

WIC

WEST ISLAND COLLEGE

School Authority 9140: West Island College Society of Alberta

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

January 10, 2021



Spring 2021 School Authority Results Summary for Planning and Reporting

Message from Head of School & CEO, Erin Corbett

In this, our 40th year, West Island College continues to be dedicated to the many students and families that walk through our doors. We are a tight knit community of learners here, dedicated to excellence, as learners, citizens, friends, and professionals.

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

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

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

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

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

The Annual Education Results Report for the 2020-21 school year and the Three-Year Education Plan commencing September 1, 2021 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 2020/21 school year and the Three Year Education Plan for 2020/2023 on November 30, 2021.



Rob Nieuwesteeg
Board Chair



Erin Corbett
Head of School & CEO

Foundation Statements

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

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

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

Be Bold. Be Brave. Be Ready

Values: Empathy Respect Integrity Honesty Courage

These Values have been defined as follows:

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

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

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

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

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

A Profile of the School Authority

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

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

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

evaluated during a personal interview and through guided letters of reference. West Island College is a student- centered educational organization.

A Brief History of the College

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

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

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

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

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

The following questions were asked of these constituent groups:

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

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



Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	West Island College			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	90.6	88.1	89.7	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	97.6	100.0	97.3	83.4	80.3	79.6	Very High	Maintained	Excellent
	5-year High School Completion	97.7	98.7	97.9	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	95.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	46.5	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	96.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	58.7	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.1	93.1	94.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.7	85.3	86.8	79.5	81.8	81.4	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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.

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

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

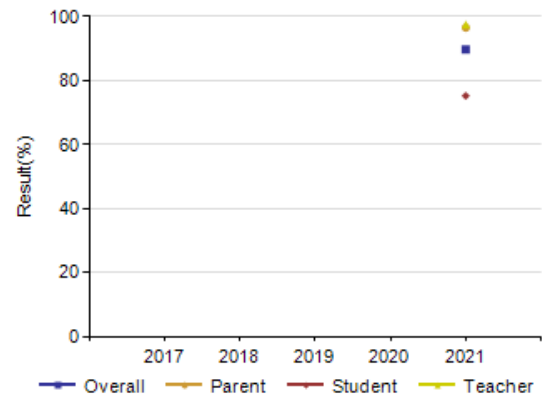
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

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

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																								
	Authority										Measure Evaluation			Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	563	89.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	96.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	75.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	97.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Graph of Authority Results

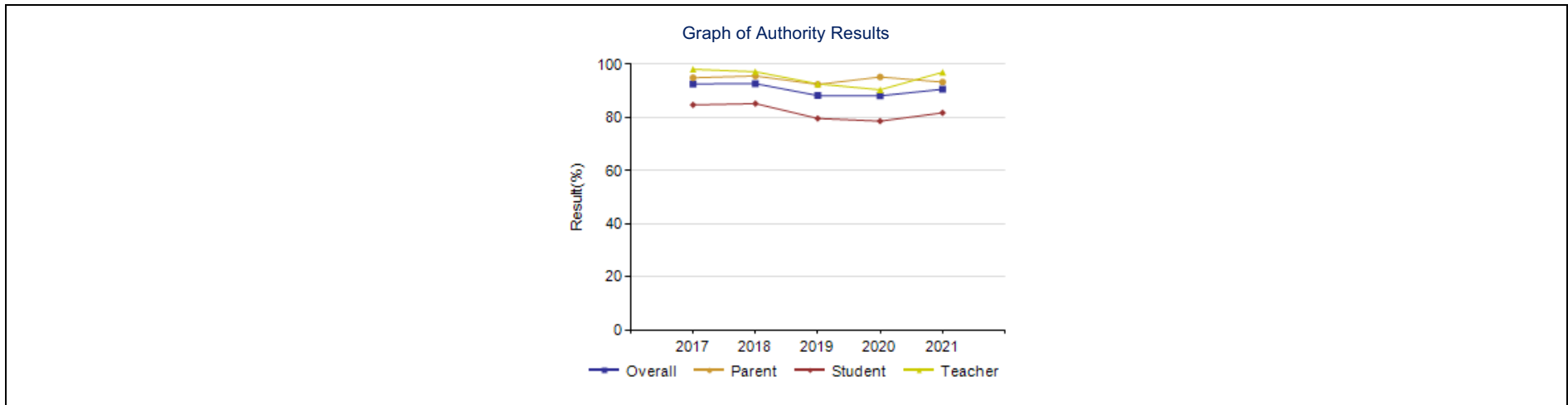


Notes:

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	641	92.6	690	92.7	673	88.2	705	88.1	562	90.6	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	161	94.9	146	95.6	139	92.4	157	95.2	144	93.3	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	437	84.7	493	85.2	482	79.6	493	78.6	378	81.7	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	43	98.1	51	97.2	52	92.6	55	90.4	40	97.0	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

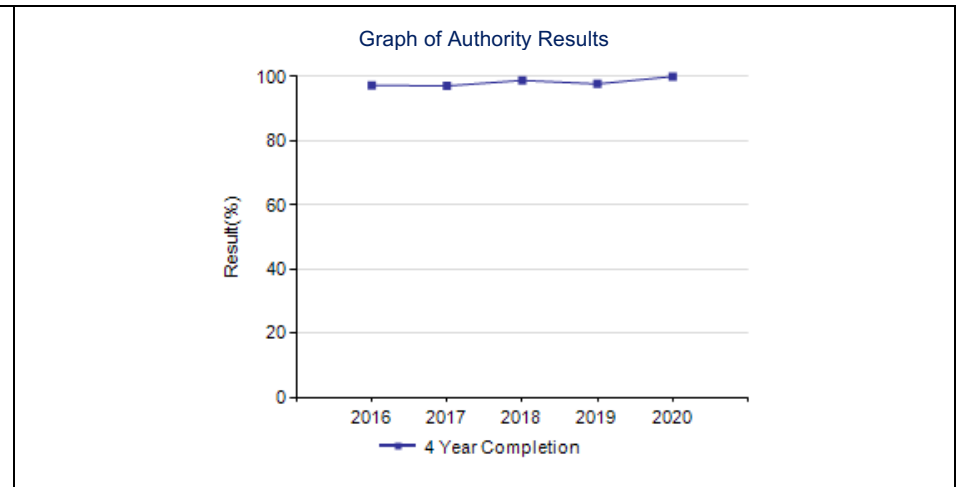
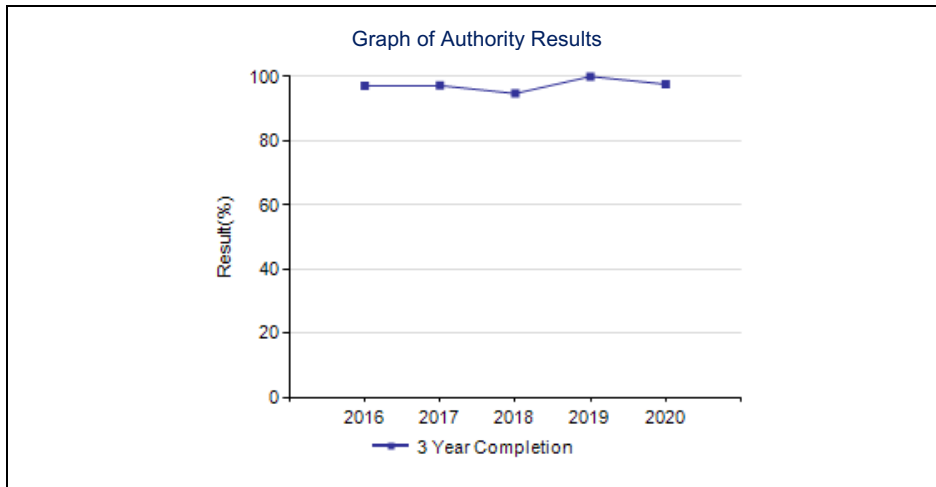


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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
 3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
 4. 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.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

