

# Webber Academy

## Three Year Education Plan and Annual Education Results Report (AERR)

The following pages contain our School Authority Combined 3-Year Education Plan and Annual Education Results Report, populated with the latest Accountability Pillar results from Alberta Education.

Dear Parents, Staff, Students and Visitors,

The following pages highlight the outstanding effort made by our students to meet high expectations placed upon them. All are to be commended for the exceptional results. It is inspiring to see so many young individuals truly strive to attain their best. The students are not only remarkable by their scholastic achievements but also by their performance in a wide range of extra-curricular activities. Many have also earned our most sincere respect for the contributions they have made to our school community, the Calgary and area communities, as well as worldwide communities. It is heartwarming to see so many young and caring individuals do their part to better the lives of others.

Success is also due to the commitment made by parents of our student population. The ongoing support of their child's development is clearly having a profound impact on their achievements. The efforts made by parents to reinforce lessons learned in the classrooms are critical to the continuing success of all children.

Sincere thanks goes out to all Webber Academy staff members who have also had an important impact on these results and are much appreciated for the tenacity, commitment and loyalty displayed every day at school. I believe our teachers are providing Webber Academy students with first class instruction and it is a pleasure to work with you.

Neil Webber  
Head of School

## **Accountability Statement**

The Annual Education Results Report for the 2009-10 school year and the Education Plan for the three years commencing September 1, 2010 for Webber Academy was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial governments' business and fiscal plans. The Board has used the results reported in this document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2009-2010 school year and the three year Education Plan for the 2010-2013 on November 18<sup>th</sup>, 2010.

### **Foundation Statements**

- *Vision*
- *Mission*
- *Principles*
- *Beliefs*

### **Webber Academy's Mission Statement**

Preparing students to thrive in University and beyond.

This mission will be accomplished by creating an environment of high expectations of achievement, behaviour and service. Our society needs citizens with strong moral and ethical values, who believe in the responsibilities of citizenship and service to others. At Webber Academy, we will actively encourage the growth and development of these traditional values in our students. Participation in, and enjoyment of school life will prepare our students for responsible involvement in their communities and our society as a whole.

### **Principles/Values**

#### **The Board of Webber Academy and the school faculty believe in:**

- Personal attention for each child;
- Creating an atmosphere where young people of many faiths and cultures feel equally at home;
- Providing a high calibre school whose graduates will have a positive influence in the world.

#### **At Webber Academy, we will expect students to:**

- Care for themselves;
- Respect themselves and their peers;
- Respect their teachers, leaders, and all adults;
- Honour their parents;
- Be truthful and honest;
- Work hard and use their talents and abilities;
- Speak well of others;
- Be loyal and trustworthy;
- Be courteous;
- Be cooperative and work as a team member;
- Honour our country's heritage and place in the world;
- Be committed to principles;

Reach their full potential.

**A Profile of the School Authority** (optional)

Webber Academy, located in the southwest quadrant of Calgary, serves students from all areas of the city. We are a school for children with above average abilities from homes where it is believed there is strong parental support. The 2009 school year ended with a total of 861 students from junior kindergarten to grade 12 successfully completing their studies. June 2009 saw the sixth Webber Academy graduating class with a total of 39 grade 12 students moving on to University and other adventures. This class of 39 brings our student alumni count to 209 individuals, many of whom still take part in Webber Academy alumni and school activities when they are free from their University studies.

In our effort to meet the needs of each child and provide enriched academic and extra-curricular programs, the class sizes are kept below 25 students. All children are viewed as individuals and are challenged in numerous ways to meet their many needs. Webber Academy staff members, who teach in various grade levels and in a wide range of subjects, made submissions that make up the Webber Academy Curriculum Guide which ties in well with the Alberta Programs of studies. The Webber Academy Curriculum will continue to reflect both on the developing continuous growth of the Alberta Program of Studies and Webber Academy's growth in meeting the needs of our high achieving students.

The Board of Directors consists of Calgary residents with varied and valuable backgrounds who strongly believe in the Mission and Vision of Webber Academy.

## Summary of Accomplishments

### Highlights for 2009/10

#### **Alberta Initiative for School Improvement**

Although the momentum of the government funded cycle three AISI project surrounding literacy continued to have a positive impact on instruction throughout the last school year, several teachers in the Senior School embraced cycle one of the new project under the leadership of a Science and Math partnership. The new coordinators of the AISI project made significant strides during this first cycle by bringing e-assessment to the classroom to enhance student learning.

#### **Academic Achievement and General Extracurricular Programs**

Webber Academy students once again finished first in Grade Three, Six and Nine Provincial Achievement Tests.

Again, a remarkable number of students in both the Elementary and Senior School were Silver and Gold Honour Pin recipients with high percentages attaining the Standard of Excellence in every grade.

38 of 39 graduating students went on to post secondary institutions throughout Canada and other parts of the world. Many of them earned scholarships.

During the 2009/10 school year, the Grade Five students travelled to Edmonton to visit the Alberta Legislature. Forty students from the three grade six classes traveled with five teacher chaperones to Ottawa for a visit to Parliament Hill. Ottawa provided these students with many other attractions and learning opportunities. A few remaining grade six students participated in a multitude of planned activities in our home city. Essentially, all of the scheduled events in Ottawa and Calgary were curriculum based, none of them arbitrary.

#### **Junior High Orientation Camps**

The grade 8 students attended Camp Evergreen which is situated near Sundre, Alberta. For two days in early September these grade 8's participated in canoeing, archery, horse-back riding, zip-line and rock wall obstacles and team building exercises. The grades 7 & 9 camps took place at Camp Horizon, in close proximity to Bragg Creek, and focused more on enhancing communication skills.

This was the second year of junior high orientation camps and many students referred to the experience as "friendship camp". Staff members who participated as chaperones and team supervisors expressed excitement about "closing the gap a little" between teachers and students. Students are also afforded the opportunity to exhibit leadership qualities outside the classroom environment and overcome some fears that may exist

by their participation in various activities that are previously foreign to them. The camps do seem to be of particular benefit to new students entering the school during challenging years of socialization.

### **Terry Fox Run**

Webber Academy held another remarkable Terry Fox Run. The run took place on the same day as our Welcome Back BBQ and students were yet again extremely enthusiastic and generous. Over \$35,000 in donations was collected.

This event was truly meaningful for the students, many of whom were dressed in t-shirts showing the words, Hope, Fight & Believe. The students also personalized their t-shirts with the names and relationship of people they were fighting for. It was wonderful to see so many parents come out to participate in the run. Mr. Brent Pierce, the Director of Music, conducted the Senior School band in a couple of ensembles to help motivate the students before the start of the 10 and 5 K runs.

The success of this endeavor is due in large part to the leadership and boundless efforts of the Physical Education 30 students along with Joel Chalifoux, our Director of Athletics, who takes this event on full throttle each year. This is his ninth year doing so and he truly approaches this project with passion and sincerity.

### **Welcome Back BBQ**

Attendance of Webber Academy families at this event was phenomenal and the weather was just as spectacular with temperatures closing in on 30 degrees C. Parents, students and staff once again stepped to the plate to ensure things ran smoothly. The entertainment was the “best yet” in the words of several attendees.

Lorne Webber arranged performances by Tom Phillips and his country band known as The Men of Constant Sorrow. Attendees were also treated by the amazing Calgary Fiddlers with one of our own grade nine students recently making the cut to become a member of this travelling troop of fine musicians. Another fine and talented student gave a memorable performance on the violin. The games, petting zoo and horse drawn wagon rides were a hit with the younger students. The University of Calgary Dinosaurs basketball team entertained our older athletes with their prowess on the court in the Senior School gymnasium.

### **Field Trip to the Bamfield Marine Science Centre**

15 students enrolled in grade eleven, Advance Placement Biology, travelled to Vancouver Island in late September for a five-day field trip with two of their teachers. The Bamfield Marine Science Centre was established in 1972 by the Western Canadian Universities Marine Sciences Society to support diverse coastal and marine research of the highest caliber. The property consists of 75 hectares and about 3 kilometers of waterfront at the confluence of two inlets. The students were exposed to a demanding

curriculum driven itinerary and were able to complete two important labs. One of the highlights was a two hour deep sea dredging adventure where samples were collected then the students sifted through a live tank to survey the diversity of life.

### **Language Field trips**

Groups of students participated in three language trips over spring break to China, France and Argentina.

### **H1N1 Influenza Virus**

In preparation for a possible influenza outbreak, the school administrative team took action to address all of the elements contained within our pandemic preparedness plan. Specific action:

- Flu Prevention Checklists were posted at various locations throughout the school.
- General information and precautionary advice was provided to staff during orientation meetings for this 2009/10 school year.
- Administration ran a discussion session at an elementary divisional meeting to address student health issues. Teachers were asked to highlight frequent and thorough hand-washing practices on an on-going basis as well as regularly coach the children on one specific coughing technique.
- Revisions were made to the Parent/Student Handbook and parents were encouraged to refer to Alberta Health Link to have questions answered relevant to personal health and travel plans.
- The school nurse made presentations and had a display set up during the Senior School curriculum night. The nurse was allotted space in the school newsletter to communicate more effectively with our student, parent and teacher population on topics relating to personal health. --The substitute teacher list was expanded in preparation of teacher absences due to illness.
- Cross-training was encouraged to ensure basic school operations continued with as few interruptions as possible.
- Meetings took place with facilities staff to ensure all understood the need to be extra diligent about keeping shared surface areas clean and regularly disinfected.
- The most up-to-date information available from the Public Health Agency of Canada, Alberta Health & Wellness, World Health Organization and others. The University of Calgary Emergency Management Program also proved to be a valuable resource.

