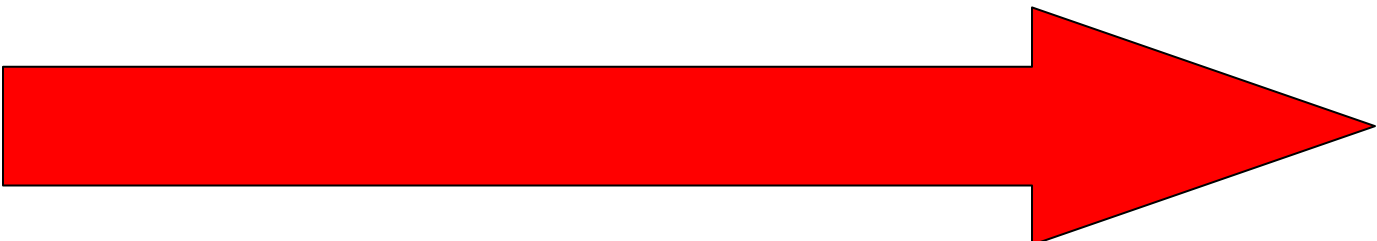




Westmount School Annual Education Results Report November 2010



11/29/2010
Westmount School
Wayne Funk Principal



Westmount School Annual Education Results Report and Three Year Education Plan

November 2010

Message from the Principal

Westmount School is dedicated to the students, staff, parents and greater community that we serve. With everything that we do; our focus is on making Westmount School a better place for our students to learn.

The Annual Education Results Report for November 2010 encompasses and looks back at the 2009/2010 school year. This report then is one of celebration as well as challenges as we report on the multiple successes and the immediate challenges that we face as a school.

We hope that by reviewing our past we can ultimately improve our future through adequate, thoughtful planning and community involved discussion. This document will serve as our three year education plan for the 2010/2011, 2011/2012, 2012/2013 school years.

Wayne Funk
Principal
Westmount School
November 2010

Accountability Statement

The *Annual Education Results Report* for Westmount School for the 2009/2010 school year was prepared in accordance with requirements of Alberta Education and Golden Hills School Division. The school is committed to using the results in this report to improve outcomes for students. We use the results to develop sound strategies for our *Three Year Education Plan* to ensure all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

School Profile

Westmount School is a Kindergarten to Grade 6 school that has a current student population of around 440. This population is fairly evenly split between rural and urban students. Our programs include 4 kindergarten classes, 3 classes of all other grade except in grade 5 where we have two classes. Additionally, we have Music and Physical Education programs taught by specialists. Our Living Skills program works with children with multiple severe delays who live in our attendance area or who are from some small surrounding communities.

Highlights of 2009/2010

Living Skills Program

Westmount School operates two Living Skills Programs, one for severe and Division I students, the second for Division II students. The program focuses on some of the student's IPP goals along with programming that teaches students life skill objectives through real life and hands on activities. The programs use a variety of activities, working in a community business, baking and cooking, cookie sales, filling the juice machine, etc., to teach everything from modified curriculum goals to specific goals that pertain to such developmental areas as speech and communication, social skills, personal hygiene, fine and gross motor skills, etc.



Drama Program

Westmount School offers its students an extracurricular drama program through which students rehearse for a drama performance for approximately three months and then perform four performances (2 matinees and 2 evening performances) in the spring. The auditions take place in November, with rehearsals taking place twice a week, after school. All students who audition for the play are given a role to allow maximum participation. Community volunteers, staff members and parents volunteer countless hours to make the costumes, build the set, find and make props, etc. This program builds student self esteem and is a wonderful way to develop strong school-community relations.



Intramural Program

During the course of the 2009/2010 school year every Westmount student was assigned an intramural house league team. Each student was a Blue Huskie, Green Wolf or Red Coyote. These intramural teams then spent the year challenging each other for the title of School Intramural Champion! These teams allow for the students to develop a sense of belonging and foster a great sense of school spirit. Through the course of the year, the teams battle through athletic competitions, school spirit days, the accelerated reader program and any other way that can be thought of to earn points.

Alberta Initiative for School Improvement

Our AISI program entered into a new division wide Assessment for Learning focus. During this year our teachers met regularly in grade teams to begin the journey towards a revamped assessment practice. These PLC meetings were often facilitated by our AISI lead teacher. Additionally, both administrators and our AISI lead teacher traveled to Portland, Oregon to learn more about Assessment for Learning and how it will impact classroom teachers.



Westmount School Track Club



During the spring of 2010 we continued our traditional Westmount School Track Club for any students interested in trying out track and field. This group met after school a few times a week to train and compete in different track events. The season culminated in a Hershey's Track Meet in Calgary at which many of our athletes learned valuable lessons about competition, tough losses and supporting teammates. We are very pleased that the Track Club has become a lasting component of Westmount School.

Student Government

As part of the grade six social studies program, we have implemented a nine member student government. These grade six students are elected to their position by their peers and then fulfill responsibilities that are placed on them at our monthly student government meetings. In addition, these students ask as a conduit between the student population and the administration. The skills gained by these students allow them to grow and develop as leaders throughout the year.



Trends and Issues



During the summer and fall of 2010 Westmount School's population grew unexpectedly by almost 40 students. This was a very exciting time for the school initially as we realized we may be able to add teachers as well as classrooms to our school programming. What we have come to understand now is that we no longer have the benefit of extra space. While not a dire situation yet, should we experience a similar growth during the summer of 2011, we would need to be very creative with our current space to allow for these extra students to become a part of the Westmount School student population.



Westmount School is an elementary school that students from Siksika Nation are allowed to attend. Traditionally, our Siksika student numbers are capped by the Siksika Board of Education. For the first time in recent memory the capped number declined this past year from 40 students down to 32. The Siksika Board of Education has indicated that they are considering slowly withdrawing their students from the general population at Golden Hills Schools. Should this actually occur, it will mean a slow drain on our student population but more significantly, this will be a huge loss to our school culturally. Our native students bring such a huge cultural boost to our population that it is hard to imagine Westmount School without this segment of students.

Facility and Capital

The Westmount School facility has changed slightly in the past year. During the 2009/2010 school year, seven Active Boards were installed for classroom use. Over the summer of 2010 an additional eight Active Boards were installed. These boards enable technology to be integrated more readily into all classroom endeavors. The future plan calls for a final purchase of six more Active Boards to complete installation of these boards into every classroom.



