that the assessment feedback their children get from teachers helps them improve. Staff members have an 87% satisfaction rate in that students' assessment information is used to improve their performance. Staff using common language around the International Standards for Technology in Education (ISTE) – Teacher and Student Standards, will be one specific way to address this. As staff identified a 51% rate of understanding and application of the ISTE standards, ensuring all learners, including students and staff, use the same language to identify skills will improve the understanding and development of competencies. Re-visioning the use of the Learning Commons, within the review of what it means to be a flex school, is an undertaking for this year that will contribute to the creation of an even more effective learning environment. In the most important 21st century competency, Springbank Community High school will continue to help people develop excellence of character in the students. As the students identified with 83% satisfaction, parents with 90% and staff with 95%, students have the opportunity to be involved in volunteer activities and make community contributions. This work will continue with our goal to have all stakeholders achieving 100% satisfaction in this measure as students prepare to exit the school system.

Appendix A: Rocky View Schools Accountability Pillar

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	87.53%	88.20%	86.59%	84.58%	84.86%	83.63%	Intermediate	Not Significant	Acceptable
	Learning is universally accessible	84.55%	83.48%	83.07%	85.67%	85.42%	84.75%	Intermediate	Not Significant	Acceptable
	Parents and community partners play a purposeful and sustained role	84.31%	85.97%	84.69%	83.82%	84.20%	82.71%	Intermediate	Not Significant	Acceptable
Goal Two: Learners are self directed, innovative, ecologically intelligent, and entrepreneurial	Learners direct and feel ownership for their learning	82.80%	90.31%	85.48%	85.44%	86.67%	85.03%	Intermediate	Significant Decline	Issue
	Learners demonstrate 21 st Century competencies	86.03%	87.56%	85.93%	83.86%	84.94%	83.87%	Intermediate	Not Significant	Acceptable
	Learners demonstrate global stewardship	84.60%	88.05%	85.11%	86.36%	88.78%	86.82%	Intermediate	Not Significant	Acceptable
	Learners flourish in a culture of excellence	82.30%	83.08%	82.02%	83.95%	84.83%	83.59%	Intermediate	Not Significant	Acceptable
Goal Three: Instructional design challenges and engages each learner	Learning occurs any time, any place, any path, any pace	82.41%	83.11%	81.65%	81.02%	81.33%	79.84%	Intermediate	Not Significant	Acceptable
	Instructional design engages each learner	79.92%	82.22%	79.62%	83.45%	84.85%	83.15%	Below	Not Significant	Issue
	Instructional design enriches the learning experience	84.72%	86.37%	84.75%	88.35%	89.67%	88.34%	Intermediate	Not Significant	Acceptable
	Instructional practices empower learners	66.00%	64.53%	62.67%	76.78%	78.50%	76.26%	Below	Not Significant	Issue
Goal Four: Learning environments enable the acquisition of 21 st Century competencies	Learners use digital technologies to enhance learning	89.10%	91.00%	87.97%	88.74%	90.20%	88.38%	Intermediate	Not Significant	Acceptable
	Accelerate innovation, research and organizational development to achieve operational efficiencies	82.65%	91.94%	88.53%	82.10%	84.00%	81.70%	Intermediate	Not Significant	Acceptable
	Learning is generative, responsive and multi-dimensional	90.75%	95.18%	92.42%	92.44%	92.83%	92.09%	Below	Not Significant	Issue
	Leadership capacity is built across the jurisdiction	75.52%	83.08%	76.28%	79.59%	81.25%	79.53%	Below	Significant Decline	Concern

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

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

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

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

APPENDIX B: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure Category Evaluation	Measure	Springbank Community High Sch			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.1	86.0	86.1	89.1	89.0	88.6	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	76.2	77.4	76.7	81.3	81.5	81.1	Intermediate	Maintained	Acceptable
		Education Quality	83.4	82.9	85.8	89.2	89.8	89.5	Low	Maintained	Issue
		Drop Out Rate	0.6	0.9	0.5	3.3	3.5	3.6	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	93.0	95.4	93.4	74.9	74.8	73.8	Very High	Maintained	Excellent
		PAT: Acceptable	90.0	87.6	90.1	74.0	75.3	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Excellence	29.4	18.3	28.1	19.0	19.1	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	94.4	91.0	93.5	85.4	84.2	83.4	Very High	Maintained	Excellent
		Diploma: Excellence	33.4	28.1	32.8	21.0	19.5	19.1	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	84.8	87.3	84.2	60.9	61.3	60.8	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	65.2	86.9	83.0	50.5	56.6	55.9	n/a	n/a	n/a
	n/a	Transition Rate (6 yr)	69.6	73.6	75.6	59.2	59.5	59.1	Very High	Declined	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Work Preparation	67.8	64.2	73.2	81.2	80.3	80.0	Low	Maintained	Issue
		Citizenship	82.3	78.1	77.2	83.4	83.4	82.6	Very High	Improved	Excellent
		Parental Involvement	73.3	72.6	76.0	80.6	80.3	80.0	Low	Maintained	Issue
Parental Involvement	Issue	School Improvement	74.0	71.7	76.4	79.8	80.6	80.2	Intermediate	Maintained	Acceptable
Continuous Improvement	Acceptable										

