



**School Authority 9140:  
West Island College Society of Alberta**

Combined Annual Three-Year  
Education Plan and Annual Results Report (AERR)

January 24, 2023



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## 2022/23 Fall School Authority Results Summary for Planning and Reporting

Message from Head of School & CEO, Erin Corbett

West Island College continues to be dedicated to the many students and families that walk through our doors. We are a tight knit community of learners here, dedicated to excellence, as learners, citizens, friends, and professionals. Our intention is to practice continuous improvement as a school, for our students, parents, and staff. We use a variety of engagement strategies including, but not limited to, student surveys, 360 degree surveys of the entire community, informal and formal stakeholder events, and the data we receive from Alberta Education to inform the strategies that allow us to continue to build upon our successes and address areas of concern.

A rigorous academic program, in both English and French Immersion, is balanced with ample opportunities for our students to engage in areas of passion and interest. They can pursue the fine arts, business, athletics, leadership, engineering, health sciences, international travel, and outdoor education to name just a few of the extensive opportunities afforded to them.

A sense of belonging, a key factor in our well-being as individuals, is at the heart of the WIC culture. We seek to find ample opportunities for our students to find their place here and to flourish as an individual, now and moving forward into their young adult lives.

WIC is proud to be a part of the innovative and entrepreneurial fabric of Calgary and want our students to *Own Their Future*. We are proud to walk alongside them as they discover and explore the opportunities and challenges in front of them. I encourage you to explore our website for more information about our Institutes, Focus Fridays, International Languages and Culture, and Experiential programs as just some of the unique programs offered here at the College.

This report can be found on our website at <https://www.westislandcollege.ab.ca/discover/policies>

### Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2022-23 school year and the Three-Year Education Plan commencing September 1, 2022 for West Island College were prepared under the direction of the Board in accordance with its responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2022/23 school year and the Three-Year Education Plan for 2020/2023 on January 24, 2023.



Sean O'Connor  
Board Chair



Erin Corbett  
Head of School & CEO

## Foundation Statements

As a result of the strategic planning process that took place during the 2019/20 academic year, WIC's foundation statements have been revised from Purpose, Promise and Commitments to Vision, Mission and Values. The Vision, Mission and Values are articulated as follows:

**Vision: Curious, creative, innovative, able to impact the world**

**Mission: Empower each student to thrive, contribute, and live a healthy purposeful life.**

**Be Bold. Be Brave. Be Ready**

**Values: Empathy   Respect   Integrity   Honesty   Courage**

### These Values have been defined as follows:

Empathy: We are curious and possess a desire to know and understand other peoples' needs and feelings.

Respect: We care about ourselves, our community, and the diverse world in which we live.

Integrity: We are reliable, trustworthy, and responsible. We do the right thing when no one is watching.

Honesty: We are true to ourselves; we are truthful and sincere.

Courage: We try new things, we step out of our comfort zones, and stand up for what we believe in.

### A Profile of the School Authority

West Island College is a premier, independent, university preparatory school located in the southeast quadrant of the City of Calgary. The College is a co-educational, bilingual day school for high achieving students. Since its founding in 1982, West Island College has gained a reputation for outstanding academic achievements, community service, and personal development of each student, and success in post-secondary and the world of work. The College attracts students from the entire city, and from locations as distant as Okotoks, Bragg Creek and Cochrane.

At West Island College, incredible opportunities happen every day in an environment where learning is tailored to each individual student; where relationships are nurtured through effective teamwork and collaboration; and where students are immersed in a community of enthusiastic learners. West Island College emphasizes respect, responsibility, and citizenship. We believe that inspiring our students to pursue excellence in academics, leadership, athletics, and global awareness prepares them for success in the future. In addition to exceptional teachers, an Advanced Placement Program, outstanding athletics, small class sizes and an extensive co-curricular program with leadership opportunities, WIC offers courses in French (Immersion or Second Language), Spanish and an International Languages Certificate. From our International Studies program and authentic student leadership opportunities, to Outdoor Education and WIC's Business, Health Sciences, Engineering, Fine Arts, and Liberal Arts Institutes, students are challenged to go beyond their comfort zones and discover what experiential learning really means.

The current enrollment is 563 students in small class sizes from Grade 7 to 12. The College's [website](#) provides more detailed information. Historically, between 98 to 100 per cent of WIC graduates transition to post-secondary education. Students are selected to attend WIC on the basis of their performance on standardized entrance tests where average intellectual potential and skill acquisition, as a minimum, must be demonstrated. In addition, students must display social maturity commensurate with their age at the time of testing. This maturity is evaluated during a personal interview and through guided letters of reference. West Island College is a student- centered educational organization.

## A Brief History of the College

West Island College was founded in 1974, in response to the need for an academic program dedicated to preparing students for post-secondary studies and for the reality of contemporary Canadian society. The first campus was established in Pointe-Claire, Quebec, and subsequently moved to Dollard-des-Ormeaux, Quebec, situated in the West Island region of Montreal.

Throughout the College's history, it has met with outstanding success in each of its pursuits and this is substantiated by the College's rapid growth. From a modest genesis of 40 students, the Montreal campus now accommodates 550 students in a state-of-the-art facility. With an ongoing commitment to the development of the whole child, West Island College embarked on an ambitious program of expansion. In 1982, West Island College of Alberta opened in Calgary. From a group of 39 students, the Calgary College now boasts a population of 565 students.

West Island College Calgary recognizes the need for a well-rounded educational experience. Through the Outdoor Education program, French Immersion and Spanish as a Second Language program, the International Studies Program, the Business Institute, Health Sciences Institute, Engineering Institute, Liberal Arts Institute, the Wolves' Den Speaker Series, and rigorous academic programming including Advanced Placement, the College is actively involved in the pursuit of excellence at home and across the globe. Through the years, these opportunities have expanded to include the Sailing Educational Adventures (SEA) Program, the Marine Biology Studies at Bamfield, University Campus Tours, Band Camp, a field study to the New York Financial District and Silicon Valley in California, the DELF (Diplôme d'études en langue française), the DELE (Diploma de Española Lengua Extranjera) and a Junior High School French immersion trip to Quebec City.

