

Webber Academy

Three Year Education Plan

Message from Board Chair

The following pages highlight the outstanding effort made by our students to meet high expectations placed upon them and all are to be commended for the outcomes. 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 tremendous respect for the contributions they have made to our school community, Calgary communities and also worldwide communities. It is heartwarming to see so many of our young ones 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.

Of course, all staff members also have 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.

Neil Webber
Head of School

Accountability Statement

The **Webber Academy** education plan for the three years commencing September 1, **2009** was prepared under the direction of the board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.

Foundation Statements (optional)

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

Mission Statement and Vision

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.

Jurisdiction Profile (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 2008 school year ended with a total of 866 students from junior kindergarten to grade 12 successfully completing their studies. June 2008 saw the fifth Webber Academy graduating class with a total of 51 grade 12 students moving on to University and other adventures. This class of 51 brings our student alumni count to 170 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.

2009 May Accountability and Pillar Overall Summary

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 for All	Safe and Caring Schools	n/a	Safe and Caring	93.0	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	86.8	n/a	n/a	80.3	79.4	78.7	Very High	n/a	n/a
			Education Quality	94.9	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	0.0	1.4	0.7	4.8	5.0	4.9	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	88.2	98.1	97.3	70.7	71.0	70.6	Very High	Declined	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	100.0	99.8	99.5	75.8	75.9	76.7	Very High	Maintained	Excellent
			PAT: Excellence	76.0	67.6	70.1	19.6	19.4	19.3	Very High	Improved	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	98.6	99.2	98.3	85.0	85.4	85.2	Very High	Maintained	Excellent
			Diploma: Excellence	55.1	65.1	62.8	22.3	23.3	23.1	Very High	Maintained	Excellent
			Diploma Exam Participation Rate (4+ Exams)	88.2	95.4	96.4	53.3	53.6	53.6	Very High	Declined	Good
			Rutherford Scholarship Eligibility Rate (Revised)	100.0	100.0	100.0	57.3	56.8	55.8	Very High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	53.6	n/a	n/a	60.7	60.3	59.1	Intermediate	n/a	n/a
			Work Preparation	89.4	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
			Citizenship	88.0	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	84.6	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	85.4	n/a	n/a	79.4	77.0	76.7	Very High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 5) The subsequent pages include the current results, previous 3-year average and 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.

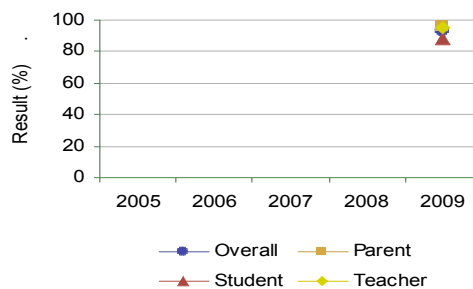
Goal One: High Quality Learning Opportunities for All
Outcome: Schools provide a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	93.0	n/a	Very High	n/a	n/a	95		
<p>Strategies (see note)</p> <p>Formation of a safety committee on campus which addresses the safety and well-being of students, staff and visitors. The committee members also conduct monthly 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 the safety committee.</p> <p>Communicate expected behaviors by way of the student handbook, orientation camps and other means. Encourage staff to consistently assess and monitor student interactions and respond objectively and promptly to any and all allegations of unaccepted behaviors.</p>								

Measure History (OPTIONAL)

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	677	93.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	140	96.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	491	88.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46	94.8



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, society and the economy.

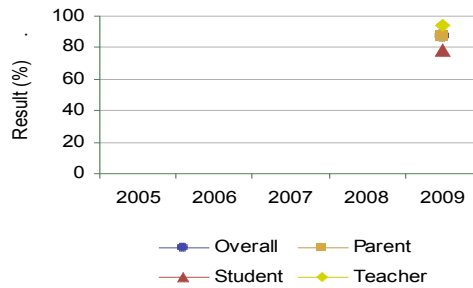
Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	86.8	n/a	Very High	n/a	n/a	90		
Overall teacher, parent and student satisfaction with the overall quality of basic education.	94.9	n/a	Very High	n/a	n/a	97		
<p>Strategies (see note)</p> <p>Continue to provide a wide range of programs for each student to excel in all areas of personal development and learning.</p> <p>Continue to monitor and update the options that are offered and research alternatives as societal preferences and needs change.</p>								



