

# Annual Education Results Report

2008/09

Webber Academy  
Foundation

## Accountability Statement

Accredited Private School Authorities:

The annual education results report for **Webber Academy Foundation** for the **2008/09** school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

## Highlights for 2008/09

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

The government funded AISI project continued to gain momentum even as cycle three, the final cycle, drew to a close. There are several components that will help sustain the project as Webber Academy continues its focus on literacy- expository text. A cultural shift is well underway in which all teachers know they are reading teachers and many are demonstrating creative tactics and embracing an enthusiastic approach to this role. The new AISI project was approved and will involve significant effort by the senior school science team to bring 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.

A remarkable number of students in both the Elementary and Senior School were Silver and Gold Honour Pin recipients and a high percentage attained the Standard of Excellence.

51 of the 52 graduating students for 2008/09 went on to post secondary institutions throughout Canada and other parts of the world. Many of them earned significant scholarships.

The Grade Five students travelled to Edmonton to visit the Alberta Legislature.

The Grade Six students made the annual trek to Ottawa to tour Parliament Hill and explore many sites in the capital city.

Students in Grades Seven through Ten participated in Orientation Camps held off campus.

The Senior Debate and Speech Team continued to enjoy much success. Two impressive debaters competed at the Western Canada Debate Championships where they placed first and third. One of the students earned a place on the National Debate Team and represented our country at the Five Nations Cup in Scotland.

### **Webber Academy Music Program**

At the 2009 Southern Alberta International Band Festival, the Webber Academy Grades Eight and Nine Concert Band was awarded the Floyd Williamson Trophy for the Most Outstanding Junior High Band for a second consecutive year. As such, the band was selected from well over one hundred junior high bands to perform at the 2010 festival awards ceremony. The band director and his young musicians are extremely proud of this honour and look forward to performing at the ceremony.

The junior high concert bands participated in the Alberta Band Association Provincial Band

Festival in May 2009. The Grade Seven Concert Band and the Grades Eight and Nine Concert Band both received a superior award, which is the highest score possible at this festival. The same two bands also received gold awards at the 2009 Southern Alberta International Band Festival.

The High School Concert Band travelled to New York in May 2009 and part of the adventure included a clinic with Broadway musicians as well as a street performance outside Lincoln Centre.

The Division II choir (grades four to six) placed first at the 2009 Kiwanis Festival. The school is impressed by the vocal talent of these students and the on-going commitment demonstrated by their teacher/choir director. The Division I choir (grades one to three) were also recommended to provincials.

### **Webber Academy High School Drama Program**

In the fall of 2008, a total of 43 Webber Academy high school drama students performed in 6 separate student directed plays for two sell-out audiences.

The grade Nine's performed *The Lottery*, a classic play in February then a crowd pleasing dance number from *West Side Story* at the Gala Fundraising Event. The grade Ten drama students also performed a captivating dance number from *On the Town* at the same Gala.

In the spring of 2009, Webber Academy drama students performed two One Act plays about the holocaust: *I Never Saw Another Butterfly* and *The Promise of Terezin*.

Webber Academy won the 2009 Zone 9B Drama festival and performed the play, *The Promise of Terezin*, at the Provincial Drama Festival, winning awards in design, sound design, professionalism in technical work, and some honorable mentions in acting. Two students were offered advanced admittance to the Acting Program at Keyano College.

### **JH Drama: Cuts Creative Film Club**

The club members met in their small production companies each week at lunch hours and after school depending on their various schedules. The students worked towards mastering the skills of acting, speaking, focus technique, operating booms, use of dollies, tripods, ladders, camera angles, lighting, prop, set and costume management, video editing, scheduling, script writing, directing and sound.

The grade Nine celebration committee collaborated with the film club so that every grade Nine student was featured in a 10 minute video presentation for the graduation celebration held in June. This past year, the students took on an added challenge of using interviews as part of their video for their project. They also incorporated imported video from friends who had moved away before the celebration video was completed. Students edited and shared their video at the event showcasing what they had learned about the technical aspects of presentation.

Each year, Webber Academy honours its long serving teachers in a ceremony where they are presented with five and ten year awards. For the first time, a student-directed video was tested for the ten year service award under the sponsorship, direction, and guidance of the Head of Elementary. The video was well received and truly contributed to making the celebration a successful event.

### **JH Drama: Grade Seven and Eight Classes**

Students in grade Seven focused on video tape presentation in order to become more familiar with skills necessary for presentation. The goal was to develop confidence and presentation skills in a safe environment without the pressure of live performance. Students created their own silent movies which incorporated concepts from the curriculum and enriched learning by adding the technical components which we have available through cameras and computer editing program. Students learned basic improvisation, tableaux, movement, story, character, facial expression, and cooperation through the silent movie project. Students in grade Seven also created historical videos requiring extensive research of historical characters of interest, the creation of a script, costumes and simple sets, then shooting the video with a specific time limit. Students addressed prop and costume management while also incorporating essential skills such as; cooperation, concentration, control, time management, camera work, editing, speech, listening, communication, memorization, and acting. In June, with the help of parent volunteers, a film festival took place in order to celebrate the year of work.

In grade Eight, the students focused on live presentation and focused on styles of acting, improvisation, mime, and tableaux. They performed live story theatre presentations for elementary classes and parents. Story theatre involves mastery of movement, memorization, speech, use of narrator, exits and entrances, blocking, lighting, sound, and costume and set management. Students must rehearse with discipline to meet their deadlines. For the year end, these students created plays which were invented through improvisations and loosely scripted. They used technical skills of costuming, lighting, set design, poster and program design. They generated a title and advertised the event. Parents and students were invited to attend the live performance.

### **Athletics Program**

Our athletics program continued to experience tremendous success during the 2008/09 school year. Webber Academy formed a total of twenty teams with students in grades Seven through Twelve in seven different sports including; Badminton, Basketball, Cross Country, Golf, Soccer, Rugby and Volleyball. All teams competed in the Calgary Independent Schools Athletics Association.

The annual Terry Fox Run typically brings out the best in the Webber Academy school community and in the fall of 2008 students raised \$41,980.00 for cancer research. The Grade Twelve physical education class exhibited true leadership in this important fund-raising event.

October 2009 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 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		
	Student Learning Achievement (Grades K-9)	Excellent	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	
PAT: Acceptable				100.0	100.0	99.7	76.8	75.3	75.6	Very High	Maintained	Excellent		
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades 10-12)	n/a	PAT: Excellence	71.1	72.5	69.4	19.2	18.3	18.3	Very High	Maintained	Excellent		
			Diploma: Acceptable	99.4	98.3	98.6	84.4	84.4	84.5	Very High	Maintained	Excellent		
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	n/a	Diploma: Excellence	54.0	52.3	61.9	19.1	19.4	20.3	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	
	Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement Continuous Improvement	n/a	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
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement Continuous Improvement	n/a	n/a	Citizenship	88.0	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a	
				Parental Involvement	84.6	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a	
	School 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), Science (Grades 6, 9), 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 writing 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 (\*).

**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 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" 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 for All

Outcome: Schools provide a safe and caring environment.

