


William Aberhart High School

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highlights | 2015-16 school results report

CBE and Provincial Goals

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

Provincial Goals**

- Alberta's students are successful
- The achievement gap between First Nations, Métis and Inuit and all other students is eliminated
- Alberta's education system is inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

**Alberta Education Requirements

Highlights

- On all provincial diploma exams, nearly 100% of students achieved the "Acceptable Standard" (50% or higher) and significantly exceeded the provincial average on nearly all exams
- On the majority of provincial diploma exams, students exceeded the "Standard of Excellence" (80% or higher) and significantly exceeded the provincial average on many exams
- Aberhart athletes achieved outstanding results in both City and Provincial competitions
- Fine & Performing Arts students were recognized with a number of prestigious awards

William Aberhart students are successful! This is demonstrated by their achievement in the classroom, on standardized assessments (provincial diploma exams), and in their athletic pursuits, artistic and musical performances, and competitions. Student success is also demonstrated by the positive changes the students make through their participation in clubs, student leadership initiatives, committees, and community involvement.

Following are some highlights of 2015-2016:

Academic Awards & Scholarships

- 75 French Immersion students completed the DELF B2 International accreditation;
- 252 Grade 12 students graduated from the French Immersion Program with the CBE's Certificate of Achievement;
- At an international "Water is Life" conference in The Netherlands, two groups of Science/ELA students won gold medals – one for their research in the Leadership Economics and Policy category on "The Effects of Simulated Acid Rain on the Growth of *Raphanus sativus* Plants and the other for the Scientific Poster Competition with their poster on 'Water Conservation in Shower Behaviour Amongst Teenagers';
- Overall percentage of students eligible for the Rutherford Scholarship :87.2%; and
- Grade 12 students received the following scholarships, bursaries, and awards:
 - Atatürk Peace Scholarship - McGill University Life Sciences/Biomedical Studies
 - CBE Staff Association Scholarship Award - University of Calgary Commerce/Human Resources
 - Dustin Peers Memorial Visual Arts Award - University College of London Architecture
 - Hugh Robertson Science Prize - Queen's University Engineering
 - Marjorie Taylor Memorial Scholarship - University of Ottawa Music Performance for Classical Flute
 - Naomi Johnson Award - University of Calgary Science & Education
 - Southland Transportation Scholarship - University of Calgary Commerce/Human Resources
 - Tenaris Merit Award - Lethbridge College Nursing
 - William Aberhart Alumni Scholarship - University of Calgary Science & Education
 - William Aberhart Alumni Scholarship - University of Toronto Health Sciences
 - William Aberhart Alumni Scholarship - University of Calgary Political Science
 - O'Brien BHS Sc Admission Award – University of Calgary
 - Chancellor's Club Scholarship - General Arts, University of Calgary
 - Haskayne School of Business Entrance Bursary – University of Calgary
 - Seymour Schulich Community Service/Entrepreneurial Entrance Award – University of Calgary (for Calgary Area Residents)
 - Garrett Shawn Prentice Entrance Award – University of Calgary
 - James Calvin MacTavish Memorial Science Entrance Bursary – University of Calgary
 - Schulich School of Engineering Dean's Entrance Scholarship – University of Calgary

CTS/Work Experience

- A student apprenticed as an Automotive Technician at Royal Oak Audi;
- Two students earned Green Certificates (Equine Program);
- A student was successful in his application and worked for Habitat for Humanity's Residential Construction Program while attending school;
- A student enrolled in the dual credit Plumbing Program at SAIT;
- A student enrolled in the dual credit Carpentry Program at SAIT; and
- Enrolment in Computer Science 30 has increased exponentially over the last four years (from 3 students in 2013-2014 to 30 students in 2016-2017, including 21 students in Advanced Placement Computer Science).

Fine & Performing Arts

- The Advanced Acting class's production of "... and Others" was performed at the annual High School Drama Festival;
- The drama production was recognized for "Best Ensemble Work", "Best Supporting Actress" and "Best Lighting Operation";
- Calgary Performing Arts Festival: The Aberhart Concert Choir earned "Excellent" and received the "Adjudicators' Choice" for Junior/Senior Choir;
- Alberta Music Festival: The Aberhart Choral Ensemble received a "Superior" award;
- Alberta Choral Fest South: Aberhart Choral Ensemble received the "Gold Award," the Concert Choir received the "Gold Award", and the Grade 10 Women's Choir earned a "Silver Award";
- Alberta International Band Festival: Aberhart's Wind Ensemble, Symphonic Band, Jazz Ensemble, Jazz Combo 1, and Concert Band all won a "Gold Award." The Concert Band also won the Esther Jun trophy for "Most Outstanding Senior High Concert Band" and the Robert Eklund trophy.