APPENDIX C: RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2013/14		2012/13		2011/12		2010/11		2009/10	
		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. I feel welcome at school.	Agree	93%	91%	92%	92%	89%	91%	89%	89%	82%	88%
	Disagree	7%	9%	8%	8%	11%	9%	11%	11%	18%	12%
2. Teachers help me when I need it.	Agree	89%	90%	84%	89%	84%	88%	88%	86%	74%	85%
	Disagree	11%	10%	16%	11%	16%	12%	12%	14%	26%	15%
3. Students care about each other at my school.	Agree	73%	68%	72%	69%	70%	67%	72%	65%	49%	61%
	Disagree	27%	32%	28%	31%	30%	33%	29%	35%	51%	39%
4. The staff at my school cares about me.	Agree	83%	87%	79%	87%	80%	85%	82%	82%	71%	81%
	Disagree	17%	13%	21%	13%	20%	15%	18%	18%	29%	19%
5. I feel safe at school.	Agree	93%	89%	91%	89%	90%	88%	86%	87%	80%	84%
	Disagree	7%	11%	9%	11%	10%	12%	14%	13%	20%	16%
6. I am treated fairly by adults in the school.	Agree	77%	82%	79%	82%	77%	80%	75%	79%	65%	78%
	Disagree	23%	18%	21%	18%	23%	20%	25%	21%	35%	22%
7. Students and adults show respect for each other at this school.	Agree	77%	77%	77%	78%	71%	75%	79%	73%	57%	70%
	Disagree	23%	23%	23%	22%	29%	25%	22%	27%	43%	30%
8. I have access to quality technology to support my learning.	Agree	94%	90%	93%	90%	92%	88%	93%	86%	66%	85%
	Disagree	6%	10%	7%	10%	8%	12%	8%	14%	34%	15%
9. The use of technologies at school helps me do my school work better.	Agree	86%	87%	82%	87%	77%	87%	74%	84%	65%	83%
	Disagree	14%	13%	18%	13%	23%	13%	26%	16%	35%	17%
10. Teachers make my class interesting.	Agree	61%	73%	68%	73%	59%	71%	63%	70%	55%	67%
	Disagree	39%	27%	32%	27%	41%	29%	37%	30%	45%	33%
11. I am learning the skills I will need when I leave school.	Agree	61%	77%	66%	80%	67%	81%	64%	80%	56%	79%
	Disagree	39%	23%	34%	20%	33%	19%	36%	20%	44%	21%
12. The school provides opportunities for students to become involved in volunteer activities and community service projects.	Agree	83%	81%	81%	81%	79%	78%	78%	77%	71%	77%
	Disagree	17%	19%	19%	19%	21%	22%	22%	23%	29%	23%
13. My school participates in environmentally friendly practices.	Agree	90%	84%	83%	83%	82%	80%	81%	81%	78%	78%
	Disagree	10%	16%	17%	17%	18%	20%	19%	19%	22%	22%
14. Teachers use a variety of ways to help me learn.	Agree	61%	78%	70%	78%	67%	78%	68%	77%	60%	75%
	Disagree	39%	22%	30%	22%	33%	22%	32%	23%	40%	25%
15. I understand how my teacher determines my marks.	Agree	68%	79%	67%	80%	66%	77%	66%	75%	59%	73%
	Disagree	32%	21%	33%	20%	34%	23%	35%	25%	41%	27%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Agree	61%	76%	64%	78%	63%	74%	71%	75%	63%	73%
	Disagree	39%	24%	36%	22%	37%	26%	30%	25%	37%	27%
17. When teachers assess my work they give me the feedback I need to help me improve.	Agree	66%	79%	62%	79%	64%	77%	68%	76%	65%	75%
	Disagree	34%	21%	38%	21%	36%	23%	32%	24%	35%	25%
18. School staff is helping me to be a better person.	Agree	64%	72%	58%	73%	57%	72%	58%	71%	60%	68%
	Disagree	36%	28%	42%	27%	43%	28%	42%	29%	40%	32%
19. I have the chance to be involved in different activities in my school.	Agree	93%	90%	90%	89%	87%	87%	84%	86%	78%	85%
	Disagree	7%	10%	10%	11%	13%	13%	16%	14%	22%	15%
20. I take responsibility for my learning.	Agree	93%	94%	93%	94%	92%	94%				
	Disagree	7%	6%	7%	6%	8%	6%				
21. The school helps me to do my very best.	Agree	73%	81%	70%	80%	70%	79%				
	Disagree	27%	19%	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	79%	65%	72%	62%	63%	55%				
	Disagree	21%	35%	28%	38%	37%	45%				
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Agree	64%	79%	66%	80%	66%	80%				
	Disagree	36%	21%	34%	20%	34%	20%				
24. I know how I learn.	Agree	84%	88%	85%	89%	85%	89%				
	Disagree	16%	12%	15%	11%	15%	11%				
25. My teacher(s) inspires me to learn.	Agree	51%	69%	53%	69%	49%	70%				
	Disagree	49%	31%	47%	31%	51%	30%				
26. I feel safe on the school bus.	Agree	90%	78%	80%	79%	79%	76%				
	Disagree	10%	22%	20%	21%	21%	24%				
27. Students on my bus show respect for each other.	Agree	80%	52%	68%	51%	69%	51%				
	Disagree	20%	48%	32%	49%	31%	49%				
28. Discipline and rules on the bus are fair.	Agree	87%	74%	78%	74%	78%	74%				
	Disagree	13%	26%	22%	26%	22%	26%				
29. (Grade 10-12 only) I know how to access information regarding university and other post-secondary education.	Agree	75%	77%	81%	80%	80%	76%	70%	73%	68%	75%
	Disagree	25%	23%	19%	20%	20%	24%	30%	27%	32%	25%
30. (Grade 10-12 only) My school helps me plan for my future after I leave school.	Agree	67%	68%	72%	71%	62%	67%	70%	65%	51%	68%
	Disagree	33%	32%	28%	29%	38%	33%	30%	35%	49%	32%
31. (Grade 10-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Agree	72%	73%	78%	76%	68%	72%				
	Disagree	28%	27%	22%	24%	32%	28%				

RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2013/14		2012/13		2011/12		2010/11		2009/10	
		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	94%	95%	98%	95%	93%	90%	94%	93%	92%	93%
	Dissatisfied	6%	5%	2%	5%	7%	10%	6%	7%	8%	7%
2. with the opportunities you have to be involved in school decision-making?	Satisfied	85%	87%	83%	89%	81%	84%	87%	87%	74%	83%
	Dissatisfied	15%	13%	17%	11%	19%	16%	13%	13%	26%	17%
3. with the opportunities the school offers for your involvement in school activities?	Satisfied	90%	92%	87%	93%	89%	87%	91%	91%	89%	89%
	Dissatisfied	10%	8%	13%	7%	11%	13%	9%	9%	11%	11%
4. with the way the school keeps you informed about your child's progress and achievement?	Satisfied	85%	80%	82%	85%	75%	77%	82%	83%	82%	81%
	Dissatisfied	15%	20%	18%	15%	25%	23%	18%	17%	18%	19%
5. that your child has access to support services that meet his/her needs?	Satisfied	83%	85%	80%	85%	76%	80%	82%	83%	81%	81%
	Dissatisfied	17%	15%	20%	15%	24%	20%	18%	17%	19%	19%
6. that the needs of all learners are met at this school?	Satisfied	80%	80%	69%	82%	68%	76%	74%	79%	67%	76%
	Dissatisfied	20%	20%	31%	18%	32%	24%	26%	21%	33%	24%
7. that the needs of your child are met at this school?	Satisfied	82%	83%	76%	84%						
	Dissatisfied	18%	17%	24%	16%						
8. with the safety of the school environment?	Satisfied	87%	91%	95%	91%	92%	87%	93%	89%	87%	89%
	Dissatisfied	13%	9%	5%	9%	8%	13%	7%	11%	13%	11%
9. that there is a caring atmosphere at the school?	Satisfied	87%	92%	90%	93%	90%	86%	83%	89%	80%	89%
	Dissatisfied	13%	8%	10%	7%	10%	14%	17%	11%	20%	11%
10. that respectful relationships are encouraged amongst all staff and students?	Satisfied	90%	91%	87%	90%	82%	85%	88%	89%	83%	88%
	Dissatisfied	10%	9%	13%	10%	18%	15%	12%	11%	17%	12%
11. that your child is treated fairly by adults at the school?	Satisfied	88%	90%	89%	91%	84%	85%	87%	89%	88%	88%
	Dissatisfied	12%	10%	11%	9%	16%	15%	13%	11%	12%	12%
12. that students are learning to become critical, creative and complex thinkers?	Satisfied	86%	87%	83%	90%	78%	82%	83%	87%	86%	86%
	Dissatisfied	14%	13%	17%	10%	22%	18%	17%	13%	14%	14%
13. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	90%	90%	92%	92%	78%	85%	86%	87%	83%	87%
	Dissatisfied	10%	10%	8%	8%	22%	15%	14%	13%	17%	13%
14. that the school staff is helping students learn to become better citizens?	Satisfied	88%	90%	88%	92%	81%	86%	82%	89%	86%	88%
	Dissatisfied	12%	10%	12%	8%	19%	14%	18%	11%	14%	12%
15. that your child's school models practices that contribute to environmental sustainability?	Satisfied	93%	94%	97%	95%	90%	90%	88%	92%	86%	92%
	Dissatisfied	7%	6%	3%	5%	10%	10%	12%	8%	14%	8%
16. that your child was well-prepared for their present grade?	Satisfied	88%	86%	84%	89%	79%	81%	86%	86%	81%	85%
	Dissatisfied	12%	14%	16%	11%	21%	19%	14%	14%	19%	15%
17. with the transition assistance provided to your child as he/she moves from one grade to the next?	Satisfied	86%	85%	83%	88%	73%	81%	86%	85%	83%	84%
	Dissatisfied	14%	15%	17%	12%	27%	19%	14%	15%	17%	16%
18. that students are exploring and planning for what they will do after they leave school?	Satisfied	78%	79%	82%	82%	68%	76%	68%	75%	71%	75%
	Dissatisfied	22%	21%	18%	18%	32%	24%	32%	25%	29%	25%
19. that the assessment feedback your child gets from his/her teachers helps him/her improve?	Satisfied	78%	79%	75%	85%	62%	79%	66%	81%	69%	79%
	Dissatisfied	22%	21%	25%	15%	38%	21%	34%	19%	31%	21%
20. that your child has access to instruction that meets his/her needs?	Satisfied	84%	84%	79%	85%	72%	78%	74%	81%	75%	81%
	Dissatisfied	16%	16%	21%	15%	28%	22%	26%	19%	25%	19%
21. that students take responsibility for their learning?	Satisfied	92%	88%	90%	91%	77%	84%				
	Dissatisfied	8%	12%	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	82%	90%	80%	93%	67%	86%				
	Dissatisfied	18%	10%	20%	7%	33%	14%				
23. that the school enables your child to excel and achieve excellence?	Satisfied	83%	82%	79%	84%	74%	78%				
	Dissatisfied	17%	18%	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	89%	88%	90%	90%	82%	82%				
	Dissatisfied	11%	12%	10%	10%	18%	18%				
25. that teachers use real-life, meaningful experiences to help students learn?	Satisfied	91%	90%	87%	93%	78%	86%				
	Dissatisfied	9%	10%	13%	7%	22%	14%				
26. that your child's teacher(s) inspires him/her to learn?	Satisfied	81%	86%	76%	88%	66%	80%				
	Dissatisfied	19%	14%	24%	12%	34%	20%				
27. that your child feels safe on the bus?	Satisfied	95%	91%	96%	90%	91%	84%				
	Dissatisfied	5%	9%	4%	10%	9%	16%				
28. that students on your child's bus demonstrate respect for each other?	Satisfied	84%	78%	90%	77%	87%	71%				
	Dissatisfied	16%	22%	10%	23%	13%	29%				
29. that discipline and rules on the bus are fair?	Satisfied	92%	87%	94%	87%	90%	83%				
	Dissatisfied	8%	13%	6%	13%	10%	17%				
A. that your child has access to learning supports that are a match for his/her unique needs?	Satisfied	82%	80%	67%	78%	85%	74%	71%	76%	68%	73%
	Dissatisfied	18%	20%	33%	22%	15%	26%	29%	24%	32%	27%
B. with the involvement of learning specialists, support staff or community agencies, if required?	Satisfied	75%	78%	72%	77%	81%	72%	64%	73%	65%	71%
	Dissatisfied	25%	22%	28%	23%	19%	28%	36%	27%	35%	29%
C. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Satisfied	69%	77%	69%	78%	74%	73%	62%	75%	63%	72%
	Dissatisfied	31%	23%	31%	22%	26%	27%	38%	25%	37%	28%

RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

		2013/14		2012/13		2011/12		2010/11		2009/10	
		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	96%	92%	100%	94%	89%	91%	75%	93%	82%	92%
	Dissatisfied	4%	8%		6%	11%	9%	25%	7%	18%	8%
2. with the opportunities you have to be involved in school / workplace decision-making?	Satisfied	71%	83%	83%	83%	71%	80%	69%	85%	67%	83%
	Dissatisfied	29%	17%	17%	17%	29%	20%	31%	15%	33%	17%
3. with the safety of the school / workplace environment?	Satisfied	98%	95%	100%	95%	93%	95%	87%	95%	93%	94%
	Dissatisfied	2%	5%		5%	7%	5%	13%	5%	7%	6%
4. that there is a caring atmosphere at the school / workplace?	Satisfied	87%	92%	94%	92%	84%	89%	68%	93%	84%	91%
	Dissatisfied	13%	8%	6%	8%	16%	11%	32%	7%	16%	9%
5. that respectful relationships are encouraged amongst all staff and/or students?	Satisfied	93%	91%	97%	89%	89%	88%	74%	90%	91%	88%
	Dissatisfied	7%	9%	3%	11%	11%	12%	26%	10%	9%	12%
6. that the school / workplace models practices that contribute to environmental sustainability?	Satisfied	89%	89%	94%	91%	86%	90%	90%	89%	78%	88%
	Dissatisfied	11%	11%	6%	9%	14%	10%	10%	11%	22%	12%
7. that your individual growth plan aligns to your school's Education Plan / Three Year Plan?	Satisfied	98%	96%	97%	96%	90%	94%				
	Dissatisfied	2%	4%	3%	4%	10%	6%				
8. that your Community of Practice aligns to the schools' Education Plan / RVS Three Year Plan?	Satisfied	93%	94%	97%	94%	93%	93%				
	Dissatisfied	7%	6%	3%	6%	7%	7%				
9. with your access to professional learning opportunities?	Satisfied	77%	86%	83%	86%	91%	84%	77%	87%	86%	86%
	Dissatisfied	23%	14%	17%	14%	9%	16%	23%	13%	14%	14%
10. that your professional learning has positively impacted your instructional and/or organizational effectiveness?	Satisfied	86%	90%	100%	91%	91%	88%	84%	88%	81%	88%
	Dissatisfied	14%	10%		9%	9%	12%	16%	12%	19%	12%
11. that the technologies available in your school / workplace meets 21st Century standards?	Satisfied	91%	85%	100%	89%	91%	83%	91%	88%	76%	82%
	Dissatisfied	9%	15%		11%	9%	17%	9%	12%	24%	18%
12. with the level and timeliness of technical support provided?	Satisfied	89%	85%	97%	86%	87%	78%	71%	82%	80%	77%
	Dissatisfied	11%	15%	3%	14%	13%	22%	29%	18%	20%	23%
13. that you have adequate resources to do the job you are assigned?	Satisfied	89%	83%	94%	83%	87%	82%	81%	82%	81%	81%
	Dissatisfied	11%	17%	6%	17%	13%	18%	19%	18%	19%	19%
14. with the opportunity to lead in your school / workplace?	Satisfied	75%	90%	94%	90%	86%	89%	73%	90%	84%	88%
	Dissatisfied	25%	10%	6%	10%	14%	11%	27%	10%	16%	12%
15. that the jurisdiction is building a community of learners?	Satisfied	91%	91%	100%	92%	89%	91%	84%	92%	80%	92%
	Dissatisfied	9%	9%		8%	11%	9%	16%	8%	20%	8%
16. with the overall communication between the jurisdiction and the school?	Satisfied	81%	84%	94%	84%	83%	80%	90%	94%	98%	95%
	Dissatisfied	19%	16%	6%	16%	17%	20%	10%	6%	2%	5%
17. with the appreciation you receive at the jurisdiction level for your contributions?	Satisfied	70%	67%	68%	68%	61%	67%	44%	69%	55%	69%
	Dissatisfied	30%	33%	32%	32%	39%	33%	56%	31%	45%	31%
18. that your school/site is a good place to work?	Satisfied	93%	92%	100%	91%	87%	89%	78%	93%	91%	91%
	Dissatisfied	7%	8%		9%	13%	11%	22%	7%	9%	9%
19. that the jurisdiction is a good place to work?	Satisfied	91%	90%	94%	91%	91%	90%	87%	93%	79%	93%
	Dissatisfied	9%	10%	6%	9%	9%	10%	13%	7%	21%	7%