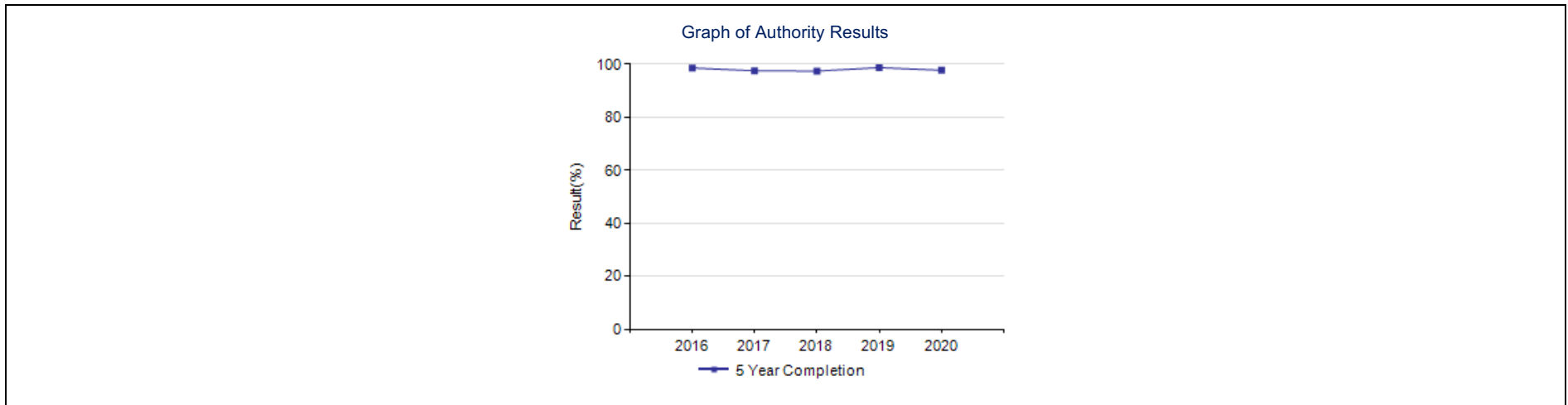
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	84	97.1	65	97.2	76	94.7	87	100.0	98	97.6	Very High	Maintained	Excellent	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	76	97.3	84	97.1	65	98.8	76	97.7	87	100.0	Very High	Improved	Excellent	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	94	98.6	76	97.5	84	97.4	65	98.7	76	97.7	Very High	Maintained	Excellent	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

High School Completion Rate – Measure Details

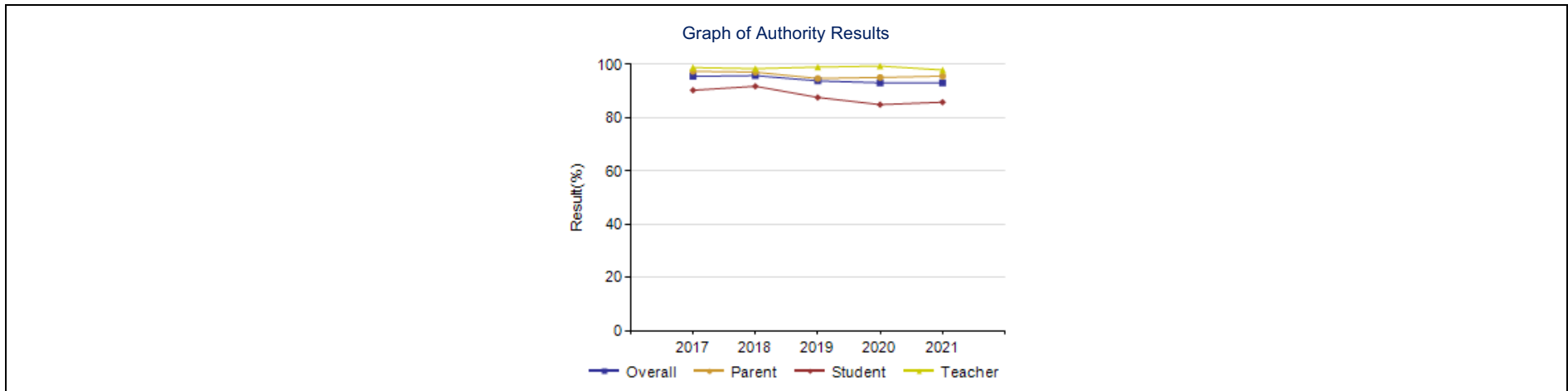


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Education Quality – Measure Details