Measure History (OPTIONAL)

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

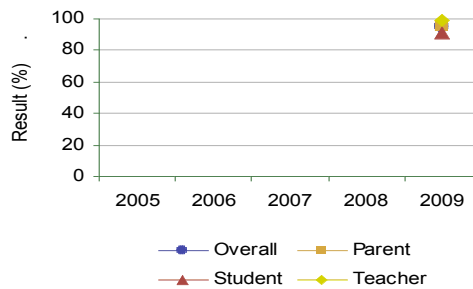
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	505	86.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	140	87.6
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	319	78.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46	94.6



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

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	677	94.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	140	95.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	491	90.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46	98.9



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 at risk have their needs addressed through effective programs and supports.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	0.0	0.7	Very High	Maintained	Excellent	0.0		
Strategies (see note) Teachers continually assess the needs and progress of the students with the assistance of academic and career counselors and administration in order to provide appropriate responses.								

Measure History (OPTIONAL)										
Annual dropout rate of students aged 14 to 18.										
	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	41	0.0	84	0.0	134	0.6	150	1.4	130	0.0
Returning Rate	0	n/a	0	n/a	1	n/a	3	0.0	8	0.0

Legend: Drop Out Rate (blue line), Returning Rate (orange line)

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



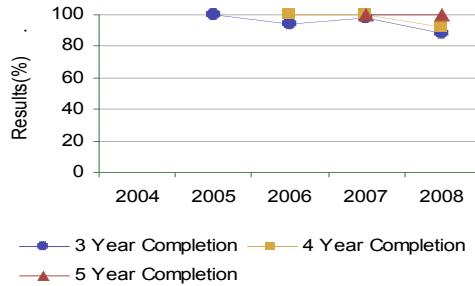
Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	88.2	97.3	Very High	Declined	Good	100		
<p>Strategies (see note)</p> <p>Continue to adhere to a fair and equitable admissions process that accepts new students who are capable and enthusiastic learners.</p> <p>Provide effective Academic Counseling to ensure students properly plan to complete their high school studies in three years. Find alternatives for course completion during this time frame if it is not possible to do so at school.</p>								

Measure History (OPTIONAL)

High school completion rate of students within three years of entering Grade 10.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	19	100.0	32	93.8	40	98.1	36	88.2
4 Year Completion	n/a	n/a	n/a	n/a	19	100.0	33	100.0	40	92.5
5 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	19	100.0	33	100.0



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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	100.0	99.5	Very High	Maintained	Excellent			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	76.0	70.1	Very High	Improved	Excellent			
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	98.6	98.3	Very High	Maintained	Excellent			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	55.1	62.8	Very High	Maintained	Excellent			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	88.2	96.4	Very High	Declined	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	100.0	100.0	Very High	n/a	n/a			
Strategies (see note)								
Reading and writing activities and strategies continue to be incorporated into all core subjects.								
Staff and students continue to place emphasis on problem solving, making inferences and drawing conclusions.								

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.



Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation (OPTIONAL)

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	54	100.0	54	99.4
	Standard of Excellence	Very High	Improved	Excellent	54	74.1	54	64.8
Mathematics 3	Acceptable Standard	Very High	Maintained	Excellent	54	100.0	54	98.8
	Standard of Excellence	Very High	Maintained	Excellent	54	66.7	54	67.1
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	62	100.0	55	99.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	62	83.9	55	64.0
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	62	100.0	55	100.0
	Standard of Excellence	Very High	Improved	Excellent	62	80.6	55	66.6
Science 6	Acceptable Standard	Very High	Maintained	Excellent	62	100.0	55	100.0
	Standard of Excellence	Very High	Maintained	Excellent	62	72.6	55	73.5
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	62	100.0	55	99.5
	Standard of Excellence	Very High	Improved	Excellent	62	88.7	55	75.1
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	74	100.0	58	100.0
	Standard of Excellence	Very High	Maintained	Excellent	74	64.9	58	72.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	74	100.0	58	99.5
	Standard of Excellence	Very High	Maintained	Excellent	74	89.2	58	87.2
Science 9	Acceptable Standard	Very High	Maintained	Excellent	74	100.0	58	99.5
	Standard of Excellence	Very High	Maintained	Excellent	74	50.0	58	50.4
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	74	100.0	58	99.4
	Standard of Excellence	Very High	Maintained	Excellent	74	63.5	58	62.7

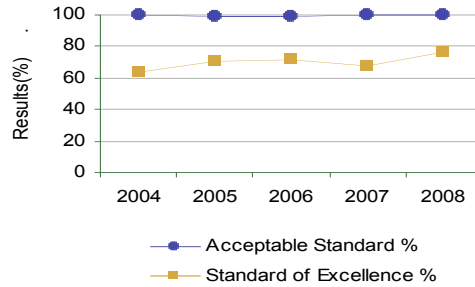
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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.