Athletics

- The Junior Football team (Division 2) won the 2015 City Championship banner;
- Senior Girls' Volleyball (Division 1) won the 2015 City Championship and Provincial Championships;
- Junior and Senior Field Hockey (Division 1) teams won City Championship banners;
- Senior Boys' Rugby (Division 2) won the City Championship banner;
- An Aberhart athlete won a "gold medal" at the 2015 City Championship and a "gold medal" at the Provincial Championship;
- Senior Girls', Junior Girls', Intermediate Girls', and Junior Boys' Cross Country teams won City Championship banners;
- Senior Girls' and Junior Girls' Cross-Country teams won City Championship banners;
- Two Aberhart students won "Gold" at the City Championship games in Badminton;
- Two Aberhart students won Calgary Senior High School Athletic Association Booster Club Awards;
- In Track & Field, 130 students competed at Divisionals, 78 students competed at the City Meet, winning 58 medals, and 25 athletes competed at Provincials;
- Aberhart Track & Field Senior Boys brought home 1 City Championship banner;
- Aberhart Track & Field athletes earned 3rd place (out of 53 teams) and 28 medals at Provincials;



- An Aberhart student set a new Track & Field provincial record in the Intermediate Boys' 100M hurdles competition;
- Out of 1000 athletes who competed at the provincial Track & Field competition, only 3 won 4 medals and 2 were from Aberhart;
- The Senior Boys' Track & Field team finished 1st overall at Provincials; and
- Diving (Team Aggregate) won the City Championship banner.

Leadership & Community Involvement

- For the third consecutive year, Aberhart ranked first in the country in Canadian Blood Services' "Young Blood for Life" national competition;
- 10 students participated in the Connections Program – a multicultural leadership camp focused on inclusion and diversity (sponsored by RBC and Cenovus Energy);
- Aberhart students raised money for cancer research through the Terry Fox Run and Shave-Your-Lid-For-a-Kid;
- Students and staff contributed to Turkeyfest, an annual dinner and silent auction, with proceeds to the Calgary Food Bank and the Calgary Drop-In Centre;
- 60 Students put on a Welcome Back Orientation for the grade 10 students with Key Note Speaker, Stu Saunders;
- Leadership students hosted a "Welcome Back" BBQ;
- 300 Fine & Performing Arts and Leadership students and staff organized Remembrance Day Celebrations with contributions going to veterans in need;
- 60 students participated in Empowering Minds Leadership Camp, sponsored by The Werklund Foundation;
- 250 grade 10 students participated in the ConneX Leadership Program, developing over 48 ethical community engagement projects to make a difference in local and global communities (sponsored by Tervita);
- 60 students attended Horizons Leadership Conference with keynote speaker Orlando Bowen;
- 50 students attended the Alberta Student Leadership Conference (ASLC) with keynote speakers Scott Hammell and Ian Tyson;
- William Aberhart Choirs performed for Seniors' at their residences in Alberta and Ottawa;
- French Immersion students read with and mentored local elementary students, helping to develop their French literacy skills throughout the year;
- School "twinning partnerships" continue with Maurick College in Vught, Netherlands; and
- Leadership students made lunches for 200 through "Brown Bagging for Calgary's Kids."



