

# WIC

WEST ISLAND COLLEGE



## WEST ISLAND COLLEGE

**SCHOOL AUTHORITY 9140:**  
**West Island College Society of Alberta**

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

**November 30, 2020**

## Message from the Board Chair

For West Island College, the 2019-2020 school year was one like no other, highlighted by the onset of the global pandemic that has altered the educational landscape across the globe. The year also saw a significant change as the Board of Directors accepted the resignation of Ms. Chantal Gionet in the spring of 2020. However, West Island College was very fortunate to have Gord Goodwin to step in on an interim basis as the College conducts a search for a permanent Head of School. With his strong understanding of Alberta Education, his collaborative approach to managing, and a competent leadership team, Gord remains committed to the College's mission, vision and values and to leading our outstanding team as we collectively deliver on our promise to provide an exceptional postsecondary preparatory program to our students.

In March, with the COVID-19 pandemic shutting down schools in Alberta, West Island College seamlessly helped our students effectively transition to online learning, which was among the very best of schools, both in the public or independent school space. WIC also continues to be one of Alberta's strongest performing schools, ranking in the top 5 of the most recent Fraser Institute annual rankings. A large cohort of our talented students successfully challenged Advanced Placement exams, consistently achieving scores above provincial and global averages, and our students received numerous awards and scholarships from a broad cross-section of leading Canadian universities.

Our community has always been defined by a culture of diverse, caring, and curious array of learners who are enthusiastically engaged in the pursuit of real-world, relevant learning experiences through participation in the extensive co-curricular programs offered at WIC. While the pandemic, unfortunately, prevented our students from being the usual global ambassadors they are, we are confident that these trips will return and continue to offer our students impactful service-learning opportunities. WIC also continued to offer our highly innovative Institutes Program, which offers our students the opportunity to explore their interests in business, health sciences, engineering, liberal arts or the fine arts, providing real-world, in-the-field learning experiences. Also, before the pandemic, our students participated in a multitude of activities and program offerings through our international language options, our wonderful theatre and music programs, our Outdoor Education Program, our very successful Athletics Program and by joining one or more of the 30 clubs and service activities available throughout a typical school year.

For the fiscal year ending August 31, 2020, WIC again has benefitted from a sound financial base, enjoying a modest annual operating surplus while continuing to make investments in our physical plant. This includes the creation of additional innovative learning and collaboration spaces, reducing our debt, and supporting our team of teachers through ongoing professional development opportunities that help them continue their personal growth and ensure our teaching teams remain at the cutting edge of pedagogical developments. Through their creativity, dedication and commitment, our teaching and administrative team is the backbone of our success and the foundation that enables us to provide a rich and diverse learning experience dedicated to the whole student.

I would like to sincerely thank our Interim Head of School for stepping up to steer the ship as the search for a new Head of School gets underway. I would also like to thank our outstanding faculty and staff for their unwavering heartfelt commitment to the success of our students and to ensuring that we provide a safe, caring learning environment in spite of the uncertain times we face as the world continues to grapple with COVID-19 and all that will mean for the education of our children.

Finally, I would like to sincerely thank my fellow Board members. They generously volunteer their time, talent, and energy with the shared goal and commitment to strong governance, the thoughtful pursuit of our new strategic plan, and the continued long-term success of West Island College.

Rob Nieuwesteeg  
Chair of the Board

### **Message from Head of School**

As I reflect on the 2019-2020 academic year, I am in awe of how we were able to continue learning and working as a cohesive community. This report is intended to highlight these accomplishments and share what we are incredibly proud of for West Island College.

Our College focuses on an academically rigorous and relevant program that prepares our students for the world beyond WIC. The performance results achieved by our students speaks to the success of our programs. We saw 100% of our graduates receive admissions offers from post-secondary institutions, and the Class of 2020 will be attending over 20 post-secondary institutions across North America. The Advanced Placement (AP) Program provides opportunities for motivated and academically focused students to experience college-level courses while still attending high school. AP courses focus on critical inquiry, synthesis and research skills. A majority of Canadian and American Universities will grant first-year credit for courses where students have excelled in the corresponding AP examinations. Again, this year, there were strong results from our Advanced Placement course offerings. The percentage of our students who challenged AP exams and received achievement marks of 3 or higher was 95%.

I am struck by the extensive caring attitudes of our students each and every year. We continue to see this attitude throughout the College daily, exemplified in clubs such as Roots and Shoots, which emphasizes caring for the environment or the drama plays where timely topics, as seen with the Laramie Project, are always tackled head-on. This past year, we had to cancel our International Studies program slated to travel to South Africa, Cambodia, Belize, and Japan. While travelling, our students would have completed many hours of community service within these countries. These service-learning experiences provide valuable humility and empathy within a global context, further enriching our commitment to nurturing the whole child.

We are a place of discovery, wonder and creativity for our students. As such, we continue with the infusion of design thinking principles into our programs. As well, programs in Computer Science and Robotics have become new key aspects of our programming. The principles of empathy, analysis and reflection when applied to problem-solving inspire greater creativity and innovation. We hope to further inspire and delight our students as we continue to create innovators through our programming.

Thank you for entrusting us with the education of your children and we look forward to the future.

Gord Goodwin  
Head of School

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

The Annual Education Results Report for the 2019-20 school year and the Three-Year Education Plan commencing September 1, 2020 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 2019/20 school year and the Three Year Education Plan for 2020/2023 on November 17, 2020.

#### **Foundation Statements (optional)**

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 (optional)**

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 565 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.

## Summary of Accomplishments (optional)

### 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.

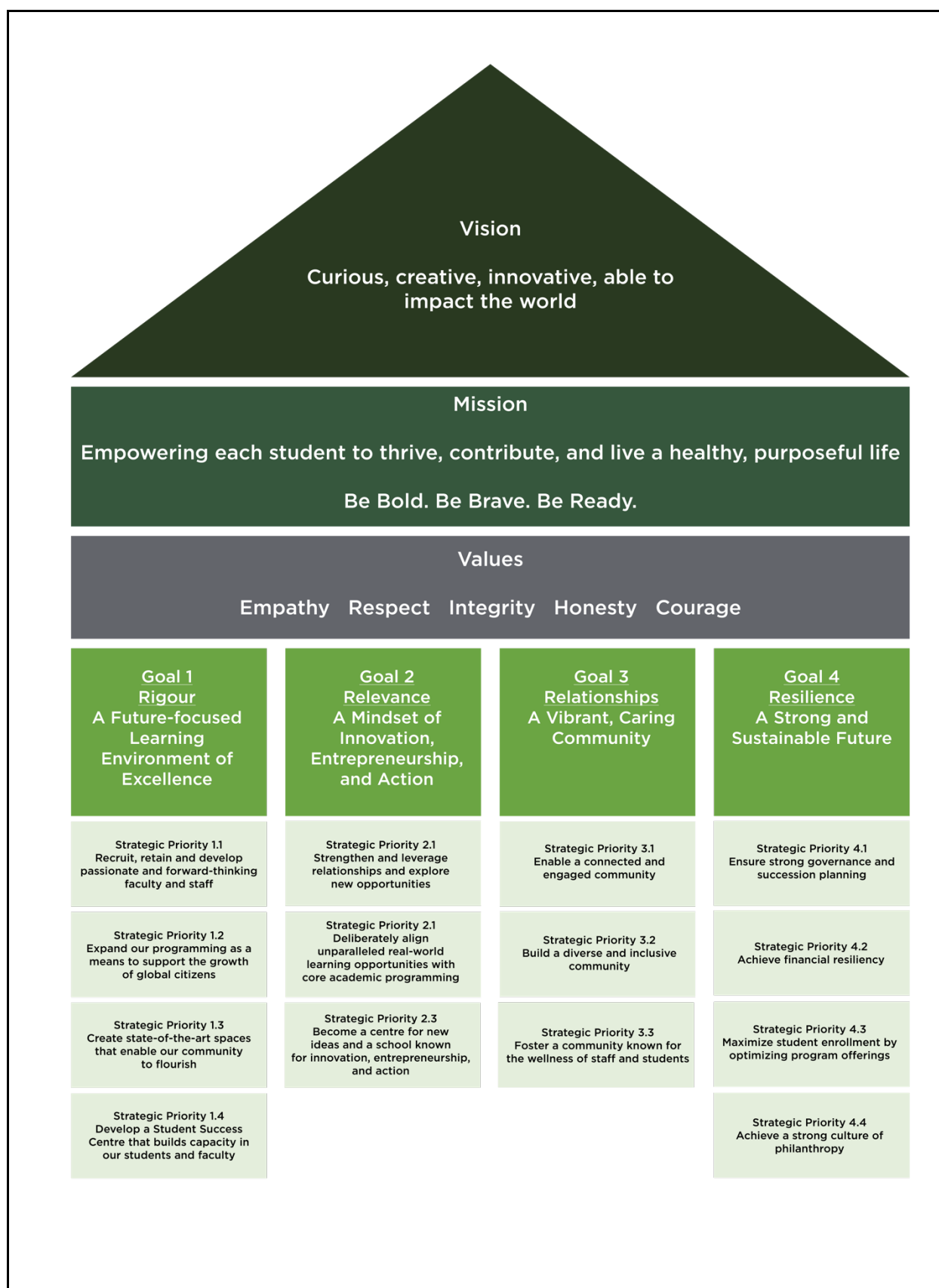
In June of 2018, West Island College Calgary appointed its third Head of School, Mme. Chantal Gionet. In Fall of 2018, a bridge strategic plan was established, which will guide the College's work through the 2018/19 and 2019/20 academic year. Concurrently, the College undertook a consultative strategic planning process to establish its strategic direction for the next five years.

The Strategic Plan has been 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 below.



During the Fall of 2019, WIC welcomed an accreditation visiting committee from the Canadian Accredited Independent Schools, who evaluated the College against our internal report and a set of 12 national standards. Comprised of 9 members, from various CAIS schools across Canada, this team spent 3 days on our campus. Their work, resulted in a series of commendations, suggestions and recommendations designed to help WIC improve. In the report from the visiting committee, the Chair, Glenn Zederayko, wrote "On behalf of the members of the Visiting Committee, I am pleased to commend the members of the WIC community for their strong participation in this demanding accreditation process. We were most appreciative of their cooperative and candid approach in assisting us to do our best for the school. I am pleased to note that the members of the Visiting Committee and the representatives onsite from CAIS look forward to the school having continued success as it develops in the period leading to its next accreditation visit."

WIC will now begin developing a response to each of the recommendations identified by the CAIS visiting committee. We will prioritize responses to Standards #4, School Leadership, #6 Advancement, & #7, Enrollment Management, which will be submitted to CAIS by April of 2021.

In June of 2020, West Island College Calgary appointed Gord Goodwin as Interim Head of School.

In August of 2020, Mr. Jack Grant, one of the co-founding Headmasters of WIC, passed away.

A search is underway for the next Head of School, who will assume the role by Summer of 2021.