Performance Measure		Results (in percentages)					Target**	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	93.0	if set
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	94.8	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	96.0	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	88.1	
		Province	77.2	78.4	78.5	79.1	81.7	

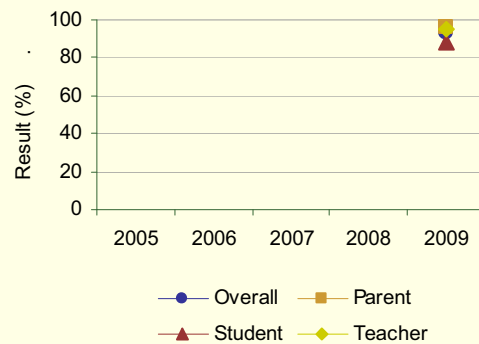
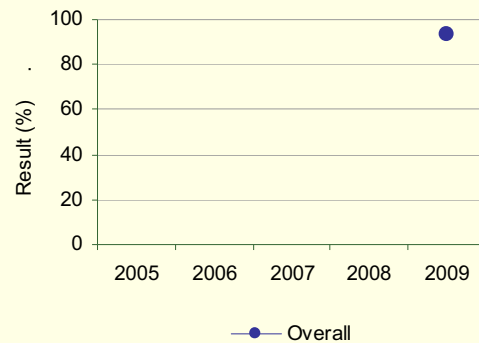
### Comment on Results

(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

Although this is the first year our teacher, parent and student population have participated in a provincial education survey, the results are consistent with previous surveys conducted by the school administration.

Webber Academy is very pleased by the overall results.

### Graph of Overall Authority Results (optional)



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

\*\* If authority had set a target for 2008/09 in the three year education plan 2008/09 – 2010/11, include it in the space provided for each required measure.

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	86.8	if set
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	94.6	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	87.6	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	78.3	
		Province	71.5	72.6	72.9	74.1	75.3	

**Comment on Results**

(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

Graph of Overall Authority Results (optional)



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Outcome: *The education system meets the needs of all K – 12 students, society and the economy. (continued)*

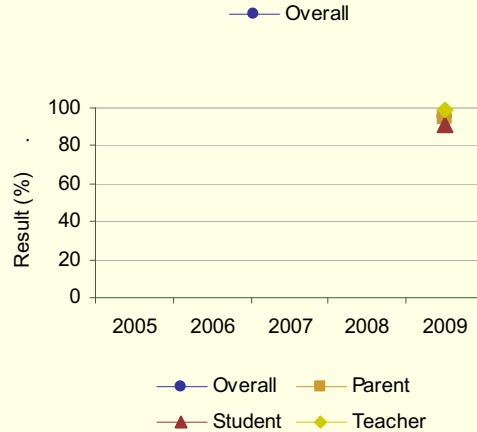
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	n/a	n/a	n/a	n/a	94.9	if set
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	98.9	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	95.0	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	90.7	
		Province	85.6	86.6	86.4	86.6	88.3	

**Comment on Results**

*(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

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.

**Graph of Overall Authority Results (optional)**



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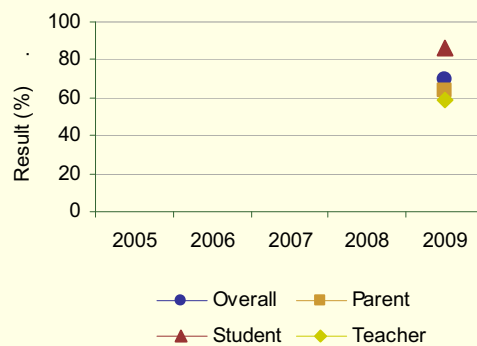
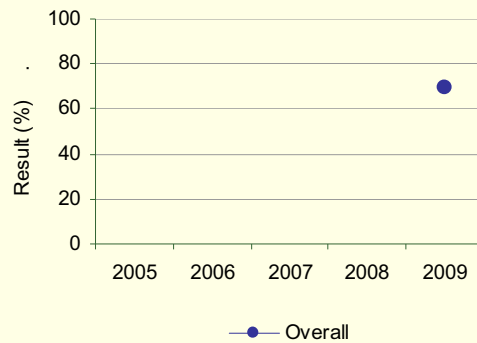
Outcome: The education system meets the needs of all K – 12 students, society and the economy. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	n/a	n/a	n/a	n/a	69.6	if set
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	58.8	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	64.2	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	85.9	
		Province	76.7	77.1	76.8	77.7	78.4	

**Comment on Results**

(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.

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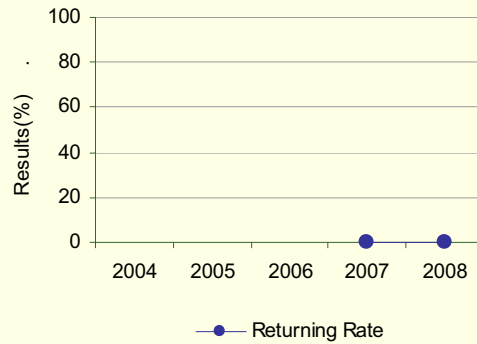
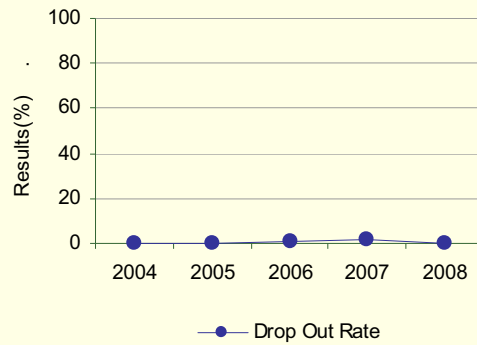
Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	0.0	0.0	0.6	1.4	0.0	0.0
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	Authority	n/a	n/a	n/a	0.0	0.0	
	Province	23.0	21.3	21.2	21.3	19.8	

**Comment on results**

*(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

**Graph of Overall Authority Results (optional)**



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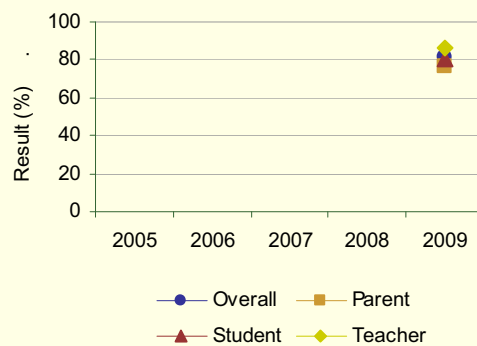
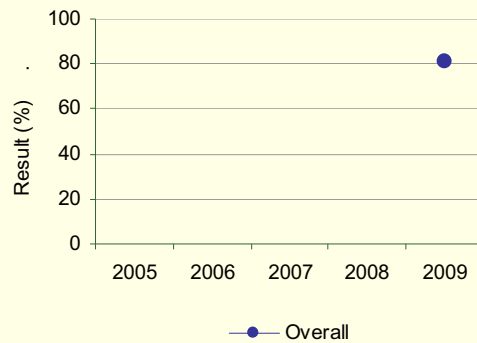
Outcome: Children and youth at risk have their needs addressed through effective programs and supports. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	n/a	n/a	n/a	n/a	81.1	if set
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	86.0	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	76.8	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	80.4	
		Province	76.1	77.1	77.0	78.0	80.3	

**Comment on results**

(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.