### **President's Breakfast – May 6, 2010**

Parents, visitors, and Webber Academy students in grades 9 through 12 were treated to a captivating and insightful presentation from the national editor of McLean's magazine, Mr. Andrew Coyne. Mr. Coyne shared his expertise on the current world economic situation and many of the students benefitted even more from direct conversation with Mr. Coyne following his address. Mr. Coyne was most accommodating in his post presentation exchange. Feedback from many in attendance was extremely positive.

### **Volunteer Appreciation Tea – June 4, 2010**

Two of our board members were able to attend the annual volunteer appreciation tea held primarily for parent volunteers who assist in various roles throughout the school year. As an added highlight to this event, Mr. Fred Fox, brother of now deceased Canadian hero, Terry Fox, made a brief address to our volunteers. Prior to his attendance at the afternoon tea, Mr. Fox addressed several grades of eager and respectful students in the large gymnasium in support of the funds raised here at the school during the annual Terry Fox Run.

### **Banner Brunch – June 6, 2010**

Approximately 200 students, teachers and parents attended the Banner Brunch to celebrate the efforts and accomplishments of the Senior School athletes. Lorne Webber arranged the participation of Olympian and former Canadian pentathlon athlete, Mrs. Diane Jones-Konihowski. Diane gave an inspirational prepared speech then participated in a question and answer session with long time Calgary radio personality, Mr. Jock Wilson. Diane had an attentive audience throughout her time on stage and was an excellent addition to this celebration. Of special interest, over a dozen alumni students were in attendance and remained following the event to participate in an intense basketball scrimmage. The amazing school chef, Thuy Le, and her dedicated kitchen staff treated all in attendance with quality product and service.

### **Choir, Choral Speech and other highlights**

The spring of 2010 was extremely busy for our Division I and II choral groups as well as the choral speech groups. For the first time, all four groups made it to provincial competitions held in Edmonton. The teacher coaches and student participants were thrilled to bring home three gold awards and one silver.

Numerous year end celebrations and field trips took place. The kindercentre students impressed attentive parents at a mother's day performance complete with song, dance and poetry recital. The grade two classes held their annual Spring Poetry Tea and every student stood and addressed an attentive audience in the school library to proudly deliver their own cleverly crafted haikus. Spelling Bees were also plentiful this school year as were Band and Drama performances and sporting events.

**October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Goal	Measure Category	Measure Category Evaluation	Measure	Webber Academy			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	93.5	93.0	93.0	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	Excellent	Program of Studies	87.6	86.8	86.8	80.5	80.3	79.4	Very High	Maintained	Excellent
			Education Quality	95.5	94.9	94.9	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	0.0	0.0	0.7	4.3	4.8	4.8	Very High	Improved	Excellent
			High School Completion Rate (3 yr)	97.7	87.8	92.5	71.5	70.8	70.9	Very High	Improved	Excellent
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	99.7	100.0	100.0	79.1	78.3	77.2	Very High	Maintained	Excellent
			PAT: Excellence	73.0	68.2	67.2	19.4	18.3	18.2	Very High	Improved	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	99.2	100.0	99.5	83.4	84.3	84.3	Very High	Maintained	Excellent
			Diploma: Excellence	66.9	56.1	58.2	19.0	18.5	19.2	Very High	Improved	Excellent
			Diploma Exam Participation Rate (4+ Exams)	95.7	88.2	92.5	53.5	53.3	53.6	Very High	Maintained	Excellent
			Rutherford Scholarship Eligibility Rate (Revised)	100.0	100.0	100.0	56.9	57.3	56.7	Very High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	56.9	53.9	53.9	59.8	59.2	58.7	High	Maintained	Good
			Work Preparation	92.7	89.4	89.4	79.9	79.6	78.9	Very High	Maintained	Excellent
Citizenship			88.8	88.0	88.0	81.4	80.3	78.3	Very High	Maintained	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	86.3	84.6	84.6	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	85.9	85.4	85.4	79.9	79.4	77.6	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**October 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)**

Goal	Measure Category	Measure Category Evaluation	Measure	Webber Academy			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Student Learning Opportunities	n/a	Drop Out Rate	n/a	*	n/a	11.2	11.0	10.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	*	n/a	n/a	34.1	35.6	35.2	*	*	*
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	59.1	56.3	54.5	n/a	n/a	n/a
			PAT: Excellence	n/a	n/a	n/a	6.4	5.3	5.4	n/a	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	*	n/a	76.3	77.1	77.2	n/a	n/a	n/a
			Diploma: Excellence	n/a	*	n/a	8.7	8.2	9.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	16.7	17.2	17.0	*	*	*
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	27.5	29.0	27.4	n/a	n/a	n/a
			Preparation for Lifelong Learning, World of Work, Citizenship	n/a	n/a	n/a	33.9	31.8	28.1	n/a	n/a	n/a

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Measure Evaluation Reference (Optional)

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

## Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	93.0	93.5	95	Very High	Maintained	Excellent	95	95	95

***This is the second year our teacher, parent and student population have participated in a provincial education survey and the results are consistent with surveys conducted by the school administration.***

***Webber Academy is extremely pleased by the overall results as we are very close to achieving our target for this measure.***

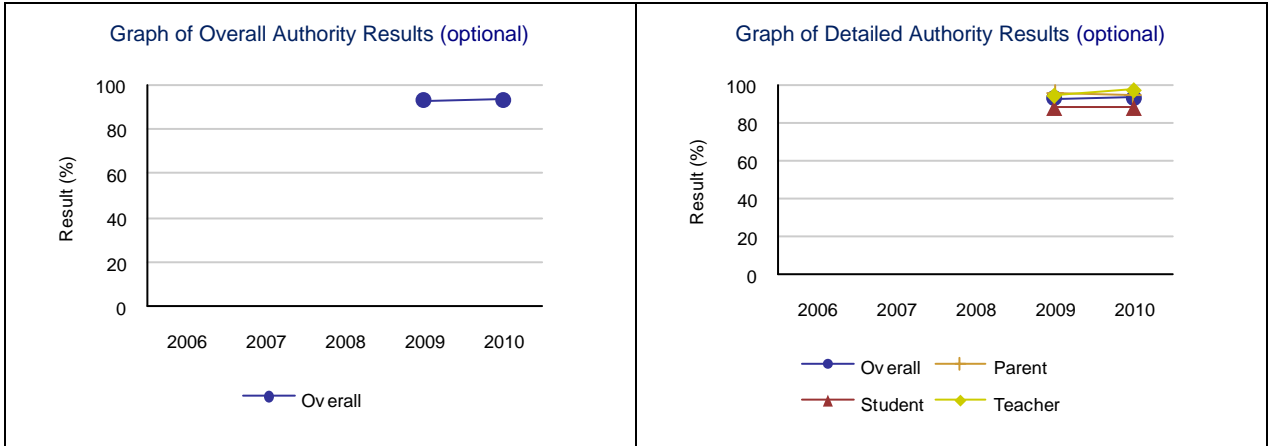
### Strategies

***The number one priority for Webber Academy staff is endeavouring to provide a safe and caring environment for every student, staff member and visitor. It is truly a team approach to safety and well-being.***

***In addition to strategies carried out by the Administrative team, a campus safety committee continues to proactively address the safety and well-being of students, staff and visitors. The committee members conduct workplace assessments of the facility and take appropriate action on any potential hazards that are identified. Staff members are responsible for completing accident reports which are investigated and reviewed by safety committee members.***

***The school Administration communicates expected behaviours by way of the student, parent and staff handbooks, newsletters, orientation camps and other means. Staff members are encouraged and expected to consistently assess and monitor student interactions and respond objectively and promptly to any and all allegations of aggressive and hurtful behaviour.***

Measure Details (OPTIONAL)										
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	93.0	93.5	84.4	84.2	85.1	86.9	87.6
Teacher	n/a	n/a	n/a	94.8	97.6	92.8	92.6	93.1	93.8	94.4
Parent	n/a	n/a	n/a	96.0	94.8	82.1	81.7	83.2	85.3	86.1
Student	n/a	n/a	n/a	88.1	88.1	78.4	78.5	79.1	81.7	82.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: *The education system meets the needs of all K–12 students and supports our society and the economy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	86.8	87.6	90	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	94.9	95.5	97	Very High	Maintained	Excellent	97	97	97

***The school is extremely proud of the results with respect to this performance measure. It is evident the committed staff are working diligently to perform at the highest of standards. In addition, parents are clearly doing their part to support, encourage and inspire their children as well as the school. A unified approach to exceptional education provides the best opportunity for success.***