# May 2020 Accountability Pillar Overall Summary

Measure Category	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
Safe and Caring Schools	Safe and Caring	91.9	92.9	94.0	89.4	89.0	89.2	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	88.8	88.8	90.2	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.1	93.8	95.0	90.3	90.2	90.1	Very High	Declined	Good
	Drop Out Rate	0.5	0.1	0.2	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	100.0	94.7	96.4	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	95.5	95.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	42.3	47.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	97.7	96.7	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	59.1	54.8	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	86.2	86.8	90.6	56.4	56.3	55.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	98.8	100.0	100.0	66.6	64.8	63.5	Very High	n/a	n/a
	Transition Rate (6 yr)	23.5	34.3	42.5	60.1	59.0	58.5	Very Low	Declined Significantly	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	86.5	91.7	94.8	84.1	83.0	82.7	Very High	Declined Significantly	Acceptable
	Citizenship	88.1	88.2	91.2	83.3	82.9	83.2	Very High	Declined	Good
Parental Involvement	Parental Involvement	85.3	86.4	88.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.5	83.8	87.6	81.5	81.0	80.9	High	Declined Significantly	Issue

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, 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.

## Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

The PAT and Diploma Exam results were impacted by the COVID-19 pandemic which saw both cancelled by Alberta Education.

**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 2020**. An overview of their success is listed below.



# CONGRATULATIONS

## TO THE GRADUATING CLASS OF 2020!

### Who Are Attending the Following Universities:

Acadia University	University of Alberta
Bishop's University	University of British Columbia
Carleton University	University of British Columbia Okanagan
Dalhousie University	University of Calgary
Huron University	University of New Brunswick
McGill University	University of St. Andrews
McMaster University	University of Toronto
Mount Allison University	University of Victoria
Mount Royal University	University of Waterloo
Queen's University	Western University
SAIT	Yale University

### Who Were Offered the Following Scholarships:

Acadia University Entrance Scholarship - \$7,500  
Alexander Rutherford Scholarship - \$237,500  
Carleton University Admission Award - \$4,000/year  
Carlton University Entrance Scholarship (President's Scholar) - \$15,000  
Dalhousie University Entrance Award Scholarship - \$750  
Diversity Champions in Engineering Award - \$39,000  
Heather Reisman Women in Business Scholar Award for \$30,000  
Hellmuth Scholarship Full Tuition \$16,000/year  
McGill University Entrance Scholarship  
McGill University Major Entrance Scholarship- \$12,000  
McGill University Schulich scholarship - \$7,000/year  
McMaster University Honour Award - \$2,000  
McMaster University Presidents scholarship - \$2,500  
Morehead-Cain Scholarship at UNC Chapel Hill - \$300,000  
Mount Allison University Entrance Scholarship - \$1,000/year  
Queen's University Excellence Scholarship - \$13,500  
Queen's University Principal's Scholarship \$12,000  
St. Francis Xavier Scholarship - \$12,000  
University of Alberta Gold Standard Scholarship \$3,000  
University of British Columbia Bert Henry Memorial Scholarship - \$16,000  
University of British Columbia Elizabeth and Leslie Gould Entrance Scholarship  
for Engineering - \$10,000  
University of British Columbia Presidential Scholars Award - \$40,000  
University of Calgary - \$8,000 for Diversity Award  
University of Calgary Entrance Scholarship - \$10,000  
University of Calgary Seymour Schulich Academic Excellence Entrance Scholarship  
for Calgary Area Residents - \$13,000  
University of Calgary Seymour Schulich Academic Excellence Prestige Award - \$40,000  
University of Calgary Chancellors Scholarship - \$40,000  
University of Calgary Gerald J. Maier/Dean Wirasinghe Entrance Award - \$8,000  
University of Calgary President's Admission Scholarship \$15,000  
University of New Brunswick Entrance Scholarship - \$1,500  
University of Ottawa Admission Scholarship - \$5,000  
University of Saskatchewan Guaranteed Entrance Scholarship - \$3,000  
University of Toronto Dean's Merit Award - \$10,000  
University of Toronto Scholars Program - \$14,000  
University of Victoria Entrance Scholarship - \$13,000  
University Victoria President's Entrance Scholarship - \$3,500  
University of Waterloo President's Scholarship of Distinction - \$4,000  
Western University Admission Scholarship of Excellence - \$28,000  
Western University Scholarship of Distinction - \$10,500  
York University Entrance Scholarship - \$2,000  
Total Scholarship Dollars Offered - Over \$1,000,000

<b>Be Bold.</b>	<b>Soyez Audacieux.</b>
<b>Be Brave.</b>	<b>Soyez Courageux.</b>
<b>Be Ready.</b>	<b>Soyez Prêts.</b>
<b>Own Your Future</b>	

## Measure Evaluation Reference (Optional)

### 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
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 - 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
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	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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 or equal to 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)

## Outcome One: Alberta's students are successful

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.

### Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	100.0	50.7	100.0	44.1	96.9	52.3	100.0	47.6	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	Authority	100.0	20.0	*	*	*	*	100.0	0.0	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
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	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	Authority	89.5	40.8	92.5	43.0	93.3	61.1	96.4	71.4	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	Authority	100.0	53.1	100.0	50.8	97.2	52.8	100.0	48.8	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	Authority	96.9	42.2	96.9	50.0	95.9	64.4	94.7	68.0	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	Authority	94.7	71.9	95.7	50.0	95.6	75.6	97.0	71.2	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	Authority	94.5	58.2	93.9	48.5	97.3	43.2	97.0	66.7	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

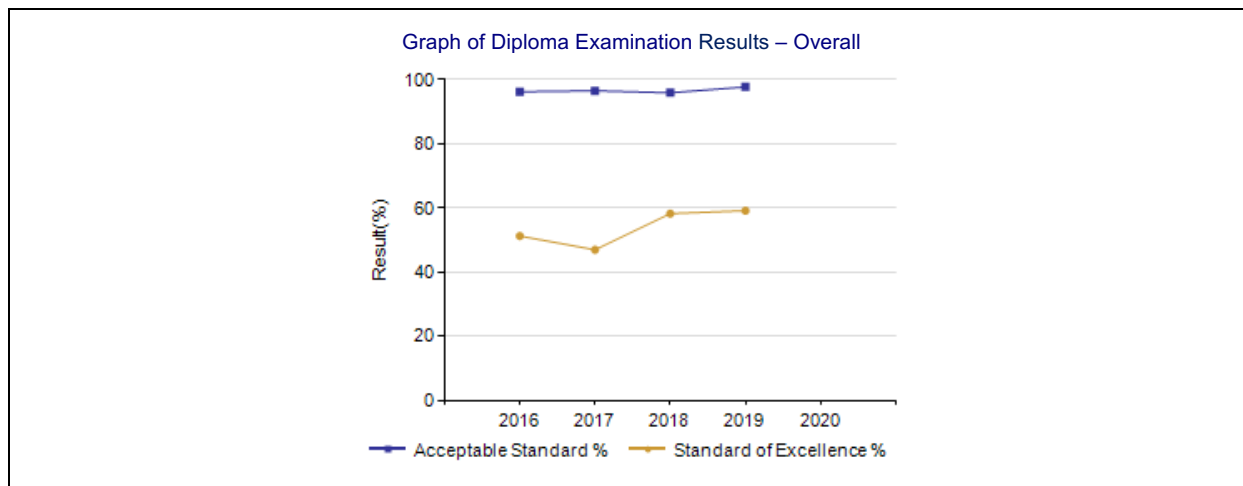
Notes:

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. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.

#### Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

The Semester #2 (June 2020) Diploma Exam results were impacted by the COVID-19 pandemic, which saw them cancelled by Alberta Education.



**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 evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**Comment on Results (OPTIONAL)**

*Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.*

The Semester #2 (June 2020) Diploma Exam results were impacted by the COVID-19 pandemic, which saw them cancelled by Alberta Education. The College is pleased to see improvement in both the acceptable standard and standard of excellence results from the January Diploma Exams last year. The College takes seriously the importance of ensuring all students, at all ages are reaching the emotional, social, intellectual and physical milestones at each stage of the journey. The programs, faculty and resources available address the multiple needs of students to ensure that each child benefits from a balanced, holistic education. A rigorous academic program infused with enrichment and experiential learning is foundational to the WIC education.

**Strategies**

*For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.*

1. Expanded use of myBlueprint in the College to engage students in their own career/portfolio planning will be embedded in the Teacher Advisory and Post-secondary Advising Programs.
2. Enhance the Focus Friday Program to expand unique enrichment opportunities for students embedded in the timetable. Partnerships with outside organizations, alumni and student led initiatives have been good additions.