**Graph of Overall Authority Results (optional)**



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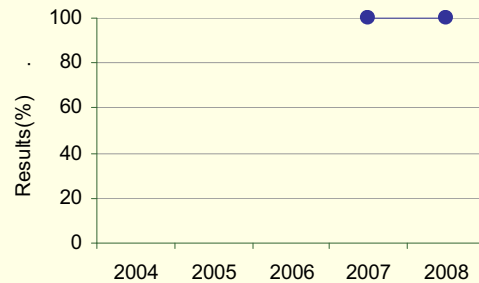
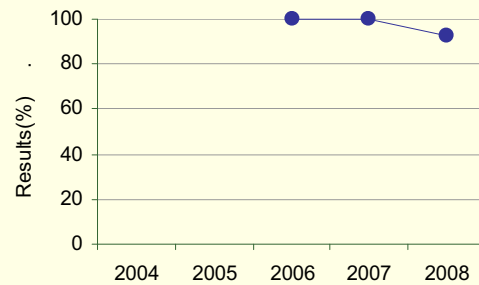
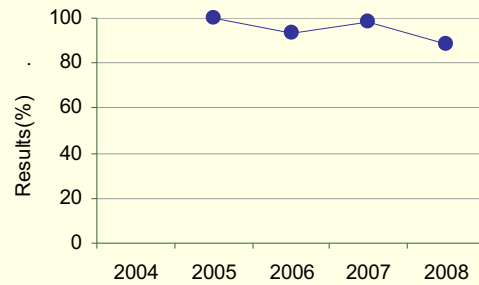
Outcome: Students complete programs.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	n/a	100.0	93.8	98.1	88.2	if set
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	n/a	n/a	100.0	100.0	92.5	if set
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	n/a	n/a	n/a	100.0	100.0	if set
		Province	75.5	77.4	78.6	79.5	79.2	

**Comment on Results**

*(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. If results on the Accountability Pillar measure (i.e., the three year rate) have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

Graph of Overall Authority Results (optional)



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

Include a note indicating that the 3-year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary. Also report results on all local authority Goal One measures from the Authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 1, Goal 1 outcomes and targets for 2008/09. 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	
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).			2005		2006		2007		2008		2009		2009	
			A	E	A	E	A	E	A	E	A	E	A	E
Grade 3	English Language Arts 3	Authority	100.0	68.6	98.2	59.6	100.0	66.0	100.0	74.1	100.0	75.4	if set	if set
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2		
	Mathematics 3	Authority	98.0	68.6	98.2	68.4	100.0	64.2	100.0	66.7	100.0	80.3	if set	if set
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8		
Grade 6	English Language Arts 6	Authority	98.3	55.9	100.0	70.5	100.0	65.6	100.0	83.9	100.0	69.8	if set	if set
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	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	if set	if set
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	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	if set	if set
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7		
	Mathematics 6	Authority	100.0	69.5	100.0	79.5	100.0	50.8	100.0	80.6	100.0	69.8	if set	if set
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8		
	Science 6	Authority	100.0	79.7	100.0	81.8	100.0	59.0	100.0	72.6	100.0	61.9	if set	if set
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8		
	Social Studies 6	Authority	100.0	76.3	100.0	70.5	98.4	78.7	100.0	88.7	n/a	n/a	if set	if set
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6		
Grade 9	English Language Arts 9	Authority	100.0	73.7	100.0	70.1	100.0	72.5	100.0	64.9	100.0	71.2	if set	if set
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7		
	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	if set	if set
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3		
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9		
	Mathematics 9	Authority	100.0	82.5	98.5	85.1	100.0	94.1	100.0	89.2	100.0	78.1	if set	if set
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6		
	Science 9	Authority	100.0	40.4	98.5	46.3	100.0	64.7	100.0	50.0	100.0	63.0	if set	if set
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8		
	Social Studies 9	Authority	98.2	63.2	100.0	64.2	100.0	60.8	100.0	63.5	n/a	n/a	if set	if set
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4		

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	99.6	67.3	99.1	69.4	100.0	66.5	100.0	72.5	100.0	71.1	if set	if set
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

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.

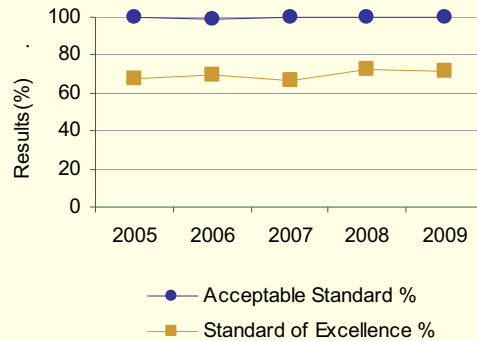
\*\*\* Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students 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), Science(Grades 6, 9), French Language Arts(Grades 6, 9), Français (Grades 6, 9).

**Comment on Results**

*(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

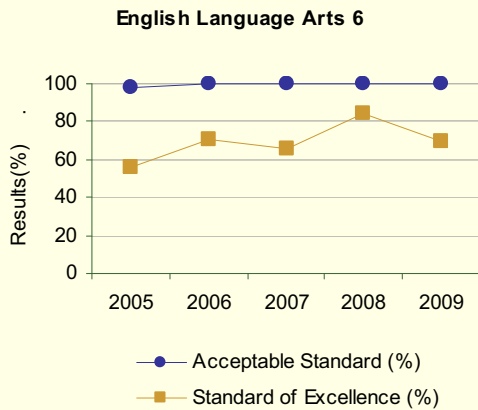
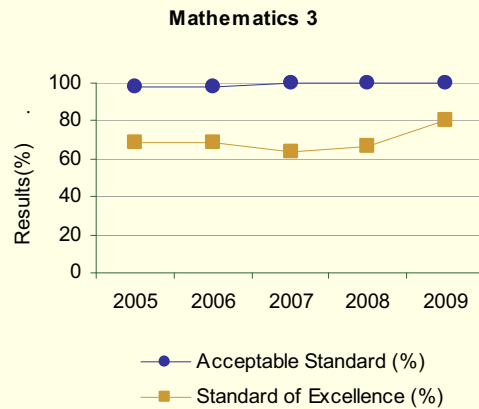
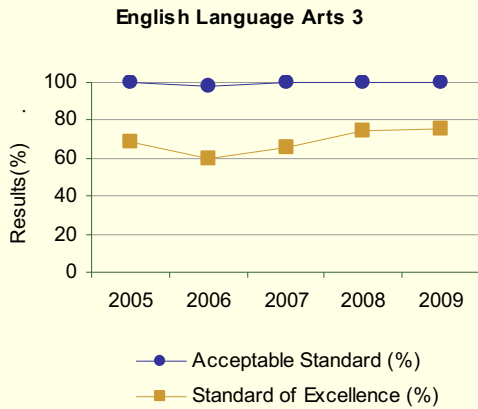
The school is extremely pleased by the high percentage of Webber Academy students who achieve the standard of excellence on grade 3, 6 & 9 Provincial Achievement Tests.

**Graph of Overall Authority Results (optional)**



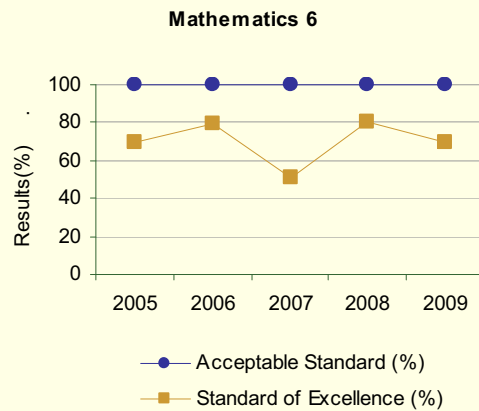
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



