



WESTMOUNT  

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CHARTER SCHOOL

Annual Education Results Report  
(A.E.R.R.)  
2008-2009

November 17, 2009

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**Table of Contents**

<b>Topic</b>	<b>Page</b>
Accountability statement	2
Highlights for 2008-2009	2
Exceptional grade 6 results	3
A maturing High School program	3
Westmount educators excel on the provincial and world stages	3
A very positive Charter School Evaluation	3
Web Links	4
Accountability Pillar summary, October 2009	5
Charter School Goal: <i>Each gifted student is provided with opportunities to optimize his or her own unique potential.</i>	7
Provincial Goals	13
Provincial Goal One: <i>High Quality Learning Opportunities for All</i>	13
Provincial Goal Two: <i>Excellence in Student Learning Outcomes</i>	16
Provincial Goal Three: <i>Highly Responsive and Responsible Jurisdiction</i>	21
Future Challenges	23
Summary of Financial Results	24
Capital and Facilities Projects	25
Publication and Communication	26
Appendices: further data on Provincial Achievement Tests and Diploma Exams	27

**Accountability Statement**

The annual education results report for Westmount Charter School for the 2008-2009 school year was prepared under the direction of the Charter Board in accordance with the responsibilities under the *School Act* and the *Government Organization Act*. The Charter Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for students in our jurisdiction. 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.

*Original signed by*

**Dr. Laurie Westwood**  
Chairperson, Westmount Charter Board

*Original signed by*

**Mervyn Kurtz**  
Superintendent



## Highlights for 2008-2009

### Exceptional grade 6 results

At Westmount, grade 6 is one of the transitional years for students. As a K-12 school, we inhabit two distinct parts of the Viscount Bennett Centre: grades 1-5 in the north-east wing, grades 6-12 in the south wing. Grade 6 students physically and emotionally move from the familiar surroundings of “elementary” to the new world of “mid-high”, and this big move have caused some parents and students worry that these big changes might adversely affect student academic performance.

The grade 6 class of 2008-2009 once again dispelled any such fears with a tremendous level of achievement on all three Provincial Achievement Tests, most specifically in their rates of meeting the provincial “standard of excellence.”

- Grade 6 Language Arts: Westmount 59.8% – Province 18.9% - Westmount’s Previous 3 years 42.0%
- Grade 6 Math: Westmount 59.8% – Province 16.8% - Westmount’s Previous 3 years 44.0%
- Grade 6 Science: Westmount 71.7%– Province 24.8% - Westmount’s Previous 3 years 61.0%

As noted above, Westmount’s grade 6 students always have great results, but 2008-09 was particularly noteworthy. Congratulations to these students, their mid-grade teachers, the supportive assistance of school admin and student services personnel, and the students’ elementary grade teachers in 2007-2008, for preparing these young people so capably for this move to mid-school!

### A maturing High School program

The most recent Accountability Pillar figures show significant increases in many High School related measures:

- 96.7% of Westmount grads are eligible for Rutherford Scholarships;
- 91.8% of Westmount grade 12 students write 3 or more Diploma Exams, up from a prior percentage of 75.7%;
- 78% of Westmount grade 12 students proceed directly to Post-Secondary studies (according to student self-reporting);
- An overall rating of “Very High” on Diploma Exam – standard of excellence and Diploma Exam – acceptable standard, with “High” or “Very High” achievement on 7 of 8 Diploma Exam measures (the sole exception being an “intermediate” rating on the Pure Math 30 – acceptable standard);
- 86.2% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;
- 88% of teachers, parents and students are satisfied that students model the characteristics of active citizenship;
- 88% of Westmount alumni (surveyed one year after graduation, 2007-2009) endorse the overall academic preparation received at Westmount, and 98% endorse Westmount’s preparation in the area of creative thinking.

Among the factors leading to this success are the stability of having gifted learners in a congregated setting from K-12; strong relationships built with faculty members due to the small size of the program; and the strong humanitarian flavour to the school culture, due in part to the *Human Condition* locally-developed courses and participation in international travel opportunities such as the biennial humanitarian trip to Ecuador, the annual trip to the US National Holocaust Museum in Washington DC, and student groups attending Peace Jam conferences.

### Westmount educators excel on provincial and world stages

- In 2008-2009, four Westmount teachers were named as semi-finalists in the Alberta Excellence in Teaching Awards Program, the second time that Westmount staff had achieved this honour...and one of the four was among the 23 teachers named province-wide as winners of this award.
- In June 2009, Westmount Charter School was announced as the Tony Blair Foundation’s *Face to Faith* Lead School in Canada. This international program, relying heavily on video-conferencing technology to bring together people of different cultures, encourages young people to enter into genuine dialogue with each other, developing a deeper understanding of their own worldviews as well as those of others. The program has participating schools in India, Pakistan, Singapore, Lebanon, Palestinian Territories, Thailand, Indonesia, the USA, the UK, as well as Canada.
- In the summer of 2009, all seven abstracts submitted by Westmount teachers to present at the *World Conference on Gifted and Talented Children (WCGTC)* were accepted. This represents an important next step in Westmount’s pursuit of excellence in gifted education, and in fulfilling our Charter School mandate: to become a leader, not only within Alberta’s educational landscape, but within the world-wide community of gifted educators. Topics covered by these presentations were:
  - Early literacy
  - The integration of Philosophy 30 and Physics 30
  - Gifted learners and physical inactivity
  - Understanding the impact of a Global Issues Awareness program on gifted teens
  - The importance of integrating Outdoor Education with core curriculum
  - Goal setting in High School Mathematics
  - Improving academic performance of gifted underachievers.

### A very positive Charter School Evaluation

Westmount had its five-year Charter School Evaluation in November 2008, and the report had numerous commendations for the school, listed on page 30 of the report:

“Westmount is to be commended for

- Enthusiasm and commitment of teachers as they create a learning environment that is sensitive to the academic, social and emotional needs of their students.
- The inclusion of students who have special needs beyond those associated with giftedness, such as those who have learning disabilities or who are emotionally fragile. The staff demonstrate care for these students and work extensively to accommodate their needs and to encourage them to develop their full potential.