During the fall of 2010, a new classroom/storage space was created out of our former Art Room. This space was necessary with the creation of a fourth kindergarten classroom. Additionally, our storage space was severely limited. With the continued growth of our student population we have found it problematic to store all of the items needed to run a great elementary school program. The creation of these two spaces has meant the loss of a common gathering area for medium sized groups of students.

For the future, we are hoping to build a storage facility on the school grounds to accommodate many of our items that we use at a specific time once a year.



October 2010 Accountability Pillar Overall Summary (OPTIONAL)

Goal	Measure Category	Measure Category Evaluation	Measure	Westmount School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	92.1	88.8	88.6	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	89.2	88.7	89.5	80.5	80.3	79.4	Very High	Maintained	Excellent
			Education Quality	95.3	95.7	94.7	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	n/a	n/a	n/a	4.3	4.8	4.8	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	71.5	70.8	70.9	n/a	n/a	n/a
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	84.2	81.7	81.4	79.1	78.3	77.2	Intermediate	Maintained	Acceptable
			PAT: Excellence	19.7	24.6	21.0	19.4	18.3	18.2	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.5	53.3	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	56.9	57.3	56.7	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	58.7	n/a	n/a	n/a
Work Preparation			77.8	82.8	83.9	79.9	79.6	78.9	High	Maintained	Good	
Citizenship			88.9	87.0	84.5	81.4	80.3	78.3	Very High	Maintained	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	82.8	85.4	86.8	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	84.0	91.5	87.9	79.9	79.4	77.6	Very High	Maintained	Excellent

Notes:

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

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.9	88.4	88.6	88.8	92.1	90.0	Very High	Maintained	Excellent	95.0	95.0	95.0

Comment on Results

We are very pleased at the continuing high standard of safe and caring students and staff at Westmount School. With our continued focus on this measure we believe the results for this goal should remain very high.

Strategies

We were able to offer the DARE program to our Grade 6 students during the 09/10 school year. This program is offered through the Strathmore R.C.M.P. detachment.

Westmount School has a virtues program that recognizes positive behaviour in students during a monthly assembly. Teachers from each classroom select students who exhibit the virtue of the month. These students are then recognized during a school assembly.

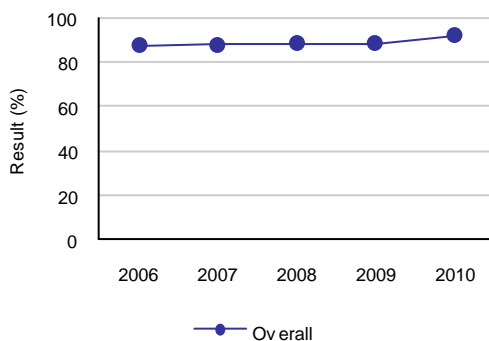
Students who are a potential threat to any of the staff or student population are given a risk assessment through the school's Educational Consultant. Meetings with the parents are conducted and a plan is put in place to remedy the situation. These risk assessment will continue as needed in the future to ensure that students and staff are safe.

Measure Details (OPTIONAL)

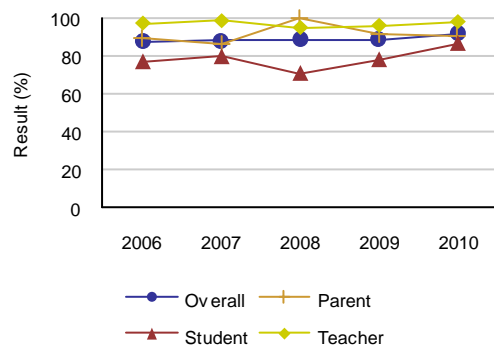
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	87.9	88.4	88.6	88.8	92.1	84.6	84.3	85.9	87.4	87.5	84.4	84.2	85.1	86.9	87.6
Teacher	97.5	98.8	95.0	96.2	98.3	95.0	93.0	95.2	95.8	95.4	92.8	92.6	93.1	93.8	94.4
Parent	89.1	86.7	100.0	92.0	91.1	81.9	81.7	83.7	85.7	85.2	82.1	81.7	83.2	85.3	86.1
Student	77.0	79.7	70.8	78.1	86.8	76.7	78.1	78.7	80.8	82.0	78.4	78.5	79.1	81.7	82.2

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.3	86.9	92.8	88.7	89.2	90.0	Very High	Maintained	Excellent	92.0	93.0	94.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.2	94.8	93.7	95.7	95.3	96.0	Very High	Maintained	Excellent	98.0	99.0	100.0

Comment on Results

In the past year we have been able to diversify our programming here at Westmount to offer both Music and Physical Education to all of our students being taught by specialists. This change in programming has allowed our students to experience both of these optional courses being taught by professionals dedicated to these crafts.

Strategies

Extra-curricular programming at Westmount School include:

- Drama Club
- Track and Field Club
- Intramurals
- Hall Monitors
- Student Council
- School Safety Patrol
- Games Club

School Programming:

We offer Physical Education classes to each grades 1-6 three days out of four. We also offer a 3 minute "Wild Westmount Workout" to our students. This is a workout that takes place each morning before instruction begins in which student leaders lead each class through a workout routine set to music. We are very proud of the "Ever Active" program we offer our students. We have allocated our full time Physical Specialist teaching position in order to ensure quality daily physical education.

We have also had a half time music specialist teaching music to all of our students twice a week. The music program when combined with the Physical Education program allow for us to provide at least one hour of common prep time for all of our grade teams. As well, the music specialist has taken our annual performance opportunities and turned them into shows that have resulted in a many students feeling a love for the arts that might have been missing previously.

Technology:

Over the last two years we have installed a total of 14 Active Boards throughout the school. These Active Boards allow for our students to become actively engaged with technology on a constant basis.

During the course of the 2009/2010 school year we were a pilot school for a cart of 30 wireless laptop computers being utilized in a grade 4 classroom. During the current school year, these laptops are being signed out by a classroom for a month at a time to fully engage with this great technological advantage.

