



## William Aberhart High School

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# highlights | 2014-15 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
- First Nations, Métis and Inuit students are successful
- Quality teaching and school leadership
- Engaged and effective governance

\*\*Alberta Education Requirements

## Highlights

- On all diploma exams, the percentage of students who achieved the "Acceptable Standard" exceeded the provincial average
- On all but one diploma exam, the percentage of students who achieved the "Standard of Excellence" exceeded the provincial average
- Aberhart athletes achieved outstanding results in both City and Provincial competition
- 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 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 of the highlights of 2014-15:

## ACADEMICS & SCHOLARSHIPS

- 51 French Immersion students completed the DELF B2 International accreditation
- 225 Grade 12 students graduated with the CBE's Certificate of Achievement in French Immersion
- A Grade 11 Science student received a coveted spot in the Heritage Youth Research Summer program. The student spent her summer in a graduate lab at the University of Calgary researching radon emissions and their effects, and then built a cloud chamber to detect the alpha particles released from radon.
- An Aberhart music/band student won the John Nikel Memorial Scholarship and the Jazz Prospect Scholarship
- 86.6% of grade 12 students met the eligibility criteria for the Rutherford Scholarship based on course marks in grades 10, 11, and/or 12

## CTS/WORK EXPERIENCE HIGHLIGHTS

- A student was successful in his application and is working for Habitat for Humanity Residential Construction Program while attending school
- Two Aberhart students are working as interns at MEG Energy and completing part of their studies in downtown Calgary while also working to complete the course requirements for their high school diploma

## FINE & PERFORMING ARTS

- The Advanced Acting class's production of "Tongues" was performed at the annual High School Drama Festival and was recognized with the honour of *Most Outstanding Ensemble*
- Two Drama Technician students were given special recognition for outstanding work at the drama festival
- Calgary Performing Arts Festival: The Aberhart Concert Choir earned 1<sup>st</sup> place, with a recommendation to the Provincial Festival, and received the 'Adjudicators Choice' for Jr/Sr High School Choral Award
- Alberta Music Festival: The Aberhart Choral Ensemble received "Honours" and the school Concert Choir earned an award of "Superior"
- 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"
- The Alberta International Festival: The Aberhart Wind Ensemble won the Gold Award, the Symphonic Band won the Gold Award, and the Robert Eklund Trophy

for *Most Outstanding High School Band*; the Jazz Combo claimed the Gold Award and took the trophy for *Most Outstanding High School Jazz Combo*

- Alberta Festival of Bands (May): The Aberhart Concert Band received a 'Superior Award' and an invitation to perform at Music Fest Canada
- Calgary Performing Arts Festival: The Aberhart Trombone Ensemble and Brass Quartet participated and the Saxophone Quartet won Gold in their class

#### ATHLETICS

- The Junior Football team (Division 2) won the City Championship
- Senior Girls Volleyball won the 2014 City and Provincial Championships
- Senior Boys Volleyball won the 2014 City Championship and placed 3<sup>rd</sup> in Provincials
- Senior Girls and Junior Girls Cross-Country teams won City Championship banners
- 5 Senior Girls' Cross-Country runners placed in the top 10 Provincial Championship, including winning the Senior Girls Provincial Championship
- Aberhart Cross-Country team placed 2<sup>nd</sup> overall at the Provincial meet
- An Aberhart student was the Calgary Senior High School Athletic Association's Booster Club winner for Cross-Country
- In Track & Field, 121 students competed at Divisionals, 75 students competed at the City meet, and 25 athletes competed at Provincials
- Aberhart Track & Field Junior Boys and Intermediate Girls brought home 2 City Championship Banners
- Aberhart Track & Field athletes earned 29 medals and earned 2<sup>nd</sup> place at Provincials
- An Aberhart student set a new Track & Field provincial record in the Junior Boys 100M hurdles competition

#### LEADERSHIP AND COMMUNITY INVOLVEMENT

- 10 students participated in the Connections Program – a multicultural leadership camp sponsored by RBC and Cenovus Energy
- Aberhart students raised money for cancer research (Terry Fox Run and Shave-Your-Lid-For-a-Kid) and for the Drop-In Centre (Turkey-Fest and Silent Auction)
- Students participated in the Alberta Student Leadership Conference and Empowering Minds Conference
- Students raised funds and purchased Christmas gifts for needy families through the Adopt-a-Family initiative