- Commitment on the part of teachers to ongoing enhancement of their expertise in the field of education for gifted learners. This commitment is supported by the school through the addition of a salary enhancement for teachers who earn a credential in gifted education.
- Numerous opportunities for professional development are made available to staff. They have participated in in-servicing at the international level as well as the local level. In addition, staff are involved in Communities of Practice within the school. Effort is dedicated to topics specifically related to practices at the school, for example the recent emphasis on math instruction at the junior high and high school level and meeting the social and emotional needs of the gifted population.
- The supports to new teachers and their inculcation into the charter, the vision and the mission of the school. These include the two day orientation in August and the on-going guidance of a mentor teacher.
- Recognition by teachers that parents play a vital role as partners in their child's education.
- The school atmosphere that is positive, informal and relaxed, and characterized by a high level of cooperation among the students.
- A large majority of students, parents and teachers are very satisfied with the programming offered at the school.
- The model of Multiple Intelligences is put into practice effectively.
- Curriculum letters to parents keep them informed of the learning that is anticipated for the term and, in several cases, provide a course outline with expectations for assignments and readings to be covered for each topic of instruction.
- Rubrics are developed and employed effectively for marking. Students are aware of the rubrics and there is evidence of their use by staff and students.
- Innovative instructional techniques were in evidence in every class.
- Discussions regarding instructional techniques included information about compacting curriculum, accelerating instruction, enriching curriculum and use of evaluation to guide instructional planning.
- The results of the PATs, the Diploma Exams, and other measures conducted at the school level, are employed to plan improvements in instruction.
- The school takes pride in offering service to students with severe special education needs.
- Confidence was expressed in the board and administration for the manner in which decisions were made regarding the operation of the school, and for a highly collaborative model that encourages staff input.”

As alluded to in the above comments, there is truly a partnership between students, parents, staff and school administrators, that is bringing out the best in the Westmount community. The special needs of gifted learners, and the needs of children of “dual exceptionality” (giftedness plus other special needs) are being due to the school's multi-faceted understanding of giftedness, its provision of caring, talented staff to support special student needs, and its ongoing work with the Centre for Gifted Education, University of Calgary.

The school's response to the sole required change in the report – a move from Personal Education Plans (PEPs) to school-wide Individualized Program Plans (IPPs), is detailed in the “Future Challenges” section of this report.

### Web Links:

AISI report [http://education.alberta.ca/apps/aisi/cycle3/synop\\_cy3yr1.asp?id=30252](http://education.alberta.ca/apps/aisi/cycle3/synop_cy3yr1.asp?id=30252)  
Class size report [http://www.westmountcharter.com/board\\_reports/class\\_size.html](http://www.westmountcharter.com/board_reports/class_size.html)  
2008-2011 3-year Education Plan [http://www.westmountcharter.com/pdfs/ed\\_plan\\_0811.pdf](http://www.westmountcharter.com/pdfs/ed_plan_0811.pdf)  
2008-2009 Annual Education Results Report <http://www.westmountcharter.com/pdfs/aerr.pdf>  
2009-2012 3-year Education Plan [http://www.westmountcharter.com/pdfs/ed\\_plan.pdf](http://www.westmountcharter.com/pdfs/ed_plan.pdf)

October 2009 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Westmount Charter School Soc.			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	Issue	Safe and Caring	86.5	89.8	89.6	86.9	85.1	84.6	High	Declined Significantly	Issue
	Student Learning Opportunities	Excellent	Program of Studies	85.4	83.8	83.5	80.3	79.4	78.7	Very High	Improved	Excellent
			Education Quality	94.7	93.8	93.4	89.3	88.2	87.8	Very High	Improved	Excellent
			Drop Out Rate	1.7	0.5	0.2	4.8	5.0	4.9	Very High	Declined	Good
			High School Completion Rate (3 yr)	86.9	91.4	84.0	70.7	71.0	70.6	Very High	Maintained	Excellent
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	98.0	97.0	96.8	76.8	75.3	75.6	Very High	Maintained	Excellent
			PAT: Excellence	48.0	50.1	42.9	19.2	18.3	18.3	Very High	Improved	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	92.0	90.8	92.3	84.4	84.4	84.5	Very High	Maintained	Excellent
			Diploma: Excellence	34.9	30.7	30.9	19.1	19.4	20.3	Very High	Maintained	Excellent
			Diploma Exam Participation Rate (4+ Exams)	91.8	88.8	75.7	53.3	53.6	53.6	Very High	Improved Significantly	Excellent
			Rutherford Scholarship Eligibility Rate (Revised)	96.7	88.6	86.9	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)	n/a	*	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	86.2	85.4	83.4	79.6	80.1	78.1	Very High	Improved	Excellent
Citizenship			88.0	88.1	86.6	80.3	77.9	77.1	Very High	Maintained	Excellent	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Excellent	Parental Involvement	88.8	85.3	86.7	80.1	78.2	77.9	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	87.3	81.7	82.0	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

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

### 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).

**Charter Goal: Each gifted student is provided with opportunities to optimize his or her own unique potential.**

Targets are judged to have been "met" if results are within 2% of target, above or below.

For all of Westmount Charter School's survey-driven locally developed measures, the following standards are used:

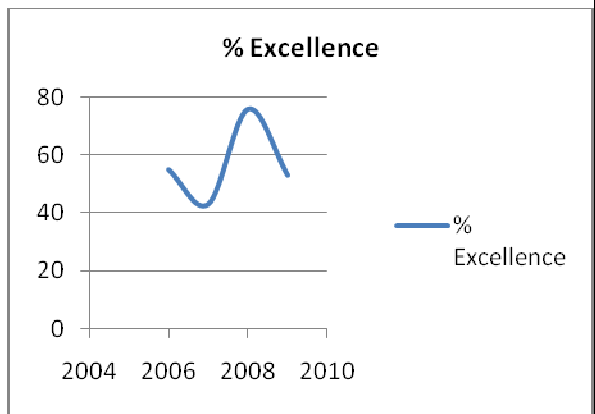
<b>Achievement</b>	<b>Very High = 90-100%</b>	<b>High = 80-89%</b>	<b>Intermediate = 70-79%</b>	<b>Low = 60-69%</b>	<b>Very Low = Below 60%</b>
<b>Improvement (compared to Westmount's previous 3 years)</b>	<b>Improved Significantly = over 5% Improvement</b>	<b>Improved = 2.1-5.0% improvement</b>	<b>Maintained = Gain or loss of 2.0% or less</b>	<b>Declined = 2.1-5.0% decline</b>	<b>Declined Significantly = Greater than 5% decline</b>

Performance Measures a.5 and g.2 are based on student accomplishments and will simply be measured against the target.