student results

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>

Diploma Exam Results

WILLIAM ABERHART JANUARY 2016 DIPLOMA RESULTS											
Courses	School Awarded		Diploma Exam		Final		Acceptable		Excellence		# Students
	Aberhart	Province	Aberhart	Province	Aberhart	Province	Aberhart	Province	Aberhart	Province	
ELA 30-1	74.2	82.8	68.9	63.2	72.6	70.1	99	98.3	24.5	19.4	200
ELA 30-2	64	66.6	76	65.4	67.7	66.5	100	97	9.5	9	21
Social 30-1	77.4	74.7	67.4	63.2	74.5	71.3	100	98.6	28.4	24.2	81
Social 30-1F	75	74.7	60.8	63.2	70.8	71.3	100	98.6	20.6	24.2	63
Social 30-2	69.2	66.9	71.1	62.3	69.8	65.6	100	95	20.5	12.1	39
Social 30-2F	68.5	66.9	73	62.3	69.9	65.6	91.9	95	21.6	12.1	37
FLA 30-1	77.1	78.4	65.4	64.7	73.6	74.4	100	99.8	25.3	31.9	95
Math 30-1	80	76.9	67.5	61.3	76.3	72.3	92.4	93.5	45.5	36	66
Math 30-1F	80.5	76.9	70.5	61.3	77.5	72.3	100	93.5	51.7	36	118
Math 30-2	73.3	68.8	59.6	63.5	69.3	67.5	97.7	93.1	20.9	19.8	43
Math 30-2F	70.9	68.8	66.6	63.5	69.8	67.5	100	93.1	20	19.8	40
Biology 30	77.1	75.5	75.3	69.3	76.6	73.8	98.6	96.5	48.6	38.7	148
Chemistry 30	82.1	75.8	73.9	68	79.8	73.6	98.8	95.1	59.1	39.7	164
Physics 30	83.8	77.2	77.4	70.9	81.9	75.5	98.6	96.4	65.2	44.8	69
Science 30	71.1	72.4	62.9	67	68.9	71	96.6	96.9	27.6	28	39

William Aberhart High School - June 2016											
Courses	School Awarded		Diploma Exam		Final		Acceptable		Excellence		# Students
	Aberhart	Province	Aberhart	Province	Aberhart	Province	Aberhart	Province	Aberhart	Province	
ELA 30-1	70.3	72.3	68	64.1	69.6	70	94.9	97.6	23.4	21.1	158
ELA 30-2	61	65.7	72	65.5	64.4	65.9	91.3	96.3	0	8.6	23
Social 30-1	79	75.2	68.6	65.2	75.9	72.3	100	98.9	35.1	27.9	57
Social 30-1F	78.4	75.2	70	65.2	75.9	72.3	98.3	98.9	37.9	27.9	58
Social 30-2	71.9	66.9	68.2	63.2	70.8	66	98.2	94.8	23.2	13.2	56
Social 30-2F	73.9	66.9	77	63.2	74.9	66	97	94.8	43.9	13.2	66
FLA 30-1	77.5	78.1	67.1	66.2	74.5	74.6	100	99.5	28.4	31.9	102
Math 30-1	71.5	75.5	53.7	60.7	66.2	71.2	93.9	91.2	19.7	35	66
Math 30-1F	72	75.5	60.4	60.7	68.6	71.2	93.8	91.2	31.3	35	32
Math 30-2	64.4	68.7	62.3	59.4	63.9	66.1	89.7	91.9	13.8	17.4	29
Math 30-2F	72.8	68.7	62.4	59.4	69.8	66.1	96.9	91.9	28.1	17.4	32
Biology 30	75.7	75.8	76.7	68.9	76.1	73.9	95.4	96.3	48.9	39.7	131
Chem 30	80.9	76.8	70.9	68.3	77.9	74.4	97.6	95.1	48.8	42.3	127
Physics 30	76.7	77.7	68.9	70.2	74.5	75.6	95.2	96.2	40.3	45.4	62
Science 30	77.2	72.8	70.4	67.5	75.2	71.4	97.4	96.1	43.6	30.2	39

Effective September 1, 2015, Alberta Education changed the diploma exam weighting from 50% to 30%. Marks for courses and diploma exams after September 1, 2015 are now blended based on a 70% school-awarded mark (previously 50%) and a 30% diploma exam mark (previously 50%). Likewise, marks for courses and diploma exams completed prior to September 1, 2015 are not recalculated using a 70/30 weighting. This means:

- Students who repeated the course or rewrote the diploma exam after September 1, 2015, would be eligible for the 70/30 blend if either the school-awarded mark or the new diploma exam mark were higher;



- Students who completed the course prior to September 1, 2015 but did not write the diploma exam, were eligible for the 70/30 weighting; or
- Some students were eligible for “cross-over blending” when a mark obtained prior to September 1, 2015 was blended with a mark obtained after September 1, 2015.

The change in the weighting of school-awarded and diploma exam marks makes it challenging to compare results prior to September 1, 2015 with those which follow. When a new diploma exam is developed, it typically takes four to five years to determine a baseline exam with the overall assessment standards that reflect the expectations of the Programs of Study. Once the baseline is set, all subsequent diploma exams are equated to this baseline exam. This process is called “equating.” By maintaining consistent standards through equating, Alberta Education can more accurately report changes in student exam results from one exam to the next and from one year to the next. This also makes it possible to more accurately report how students performed, no matter which exam they wrote.