## 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>



## school development plan highlights

For the complete *School Development Plans* for the years 2014-15 and 2015-16, including an assessment of the measures, see our website at <http://schools.cbe.ab.ca/b829/>

### Outcomes from our 2014 – 2015 School Development Plan

- Success for all learners
- Instructional design is focused on building deep understanding and is informed by disciplinary knowledge

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 task design and formative assessment (assessment that informs next steps in learning for both the student and the teacher), we anticipate that students will 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
- Carol Dweck's work on Mindset was a focus of work with the Learning Leaders in developing more flexible learning environments.
- Each Professional Learning Community worked on creating more flexible learning environments that are responsive to students and their individual needs
- We continue to use student learning data to inform and work on improving instructional and assessment practices to increase student engagement and achievement

In May 2015, the *Tell Them From Me* survey was administered to the students. This is an interactive 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 for the purpose of increasing high school completion rates. 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 2015 survey results brought to light the following information:

- 69% of students reported a positive sense of belonging
- 54% of students felt intellectually engaged in their core courses
- 67% of students believed they put in strong effort to achieve
- 69% of students felt the course work and requirements met their abilities and interests
- 37% of students reported being interested and motivated in their core courses



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 (6.6/10)
- Relevance (5.8/10)
- Rigor (6.1/10)
- Positive Teacher-Student Relationships (6.3/10)
- Positive Learning Climate (6.4/10)
- Teacher Expectations for Academic Success (7.2/10)

#### 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.

Over half of students do not necessarily feel intellectually engaged in their coursework and a majority of students do not feel interested or motivated by their core-course academic work. An important finding for teachers 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 is a 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 challenging, motivating, and engaging.

#### Measures and Results 2014 – 2015\*

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 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 area'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.

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.



**2014-15 WILLIAM ABERHART DIPLOMA EXAM RESULTS**Acceptable Standard (Percentage of students achieving exam mark of 50% or higher)

• English Language Arts 30-1	95.1% (province – 86.6%)
• English Language Arts 30-2	97.6% (province – 88.7%)
• French Language Arts 30-1	98.4% (province – 95.5%)
• Mathematics 30-1	85.6% (province – 76.0%)
• Mathematics 30-2	76.8% (province – 73.6%)
• Social Studies 30-1	96.4% (province – 87.0%)
• Social Studies 30-2	97.2% (province – 81.2%)
• Biology 30	96.0% (province – 85.8%)
• Chemistry 30	93.1% (province – 82.1%)
• Physics 30	91.5% (province – 83.7%)
• Science 30	89.7% (province – 83.9%)

Standard of Excellence (Percentage of students achieving an exam mark of 80% or higher)

• English Language Arts 30-1	23.1% (province – 11.5%)
• English Language Arts 30-2	29.3% (province – 11.2%)
• French Language Arts 30	5.3% (province – 9.9%)
• Mathematics 30-1	40.9% (province – 31.5%)
• Mathematics 30-2	20.2% (province – 15.3%)
• Social Studies 30-1	20.3% (province – 16.3%)
• Social Studies 30-2	31.7% (province – 12.3%)
• Biology 30	59.1% (province – 32.7%)
• Chemistry 30	51.4% (province – 34.2%)
• Physics 30	50.3% (province – 35.4%)
• Science 30	30.8% (province – 26.5%)