**Charter Outcome "a": Students will demonstrate maximum achievements of skills and concepts in the Alberta Education Curriculum**

Charter School Performance Measures	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
a.1 Percentage of students who achieve the standard of excellence in Provincial Achievement Tests. (Accountability Pillar Measure)	See "Provincial Goal 2" pp. 16-19					
a.2 Percentage of students who achieve the standard of excellence in Diploma Exams. (Accountability Pillar Measure)						
Comment on Results: see "Provincial Goal 2" pp. 16-19						
Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
a.3 Percentage of students and teachers who agree that the school establishes and maintains a school culture that promotes and recognizes excellence.	79	87	91	92	90	92
<p><b>Comment on Results</b> Target met.</p> <p>Achievement: Very High Improvement: Maintained Overall: Excellent</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 90%</p>						
Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
a.4 Percentage of parents who are satisfied that the school is responsive to the needs of gifted students.	82	88	86	84	88	88
<p><b>Comment on Results</b> Target met.</p> <p>Achievement: High Improvement: Maintained Overall: Good</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 86%</p>						

Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
a.5 Percentage of graduates who receive the Gifted Education Diploma in Academic Excellence and the Gifted Education Diploma with Honours.	n/a	55	43	76	53	63
<p><b>Comment on Results</b>                      The graduating class of 2009 failed to meet the target set, and fell short of the previous three-year average.</p> <p>Westmount's Previous 3 year average (2005-06 to 2007-08) was 57%</p> <p>It is important to look at multi-year trends, to ensure that the lower-than-forecast results of the graduating class of 2009 are not part of a downward slide in grade 12 results. The graph at right shows that there is no consistent trend in the first four years that Westmount has had a grade 12 graduating class.</p> <p>With a small student population, each graduating class tends to have its own "character" and ups and downs are to be expected in the overall academic performance from year to year.</p> <p>In addition to tracking the number of students receiving the Gifted Education Diploma in Academic Excellence and the Gifted Education Diploma with Honours, both of which require an average of 80% or higher based on Rutherford Scholarship criteria, the school will be tracking the percentage of students from the graduating class of 2009 who are eligible for Rutherford Scholarships, to be reported by Alberta Education in the spring of 2010.</p>						



**Charter Outcome "b": Students will evidence growth in identified multiple intelligences.**

Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
b.1 Percentage of students, parents and teachers who are satisfied that teachers engage a wide range of Multiple Intelligences in their teaching.	n/a	n/a	n/a	84	86	n/a
<p><b>Comment on Results</b>                      Target under development.</p> <p>Achievement: High                      Improvement: Maintained                      Overall: Good</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 84% (one year only)</p>						
Charter School Performance Measure	Results (in percentages)				Target	
	2005	2006	2007	2008	2009	
b.2 Percentage of students, parents and teachers who agree that students are more comfortable with a wide range of Multiple Intelligences, compared with the prior year.	n/a	n/a	n/a	72 (student & parent only)	80 (Students & parents: 74)	72 (student & parent only)
<p><b>Comment on Results</b>                      Target met.</p> <p>Achievement: High                      Improvement: n/a                      Overall: n/a</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): newly-expanded measure in 2008-09.</p>						

**Charter Outcome "c": Students will improve their ability to think critically and creatively, solve problems and conduct research.**

Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
c.1 Percentage of parents and teachers satisfied with opportunities to develop students' problem-solving and decision-making.	n/a	n/a	91 (parents only)	94	95	n/a
<p><b>Comment on Results</b> Target under development.</p> <p>Achievement: Very High Improvement: Maintained Overall: Excellent</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 94% (1 year only)</p>						
Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
c.2 Percentage of parents and teachers satisfied with opportunities provided to develop students' critical and creative thinking.	n/a	n/a	93 (parents only)	93	95	n/a
<p><b>Comment on Results</b> Target under development.</p> <p>Achievement: Very High Improvement: Maintained Overall: Excellent</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 93% (1 year only)</p>						
Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
c.3 Percentage of parents and teachers satisfied with opportunities provided to develop students' independent study/research skills and processes.	n/a	n/a	85 (parents only)	88	92	n/a
<p><b>Comment on Results</b> Target under development.</p> <p>Achievement: Very High Improvement: Improved Overall: Excellent</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 88% (1 year only)</p> <p>Parents and Teachers showed across-the board increases in their approval of Westmount's efforts to develop independent study skills, and research skills.</p> <p>Strategies leading to this improvement:</p> <ul style="list-style-type: none"> <li>• Providing students with opportunities to conduct individual or small group projects (investigations, inventions, artistic productions) of genuine interest.</li> <li>• Utilizing a "problem-based" teaching methodology where appropriate.</li> <li>• Providing students with opportunities to demonstrate learning outcomes in individual and varied ways.</li> <li>• Providing students with access to experts in a variety of fields, through special presentations, assemblies and classroom visits.</li> </ul>						

**Charter Outcome "d": Students will display an understanding of the interrelatedness of knowledge within and across the disciplines.**

Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
d.1 Percentage of teachers who are satisfied with the extent to which students take information from one subject area and see how it applies to another.	n/a	n/a	79	83	94	n/a
<p><b>Comment on Results</b> Target under development.</p> <p>Achievement: Very High Improvement: Improved Significantly Overall: Excellent</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 81% (2 years only)</p> <p>Strategies leading to this significant improvement:</p> <ul style="list-style-type: none"> <li>Presenting content that is related to broad-based themes, issues or problems and serves to integrate knowledge within and across the various disciplines.</li> <li>Continuing the elementary grades' Integrated Studies/Self-Directed Studies program.</li> <li>Planning grade-level meetings to discuss cross-discipline teaching opportunities.</li> <li>Offering mid-grade students with programs founded on an integrated approach to core-subject curricula: "Project Earth" (grade 7) and "Renaissance Project" (grade 8).</li> <li>Providing teachers with opportunities to plan cross-disciplinary integration.</li> <li>Beginning to use the Integrated Curriculum Model (ICM) as developed by The College of William and Mary – Williamsburg, VA., which utilizes concept learning across curricula.</li> </ul>						
Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
d.2 Percentage of students and teachers who are satisfied that teachers allow students to demonstrate their understanding in a variety of ways.	n/a	n/a	n/a	92 (Teachers: 100)	91 (Teachers: 100)	100 (Teachers only)
<p><b>Comment on Results</b> Target met.</p> <p>Achievement: Very High Improvement: Maintained Overall: Excellent</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 92%</p>						

**Charter Outcome "e": Students will develop independence, self-direction and self-discipline in learning.**

Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
e.1 Percentage of parents and teachers satisfied with student progress toward independence and self-direction in learning.	n/a	n/a	81 (parents only)	91	93	n/a
<p><b>Comment on Results</b> Target under development.</p> <p>Achievement: Very High Improvement: Maintained Overall: Excellent</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 91% (1 year only)</p>						

Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
e.2 Percentage of students, parents and teachers satisfied with student progress toward self-discipline in learning.	n/a	n/a	82 (parents only)	85	89	n/a
<p><b>Comment on Results</b> Target under development.</p> <p>Achievement: High Improvement: Improved Overall: Good</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 85% (1 year only)</p> <p>Students, Parents and Teachers showed across-the board increases, with the greatest gains among students.</p> <p>Strategies leading to this improvement:</p> <ul style="list-style-type: none"> <li>• Completing the 3<sup>rd</sup>-cycle AISI project to build partnerships in educating gifted students, to improve student accountability.</li> <li>• Fostering on-going professional development to enable school staff to enhance their ability to meet the needs of gifted students. In particular, staff are directed to the resources of the Centres for Gifted Education at University of Calgary and the College of William and Mary.</li> <li>• Utilizing two Resource Teachers within the Student Services team to address self-discipline in learning.</li> <li>• Continuing to increase focus on life skills by all teachers, in the areas of organization, time management, study skills and work habits, as identified in the PEP process.</li> </ul>						