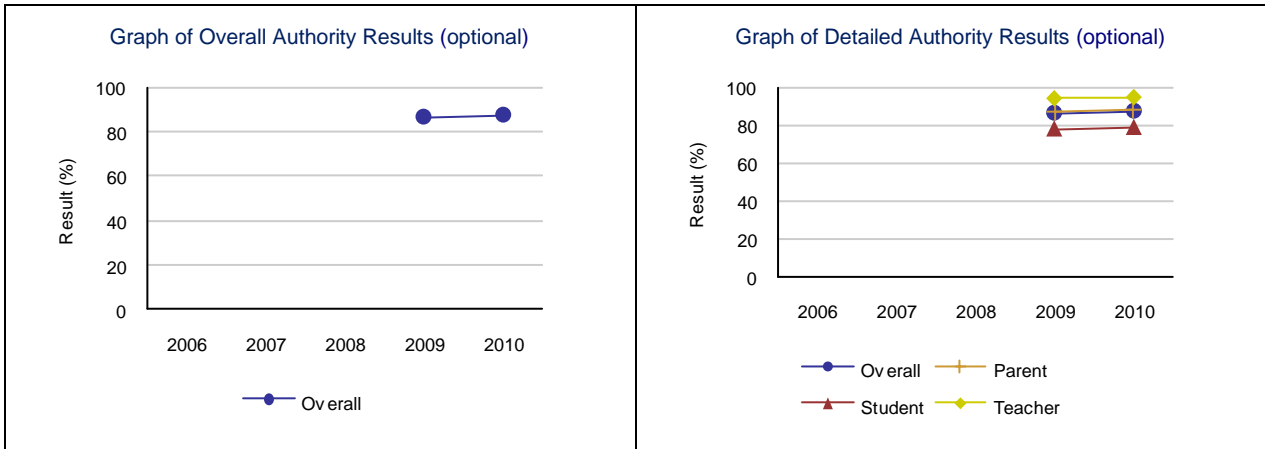
**Strategies**

***Fine arts programs, health and physical education are all highly valued at Webber Academy. Exceptional specialist teachers are sought after and employed for our music, drama, art and physical education classes. Successes in these programs are regularly celebrated. Technology is thoughtfully and carefully integrated across the curriculum. There are 4 computer labs and the development of effective keyboarding skills is a focus.***

***One of the most significant strategies embraced by the President and Board of Webber Academy in order to enhance the opportunity for our students to receive a broad program of studies is the steadfast commitment and action taking place to construct a 500 seat music and drama centre to be utilized by our student population as well as others in the Calgary community.***

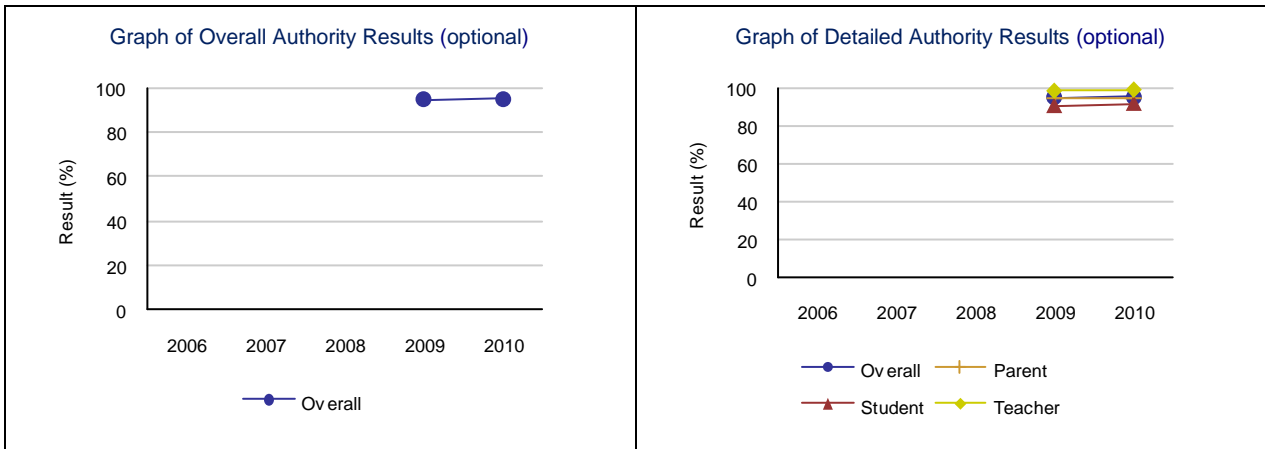
***We are also committed to continue providing a wide range of programs for each student to excel in all areas of personal development and learning. We regularly monitor the progress of our programs and update options that are offered. Research of alternative programs takes place as societal preferences and needs change.***

Measure Details (OPTIONAL)										
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	86.8	87.6	78.1	78.5	79.4	80.3	80.5
Teacher	n/a	n/a	n/a	94.6	95.2	85.2	85.7	86.4	86.8	87.7
Parent	n/a	n/a	n/a	87.6	88.6	76.6	76.9	77.6	78.7	78.0
Student	n/a	n/a	n/a	78.3	79.1	72.6	72.9	74.1	75.3	75.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Measure Details (OPTIONAL)										
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	94.9	95.5	87.7	87.6	88.2	89.3	89.2
Teacher	n/a	n/a	n/a	98.9	99.5	94.8	94.7	94.9	95.3	95.6
Parent	n/a	n/a	n/a	95.0	95.1	81.6	81.8	83.0	84.4	83.9
Student	n/a	n/a	n/a	90.7	91.9	86.6	86.4	86.6	88.3	88.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

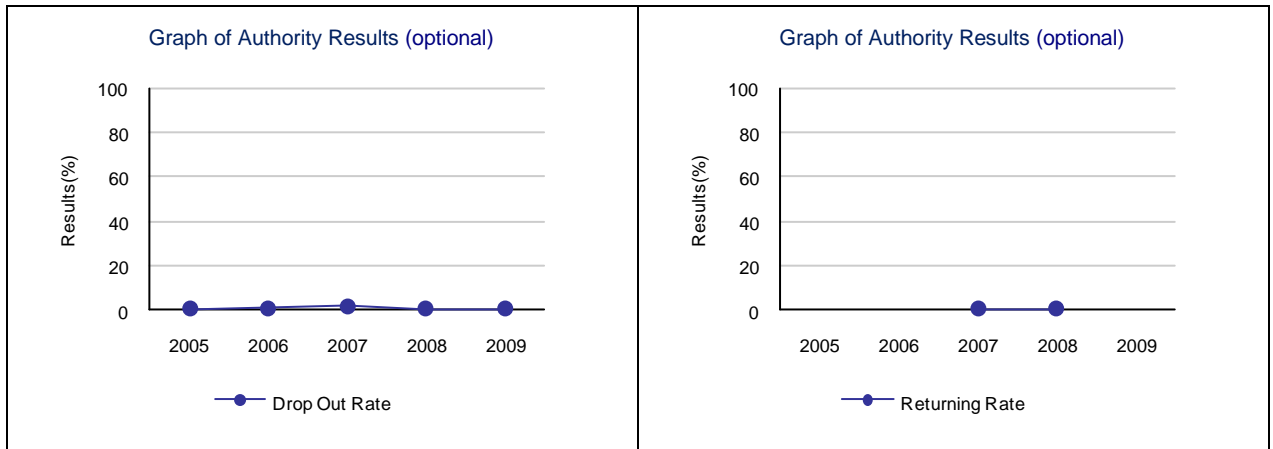
Outcome: *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009		2010	Achievement	Improvement	Overall	2011	2012
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.6	1.4	0.0	0.0		Very High	Improved	Excellent	0.0	0.0	0.0

**Strategies**

*Attendance and performance is valued and regular monitoring addresses potential issues to maximize opportunity for completion. Teachers continually assess the needs and progress of students with the assistance of academic and career counsellors and administration in order to provide timely and appropriate assistance to those in need.*

Measure Details (OPTIONAL)										
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	0.0	0.6	1.4	0.0	0.0	5.0	4.7	5.0	4.8	4.3
Returning Rate	n/a	n/a	0.0	0.0	*	21.3	21.2	21.3	19.8	23.5



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009		2010	Achievement	Improvement	Overall	2011	2012
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	100.0	93.8	95.8	87.8	97.7		Very High	Improved	Excellent	97	97	97

**The above result is misleading as it does not take into consideration a variety of scenarios including the following;**

**Expatriate families employed in the petroleum industry are often transient, and sometimes our high school students move to different cities and therefore, must complete their high school education elsewhere. The noted results do not reflect the actual outcome. These itinerant students do indeed complete high school within three years of entering grade 10.**

**Strategies**

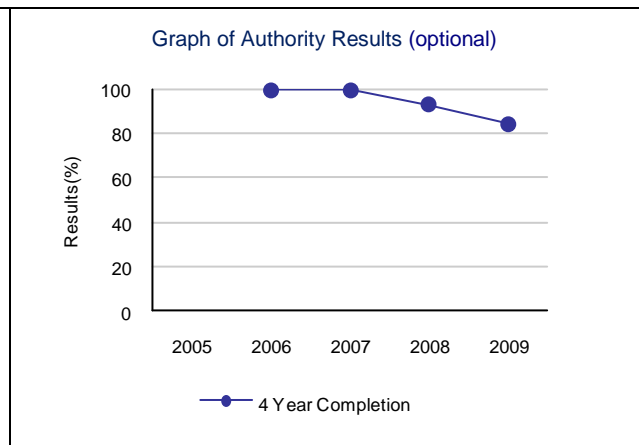
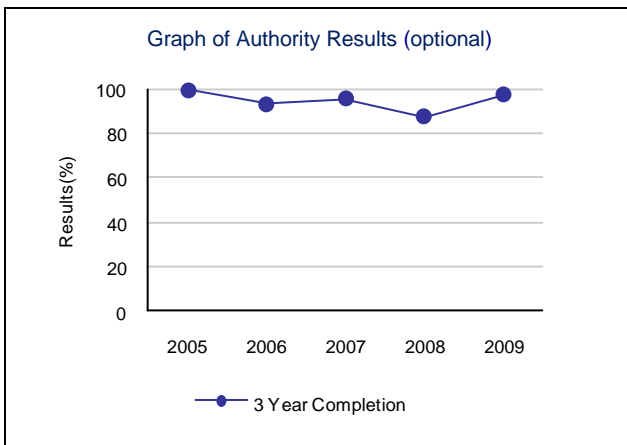
**A significant strategy is to continue to adhere to a fair and equitable admissions process that accepts new students who are capable and enthusiastic learners.**