		2013/14		2012/13		2011/12		2010/11		2009/10	
		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	13%	19%	15%	17%	16%	11%				
	A Moderate Amount	28%	33%	36%	32%	16%	24%				
	A Small Amount	20%	20%	27%	21%	14%	24%				
	Not At All	40%	28%	21%	30%	54%	40%				
21. are the ISTE NET Standards being integrated into your practice?	A Great Deal	19%	20%	28%	19%	27%	13%				
	A Moderate Amount	44%	41%	34%	42%	19%	34%				
	A Small Amount	3%	20%	17%	20%	12%	24%				
	Not At All	34%	19%	21%	19%	42%	30%				
22. are the ISTE NET Standards meaningfully impacting student learning in your classroom / school?	A Great Deal	9%	16%	28%	15%	24%	11%				
	A Moderate Amount	27%	40%	34%	40%	24%	32%				
	A Small Amount	27%	23%	14%	24%	16%	28%				
	Not At All	36%	21%	24%	21%	36%	29%				
23. with the involvement of parents within the school community?	Satisfied	93%	82%	100%	84%	93%	83%	90%	84%	93%	85%
	Dissatisfied	8%	18%		16%	7%	17%	10%	16%	7%	15%
24. that students have access to support services that meet their needs?	Satisfied	88%	76%	97%	75%	93%	74%	84%	81%	78%	78%
	Dissatisfied	13%	24%	3%	25%	7%	26%	16%	19%	22%	22%
25. that the needs of all learners are met at this school?	Satisfied	85%	75%	97%	74%	85%	72%	74%	79%	75%	76%
	Dissatisfied	15%	25%	3%	26%	15%	28%	26%	21%	25%	24%
26. with the support students receive through learning specialists, support services or community agencies, if required?	Satisfied	87%	75%	87%	72%	87%	68%	72%	76%	69%	76%
	Dissatisfied	13%	25%	13%	28%	13%	32%	28%	24%	31%	24%
27. that students with special needs are meeting their IPP goals?	Satisfied	92%	84%	93%	82%	92%	83%	86%	86%	79%	84%
	Dissatisfied	8%	16%	7%	18%	8%	17%	14%	14%	21%	16%
28. that students are treated fairly by adults at the school?	Satisfied	98%	97%	100%	98%	95%	97%	90%	95%	93%	96%
	Dissatisfied	3%	3%		2%	5%	3%	10%	5%	7%	4%
29. that students are being taught how to become critical, creative and complex thinkers?	Satisfied	92%	92%	100%	93%	93%	92%	90%	94%	91%	93%
	Dissatisfied	8%	8%		7%	7%	8%	10%	6%	9%	7%
30. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	95%	94%	100%	94%	93%	93%	94%	93%	91%	92%
	Dissatisfied	5%	6%		6%	7%	7%	6%	7%	9%	8%
31. that the school staff is helping students learn to become better citizens?	Satisfied	97%	96%	100%	96%	98%	96%	91%	95%	89%	95%
	Dissatisfied	3%	4%		4%	2%	4%	9%	5%	11%	5%
32. with the transition assistance provided to students as they move from one grade to the next?	Satisfied	92%	91%	100%	90%	95%	90%	86%	91%	88%	91%
	Dissatisfied	8%	9%		10%	5%	10%	14%	9%	12%	9%
33. that the education program is helping students explore and prepare for post-school options?	Satisfied	85%	86%	97%	88%	98%	89%	77%	89%	82%	89%
	Dissatisfied	15%	14%	3%	12%	2%	11%	23%	11%	18%	11%
34. that student assessment information is used to help improve student performance?	Satisfied	87%	92%	100%	94%	95%	91%	86%	93%	77%	93%
	Dissatisfied	13%	8%		6%	5%	9%	14%	7%	23%	7%
35. with your ability to improve learning opportunities for students through the use of technology?	Satisfied	92%	91%	100%	91%	92%	88%	90%	87%	80%	82%
	Dissatisfied	8%	9%		9%	8%	12%	10%	13%	20%	18%
36. with the resources and supports provided to assist teachers in building 21st Century learning environments?	Satisfied	81%	80%	90%	81%	92%	77%	79%	82%	71%	79%
	Dissatisfied	19%	20%	10%	19%	8%	23%	21%	18%	29%	21%