**Charter Outcome "f": Students will develop self-awareness and acceptance of one's capabilities, interests and needs.**

Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
f.1 Percentage of students and parents who are satisfied with student progress toward achieving goals to improve self-awareness and acceptance of his/her capabilities, interests and needs as stated within his/her Personal Education Plan.	84 (parents only)	79 (parents only)	77 (parents only)	80 (parents: 77)	83 (parents: 82)	80 (parents only)
<p><b>Comment on Results</b> Target met.</p> <p>Achievement: High Improvement: Improved Overall: Good</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 80% (1 year only)</p> <p>Both students and parents showed increased satisfaction in the area of student self-awareness; parents also showed increased satisfaction in the area of student acceptance of capabilities, interests and needs.</p> <p>Strategies leading to this improvement:</p> <ul style="list-style-type: none"> <li>• Assessing student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and standardized instruments.</li> <li>• Utilizing student portfolios and Learning Logs where appropriate.</li> <li>• Developing students' skills to identify their own strengths/weaknesses to build greater self-awareness.</li> <li>• Building meta-cognition skills in all curriculum areas.</li> <li>• Complete the 3<sup>rd</sup>-cycle AISI project to build partnerships in educating gifted students, to improve student accountability.</li> </ul>						

**Charter Outcome "g": Students will develop understanding, acceptance and appreciation for the capabilities, interests and needs of others.**

Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
g.1 Percentage of students, parents and teachers who are satisfied that the school provides an atmosphere of trust, respect and inclusiveness.	80	90	90	89	90	90
<p><a href="#">Comment on Results</a> Target met.</p> <p>Achievement: Very High Improvement: Maintained Overall: Excellent</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 89%</p>						
Charter School Performance Measure	Results (in percentages)					Target
	2005	2006	2007	2008	2009	2009
g.2 Percentage of graduates receiving the Gifted Education Diplomas in Leadership and in Community Volunteerism.	n/a	45	50	69	61	59
<p><a href="#">Comment on Results</a> Target met.</p> <p>Note: Westmount's Previous 3 year average (2005-06 to 2007-08): 55%</p>						



**WESTMOUNT**  


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**CHARTER SCHOOL**

**Provincial Goal One: High Quality Learning Opportunities for All**

Targets are judged to have been “met” if results are within 2% of target, above or below.

The 3-year rate is the Accountability Pillar measure, as evaluated and reported in the Accountability Pillar Summary.

**Provincial Outcome 1.1: Schools provide a safe and caring environment.**

Performance Measure			Results (in percentages)					Target*
			2005	2006	2007	2008	2009	2009
1.1.1 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	Authority	86.9	90.3	88.7	89.8	86.5	91
		Province	83.1	84.4	84.2	85.1	86.9	
<p><b>Comment on Results</b> Target was not met.</p> <p>ACCOUNTABILITY PILLAR EVALUATION, October 2009 Achievement: High Improvement: Declined Significantly Overall: Issue</p> <p>Note: Westmount’s Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 89.6%</p> <p><b>See “Future Challenges” section for a response to the overall evaluation of “Issue.”</b></p>								

**Provincial Outcome 1.2: 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
1.2.1 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	Authority	79.3	83.6	83.0	83.8	85.4	85
		Province	76.7	78.1	78.5	79.4	80.3	
<p><b>Comment on Results</b> Target met.</p> <p>ACCOUNTABILITY PILLAR EVALUATION, October 2009 Achievement: Very High Improvement: Improved Overall: Excellent</p> <p>Note: Westmount’s Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 83.5%</p> <p>Student survey results showed the greatest improvement. In particular, both grade 7-9 students (77% approval, up from previous 3-year average of 65%) and grade 10-12 students (59%, up from 50%) displayed greater satisfaction in the variety of subjects being offered to them. Other pockets of improvement: grade 7-9 Drama (88%, up from 73%) and Health (78%, up from 62%), and grade 10-12 Music (73%, up from 63%).</p> <p>Strategies leading to this improvement:</p> <ul style="list-style-type: none"> <li>• Offering mid-high students the requisite core subjects, a range of options, and interest-related Integrated programming (for mid-grade students)</li> <li>• Continuing to offer and develop the popular locally-developed <i>Human Condition</i> courses.</li> <li>• Expanding the range of Advanced Placement (AP) courses available to High School students.</li> <li>• Increasing the number of public Drama performances for mid-grade students.</li> <li>• Employing Physical Education specialists at all grade levels.</li> <li>• Broadening the use of videoconferencing and online interactive learning tools.</li> <li>• Utilizing small class sizes at all grade levels to optimize the education experience.</li> </ul>								

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
1.2.2 Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	Authority	90.8	92.9	93.6	93.8	94.7	94
		Province	86.1	87.7	87.6	88.2	89.3	

**Comment on Results**

Target met.

ACCOUNTABILITY PILLAR EVALUATION, October 2009

Achievement: Very High

Improvement: Improved

Overall: Excellent

Note: Westmount's Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 93.4%

There were two main pockets of improvement leading to the overall improvement of this measure: parents' satisfaction that children are learning what they need to know (at 98%, up from the previous 3-year rate of 92%, for both grade 4-6 and 10-12 parents); and student satisfaction that it is clear what they are expected to learn at school (with grade 7-9 student approval at 87%, up from 81%, and grade 10-12 students at 89%, up from 80%).

Strategies leading to this improvement:

- Emphasizing the use of Differentiated Instruction (the focus of AISI cycle II), and encourage students to use of various ways to demonstrate their mastery of learning objectives, in order to engage the interest of a wide variety of students.
- Utilizing students' preferred multiple intelligences and learning modalities (an aspect of AISI cycle III) in classroom teaching.
- Helping students and parents to know what is expected of students by using clearly-defined marking rubrics.
- Emphasizing "learning how to learn" in instructors' teaching styles.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
1.2.3 Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. (ACOL measure, not included in Accountability Pillar measures)	Overall	Authority	57.4	67.5	66.2	69.1	72.7	70
		Province	67.2	68.5	68.2	69.2	70.3	

**Comment on Results**

Target exceeded.

No results from the Accountability Pillar, as this is an ACOL measure rather than an Accountability Pillar measure.

Westmount's results show a 5.1% improvement over the previous 3-year average of 67.6; furthermore, rather than Westmount's results being lower than the Provincial results, as had been the case in each of the previous 4 years, Westmount's results are now slightly better than the Provincial result. Westmount's Previous 3 year ACOL average (2005-06 to 2007-08) was 67.6%

The results improved for both Parents and Teachers. In particular, there was significant improvement in the areas of teachers' satisfaction with academic counselling (99%, up from 88%) and career counselling (93%, up from 80%); parent satisfaction with the Library (90%, up from 77% among grade 4-6 parents, and 81% up from 69% among grade 10-12 parents), special supports (100%, up from 86% among grade 4-6 parents), special services to support student needs in reading and writing (51%, up from 33% among grade 7-9 parents, 30% of whom chose 'don't know' as their answer to this question).