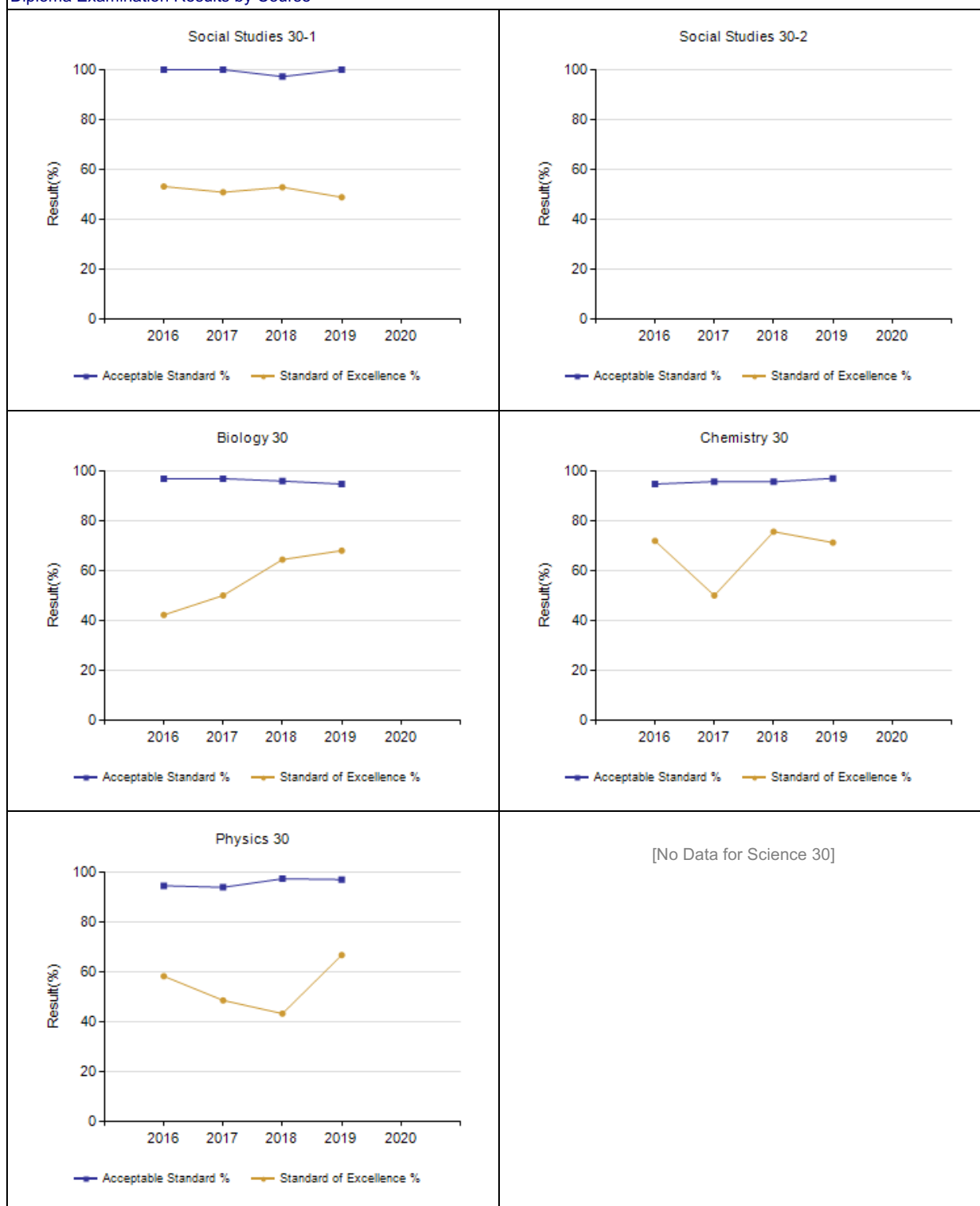
Diploma Examination Results by Course

<p>English Lang Arts 30-1</p> <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2016</td><td>100</td><td>50</td></tr><tr><td>2017</td><td>100</td><td>45</td></tr><tr><td>2018</td><td>100</td><td>52</td></tr><tr><td>2019</td><td>100</td><td>48</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2016	100	50	2017	100	45	2018	100	52	2019	100	48	[No Data for English Lang Arts 30-2]
Year	Acceptable Standard %	Standard of Excellence %														
2016	100	50														
2017	100	45														
2018	100	52														
2019	100	48														
<p>French Lang Arts 30-1</p> <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2016</td><td>100</td><td>20</td></tr><tr><td>2017</td><td>100</td><td>0</td></tr><tr><td>2018</td><td>100</td><td>0</td></tr><tr><td>2019</td><td>100</td><td>0</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2016	100	20	2017	100	0	2018	100	0	2019	100	0	[No Data for Français 30]
Year	Acceptable Standard %	Standard of Excellence %														
2016	100	20														
2017	100	0														
2018	100	0														
2019	100	0														
<p>Mathematics 30-1</p> <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2016</td><td>90</td><td>40</td></tr><tr><td>2017</td><td>92</td><td>42</td></tr><tr><td>2018</td><td>93</td><td>60</td></tr><tr><td>2019</td><td>95</td><td>70</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2016	90	40	2017	92	42	2018	93	60	2019	95	70	[No Data for Mathematics 30-2]
Year	Acceptable Standard %	Standard of Excellence %														
2016	90	40														
2017	92	42														
2018	93	60														
2019	95	70														

Notes:

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

Diploma Examination Results by Course



Notes:

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2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	West Island College							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	72	99.0	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	72	48.0	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	14	100.0	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	14	0.0	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	89	94.1	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	89	58.5	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	73	99.1	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	73	50.8	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	71	95.8	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	71	60.8	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	52	96.1	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	52	65.6	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	34	96.1	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	34	52.8	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	30.4

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. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang 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
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 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
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 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

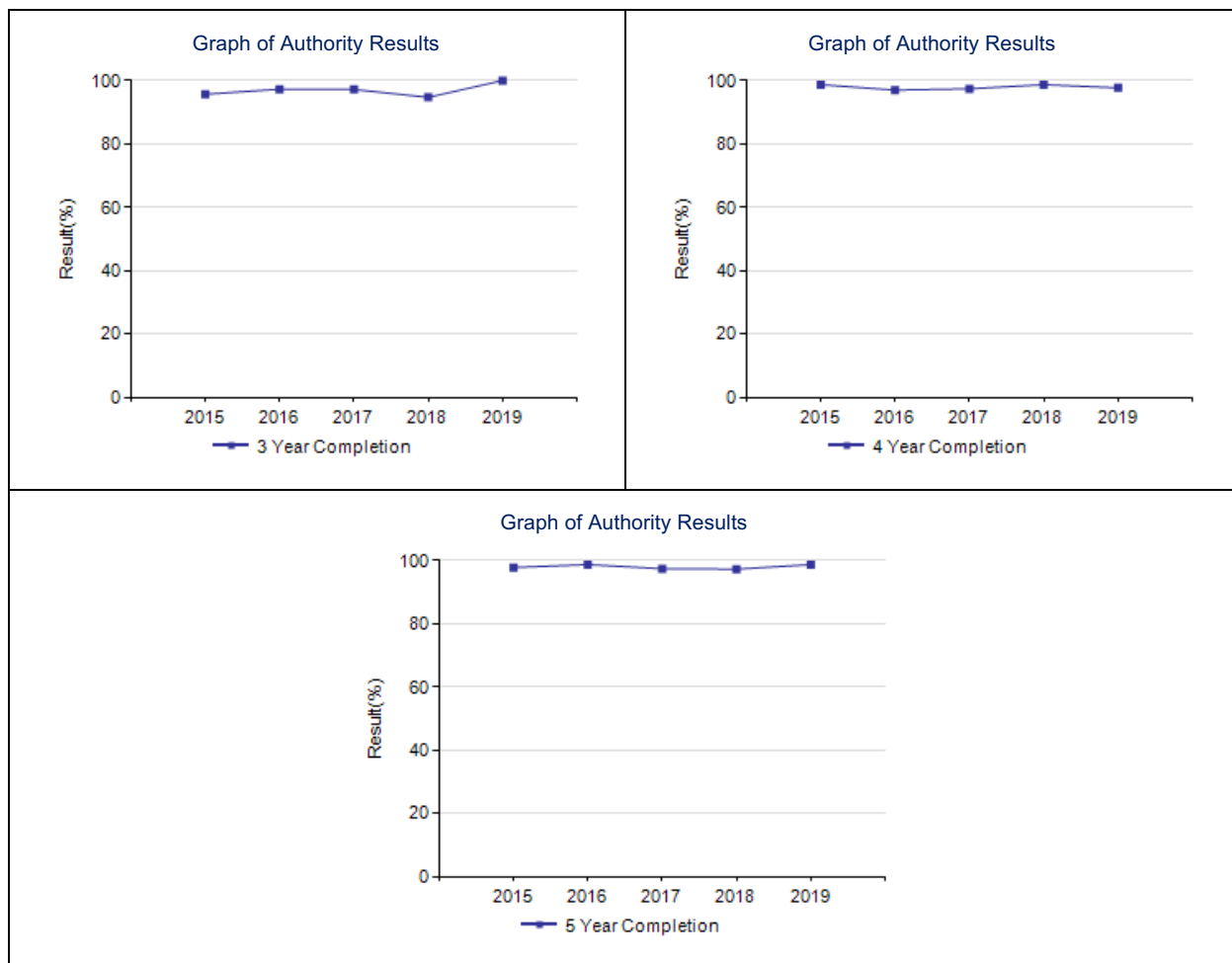
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

## 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					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	95.7	97.3	97.2	94.7	100.0	76.5	78.0	78.0	79.1	79.7
4 Year Completion	98.7	97.0	97.4	98.7	97.7	81.0	81.2	82.6	82.7	83.5
5 Year Completion	97.8	98.7	97.4	97.3	98.7	82.1	83.2	83.4	84.8	84.9

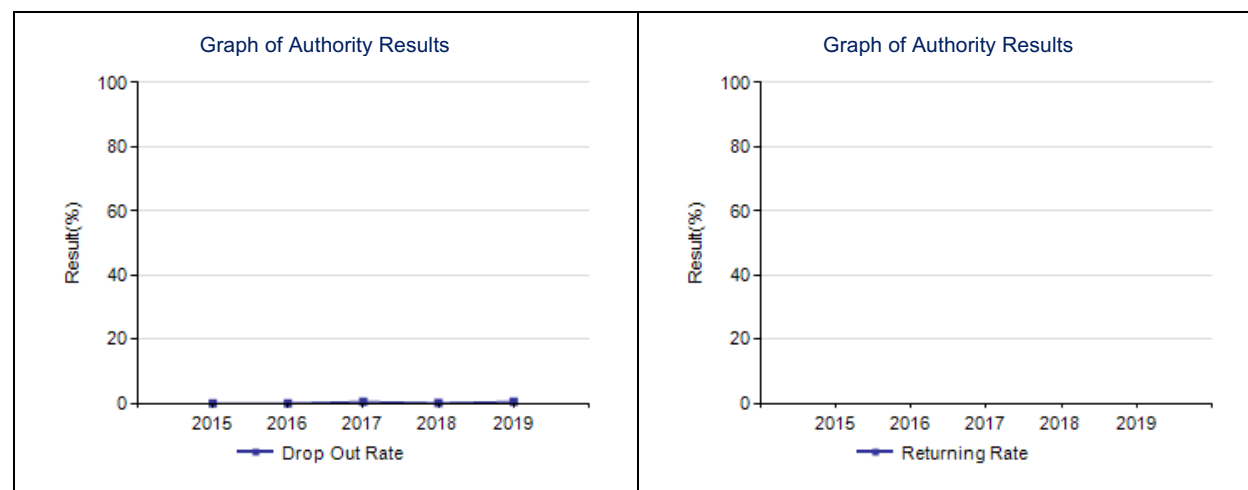


**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	0.0	0.0	0.5	0.1	0.5	3.2	3.0	2.3	2.6	2.7
Returning Rate	*	*	n/a	*	*	18.2	18.9	19.9	22.7	18.2

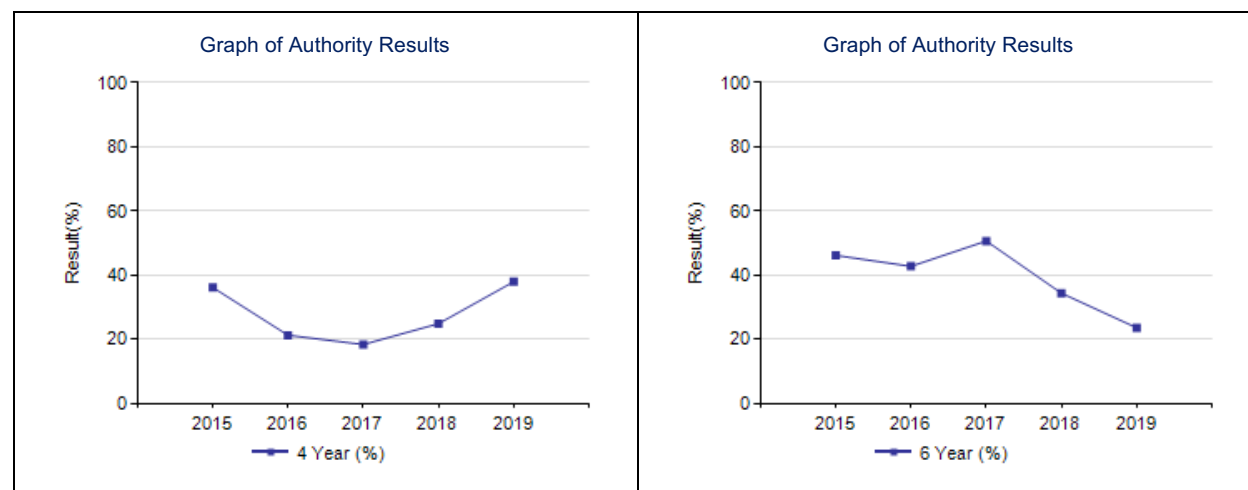


**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Starting in 2019, 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.