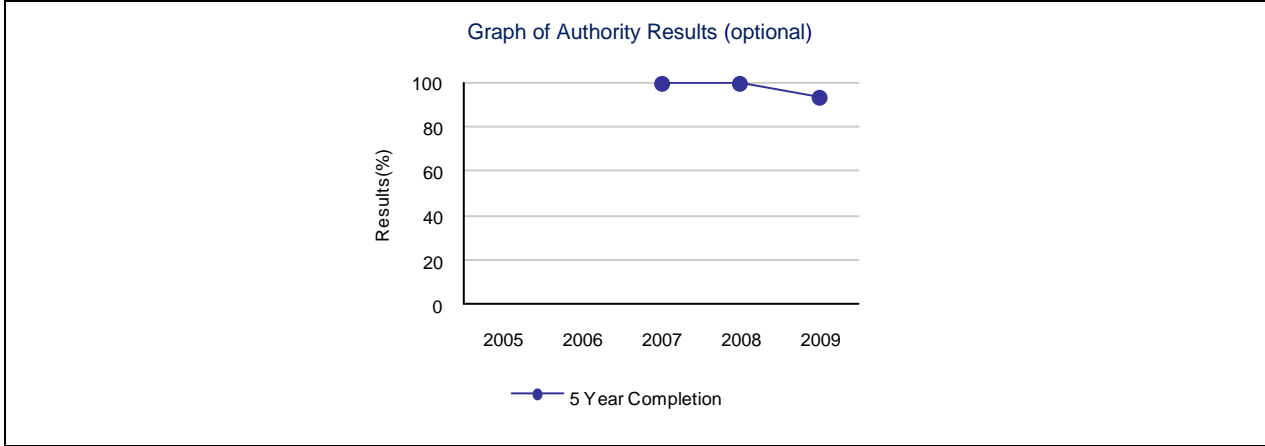
**We shall endeavour to continue providing effective Academic Counseling to ensure students properly work towards completion of their high school studies in a three year period.**

**Measure Details (OPTIONAL)**

High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	100.0	93.8	95.8	87.8	97.7	70.7	70.6	71.1	70.8	71.5
4 Year Completion	n/a	100.0	100.0	93.0	84.8	75.0	76.1	76.1	76.3	76.1
5 Year Completion	n/a	n/a	100.0	100.0	93.8	77.0	78.1	78.9	78.7	79.0





Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Also report targets and results for all local authority measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

## Goal Two: Excellence in Student Learning Outcomes

Outcome: *Students demonstrate high standards in learner outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	99.3	100.0	100.0	100.0	99.7	100	Very High	Maintained	Excellent	100	100	100
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	64.2	65.3	68.1	68.2	73.0	70	Very High	Improved	Excellent	70	70	70
Overall percentage of students who achieved the acceptable standard on diploma examinations.	98.3	100.0	98.6	100.0	99.2	100	Very High	Maintained	Excellent	100	100	100
Overall percentage of students who achieved the standard of excellence on diploma examinations.	75.7	61.1	57.2	56.1	66.9	70	Very High	Improved	Excellent	70	70	70

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	100.0	93.8	95.4	88.2	95.7	97	Very High	Maintained	Excellent	97	97	97
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	100.0	100.0	100.0	100.0	100.0	100	Very High	n/a	n/a	100	100	100

### Strategies

***Reading and writing activities and strategies continue to be incorporated into all core subjects.***

***Staff will continue to place emphasis on problem solving, making inferences and drawing conclusions.***

### Notes:

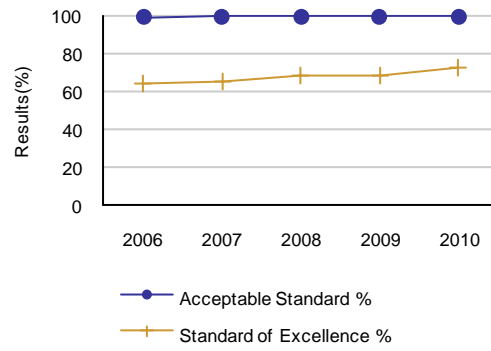
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	98.2	59.6	100.0	66.0	100.0	74.1	100.0	75.4	100.0	73.8		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	Authority	98.2	68.4	100.0	64.2	100.0	66.7	100.0	80.3	100.0	80.3		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	Authority	100.0	70.5	100.0	65.6	100.0	83.9	100.0	69.8	100.0	60.7		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	Authority	100.0	79.5	100.0	50.8	100.0	80.6	100.0	69.8	100.0	78.6		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	Authority	100.0	81.8	100.0	59.0	100.0	72.6	100.0	61.9	98.2	82.1		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	55.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	Authority	100.0	70.1	100.0	72.5	100.0	64.9	100.0	71.2	100.0	75.3		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	Authority	98.5	85.1	100.0	94.1	100.0	89.2	100.0	78.1	100.0	91.8		
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	Authority	98.5	46.3	100.0	64.7	100.0	50.0	100.0	63.0	100.0	72.6		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	60.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Overall Provincial Achievement Test Results (optional)

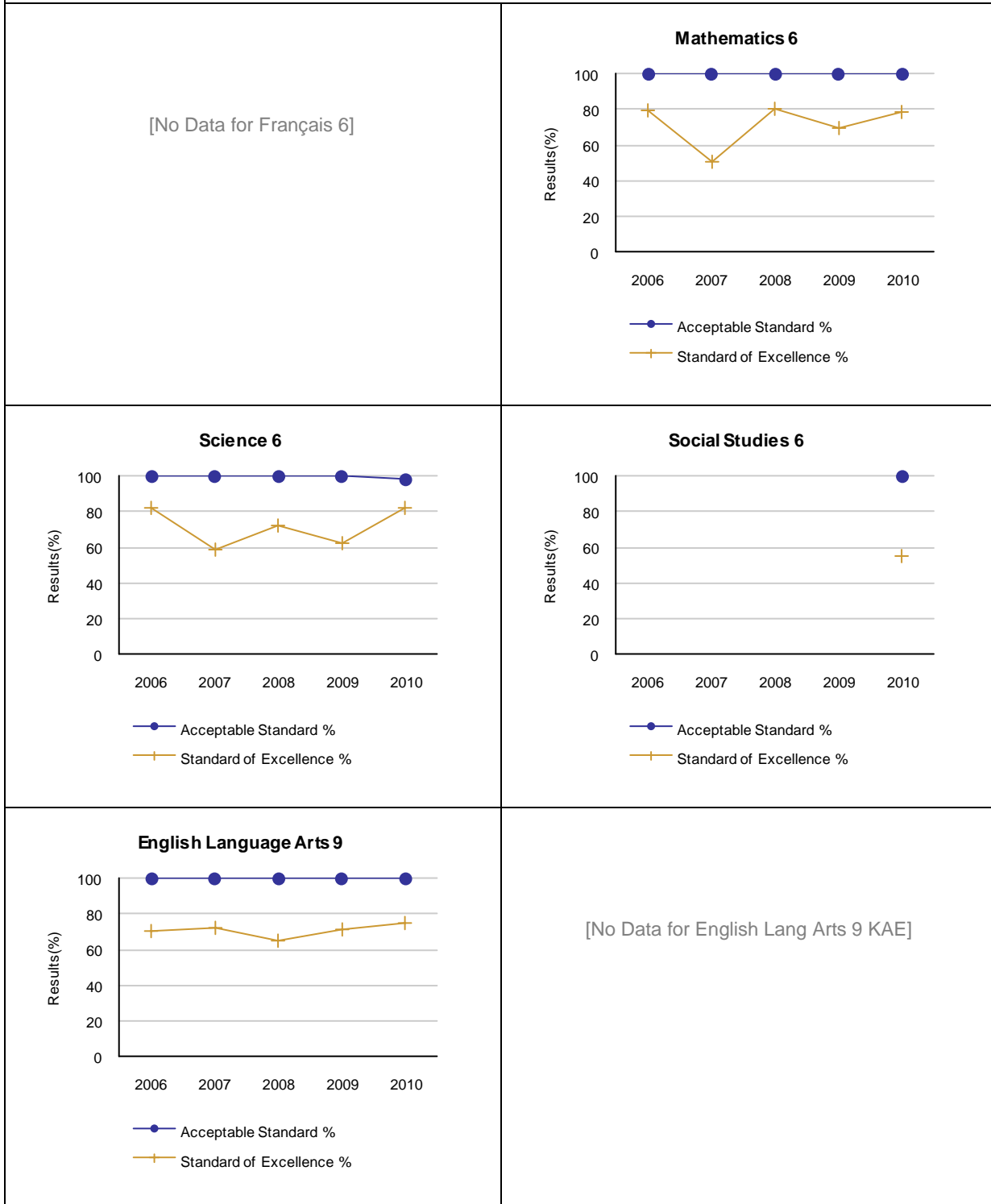


Graph of Provincial Achievement Test Results by Course (optional)