Some strategies related to this improvement include:

- Re-structuring the Student Services' team to include one resource teacher, two student services specialists, and additional career-counselling support.
- Providing clear academic counselling for all high school students, so that graduation requirements and Westmount's Gifted Education Diploma requirements are known throughout students' high school years.
- Hosting information nights for mid-high students and parents on topics of course selection, career selection, and post-secondary education options.
- Increasing the number of Teaching-Learning Assistants providing direct student support.
- Completing the cycle 3 AISI project, "Building Partnerships in Educating Gifted Students: improving student achievement by establishing greater accountability among teachers, students and parents."
- Establishing a permanent Resource Centre/Library, staffed by a Teacher-Librarian and Library Assistant.

**Provincial Outcome 1.3: 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
1.3.1 Drop Out Rate - annual dropout rate of students aged 14-18.	Authority	0.0	0.0	0.0	0.5	1.7	nil
	Province	5.3	5.0	4.7	5.0	4.8	

**Comment on Results**

Target “met”, but the true target for Westmount Charter School remains a 0% drop out rate. Nearly all of the students judged as “dropping out” by this measure are students who were still one or two classes shy of their matriculation requirements at the end of grade 12.

As a single-school authority, it is exceptionally difficult to follow up with students in this circumstance, as the Westmount jurisdiction has no alternative program sites that can be offered within our “system” – a student can come back to Westmount to complete the extra classes, or can enroll in classes (online or in-class) offered by another school jurisdiction.

ACCOUNTABILITY PILLAR EVALUATION, October 2009

Achievement: Very High

Improvement: Declined

Overall: Good

Note: Westmount’s Previous 3 year Accountability Pillar average (2004-05 to 2006-07): 0.2%

**Provincial Outcome 1.4 : Students complete programs.**

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2008
1.4.1 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	76.5	91.4	86.9	83
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	n/a	*	n/a	83.1	92.1	n/a
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	n/a	n/a	*	n/a	88.3	n/a
		Province	75.5	77.4	78.6	79.5	79.2	

**Comment on Results**

Target exceeded.

ACCOUNTABILITY PILLAR EVALUATION, October 2009

Achievement: Very High

Improvement: Maintained

Overall: Excellent

Note: Westmount’s Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 84.0% (3-year rate)

**Provincial Goal Two: Excellence in Student Learning Outcomes**  
**Provincial Outcome 2.1: Students demonstrate high standards in learner outcomes.**

Performance Measure		Results (in percentages)**												Target		
2.1.1, 2.1.2 PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard (Measure 2.1.1) and the percentages who achieve the standard of excellence (Measure 2.1.2) 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	A	E	
Grade 3	English Language Arts 3	Authority	96.9	39.8	94.3	31.0	98.7	42.9	95.2	42.9	96.1	26.0	97.3	40.2		
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2				
	Mathematics 3	Authority	100.0	43.9	94.3	46.0	98.7	58.4	94.0	45.2	94.8	46.8	97.7	50.8		
		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	96.7	44.0	95.0	33.8	96.6	48.3	96.6	43.7	98.9	<b>59.8</b>	99.8	44.4		
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9				
	Mathematics 6	Authority	96.7	44.0	97.5	38.8	98.9	40.2	98.9	52.9	<b>100.0</b>	<b>59.8</b>	99.6	42.3		
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8				
	Science 6	Authority	97.8	57.1	96.3	58.8	100.0	54.0	96.6	70.1	<b>98.9</b>	<b>71.7</b>	97.5	54.8		
		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	94.5	49.5	95.0	42.5	98.9	46.0	97.7	64.4	n/a	n/a	n/a	n/a		
		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	96.4	41.0	98.3	29.3	97.8	28.0	98.9	43.8	96.7	27.5	98.7	33.7		
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7				
	Mathematics 9	Authority	94.0	40.5	96.6	36.2	95.7	33.7	97.8	66.3	<b>98.9</b>	<b>50.0</b>	96.5	42.6		
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6				
	Science 9	Authority	97.6	35.7	98.3	22.4	93.5	25.0	97.8	36.0	98.9	38.5	100	46.8		
		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	98.8	65.1	100.0	62.1	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
		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	97.1	43.3	96.1	37.9	97.4	40.8	97.0	50.1	98.0	48.0	n/a	n/a			
	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: 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).

# - note – Westmount’s targets, in the 2008-2011 3-year Education Plan, Westmount’s targets were set relative to Provincial results. So, for example, the Grade 3 Math target (excellence) was 24.0% above Province. The Provincial result was 26.8%, so the Westmount target is listed in the chart above as 26.8 + 24.0 = 50.8%.

See also appendix I.

**Comment on Results: 2.1.1**

Westmount's own high targets were met for the grade 6 and 9 Math PATs and grade 6 Science and PAT. All exams exceeded provincial averages by a wide margin. Due to the introduction of new curricula/ exams in grades 6 and 9 Social Studies, comparisons to prior years' exams for these subjects are not available for 2008-2009.

ACCOUNTABILITY PILLAR EVALUATION, October 2009

Measure 2.1.1 – Acceptable Standard, PATs

Achievement: Very High

Improvement: Maintained

Overall: Excellent

Note: Westmount's Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 96.8%

**Comment on Results: 2.1.2**

Westmount's own high targets were met for all grade 6 PATs and the grade 9 Math PAT. All exams exceeded provincial averages by a wide margin. Due to the introduction of new curricula/ exams in grades 6 and 9 Social Studies, comparisons to prior years' exams for these subjects are not available for 2008-2009.

Measure 2.1.2 – Standard of Excellence, PATs

Achievement: Very High

Improvement: Improved

Overall: Excellent

Note: Westmount's Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 42.9%

Strategies leading to this improvement:

- Providing subject-specific acceleration and/or subject regrouping, where appropriate.
- Completing the cycle 3 AISI project, "Building Partnerships in Educating Gifted Students: improving student achievement by establishing greater accountability among teachers, students and parents."
- Ensuring that younger students are mastering basic math concepts before moving on to higher-order math reasoning.
- Developing consistent assessment practices to monitor student learning.
- Encouraging parents to have students participate in all available Provincial Achievement Tests
- Continuing to provide "Exam Bank" computer log-ins
- Publishing an Honour Roll and expanding the range of student awards for grade 6-12 students.
- Expanding the range of Advanced Placement (AP) courses available to High School students.