		2013/14		2012/13		2011/12		2010/11		2009/10	
		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	84%	76%	93%	78%	93%	76%	81%	83%	76%	80%
	Dissatisfied	16%	24%	7%	22%	7%	24%	19%	17%	24%	20%
38. that students have access to instruction that meets their needs?	Satisfied	95%	88%	100%	89%	95%	89%	90%	90%	89%	88%
	Dissatisfied	5%	12%		11%	5%	11%	10%	10%	11%	12%
39. that student assessment information is used to help improve instruction?	Satisfied	92%	93%	100%	94%	92%	92%	86%	93%	90%	92%
	Dissatisfied	8%	7%		6%	8%	8%	14%	7%	10%	8%
40. that student assessment information is used to help inform instruction?	Satisfied	92%	94%	100%	95%	95%	93%	85%	93%	93%	93%
	Dissatisfied	8%	6%		5%	5%	7%	15%	7%	7%	7%
41. that you implement the principles of "sound assessment" outlined in Policy HK: Assessment and Communication of Student Learning?	Satisfied	89%	96%	97%	96%						
	Dissatisfied	11%	4%	3%	4%						
42. with the overall communication between the school and the home (e.g. notices, newsletters, Powerschool, websites)?	Satisfied	93%	95%	100%	97%	90%	94%	81%	87%	71%	90%
	Dissatisfied	8%	5%		3%	10%	6%	19%	13%	29%	10%
43. that the School Council plays a meaningful role in your school?	Satisfied	72%	90%	97%	92%	82%	89%	80%	88%	89%	89%
	Dissatisfied	28%	10%	3%	8%	18%	11%	20%	12%	11%	11%
44. with the appreciation you receive at the school level for your contributions?	Satisfied	65%	81%	79%	81%	68%	80%	66%	84%	76%	81%
	Dissatisfied	35%	19%	21%	19%	32%	20%	34%	16%	24%	19%
45. that students take responsibility for their learning?	Satisfied	63%	74%	87%	74%	81%	71%				
	Dissatisfied	37%	26%	13%	26%	19%	29%				
46. that you understand the elements of UDL (Universal Design for Learning)?	Satisfied	92%	94%	100%	93%	84%	92%				
	Dissatisfied	8%	6%		7%	16%	8%				
47. that you are able to use the principles of UDL (Universal Design for Learning) in planning for instruction?	Satisfied	89%	93%	97%	93%	92%	91%				
	Dissatisfied	11%	7%	3%	7%	8%	9%				
48. that the school enables students to excel and achieve excellence?	Satisfied	93%	92%	100%	94%	98%	93%				
	Dissatisfied	8%	8%		6%	2%	7%				
49. that the jurisdiction enables your school to excel and achieve excellence?	Satisfied	89%	87%	100%	88%	98%	84%				
	Dissatisfied	11%	13%		12%	2%	16%				
50. that the use of online digital resources allows students access to learning beyond the school day?	Satisfied	95%	94%	100%	96%	98%	92%				
	Dissatisfied	5%	6%		4%	2%	8%				
51. that students have access to authentic learning experiences?	Satisfied	97%	94%	100%	95%	95%	94%				
	Dissatisfied	3%	6%		5%	5%	6%				
52. that the allocation of available resources stimulates innovation?	Satisfied	84%	84%	94%	86%	90%	81%				
	Dissatisfied	16%	16%	6%	14%	10%	19%				
53. with your use of the RVS Learning Model when planning for instruction?	Satisfied	92%	92%	97%	93%	91%	90%				
	Dissatisfied	8%	8%	3%	7%	9%	10%				
54. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Satisfied	86%	92%	97%	91%	97%	91%				
	Dissatisfied	14%	8%	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%		4%						
	26-50%	5%	23%	3%	19%						
	51-75%	54%	51%	38%	51%						
	76-100%	41%	22%	59%	27%						

Analysis of RVS Satisfaction Survey Results:

- *In ten of the measures, there was maintenance of the status quo with the measures meeting an acceptable overall standard.*
- *Four areas were identified overall as issues.*
- *Leadership capacity development was the single area identified as a concern.*

Areas of Strength:

- The following areas exceeded the jurisdictional average for satisfaction.
 - *Learners feel safe and valued within the school community.*
 - *Parents and community partners play a purposeful and sustained role.*
 - *Learners demonstrate 21st century competencies.*
 - *Learning occurs at any time, pace, path and place.*
 - *Accelerate innovation, research and organizational development to achieve operational efficiencies.*

Future Priorities:

- *Review and clarify what being a 'flex' school means*
- *Learn from the high school redesign work within the jurisdiction to help students better direct their learning,*
- *Continue to refine instructional design to engage learners and to build leadership capacity within the school.*

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			
	2013/14		Target 2014/15
	Math Results (%)	Language Arts Results (%)	
Grade 9	N/A	N/A	100

Analysis of Grade Level of Achievement Results:

- *The grade level of achievement data was not collected in all classes in June 2014.*
- *An accurate analysis cannot be definitively determined.*
- *90.9 % acceptable standard on the English PAT and 85.1% acceptable standard on the Math PAT might be comparable statistics for GLA measures.*

Areas of Strength:

- *Unable to determine*

Future Priorities:

- *Assurance that data will be collected in its entirety for future reflection and analysis.*

APPENDIX E: PRIOR LEVEL OF ACHIEVEMENT

The chart below shows the percentage students in Grades 9 who met or exceeded the prior levels of achievement expectation in Language Arts and Math.

PRIOR LEVELS OF ACHIEVEMENT

	Number of Students		2011 Gr 6 Results		2014 Gr 9 Results		Predicted 2014 Gr. 9 Results School Results (%)	Difference School Results (%)	Confidence Interval School Results (%)
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)			
L.A. GR. 9: Students enrolled as of Sept. 2013	90.9	82.9	70.7	66.6	74.3	67.5	70.7	3.7 (+)	2.5 to 4.8
MATH GR. 9: Students enrolled as of Sept. 2013	72.5	81.0	74.4	66.1	68.0	60.5	66.7	1.4 (=)	-0.8 to 3.5

APPENDIX F: 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

	2013/14		Target 2014/15
	Number of Students	Number of Student Completing Online Course	
Grade 9	171	0	0
Grade 10	163	29	35
Grade 11	153	69	70
Grade 12	171	93	70

Analysis of Online Learning Results:

- Students are taking advantage of any path, pace, time and place for their course access.

Areas of Strength:

- Students could and did access online learning opportunities through our Distance Learning Centre

Future Priorities:

- Support student choice with respect to blended learning opportunities

ONLINE COURSES

	Number of Staff	2013/14	Target 2014/15
		Number of staff reporting they have completed a formal online professional learning course	
Certificated Staff	33	7	10
Support Staff	12	3	5

Analysis of Online Learning Results:

- Just as the students access online learning opportunities, staff too learn in this environment.

Areas of Strength:

- Access is available on demand to support learners' needs of any time, pace, path and place.

Future Priorities:

- Support and encouragement will be provided to students and staff that want to pursue online learning opportunities.