Measure History (OPTIONAL)

Provincial Achievement Tests Results based on Students Enrolled (OPTIONAL)

	2004	2005	2006	2007	2008
N	149	167	168	165	190
Acceptable Standard %	99.6	99.4	99.4	99.8	100.0
Standard of Excellence %	64.0	70.9	71.9	67.6	76.0



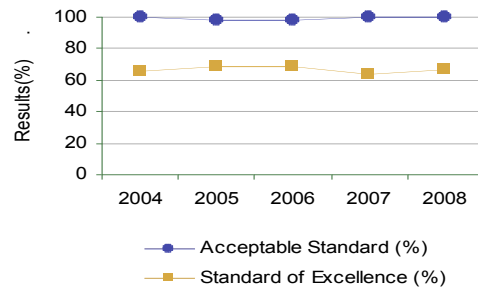
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.
 Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grade 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

Provincial Achievement Tests Course Results Based on Students Enrolled (OPTIONAL)

English Language Arts 3



Mathematics 3



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

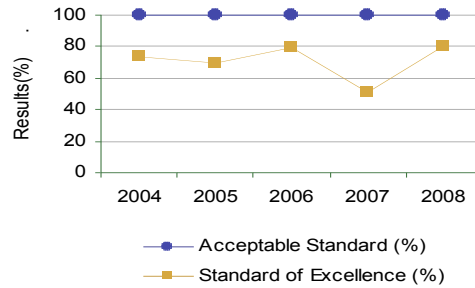
Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (OPTIONAL)

English Language Arts 6



[No Data for French Language Arts 6]

Mathematics 6

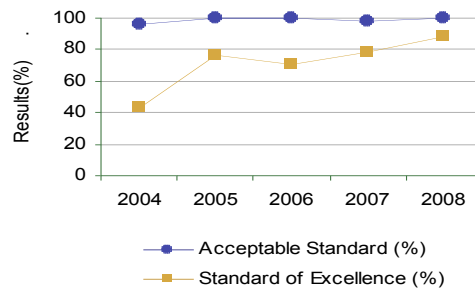


[No Data for Français 6]

Science 6



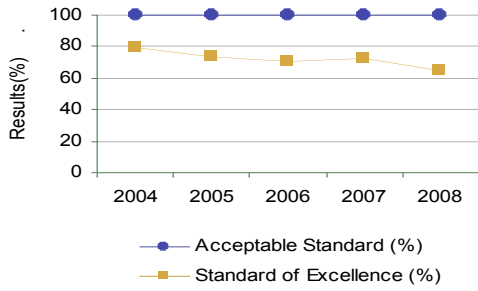
Social Studies 6



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

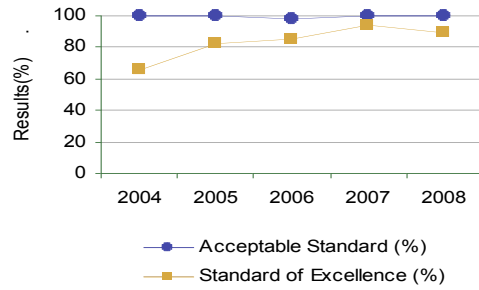
Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (OPTIONAL)

English Language Arts 9



[No Data for French Language Arts 9]

Mathematics 9



[No Data for Français 9]

Science 9



Social Studies 9



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled (OPTIONAL)