# 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					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	36.1	21.2	18.3	24.8	37.9	37.0	37.0	39.3	40.1	40.8
6 Year Rate	46.1	42.7	50.6	34.3	23.5	59.4	57.9	58.7	59.0	60.1



Notes:

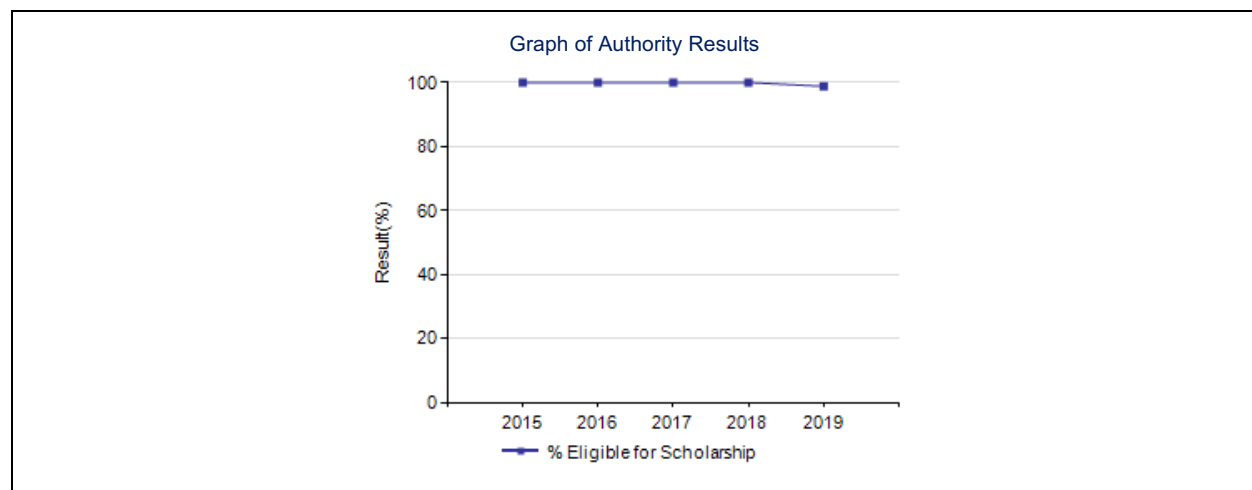
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**This Transition Rate is** 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 2020.**

## Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	100.0	100.0	100.0	100.0	98.8	60.8	62.3	63.4	64.8	66.6

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
2015	64	62	96.9	60	93.8	53	82.8	64	100.0
2016	80	78	97.5	78	97.5	65	81.3	80	100.0
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



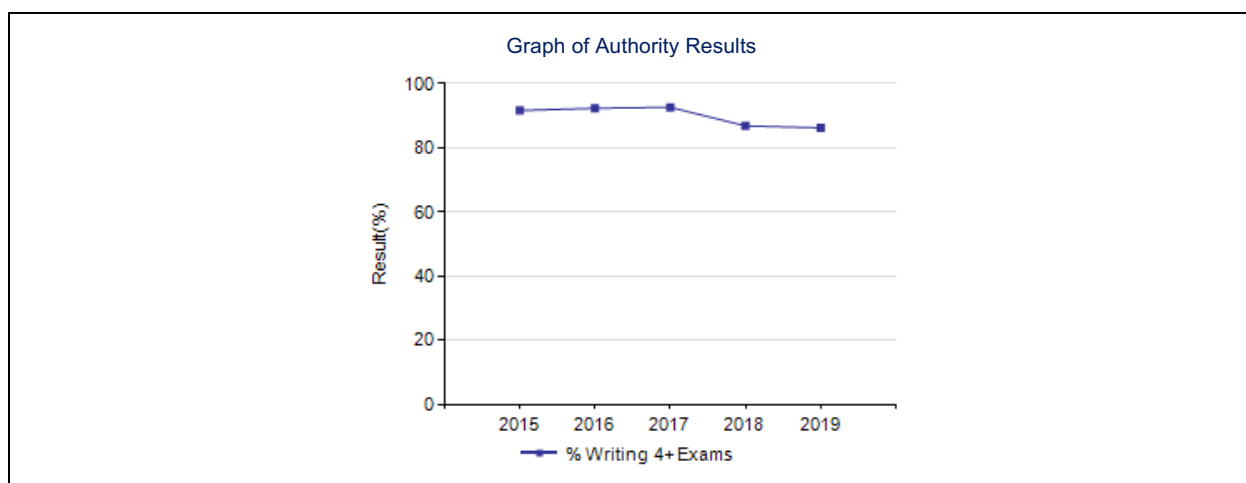
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Starting in 2019, 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.

## Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	0.5	1.5	0.0	0.0	0.0	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	99.5	98.5	100.0	100.0	100.0	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	96.7	98.5	98.5	100.0	100.0	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	95.7	96.0	97.2	98.7	98.9	64.7	65.2	66.1	66.8	66.8
<b>% Writing 4+ Exams</b>	<b>91.6</b>	<b>92.3</b>	<b>92.6</b>	<b>86.8</b>	<b>86.2</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>	<b>56.4</b>
% Writing 5+ Exams	64.2	73.9	67.9	59.2	71.3	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	36.9	49.2	37.0	36.8	39.1	13.8	13.6	13.9	14.2	13.6



### Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

The 2019 results were impacted by the COVID-19 pandemic which saw the semester #2 diploma exams cancelled by Alberta Education. With the tightening of the regulation around out of province credits (especially for ELA and Social Studies, we expect that this metric will improve over the next 2 years. We have added Math 30-2 to our course offerings, which will begin to improve this metric in 2 ways:

- Students who would not have taken grade 12 math will now take math 30-2
- Students who would have only taken math 30-1 (no calculus afterwards) may now take both 30-2 and 30-1.

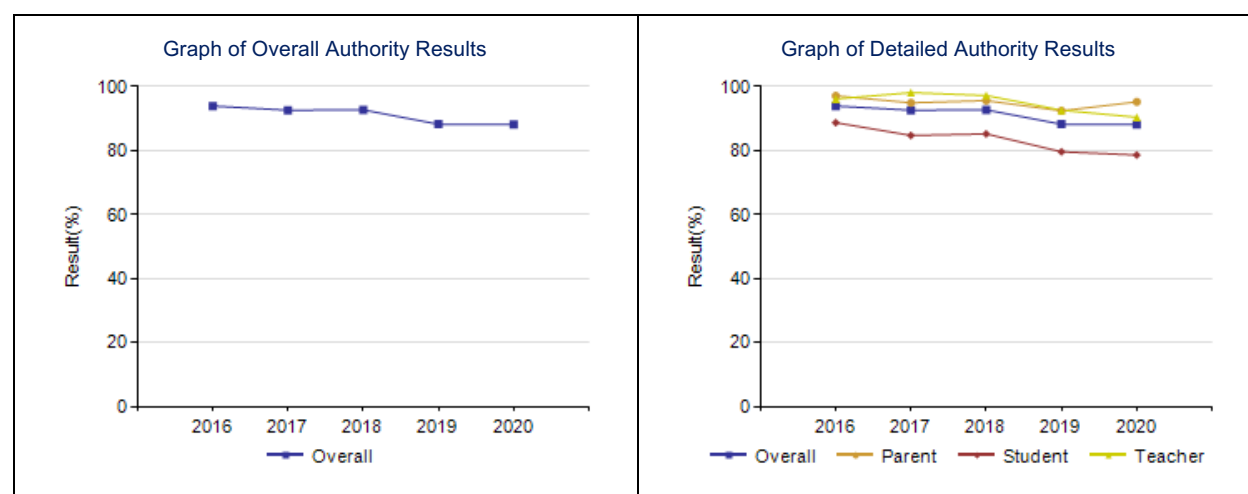
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	90.7	86.6	93.8	89.5	97.7	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	0.0	0.0	0.0	0.0	0.0	28.7	28.7	28.8	27.8	28.8
<b>Total of 1 or more English Diploma Exams</b>	<b>90.7</b>	<b>86.6</b>	<b>93.8</b>	<b>89.5</b>	<b>97.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>	<b>81.3</b>
Social Studies 30-1	89.3	95.1	96.9	93.4	95.4	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	1.3	0.0	0.0	3.9	2.3	36.7	35.8	36.4	37.1	37.8
<b>Total of 1 or more Social Diploma Exams</b>	<b>90.7</b>	<b>95.1</b>	<b>96.9</b>	<b>97.4</b>	<b>97.7</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>	<b>81.3</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	90.7	95.1	93.8	93.4	89.7	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	1.3	1.2	0.0	1.3	2.3	22.4	23.7	25.1	24.9	25.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>92.0</b>	<b>96.3</b>	<b>93.8</b>	<b>93.4</b>	<b>92.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>	<b>59.1</b>
Biology 30	96.0	89.0	95.4	81.6	85.1	40.6	40.7	41.7	42.7	42.3
Chemistry 30	53.3	68.3	63.1	57.9	64.4	35.7	35.6	35.1	35.8	35.1
Physics 30	48.0	62.2	46.2	50.0	43.7	19.9	19.3	18.6	18.7	17.6
Science 30	0.0	0.0	0.0	5.3	0.0	14.1	15.7	16.9	17.0	18.1
<b>Total of 1 or more Science Diploma Exams</b>	<b>97.3</b>	<b>96.3</b>	<b>100.0</b>	<b>94.7</b>	<b>93.1</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>	<b>61.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	12.0	13.4	6.2	7.9	17.2	2.8	2.8	3.0	2.7	2.6
<b>Total of 1 or more French Diploma Exams</b>	<b>12.0</b>	<b>13.4</b>	<b>6.2</b>	<b>7.9</b>	<b>17.2</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>	<b>2.9</b>

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 Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

# Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.9	92.6	92.7	88.2	88.1	83.9	83.7	83.0	82.9	83.3
Teacher	96.1	98.1	97.2	92.6	90.4	94.5	94.0	93.4	93.2	93.6
Parent	97.1	94.9	95.6	92.4	95.2	82.9	82.7	81.7	81.9	82.4
Student	88.7	84.7	85.2	79.6	78.6	74.5	74.4	73.9	73.5	73.8



## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

WIC is concerned to see that this performance measure has stabilized, but not yet improved. Although the overall results are acceptable, we will be continuing to work to return this level to Very High next year. We believe that the College has a responsibility to provide our students with opportunities to grow as positive role models contributing to society as well as to prepare them for successful futures. Teachers are discussing this area within their professional learning communities and sharing their feedback with administration. Insights from the CAIS Visiting Committee report and strategic planning process will be incorporated into strategies to improve moving forward.