APPENDIX G: RESEARCH PROJECTS

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

Research		
	Number of Research Projects	Research Title(s)
2013/14	0	N/A

Analysis of Research Projects Results:

- *Research projects were not a priority in this school year.*

Areas of Strength:

- N/A

Future Priorities:

- *If a research opportunity that is aligned with our School Goals emerges, we may take advantage of it.*

APPENDIX H: GRANT DOLLARS

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

Research		
	List of Grants Received	Dollars Awarded
2013/14	Conoco Phillips CAWST City of Calgary	\$1000 \$500 \$600

Analysis of Grant Dollars Results:

- *The singular area in the school that successfully pursued grant funding was the Gang Green Club.*

Areas of Strength:

- *Students were the initiators of the pursuit of grants with the teacher guidance*
- *Student directed projects, through Gang Green, were realized with the grant money*
- *Students recognized that there is money available to support their environmental pursuits*

Future Priorities:

- *Should opportunities for access to grant money, in alignment with the School Education Plan be available, we will pursue them.*

APPENDIX I: 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											
	2009/10		2010/11		2011/12		2012/13		2013/14		Target 2014/15
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	
Safe and Caring Schools	88.5	87.6	84	88.1	88.8	88.6	86.0	89.0	87.1	89.1	89
Program of Studies	76.8	80.5	72.4	80.9	80.1	80.7	77.4	81.5	76.2	81.3	80
Education Quality	85.8	89.2	85	89.4	89.4	89.4	82.9	89.8	83.4	89.2	85

Access to Services	70.7	70.4*	67.3	69.7*	75.9	70.6*	69.1	70.8*	71.8	71.6*	75
Work Preparation	79.3	79.9	68.8	80.1	86.7	79.7	64.2	80.3	67.8	81.2	75
Citizenship	79.5	81.4	73.9	81.9	79.8	82.5	78.1	83.4	82.3	83.4	85
Parental Involvement	82.7	80.0	77.2	79.9	78.1	79.7	72.6	80.3	73.3	80.6	75
School Improvement	77.3	79.9	75.6	80.1	81.9	80.0	71.7	80.6	74.0	79.8	75
Professional Learning	72.9	83.1*	72.4	82.2*	90.5	81.8*	87.0	82.2*	67.7	81.0*	85

Analysis of Satisfaction Survey Results:

- *In all but Program of Studies and Professional Learning, there was slight improvement in satisfaction levels for all measures.*

Areas of Strength:

- *Safe and Caring Schools, Education Quality, Access to Services, Work Preparation, Citizenship, Parental Involvement and School Improvement all had improved satisfaction levels from the previous year.*

Future Priorities:

- *All satisfaction measures need to continue to improve. Although seven of the nine measures had improved satisfaction levels, none met the provincial average. They must meet the provincial average at a minimum. In particular, professional learning and program of studies need to be addressed this year as both measures declined from last year.*

APPENDIX J: 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:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
L.A. GRADE 9:											
Acceptable Standard:	92.5	79.3	93.5	79.1	97.6	79.3	N/A	76.7	90.9	77.8	95
Standard of Excellence:	31.2	15.0	32.6	16.3	35.8	15.0	N/A	14.8	27.4	15.8	30

PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
L.A. GRADE 9 FI:											
Acceptable Standard:	76.5	86.1	100	88.8	89.3	87.5	N/A	87.2	100	87.8	100
Standard of Excellence:	5.9	12.4	23.1	15.0	7.1	12.2	N/A	13.9	9.1	13.7	15

PROVINCIAL RESULTS MATHEMATICS:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
MATH GRADE 9:											
Acceptable Standard:	N/A	66.4	N/A	66.1	88.4	66.4	N/A	66.9	85.1	66.5	88
Standard of Excellence:	N/A	19.8	N/A	17.3	33.7	17.8	N/A	18.3	28	17.8	30

PROVINCIAL RESULTS SCIENCE:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SCIENCE GRADE 9:											
Acceptable Standard:	89.2	73.6	91.4	74.8	89.0	74.1	94.7	74.2	88.6	74.0	90
Standard of Excellence:	26.3	17.7	28.9	20.8	25.0	22.4	21.1	20.3	30.3	21.1	32

PROVINCIAL RESULTS SOCIAL STUDIES:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 9:											
Acceptable Standard:	88.2	68.9	86.6	67.2	86.0	68.9	80.0	68.4	91.9	73.6	93
Standard of Excellence:	31.2	18.8	25.8	19.0	27.9	19.1	20.0	19.0	36.2	23.0	38

PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 9 FI:											
Acceptable Standard:	93.8	83.1	90	78.7	87.6	81.3	N/A	77.7	90.9	77.6	92
Standard of Excellence:	18.3	18.3	26.7	14.0	28.4	11.9	N/A	14.0	18.2	15.1	20

Analysis of Cohort Provincial Achievement Results:

- Consistently high results in the acceptable standard and standard of excellence have been achieved
- In almost all curricular areas, Springbank students' achievement exceeds provincial averages

Areas of Strength:

- Consistent achievement of acceptable standard that far exceeds the provincial average in all subjects
- Consistent achievement of standard of excellence that far exceeds the provincial average in all but one subject
 - English – The achievement of students on the acceptable standard and standard of excellence far exceeded the provincial average. In particular, the written component of the exam was well done. In terms of the reading comprehension component, the students' strength was on ideas and details.
 - French Language Arts – The reading component of the exam was well done by students, exceeding provincial average and students perform well with reading comprehension questions pertaining to grammatical information.
 - Social – In Knowledge and Understanding as well as Skills and Processes questions, Springbank students' achievement was particularly strong. Specifically, in the area of consumerism, quality of life and political decision-making, achievement was high.
 - Math – The acceptable standard and standard of excellence both resoundingly exceeded the provincial average by 14.8% and 10.2% respectively.
 - Science - Highest level of achievement in both the acceptable standard and standard of excellence in the past five years. Performance on both the Knowledge-Focused and Skills-Focused questions was higher than provincial average.
 - Social FI – Students demonstrated a proficient understanding of the political and judicial system, individual and collective rights, immigration and consumerism and quality of life.

Future Priorities:

- Maintain consistently high level of achievement while exceeding the provincial average in both acceptable standard and standard of excellence
- Attain and exceed the provincial average for standard of excellence for French Language Arts
 - English – The overall achievement in English was very solid and in order to continue to seek excellence, the one area on which we will focus in future in in text organization in the reading comprehension section of the exam.
 - French Language Arts – To increase achievement in FLA, we will focus on improving in the area of associating meaning in diverse texts. As well, focus on both content and content writing will

occur as we look to increase our number of students attaining standard of excellence in this provincial achievement test.

- *Social – Through project based learning, focus on students' skill development with opportunities for revision through formative feedback will remain the approach to ensure that students do well in social studies.*
- *Math – In future the attainment of standard of excellence to increase it to previous years' levels will be the focus. Although the achievement still exceeded the provincial average by 10.2%, higher levels of achievement in this measure are sought. The specific concepts that 70% or more of the students did not understand will be addressed for the future.*
- *Science - Although achievement was very good, we will dedicate more practice with Skills-Focused questions such as interpreting data, reading graphs and identifying variables. The overall goal would be to see an increase in achievement of the standard of excellence with focus on specifics such as stages of sexual reproduction, organizations in plant and animal conservation, distinguishing between heritable and non-heritable traits, human impacts on ecosystems and biodiversity, creating the formula for chemical compounds, calculating efficiencies of electrical devices, understanding unique environment of space and investigating the International Space Station.*
- *Social FI – We will focus on answers that require synthesis of information garnered from the analysis or interpretation of sources to hone skills and processes questions.*