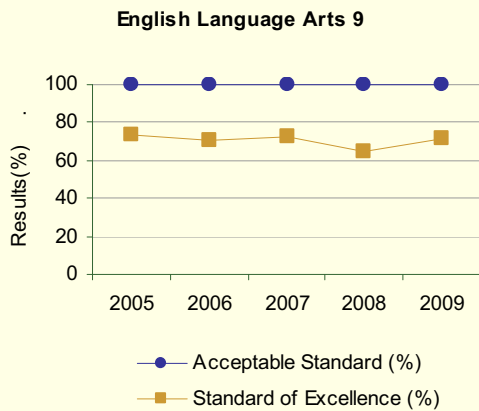
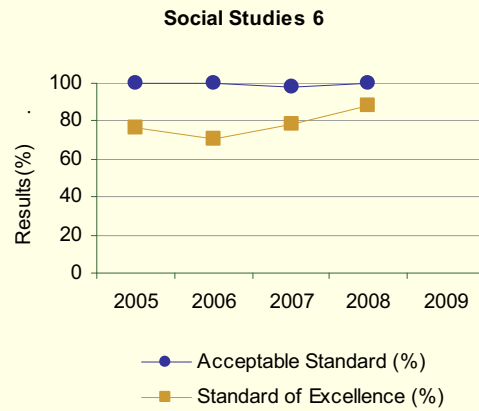
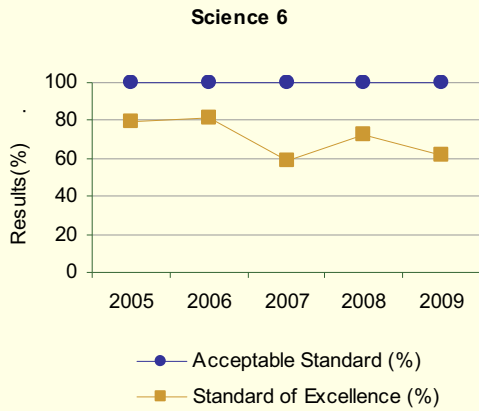
[No Data for French Language Arts 6]

[No Data for Français 6]



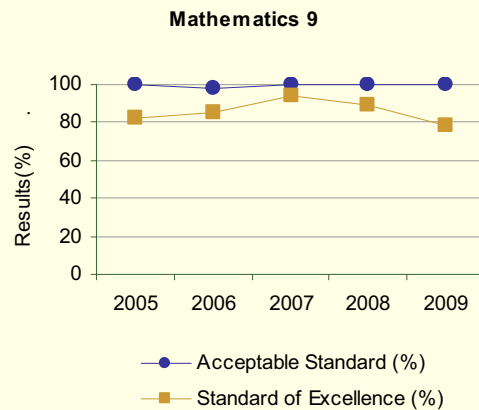
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



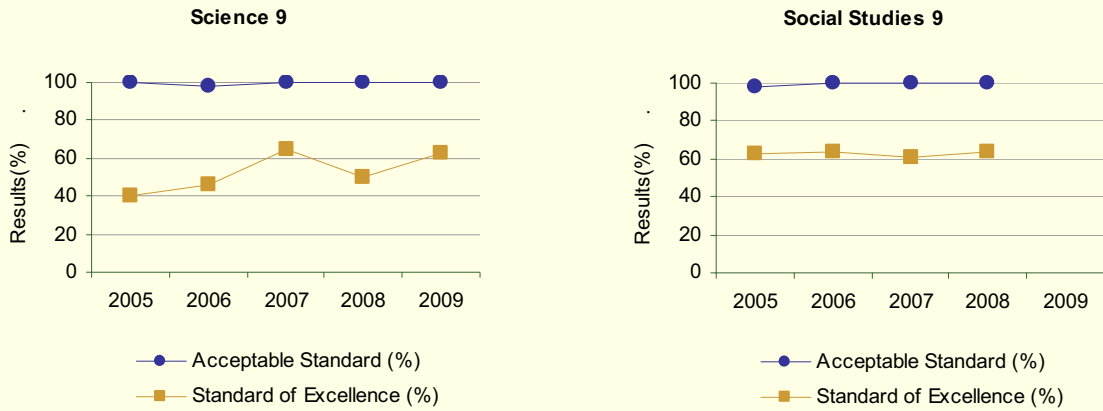
[No Data for French Language Arts 9]

[No Data for Français 9]



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	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	61	100.0	55	99.4	41,722	81.3	42,041	80.6
	Standard of Excellence	Very High	Improved	Excellent	61	75.4	55	66.6	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	Very High	Maintained	Excellent	61	100.0	55	99.4	41,720	79.7	42,053	80.2
	Standard of Excellence	Very High	Improved	Excellent	61	80.3	55	66.4	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	63	100.0	56	100.0	43,327	81.8	44,326	80.1
	Standard of Excellence	Very High	Maintained	Excellent	63	69.8	56	73.3	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	63	100.0	56	100.0	43,328	76.6	44,327	74.6
	Standard of Excellence	Very High	Maintained	Excellent	63	69.8	56	70.3	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	Very High	Maintained	Excellent	63	100.0	56	100.0	43,216	76.5	44,209	76.0
	Standard of Excellence	Very High	Declined	Good	63	61.9	56	71.1	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	73	100.0	64	100.0	43,675	78.7	44,685	77.1
	Standard of Excellence	Very High	Maintained	Excellent	73	71.2	64	69.2	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	73	100.0	64	99.5	43,118	67.0	44,317	66.5
	Standard of Excellence	Very High	Declined	Good	73	78.1	64	89.5	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	73	100.0	64	99.5	43,560	72.2	44,505	68.8
	Standard of Excellence	Very High	Improved	Excellent	73	63.0	64	53.7	43,560	15.8	44,505	13.7

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. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change 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
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 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
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 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
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" 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. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change 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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)**												Target	
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.		2005		2006		2007		2008		2009		2009			
		A	E	A	E	A	E	A	E	A	E	A	E		
English Lang Arts 30-1	Authority	100.0	47.4	100.0	71.0	100.0	54.5	97.0	36.4	100.0	38.0	if set	if set		
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3				
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	if set	if set		
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5				
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	if set	if set		
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9				
Français 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1				
Pure Mathematics 30	Authority	81.8	9.1	97.2	76.1	n/a	n/a	100.0	77.4	100.0	75.6	if set	if set		
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3				
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5				
Social Studies 30	Authority	100.0	60.0	100.0	60.0	97.0	60.6	97.1	32.4	98.0	49.0	if set	if set		
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4				
Social Studies 33	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2				
Biology 30	Authority	100.0	50.0	100.0	84.6	100.0	71.4	98.1	50.0	100.0	57.1	if set	if set		
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6				
Chemistry 30 Old	Authority	92.9	42.9	100.0	82.8	100.0	69.0	100.0	67.9	n/a	n/a	if set	if set		
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5				
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94.1	47.1	if set	if set		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7				
Physics 30 Old	Authority	100.0	66.7	100.0	76.9	100.0	84.6	100.0	62.5	n/a	n/a	if set	if set		
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6				
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	77.3	if set	if set		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1				
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set		
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9				

		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>Overall***</b>	Authority	96.8	45.2	98.6	72.4	98.9	60.9	98.3	52.3	99.4	54.0	if set	if set
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

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

\*\*\* Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. 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. Courses included: English

Lang Arts 30-1, English Lang Arts 30-2, French Lang Arts 30, Français 30, Pure Mathematics 30, Applied Mathematics 30, Social Studies 30, Social Studies 33, Biology 30, Science 30.

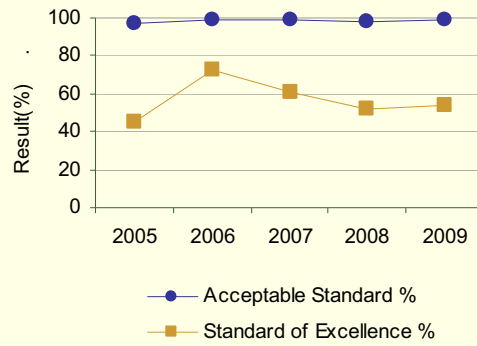
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Comment on Results**

*(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

Again, the number of Webber Academy students who achieve a standard of excellence on diploma examinations is excellent. However, there is always room for improvement and the school consistently works towards enhancing curriculum and employing various strategies to maximize student success.