WIC continues to maintain a good satisfaction rating from teachers, students and parents related to active citizenship. The College supports a culture which is deeply rooted in practicing good citizenship and learning to give back to our society. The array of co-curricular activities and an outstanding International Studies program provides the students with many opportunities to engage in service learning. Students are provided with, and expected to model, active citizenship on a daily basis by committing to the school uniform, acting as mentors to younger students, volunteering, participating in ceremonies and assemblies and giving back to the larger community.

The Physical Education department will explore ways to incorporate community-based service learning opportunities into the Physical Education electives.

## Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

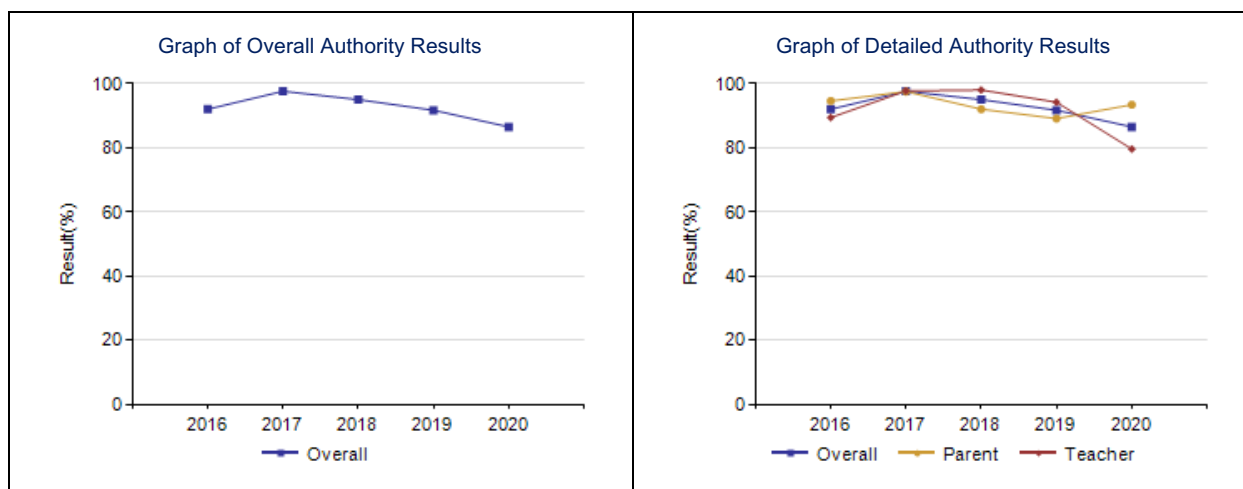
1. The College will engage in a partnership with Safer Schools Together to continue to invest in the development of our school culture and climate both online and on campus.
2. The College has introduced the "Leader in Me" character education program in Grades 7 & 8, which is delivered as part of the TA curriculum.

3. Continue to support the student initiative "Civitas" which enables senior students to address their peers on a variety of topics, including: sexual orientation, racial discrimination, overcoming adversity etc.
4. Physical Education teachers will continue to place emphasis on character development and sportsmanship in all classes.
5. Embed global citizenship within the curriculum and support it with the international studies program.
6. WIC will continue to utilize the annual Remembrance Day assembly to reinforce and teach the characteristics and value of good citizenship.
7. Students continue to participate in School leadership through a variety of Student Governance groups, including students' council and the prefect program.
8. Continue to expose students to the Prestigious Alumni Awards ceremony, enabling our students to hear from and be inspired by those being recognized.

## 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					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.0	97.6	95.0	91.7	86.5	82.6	82.7	82.4	83.0	84.1
Teacher	89.4	97.7	98.0	94.2	79.6	90.5	90.4	90.3	90.8	92.2
Parent	94.6	97.5	92.0	89.1	93.4	74.8	75.1	74.6	75.2	76.0



Notes:

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

### Comment on Results (OPTIONAL)

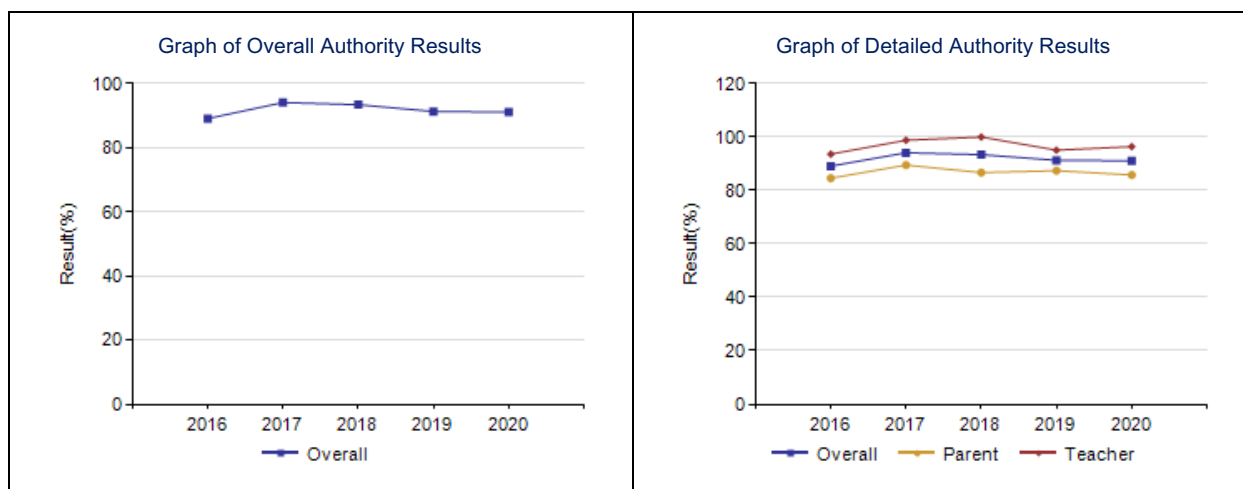
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

We are surprised to see the overall modest decline in this satisfaction based performance measure. Additionally, we are concerned to see a significant drop in the score from teachers. A survey of faculty will be used to gather more detailed data around the decrease in faculty scores related to these performance measures. This data will be used to develop plans to address these concerns.

## Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.1	94.1	93.4	91.3	91.1	70.7	71.0	70.9	71.4	72.6
Teacher	93.6	98.8	100.0	95.1	96.4	77.3	77.3	77.8	78.8	80.6
Parent	84.6	89.5	86.7	87.4	85.8	64.2	64.8	64.0	64.0	64.6



Notes:

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

### Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

We are pleased to see a strong result in this satisfaction-based performance measure.

# Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	Authority	97.5	46.9	96.5	37.4	98.2	54.1	96.2	40.4	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	Authority	100.0	25.0	94.1	52.9	95.5	31.8	96.9	31.3	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	Authority	95.1	50.6	95.7	55.7	87.4	43.2	91.3	35.6	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	Authority	98.8	42.0	95.7	46.1	98.2	54.1	96.2	46.7	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	Authority	96.3	46.9	98.3	56.5	98.2	55.0	98.1	50.0	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

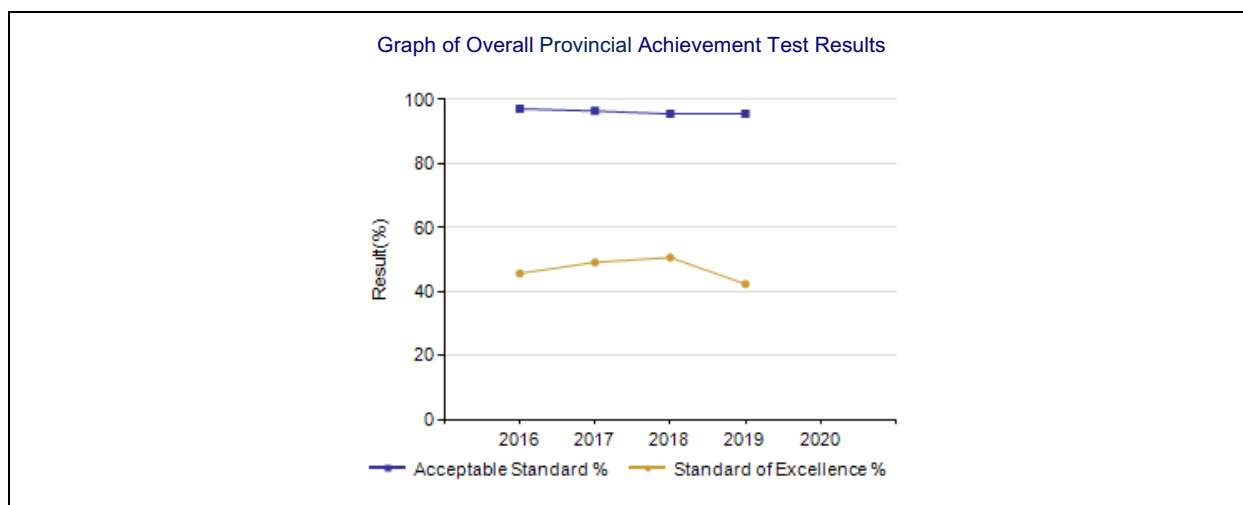
## Notes:

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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

## Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

The 2020 PAT were impacted by the COVID-19 pandemic and cancelled by Alberta Education.