<p><b>English Language Arts 3</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>60</td> </tr> <tr> <td>2007</td> <td>100</td> <td>68</td> </tr> <tr> <td>2008</td> <td>100</td> <td>75</td> </tr> <tr> <td>2009</td> <td>100</td> <td>75</td> </tr> <tr> <td>2010</td> <td>100</td> <td>75</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	60	2007	100	68	2008	100	75	2009	100	75	2010	100	75	<p>[No Data for French Language Arts 3]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	100	60																	
2007	100	68																	
2008	100	75																	
2009	100	75																	
2010	100	75																	
<p>[No Data for Français 3]</p>	<p><b>Mathematics 3</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>68</td> </tr> <tr> <td>2007</td> <td>100</td> <td>65</td> </tr> <tr> <td>2008</td> <td>100</td> <td>68</td> </tr> <tr> <td>2009</td> <td>100</td> <td>80</td> </tr> <tr> <td>2010</td> <td>100</td> <td>80</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	68	2007	100	65	2008	100	68	2009	100	80	2010	100	80
Year	Acceptable Standard %	Standard of Excellence %																	
2006	100	68																	
2007	100	65																	
2008	100	68																	
2009	100	80																	
2010	100	80																	
<p><b>English Language Arts 6</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>70</td> </tr> <tr> <td>2007</td> <td>100</td> <td>65</td> </tr> <tr> <td>2008</td> <td>100</td> <td>85</td> </tr> <tr> <td>2009</td> <td>100</td> <td>70</td> </tr> <tr> <td>2010</td> <td>100</td> <td>60</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	70	2007	100	65	2008	100	85	2009	100	70	2010	100	60	<p>[No Data for French Language Arts 6]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	100	70																	
2007	100	65																	
2008	100	85																	
2009	100	70																	
2010	100	60																	

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)

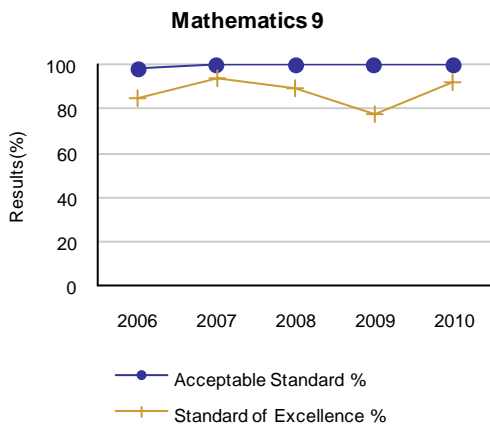


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

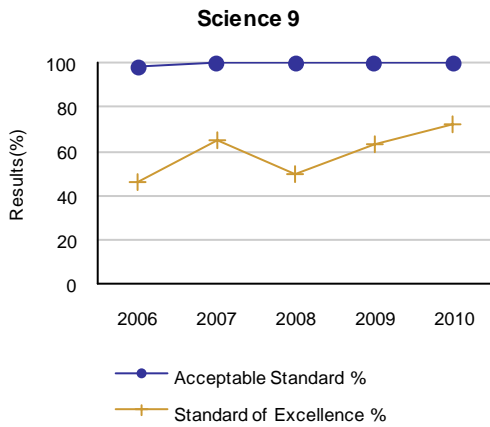
Graph of Provincial Achievement Test Results by Course (optional)

[No Data for French Language Arts 9]

[No Data for Français 9]



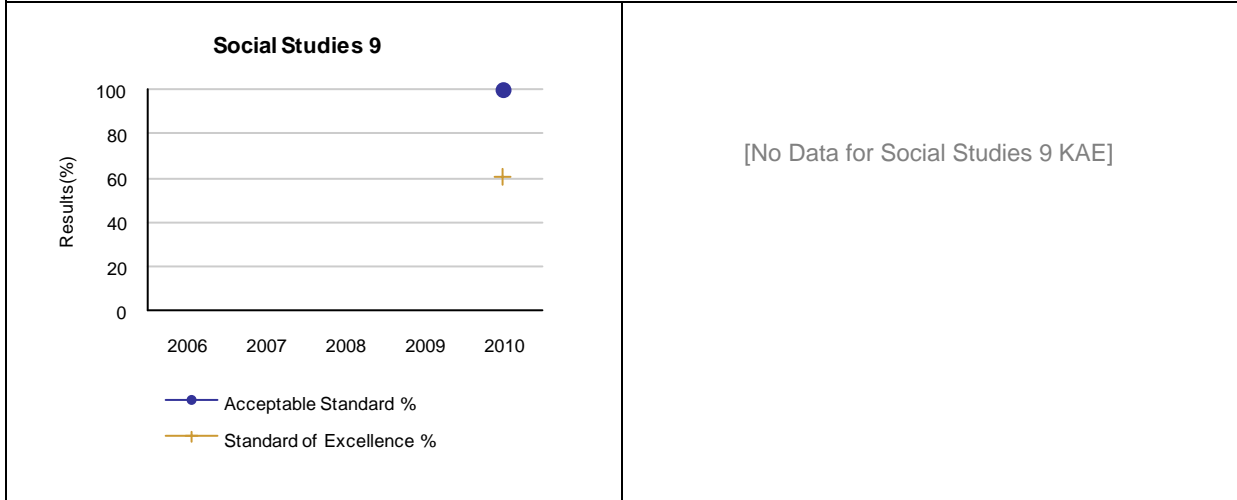
[No Data for Mathematics 9 KAE]



[No Data for Science 9 KAE]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Webber Academy							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	61	100.0	56	100.0	42,061	81.6	42,181	80.6
	Standard of Excellence	Very High	Maintained	Excellent	61	73.8	56	71.8	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	56	100.0	62	100.0	43,599	83.3	44,064	81.1
	Standard of Excellence	Very High	Declined	Good	56	60.7	62	73.1	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Very High	Declined	Good	56	98.2	62	100.0	43,509	76.8	43,945	75.5
	Standard of Excellence	Very High	Improved Significantly	Excellent	56	82.1	62	64.5	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	73	100.0	66	100.0	43,651	79.3	44,250	77.6
	Standard of Excellence	Very High	Maintained	Excellent	73	75.3	66	69.5	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	Very High	Maintained	Excellent	73	100.0	66	100.0	43,372	73.6	44,075	70.4
	Standard of Excellence	Very High	Improved	Excellent	73	72.6	66	59.2	43,372	17.7	44,075	14.5

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

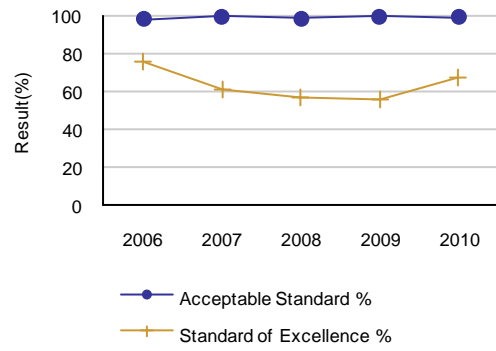
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Measure Details (OPTIONAL)													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	100.0	71.0	100.0	54.5	97.0	36.4	100.0	38.0	100.0	46.2		
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6		
Pure Mathematics 30	Authority	97.2	76.1	n/a	n/a	100.0	77.4	100.0	75.6	100.0	84.6		
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6		
Social Studies 30	Authority	100.0	60.0	97.0	60.6	97.1	32.4	98.0	49.0	n/a	n/a		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	45.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Social Studies 33	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7		
Biology 30	Authority	100.0	84.6	100.0	71.4	98.1	50.0	100.0	57.1	97.8	69.6		
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	Authority	100.0	82.8	100.0	69.0	100.0	67.9	n/a	n/a	n/a	n/a		
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	94.1	47.1	100.0	85.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	Authority	100.0	76.9	100.0	84.6	100.0	62.5	n/a	n/a	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	77.3	95.5	54.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Diploma Examination Results – Overall (optional)



Diploma Examination Results by Course (optional)

<p style="text-align: center;"><b>English Lang Arts 30-1</b></p> <table border="1"> <caption>English Lang Arts 30-1 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>72</td> </tr> <tr> <td>2007</td> <td>100</td> <td>55</td> </tr> <tr> <td>2008</td> <td>98</td> <td>38</td> </tr> <tr> <td>2009</td> <td>100</td> <td>40</td> </tr> <tr> <td>2010</td> <td>100</td> <td>48</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	72	2007	100	55	2008	98	38	2009	100	40	2010	100	48	<p>[No Data for English Lang Arts 30-2]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	100	72																	
2007	100	55																	
2008	98	38																	
2009	100	40																	
2010	100	48																	
<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>																		
<p style="text-align: center;"><b>Pure Mathematics 30</b></p> <table border="1"> <caption>Pure Mathematics 30 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>98</td> <td>78</td> </tr> <tr> <td>2007</td> <td>100</td> <td>80</td> </tr> <tr> <td>2008</td> <td>100</td> <td>80</td> </tr> <tr> <td>2009</td> <td>100</td> <td>78</td> </tr> <tr> <td>2010</td> <td>100</td> <td>85</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	98	78	2007	100	80	2008	100	80	2009	100	78	2010	100	85	<p>[No Data for Applied Mathematics 30]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	98	78																	
2007	100	80																	
2008	100	80																	
2009	100	78																	
2010	100	85																	