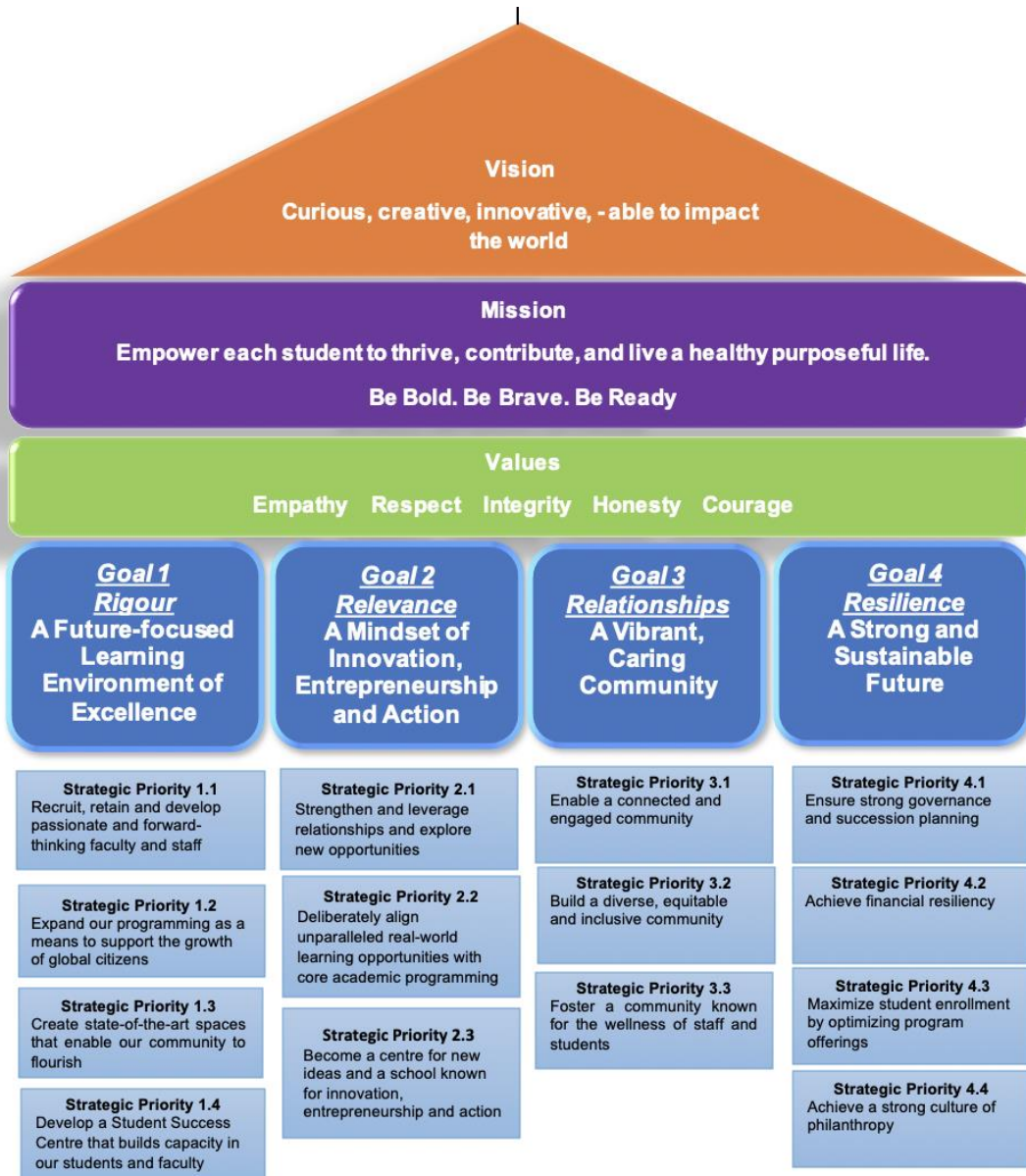
In August of 2021, West Island College Calgary appointed its new Head of School & CEO, Mrs. Erin Corbett.

The Strategic Plan, established and launched in the late Spring of 2021 was developed under the leadership of the Board of Governors in partnership with the Senior Leadership Team and in consultation with the wider community including: faculty, staff, students, parents and alumni. To assist us in the process, we engaged the support of a leading strategic planning consulting firm, BerlinEaton, who has worked with numerous independent schools across Canada.

The following questions were asked of these constituent groups:

- What draws people (students, families, faculty and staff) to WIC today?
- What are the key differentiating and special strengths of WIC?
- What changes do you think WIC needs to make over the next five years in order to equip our students for the future?
- What qualities of WIC do you most want to see preserved?
- What should WIC be known for in 2030 and beyond?
- What are the key issues facing WIC today?
- What priority goals should the leadership of WIC focus on over the next five to ten years? Why?
- What qualities (attributes, skills and knowledge) will the WIC graduates of 2030 need in order to be successful in life?

The outcome of the strategic planning process is summarized in the graphic on the next page.





Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	West Island College			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.6	89.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	87.3	90.6	88.1	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	99.4	97.6	97.5	83.2	83.4	81.1	Very High	Improved	Excellent
	5-year High School Completion	100.0	97.7	97.9	87.1	86.2	85.6	Very High	Improved	Excellent
	PAT: Acceptable	89.6	n/a	95.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	45.5	n/a	42.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	96.5	n/a	97.7	75.2	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	43.9	n/a	59.1	18.2	n/a	24.0	n/a	n/a	n/a
	Education Quality	93.0	93.1	93.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.5	91.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	93.4	92.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.9	88.7	85.9	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## Measure Evaluation Reference (Required AEAMs)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: 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 or equal to the lower value to 100%.

### 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.

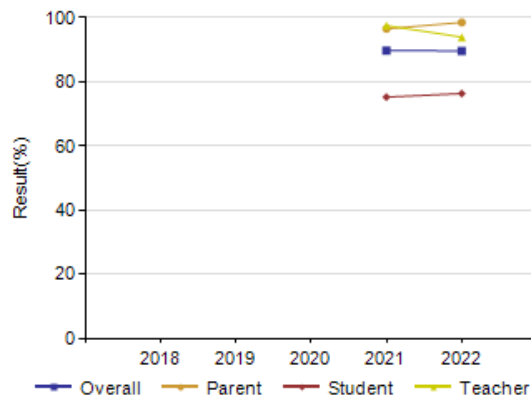
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

The following pages include tables and graphs that provide detailed data for the performance measures. School authorities may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

### Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	563	89.7	660	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	144	96.5	133	98.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	379	75.2	483	76.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	40	97.5	44	93.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Graph of Authority Results



Notes:

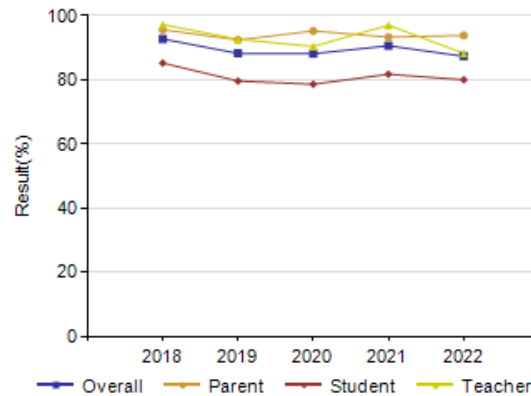
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



## Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority													Province									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	690	92.7	673	88.2	705	88.1	562	90.6	660	87.3	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	146	95.6	139	92.4	157	95.2	144	93.3	133	93.8	Very High	Maintained	Excellent	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	493	85.2	482	79.6	493	78.6	378	81.7	483	80.0	Very High	Maintained	Excellent	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	51	97.2	52	92.6	55	90.4	40	97.0	44	88.2	Intermediate	Maintained	Acceptable	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Graph of Authority Results



### Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

### Notes from West Island College:

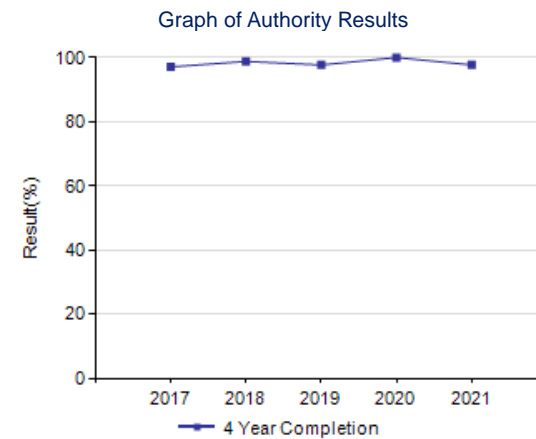
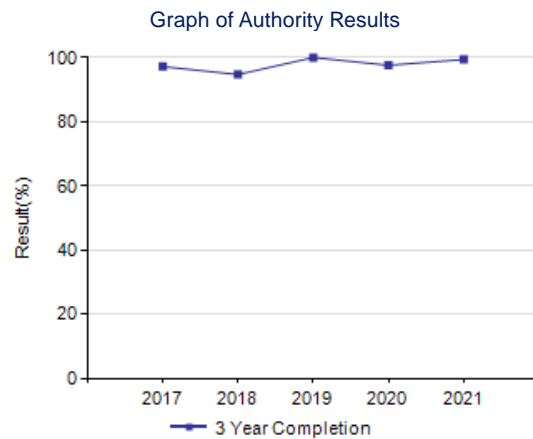
The drop in data from teachers is reflective of the lack of opportunities, due to the pandemic, for citizenship activities to take place when learning was on-line and the organizations we typically partnered with were not accepting volunteers.

### Measures to address:

WIC has now been able to reinstate all clubs and outreach activities after 3 years. We also added an additional learning strategist to assist students and teachers, and we brought in educational psychologists for our Junior School teachers to learn new strategies to work with students. Full school student assemblies have also been reinstated where we regularly discuss and reflect active citizenship within the school, providing modelling and celebration.

## High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	65	97.2	76	94.7	87	100.0	98	97.6	98	99.4	Very High	Improved	Excellent	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	84	97.1	65	98.8	76	97.7	87	100.0	97	97.7	Very High	Maintained	Excellent	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	76	97.5	84	97.4	65	98.7	76	97.7	87	100.0	Very High	Improved	Excellent	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

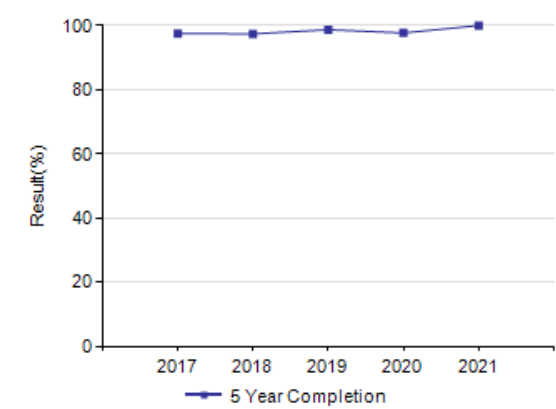


### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

High School Completion Rate – Measure Details

Graph of Authority Results



- Notes:
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  - 2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

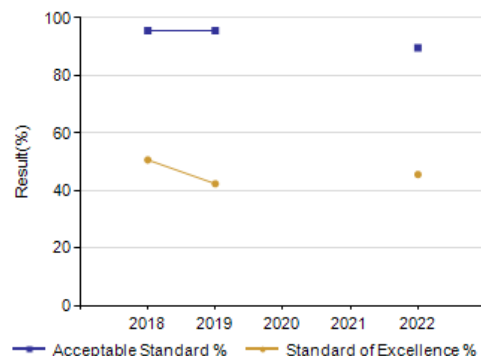
## Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	Authority	98.2	54.1	96.2	40.4	n/a	n/a	n/a	n/a	91.8	44.3		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
French Language Arts 9 année	Authority	95.5	31.8	96.9	31.3	n/a	n/a	n/a	n/a	75.0	25.0		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Mathematics 9	Authority	87.4	43.2	91.3	35.6	n/a	n/a	n/a	n/a	84.5	37.1		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
Science 9	Authority	98.2	54.1	96.2	46.7	n/a	n/a	n/a	n/a	93.8	54.6		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
Social Studies 9	Authority	98.2	55.0	98.1	50.0	n/a	n/a	n/a	n/a	89.7	47.4		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