Notes:

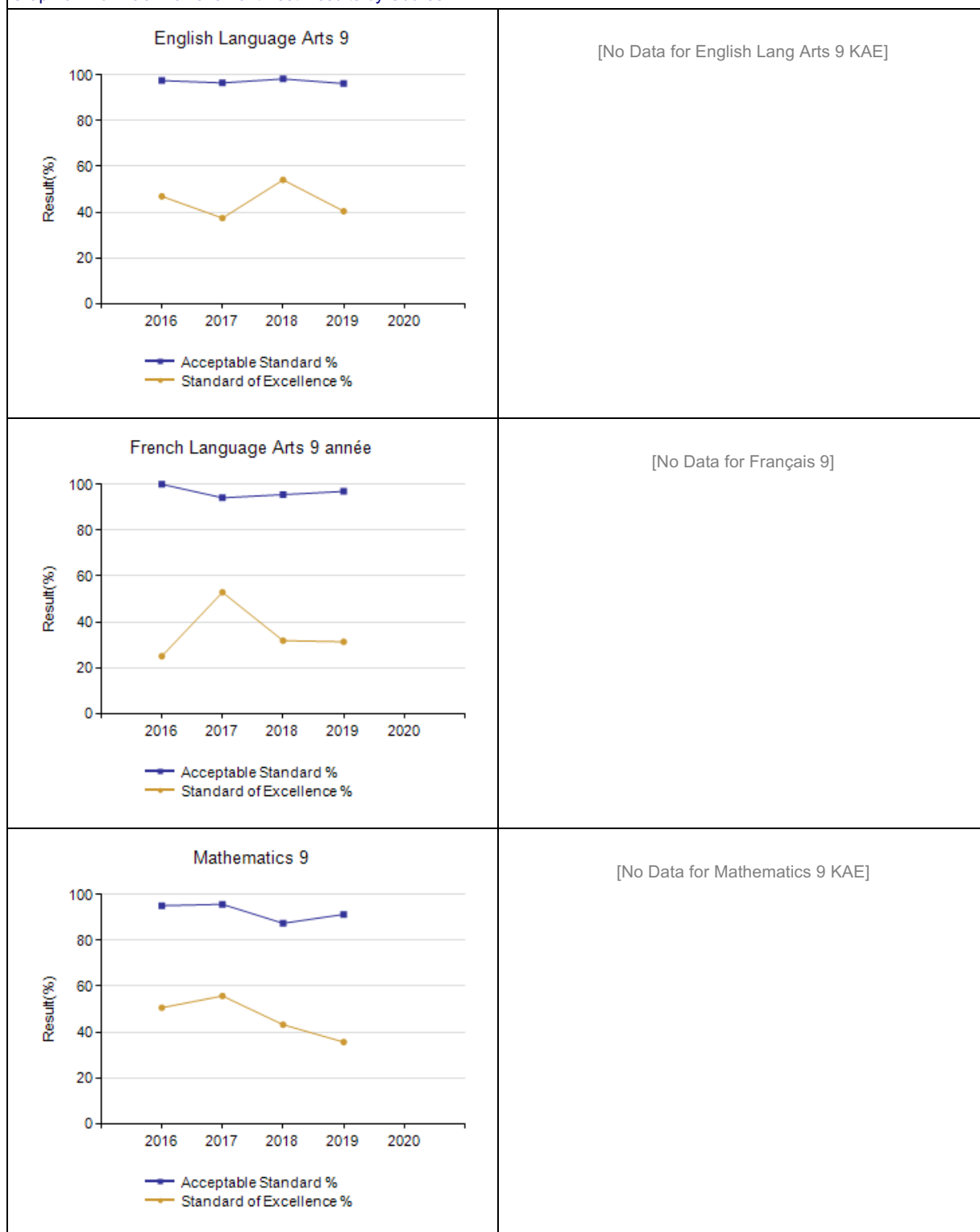
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Graph of Provincial Achievement Test Results by Course



Notes:

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3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course



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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	West Island College							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	110	97.0	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	110	43.9	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	24	95.5	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	24	38.7	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	110	91.5	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	110	44.8	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	110	96.7	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	110	48.9	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	110	98.2	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	110	53.8	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	14.0

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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

**Comment on Results (OPTIONAL)**

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

The 2020 PAT were impacted by the COVID-19 pandemic and cancelled by Alberta Education.

## 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 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 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 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
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 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
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 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
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 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
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 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.

## Improvement Table

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

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

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

### Overall Evaluation Table

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

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

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Measure Category	Measure	West Island College (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	<a href="#">Program of Studies</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Drop Out Rate</a>	*	*	n/a	5.5	5.4	5.3	*	*	*
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	*	n/a	55.8	56.6	54.5	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	*	n/a	54.0	51.7	51.9	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	n/a	*	n/a	7.4	6.6	6.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	*	n/a	77.2	77.1	76.7	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	n/a	*	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	*	n/a	24.4	24.6	23.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	39.1	37.1	35.7	n/a	n/a	n/a
	<a href="#">Transition Rate (6 yr)</a>	*	*	n/a	35.0	34.2	33.0	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	<a href="#">School Improvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
  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. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  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.
  7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, 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.

**Comment on Results (OPTIONAL)**

*Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.*

WIC did not have any students enrolled who self-identified as FNMI.

**Strategies**

*For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.*

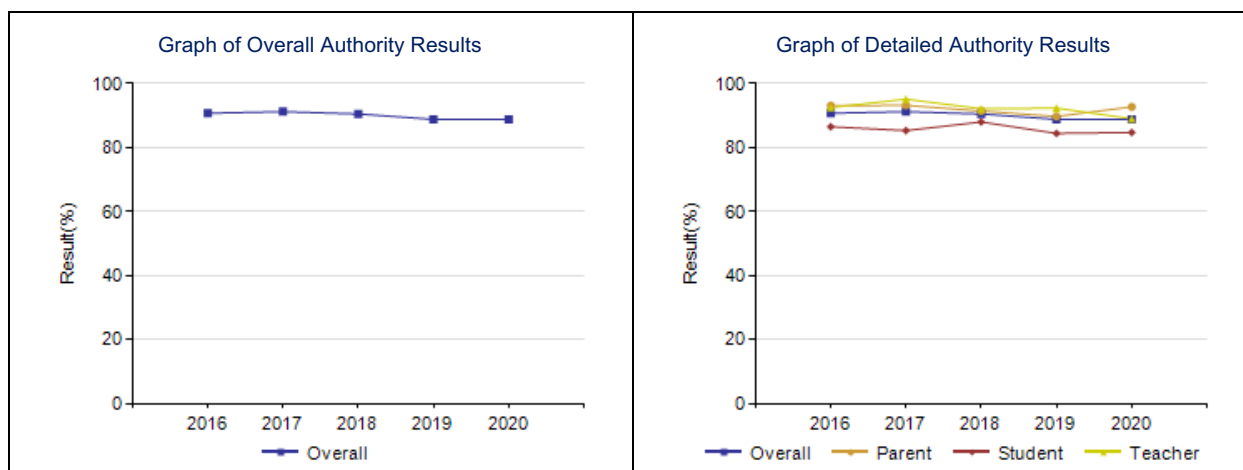
1. WIC hosted local elders who performed the blanket ceremony and teaching exercise in August of 2020.
2. Continue to look for opportunities to create open lines of communication for potentially more students to identify as First Nations, Metis and Inuit and ensure they have access to supports and programs.
3. Infuse awareness and understanding of the culture and history of First Nations Metis and Inuit people is integral to the social studies curriculum with field studies to First Nations cultural sites.
4. Continue to look for opportunities to connect students with Indigenous presenters (story-telling, art, etc)
5. A grade 7 classroom is set-up to reflect Canadian First Nations' traditions and artifacts.
6. As part of ongoing curriculum development, the College continues to look for opportunities to connect WIC teachers with teachers in First Nations, Métis and Inuit communities to share perspectives, professional development opportunities and resources.

*Authorities must develop at least one strategy to improve First Nations, Métis and Inuit student success and ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.*

## Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

### 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.7	91.2	90.5	88.8	88.8	81.9	81.9	81.8	82.2	82.4
Teacher	92.5	95.1	92.1	92.3	89.0	88.1	88.0	88.4	89.1	89.3
Parent	93.1	93.2	91.4	89.7	92.7	80.1	80.1	79.9	80.1	80.1
Student	86.5	85.3	88.0	84.4	84.7	77.5	77.7	77.2	77.4	77.8



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Building on a strong core of academic excellence, the College is truly excited to continue to explore the concepts of design-thinking, makerspaces, enrichment opportunities and experiential learning. We are pleased to see the modest improvement in this satisfaction-based performance measure. We will continue our efforts to be sure this score continues to improve.

### Strategies

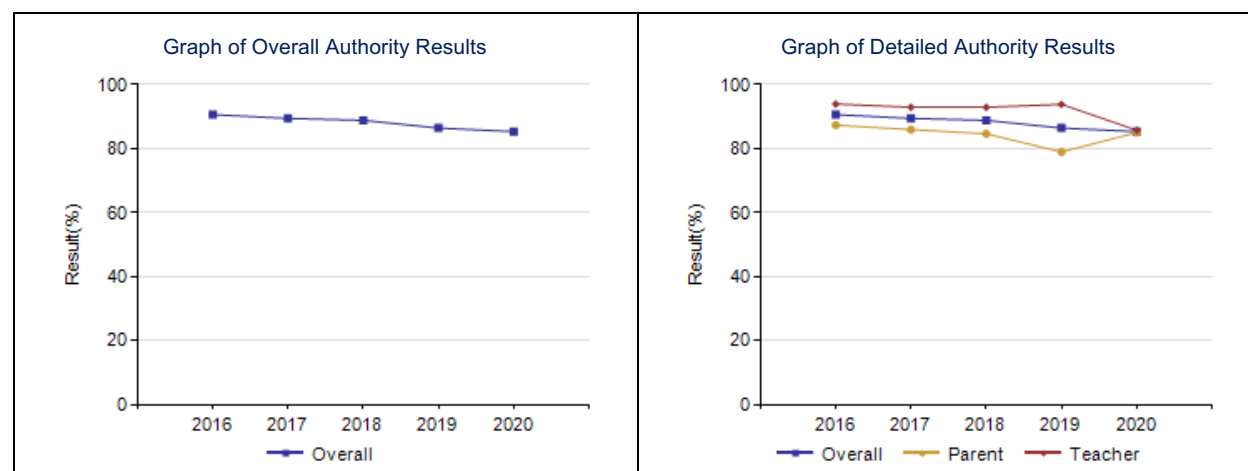
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. Speakers series expanded significantly exposing students to a variety of experts in different fields during Friday Focus flex block.
2. Student led seminars series on a variety of topics has become very popular with senior students.
3. Speech and Debate club resurrected with a bilingual section in French & English.
4. Partnership with two Francophone artists in residence to develop an appreciation for theatre & art in French. The focus is on Molière, France's most acclaimed playwright, at times nicknamed "France's Shakespeare". This series of workshops is meant to broaden our young learners' literary knowledge, all the while having them stand up and be active. Students refine their overall knowledge about various plays and their historical context, but most of the time is dedicated to acting and participating in various theatrical games, based on the plays or other content.
5. Continue to develop the bilingual poetry through the national contest "Poetry in Voice", the Slam/Poetry club and in inviting some guest speakers (i.e Josée Thibeault, Richard Harrison) to develop more engaging and active lessons in poetry in both ELA & FLA.

6. Partnership with Adrianna Giuffre from the University of Calgary has brought her masters research in neuroscience to the College with a focus on: Kinesiology 101, Exercise Physiology and Health Science journal research.
7. Support the student led initiative with the U of C Technovation Challenge.
8. Harness the new design lab for curricular and co-curricular programming
9. Refine and enhance the STEM offerings at WIC including computer sciences, programming, and advanced robotics. A Gr. 11 computer studies elective has been added this year.
10. Purchase of five Holo-lenses to bring a mixed/augmented reality experience to the College.
11. Coding will be added to the Friday Focus offering.
12. Continue to utilize Harvard Business School CASE simulations.
13. A strong focus on literacy will be central to schoolwide professional development.
14. Continue to expand the French Immersion library in Literature, Science, Social Studies or French culture at WIC. We bought hundreds of new popular books, movies and magazines to enrich students experience.
15. Adding Math 30-2 to regular course offerings.