Utilize the computer lab to enable our students to better use technology in pursuit of learning and to provide teaching staff with technology to effectively teach the curriculum

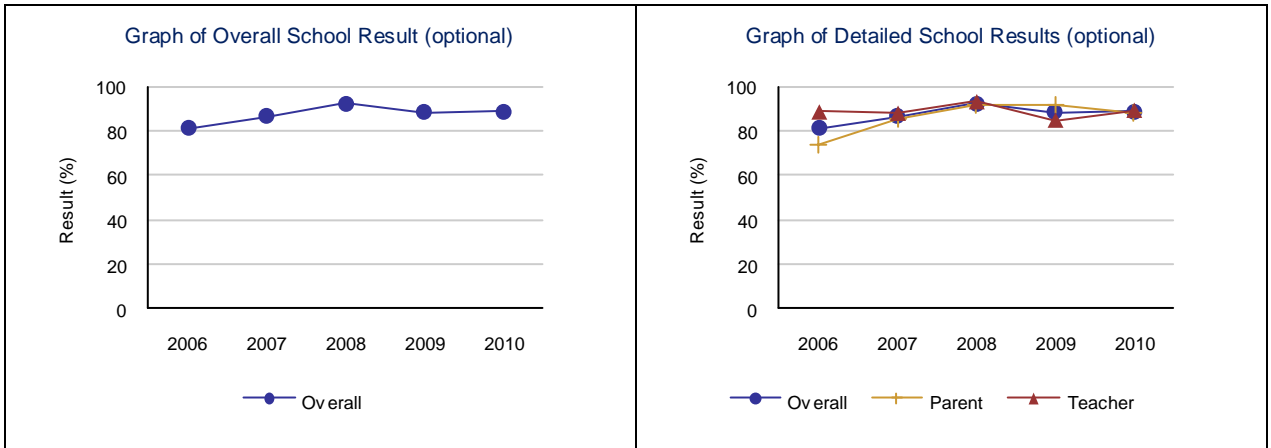
Provide staff with current hardware to allow them to improve student learning and staff communication. We have two computers in each classroom, a lab of 30 computers, and a pod of 6 computers in our library.

Decision Making

Westmount Elementary School Council is asked many times a year to reflect on educational practices happening at Westmount School. This process allows for parents to question practices and praise positives which provides for an overall positive feeling of the educational practices at Westmount School.

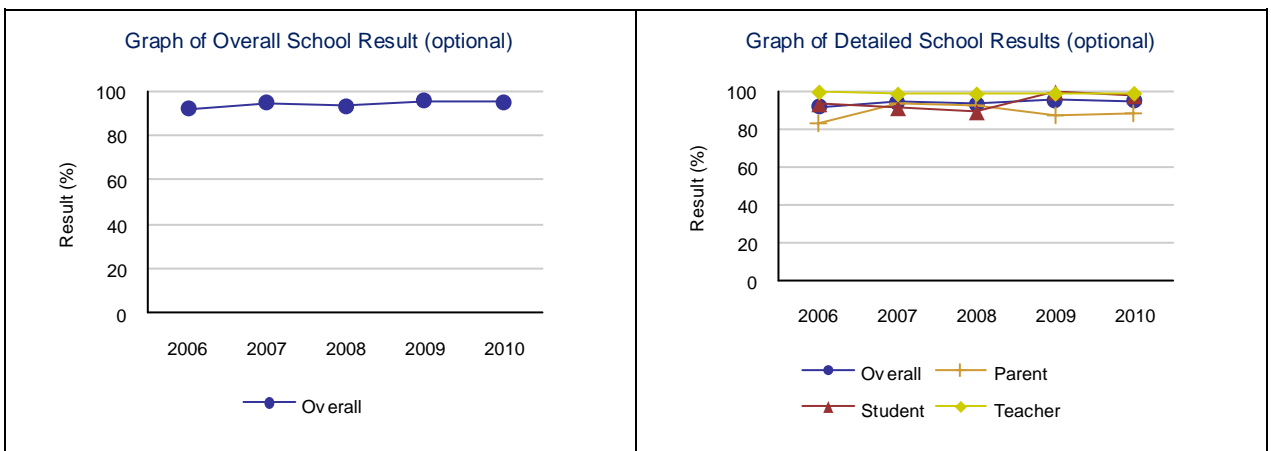
Teaching Staff are always able to make decisions regarding the programs and options available at Westmount School. These decisions take place during monthly staff meetings, and at our yearly planning session in May.

Measure Details (OPTIONAL)															
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	81.3	86.9	92.8	88.7	89.2	73.9	72.9	76.6	77.3	73.4	78.1	78.5	79.4	80.3	80.5
Teacher	88.9	88.3	93.7	85.1	89.7	82.9	80.9	86.3	85.8	83.1	85.2	85.7	86.4	86.8	87.7
Parent	73.7	85.6	91.8	92.3	88.7	71.8	70.5	73.1	73.0	69.2	76.6	76.9	77.6	78.7	78.0
Student	n/a	n/a	n/a	n/a	n/a	67.1	67.2	70.4	73.1	68.0	72.6	72.9	74.1	75.3	75.9



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

Measure Details (OPTIONAL)															
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	92.2	94.8	93.7	95.7	95.3	86.9	86.0	89.0	88.6	87.8	87.7	87.6	88.2	89.3	89.2
Teacher	100.0	98.9	99.0	99.2	99.3	96.8	94.7	96.2	95.3	96.9	94.8	94.7	94.9	95.3	95.6
Parent	82.9	93.9	92.9	87.8	88.9	79.7	78.4	84.4	82.9	79.3	81.6	81.8	83.0	84.4	83.9
Student	93.6	91.5	89.3	100.0	97.9	84.2	85.0	86.4	87.6	87.0	86.6	86.4	86.6	88.3	88.2



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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	81.3	80.0	82.5	81.7	84.2	85.0	Intermediate	Maintained	Acceptable	90.0	90.0	90.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	18.7	17.4	21.1	24.6	19.7	20.0	High	Maintained	Good	22.0	23.0	24.0
Overall percentage of students who achieved the acceptable standard on diploma examinations.							n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations.							n/a	n/a	n/a			

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

Comment on Results

Strategies

READING

In the past, Westmount School's AISI program has focused on improving literacy rates. To achieve this, a dedicated AISI teacher instructed a lesson each month focusing on a specific reading strategy that improved reading comprehension understanding and recall. Teachers then used the modelled strategy throughout all the subjects to provide students with the opportunities to learn the strategies and apply them. This was not a pull out program. All students at Westmount School benefited from the program. Even though is no longer the main thrust of our AISI program, many of these strategies are still being used daily in all of our classrooms.

Westmount School is utilizing the STARS program to further improve literacy rates in the area of expository text in Grades 2 to 6. Grades K to 4 are also using Literacy Place, a Scholastic classroom reading program that utilizes both expository and narrative text.

Westmount School has developed a scope and sequence for the STARS program. Each grade will cover all the units in the STARS program; however, each grade will spend extra time on selected units to improve learning in the selected units.