It is important to note that there is insufficient data to comment on multi-year results and trends in Mathematics at this time. Specifically, direct comparisons of results may be made for the following courses: Biology 30, English 30-1, and English 30-2 since 2005/2006, Science 30 and Chemistry 30 since 2010/2011, Social Studies 30-2 since 2011/2012, Social Studies 30-1 since 2012/2013, and Physics 30 since 2013/2014. The 2015/2016 results do not include students who were exempted from writing the examination because of the Fort McMurray wildfires.

In January and June of 2016, 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 wrote the French-translation exams in Social Studies and Math.

Diploma exams are standards-based. Each exam is designed to measure how well students meet the established standards in each subject discipline’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 mark 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.

Provincial assessments are meant to complement day-to-day classroom assessment. As such, diploma examination results provide only part of the overall picture of the performance of the province, a school authority, or a school. Although provincial assessments are designed to assess the achievement of provincial standards, which are outlined in the Programs of Study, some learning outcomes cannot be measured by timed, paper-and-pencil tests. In addition, many factors contribute to student achievement. The analysis, interpretation, use and communication of results from diploma examinations need to take these factors into account.



Despite the changes to the weightings, it is possible to identify changes in the performance of a school by comparing its results to provincial results and looking for a pattern from year to year and across courses. William Aberhart students continue to excel on diploma exams and consistently exceed the provincial average at both the “Acceptable Standard” and the “Standard of Excellence.” The provincial diploma exam results are but one aspect/measure of student achievement and 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.

Identified areas of growth:

- Given the percentage of students who attain the “acceptable standard” on diploma exams, it is reasonable to expect that more students would also attain the “Standard of Excellence” (specifically in Math 30-1 and ELA 30-2). Instructional strategies with a focus on building deep understanding and development of higher order thinking skills (i.e. analysis, inquiry, and creative problem-solving) are predicted to have a positive impact on this outcome.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2016
School: 9829 William Aberhart High School



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	Excellent	Safe and Caring	89.1	90.7	88.6	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	82.3	85.3	84.6	81.9	81.3	81.4	Very High	Dedined	Good
		Education Quality	86.1	88.7	87.8	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	1.5	1.5	1.3	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	85.8	86.8	86.0	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	92.2	95.2	94.5	85.0	85.2	85.1	Very High	Dedined	Good
		Diploma: Excellence	29.4	33.6	30.4	21.0	21.0	20.5	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	78.5	79.4	79.9	54.6	54.4	53.5	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate	87.2	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	68.7	74.6	74.0	59.4	59.7	59.3	Very High	Dedined	Good
		Work Preparation	75.8	75.5	78.7	82.6	82.0	81.1	Intermediate	Maintained	Acceptable
		Citizenship	83.0	81.7	81.7	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Concern	Parental Involvement	66.4	75.5	74.2	80.9	80.7	80.5	Very Low	Dedined	Concern
Continuous Improvement	Excellent	School Improvement	80.8	74.0	75.8	81.2	79.6	80.0	Very High	Improved Significantly	Excellent



Continuous Improvement

In the 2014-2015 Accountability Pillar Survey, **the category of “Continuous Improvement” was identified as an issue due to the fact that results had declined, as compared to the previous year. This category measures the percentage of teachers and parents who say their school, and others in the jurisdiction, has improved or stayed the same in the last three years. In the 2015-2016 results, 81% of parents and teachers who participated in the survey (up from 74%) recognized school improvement, moving this overall measure from an “issue” to an “excellent” evaluation. One can conclude that the strategies implemented to address the issue were effective. These included finding meaningful ways to increase our community’s awareness of the many and different ways our students succeed, year over year. We have continued to build on this by also implementing strategies to enhance student voice and demonstrate to students how their voices positively impact their learning experience.

Preparation for the World of Work

While both the “6 Year Transition Rate to Post-Secondary” and “Citizenship” remain very high, “Work Preparation” continues to be evaluated as “intermediate” with little improvement gain over last year. In part, this is due to the high percentage of students who choose post-secondary over immediately entering the world of work. However, as the provincial average for students who feel well prepared for the world of work is higher than rated at William Aberhart, we have identified this as an ongoing area of growth. One strategy we hope will impact this outcome over time is encouraging student participation in dual credit and unique pathways available to them within the CBE. We will also continue to promote the experiential learning opportunities available at the Career and Technology Centre and ensure that students’ personalized learning plans are inclusive of these and other off-campus opportunities such as work experiences, apprenticeships, and internships.