			2004	2005	2006	2007	2008
Grade 3	English Language Arts 3	Students Enrolled	47	51	57	53	54
		Acceptable Standard (%)	100.0	100.0	98.2	100.0	100.0
		Standard of Excellence (%)	46.8	68.6	59.6	66.0	74.1
	Mathematics 3	Students Enrolled	47	51	57	53	54
		Acceptable Standard (%)	100.0	98.0	98.2	100.0	100.0
		Standard of Excellence (%)	66.0	68.6	68.4	64.2	66.7
	English Language Arts 6	Students Enrolled	53	59	44	61	62
		Acceptable Standard (%)	100.0	98.3	100.0	100.0	100.0
		Standard of Excellence (%)	52.8	55.9	70.5	65.6	83.9
French Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a	
	Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
Grade 6	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 6	Students Enrolled	53	59	44	61	62
		Acceptable Standard (%)	100.0	100.0	100.0	100.0	100.0
		Standard of Excellence (%)	73.6	69.5	79.5	50.8	80.6
	Science 6	Students Enrolled	53	59	44	61	62
		Acceptable Standard (%)	100.0	100.0	100.0	100.0	100.0
		Standard of Excellence (%)	73.6	79.7	81.8	59.0	72.6
Social Studies 6	Students Enrolled	53	59	44	61	62	
	Acceptable Standard (%)	96.2	100.0	100.0	98.4	100.0	
	Standard of Excellence (%)	43.4	76.3	70.5	78.7	88.7	
Grade 9	English Language Arts 9	Students Enrolled	49	57	67	51	74
		Acceptable Standard (%)	100.0	100.0	100.0	100.0	100.0
		Standard of Excellence (%)	79.6	73.7	70.1	72.5	64.9
	French Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 9	Students Enrolled	49	57	67	51	74
		Acceptable Standard (%)	100.0	100.0	98.5	100.0	100.0
		Standard of Excellence (%)	65.3	82.5	85.1	94.1	89.2
	Science 9	Students Enrolled	49	57	67	51	74
		Acceptable Standard (%)	100.0	100.0	98.5	100.0	100.0
		Standard of Excellence (%)	57.1	40.4	46.3	64.7	50.0
Social Studies 9	Students Enrolled	49	57	67	51	74	
	Acceptable Standard (%)	100.0	98.2	100.0	100.0	100.0	
	Standard of Excellence (%)	75.5	63.2	64.2	60.8	63.5	

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Diploma Exam Results Course By Course Summary With Measure Evaluation (OPTIONAL)

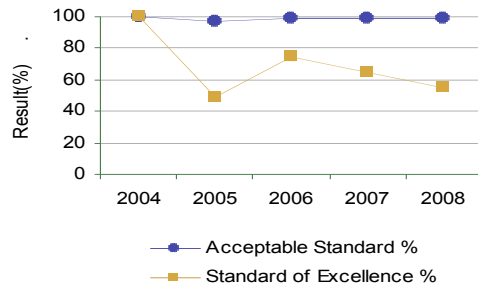
Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	33	97.0	28	100.0
	Standard of Excellence	Very High	Declined	Good	33	36.4	28	57.6
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
French Lang Arts 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Acceptable Standard	Very High	Improved Significantly	Excellent	53	100.0	41	89.5
	Standard of Excellence	Very High	Improved Significantly	Excellent	53	77.4	41	42.6
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 30	Acceptable Standard	Very High	Maintained	Excellent	34	97.1	28	99.0
	Standard of Excellence	Very High	Declined Significantly	Acceptable	34	32.4	28	60.2
Social Studies 33	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	52	98.1	15	100.0
	Standard of Excellence	Very High	Declined	Good	52	50.0	15	68.7
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	28	100.0	24	97.6
	Standard of Excellence	Very High	Maintained	Excellent	28	67.9	24	64.9
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	16	100.0	15	100.0
	Standard of Excellence	Very High	Maintained	Excellent	16	62.5	15	76.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses.

Measure History (OPTIONAL)

Diploma Exam Results By Students Writing (OPTIONAL)

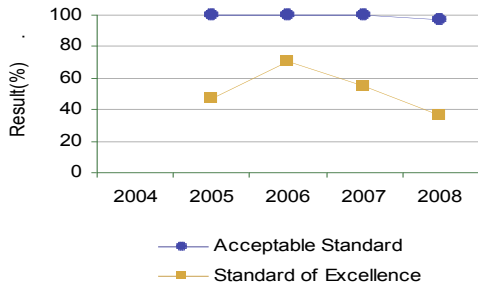
	2004	2005	2006	2007	2008
N	9	28	71	36	78
Acceptable Standard %	100.0	96.8	98.9	99.2	98.6
Standard of Excellence %	100.0	48.9	74.3	65.1	55.1



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.