Westmount School is also utilizing the reading program Accelerated Reader. This is a library based reading program that has students writing a computer test to determine their reading proficiency (Reading Range). Students then read books in their range and then write a computer test to determine their comprehension and recall skills. Further tests are taken during the school year to re-assess each student's growth and reading development.

WRITING

To improve writing skills Westmount School is utilizing the Barbara Mariconda's narrative writing program along with Tony Stead's Expository writing program.

A scope and sequence has been developed for the Barbara Mariconda program. Again, teachers teach all the units in the program, however, they will focus on specific units to allow students the extra time to fully master selected skills.

By teaching the same programs from Kindergarten to Grade 6, the students are exposed to the same concepts, vocabulary and writing skills in each grade. The continuity from each will allow students to develop their reading and writing skills each year building on the programming from the previous year.

Each P.L.C. has developed a writing evaluation rubric based on the P.A.T. and the H.L.A.T. evaluation rubrics. Students will be exposed to this rubric to help them prepare for the P.A.T. and to provide continuity between classrooms.

In addition the 6 + 1 Traits of Writing has become a supplemental resource that is used by many of our teachers.

MATH

To improve math skills, the Grade 6 class is utilizing the Accelerated Math program. This program provides students with immediate results and will provide them with the necessary skills to improve the School's math scores on the P.A.T.s.

Westmount School spent time learning about and implementing the math program Power of Ten. Professional development was organized for the 09/10 school year to assist teachers with this process.

Notes:

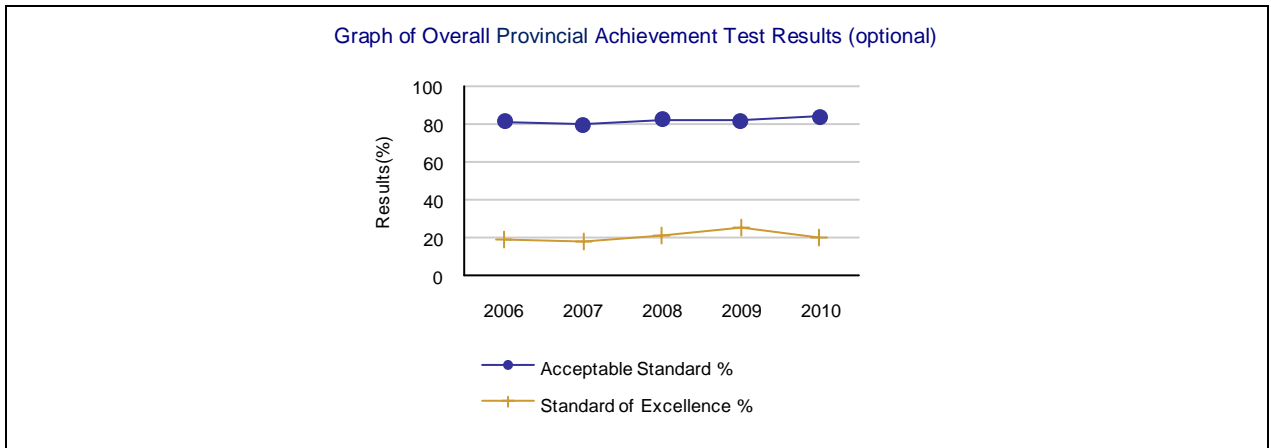
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français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

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	87.7	8.8	89.1	16.4	95.7	8.5	88.4	18.6	84.5	14.1	85.0	20.0
	Authority	81.4	12.5	82.3	18.2	87.0	14.9	84.4	18.2	83.9	16.1		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	School	91.2	22.8	85.5	16.4	89.4	25.5	93.0	32.6	80.3	23.9	90.0	25.0
	Authority	85.4	21.7	78.6	18.9	84.4	29.8	86.8	27.3	74.7	21.1		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	School	78.9	24.6	75.0	14.7	77.4	24.2	83.8	23.0	92.4	22.7	85.0	25.0
	Authority	80.5	14.5	78.7	15.1	82.7	18.9	83.3	16.7	87.4	19.1		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	School	73.7	3.5	76.5	7.4	71.0	17.7	78.4	13.5	77.3	9.1	80.0	20.0
	Authority	77.5	13.9	72.5	10.7	74.5	13.9	78.4	10.5	72.2	9.3		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	School	77.2	22.8	77.6	20.9	77.4	27.4	75.7	29.7	75.8	22.7	80.0	25.0
	Authority	75.7	25.8	69.1	23.7	72.4	18.7	78.6	20.0	76.4	21.6		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74.2	16.7	80.0	20.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.5	10.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	74.5	12.6	71.4	11.9	73.9	10.7	79.7	14.1	79.2	8.9		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59.3	3.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	59.0	12.5	59.5	12.4	54.6	7.9	64.1	10.7	61.4	13.0		

	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.3	7.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.3	9.4	62.4	9.1	63.8	6.0	68.9	12.0	70.3	12.0		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.4	7.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.6	13.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.8	7.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7		

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

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



Graph of Provincial Achievement Test Results by Course (optional)

<p>English Language Arts 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>88</td> <td>10</td> </tr> <tr> <td>2007</td> <td>90</td> <td>18</td> </tr> <tr> <td>2008</td> <td>95</td> <td>10</td> </tr> <tr> <td>2009</td> <td>88</td> <td>20</td> </tr> <tr> <td>2010</td> <td>85</td> <td>15</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	88	10	2007	90	18	2008	95	10	2009	88	20	2010	85	15	<p>[No Data for French Language Arts 3]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	88	10																	
2007	90	18																	
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<p>[No Data for Français 3]</p>	<p>Mathematics 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>90</td> <td>25</td> </tr> <tr> <td>2007</td> <td>85</td> <td>18</td> </tr> <tr> <td>2008</td> <td>90</td> <td>28</td> </tr> <tr> <td>2009</td> <td>95</td> <td>35</td> </tr> <tr> <td>2010</td> <td>80</td> <td>25</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	90	25	2007	85	18	2008	90	28	2009	95	35	2010	80	25
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Year	Acceptable Standard %	Standard of Excellence %																	
2006	80	25																	
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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)

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2006	78																														
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2010	75	20																													
<p>[No Data for English Language Arts 9]</p>	<p>[No Data for English Lang Arts 9 KAE]</p>																														