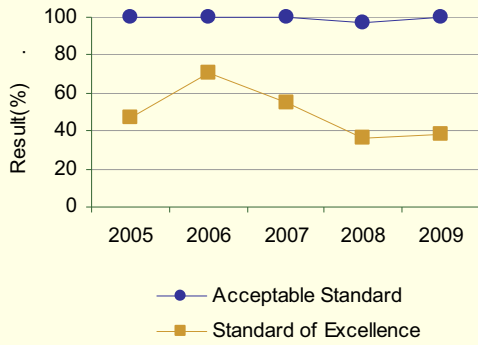
**Graph of Overall Authority Results (optional)**



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

Diploma Exam Results By Course (Optional)

English Lang Arts 30-1

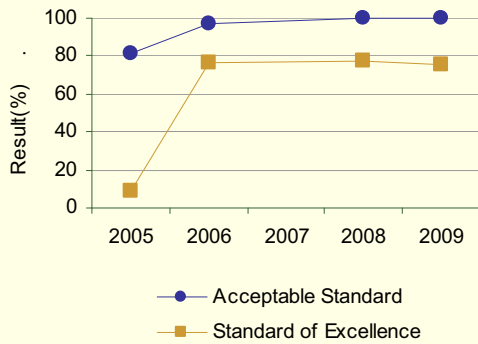


[No Data for English Lang Arts 30-2]

[No Data for French Lang Arts 30-1]

[No Data for Français 30]

Pure Mathematics 30

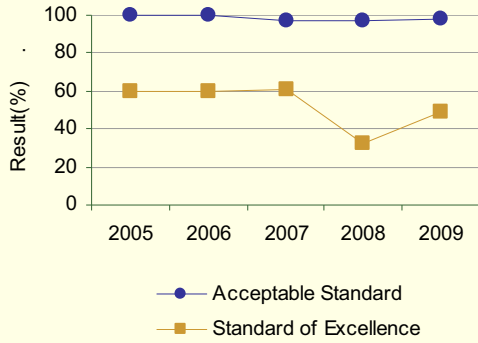


[No Data for Applied Mathematics 30]

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

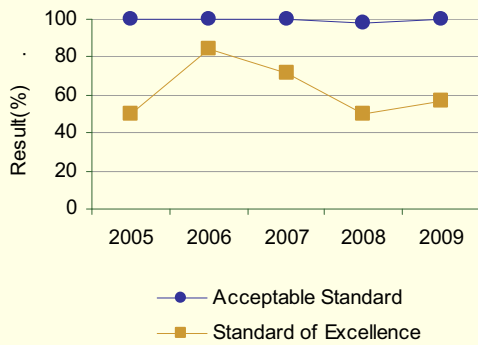
Diploma Exam Results By Course (Optional)

Social Studies 30

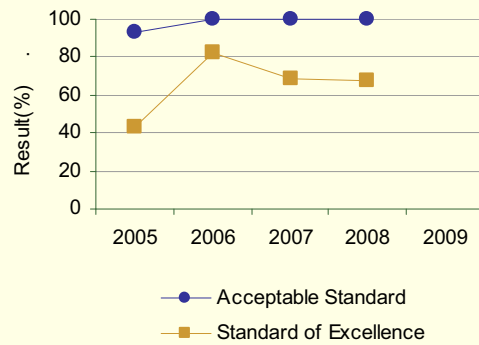


[No Data for Social Studies 33]

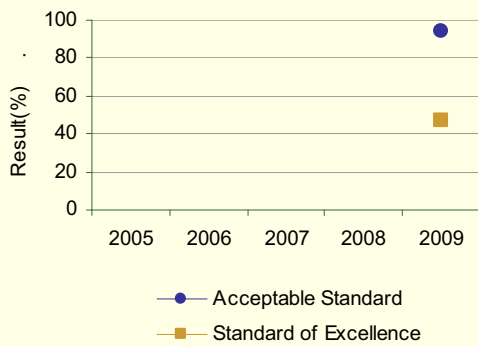
Biology 30



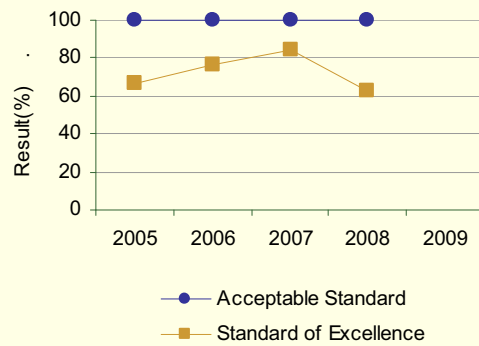
Chemistry 30 Old



Chemistry 30

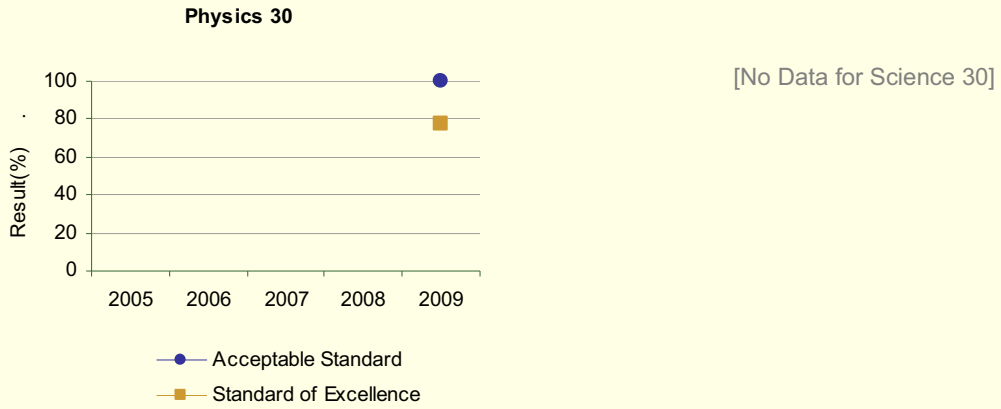


Physics 30 Old



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

Diploma Exam 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 (\*).

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

Course	Measure	Webber Academy							Alberta			
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	50	100.0	32	99.0	28,330	86.1	28,021	87.6
	Standard of Excellence	Very High	Declined	Good	50	38.0	32	54.0	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,473	88.2	12,858	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,473	8.5	12,858	8.9
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	95.1	1,206	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	18.9	1,206	23.1
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	94.7	123	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Acceptable Standard	Very High	Maintained	Excellent	45	100.0	62	98.6	22,197	82.1	22,435	81.7
	Standard of Excellence	Very High	Maintained	Excellent	45	75.6	62	76.7	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,429	79.4	9,994	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	Very High	Maintained	Excellent	51	98.0	32	98.0	22,845	84.2	23,756	85.4
	Standard of Excellence	Very High	Maintained	Excellent	51	49.0	32	51.0	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,101	85.6	15,045	84.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	28	100.0	29	99.4	21,088	83.0	20,835	82.4
	Standard of Excellence	Very High	Maintained	Excellent	28	57.1	29	68.7	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	86.0	3,721	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,476	20.9	3,721	19.0

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. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

### 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
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

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 DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

### 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

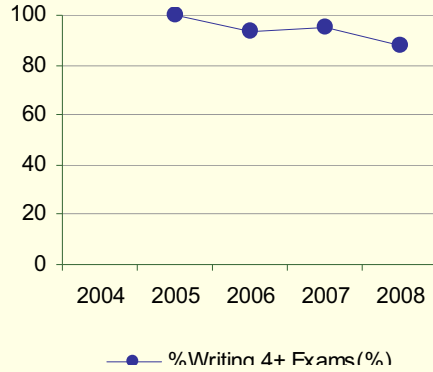
Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	n/a	100.0	93.8	95.4	88.2	if set
	Province	52.4	53.5	53.7	53.6	53.3	