Diploma Exam Results Course By Course Summary By Students Writing (*OPTIONAL*)

English Lang Arts 30-1

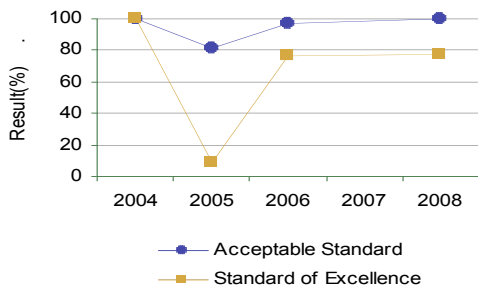


[No Data for English Lang Arts 30-2]

[No Data for French Lang Arts 30]

[No Data for Français 30]

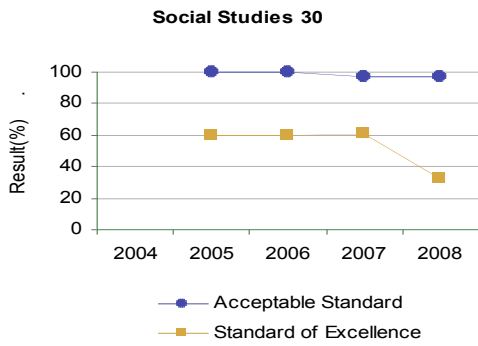
Pure Mathematics 30



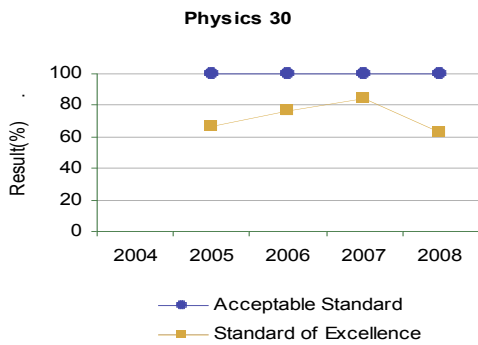
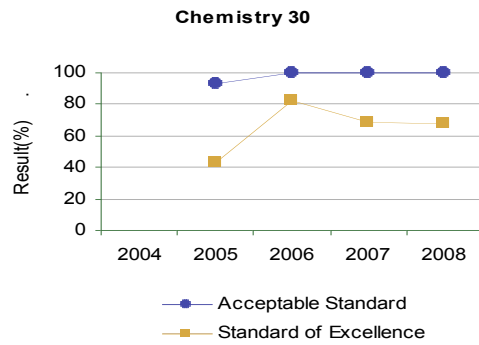
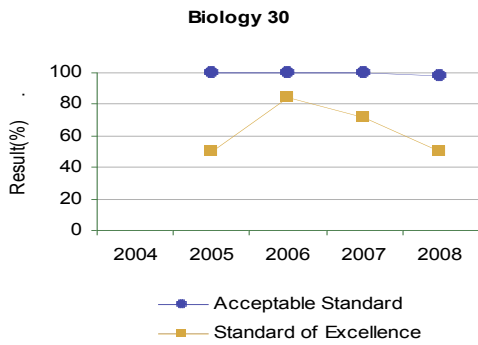
[No Data for Applied Mathematics 30]

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

Diploma Exam Results Course By Course Summary By Students Writing (cont'd) (OPTIONAL)



[No Data for Social Studies 33]



[No Data for Science 30]

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

Diploma Exam Results Course By Course Summary By Students Writing (cont'd) (OPTIONAL)

		2004	2005	2006	2007	2008
English Lang Arts 30-1	Students Writing	n/a	19	31	33	33
	Acceptable Standard %	n/a	100.0	100.0	100.0	97.0
	Standard of Excellence %	n/a	47.4	71.0	54.5	36.4
English Lang Arts 30-2	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
French Lang Arts 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Français 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Students Writing	9	11	71	n/a	53
	Acceptable Standard %	100.0	81.8	97.2	n/a	100.0
	Standard of Excellence %	100.0	9.1	76.1	n/a	77.4
Applied Mathematics 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Social Studies 30	Students Writing	n/a	20	30	33	34
	Acceptable Standard %	n/a	100.0	100.0	97.0	97.1
	Standard of Excellence %	n/a	60.0	60.0	60.6	32.4
Social Studies 33	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Biology 30	Students Writing	n/a	12	13	21	52
	Acceptable Standard %	n/a	100.0	100.0	100.0	98.1
	Standard of Excellence %	n/a	50.0	84.6	71.4	50.0
Chemistry 30	Students Writing	n/a	14	29	29	28
	Acceptable Standard %	n/a	92.9	100.0	100.0	100.0
	Standard of Excellence %	n/a	42.9	82.8	69.0	67.9
Physics 30	Students Writing	n/a	18	13	13	16
	Acceptable Standard %	n/a	100.0	100.0	100.0	100.0
	Standard of Excellence %	n/a	66.7	76.9	84.6	62.5
Science 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a