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.6	89.4	88.8	86.4	85.3	80.9	81.2	81.2	81.3	81.8
Teacher	93.9	92.9	92.9	93.8	85.7	88.4	88.5	88.9	89.0	89.6
Parent	87.3	85.9	84.6	78.9	85.0	73.5	73.9	73.4	73.6	73.9



Notes:

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

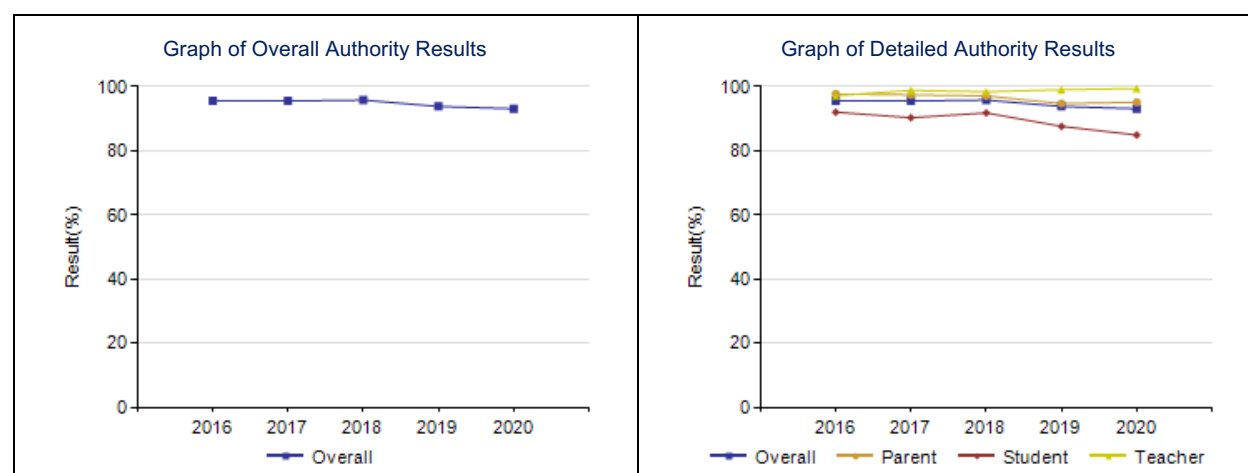
### Comment on Results (OPTIONAL)

*Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.*

We are pleased to see a 6.1% improvement in the parent score of this satisfaction-based performance measure. We believe this is the result of extensive consultation with parents as part of the Strategic Planning Process and CAIS accreditation visit. Additionally, we are concerned to see an 8% drop in the score from teachers in their satisfaction with the parental involvement in decisions about their child's education. A survey of faculty will be used to gather more detailed data around the decrease in faculty scores related to these performance measures. This data will be used to develop plans to address these concerns.

## Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.6	95.5	95.8	93.8	93.1	90.1	90.1	90.0	90.2	90.3
Teacher	97.2	98.8	98.4	99.0	99.4	96.0	95.9	95.8	96.1	96.4
Parent	97.7	97.4	97.1	94.7	95.1	86.1	86.4	86.0	86.4	86.7
Student	92.0	90.3	91.8	87.6	84.9	88.0	88.1	88.2	88.1	87.8



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Comment on Results (OPTIONAL)**

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

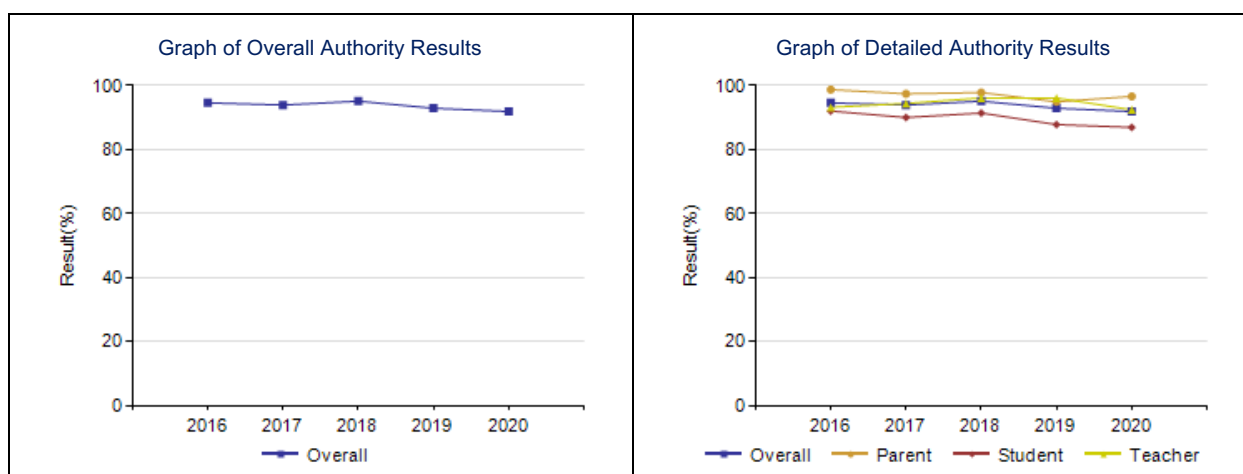
We are pleased to see the modest improvement in the teacher and parent scores of this satisfaction-based performance measure. We will examine in what areas there may be some student concern through consultation and discussion.

## Outcome Four: Alberta's K-12 education system is well governed and managed

### 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					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.6	93.9	95.1	92.9	91.9	89.5	89.5	89.0	89.0	89.4
Teacher	93.2	94.4	96.1	96.1	92.4	95.4	95.3	95.0	95.1	95.3
Parent	98.7	97.4	97.8	94.9	96.6	89.8	89.9	89.4	89.7	90.2
Student	92.0	90.0	91.4	87.8	86.9	83.4	83.3	82.5	82.3	82.6



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Comment on Results (OPTIONAL)

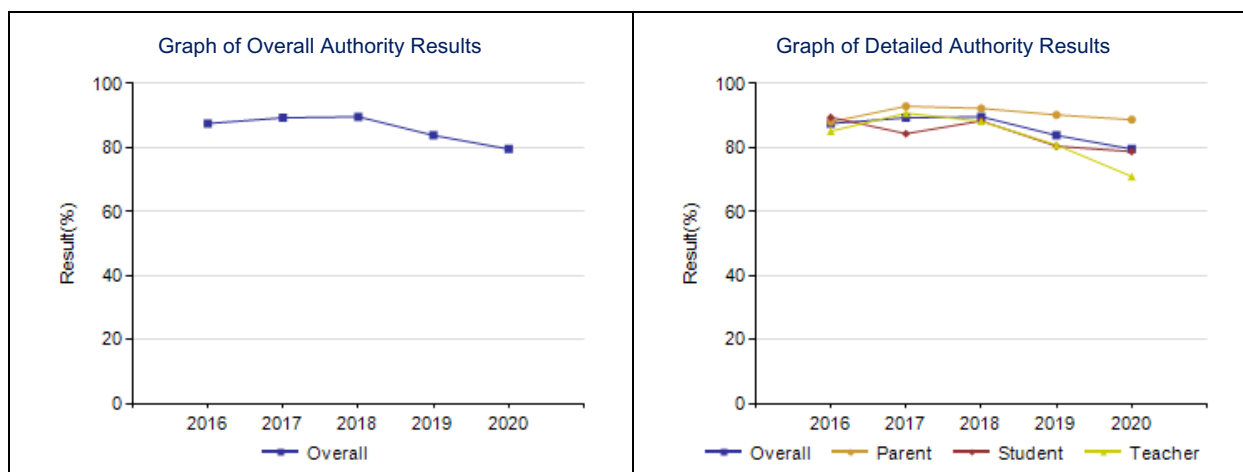
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

We are pleased to see the modest improvement in the parent score of this satisfaction-based performance measure. We will examine in what areas there may be some faculty and student concern through consultation and discussion.

## 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					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.5	89.3	89.6	83.8	79.5	81.2	81.4	80.3	81.0	81.5
Teacher	85.1	90.7	88.2	80.8	70.9	82.3	82.2	81.5	83.4	85.0
Parent	88.0	92.9	92.2	90.2	88.7	79.7	80.8	79.3	80.3	80.0
Student	89.4	84.3	88.3	80.4	78.7	81.5	81.1	80.2	79.4	79.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

We are surprised to see the modest decline in this satisfaction-based performance measure. We will examine in what areas there may be some concern through consultation and discussion. The clarity from both the new strategic plan and the CAIS report should also help address this decline.

