



## highlights | 2013-14 school results report

### CBE and Provincial Goals

See Board of Trustees' [Results Policies](#) for full, detailed Results statements.

### Provincial Goals\*\*

- An excellent start to learning
- Success for every student
- Quality teaching and school leadership
- Engaged and effective governance

\*\*Alberta Education Requirements

### Diploma Exam Highlights

- On all diploma exams, the percentage of students who achieved the "acceptable standard" met and, in most courses, exceeded the provincial average.
- On all but one diploma exam, the percentage of students who achieved the "standard of excellence" significantly exceeded the provincial average.
- Over 90% of students writing Science 30, Biology 30, Chemistry 30, Physics 30, ELA 30-1, FLA 30-1, Social Studies 30-1, and Social Studies 30-2 achieved the "acceptable standard".
- 87.4% of our Grade 12 students meet the academic criteria specified for the Alexander Rutherford Scholarship.
- 85.2% of students complete high school within 3 years.
- 86.4% of teachers, parents, and students express satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

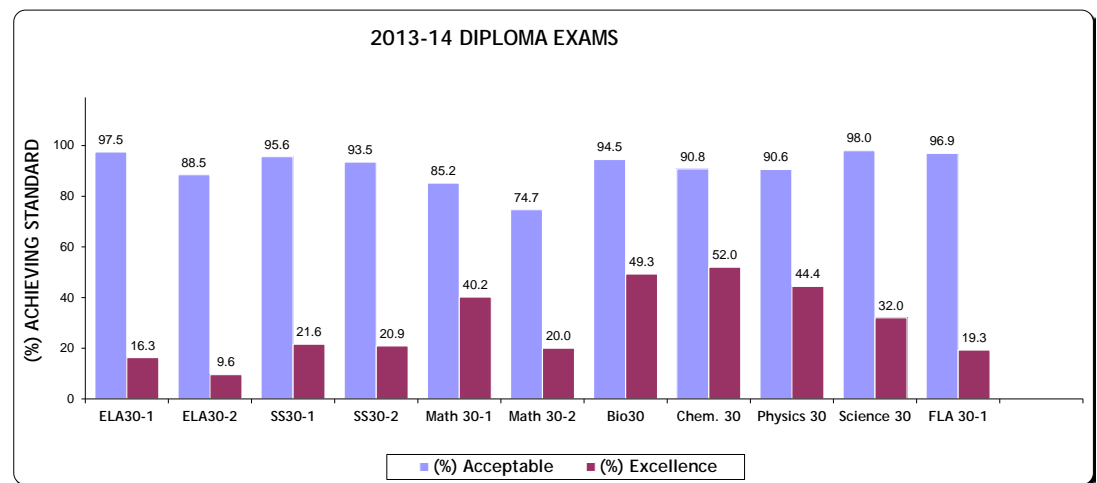
William Aberhart High School students are successful! This is demonstrated by their achievement in the classroom, on standardized assessments such as provincial diploma exams, in their athletic pursuits, performances, and competitions. It is also demonstrated by the positive changes they make through clubs, student leadership initiatives, committees, and community involvement.

Following are some of the highlights of 2013-2014:

- William Aberhart Art students were awarded \$10,450 in scholarships from The Calgary Exhibition, Stampede, and Cardel Homes Art Scholarships. Aberhart students won both first prize (\$2500) and second prize (\$2000) overall. Grade 12 Abe Art students were in first, second, and third place overall and also received three honourable mentions. Grade 11 Art students placed first and third place overall with one honourable mention.
- 56 French Immersion students completed the DELF B2 international accreditation.
- 180 Grade 12 students graduated with the Calgary Board of Education's Certificate of Achievement in French Immersion.
- Our Concert Choir travelled to Europe where they won first place at the Young Prague International Music Festival.
- Our Large School Choir won first place at the Calgary Kiwanis Music Festival and were recommended to the Canadian National Music Festival.
- Choral Ensemble won first place at the Calgary Kiwanis Music Festival (Small School Choir) and first place at the Alberta Provincial Music Festival.
- Both the Wind Ensemble and the Symphonic Band won Gold at the Alberta International Band Festival (AIBF).
- In addition to winning Gold at the AIBF, the Abe 1 Jazz Ensemble – Rose Bowl - was recognized as "Most Outstanding Jazz Ensemble."
- Seven music students received "Outstanding Performer" awards at AIBF.
- A Grade 12 music student won the Jazz Prospect Scholarship from AIBF.
- The Junior Boys' Volleyball team played an undefeated season and won the City Championship.
- The Senior Boys' Volleyball team won Bronze at the Provincial Championships.
- The Senior Girls' Volleyball team won the City Championship.
- The Senior Girls' Basketball team finished second in Calgary, making it to the Division One championship game for the first time in 19 years. They also qualified for the provincial tournament for the second year in a row.
- The Junior Girls' Field Hockey team won the City Championship.
- We had three City Championship Cross Country teams and a City Champion runner in the Intermediate Girls division. Intermediate Girls' also won the Provincial Championship, with 5 students finishing in the top 10, including first place.
- The Dive team won the City Championship.
- Fashion Studies students competed in the Paper Dress Competition at Chinook Mall.
- Two Grade 11 students won the Youth by Youth Short Film Competition at the 2014 Calgary International Film Festival. Their film also won Best Screenplay at the William Aberhart High School Film Festival.