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

Measure History (OPTIONAL)

Diploma Exam Participation Rate

	2004	2005	2006	2007	2008
N	n/a	19	32	40	36
% Writing 0 Exams	n/a	0.0	3.1	0.5	9.4
% Writing 1+ Exams	n/a	100.0	96.9	99.5	90.6
% Writing 2+ Exams	n/a	100.0	96.9	98.6	88.2
% Writing 3+ Exams	n/a	100.0	93.8	98.1	88.2
% Writing 4+ Exams	n/a	100.0	93.8	95.4	88.2
% Writing 5+ Exams	n/a	52.6	59.4	62.7	74.0
% Writing 6+ Exams	n/a	21.1	18.8	16.4	25.6

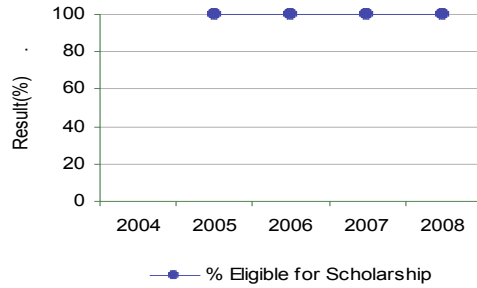
	2004	2005	2006	2007	2008
N	n/a	19	32	40	36
English 30/30-1	n/a	100.0	96.9	90.0	86.1
English 33/30-2	n/a	0.0	0.0	0.0	0.0
Total of 1 or more English Diploma Exams	n/a	100.0	96.9	90.0	86.1
Social 30	n/a	100.0	96.9	90.0	83.3
Social 33	n/a	0.0	0.0	0.0	2.8
Total of 1 or more Social Diploma Exams	n/a	100.0	96.9	90.0	86.1
Math 30/Pure	n/a	100.0	93.8	97.5	86.1
Math 33/Applied	n/a	0.0	0.0	0.0	0.0
Total of 1 or more Math Diploma Exams	n/a	100.0	93.8	97.5	86.1
Biology 30	n/a	63.2	43.8	45.0	61.1
Chemistry 30	n/a	68.4	78.1	77.5	75.0
Physics 30	n/a	42.1	50.0	40.0	50.0
Science 30	n/a	0.0	0.0	0.0	0.0
Total of 1 or more Science Diploma Exams	n/a	100.0	93.8	90.0	88.9
Français 30	n/a	0.0	0.0	0.0	0.0
French Language Arts 30	n/a	0.0	0.0	0.0	0.0
Total of 1 or more French Diploma Exams	n/a	0.0	0.0	0.0	0.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Measure History (OPTIONAL)

Rutherford Scholarship Eligibility Rate

	2004	2005	2006	2007	2008
Total Gr 12 Students	n/a	18	28	26	28
Percent Eligible for Scholarship	n/a	100.0	100.0	100.0	100.0



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
2004	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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

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

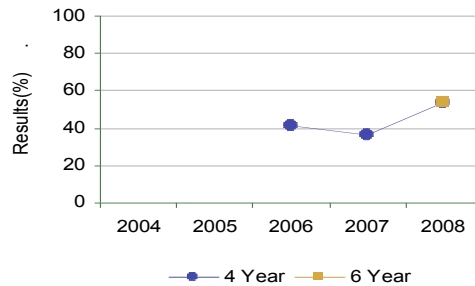
Outcome: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.6	n/a	Intermediate	n/a	n/a			
<p>Strategies (see note)</p> <p>Continue to provide our high achieving students with a challenging curriculum that compliments the Alberta Program of Studies.</p>								

Measure History (OPTIONAL)

High school to post-secondary transition rate of students within six years of entering Grade 10.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
4 Year	n/a	n/a	n/a	n/a	19	41.3	32	36.2	40	53.8
6 Year	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19	53.6



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



Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	89.4	n/a	Very High	n/a	n/a	95	100	100
<p>Strategies (see note) 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.</p> <p>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.</p>								