APPENDIX K: 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:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Schools Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A.:	96.2	89.8	95.7	88.9	95.9	88.9	N/A	88.0	93.7	88.3	95
L.A. F.I.:	94.1	98.0	100	97.0	100	97.4	96	97.1	100	96.8	100
MATH:	N/A	N/A	97.8	89.5	97.7	89.7	N/A	88.8	95.4	89.2	96
SCIENCE:	98.4	90.4	97.9	90.0	97.7	90.1	96.1	89.3	96.6	89.6	97
SOCIAL:	98.4	90.2	96.3	88.8	98.3	89.1	97.6	88.6	97.2	88.7	98

Analysis of Provincial Achievement Participation Rates:

- *Springbank Community High School students' participation rates are consistently higher than the provincial average.*

Areas of Strength:

- *A positive reflection of the students', parents' and school's commitment to achievement is indicated through consistently high, above provincial average participation rates in Provincial Achievement Tests*

Future Priorities:

- *Ongoing, consistent, high rates of participation will be encouraged*

APPENDIX L: GRADE 12 DIPLOMA MARKS

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

GRADE 12 DIPLOMA RESULTS:											
	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Target
ENGLISH 30-1											
Acceptable Standard:	97.2	85.1	96.8	84.4	95.6	86.0	91.7	85.9	95.7	87.1	96
Standard of Excellence:	21.0	10.1	19.7	10.1	20.4	11.3	18.5	10.5	17.1	11.7	18
Participation Rate:	86.5	59.9	76.7	60.0	80.2	55.1	86.2	54.4	81.5	54.4	82
ENGLISH 30-2											
Acceptable Standard:	100.0	88.8	96.6	88.6	100	89.5	N/A	89.5	85.7	89.7	86
Standard of Excellence:	20.7	9.8	13.8	9.1	0	10.7	N/A	11.1	7.1	13.1	10
Participation Rate:	8.3	28.1	16.4	29.2	15.2	26.1	7.7	27.2	8.7	27.2	8
FRENCH LA 30											
Acceptable Standard:	100	93.7	80	95.3	100	95.5	N/A	95.3	100	96.5	100
Standard of Excellence:	12.5	16.3	20	14.3	7.7	13.4	N/A	12.5	0.0	14.5	15
Participation Rate:	6.7	3.2	3.7	2.8	7.6	2.7	7.2	2.7	7.6	2.7	3
SOCIAL 30-1											
Acceptable Standard:	88.7	84.5	94.8	92.8	96.2	86.2	89.2	85.4	95.8	85.5	96
Standard of Excellence:	23.9	16.1	25.8	14.9	29.9	16.7	15.8	15.2	19.3	14.2	20
Participation Rate:	0.0	0.0	73.0	45.7	76.6	48.2	84.0	48.0	77.2	46.1	78
SOCIAL 30-2											
Acceptable Standard:	91.7	85.0	97.1	85.6	94.1	83.0	N/A	82.4	96.6	83.9	97
Standard of Excellence:	33.3	13.7	17.6	15.9	17.6	13.7	N/A	13.9	41.4	14.8	42
Participation Rate:	0.0	0.0	19.6	27.4	17.3	31.0	10.5	32.1	16.3	34.0	16
MATH 30-1											
Acceptable Standard:	N/A	N/A	N/A	N/A	94.3	N/A	N/A	80.3	88.4	74.6	89
Standard of Excellence:	N/A	N/A	N/A	N/A	39	N/A	N/A	35.4	31.4	27.2	32
Participation Rate:	N/A	N/A	N/A	N/A	72.6	N/A	0.0	30.0	33.2	30.0	33
MATH 30-2											
Acceptable Standard:	N/A	N/A	N/A	N/A	93.8	N/A	N/A	68.7	70.7	71.3	72
Standard of Excellence:	N/A	N/A	N/A	N/A	6.3	N/A	N/A	9.6	17.1	15.0	18
Participation Rate:	N/A	N/A	N/A	N/A	15.2	N/A	0.0	16.9	13.0	16.9	13
BIOLOGY 30											
Acceptable Standard:	91.5	81.4	92.0	81.9	94.2	81.8	93.7	84.3	93.6	85.2	94
Standard of Excellence:	50.8	28.1	44.9	29.8	51.1	28.1	43.2	32.4	54.4	31.7	55
Participation Rate:	65.3	39.8	63.5	41.2	69.5	42.8	66.9	43.1	62.5	42.5	63
CHEMISTRY 30											
Acceptable Standard:	92.8	79.0	92.7	75.1	95.2	76.7	N/A	78.8	93.3	81.3	94
Standard of Excellence:	59.0	29.9	51	27.7	42.9	28.4	N/A	31.8	46.1	35.0	47
Participation Rate:	45.1	29.7	41.8	35.2	49.2	36.0	58.0	36.7	30.4	31.7	32
PHYSICS 30											
Acceptable Standard:	94.5	73.9	94.8	76.7	96.6	81.0	N/A	81.1	94.7	83.0	95
Standard of Excellence:	39.7	20.3	55	27.7	52.9	30.3	N/A	30.3	57.9	34.1	58
Participation Rate:	43.5	17.5	37.6	20	40.1	20.6	48.6	20.4	26.6	17.4	27
SCIENCE 30											
Acceptable Standard:	N/A	80.1	N/A	80.4	84.6	79.8	N/A	84.1	84.2	85.1	85
Standard of Excellence:	N/A	22.8	N/A	21.0	23.1	22.0	N/A	25.8	5.3	25.5	25
Participation Rate:	N/A	8.2	N/A	9.0	1.0	9.1	12.2	10.5	2.2	9.8	5

Analysis of Diploma Exam Results:

- In the majority of categories, at both the acceptable standard and standard of excellence, Springbank Community High School achievement exceeds the provincial average.

Areas of Strength:

- English 30-1 – Students' results exceeded the provincial acceptable standard and standard of excellence by 8.6% and 5.4% respectively.
- English 30-2 – 100% of students attained the acceptable standard of achievement on the diploma exam.

- *FLA 30 – 100% of students achieved acceptable standard. The entire class scored 100% on questions in Part B that related to factual information in an expressive text while only 79% of the province was able to achieve this.*
- *Social 30-1 – Students' performance on the 'relationships' component of Writing Assignment 1 and the "analysis" component of Writing Assignment 2 are areas of strength.*
- *Social 30-2 – In comparing SCHS results with those of the province, on the overwhelming majority of comparisons, SCHS scored significantly higher than the province in all but one category that was 'Interpretation of Sources' of Writing Assignment 3 where the result was negligibly below provincial standard.*
- *Math 30-1 – Students exceeded the provincial average on the diploma exam by 6.1%.*
- *Math 30-2 – On both the school based and diploma marks, our students were fairly consistent with results from across the province, marginally exceeding the provincial average in both.*
- *Biology 30 – Students attaining the standard of excellence exceeded the provincial average by 33%. The differentiated approach to instruction is meeting students' learning needs.*
- *Chemistry 30 – 59% of students attained a standard of excellence on their final course mark compared to 39% for the provincial average. Use of practice diploma exam type questions during instruction and to build assignments has assisted students with understanding the format and questioning techniques of their final assessment.*
- *Physics 30 – Students achieved 18% higher than the provincial average in the standard of excellence. Our students have a very sound understanding of the physics curriculum as demonstrated on their achievement in the school based mark and the diploma exam.*
- *Science 30 – Students scored well on the biology portion of the diploma exam. Two students who struggled through the course managed to pass the course. Almost 50% of the students achieved between 65% and 79% on the diploma exam.*