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 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	90.7	88.9	88.3	89.2	89.1	88.9	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	85.3	82.9	83.6	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	88.7	86.4	87.9	89.5	89.2	89.5	High	Maintained	Good
		Drop Out Rate	1.5	1.2	1.0	3.4	3.3	3.3	Very High	Declined	Good
		High School Completion Rate (3 yr)	85.7	85.2	83.9	76.4	74.9	74.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-6)	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	28.7	30.0	21.0	19.5	19.1	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (1+ Exams)	79.8	71.9	80.1	54.9	50.5	54.4	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate	86.6	87.4	84.7	61.2	60.9	61.3	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	75.3	73.6	73.6	59.8	59.2	59.0	Very High	Maintained	Excellent
		Work Preparation	75.5	77.5	79.7	82.0	81.2	80.4	Intermediate	Maintained	Acceptable
		Citizenship	81.7	82.3	82.5	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Acceptable	Parental Involvement	75.5	69.7	73.5	80.7	80.6	80.2	Intermediate	Maintained	Acceptable
Continuous Improvement	Issue	School Improvement	74.0	73.0	77.5	79.6	79.8	80.1	Intermediate	Declined	Issue

**CONTINUOUS SCHOOL IMPROVEMENT**

- The category of “Continuous Improvement” is identified as an area of concern in the Pillar Survey results. 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.
- The area was identified as an “issue” due to a decline from the previous year’s results.



- According to the school and provincial diploma exam results, William Aberhart students perform very well on provincial diploma exams.
- Continuous Improvement is more holistic in scope than just diploma exam results. It is evident that the perceptions of those who responded to the Pillar Survey are either not aligned with the school's actual achievement results or are based on more numerous and varied factors.
- Last year we continued to build on our pursuit of continuous improvement (focusing the School Development Plan on task design and assessment practices, for example) but also looked at meaningful ways of increasing the awareness of students, teachers, and parents of the many different ways our students succeed, year over year in the school.
- Aberhart students consistently demonstrate our ongoing commitment to continuous improvement (scholarships, athletic achievements, awards and high standings at various provincial and international competitions for band/choir, student leadership initiatives, etc).
- As our current school improvement result remains lower than the provincial result, additional strategies to communicate school improvement measures (as assessed in our School Development Plan) to our school community are required to address this issue.

#### PREPARATION FOR THE WORLD OF WORK

- While both the "6 Year Transition Rate to Post-Secondary" and "Citizenship" remain very high, "Work Preparation" is evaluated as "intermediate" with no 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 area of growth.

#### 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.
- Over the past three years, there has been a perceived decline in the level of parental involvement.
- Amongst other strategies implemented last year, we actively recruited and rebuilt our School Council and use this forum as one avenue for involving parents in decisions about their children's education.
- While it is difficult to attribute improvement to any one strategy, parental involvement has increased quite significantly over last year, placing our overall results in the "acceptable" range rather than "an area of concern."
- However, this result is still below the provincial result so this is an area on which we continue to focus.
- As the CBE is also committed to improving its public engagement practices and has made it one of our top priorities this year, we are hopeful that this system commitment will also translate into improved engagement at the school level.

#### Targets for 2015-2016\*

Based on our results, we have set the following targets for improvement in our School Development Plan 2015 – 2016:

- Maintain our excellent diploma exam results and participation rates.
- To improve student engagement in their learning with a continued commitment to teachers focusing on task design, meaningful assessment practices, and flexible learning environments.





- Increase the number of students who report that they find their classes to be an effective use of learning time, rigorous, and relevant.
- Increase the number of students who report positive student-teacher relationships (defined as students feeling teachers are responsive to their needs, and encouraging independence with a democratic approach).
- Increase the number of students who report they are intellectually engaged and find their learning interesting, enjoyable, and relevant.
- Have 100% of teaching staff individually and collaboratively reflecting on and assessing the effectiveness of the learning tasks they design.
- All teachers will align their assessment practices with the CBE's Guiding Principles of Assessment and Professional Learning Communities will adopt common assessment practices informed by these principles.
- Use the system 'one time funding' to strategically advance the achievement and instructional strategies in the School Development Plan.

\*Alberta Education Requirements

\*\*A hard copy of the October 2015 Annual Education Results Report for William Aberhart High School is available at the school.

## 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, Transitional Vocational)
- 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
- An ESL program with support for English Language Learners
- 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
- Principal Advisory Council (William Aberhart Student Council)
- The Advocate school newspaper
- Film Fest
- Gay Straight Alliance

### 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 with administration, 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 Ms. Susan Bennett.

To learn more about the important role of school councils, go to: <http://www.cbe.ab.ca/get-involved/school-councils/Pages/school-councils.aspx>