Measure History (OPTIONAL)										
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	89.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	85.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46	93.5

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	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	88.0	n/a	Very High	n/a	n/a	90		
Strategies (see note)								
<p>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.</p> <p>Also, the school will continue to support and encourage The Terry Fox fundraising efforts which are significant and far-reaching. It is hoped that the funds collected by the creative means and generosity of the students and staff do make a difference in cancer treatment.</p>								

Measure History (OPTIONAL)										
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	677	88.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	140	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	491	80.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46	95.2

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



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

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
<p>Strategies</p> <p>At this time we have one FNMI student attending and achieving success in our school. 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.</p> <p>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.</p>

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
<ul style="list-style-type: none"> Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The education system at all levels demonstrates effective working relationships.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	84.6	n/a	Very High	n/a	n/a			
Strategies (see note)								
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 History (OPTIONAL)										
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	185	84.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	77.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46	91.7

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 at all levels demonstrates leadership and continuous improvement.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	85.4	n/a	Very High	n/a	n/a	90		
<p>Strategies (see note) Work diligently at attracting and selecting high quality teachers in order to meet the goals set out in the mission and vision.</p> <p>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.</p> <p>AISI funds will focus on assessment for learning to improve learning in core subject areas. A position has been created for a Director of Science for the junior high and senior high grades to enhance delivery of curriculum and improve student learning.</p>								

Measure History (OPTIONAL)										
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	673	85.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	90.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	491	72.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45	93.3

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



Budget Highlights

- *Key financial information about the upcoming school year, focusing on anticipated major changes or shifts in focus from the prior year to address evaluation of Accountability Pillar results.*
- *Guiding principles used in financial planning*
- *Charts/tables to summarize information*
- *A web-link to the jurisdiction's Budget Report Form*

Summary of Financial Results 2008-2009

1. Key financial information about the school:

Annual projected operating surplus August 31, 2009 - \$3,210,000 (unaudited)

Capital expenditures during 2008-2009 - \$668,022 (unaudited)

Expenses per student per year overall - \$11,311,000 / 860 = \$13,152.33

Program expenditure information for 2008-2009 (projected):

Excursion expenses - \$44,000

Program activity fees - \$45,000

School supplies - \$120,000

School functions - \$38,000

2. Guiding principles used in financial planning:

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

3. 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

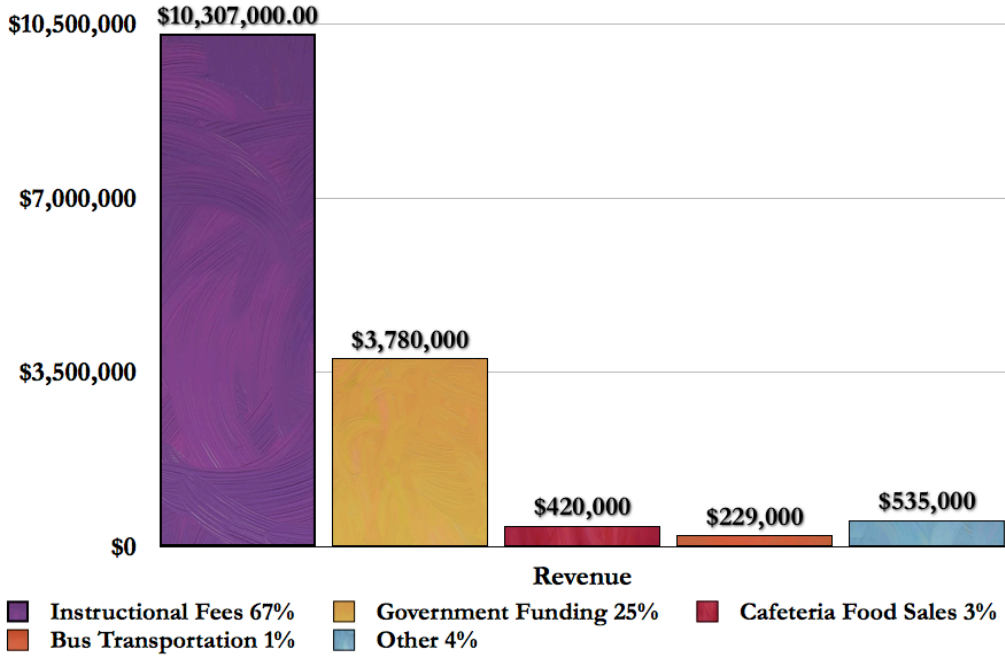
Contacting the Auditors for Webber Academy – Chantel Calencia from Collins Barrow (403) 298-1511

The anticipated revenue from Alberta Education for the 2009/10 school year based on the budgeted enrolment of 874 students is \$3,835,000. This total reflects the recent .9% reduction in grants.