Parental Involvement

Parental involvement results are based on parent and teacher perceptions of the level of involvement parents have had on decisions impacting their children’s education. Despite successfully recruiting and rebuilding our School Council, this result has continued to decline. We are now enjoying a more engaged and active School Council and parent association (Friends of Orange). The school has benefited from the support of these parent groups – both in terms of support for school improvement strategies and in terms of financial support for initiatives such as the shift from a library to a Learning Commons. Parent participation in Parent/Teacher Conferences, Open Houses, school events and celebrations is high. Teachers, guidance counselors, our Learning Strategist, and administrators report daily communication with parents in support of their children’s learning yet this measure continues to decline.

In 2014-2015, parental involvement increased quite significantly over the previous year, placing our overall results in the “acceptable” range rather than “an area of concern.” However, this result has significantly declined again (from 75% to 66%), falling even further below the provincial result (81.9%). While it is difficult to attribute the previous year’s improvement to any one strategy, we are committed to improving our engagement practices and continue to make parental involvement one of our top priorities. One cannot interpret a perceived lack of involvement as “silent consent.” One possible explanation is that we may be realizing a decrease in parental involvement as students become more confident advocates and agents for their own learning experiences.

Student Learning Opportunities – Education Quality

The educational quality measure indicates the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education. There has been a slight decline in this result, with 86.1% of participants indicating satisfaction (down from 88.7% the previous year). William Aberhart’s result is also a bit below the provincial average of 90.1%. Although the school’s result falls in the “acceptable” category, it is important to try to understand this measure and to prevent a further decline.



At the provincial level, and across school authorities, this particular result was impacted by changes in the number of students responding to the survey through the introduction of the “*Tell Them from Me*” (TTFM) survey tool in 2014. The results of the TTFM survey are provided below and indicate that intellectual engagement, interest, and motivation are significant areas of growth which require teachers to approach instructional design in thoughtful, targeted, and strategic ways to engage learners. When students find the learning tasks they are given to be relevant, rigorous and meaningful, their perceptions of the quality of their educational experience will improve.

Another factor that must be taken into account when seeking to understand this perceptual data about the quality of basic education, is the perceptions that all stakeholders have about “High School Redesign.” As we continue to rethink and redesign high schools across Alberta to become increasingly student centered, implementing innovative practices designed to prepare students to be engaged and successful participants in our increasingly knowledge-based, complex, and globalized society, it naturally follows that people will experience some degree of discomfort. The shifts are significant and include changes in school culture, leadership, pedagogy, and traditional structures. As we embrace effective but new, evidence based practices that move us further away from those familiar and historically accepted as “the norm,” it is expected that students, parents, and teachers will question whether educational quality is being compromised. It will be interesting to see how this perception changes over time. For more information on the “Moving Forward with High School Redesign” initiative, go to www.abhsredesign.ca

school development plan highlights

For the complete *School Development Plan* for the years 2015-2016 and 2014-2015, see our website at <http://schools.cbe.ab.ca/b829/>

Outcomes from our 2015 – 2016 School Development Plan (SDP)

- Success for all learners;
- Students will be intellectually engaged in their learning;
- Students will self-assess and self-correct in deeper & more meaningful ways; and
- Students will enjoy programming that meets their individual needs & interests.

A Theory of Action begins with a statement of a causal relationship between what teachers do and what constitutes a good result in the classroom, school or organization. It connects the inputs in the instructional program to the outcomes of student achievement.

Our Theory of Action: If we commit to a collaborative exploration and implementation of strategies that focus on task design, assessment, and flexible learning environments, then students will be more engaged in their learning, will self-assess and self-correct in deeper and more meaningful ways, and will enjoy programming that meets their individual needs and interests.

- In focusing more intentionally on instructional strategies that improve the learning tasks students are asked to do and formative assessment (assessment that informs next steps in learning for both the student and the teacher), we anticipated that students would become more emotionally and intellectually invested in their learning;
- Improved task design includes authentic learning experiences that are relevant to students’ daily lives and are worth their time and attention;
- Teachers continued to work on improving personalization of learning;
- Students were encouraged to become stronger advocates for their own learning.
- Each Professional Learning Community continued to create more flexible learning environments that are responsive to students and their individual needs; and



- We continued to use student learning data to inform and work on improving instructional and assessment practices to increase student engagement and achievement.