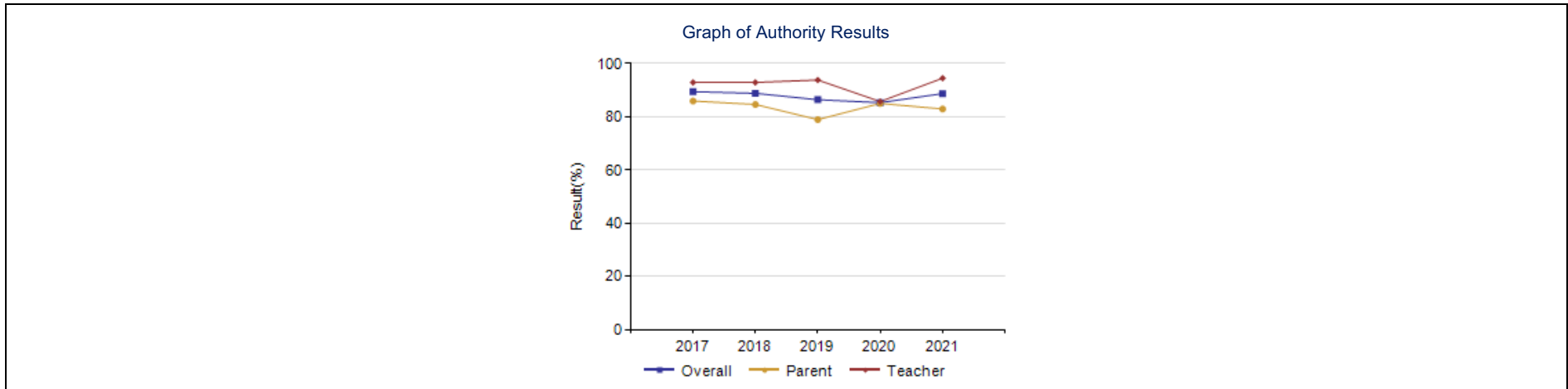
Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	642	95.5	690	95.8	673	93.8	705	93.1	563	93.1	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	161	97.4	146	97.1	139	94.7	157	95.1	144	95.6	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	438	90.3	493	91.8	482	87.6	493	84.9	379	85.8	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	43	98.8	51	98.4	52	99.0	55	99.4	40	97.9	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7



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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 3. 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.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	204	89.4	196	88.8	191	86.4	210	85.3	184	88.7	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	161	85.9	145	84.6	139	78.9	155	85.0	144	82.9	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	43	92.9	51	92.9	52	93.8	55	85.7	40	94.5	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

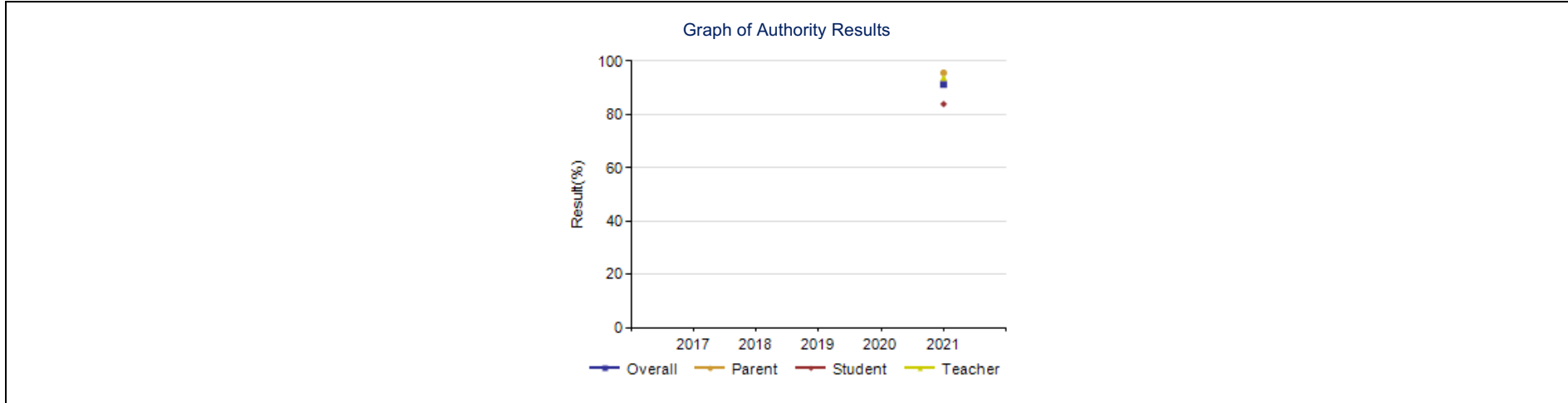


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Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Province													
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	563	91.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	95.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	83.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	93.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