**Comment on Results**

*(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

**Graph of Overall Authority Results (optional)**



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

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	Webber Academy					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>N</b>	n/a	<b>19</b>	<b>32</b>	<b>40</b>	<b>36</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>	<b>45,432</b>
% Writing 0 Exams	n/a	0.0	3.1	0.5	9.4	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	n/a	100.0	96.9	99.5	90.6	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	n/a	100.0	96.9	98.6	88.2	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	n/a	100.0	93.8	98.1	88.2	64.1	65.6	65.6	65.6	64.9
<b>% Writing 4+ Exams</b>	<b>n/a</b>	<b>100.0</b>	<b>93.8</b>	<b>95.4</b>	<b>88.2</b>	<b>52.4</b>	<b>53.5</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>
% Writing 5+ Exams	n/a	52.6	59.4	62.7	74.0	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	n/a	21.1	18.8	16.4	25.6	12.8	12.8	13.0	13.2	12.7

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject. (optional)

	Webber Academy					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>N</b>	<b>n/a</b>	<b>19</b>	<b>32</b>	<b>40</b>	<b>36</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>	<b>45,432</b>
English 30/30-1	n/a	100.0	96.9	90.0	86.1	53.4	54.4	54.7	54.5	53.8
English 33/30-2	n/a	0.0	0.0	0.0	0.0	24.4	23.7	23.5	23.6	24.0
<b>Total of 1 or more English Diploma Exams</b>	<b>n/a</b>	<b>100.0</b>	<b>96.9</b>	<b>90.0</b>	<b>86.1</b>	<b>76.6</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>
Social 30	n/a	100.0	96.9	90.0	83.3	47.8	49.1	49.5	49.3	48.1
Social 33	n/a	0.0	0.0	0.0	2.8	30.3	29.1	28.8	28.8	29.5
<b>Total of 1 or more Social Diploma Exams</b>	<b>n/a</b>	<b>100.0</b>	<b>96.9</b>	<b>90.0</b>	<b>86.1</b>	<b>76.9</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>
Math 30/Pure	n/a	100.0	93.8	97.5	86.1	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	n/a	0.0	0.0	0.0	0.0	20.0	19.9	19.5	19.5	19.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>n/a</b>	<b>100.0</b>	<b>93.8</b>	<b>97.5</b>	<b>86.1</b>	<b>58.9</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>
Biology 30	n/a	63.2	43.8	45.0	61.1	38.7	39.4	39.6	39.8	39.1
Chemistry 30	n/a	68.4	78.1	77.5	75.0	33.9	34.4	34.2	34.3	34.5
Physics 30	n/a	42.1	50.0	40.0	50.0	21.5	21.6	21.6	21.5	20.4
Science 30	n/a	0.0	0.0	0.0	0.0	6.7	7.0	7.0	7.0	7.4
<b>Total of 1 or more Science Diploma Exams</b>	<b>n/a</b>	<b>100.0</b>	<b>93.8</b>	<b>90.0</b>	<b>88.9</b>	<b>55.5</b>	<b>56.6</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>
Français 30	n/a	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	n/a	0.0	0.0	0.0	0.0	2.3	2.4	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>n/a</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.5</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>

**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.

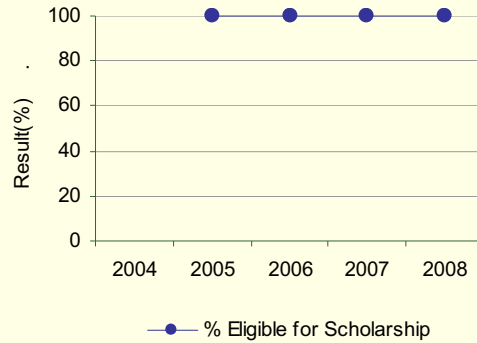
Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	n/a	100.0	100.0	100.0	100.0	if set
	Province	52.9	54.6	56.1	56.8	57.3	

**Comment on Results**

*(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

**Graph of Overall Authority Results (optional)**



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

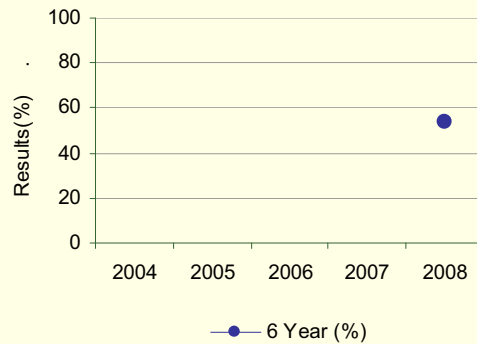
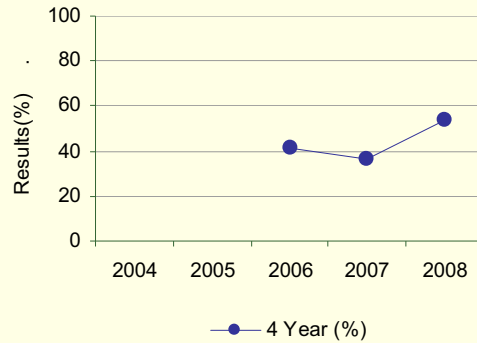
Outcome: Students are well prepared for lifelong learning.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	n/a	n/a	n/a	n/a	53.6	if set
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	n/a	n/a	41.3	36.2	53.8	if set
		Province	34.0	37.0	39.5	40.7	40.3	

**Comment on Results**

(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

**Graph of Overall Authority Results (optional)**



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

Include a note indicating that the 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

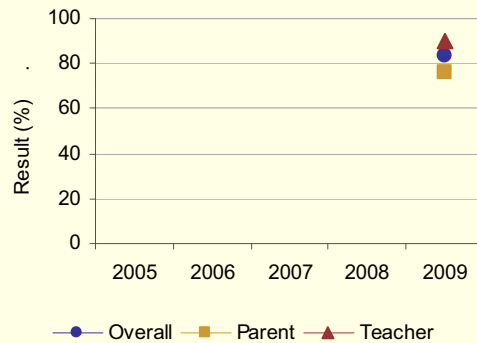
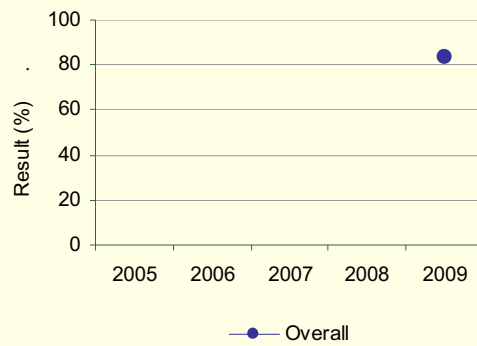
Outcome: Students are well prepared for lifelong learning. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	Authority	n/a	n/a	n/a	n/a	83.2	if set
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	90.2	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	76.1	
		Province	55.1	57.9	57.1	59.5	60.8	

**Comment on Results**

(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.

**Graph of Overall 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: Students are well prepared for employment.

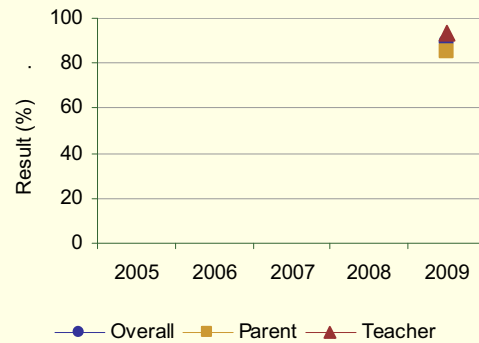
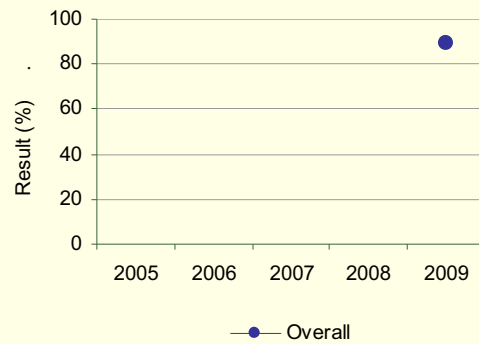
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall (required)	Authority	n/a	n/a	n/a	n/a	89.4	if set
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	93.5	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	85.3	
		Province	60.8	64.6	65.1	70.9	70.2	

**Comment on Results**

*(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

Webber Academy is pleased by the above results.