### Graph of Overall Provincial Achievement Test Results

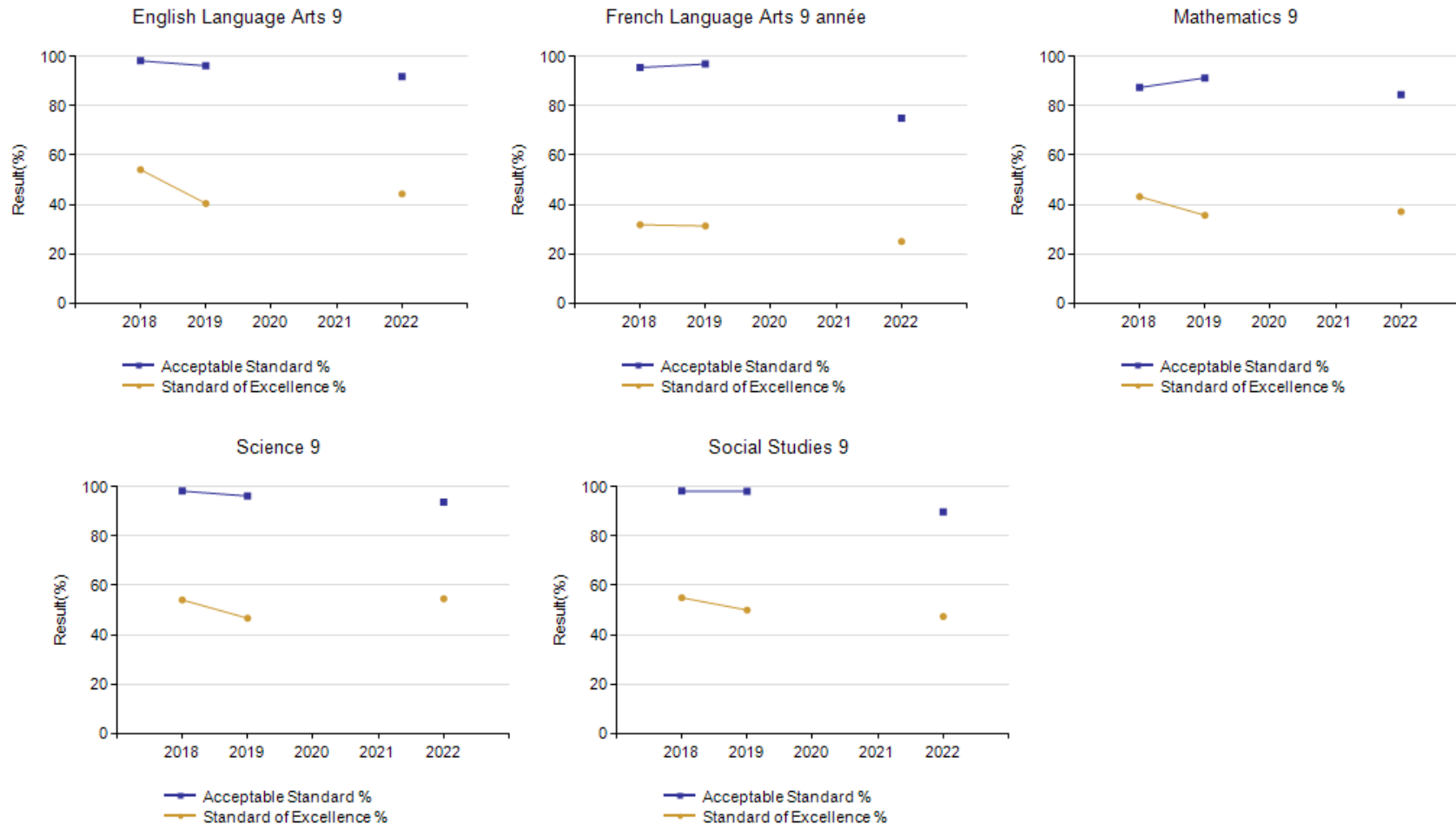


### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course



Notes:

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3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

### Notes from West Island College:

These were the first standardized tests that students wrote after the pandemic. Teachers & students reported that they didn't have the stamina for sitting for such an extended period (3+ hours). Typically, students would have practice building up to an exam like this, but due to online learning and different provincial regulations, this did not take place. The College is considering this year to be anomalous in terms of results and we look to 2023/24 to begin to see more normalization in scores. It should be noted, however, that our students still do very well, but our small class sizes result in every result having significant statistical impact.

### Measures to address:

WIC recognizes that student learning profiles are not homogeneous. We have increased staffing in our Student Success Centre, begun student tutoring programs again (shut down during the pandemic), and 1:1 support with teachers continues for students as needed.

### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		West Island College							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	97	91.8	104	96.2	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	97	44.3	104	40.4	35,521	12.9	47,465	14.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	8	75.0	32	96.9	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	8	25.0	32	31.3	3,228	9.9	2,811	12.3
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	97	84.5	104	91.3	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	97	37.1	104	35.6	32,890	16.7	46,764	19.0
Science 9	Acceptable Standard	n/a	n/a	n/a	97	93.8	105	96.2	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	97	54.6	105	46.7	31,215	22.6	47,489	26.4
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	97	89.7	104	98.1	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	97	47.4	104	50.0	30,108	17.2	47,496	20.6

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 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 année	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 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 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
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00

#### Notes:

1. 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 or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

### 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.

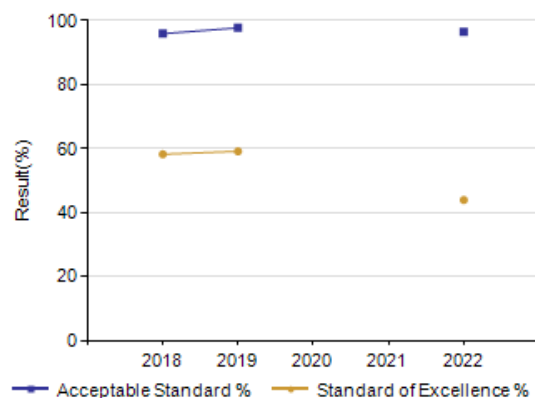
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

## Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	96.9	52.3	100.0	47.6	n/a	n/a	n/a	n/a	100.0	23.5		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
French Language Arts 30-1	Authority	*	*	100.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.4	23.0	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2		
Mathematics 30-1	Authority	93.3	61.1	96.4	71.4	n/a	n/a	n/a	n/a	95.4	56.9		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	35.0		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	Authority	97.2	52.8	100.0	48.8	n/a	n/a	n/a	n/a	97.1	42.9		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Biology 30	Authority	95.9	64.4	94.7	68.0	n/a	n/a	n/a	n/a	100.0	57.1		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	Authority	95.6	75.6	97.0	71.2	n/a	n/a	n/a	n/a	100.0	44.4		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	Authority	97.3	43.2	97.0	66.7	n/a	n/a	n/a	n/a	75.0	33.3		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		