- The Eco Club was awarded a \$5000 grant from Devon Canada and raised a total of \$10,501.83 towards their goal of purchasing solar panels to reduce the school's energy costs.
- Our students organized and hosted the first TEDx in a Canadian high school.
- Aberhart placed first in the country in the Canadian Blood Services' "Young Blood for Life" campaign.

## student results



For a complete report of student results visit our school website at <http://schools.cbe.ab.ca/b829/>.

For a complete report of CBE and provincial results visit the CBE website at <http://www.cbe.ab.ca/about-us/provincial-tests-and-reports/Pages/default.aspx>



### Advanced Placement – School Summary with Comparable Groups (2014)

This report compares the AP scores at William Aberhart to comparable groups in Alberta and Canada, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

William Aberhart High School (820240)

	Score	Eng Lit Comp	Comp Gov Pol	Calc AB	Biol	Chem	Phys B	Fren Lang	Total Exams*
School (820240)	5	5	5		5	5		6	26
	4	6	4		5	5	1	4	25
	3	2	4	1	1	2			10
	2	3	3	1					7
	1					1			1
	Total Number of Exams	16	16	2	11	13	1	10	69
	Mean Score	3.81	3.69	2.50	4.36	4.00	4.00	4.60	3.99
	Standard Deviation	1.11	1.14	0.71	0.67	1.15	0.00	0.52	1.04
	Total Schools	1	1	1	1	1	1	1	1
Alberta	5	79	8	259	61	79	97	45	863
	4	183	6	153	214	121	85	38	1,084
	3	229	6	130	239	158	85	24	1,261
	2	144	5	96	70	93	31	6	615
	1	9	1	181	6	28	15	2	390
	Total Number of Exams	644	26	819	590	479	313	115	4,213
	Mean Score	3.28	3.58	3.26	3.43	3.27	3.70	4.03	3.34
	Standard Deviation	0.99	1.24	1.55	0.87	1.13	1.15	0.99	1.22
	Total Schools	49	6	54	35	34	26	12	72
Canada	5	418	62	1,821	252	408	508	518	7,160
	4	964	49	830	716	573	418	477	6,875
	3	1,254	33	727	824	712	377	337	6,678
	2	889	19	434	363	498	155	66	3,828
	1	84	9	752	40	175	99	6	2,291
	Total Number of Exams	3,609	172	4,564	2,195	2,366	1,557	1,404	26,832
	Mean Score	3.21	3.79	3.56	3.35	3.23	3.69	4.02	3.48
	Standard Deviation	1.01	1.20	1.49	0.95	1.18	1.20	0.91	1.26
	Total Schools								

## school development plan highlights

### Outcomes from our 2013 – 2014 School Development Plan\*

The 2013-2014 School Development Plan states, “If students become aware of and communicate to teachers their personal learning profiles and if teachers adjust their practice/assessment relative to articulated student learning strengths, needs, and interests, the students’ academic achievement will increase.”

Achievement will be measured by:

- Students’ self-reporting of belonging, engagement, and relevance on the *Tell Them from Me* survey;
- Diploma exam results; and
- High school completion rates.