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course (optional)

<p style="text-align: center;"><b>Social Studies 30</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>60</td> </tr> <tr> <td>2007</td> <td>100</td> <td>60</td> </tr> <tr> <td>2008</td> <td>100</td> <td>35</td> </tr> <tr> <td>2009</td> <td>100</td> <td>50</td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	60	2007	100	60	2008	100	35	2009	100	50	2010			<p style="text-align: center;"><b>Social Studies 30-1</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td></td> <td></td> </tr> <tr> <td>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td></td> <td></td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td>100</td> <td>45</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006			2007			2008			2009			2010	100	45
Year	Acceptable Standard %	Standard of Excellence %																																			
2006	100	60																																			
2007	100	60																																			
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<p style="text-align: center;">[No Data for Social Studies 33]</p>	<p style="text-align: center;">[No Data for Social Studies 30-2]</p>																																				
<p style="text-align: center;"><b>Biology 30</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>85</td> </tr> <tr> <td>2007</td> <td>100</td> <td>70</td> </tr> <tr> <td>2008</td> <td>100</td> <td>50</td> </tr> <tr> <td>2009</td> <td>100</td> <td>60</td> </tr> <tr> <td>2010</td> <td>100</td> <td>70</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	85	2007	100	70	2008	100	50	2009	100	60	2010	100	70	<p style="text-align: center;">[No Data for Chemistry 30 Old]</p>																		
Year	Acceptable Standard %	Standard of Excellence %																																			
2006	100	85																																			
2007	100	70																																			
2008	100	50																																			
2009	100	60																																			
2010	100	70																																			

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course (optional)

<p style="text-align: center;"><b>Chemistry 30</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>95</td> <td>48</td> </tr> <tr> <td>2010</td> <td>100</td> <td>85</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	95	48	2010	100	85	<p>[No Data for Physics 30 Old]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2009	95	48								
2010	100	85								
<p style="text-align: center;"><b>Physics 30</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>100</td> <td>80</td> </tr> <tr> <td>2010</td> <td>95</td> <td>55</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	100	80	2010	95	55	<p>[No Data for Science 30]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2009	100	80								
2010	95	55								

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Webber Academy							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	39	100.0	39	99.0	29,151	85.1	28,157	87.0
	Standard of Excellence	Very High	Maintained	Excellent	39	46.2	39	43.0	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,314	88.8	13,150	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	Very High	Maintained	Excellent	39	100.0	49	100.0	22,917	82.9	22,411	81.5
	Standard of Excellence	Very High	Maintained	Excellent	39	84.6	49	76.5	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,639	77.3	10,191	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	46	97.8	34	99.4	22,345	81.4	20,946	82.9
	Standard of Excellence	Very High	Maintained	Excellent	46	69.6	34	59.5	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Improved	n/a	27	100.0	34	94.1	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Improved Significantly	n/a	27	85.2	34	47.1	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Declined	n/a	22	95.5	22	100.0	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Declined	n/a	22	54.5	22	77.3	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	80.1	4,004	87.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	22.8	4,004	20.2

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High category, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

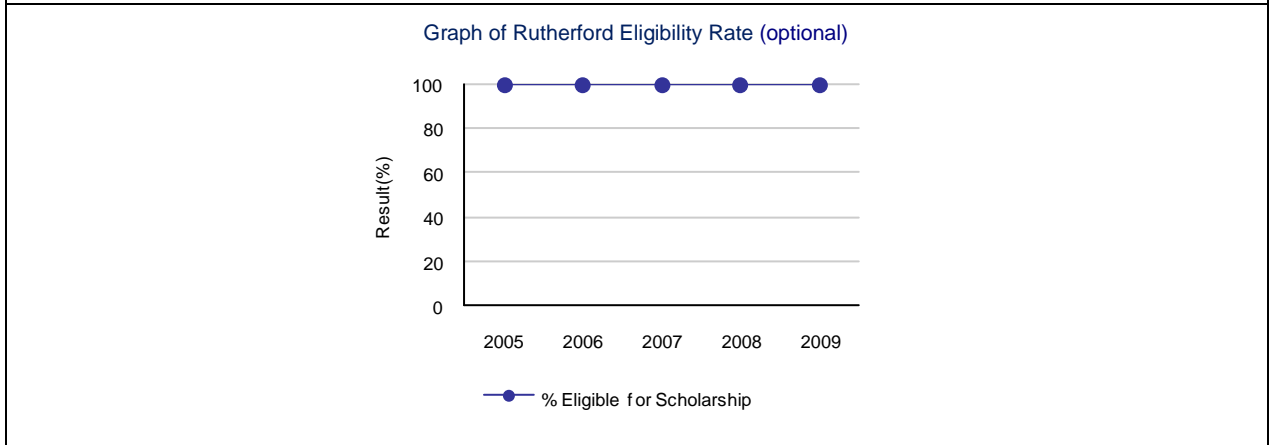
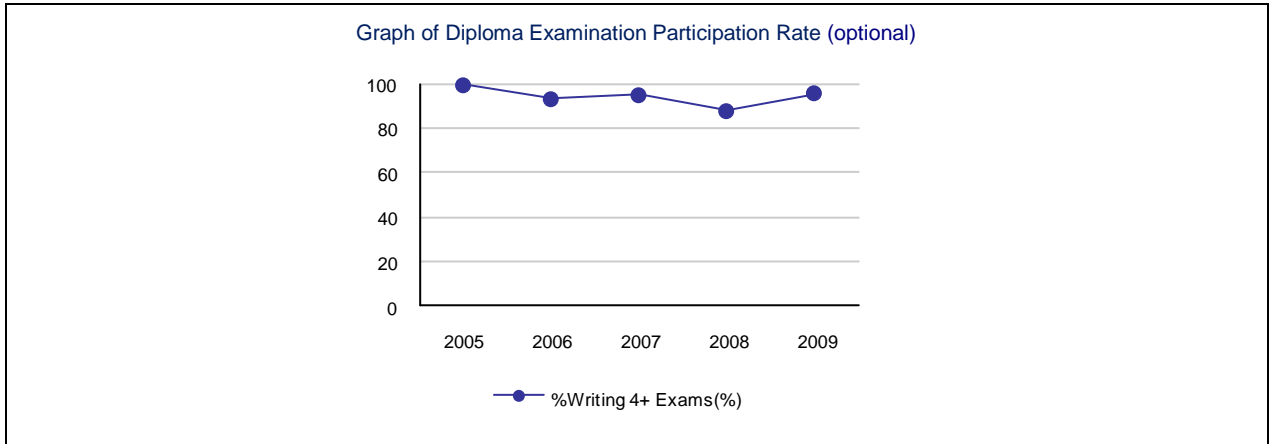
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

<b>Measure Details (OPTIONAL)</b>										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	0.0	3.1	0.5	9.4	2.3	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	100.0	96.9	99.5	90.6	97.7	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	100.0	96.9	98.6	88.2	97.7	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	100.0	93.8	98.1	88.2	97.7	65.6	65.6	65.6	64.9	65.2
<b>% Writing 4+ Exams</b>	<b>100.0</b>	<b>93.8</b>	<b>95.4</b>	<b>88.2</b>	<b>95.7</b>	<b>53.5</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>
% Writing 5+ Exams	52.6	59.4	62.7	74.0	63.8	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	21.1	18.8	16.4	25.6	33.9	12.8	13.0	13.2	12.7	12.9

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	100.0	96.9	90.0	86.1	96.1	54.4	54.7	54.5	53.8	54.0
English 33/30-2	0.0	0.0	0.0	0.0	0.0	23.7	23.5	23.6	24.0	24.5
<b>Total of 1 or more English Diploma Exams</b>	<b>100.0</b>	<b>96.9</b>	<b>90.0</b>	<b>86.1</b>	<b>96.1</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>
Social 30	100.0	96.9	90.0	83.3	96.1	49.1	49.5	49.3	48.1	48.1
Social 33	0.0	0.0	0.0	2.8	0.0	29.1	28.8	28.8	29.5	30.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>100.0</b>	<b>96.9</b>	<b>90.0</b>	<b>86.1</b>	<b>96.1</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>
Math 30/Pure	100.0	93.8	97.5	86.1	96.1	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	0.0	0.0	0.0	0.0	0.0	19.9	19.5	19.5	19.1	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>100.0</b>	<b>93.8</b>	<b>97.5</b>	<b>86.1</b>	<b>96.1</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>
Biology 30	63.2	43.8	45.0	61.1	72.5	39.4	39.6	39.8	39.1	39.8
Chemistry 30	68.4	78.1	77.5	75.0	37.3	34.4	34.2	34.3	34.5	17.3
Physics 30	42.1	50.0	40.0	50.0	21.6	21.6	21.6	21.5	20.4	10.0
Science 30	0.0	0.0	0.0	0.0	0.0	7.0	7.0	7.0	7.4	8.2
<b>Total of 1 or more Science Diploma Exams</b>	<b>100.0</b>	<b>93.8</b>	<b>90.0</b>	<b>88.9</b>	<b>94.1</b>	<b>56.6</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	2.7	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>