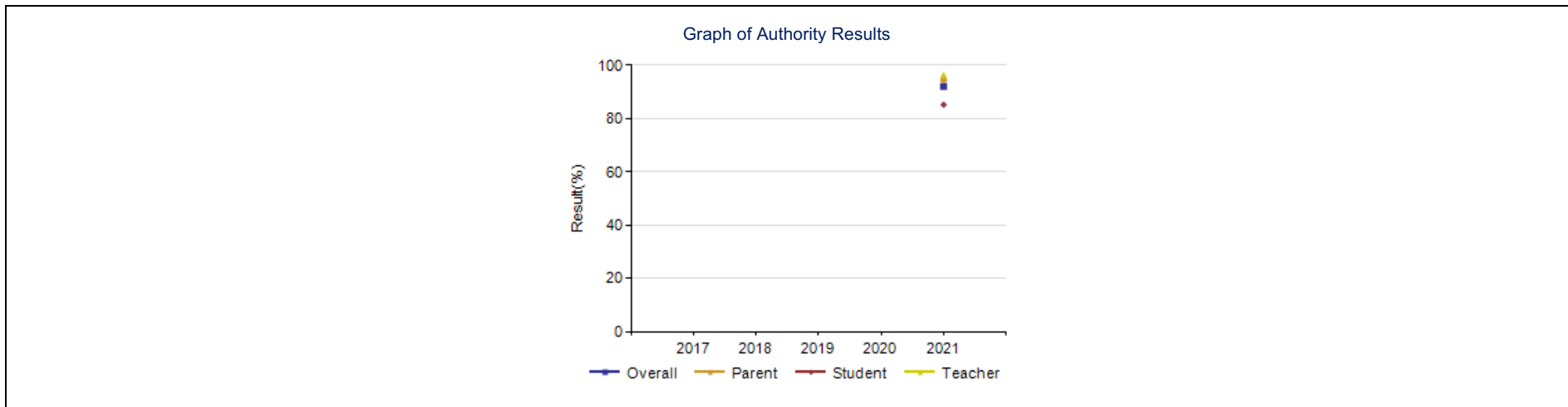
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Measure Evaluation			Province											
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	562	92.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	94.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	85.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	96.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7



- Notes:
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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 3. 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.

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	West Island College			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	86.2	88.5	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	0.2	0.5	0.4	2.6	2.7	2.6	Very High	Maintained	Excellent
Program of Studies	92.9	88.8	89.4	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	100.0	98.8	99.6	68.0	66.6	64.9	Very High	Maintained	Excellent
Safe and Caring	92.9	91.9	93.3	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	82.7	79.5	84.3	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	31.6	23.5	36.7	60.0	60.3	59.5	Very Low	Maintained	Concern
Work Preparation	92.5	86.5	91.1	85.7	84.1	83.2	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. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

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 2021.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