The *Tell Them from Me Effective Schools Survey* is an interactive online student survey that measures student engagement in the social, academic, and intellectual domains. The survey gathers information on student engagement, school climate, and drivers of positive student outcomes for the purpose of increasing high school completion rates. The results of the survey provides schools with reliable and timely data that can be used to monitor progress and promote practices that positively impact students' sense of belonging, well-being and achievement.

In the 2013-2104 school year, the *Tell Them from Me* survey was administered twice to approximately 800 students each time. The results are as follows:

- 72% of students have a high sense of belonging; they feel accepted and valued by their peers and by others at the school;
- 76% of students do homework for their classes with a positive attitude and in a timely manner;
- 57% of students are intellectually engaged and find learning interesting, enjoyable, and relevant;
- 24% of students have intense feelings, intense anxiety, or worry about particular events or social situations;
- 35% of students are interested and motivated in their learning;
- 67% of students report that important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives;
- 73% feel that school staff emphasizes academic skills and hold high expectations for all students to succeed;
- 63% of students find the classroom instruction is well organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn;
- 59% of students find classroom instruction relevant to their everyday lives;
- 21% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice;
- 63% of students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

In light of this data, our 2014-2015 School Development Plan will be more focused on task design and instructional strategies that will result in students being more emotionally *and* intellectually invested in their learning. We will also provide students with a wide range of learning options in terms of time and/or structure, thereby enabling them to make choices related to their learning needs and interests. Finally, we will focus on flexible and formative assessment practices that are focused on assessing what students know and what they need to learn in order to demonstrate understanding of learning outcomes.

### **Measures and Results 2013 – 2014\***

In January and June, our 30 level students wrote the provincial diploma exams in English Language Arts (ELA), French Language Arts (FLA), Social Studies, Mathematics, Science, Biology, Chemistry, and Physics. Many of our students also wrote a French translation of the Mathematics and Social Studies diploma exams. The diploma examinations are created by the Assessment Sector of Alberta Education. Each exam has a balance of questions based on the learning outcomes, as defined in each Program of Study.

Diploma examinations are standards-based. Each examination is designed to measure how well students meet established standards in that subject's Program of Studies. Standards are set for each examination at the "acceptable standard" (the percentage of students who attain a minimum of 50%) and the "standard of excellence" (the percentage of students who attain a minimum of 80%) in such a way that the average on that examination falls between these two points. Designing an examination in this way ensures that all students writing a given examination are evaluated according to the same set of



expectations. It is entirely possible, and acceptable, for the proportion of students attaining the standard of excellence to rise over time.

The final mark on diploma exams is blended with the school awarded mark submitted to Alberta Education. Each mark contributes 50% to the final blended score and final blended scores between 47.5% and 49.5% are rounded up to 50%. In November, the Alberta School Boards Association (ASBA) voted in favour of reducing the weighting of diploma exams. 82% of ASBA members were in favour of reducing the weight of the exam to 30%. A final decision on changing the weighting of diploma exams rests with the Minister of Education and no decision has yet been made.

William Aberhart High School students continue to excel on diploma exams and consistently exceed the provincial average at both the “acceptable standard” and the “standard of excellence.” The results from provincial diploma exams are but one aspect of student achievement but are used to:

- Determine whether students are learning what they are expected to learn;
- Report to Albertans how well students have achieved provincial standards; and
- Assist schools, authorities, and the province in monitoring and improving student learning.

We are proud of our students’ success on these standardized assessments. The “acceptable standard” and “standard of excellence” for diploma exams have fixed standards at 50% and 80% respectively.

### **Diploma Exams (Combined Results – January/June 2014)**

#### **Acceptable Standard**

- Biology 30 – 94.5% (province – 85.2%/CBE – 89.2%)
- Chemistry 30 – 90.8% (province – 81.3/CBE 85.9%)
- ELA 30-1 – 97.5% (province – 87.1/CBE 87%)
- ELA 30-2 – 88.5% (province – 89.7/CBE 89.4%)
- FLA 30-1 – 96.9% (province – 96.5/CBE 96.2%)
- Mathematics 30-1 – 85.2% (province – 74.6/CBE 80%)
- Mathematics 30-2 – 74.7% (province – 71.3/CBE 76.1%)
- Physics 30 – 90.6% (province – 83/CBE 87.3%)
- Science 30 – 98% (province – 85.1%/CBE 85.1%)
- Social Studies 30-1 – 95.6% (province – 85.5%/CBE 90.3%)
- Social Studies 30-2 – 93.5% (province – 83.9%/CBE 88.6%)