Measure Details (OPTIONAL)									
Rutherford eligibility rate (optional)									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2005	18	16	88.9	18	100.0	16	88.9	18	100.0
2006	28	27	96.4	28	100.0	26	92.9	28	100.0
2007	26	26	100.0	26	100.0	24	92.3	26	100.0
2008	28	24	85.7	27	96.4	25	89.3	28	100.0
2009	40	39	97.5	39	97.5	37	92.5	40	100.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: *Students are well prepared for lifelong learning.*

Performance Measures	2005	2006	2007	2008	2009	Target 2010	Evaluation			Targets		
							Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	n/a	n/a	n/a	53.9	56.9		High	Maintained	Good			

**Comment on Results**

***This performance measure is not indicative of the Outcome: Students are well prepared for lifelong learning. 99% of our Grade 12 graduates have gone on to post-secondary education with many attending institutions outside the province of Alberta. There is no desire to set targets for attendance exclusively at Alberta post-secondary institutions.***

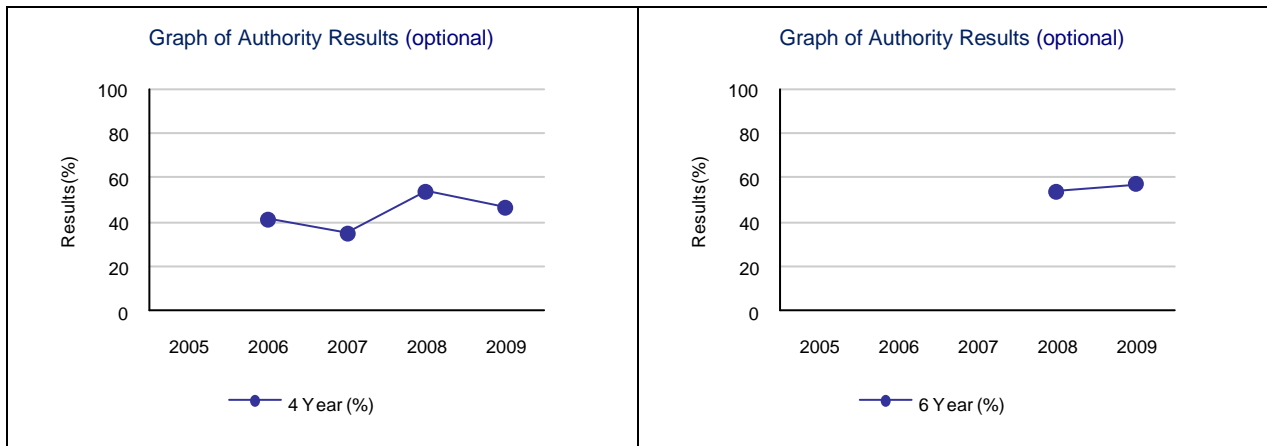
**Strategies**

***We will continue to provide our high achieving students with a challenging curriculum that compliments the Alberta Program of Studies.***

**Measure Details (OPTIONAL)**

High school to post-secondary transition rate

	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	n/a	n/a	n/a	53.9	56.9	56.6	58.1	58.8	59.2	59.8
4 year rate	n/a	41.3	35.1	54.1	46.7	35.6	37.7	38.7	38.9	37.5



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

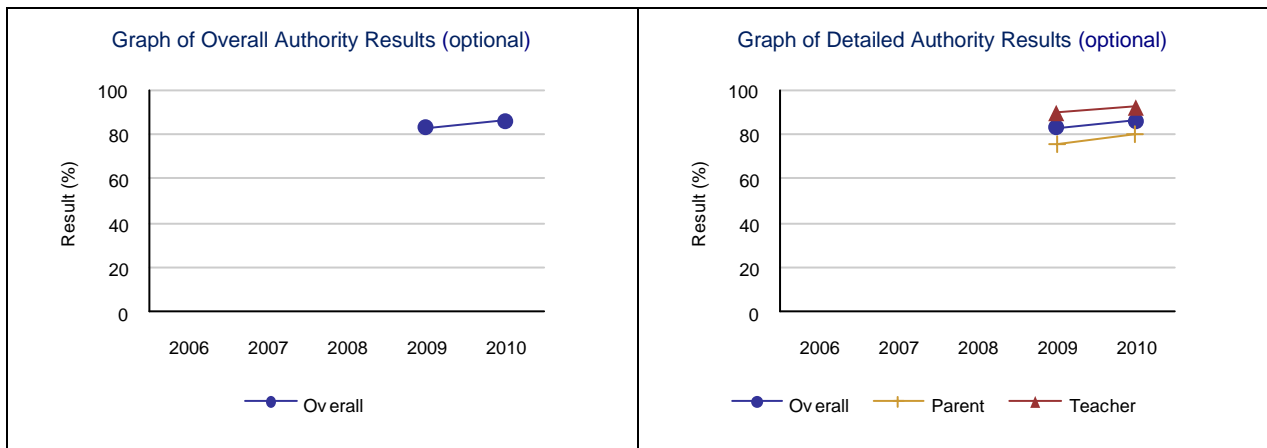
Outcome: *Students are well prepared for lifelong learning (continued)*

Performance Measure	Results (in percentages)					Target	Targets		
	2006	2007	2008	2009	2010	2010	2011	2012	2013
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	n/a	83.2	86.5	90	90	90	90

**Comment on Results (OPTIONAL)**  
 (contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future.

**Strategies**

Measure Details (OPTIONAL)										
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	83.2	86.5	66.1	65.6	66.7	67.4	67.6
Teacher	n/a	n/a	n/a	90.2	92.6	74.2	74.1	73.8	74.0	75.4
Parent	n/a	n/a	n/a	76.1	80.4	57.9	57.1	59.5	60.8	59.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: *Students are well prepared for employment.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	89.4	92.7	95	Very High	Maintained	Excellent	95	95	95

**Strategies**

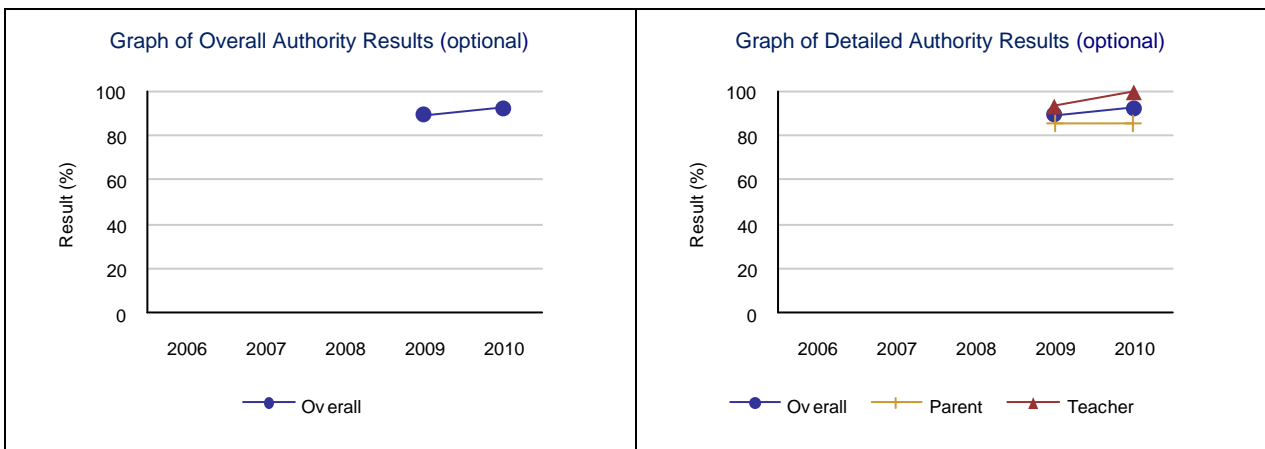
***At every opportunity the staff will encourage student pride in learning and achievement. Achievements will be acknowledged and highlighted in daily announcements and school newsletters.***

***Webber Academy will continue to offer speech and debate activities as part of the extra-curricular program. Student participation in these important activities is strongly encouraged as such programs help develop essential skills that contribute to workplace success. Staff will continue to motivate students to participate in a variety of other activities that allows each student to develop their composure and confidence when expressing themselves both in class and during public presentations.***

**Measure Details (OPTIONAL)**

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	89.4	92.7	77.0	77.1	80.1	79.6	79.9
Teacher	n/a	n/a	n/a	93.5	100.0	89.4	89.2	89.3	88.9	90.0
Parent	n/a	n/a	n/a	85.3	85.4	64.6	65.1	70.9	70.2	69.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: *Students model the characteristics of active citizenship.*