Performance Measure		Results (in percentages)**										Target	
2.1.3, 2.1.4 Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard (Measure 2.1.3) and the percentages who achieve the standard of excellence (Measure 2.1.4) 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	100.0	93.8	31.3	97.5	45.0	98.2	41.1	<b>98.2</b>	28.1	93.1	42.3
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3		
Pure Mathematics 30	Authority	*	*	88.9	27.8	79.5	13.6	75.9	8.6	83.7	<b>33.7</b>	86.1	30.3
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3		
Social Studies 30	Authority	n/a	n/a	100.0	48.0	95.8	29.2	94.9	28.8	<b>97.7</b>	<b>45.5</b>	93.2	38.4
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4		
Biology 30	Authority	n/a	n/a	91.7	33.3	100.0	38.5	95.5	50.0	<b>93.3</b>	35.0	92.0	37.6
	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	n/a	n/a	93.1	31.0	94.1	29.4	90.6	47.2	n/a	n/a	n/a	n/a
	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	81.1	27.0	n/a	n/a
	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	n/a	n/a	62.5	25.0	91.9	24.3	92.9	28.6	n/a	n/a	n/a	n/a
	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	84.6	11.5	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1		
		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	100.0	100.0	93.4	33.0	92.7	29.1	90.8	30.7	92.0	34.9	n/a	n/a
	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: 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 (\*).

# - note – Westmount’s targets, in the 2008-2011 3-year Education Plan, Westmount’s targets were set relative to Provincial results. So, for example, the Social 30 target (excellence) was 17.0% above Province. The Provincial result was 21.4%, so the Westmount target is listed in the chart above as 21.4 +17.0 = 38.4%..

See also appendix II.

**Comment on Results: 2.1.3**

Westmount's targets were exceeded for English 30-1, Social Studies 30 and Biology 30. Due to the introduction of new curricula/ exams in Chemistry 30 and Physics 30, comparisons to prior years' exams for these subjects are not available for 2008-2009.

ACCOUNTABILITY PILLAR EVALUATION, October 2009

Measure 2.1.3 – Acceptable Standard, Diploma Exams

Achievement: Very High

Improvement: Maintained

Overall: Excellent

Note: Westmount's Previous 3 year Accountability Pillar average (2005-06 to 2007-08):92.3%

**Comment on Results: 2.1.4**

Westmount's targets were exceeded for Pure Math 30 and Social Studies 30. Due to the introduction of new curricula/ exams in Chemistry 30 and Physics 30, comparisons to prior years' exams for these subjects are not available for 2008-2009.

Measure 2.1.4 – Standard of Excellence, Diploma Exams

Achievement: Very High

Improvement: Maintained

Overall: Excellent

Note: Westmount's Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 30.9%

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2008
2.1.5 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	62.6	88.8	91.8	80
	Province	52.4	53.5	53.7	53.6	53.3	

**Comment on Results**

Target exceeded significantly.

ACCOUNTABILITY PILLAR EVALUATION, October 2009

Achievement: Very High

Improvement: Improved Significantly

Overall: Excellent

Note: Westmount's Previous 3 year Accountability Pillar average (2004-05 to 2006-07): 75.7%

This increase, in the 2007-2008 school year, is virtually across-the-board, with huge improvement in Sciences (91.8% of students participated in at least one science exam, up from the prior 2-year rate of 74.4%) and Math 30 Pure (88.5% participation, up from 72.6%).

Strategies leading to this significant improvement:

- Enabling future Math-Science success by ensuring that younger students are mastering basic math concepts before moving on to higher-order math reasoning.
- Providing a timetable for High School students which allows them to take a full range of courses
- Continuing to provide "Exam Bank" computer log-ins.
- Providing enhanced Student Services, to help students be cognizant of admission requirements of post-secondary institutions.
- Publicizing the success of Westmount's grade 12 graduates, through the Newsletter and the public graduation ceremony, to encourage younger high school students to seek their own success.

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2008
2.1.6 Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	80.0	n/a	85.2	88.6	96.7	#
	Province	52.9	54.6	56.1	56.8	57.3	

**Comment on Results**

# - Note - An initial Westmount target of 73% was set, based on the prior Rutherford Scholarship eligibility criteria. However, since the Rutherford Scholarship eligibility criteria has now expanded, all government-reported results have been recalculated.

ACCOUNTABILITY PILLAR EVALUATION, October 2009

Achievement: Very High

Improvement: n/a

Overall: n/a

Note: Westmount's Previous 3 year Accountability Pillar average (2004-05 to 2006-07): 86.9% (recalculated to new criteria)

**Provincial Outcome 2.2: Students are well prepared for lifelong learning.**

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
2.2.1 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	n/a
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	n/a	*	n/a	55.6	41.4	n/a
		Province	34.0	37.0	39.5	40.7	40.3	
<p><b>Comment on Results</b>                      No results yet. Westmount's first graduating class was in 2006.</p> <p>ACCOUNTABILITY PILLAR EVALUATION, October 2009 – for six-year transition rate                      Achievement: n/a                      Improvement: n/a                      Overall: n/a</p> <p>Note: Westmount's Previous 3 year Accountability Pillar average (2004-05 to 2006-07): n/a (6-year rate)</p> <p>Note: the six year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.</p>								

**Provincial Outcome 2.3: Students are well prepared for employment.**

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
2.3.1 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	Authority	74.1	81.1	83.5	85.4	86.2	85
		Province	74.9	77.0	77.1	80.1	79.6	
<p><b>Comment on Results</b>                      Target met.</p> <p>ACCOUNTABILITY PILLAR EVALUATION, October 2009                      Achievement: Very High                      Improvement: Improved                      Overall: Excellent</p> <p>Note: Westmount's Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 83.4%</p> <p>Each group of parents (grades 4-6,7-9 and 10-12) showed increased agreement to this single-question measure.</p> <p>Strategies leading to this improvement:</p> <ul style="list-style-type: none"> <li>• Encouraging High School students to complete 120 hours of volunteer service (60 hours of school leadership activities, 60 hours of community volunteering) through the Gifted Education Diploma program.</li> <li>• Surveying Westmount graduates one year after their graduation from grade 12 to discern which aspects of Westmount's program were or were not helpful in preparing them for the working world.</li> <li>• Developing a Career Resource Centre.</li> <li>• Providing career counselling through the Student Services team, including the use of interactive career-selection tools.</li> </ul>								

**Provincial Outcome 2.4: Students model the characteristics of active citizenship.**

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
2.4.1 Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	Authority	83.3	85.8	86.0	88.1	88.0	88
		Province	75.3	76.8	76.6	77.9	80.3	
<p><b>Comment on Results</b> Target met.</p> <p>ACCOUNTABILITY PILLAR EVALUATION, October 2009 Achievement: Very High Improvement: Maintained Overall: Excellent</p> <p>Note: Westmount's Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 86.6%</p>								

**Provincial Goal Three: Highly Responsive and Responsible Jurisdiction****Provincial Outcome 3.1: The authority demonstrates effective working relationships.**