#### **Standard of Excellence**

- Biology 30 – 49.3% (province – 31.7%/CBE 41.1%)
- Chemistry 30 – 52% (province – 35%/CBE 45.8%)
- ELA 30-1 – 16.3% (province – 11.7%/CBE 14.4%)
- ELA 30-2 – 9.6% (province – 13.1%/CBE 16.3%)
- FLA 30-1 – 19.3% (province – 14.5%/CBE 20.9%)
- Mathematics 30-1 – 40.2% (province – 27.2%/CBE 35.6%)
- Mathematics 30-2 – 20% (province – 15%/CBE 20.1%)
- Physics 30 – 44.4% (province – 34.1%/CBE 41.9%)
- Science 30 – 32% (province – 25.5%/CBE 24.2%)
- Social Studies 30-1 – 21.6% (province – 14.2%/CBE 22.3%)
- Social Studies 30-2 – 20.9% (province – 14.8%/CBE 24.4%)



**Alberta Education Accountability Pillar survey\*\* results:**

Measure Category	Measure Category Evaluation	Measure	William Aberhart High School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	86.9	88.4	88.3	89.1	89.0	88.6	High	Maintained	Good
Student Learning Opportunities	Excellent	Program of Studies	82.9	85.5	82.7	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	86.4	88.2	88.3	89.2	89.8	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	1.2	1.1	1.1	3.3	3.5	3.6	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	85.2	83.3	84.0	74.9	74.8	73.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	74.0	75.3	75.5	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.0	19.1	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	94.4	93.2	92.8	85.4	84.2	83.4	Very High	Improved	Excellent
		Diploma: Excellence	31.0	26.7	30.0	21.0	19.5	19.1	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate (Revised)	87.4	85.7	83.2	60.9	61.3	60.8	Very High	Improved	Excellent
	n/a	Diploma Exam Participation Rate (4+ Exams)	71.9	80.0	81.1	50.5	56.6	55.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	73.6	75.5	73.3	59.2	59.5	59.1	Very High	Maintained	Excellent
		Work Preparation	77.5	83.1	81.4	81.2	80.3	80.0	Intermediate	Maintained	Acceptable
		Citizenship	82.3	80.9	81.8	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Concern	Parental Involvement	69.7	77.3	75.2	80.6	80.3	80.0	Very Low	Maintained	Concern
Continuous Improvement	Issue	School Improvement	73.0	80.3	79.6	79.8	80.6	80.2	Intermediate	Declined Significantly	Issue

Two areas of concern are highlighted in the above report – parental involvement and continuous improvement.

**Parental Involvement**

This category measures teacher and parent satisfaction with parental involvement in decisions about their child's education. The voice of parents is an important component of the accountability reports. Each year, parents of students in grade 10 have the opportunity, between January and March, to respond to the parent survey. When parents fill out the survey, they are adding their voice to the future of education at William Aberhart, the Calgary Board of Education, and throughout Alberta.

The current result of 69.7% has declined from the previous year's result of 77.3% and the previous three year average of 75.2%. The results are based on parent and teacher perceptions of the level of involvement parents have had in decisions impacting their child's education. These results might be quite different if parents of students in grade 12 were





surveyed as people's perceptions often change over time and parents tend to become more increasingly involved as their students become more involved in the life of the school. Another possible reason for the decline in parental involvement could be the fact that the school had three different Principals within one school year. Leadership continuity will hopefully contribute to the development of meaningful parental relationships which will translate into an increased sense of involvement. Finally, many of the parents who were actively involved in School Council had children who graduated in June 2014 so we are actively recruiting and rebuilding our School Council. We will continue to develop strategies for involving parents in decisions about their child's education and hope to see this result increase in the 2014-2015 school year.

### Continuous Improvement

This category measures the percentage of teachers and parents who say their school, and others in the jurisdiction, have improved or stayed the same in the last three years. The current school improvement result is 73% which is a 7.3% decline from the previous year result of 80.3% and a 6.6% decline from the previous three year average of 79.6%.

According to the school and provincial results data, it is clear that our students do well on diploma exams. 94.4% of students achieved the acceptable standard across all diploma exams, based on combined results in January/June, and this result is an actual improvement over last year's diploma results, and is 9% higher than the provincial average. That being said, continuous improvement is more holistic in scope than diploma exam results and it is evident that many people's perceptions of the school are either not aligned with our achievement results or are based on more numerous and varied factors.