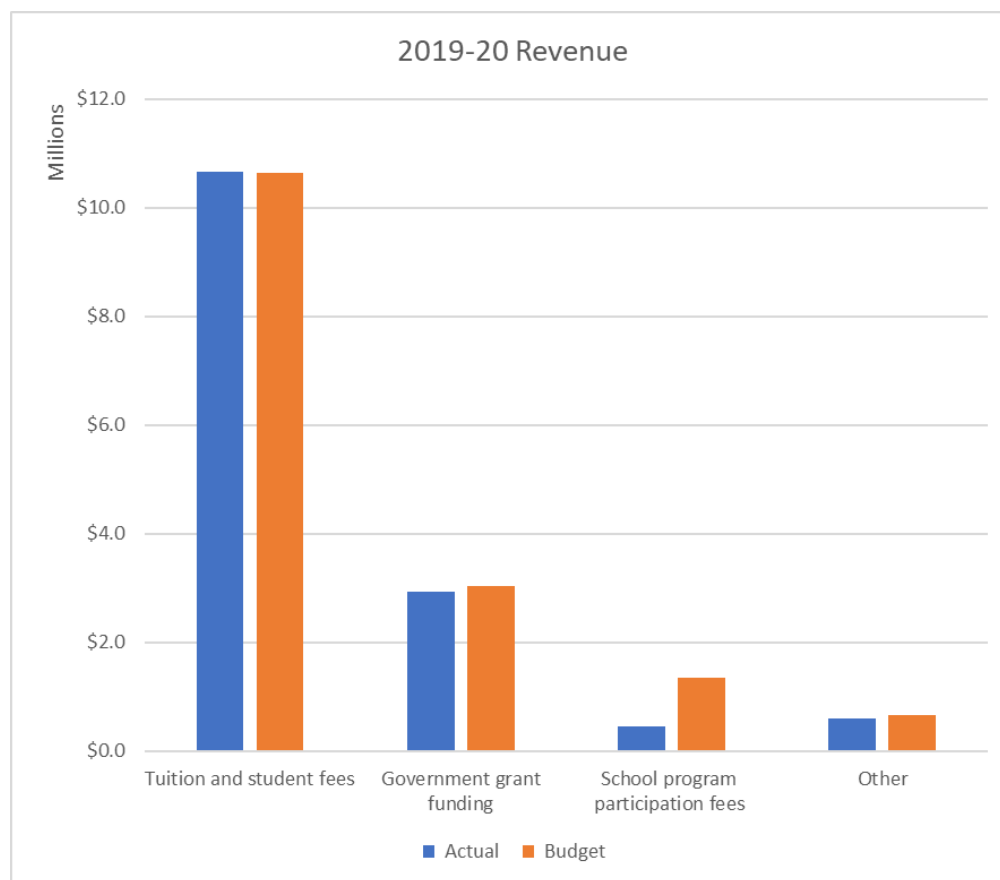
### Strategies

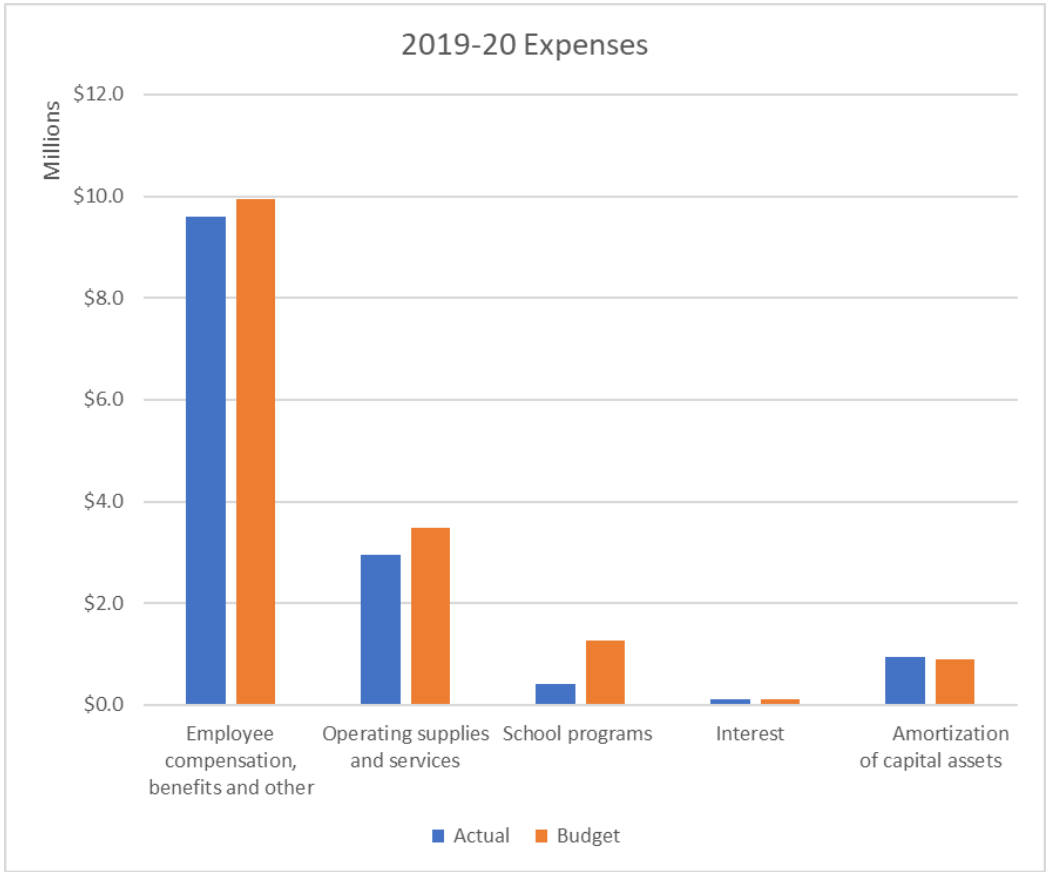
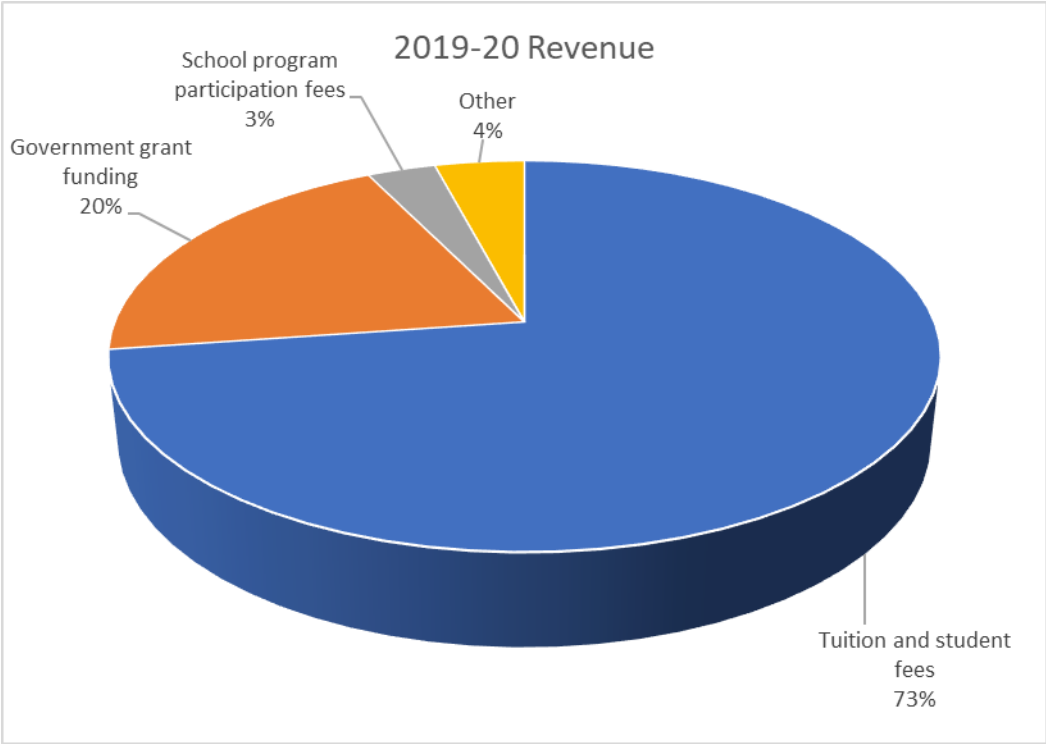
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

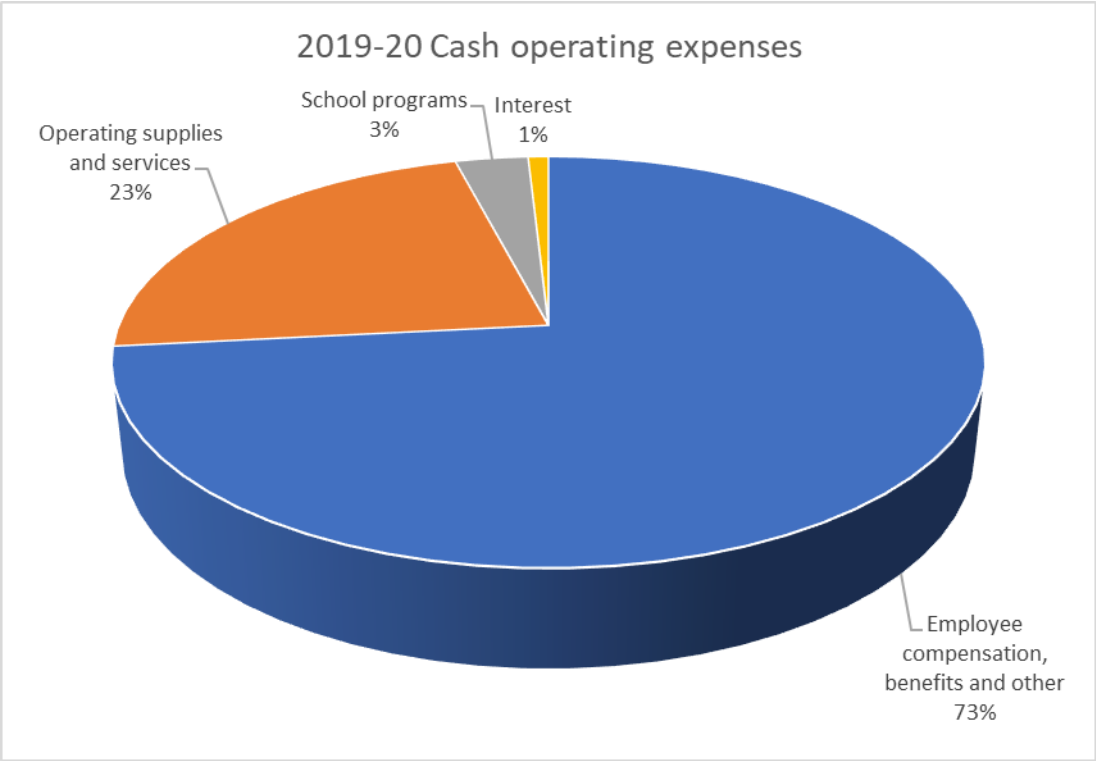
1. A survey of faculty will be used to gather more detailed data around the decrease in faculty scores related to these performance measures. This data will be used to develop plans to address these concerns.
2. The College will continue to host regular parent information sessions to provide information relevant to parent questions and concerns.
3. The College has developed a Parent Guild to include more opportunities for parent input and regarding the direction of the College, educational trends, concerns and other relevant topics.
4. The College will continue to utilize Campus Connect to provide parents with easy access to all programs regarding their child. With single login capability, parents have marks and attendance records easily accessible.
5. Senior administration will continue to seek parental input through the Board of Directors and the Parent Guild.

Summary of financial results – year ended August 31, 2020

	2019-20	
	Actual	Budget
<b>Revenue</b>		
Tuition and student fees	\$ 10,673,680	\$ 10,644,400
Government grant funding	2,933,027	3,031,815
School program participation fees	461,158	1,354,755
Other	604,940	661,675
	14,672,804	15,692,645
<b>Expenses</b>		
Employee compensation, benefits and other	9,596,989	9,945,368
Operating supplies and services	2,949,696	3,471,678
School programs	418,563	1,268,910
Interest	116,990	122,820
Amortization of capital assets	941,420	907,700
	14,023,658	15,716,476
<b>Surplus (deficit) of revenue over expenses</b>	<b>\$ 649,147</b>	<b>\$ (23,831)</b>







The delta between school program participation fees budget and actual was due to the cancelling of All travel and sports programs due to Covid-19. The operating surplus was arrived at in large part due to most programming suspending from March to August.

**Parental Involvement**

The West Island College (WIC) Parent Guild represents the volunteer interests of students, parents, alumni, the Board of Directors, faculty, staff and other community members with a demonstrated interest in the school. The WIC Parent Guild originated with the Parent Advisory Council (PAC) when the school was first created. The PAC was refocused in 2019 and rebranded the WIC Parent Guild in order to serve as the volunteer hub that supports the strategic direction of WIC. The WIC Parent Guild will work to enrich the lives of WIC students by providing unique elements that will enhance their physical, social, and general well-being.

As a parent of a WIC student, you can become a member of the Guild when you register your child. Throughout the year, parents are welcome to volunteer for a variety of school events. The WIC Parent Guild has created a volunteer database to match skills and interests. These events and opportunities will evolve as the volunteer program matures in alignment with the school’s needs.

#### **Timelines and Communication**

AERR posted on November 18, 2020 here:

<https://www.westislandcollege.ab.ca/discover/policies>

#### **Whistleblower Protection**

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their annual report of disclosures in their Annual Education Results report or combined Three – Year Education Plan/Annual Education Results Report. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

There have been no disclosures.