## Notes:

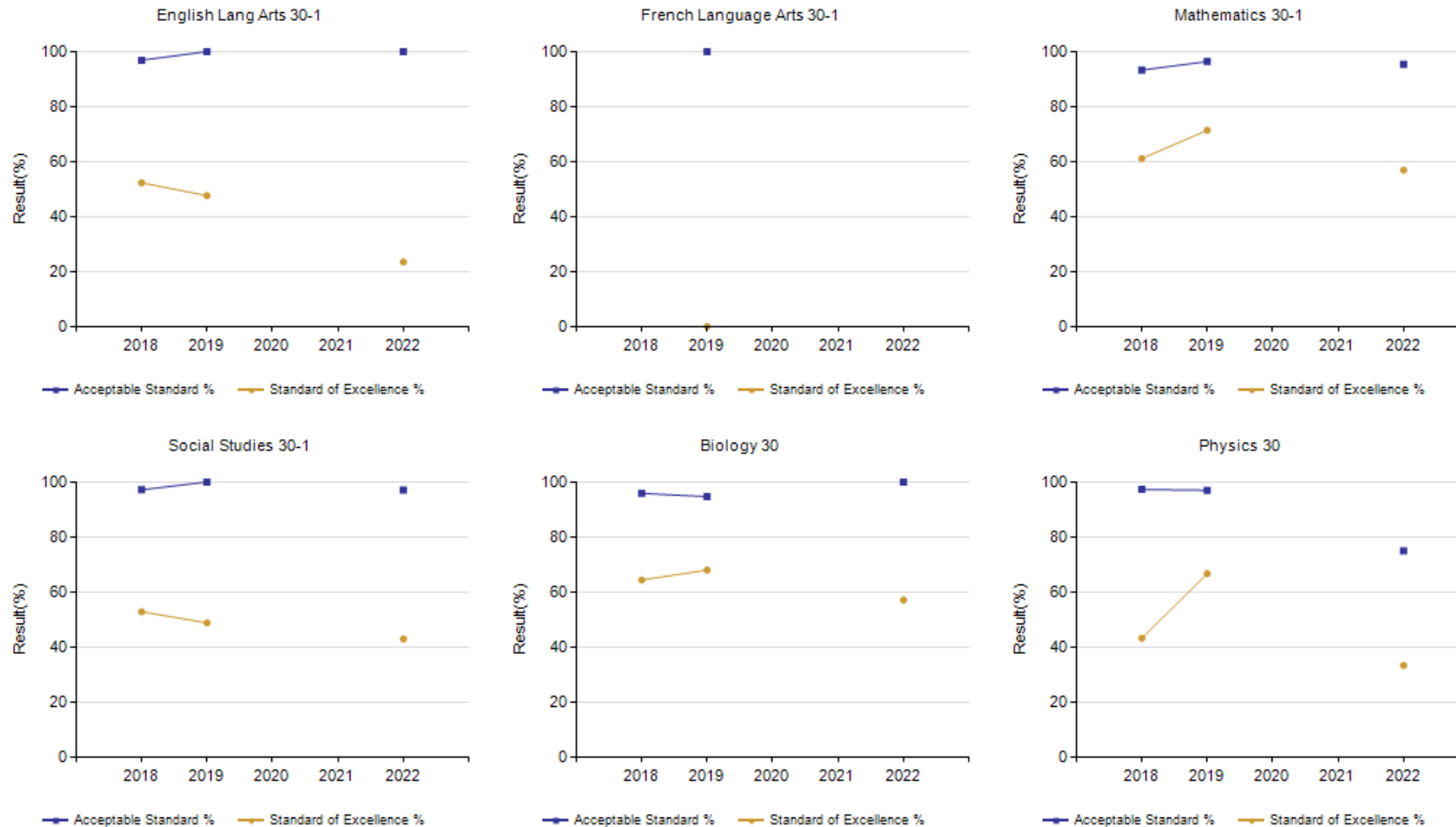
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. 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, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Diploma Examination Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Notes from West Island College:

Due to the pandemic, many students writing Diploma exams have not had any experience with exams of this nature. Many of our students writing diplomas are in Grade 11 as they are preparing for University applications in the fall of their Grade 12 year. These students did not write Grade 9 PATS and had spent most of their early high school years online or in a disrupted state due to changing regulations.

Measures to address:

WIC added Math 30-2 in 2019/20 providing an alternative stream for students. In 2022/23 WIC added a full year Math course for grade 10's to assist with catching up on content that may not have been solidified for students during the pandemic when classes were online and disrupted. The College has also adapted the Senior School timetable to allow for longer classes and there is a greater sense of school stability post pandemic. Teachers have a reenergized pursuit of professional development and are able to engage with their profession in more meaningful ways now that restrictions have been lifted.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	West Island College							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	34	100.0	84	100.0	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	34	23.5	84	47.6	17,372	9.4	29,832	12.3
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	14	100.0	666	91.9	1,215	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	14	0.0	666	6.8	1,215	10.1
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	65	95.4	84	96.4	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	65	56.9	84	71.4	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	20	100.0	n/a	n/a	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	20	35.0	n/a	n/a	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	35	97.1	82	100.0	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	35	42.9	82	48.8	13,811	15.8	21,610	17.0
Biology 30	Acceptable Standard	n/a	n/a	n/a	14	100.0	75	94.7	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	14	57.1	75	68.0	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	18	100.0	66	97.0	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	18	44.4	66	71.2	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	12	75.0	33	97.0	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	12	33.3	33	66.7	5,560	34.6	9,247	43.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
French Language Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 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 or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

### 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

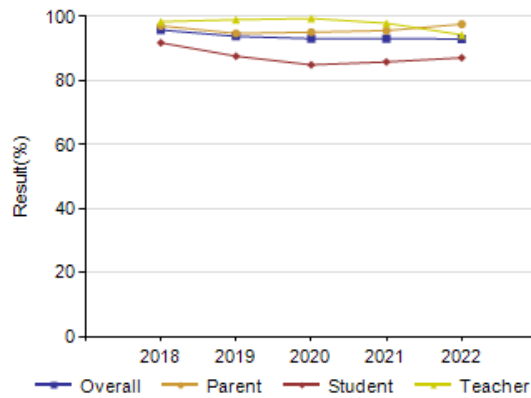
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

## Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority													Province									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	690	95.8	673	93.8	705	93.1	563	93.1	660	93.0	Very High	Maintained	Excellent	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	146	97.1	139	94.7	157	95.1	144	95.6	133	97.6	Very High	Improved	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	493	91.8	482	87.6	493	84.9	379	85.8	483	87.1	High	Maintained	Good	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	51	98.4	52	99.0	55	99.4	40	97.9	44	94.3	Intermediate	Declined	Issue	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Graph of Authority Results



Notes:

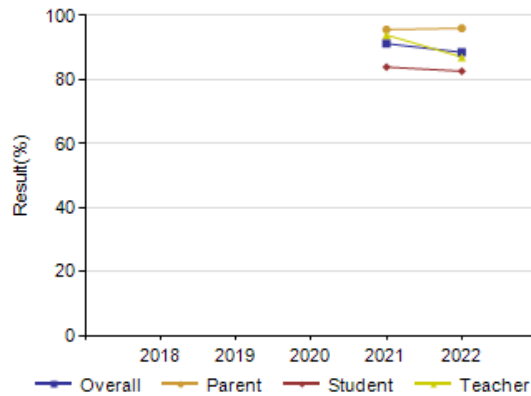
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



## Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	563	91.2	660	88.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	144	95.6	133	96.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	379	83.9	483	82.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	40	93.9	44	87.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	

Graph of Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

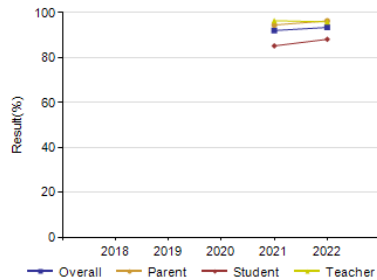
### Notes from West Island College:

We have added Student Success Centre supports including learning strategists and an additional counsellor. In addition, our focus for 2021/22 was wellness and wellbeing. We added 30,000 square feet of additional space, reinstated all clubs and athletics providing meaningful outlets and learning opportunities for students.

## Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority													Province									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	562	92.0	660	93.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	144	94.5	133	96.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	378	85.2	483	88.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	40	96.4	44	95.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

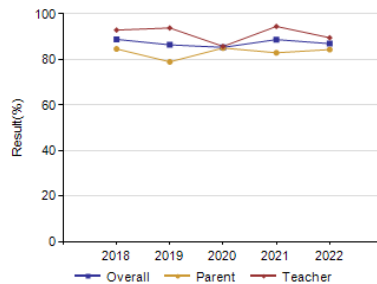
Graph of Authority Results



## Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	196	88.8	191	86.4	210	85.3	184	88.7	177	86.9	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	145	84.6	139	78.9	155	85.0	144	82.9	133	84.3	Very High	Maintained	Excellent	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	51	92.9	52	93.8	55	85.7	40	94.5	44	89.5	Intermediate	Maintained	Acceptable	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Graph of Authority Results



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	West Island College			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	86.5	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.9	0.2	0.3	2.3	2.6	2.6	Very High	Declined	Good
In-Service Jurisdiction Needs	84.0	81.7	82.1	83.7	84.9	85.1	Intermediate	Maintained	Acceptable
Lifelong Learning	93.3	94.6	91.2	81.0	82.1	72.0	Very High	Maintained	Excellent
Program of Studies	93.3	92.9	88.8	82.9	81.9	82.3	Very High	Improved Significantly	Excellent
Program of Studies - At Risk Students	93.8	92.1	91.1	81.9	82.7	84.8	Very High	Improved	Excellent
Rutherford Scholarship Eligibility Rate	100.0	100.0	99.6	70.2	68.0	66.4	Very High	Maintained	Excellent
Safe and Caring	91.3	92.9	92.4	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	84.5	84.2	81.1	72.6	71.8	74.1	Very High	Improved	Excellent
School Improvement	83.4	82.7	81.6	74.2	81.4	81.3	Very High	Maintained	Excellent
Transition Rate (6 yr)	46.7	31.6	30.1	60.3	60.0	59.8	Low	Improved Significantly	Good
Work Preparation	92.4	92.5	89.1	84.9	85.7	83.5	Very High	Improved	Excellent

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

**The Drop Out rate metric is not an accurate reflection of our student body.** This measure records those students who leave West Island College for another school jurisdiction nationally or internationally. Based on our internal data, we have not had students drop out of high school in recent history.

**This Transition Rate is** the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10 or adjusted by attrition. (An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.) A significant percentage of WIC graduates leave Alberta to attend post-secondary institutions, which is not reflected in these results. The result is that this measure does not accurately represent the **100% graduation rate of WIC's class of 2022.**

## Measure Evaluation Reference (Supplemental AEAMs)

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 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
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

#### Notes:

- 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 or equal to the lower value to 100%.
- 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.

	Achievement				
Improvement	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

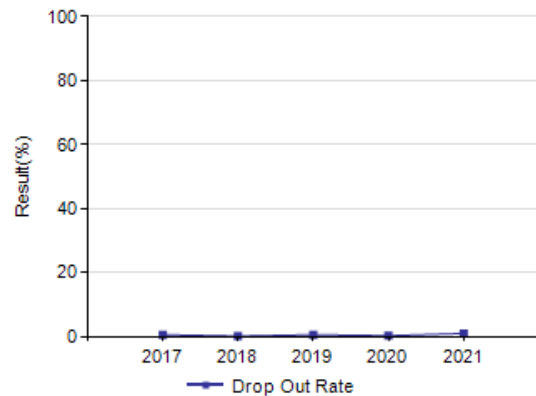
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Drop Out Rate – Measure Details

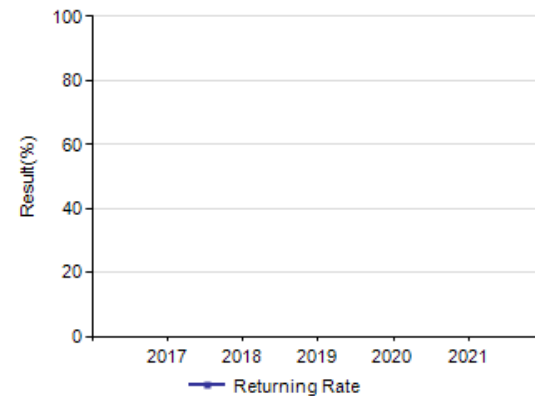
Drop Out Rate - annual dropout rate of students aged 14 to 18

	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	280	0.5	300	0.1	335	0.5	356	0.2	334	0.9	Very High	Declined	Good	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	n/a	n/a	2	*	1	*	2	*	1	*	n/a	n/a	n/a	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

Graph of Authority Results



Graph of Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

This metric is not an accurate reflection of our student body. This measure records those students who leave West Island College for another school jurisdiction nationally or internationally. Based on our internal data, we have not had students drop out of high school in recent history.