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	Westmount School							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Declined	Issue	71	84.5	48	91.1	42,061	81.6	42,181	80.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	71	14.1	48	14.5	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	66	92.4	68	78.7	43,599	83.3	44,064	81.1
	Standard of Excellence	Very High	Maintained	Excellent	66	22.7	68	20.6	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Low	Maintained	Issue	66	75.8	68	76.9	43,509	76.8	43,945	75.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	66	22.7	68	26.0	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,651	79.3	44,250	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,372	73.6	44,075	70.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,372	17.7	44,075	14.5

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

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

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



Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2010
Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9.							
English Language Arts 3	School	94.7	96.4	100.0	95.3	95.8	100.0
	Authority	94.1	92.4	96.0	96.6	96.1	
	Province	90.6	90.1	89.8	90.6	91.1	
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	96.5	97.3	
Français 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	97.5	97.7	
Mathematics 3	School	94.7	96.4	100.0	95.3	98.6	100.0
	Authority	95.3	92.4	96.9	96.6	94.0	
	Province	90.8	90.5	90.5	91.2	88.3	
English Language Arts 6	School	86.0	94.1	95.2	97.3	100.0	100.0
	Authority	91.8	92.8	94.7	95.3	94.7	
	Province	90.1	89.6	89.5	90.0	90.7	
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	96.1	97.5	95.6	97.6	97.5	
Français 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	97.6	98.5	97.7	98.4	
Mathematics 6	School	84.2	94.1	95.2	98.6	100.0	100.0
	Authority	92.2	93.8	94.7	95.6	94.7	
	Province	90.6	90.0	90.0	90.6	88.3	
Science 6	School	86.0	95.5	93.5	97.3	100.0	100.0
	Authority	90.7	91.7	90.7	95.3	95.7	
	Province	90.0	89.1	89.0	89.6	90.5	
Social Studies 6	School	n/a	n/a	n/a	n/a	100.0	100.0
	Authority	n/a	n/a	n/a	n/a	94.9	
	Province	n/a	n/a	n/a	n/a	90.3	
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	87.0	86.4	87.7	93.1	94.3	
	Province	87.7	87.9	87.7	89.7	89.8	
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	81.5	
	Province	n/a	n/a	n/a	n/a	82.2	
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	95.9	93.7	96.8	95.2	98.0	
Français 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	96.9	97.8	98.5	97.5	
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	85.6	87.6	88.4	95.0	93.5	
	Province	87.3	88.0	88.0	89.8	86.8	
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	85.7	

	Province	n/a	n/a	n/a	n/a	87.3	
Science 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	89.0	87.5	89.4	94.1	94.3	
	Province	88.1	88.8	89.0	90.5	90.4	
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	85.7	
	Province	n/a	n/a	n/a	n/a	86.7	
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	94.7	
	Province	n/a	n/a	n/a	n/a	90.2	
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	92.6	
	Province	n/a	n/a	n/a	n/a	85.2	

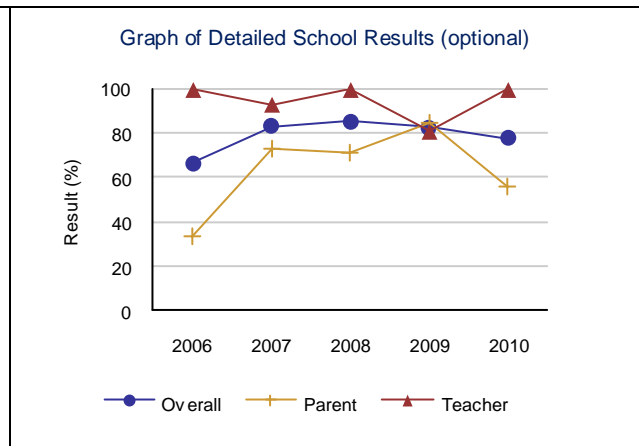
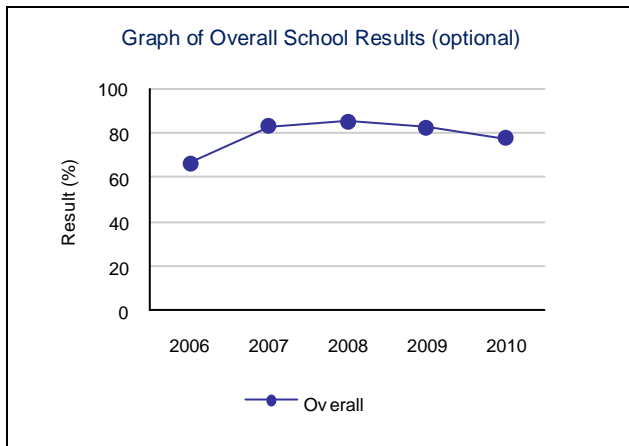


Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	66.7	83.3	85.7	82.8	77.8	85.0	High	Maintained	Good	85.0	85.0	85.0

Strategies
<p>Buddy Teaching</p> <p>Leadership skills are developed through a peer teaching program at Westmount School. Older students are buddied up with younger ones to provide them with reading and writing support and assistance during special events. Older students learn how to assist others and how to be leaders as they build self esteem. Younger students learn to look at the older students as role models and benefit from peer teaching.</p>
<p>Wonderful Works of Westmount</p> <p>K to Grade 4 students share what they are passionate about outside the school setting through the Wonderful Works of Westmount. Students bring their collections, art work, sports equipment and toys to the School's gym to be displayed. While parents and other students circulate through the gym each student has the opportunity to discuss what they have been learning outside the school setting.</p>
<p>Christmas Marketplace</p> <p>Each December our grade 5 and 6 students create a product to be sold during our annual Christmas Marketplace. Students are expected to come up with a business plan that includes thoughts around cost of materials, profit margins and dedication of funds earned through their sales. Other students, parents and the general population come to our Market Place to support our young business men and women.</p>

Measure Details (OPTIONAL)															
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	66.7	83.3	85.7	82.8	77.8	78.3	77.7	83.3	81.0	79.5	77.0	77.1	80.1	79.6	79.9
Teacher	100.0	93.3	100.0	81.0	100.0	92.7	92.3	91.8	91.3	93.8	89.4	89.2	89.3	88.9	90.0
Parent	33.3	73.3	71.4	84.6	55.6	64.0	63.0	74.8	70.7	65.2	64.6	65.1	70.9	70.2	69.8



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.0	81.2	85.2	87.0	88.9	87.0	Very High	Maintained	Excellent	90.0	90.0	90.0

Strategies

Active citizenship is developed through projects that allow students to recognize that there are problems within our community and world and to work towards helping to resolve these problems. Organizing activities that bring community members into the school and have students going out to work with community members also develops a sense of community and commitment to the community.