Future Priorities:

- *English 30-1 – Consistent results in both semesters with respect to reading comprehension and writing will be a focus for this year. Although results for the year were generally positive, an area of focus with regard to reading comprehension will be analysis and interpretation of poems.*
- *English 30-2 – Increasing students' achievement to meet the standard of excellence on the diploma exam will be a focus as no students attained this level last year.*
- *FLA 30 – Students attaining the standard of excellence needs to improve. This is in both expressive and literary responses. With additional work in the area of content writing this will occur. Students will have an opportunity to improve scores on the reading component of the exam with additional emphasis on analyzing and interpreting passages with psychological emotional and sentimental content.*
- *Social 30-1 – Although results far exceeded provincial average, the department will continue to look at the two writing assignment in class, dividing them up by grade, chunking them, giving students practice, formative feedback and opportunities to revise their writing.*
- *Social 30-2 – Continue to emphasize working on the skills required to succeed on part A of the exam and to make a conscious effort to ensure that the expectation of what needs to be done to do well on the "Interpretation of Sources" in Writing Assignment 3 is more thoroughly explained and reinforced.*
- *Math 30-1 – Continue to address specific areas of curriculum where students did not attain an average mark exceeding 60% on diploma exam questions. We will build these skill areas to close the achievement gap between the school based and diploma marks.*
- *Math 30-2 – Continue to address the specific areas of curriculum where students did not attain an average mark exceeding 60% on diploma exam questions. Focus on skill development to increase our number of students attaining standard of excellence on the diploma exam.*
- *Biology 30 – The goal is to increase the achievement of students who attain a score in the 50% to 64% range. Specifically areas that would be addressed include drawing information from context and numerical response questions.*
- *Chemistry 30 – Numerical response questions were, in general, more challenging for students and will be an area of focus. Specific areas of focus will be organic chemistry and equilibrium basic calculations. We will use a variety of assessment strategies that will further enhance and support student learning and success on the diploma exam.*
- *Physics 30 – With excellent overall results, the continued focus will be on developing in students a good understanding of physics concepts outlined in the Program of Studies while incorporating current technologies into the subject matter. This will involve developing hands-on activities for learning.*
- *Science 30 – Our minimum goal is to meet provincial average for the acceptable standard and standard of excellence. In particular, we need to focus on the chemistry unit as it presented the greatest challenge for students.*

APPENDIX M: 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:											
	2008/09		2009/10		2010/11		2011/12		2012/13		2014/15 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Participation Rate	80.2	53.5	78.2	54.9	83.9	56.2	86.9	56.6	65.2	50.5	85

Analysis of Participation Rate:

- *There was a significant decline in the number of students completing four or more diploma exams in this year.*
- *The implementation of any pace, place, path and time programming may have had an impact on the participation rate.*
- *Increase in student access to alternative programs i.e. MEI, may be having an impact on the participation rates.*

Areas of Strength:

- *The Springbank Community High School participation rate consistently and substantially exceeds the provincial average.*

Future Priorities:

- *Counsel and encourage students to create the greatest number of post-secondary opportunities for themselves by completing academic courses while at Springbank Community High School.*

APPENDIX N: DROP OUT RATE

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

DROP-OUT RATE:											
	2008/09		2009/10		2010/11		2011/12		2012/13		2014/15 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Drop-Out Rate	.9	4.3	.4	4.2	.3	3.2	.9	3.5	.6	3.3	0

Analysis of Drop-Out Rate:

- *Students at Springbank Community High School are committed to completing their high school education.*

Areas of Strength:

- *Drop out rate has not reached even one percent of the student population in the last five years.*
- *Drop out rate is far lower than the provincial average over the past five years.*

Future Priorities:

- *Continue to program appropriately, provide learning supports as required, and counsel students in order to support student learning and maintain low drop out rate.*

APPENDIX O: 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:											
	2008/09		2009/10		2010/11		2011/12		2012/13		2014/15 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Three Years	91.7	71.5	91.0	72.6	93.8	74.1	95.4	74.8	93.0	74.9	95.0
Four Years	93.0	76.1	96.1	76.9	92.9	78.1	94.6	79.4	96.6	79.6	97.0
Five Years	94.5	79.0	95.4	79.0	97.0	79.6	94.3	80.8	95.0	81.7	95.0

Analysis of High School Completion Rate:

- *Excellent completion rates are achieved at Springbank Community High School.*
- *Providing students with flexibility in terms of completing their programs is meeting students' needs.*

Areas of Strength:

- *Three-year, four-year, and five year completion rates far exceed the provincial average.*

Future Priorities:

- *Continue to assist students in meeting their diploma requirements in a timeline that best suits them.*

APPENDIX P: 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:											
	2008/09		2009/10		2010/11		2011/12		2012/13		2014/15
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)
Four Years	56.1	37.5	44.4	37.8	45.2	38.2	43.9	39.6	49.1	40.0	50.0
Six Years	74.7	59.8	76.1	59.3	77.3	58.4	73.6	59.5	69.6	59.2	70.0

Analysis of Transition Rate:

- *For the four-year transition rate, the school has trended upward for the past four years.*
- *For the six-year transition rate, the school has remained relatively consistent with a slight decline in the last year.*

Areas of Strength:

- *Springbank Community High School transition rates far exceed the provincial average levels achieved.*

Future Priorities:

- *Continuation of dedicated support to assist students with information, application and scholarships pertaining to post-secondary learning opportunities.*

APPENDIX Q: 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:											
	2008/09		2009/10		2010/11		2011/12		2012/13		2014/15
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
Recipients	79.0	56.9	78.6	59.6	86.7	61.5	87.3	61.3	84.8	60.9	85

Analysis of Rutherford Scholarship:

- *Students continue to demonstrate academic excellence resulting in substantial Rutherford Scholarship awards.*
- *Consistently our results remain substantially above the provincial average.*

Areas of Strength:

- *Consistency of achievement*
- *High levels of scholarship attainment*

Future Priorities:

- *Meet or exceed high achievement results and level of consistency*

ANNUAL RESULTS REPORT (2013/14) APPROVAL FORM

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

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	August 29, September 17, October 2, 8, 15, 2014
School Council and Students	<input checked="" type="checkbox"/>	September 17, 29, October 1, 8, 21, 2014

I, Pam Davidson, certify that the proposed School Annual Results Report was developed in consultation with staff and with advice from the School Council and students and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



Principal Signature

October 17, 2014
Date



School Council Chair Signature

October 21, 2014
Date

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

Superintendent of Schools

December 9, 2014

Date