Graph of Overall 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: Students model the characteristics of active citizenship.

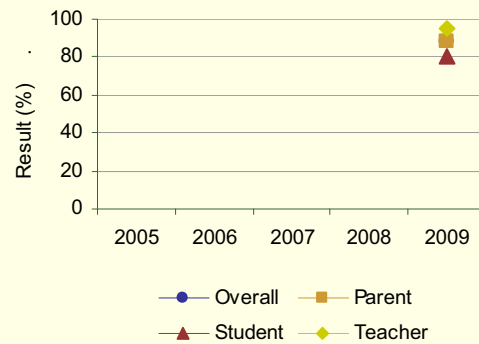
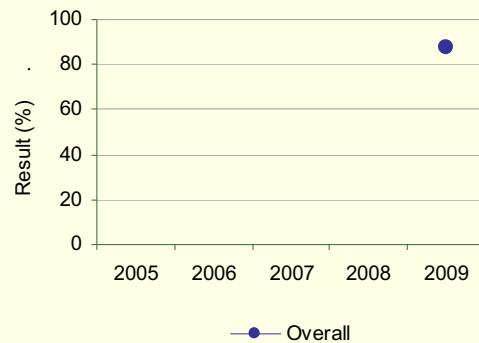
Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	n/a	n/a	n/a	n/a	88.0	if set
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	95.2	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	88.7	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	80.3	
		Province	66.1	67.5	67.1	68.5	71.8	

**Comment on Results**

*(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.*

Webber Academy is extremely satisfied with these results.

Graph of Overall Authority Results (optional)



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

Also report results on all local authority Goal Two measures from the authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 2, Goal 2 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.

### Goal Three: Highly Responsive and Responsible Jurisdiction

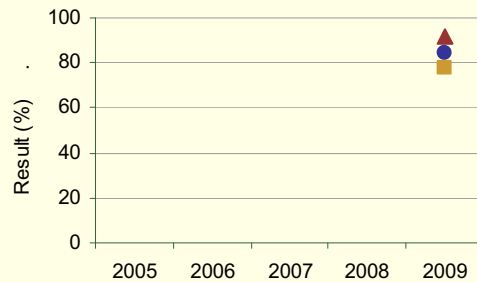
Outcome: The authority demonstrates effective working relationships.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	Authority	n/a	n/a	n/a	n/a	84.6	if set
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	91.7	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	77.5	
		Province	65.2	68.1	67.9	69.0	72.2	

#### Comment on Results

(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

Graph of Overall Authority Results (optional)



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

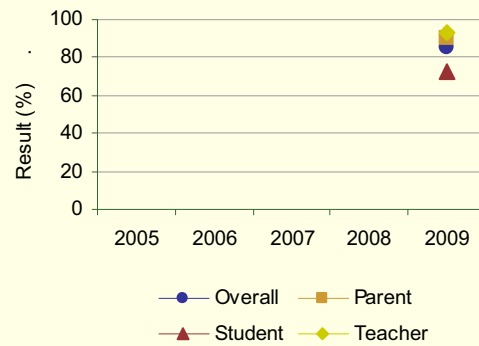
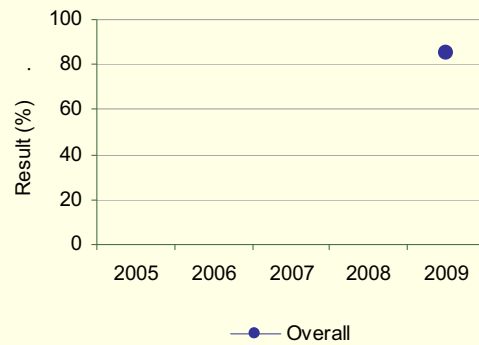
Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	Authority	n/a	n/a	n/a	n/a	85.4	if set
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	93.3	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	Authority	n/a	n/a	n/a	n/a	90.5	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	Authority	n/a	n/a	n/a	n/a	72.4	
		Province	77.9	79.4	79.3	79.5	81.8	

**Comment on Results**

(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. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

Graph of Overall 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 authority demonstrates leadership and continuous improvement. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	Authority	n/a	n/a	n/a	n/a	75.9	if set
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	Authority	n/a	n/a	n/a	n/a	75.9	
		Province	76.5	78.2	78.8	80.4	81.5	

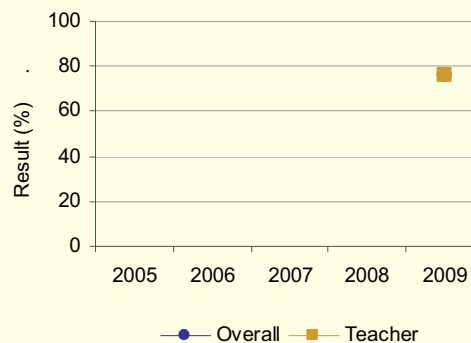
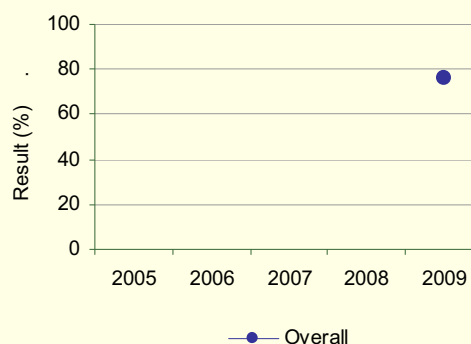
**Comment on Results**

(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.

The school is satisfied with the results as our focus is to provide more instructional days to the students while most other schools in the province have replaced several instructional days with professional development days.

Our teachers are provided with a professional development allowance to spend on opportunities they seek out themselves that must be related to the enhanced curriculum.

Graph of Overall Authority Results (optional)



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

Also report:

- results on all local authority Goal Three measures from the authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 3, Goal 3 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.
- 2008/09 results for measures and targets for local goals and outcomes in the Authority's Three-Year Education Plan for 2008/09 – 2010/11. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.

### Future Challenges

Challenges for the future include maintaining the high standards that have been set at the school. Efforts will continue to focus on attracting highly committed, talented, professional and inspiring staff to provide our students with the best possible education to prepare them for university and beyond. The school will endeavour to continue to provide students in all grades with a relevant and wide selection of extra-curricular activities to help each student realize their many talents and to reach their full potential.

### Summary of Financial Results

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.