Students participate in the Terry Fox run to raise funds for cancer research,

Grades 5 and 6 students raise money at a Christmas market place to donate to a charity of their choice (e.g., United Way).

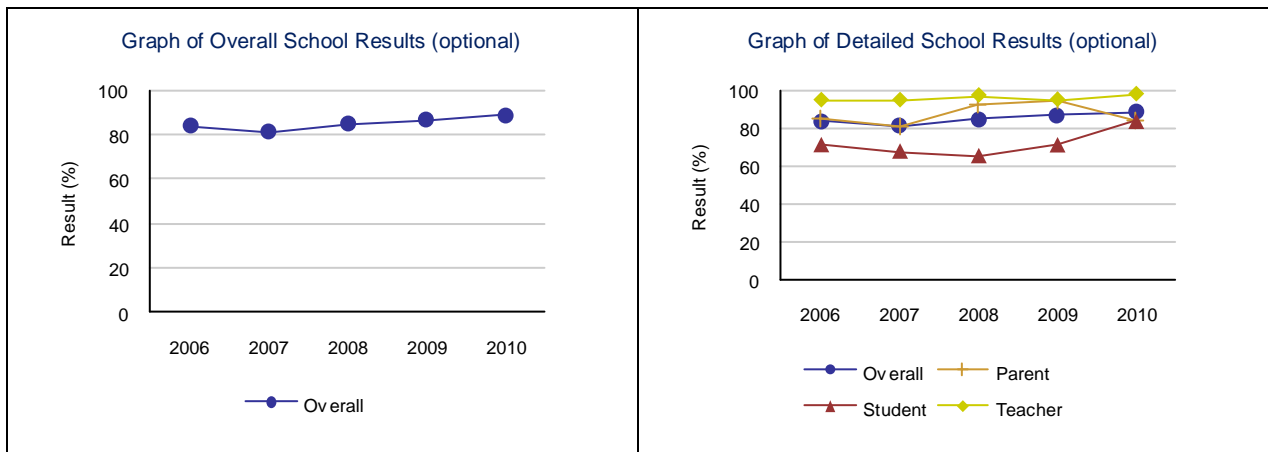
Students bring Christmas packages for Operation Christmas Child to allow other children in the world to enjoy Christmas.

Seniors and volunteers are brought into the school for reading activities, classroom activities, special events and for testing purposes.

Primary level students go into the local senior's lodge to read with seniors.

To learn the importance of "giving back" to one's community and to develop a sense of gratitude for all the support volunteers provide to the school students perform at a thank you tea put on for parents and school volunteers.

Measure Details (OPTIONAL)															
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	84.0	81.2	85.2	87.0	88.9	76.5	74.0	77.2	77.7	79.4	76.8	76.6	77.9	80.3	81.4
Teacher	95.0	95.0	97.5	95.2	98.2	92.7	88.3	92.0	93.1	92.7	90.3	89.9	90.6	91.8	93.0
Parent	85.7	80.7	92.9	94.6	84.4	71.7	69.7	74.0	73.7	74.8	72.4	72.6	74.7	77.4	78.5
Student	71.3	67.8	65.3	71.2	84.0	65.1	64.0	65.6	66.3	70.7	67.5	67.1	68.5	71.8	72.7



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

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

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: *The jurisdiction demonstrates effective working relationships.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.2	88.2	86.8	85.4	82.8	88.0	Very High	Maintained	Excellent	88.0	89.0	90.0

Strategies

Continue asking parents for input in regards to their own children's Individual Program Plan.

Continue the very effective relationship we have with our School Council. We hold monthly evening meetings each year.

Continue to improve our school newsletter and to improve the quality of our web based newsletter.

To provide for our students and families a DVD Memory Book that will capture the highlights of the school year.

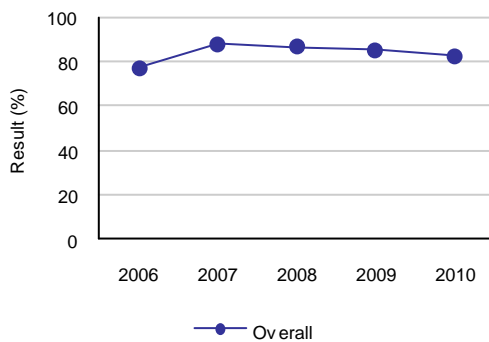
Revamp Westmount School Web page to improve school/home communication

Measure Details (OPTIONAL)

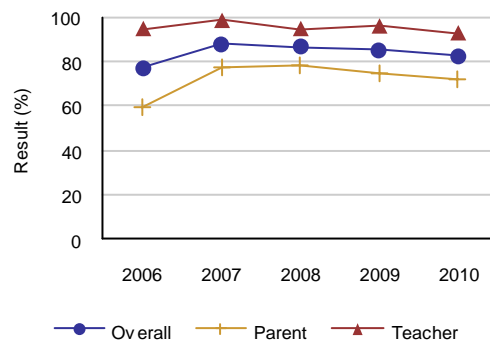
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	77.2	88.2	86.8	85.4	82.8	77.2	75.6	78.3	79.4	77.2	77.9	77.5	78.2	80.1	80.0
Teacher	95.0	98.8	95.0	96.2	93.0	88.5	88.0	90.4	90.5	88.4	87.6	87.1	87.5	88.0	88.6
Parent	59.4	77.6	78.6	74.7	72.5	65.9	63.1	66.2	68.2	66.1	68.1	67.9	69.0	72.2	71.3

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.5	87.8	84.3	91.5	84.0	94.0	Very High	Maintained	Excellent	90.0	91.0	92.0

Strategies

Each year through our school council and during staff meetings parents and staff are strongly encouraged to communicate with the administration to reflect on possible improvements that any particular school can make.

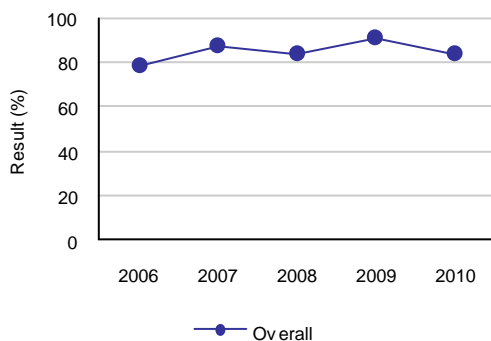
Our nine member student government enables our student population to maintain a direct line of communication to the administration of the school. This is vital for the continued growth and positive change in any school culture.