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
3.1.1 Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	Authority	82.9	88.5	86.4	85.3	88.8	86
		Province	76.1	77.9	77.5	78.2	80.1	
<p><b>Comment on Results</b> Target exceeded.</p> <p>ACCOUNTABILITY PILLAR EVALUATION, October 2009 Achievement: Very High Improvement: Maintained Overall: Excellent</p> <p>Note: Westmount's Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 86.7%</p>								

**Provincial Outcome 3.2: The authority demonstrates leadership and continuous improvement.**

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
3.2.1 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	Authority	70.9	84.9	79.5	81.7	87.3	82
		Province	73.9	76.8	76.3	77.0	79.4	
<p><b>Comment on Results</b> Target exceeded significantly.</p> <p>ACCOUNTABILITY PILLAR EVALUATION, October 2009 Achievement: Very High Improvement: Improved Significantly Overall: Excellent</p> <p>Note: Westmount's Previous 3 year Accountability Pillar average (2005-06 to 2007-08): 82.0%</p> <p>All three surveys (teacher, parent and student) showed improvement. The largest improvements were on the grade 7-9 student survey, on which 86% of students surveyed "would recommend Westmount to a friend" (up from a previous 3-year rate of 76%); and the grade 4-6 parent survey, which showed an overall positive response rate of 92%, up from 86%.</p> <p>Strategies leading to this significant improvement:</p> <ul style="list-style-type: none"> <li>Maintaining a close connection with the Centre for Gifted Education at the University of Calgary, especially in light of its stated mandate to focus on the social-emotional needs of gifted learners.</li> <li>Enhancing the education of gifted students by attendance at the annual conferences of SAGE (Society for Advancement in Gifted Education) and NAGC (National Association for Gifted Children).</li> <li>Providing a Teacher-Librarian to assist students and teachers in research skills and resource access and developing an on-line "Virtual Library" to enhance student, parent and public access to school resources.</li> </ul>								

- Analyzing Provincial Achievement Test and Diploma Exam results for action planning.
- Providing School Spirit assemblies to improve students' self-perception.
- Publicizing individual and school-wide achievements through the school's newsletter and website.
- Participating in extracurricular sports leagues and other extracurricular activities (e.g., Model U.N., Science Fair).

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
3.2.2 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. <b>(ACOL measure, not included in Accountability Pillar measures)</b>	Overall	Authority	56.5	85.0	76.4	71.6	86.4	73
		Province	76.5	78.2	78.8	80.4	81.5	

**Comment on Results**

Target exceeded significantly.

There are no results from the Accountability Pillar, as this is an ACOL measure rather than an Accountability Pillar measure.

Westmount's results show an 8.8% improvement over the previous 3-year average of 77.6%. Furthermore, rather than Westmount's results being lower than the Provincial results, as had been the case in each of the previous 2 years, Westmount's results are now slightly better than the Provincial result. All three sub-questions showed significant improvement, indicating improved agreement that Westmount's Professional Development and in-servicing was (1) focused on the jurisdiction's priorities, (2) addressing their PD needs and (3) significantly contributing to their ongoing PD.

Strategies related to this improvement include:

- Maintaining a close connection with the Centre for Gifted Education at the University of Calgary, especially in light of its stated mandate to focus on the social-emotional needs of gifted learners.
- Enhancing the education of gifted students by attendance at the annual conferences of SAGE (Society for Advancement in Gifted Education) and NAGC (National Association for Gifted Children).
- Participating in meetings of TAAPCS (The Association of Alberta Public Charter Schools) and share leadership in the annual Charter Schools Conference.
- Continuing the Charter Board initiative of encouraging and formally recognizing Teachers as they take graduate level courses in gifted education.
- Holding an annual retreat for Staff members to launch Professional Development priorities for the coming school year and to build a cohesive school community.
- Establishing Professional Learning Communities for Teachers to enhance their professional growth.
- Providing Mentoring for new Teachers.
- Encouraging membership in specialist Councils, i.e. GTEC (Gifted and Talented Education Council) of the ATA through associate memberships.

## Future Challenges

### Action Plan in response to the Charter School Evaluation, November 2008

Based on the findings and evidence obtained throughout the evaluation process, Westmount Charter School met the evaluation criteria on the seven essential questions of a Charter School Evaluation:

1. Provincial Requirements are being met;
2. The school meets the terms and conditions of its Charter;
3. Students, parents, teachers and community members see the school as being effective and successful;
4. The school is financially viable;
5. Innovative approaches to student learning and other charter innovations are being used, are effective and are being shared;
6. The school is being governed effectively;
7. The school is being administered effectively.

The Evaluation names only one Required Change:

"Develop Individual Program Plans (IPPs) that contain all of the essential elements as outlined in the *Standards for Special Education Amended June 2004* for students identified to Alberta Education with the Special Education Code of 80 (Gifted and Talented). The Personal Education Plans developed for each student can be useful goal setting tools, but they do not meet the standards of Alberta Education for IPPs. "

In response to this requirement, a thorough, collaborative process has been initiated to ensure that all students have IPPs for the 2009-2010 School Year. The school's Cycle IV AISI project, "Building an Engaged Learning Community", will assist greatly in the transition to school-wide IPPs.

A number of recommendations included in the report are being carefully considered, to develop and/or consolidate strategies to further enhance student learning at Westmount.

The Evaluation Conclusions (pages 27-31 of the Evaluation Report) are included as Appendix III of the 2009-2012 Three-Year Education Plan; the entire report is available for download at [http://www.westmountcharter.com/pdfs/charter\\_school\\_evaluation.pdf](http://www.westmountcharter.com/pdfs/charter_school_evaluation.pdf)

### Plans to address the overall rating of "Issue" in regards to Provincial Measure 1.1.1

In the February 2009 Alberta Ed survey, there was a substantial drop in parental agreement to the statement, "My child is safe at school." The overall approval rating was only 59%, down from the previous 3-year average of 88%. The drop was most acute among the parents of our youngest students:

- Parents of grade 4-6 students: 41% approval, down from a previous 3-year average of 84%;
- Parents of grade 7-9 students, 60%, down from 89%;
- Parents of grade 10-12 students, 79%, down from 94%.

At the time that this survey was administered, the lockdowns of late October 2008 were still fresh in people's minds, and many of the school and board initiatives to enhance school security were still very new.