### Capital and Facilities Projects

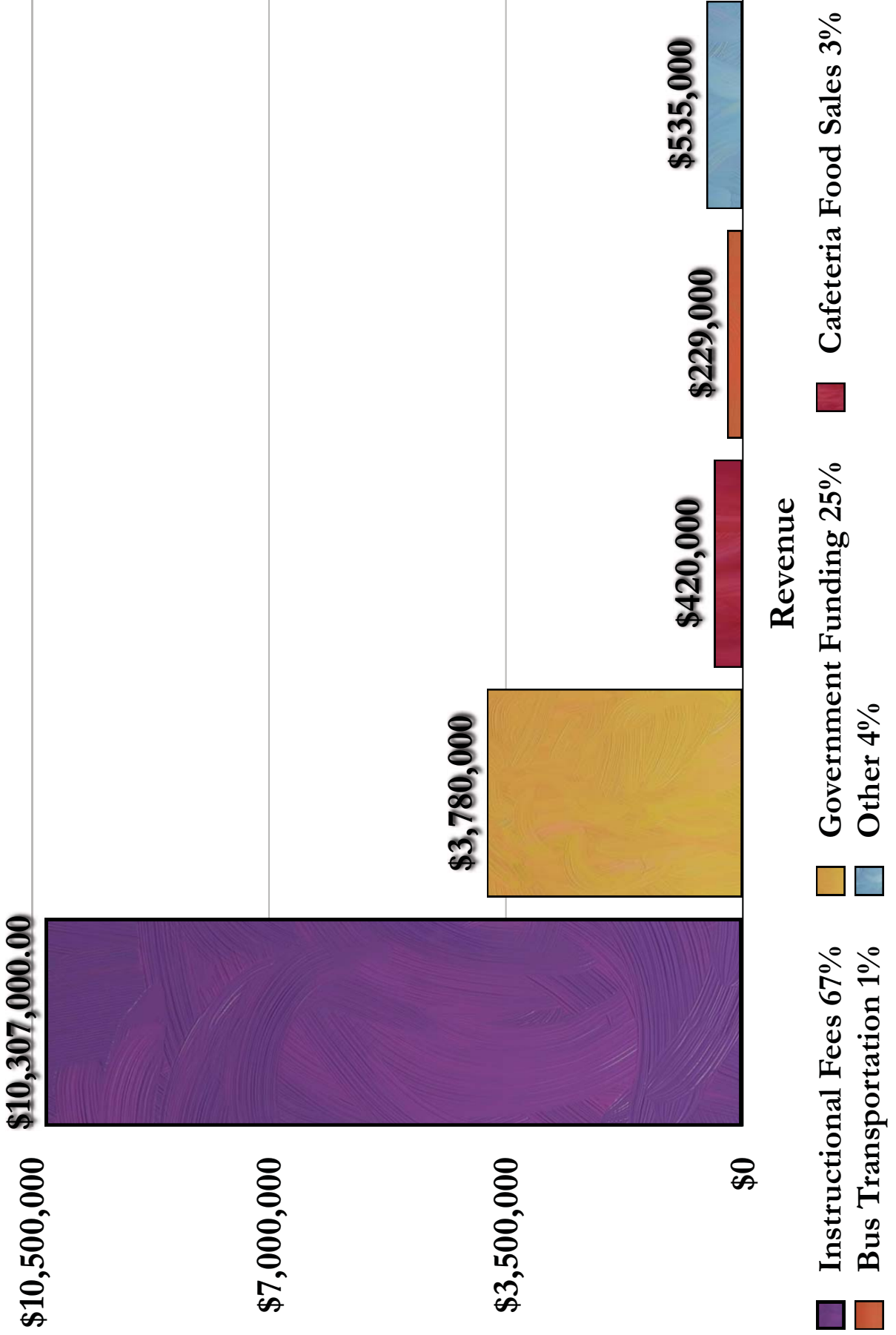
Construction in areas above the school library began soon after students celebrated the successes of the 2008/09 school year then departed for summer vacations. Testing and office space was added.

The school and fund-raising committee is now embarking on an exciting project to add a 450 seat theatre and fine arts centre to our campus. This addition to the school is expected to cost approximately 15 million dollars.



# WEBBER ACADEMY

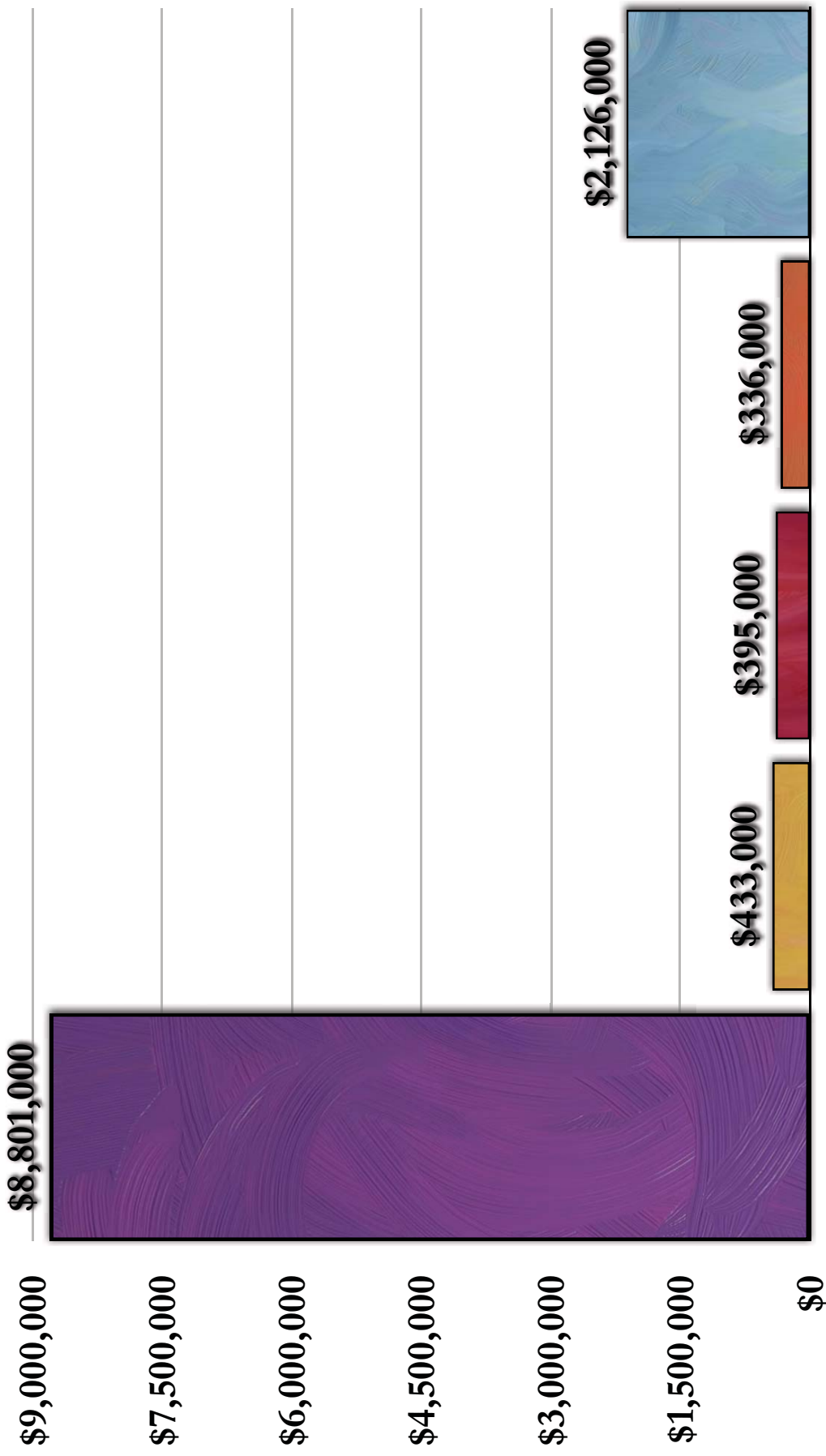
Revenue 2009/2010 (budget)





# WEBBER ACADEMY

Expenses 2009/2010 (budget)



Expenses

- Wages & Benefits 73%
- Interest on Long Term Debt 3%
- Maintenance 4%
- Other 17%
- Bus Transportation 3%