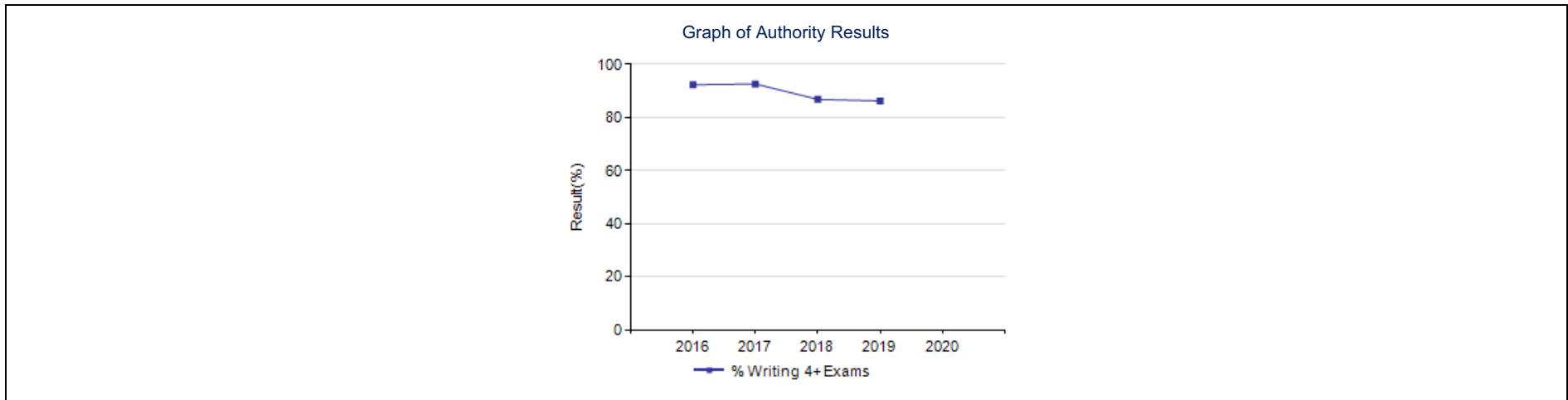
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Diploma Examination Participation Rate – Measure Details

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

	Authority					Measure Evaluation			Province				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2016	2017	2018	2019	2020
N	84	65	76	87	98	n/a	n/a	n/a	44,823	44,982	44,978	45,354	46,245
% Writing 0 Exams	1.7	0.0	0.0	0.0	n/a	n/a	n/a	n/a	14.6	14.4	13.9	13.9	n/a
% Writing 1+ Exams	98.3	100.0	100.0	100.0	n/a	n/a	n/a	n/a	85.4	85.6	86.1	86.1	n/a
% Writing 2+ Exams	98.3	98.5	100.0	100.0	n/a	n/a	n/a	n/a	82.3	82.7	83.3	83.3	n/a
% Writing 3+ Exams	95.9	97.2	98.7	98.9	n/a	n/a	n/a	n/a	65.5	66.5	67.1	67.1	n/a
% Writing 4+ Exams	92.3	92.6	86.8	86.2	n/a	n/a	n/a	n/a	55.2	56.0	56.6	56.6	n/a
% Writing 5+ Exams	74.3	67.9	59.2	71.3	n/a	n/a	n/a	n/a	37.7	38.0	38.8	38.3	n/a
% Writing 6+ Exams	50.4	37.0	36.8	39.1	n/a	n/a	n/a	n/a	13.7	14.0	14.3	13.7	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. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
 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.
 5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

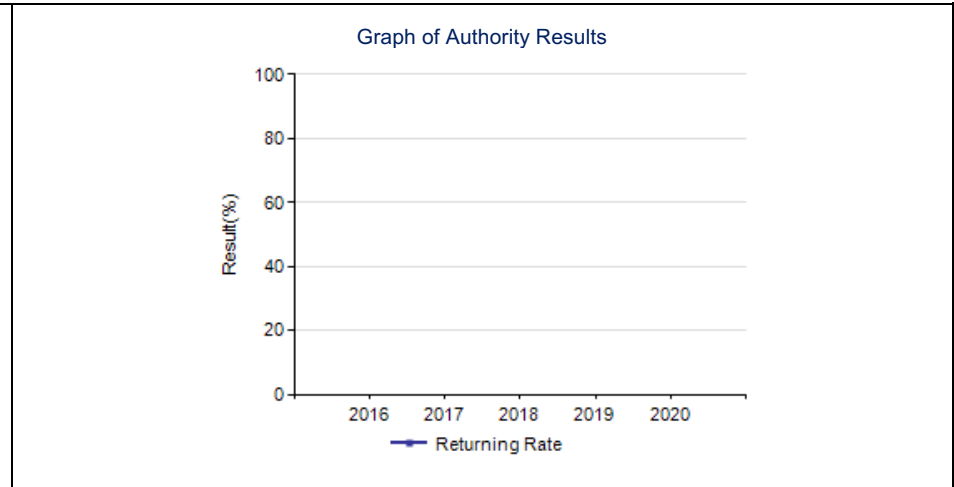
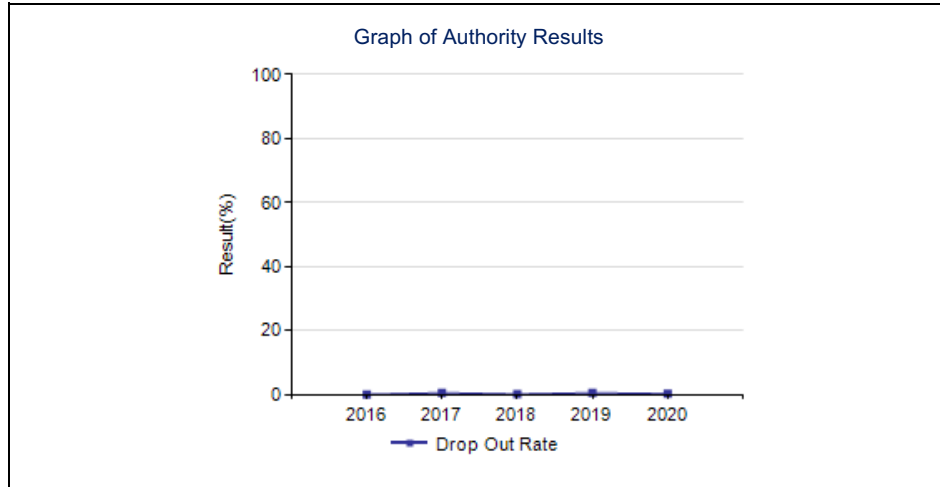
Diploma Examination Participation Rate – Measure Details