Since then, the school and Board have

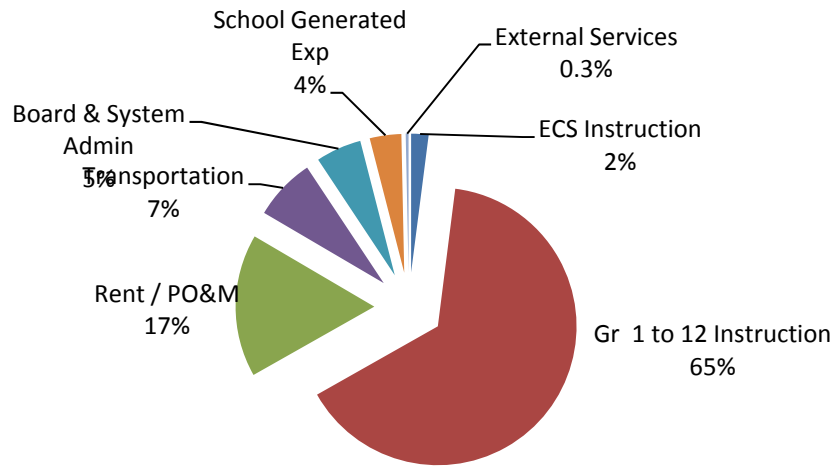
- established security stations at the front and rear entrances;
- hired additional security monitors, with expanded hours;
- expanded video surveillance; produced photo ID for parents, in addition to staff and mid-high students;
- successfully negotiated with Chinook Learning Services to greatly reduce the number of doors open during the school day;
- Embarked on the re-painting of Westmount's area of the building, as a visual reminder to visitors that this is a distinct, separate part of the Viscount Bennett Centre.

An in-school parent survey in May 2009<sup>#</sup> demonstrated parental confidence that Westmount does indeed provide a safe and secure environment for children, and we trust that everyone's continued vigilance will assure that we meet our shared commitment to providing a safe and secure environment for our children, parents and staff.

*# - note - in the May 2009 survey, parents were asked an open-ended question, "Do you have any comments you wish to share with respect to safety and/or security measures at Westmount?" 60 of the comments affirmed the security measures in place, 47 suggested modifications, and 51 did not speak to security measures but expressed a desire for Westmount to have its own facility.*



**EXPENSES BY PROGRAM 2008-2009**



Additional information on Westmount's Audited Financial Statements and related schedules is available by contacting the office of:  
 Megan O'Hara  
 Secretary-Treasurer  
 Westmount Charter School Board  
 2519 Richmond Road SW  
 Calgary, AB T3E 4M2  
 Phone 403.217.0426 ext. 252  
 or on the school's website at [http://www.westmountcharter.com/board\\_reports/charter\\_board\\_and\\_reports.html](http://www.westmountcharter.com/board_reports/charter_board_and_reports.html)

Comparative provincial financial information is available at Alberta Education's website at <http://education.alberta.ca/admin/funding.aspx>

**Capital and Facilities Projects**

It is expected that Westmount will continue to share Viscount Bennett Centre with Chinook Learning Services, a division of the Calgary Board of Education for the next several years. We expect that the CBE will eventually relocate both Chinook and Westmount out of Viscount Bennett Centre and we will continue to work with CBE and government to secure a suitable, long-term school facility for Westmount.

Additional security measures were introduced during 2008/09 including two additional security monitors, live video surveillance of hallways and entrances, and more rigorous practices to distinguish Westmount students, staff, parents and visitors. We foresee the need to maintain these measures for so long as we continue to share this building. Re-painting of the Westmount areas of the building commenced in the summer of 2009, both to update the appearance of the interior, and to provide a visual reminder when one is entering or exiting the distinct "Westmount" section of the building.

It remains a struggle to accommodate our growing student enrolment and provide for 21<sup>st</sup> century technologies in Viscount Bennett Centre; we have insufficient classroom space, the infrastructure of the building is out-dated and the physical condition of the building is deteriorating. The need for additional Science facilities, to accommodate the growing High School program, was partly accommodated by conversion of the Foods Lab into a Science Lab; a new one-to-one laptop initiative for grade 6-12 students will be rolled out in the upcoming 2009-2010 school year.

### Publication and Communication

Our administration team involves School Council throughout the school year. Academic results, student achievement, survey questions and results are shared with School Council at regular monthly meetings and with Parents at Information Sessions. As a result of these deliberations with School Council and parents, the Annual Education Results Report reflects these important viewpoints and values of School Council and parents in general.

Specifically, the A.E.R.R. results have been communicated to parents/stakeholders via

- a formal presentation to at the Westmount Charter School Society Annual General Meeting on November 23, 2009;
- an article in the November 5, 2009 school newsletter on the "Accountability Pillar" results.

The final report has been posted to the Westmount Charter School website, with notification via email via in the December 3, 2009 school newsletter. The report is posted in the general public area of the website (see link on page 1), so all members of the public may have access to it.



## APPENDIX I: PAT Results Course-By-Course Summary By Students Enrolled, With Measure Evaluation

		Westmount Charter School Soc.						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	77	96.1	83	96.1	41,722	81.3	42,041	80.6
	Standard of Excellence	Very High	Declined	Good	77	26.0	83	38.9	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	Very High	Maintained	Excellent	77	94.8	83	95.7	41,720	79.7	42,053	80.2
	Standard of Excellence	Very High	Maintained	Excellent	77	46.8	83	49.9	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	92	98.9	85	96.0	43,327	81.8	44,326	80.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	92	59.8	85	41.9	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	Improved	Excellent	92	100.0	85	98.4	43,328	76.6	44,327	74.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	92	59.8	85	44.0	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	Very High	Maintained	Excellent	92	98.9	85	97.6	43,216	76.5	44,209	76.0
	Standard of Excellence	Very High	Improved	Excellent	92	71.7	85	61.0	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	91	96.7	80	98.3	43,675	78.7	44,685	77.1
	Standard of Excellence	Very High	Maintained	Excellent	91	27.5	80	33.7	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	90	98.9	80	96.7	43,118	67.0	44,317	66.5
	Standard of Excellence	Very High	Maintained	Excellent	90	50.0	80	45.4	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	Very High	Improved	Excellent	91	98.9	80	96.5	43,560	72.2	44,505	68.8
	Standard of Excellence	Very High	Improved	Excellent	91	38.5	80	27.8	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 (PAT) 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 statically 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

## APPENDIX II: Diploma Exam Results Course-By-Course Summary, With Measure Evaluation

Course	Measure	Westmount Charter School Soc.						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	High	Maintained	Good	57	98.2	37	96.5	28,330	86.1	28,021	87.6
	Standard of Excellence	Very High	Declined	Good	57	28.1	37	39.1	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	13,473	88.2	12,858	87.9
	Standard of Excellence	*	*	*	1	*	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	Intermediate	Maintained	Acceptable	86	83.7	46	81.4	22,197	82.1	22,435	81.7
	Standard of Excellence	High	Improved Significantly	Good	86	33.7	46	16.7	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	44	97.7	44	96.9	22,845	84.2	23,756	85.4
	Standard of Excellence	Very High	Maintained	Excellent	44	45.5	44	35.3	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	*	*	*	1	*	n/a	n/a	15,101	85.6	15,045	84.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	60	93.3	31	95.7	21,088	83.0	20,835	82.4
	Standard of Excellence	Very High	Maintained	Excellent	60	35.0	31	40.6	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 (Diploma Exam) 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 statically 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