SDP Targets 2015-2016

Based on our results, we set the following improvement targets:

- Maintain our excellent diploma exam results – **“Target partially met”**
 - Comparing results from January 2015 to January 2016, overall diploma exam results, were maintained or exceeded, with the following exceptions:
 - Biology 30: the percentage of students attaining the “standard of excellence” declined from 61.2% to 48.6%. This is, however, still 10% higher than the provincial average;
 - Math 30-2 (French): the percentage of students attaining the “acceptable standard” increased from 96.7% to 100%. However, the percentage of students attaining the “standard of excellence” declined from 33.3% to 20%. This is, however, on par with the provincial average (19.8%);
 - Social Studies 30-2 (French): the percentage of students attaining the “acceptable standard” declined from 100% to 91.9%, which is below the provincial average of 95%, and the percentage of students attaining the “standard of excellence” declined slightly from 28.6% to 26.6%.
 - Comparing results from June 2015 to June 2016, overall diploma exam results were maintained or exceeded, with the following exceptions:
 - Biology 30: the percentage of students attaining the “acceptable standard” declined slightly from 98.9% to 95.4% while the percentage of students attaining the “standard of excellence” declined significantly from 56% to 48.9%. This is, however, still well above the provincial average of 39.9%;
 - Math 30-1: the percentage of students attaining the “standard of excellence” significantly declined from 51.4% to 19.7%. This is well below the provincial average of 35%;
 - Math 30-2: the percentage of students attaining the “acceptable standard” declined from 95% to 89.7% (slightly lower than the provincial average of 91.9%) and the percentage of students attaining the “standard of excellence” significantly declined from 40% to 13.8% (slightly lower than the provincial average of 17.4%);
 - ELA 30-2: the percentage of students attaining the “acceptable standard” declined from 100% to 91.3% and the percentage of students attaining the “standard of excellence” declined from 5.9% to 0% (well below the provincial average of 7.8%).
 - Maintain our excellent participation rates:
 - Percentage of students writing 4+ exams – **Target Met**
 - 54.4% (2014) to 54.6% (2016)
 - Percentage of students writing 4 or more diploma exams by the end of their 3rd year of high school (3 Year Rolling Average)
 - 79.9% (2012-2014) to 79% (2013-2015)
 - Increase the student rating (in the TTFM survey) of the following “drivers of student outcomes:”
 - Effective learning time – from 6.6/10 to 8/10
 - Result: 6.8/10 – **Target not Met**
 - Rigor – from 6.1/10 to 8/10
 - Result: 6.2/10 – **Target not Met**
 - Relevance – from 5.8/10 to 8/10
 - Result: 5.8/10 – **Target not Met**
 - Increase in the percentage of students who report (in the TTFM survey) positive student/teacher relationships (defined as students feeling teachers



are responsive to their needs, and encouraging independence with a democratic approach) from 6.3/10 to 8/10

- Result: 6.5/10 – **Target not Met**
- Increase the intellectual engagement composite (percentage of students who are intellectually engaged and find learning interesting, enjoyable, and relevant) as reported in the TTFM survey, from 54% to 80%
 - Result: 57% - **Target not Met**

In May 2016, the “*Tell Them from Me*” survey was administered to students. This is an on-line survey that measures student engagement in the social, academic, and intellectual domains. The survey gathers information on student engagement, school climate, and drivers of student outcomes. The results of this survey are used to provide teachers and administration with timely data that can be used to monitor progress and promote teaching practices that positively impact students’ sense of belonging, well-being, and achievement.

The May 2016 survey results brought to light the following information (see chart below for a summary of the results over the past three years):

- 74% of students reported a positive sense of belonging
 - up from 69% the previous year
- 57% of students felt intellectually engaged in their core courses
 - up from 54% the previous year
- 68% of students believed they put in strong effort to achieve
 - up from 67% the previous year
- 66% of students felt the course work and requirements met their abilities and interests
 - down from 69% the previous year
- 29% of students reported being interested and motivated in their core courses
 - down from 37% the previous year

When reporting on the drivers of student outcomes, students’ responses scored the following (on a 10-point scale – with scores above 6.0 indicating a mild-to-moderately favorable view of student engagement):