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
N	84	65	76	87	98	44,823	44,982	44,978	45,354	46,245
English Language Arts 30-1	86.9	93.8	89.5	97.7	n/a	54.2	55.3	56.6	55.9	n/a
English Language Arts 30-2	0.0	0.0	0.0	0.0	n/a	28.8	29.0	27.9	29.0	n/a
Total of 1 or more English Diploma Exams	86.9	93.8	89.5	97.7	n/a	80.5	81.3	81.5	81.7	n/a
Social Studies 30-1	95.2	96.9	93.4	95.4	n/a	45.4	45.2	45.2	44.3	n/a
Social Studies 30-2	0.0	0.0	3.9	2.3	n/a	36.0	36.6	37.3	38.0	n/a
Total of 1 or more Social Diploma Exams	95.2	96.9	97.4	97.7	n/a	80.7	81.2	81.8	81.7	n/a
Pure Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Applied Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Mathematics 30-1	95.2	93.8	93.4	89.7	n/a	36.6	35.7	36.7	35.4	n/a
Mathematics 30-2	1.2	0.0	1.3	2.3	n/a	23.8	25.2	25.0	26.1	n/a
Total of 1 or more Math Diploma Exams	96.4	93.8	93.4	92.0	n/a	58.6	58.9	59.6	59.3	n/a
Biology 30	89.3	95.4	81.6	85.1	n/a	40.9	42.0	42.9	42.4	n/a
Chemistry 30	69.0	63.1	57.9	64.4	n/a	35.7	35.3	36.0	35.2	n/a
Physics 30	63.1	46.2	50.0	43.7	n/a	19.4	18.8	18.8	17.7	n/a
Science 30	0.0	0.0	5.3	0.0	n/a	15.8	17.0	17.1	18.2	n/a
Total of 1 or more Science Diploma Exams	96.4	100.0	94.7	93.1	n/a	60.8	61.6	62.1	62.1	n/a
Français 30-1	0.0	0.0	0.0	0.0	n/a	0.3	0.3	0.3	0.3	n/a
French Language Arts 30	13.1	6.2	7.9	17.2	n/a	2.8	3.0	2.7	2.6	n/a
Total of 1 or more French Diploma Exams	13.1	6.2	7.9	17.2	n/a	3.1	3.3	3.0	2.9	n/a

- Notes:
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 2. Participation in the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
 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.
 5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	261	0.0	280	0.5	300	0.1	335	0.5	356	0.2	Very High	Maintained	Excellent	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	3	n/a	n/a	n/a	2	*	1	*	2	*	n/a	n/a	n/a	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