Measure Details (OPTIONAL)

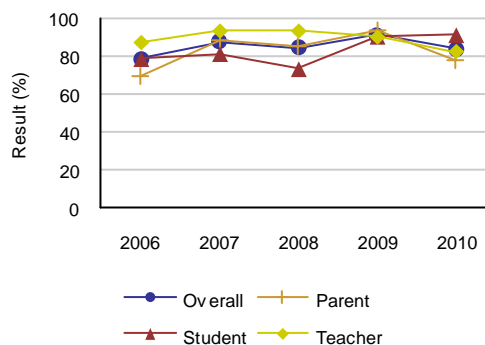
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	78.5	87.8	84.3	91.5	84.0	76.2	74.7	79.7	79.9	78.8	76.8	76.3	77.0	79.4	79.9
Teacher	87.5	93.8	93.8	90.5	82.6	85.9	78.0	84.7	83.4	85.3	75.5	74.5	75.6	78.2	80.8
Parent	69.2	88.2	85.7	93.3	77.8	69.2	70.4	76.5	76.6	71.7	75.4	75.1	75.9	78.1	77.0
Student	78.7	81.4	73.3	90.7	91.5	73.4	75.7	77.8	79.7	79.3	79.4	79.3	79.5	81.8	81.8

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



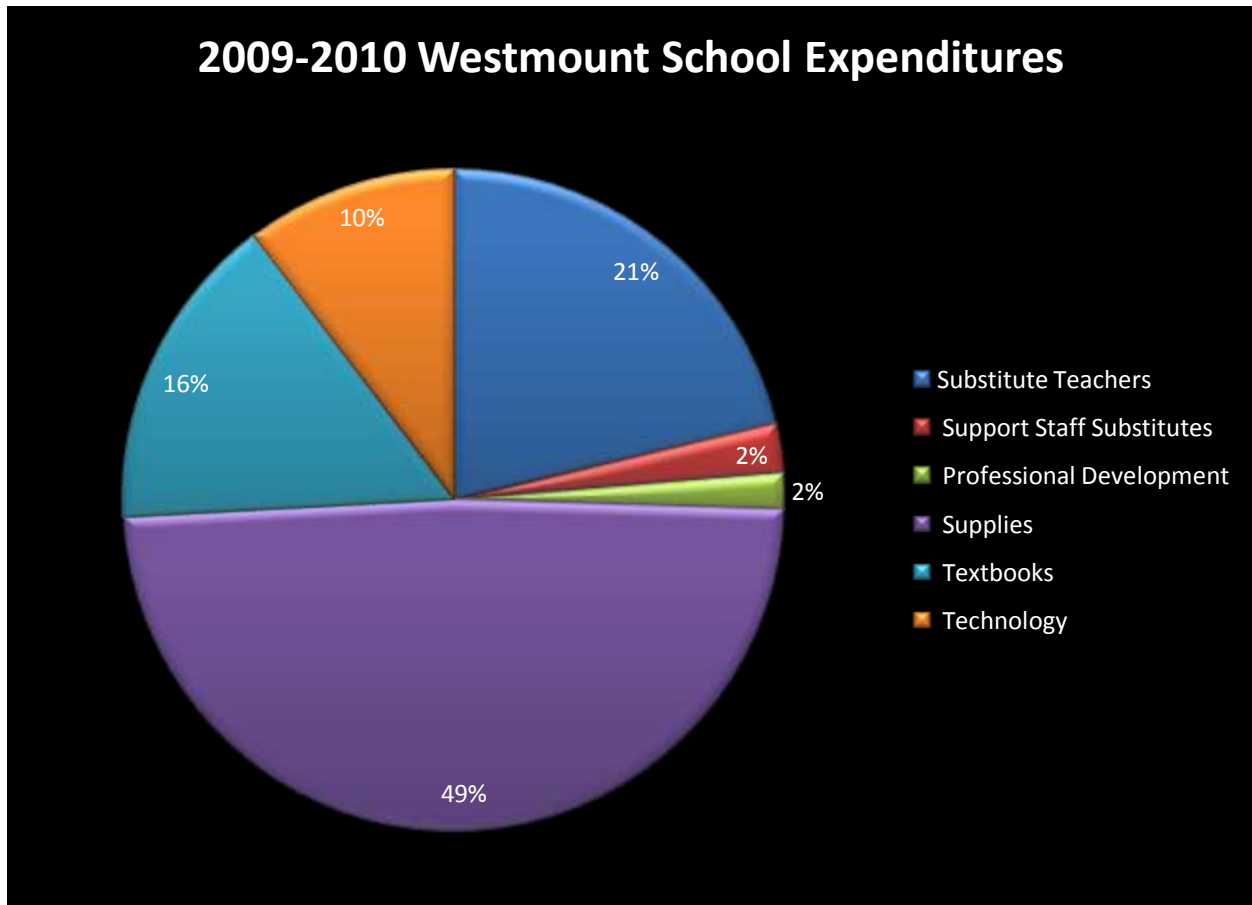
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Council Involvement

Annually, during one of the fall meetings of the Westmount Elementary School Council the principal presents to the parent community on the results of the Accountability Pillar from the previous spring. This meeting then provides an opportunity for parents to indicate support or dissatisfaction for programming and planning decisions. The school council chairperson then sits down together with school administration to help create targets and strategies for the school to attempt to meet the goals as set out by Alberta Education.