- Effective Learning Time 6.8/10
 - up slightly from 6.6/10 the previous year
- Relevance 5.8/10
 - no change from the previous year
- Rigor 6.2/10
 - up slightly from 6.1/10 the previous year
- Positive Teacher-Student Relationships 6.5%
 - up slightly from 6.3/10 the previous year
- Positive Learning Climate 6.4/10
 - no change from the previous year
- Teacher Expectations for Academic Success 7.4/10
 - up slightly from 7.2/10 the previous year



	2013-14 Snapshot #1 (Dec. 16, 2013)	2013-14 Snapshot #2 (June 4, 2014)	2014-15 Snapshot #1 (May 15, 2015)	2014-15 Snapshot #2 (May 29, 2015)	2015-16 Snapshot (May 27, 2016)
Social/Emotional Outcomes					
Students with a positive sense of belonging	67%	72%	70%	69%	74%
Intellectual engagement composite	54%	56%	64%	54%	57%
Students who are interested and motivated	38%	37%	42%	37%	29%
Effort	71%	70%	73%	67%	68%
Skills (Grades) - Challenge	63%	64%	75%	69%	66%

Drivers of Student Outcomes					
(Scores scaled on a 10-point scale; students with scores above 6.0 have a mild to moderately favourable view and are considered engaged.)					
Effective learning time	6.6/10	6.7/10	6.9/10	6.6/10	6.8/10
Relevance	5.7/10	5.8/10	6.1/10	5.8/10	5.8/10
Rigor	6/10	6.1/10	6.4/10	6.1/10	6.2/10
Positive Teacher-Student Relations	6.2/10	6.1/10	6.7/10	6.3/10	6.5/10
Positive Learning Climate	6.3/10	6.1/10	6.7/10	6.4/10	6.4/10
Teachers' expectations for academic success	7.3/10	7.1/10	7.5/10	7.2/10	7.4/10

Conclusions

Students at Aberhart self-reported that they believe their teachers have high expectations for academic success and that the majority of students feel a positive sense of belonging to the school. While we have experienced a significant increase in the number of students who report a positive sense of belonging (an increase of 7% over three years), over half of students still do not necessarily feel intellectually engaged in their coursework and the number of students who feel interested or motivated by their core-course academic work has declined.

An important finding, requiring us to rethink our instructional strategies, is that students who are achieving well academically are not necessarily interested in or motivated by the work they are being asked to complete in class. This lack of intellectual engagement in the work continues to be a primary focus of the School Development Plan, as teachers continue to collaborate within and across Professional Learning Communities to design meaningful learning tasks that students find relevant, challenging, motivating, and engaging.



our school

William Aberhart High School offers the following:

- Regular Program of Studies in English
- Two successful immersion programs (French Immersion and Spanish Bilingual)
- Second languages classes in both French and Spanish
- Numerous Advanced Placement (AP) courses, offered in both English and French
- An inclusive special education program for students with exceptional needs (ACCESS, ALP)
- Career & Technology Studies
- Work Experience & Registered Apprenticeship programs
- Dual credit opportunities
- An internationally-recognized Fine and Performing Arts program
- A comprehensive and excellent athletic program
- International Student program
- International Certificate program
- An ESL program with support for English Language Learners, including a LEAD Stabilization Program
- Student Success Centre
- Learning Commons
- Student Services
- Wellness Centre
- Rich extracurricular programs
- International trips and exchanges

Aberhart students are actively involved in various student-led initiatives, clubs, and committees, which include:

- Student Leadership
- William Aberhart Advisory Council
- The Advocate school newspaper
- Film Fest
- Queer Straight Alliance
- Young Blood for Life (Canadian Blood Services blood drive)
- Will's Till (school store)
- Orange Social Action Club
- Photography Club
- Kamp Kiwanis Counsellors
- Grad Committee
- Connections Camp
- Drama Improv Club
- Tech Club
- Iconographer Club
- Clay Throwing Club
- Anime Club
- Debate
- Yearbook
- Robotics Club
- Vegan Club



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 council that meets in the Learning Commons on the last Monday of each month. The key role of School Council is to advise the Principal and the Board of Trustees respecting matters related to the school. One of the most important ways parents can make a meaningful difference in the lives of CBE students is by participating in School Council. By connecting students, schools and your community, school councils help nurture and inspire students to achieve their full potential. New participants are always welcome! William Aberhart's School Council Chair is Mr. Ron Ramsaran.