The sharing of this report is but one way of communicating the school's longstanding reputation of academic excellence but we must find other ways of sharing our success. While we continue to build on our pursuit of continuous improvement, we must find more meaningful ways of increasing the awareness of students, teachers, and parents of the many different improvements that are realized year over year in the school. The highlights celebrated at the beginning of this report speak to some of the multi-faceted ways our students demonstrate our commitment to continuous improvement.

### Targets for 2014-2015\*

Based on our 2013-2014 results, we have set the following targets in our School Development Plan 2014 – 2015:

- Maintain our excellent diploma exam results and participation rates;
- 75% of students will report that they find their classes to be an effective use of learning time, rigorous, and relevant;
- 80% of students will report that they find teachers emphasize the academic skills and hold high expectations for all students to succeed;
- 70% of students will report that they feel teachers are responsive to their needs, and encourage independence with a democratic approach;
- 65% of students will report that they are intellectually engaged and find learning interesting, enjoyable, and relevant.
- 100% of teachers will have used a prescribed reflective tool for assessing the learning tasks they design;
- 100% of teachers will have read and reflected on the CBE's *"Guiding Principles of Assessment,"* and Professional Learning Communities will adopt common assessment practices informed by these principles; and



- 100% of Professional Learning Communities will collaborate to create flexible learning environments and assess the success of “flex” initiatives on an ongoing basis.

\*Alberta Education Requirements

\*\*A hard copy of the October 2013 Annual Education Results Report for William Aberhart High School is available at the school.

## our school

In addition to Alberta's Regular Program of Study, William Aberhart High School is a comprehensive high school offering two successful second language Alternative Programs - Spanish Bilingual and French Immersion. The Spanish Bilingual Program is supported by the Ministry of Education and Culture of Spain and is a member of the International Spanish Academy. Many of our French Immersion students strive to attain the French Immersion Certificate of Achievement in addition to the Alberta diploma.

We offer numerous Advanced Placement courses and a vibrant and award winning Fine and Performing Arts program as well as Career and Technology Studies and Social Sciences complementary courses.

We also offer the ACCESS and ALP4 programs which provide students with special learning needs with a wide range of learning experiences. Students learn life skills and take part in many activities both in the school and in the community. ALP students integrate into classes and are also involved in a community work experience program through Vecova, an accredited, non-profit society providing a wide range of supports and services for individuals with developmental disabilities and diverse needs.

We offer an extensive extracurricular/co-curricular program. In addition to an excellent athletics program where we have a proud history of winning City Championships, Aberhart students are actively involved in various student lead initiatives, clubs, and committees, which include:

- The Advocate (student newspaper)
- Anime Club
- Astronomy Club
- Chess Club
- Debate Union
- Drumming
- Eco Club
- Film Fest
- Gay Straight Alliance
- Grad Council
- Iconographer (Fine Art Magazine)
- Improv Club
- International Trips & Exchanges
- Leadership
- Meditation for Relaxation
- Science Club
- Social Action Committee
- Student Exchange Programs (OSEF)
- Student Pages
- Tech Club
- William Aberhart Student Council (WASC)
- Will's Till
- Wise Guyz
- Yearbook Committee
- Yoga





## **Class Size**

For a detailed report on the school and CBE average class sizes go to:  
<http://www.cbe.ab.ca/FormsManuals/Class-Size-Survey-Jurisdiction-Report.pdf>

## **School Fees**

For a detailed report of school fees and expenditures visit our school website at:  
<http://schools.cbe.ab.ca/b829/> or contact the school directly.

## **School Council Involvement**

We have an active School Council which meets on the last Monday of each month. We are always looking for new members who are interested in contributing to this important advisory group. Parents have a valued and significant role to play in school improvement and we welcome parental involvement in improvement efforts. Parental voice is a priceless resource. For more information about School Council, please contact:

Sheila Tomlinson, Chair

[sheiladt@icloud.com](mailto:sheiladt@icloud.com)

For more information on the role of School Councils, go to :

[www.cbe.ab.ca/get-involved/school-councils/Pages/school-councils.aspx](http://www.cbe.ab.ca/get-involved/school-councils/Pages/school-councils.aspx)