Budget Summary

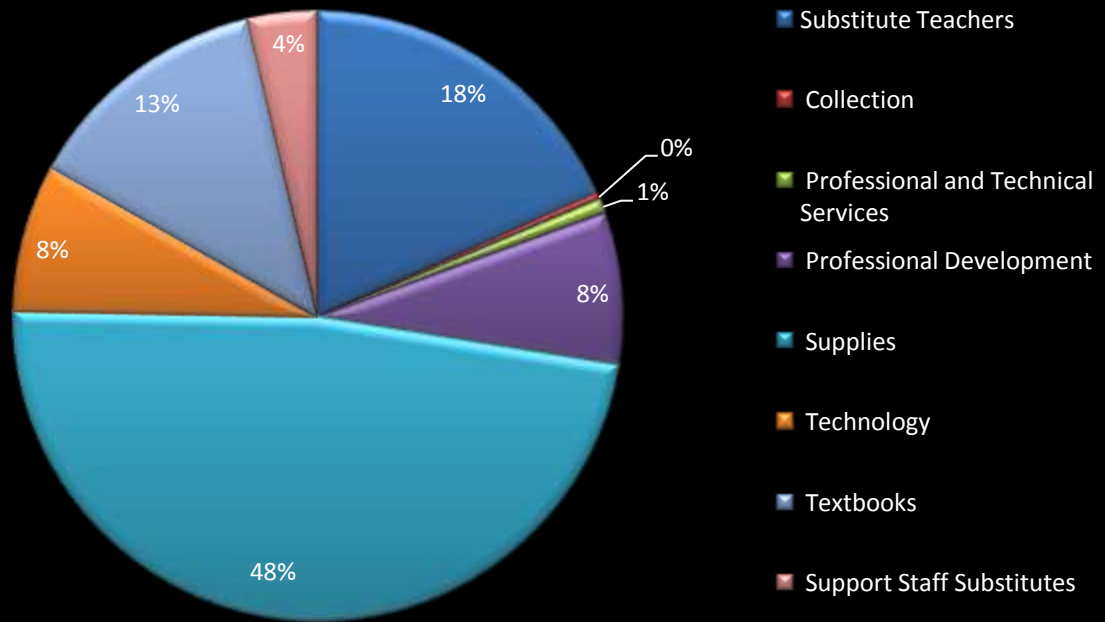
During the 2009-2010 school year Westmount saw a total revenue of \$2,241,890. Of this total, nearly 90% was budgeted towards teachers and office staff. As this represents a large portion of the budget I have chosen to remove that component from the detailed graph to follow. As well, this past school year was one of very tight budgets and you will notice that very little was spent on professional development or supplies for the school. This was a staff decision to keep as many Teachers and Educational Program Assistants employed as possible while trying to balance our budget in other ways.

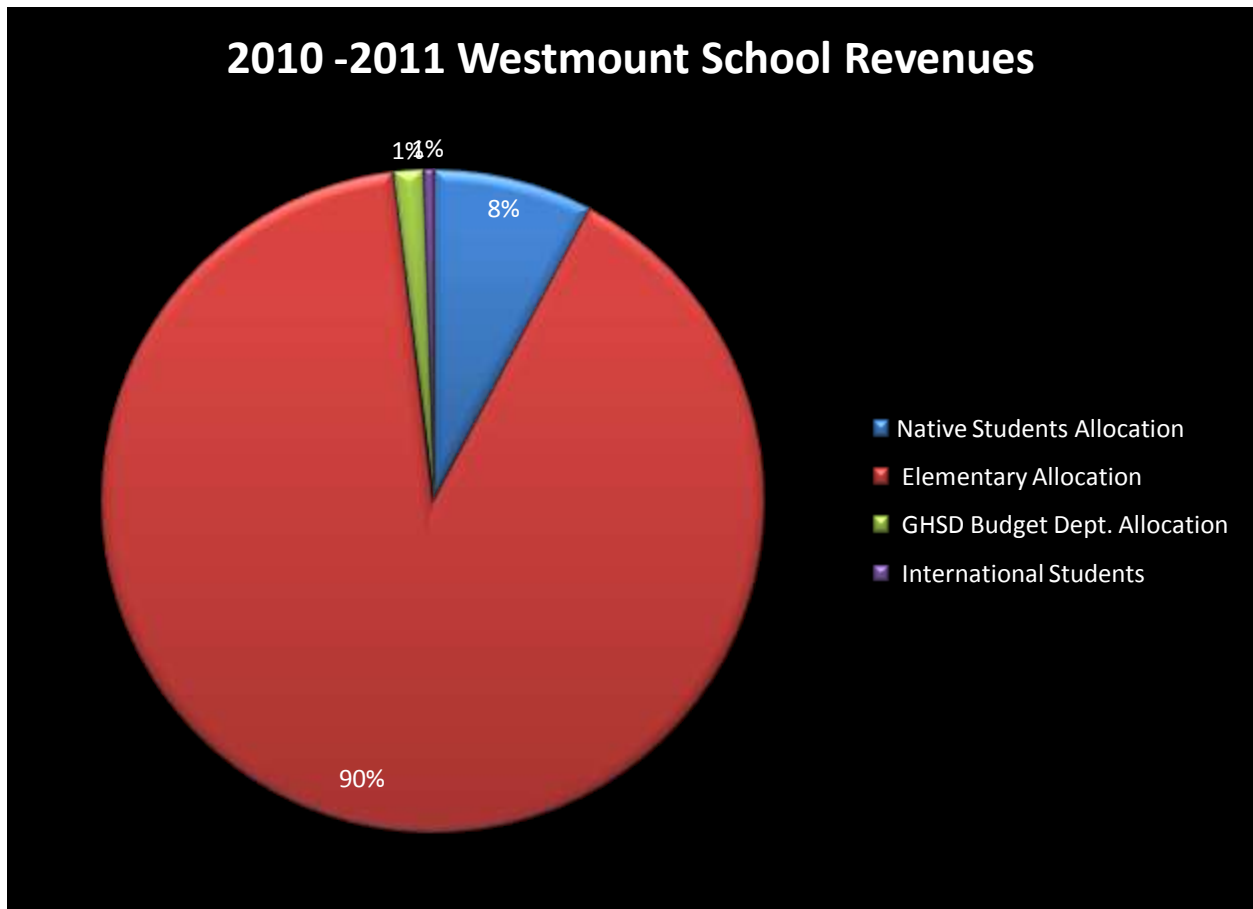


For the 2010-2011 school year, our student enrollment climbed dramatically and as a result we were able to hire more teacher and support staff to start the school year. This increase in spending on staff has benefited the students in many ways, but the most important way is to reduce class sizes in some key areas. Our two grade class sizes went from 30 students per class to 20 students. Our two grade six classes became 2.75 classes with an average of 22 students per classes. As well, we were able to add a fourth kindergarten class which helped with our class sizes in those classes as well.

The 2010-2011 revenues total \$2,382,480. This is the first year where our revenues are broken out by different revenue streams. The international student revenue stream is projected revenue based on an average number of international students for the school year. Once again, this year 90% of our budget was spent on teaching staff and administrative support at the office. For the projected expenditures information, the staff component has been removed.

2010-2011 Projected Westmount School Expenditures





Publication and Communication

This Annual Education Results Report and Three Year Education Plan will be placed onto our school website which can be located at <http://westmountelementary.com> Additionally this report will be made available to all parents who request a copy.

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This report was prepared by Wayne Funk, Principal Westmount School