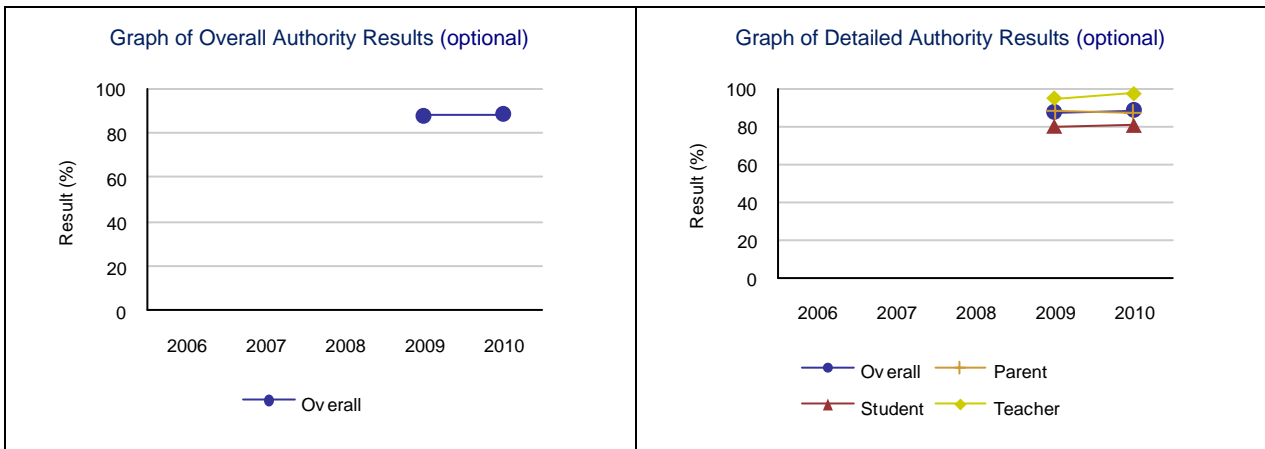
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	88.0	88.8	90	Very High	Maintained	Excellent	90	90	90

**Strategies**

*Students will be provided with a range of opportunities to further social responsibility as a means of enhancing the lives of those who are less fortunate. Specific programs include; a Grade 12 Legacy Project which invests the funds collected from recycling programs into micro-loans that benefit entrepreneurs in developing nations, leadership programs where students are encouraged to become involved in activities such as food bank drives, clothe and feed and the homeless initiatives and coin collections for the poor.*

*Also, the school will continue to support and encourage The Terry Fox fundraising efforts which are significant and far-reaching.*

Measure Details (OPTIONAL)										
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	88.0	88.8	76.8	76.6	77.9	80.3	81.4
Teacher	n/a	n/a	n/a	95.2	97.6	90.3	89.9	90.6	91.8	93.0
Parent	n/a	n/a	n/a	88.7	87.9	72.4	72.6	74.7	77.4	78.5
Student	n/a	n/a	n/a	80.3	80.8	67.5	67.1	68.5	71.8	72.7



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Also report targets and results for all local authority measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

### Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

*Outcome: Key learning outcomes for FNMI students improve.*

(Results and evaluations for FNMI measures are only required for public, separate and francophone school authorities)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18.	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
High school to post-secondary transition rate within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.							n/a	n/a	n/a			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.							n/a	n/a	n/a			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	n/a	n/a	*	*	n/a		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	n/a	n/a	*	*	n/a		n/a	n/a	n/a			

#### Strategies

**Webber Academy takes pride in honouring FNMI people of Canada by ensuring the curriculum includes a program of studies that celebrates the culture and rich history of our First Nations, Metis and Inuit.**

**Webber Academy is a place for all ethical people who strive to better themselves and the world. The school community comprises of people from various nations, cultures and religious backgrounds.**

**All should feel equally important and valued within our school community including FNMI students. Webber Academy will continue to encourage each student to take pride in his or her own culture and belief system and to respect the cultures and beliefs of others.**

## Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: *The jurisdiction demonstrates effective working relationships.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	84.6	86.3	90	Very High	Maintained	Excellent	90	90	90

### Strategies

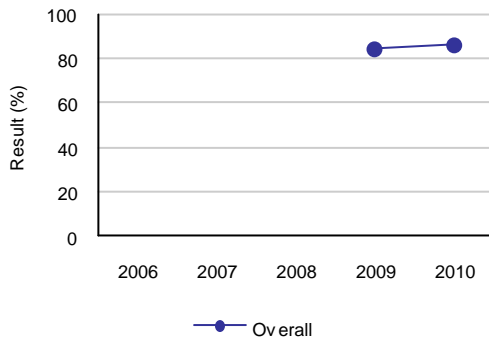
***Webber Academy will continue to encourage parents to remain highly involved in their child's education through meetings, newsletters, phone calls, the school website, individual teacher websites, parent/teacher interviews, administration interviews, a variety of social events, the Parent Advisory Group and various school reports.***

### Measure Details (OPTIONAL)

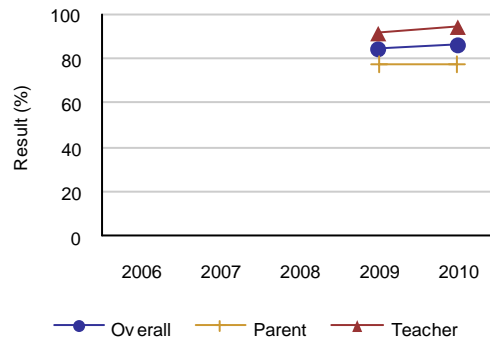
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	84.6	86.3	77.9	77.5	78.2	80.1	80.0
Teacher	n/a	n/a	n/a	91.7	94.7	87.6	87.1	87.5	88.0	88.6
Parent	n/a	n/a	n/a	77.5	78.0	68.1	67.9	69.0	72.2	71.3

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Outcome: *The jurisdiction demonstrates leadership, innovation and continuous improvement.*

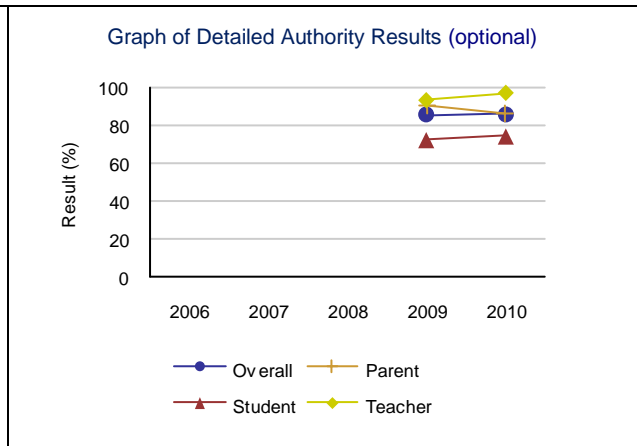
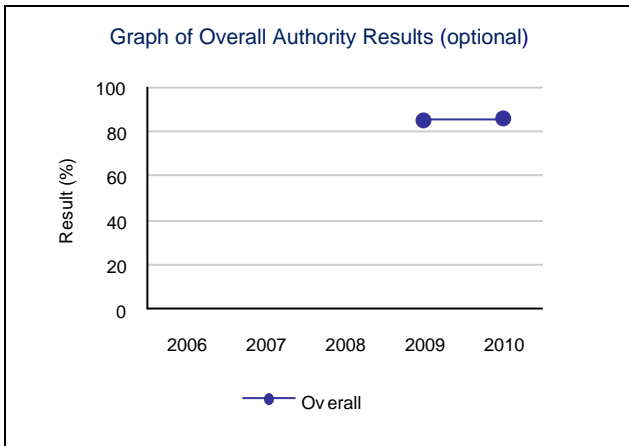
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	85.4	85.9	90	Very High	Maintained	Excellent	90	90	90

**Strategies**  
***Work diligently at attracting and selecting high quality teachers in order to meet the goals set out in the mission and vision.***

***In an effort to ensure improvement in student learning, each staff member is encouraged to identify individual and team professional development needs. A portion of the Professional development funds will focus on providing technical support for staff to incorporate information technology as a means of enhancing instruction to the students.***

***AISI funds will focus on assessment for learning to improve learning in core subject areas.***

Measure Details (OPTIONAL)										
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	85.4	85.9	76.8	76.3	77.0	79.4	79.9
Teacher	n/a	n/a	n/a	93.3	97.1	75.5	74.5	75.6	78.2	80.8
Parent	n/a	n/a	n/a	90.5	86.5	75.4	75.1	75.9	78.1	77.0
Student	n/a	n/a	n/a	72.4	74.3	79.4	79.3	79.5	81.8	81.8



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Also report targets and results for all local authority measures related to Goal 4 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

**Summary of Financial Results**

Key Financial information about the school:

Annual operating surplus for August 31, 2010 - \$3,900,148 (Audited)

Capital expenditures during 2009-2010 - \$ 1,680,772 (Audited)

Expenses per student, per year overall - \$13,590 (\$11,877,620/874 students at September 30, 2009)

Program expenditure information for 2009-2010:

Excursion expenses \$38,025

Program activity fees \$41,348

School supplies \$128,879

School functions \$55,147

**Budget Summary**

The anticipated revenue from Alberta Education for the 2010-2011 school year is \$3,960,000, which is based on an enrollment count of 850 students at September 30, 2010. This total reflects the recent increase in base funding of 2.92%.

Guiding principles used in financial planning:

Student enrollment is the key component to the financial planning. We take into consideration past trends as well as what is happening in the economy at present.

The reader may access additional financial information by:

- Reviewing the Audited Financial Statements
- Contacting Rhonda Constable, Director of Finance at Webber Academy 403-277-4700
- Contacting Terry Booth, Partner at Collins Barrow 403-298-1597