## High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																					
	Authority									Measure Evaluation			Province								
	2017		2018		2019		2020		2021				2017		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%
4 Year Rate	84	19.2	65	24.8	76	37.9	87	39.3	97	18.8	Very Low	Declined Significantly	Concern	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	94	51.3	76	35.2	84	23.5	65	31.6	76	46.7	Low	Improved Significantly	Good	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**This Transition Rate is** the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10 or adjusted by attrition. (An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province. A large number of WIC graduates leave Alberta to attend post-secondary institutions. The result is this indicator not accurately representing the **100% graduation rate of WIC's class of 2022.**

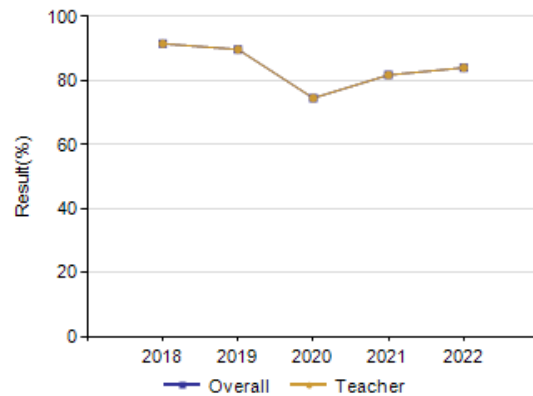


### In-service Jurisdiction Needs– Measure Details

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.

	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	51	91.5	52	89.7	55	74.5	39	81.7	44	84.0	Intermediate	Maintained	Acceptable	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	51	91.5	52	89.7	55	74.5	39	81.7	44	84.0	Intermediate	Maintained	Acceptable	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Graph of Authority Results



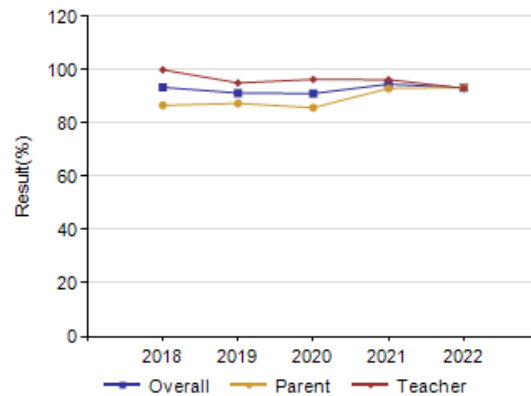
Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	191	93.4	191	91.3	208	91.1	184	94.6	177	93.3	Very High	Maintained	Excellent	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	140	86.7	139	87.4	153	85.8	144	93.0	133	93.4	Very High	Improved	Excellent	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	51	100.0	52	95.1	55	96.4	40	96.3	44	93.1	Very High	Maintained	Excellent	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Graph of Authority Results



### Notes:

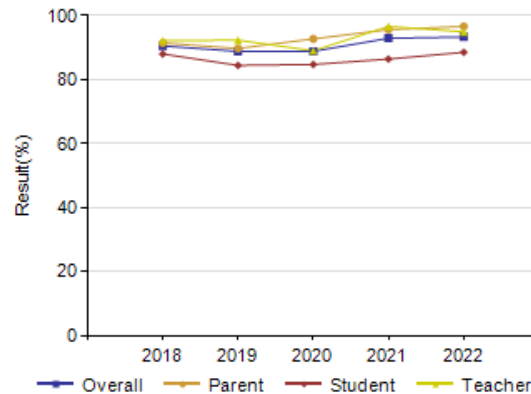
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

## Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	690	90.5	673	88.8	705	88.8	562	92.9	660	93.3	Very High	Improved Significantly	Excellent	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	146	91.4	139	89.7	157	92.7	144	95.6	133	96.6	Very High	Improved	Excellent	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	493	88.0	482	84.4	493	84.7	378	86.4	483	88.5	Very High	Improved	Excellent	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	51	92.1	52	92.3	55	89.0	40	96.6	44	94.9	Very High	Maintained	Excellent	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Graph of Authority Results



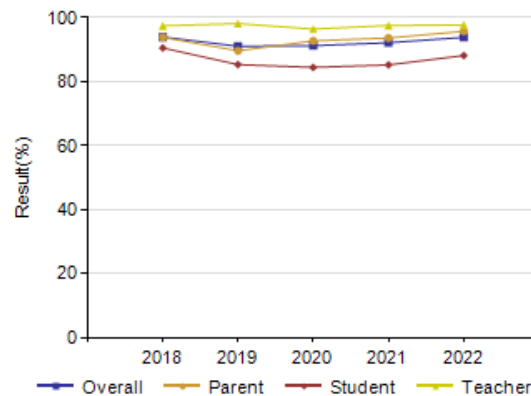
### Notes:

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## Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority													Province									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	690	93.9	673	91.0	705	91.2	562	92.1	660	93.8	Very High	Improved	Excellent	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	146	93.8	139	89.6	157	92.7	144	93.6	133	95.7	Very High	Improved	Excellent	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	493	90.5	482	85.3	493	84.4	378	85.2	483	88.1	High	Improved	Good	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	51	97.4	52	98.1	55	96.4	40	97.5	44	97.7	Very High	Maintained	Excellent	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Graph of Authority Results



Notes:

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### Notes from West Island College:

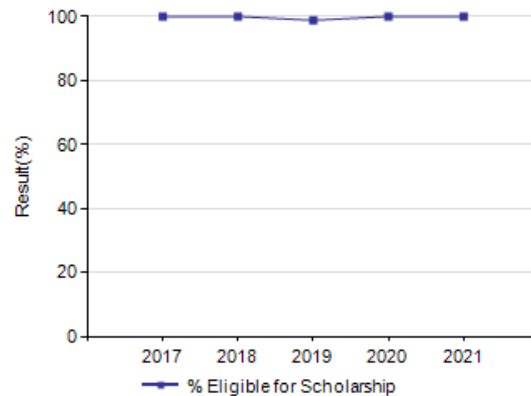
Continued expansion of our Student Success Centre has ensured timely access to emotional, social, and academic support for students. In addition, WIC piloted the Aspiria App, providing 24 hour 365 days a year access to supports for students.

## Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	64	100.0	68	100.0	85	98.8	94	100.0	98	100.0	Very High	Maintained	Excellent	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2017	64	63	98.4	64	100.0	55	85.9	64	100.0
2018	68	65	95.6	67	98.5	59	86.8	68	100.0
2019	85	84	98.8	81	95.3	80	94.1	84	98.8
2020	94	88	93.6	94	100.0	91	96.8	94	100.0
2021	98	94	95.9	97	99.0	90	91.8	98	100.0

Graph of Authority Results



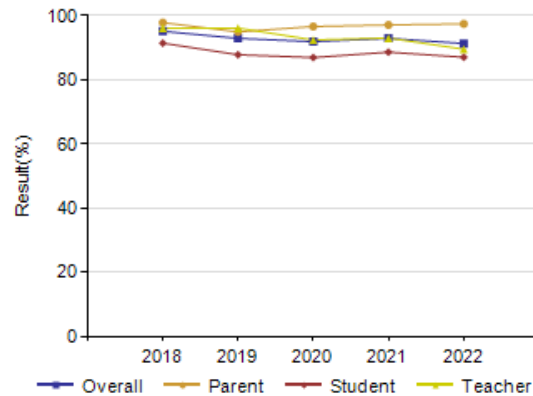
Notes:

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2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
3. Participation in the 2019/20 and 2020/21 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

## Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	690	95.1	673	92.9	705	91.9	563	92.9	660	91.3	Very High	Maintained	Excellent	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	146	97.8	139	94.9	157	96.6	144	97.1	133	97.4	Very High	Maintained	Excellent	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	493	91.4	482	87.8	493	86.9	379	88.6	483	87.0	Very High	Maintained	Excellent	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	51	96.1	52	96.1	55	92.4	40	93.0	44	89.5	Low	Maintained	Issue	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Graph of Authority Results



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

### West Island College Notes:

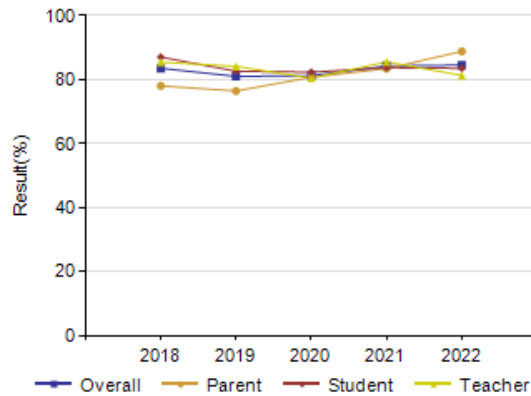
Teachers felt that students, particularly at the Junior School level were still socially dysregulated from the pandemic and continued to experience a disruptive year. Changes to the schools Focus Friday programming, homeroom, and targeted programming in wellness and well-being continue to make an impact. We will watch this measure closely for teacher response, but expect it to return to previous levels.



### Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority													Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	689	83.5	671	81.0	700	81.2	558	84.2	656	84.5	Very High	Improved	Excellent	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	145	78.0	137	76.4	153	80.7	141	83.4	130	88.8	Very High	Improved Significantly	Excellent	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	493	87.0	482	82.6	492	82.3	377	83.7	482	83.5	High	Maintained	Good	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	51	85.4	52	84.1	55	80.4	40	85.5	44	81.3	Intermediate	Maintained	Acceptable	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Graph of Authority Results



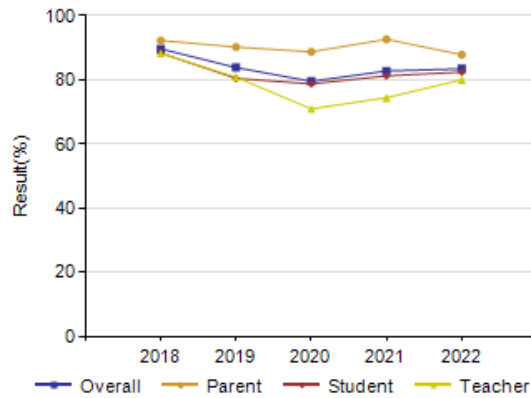
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	683	89.6	667	83.8	698	79.5	553	82.7	643	83.4	Very High	Maintained	Excellent	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	141	92.2	133	90.2	151	88.7	136	92.6	123	87.8	Very High	Maintained	Excellent	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	491	88.3	482	80.4	492	78.7	378	81.2	480	82.4	Very High	Improved	Excellent	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	51	88.2	52	80.8	55	70.9	39	74.4	40	80.0	High	Maintained	Good	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Graph of Authority Results



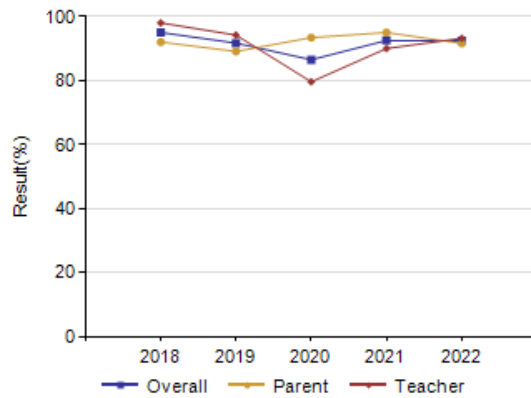
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	189	95.0	190	91.7	205	86.5	180	92.5	175	92.4	Very High	Improved	Excellent	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	138	92.0	138	89.1	151	93.4	140	95.0	131	91.6	Very High	Maintained	Excellent	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	51	98.0	52	94.2	54	79.6	40	90.0	44	93.2	High	Improved	Good	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Graph of Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Summary of financial results – year ended August 31, 2022

	2021-22	
	Actual	Budget
<b>Revenue</b>		
Tuition and student fees	\$ 11,752,754	\$ 11,251,000
Government grant funding	3,066,645	3,046,000
School program participation fees	276,906	390,000
Other	903,304	236,000
	15,999,610	14,923,000
<b>Expenses</b>		
Employee compensation, benefits and other	10,516,479	10,267,000
Operating supplies and services	2,886,521	3,982,000
School programs	296,794	240,000
Interest	76,862	100,000
Amortization of capital assets	893,652	-
	14,670,308	14,589,000
<b>Surplus (deficit) of revenue over expenses</b>	<b>\$ 1,329,302</b>	<b>\$ 334,000</b>