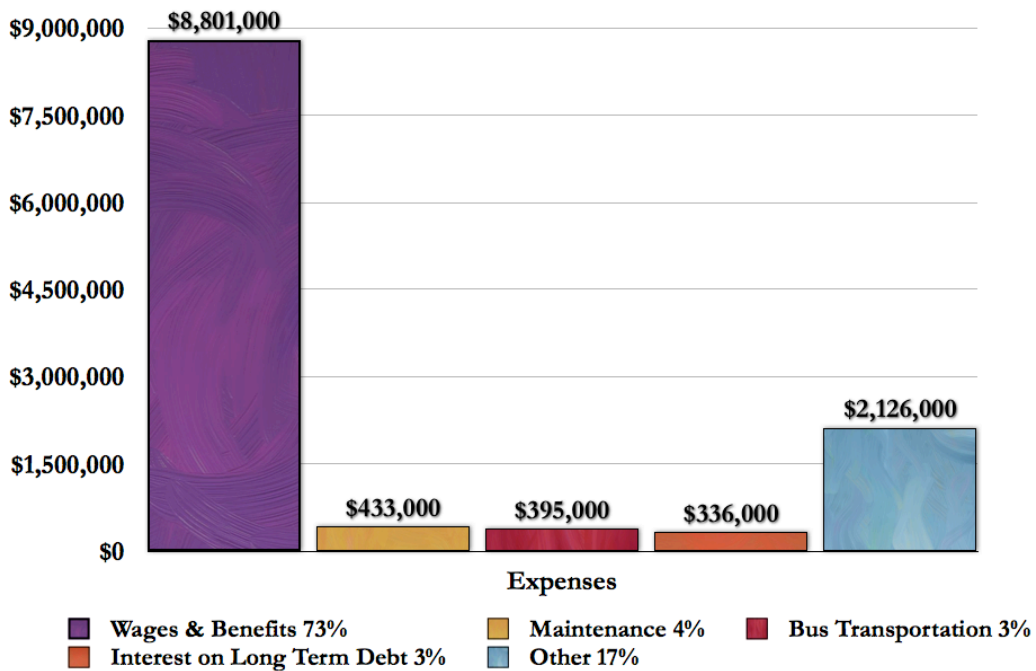
WEBBER ACADEMY

Revenue 2009/2010 (budget)



WEBBER ACADEMY

Expenses 2009/2010 (budget)



Highlights of Facility and Capital Plans

- *Brief description of major school renewal or construction projects and benefits for students.*
- *A web-link to more detailed information.*

Construction began on June 29, 2009 to open areas above the existing library in order to provide staff and students with needed office space, meeting rooms and storage. This added usable space is contained exclusively within the current structure of the school and did not necessitate in any external expansion.

The Head of School and building committee continue to work diligently towards the goal of constructing a 450 seat Performing Arts Theatre in an effort to support the efforts of Webber Academy students in their endeavours pertaining to the study of Music and Fine Arts. The facility will accommodate our Elementary (both Division I and Division II) choral students, our Junior High and Senior High Band and Drama students.

The two multi-purpose athletic courts that were constructed over the summer of 2008 have been utilized repeatedly over the past school year by students from junior kindergarten through to grade 12. The courts have clearly been of tremendous benefit to the outdoor activities and athletic pursuits of our student population.

Publication and Communication

- *Include web link to posted document.*
- *Indicate how the three-year plan has been/will be communicated to parents and the public.*
- *Indicate how the school board provided an opportunity for school councils to be involved in updating school three-year education plans.*

This document can be found on our website where the Annual Education Results Report is also showing. The three-year education plan will also be highlighted in an upcoming school newsletter.

In the spring of 2009, Webber Academy contracted a professional web develop firm to address specific changes to our school website. The purpose of this endeavour was to enhance our communication with parents, students, teachers and other staff as well as the general public at large. The newest updates to our website is expected to be on-line by October 2009.