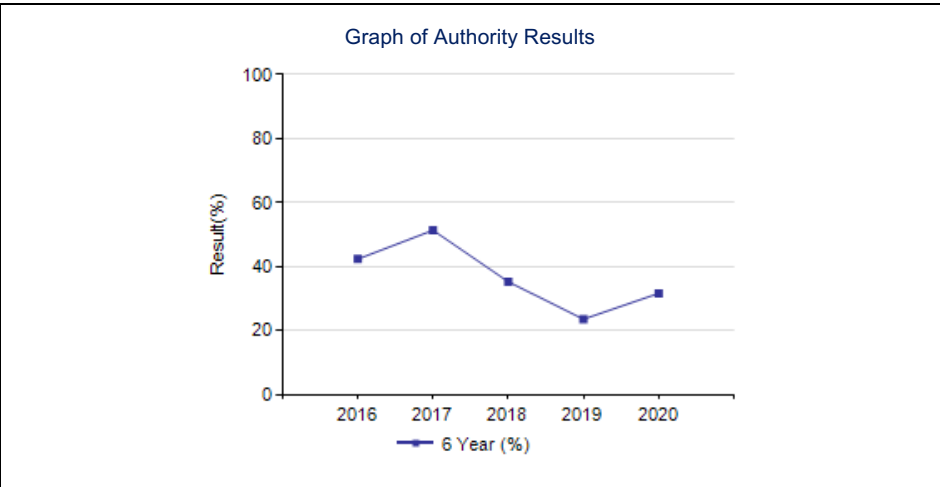
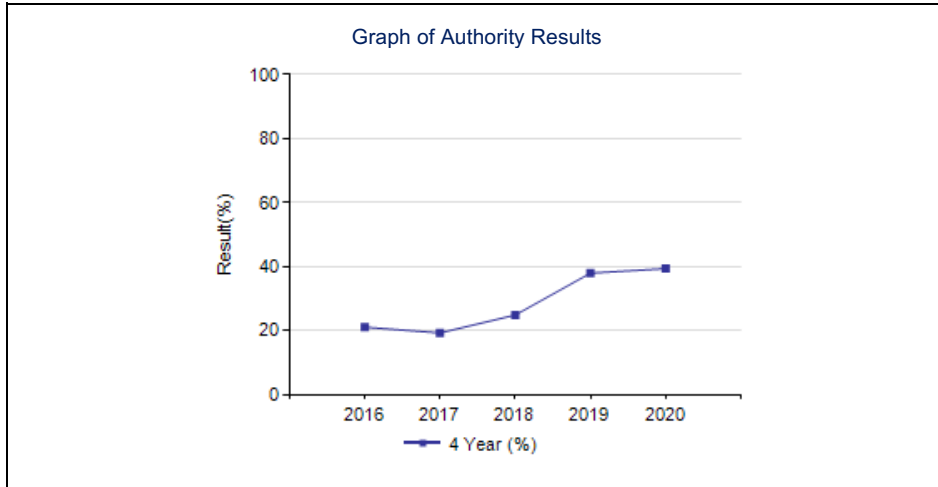


- Notes:
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 2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and 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												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	76	21.0	84	19.2	65	24.8	76	37.9	87	39.3	Intermediate	Improved	Good	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	72	42.3	94	51.3	76	35.2	84	23.5	65	31.6	Very Low	Maintained	Concern	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0



- Notes:
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 2. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

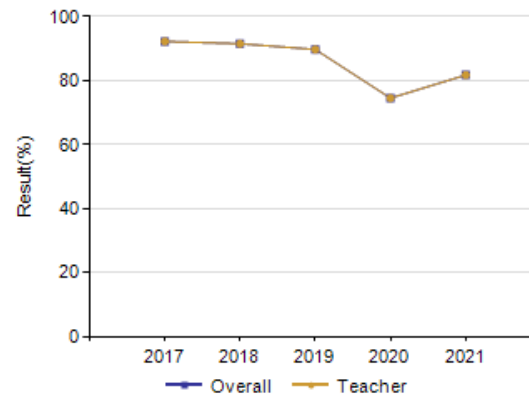
This Transition Rate is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10 or adjusted by attrition. (An estimate of out-of-province 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 2021.)

In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	43	92.2	51	91.5	52	89.7	55	74.5	39	81.7	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	43	92.2	51	91.5	52	89.7	55	74.5	39	81.7	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

Graph of Authority Results



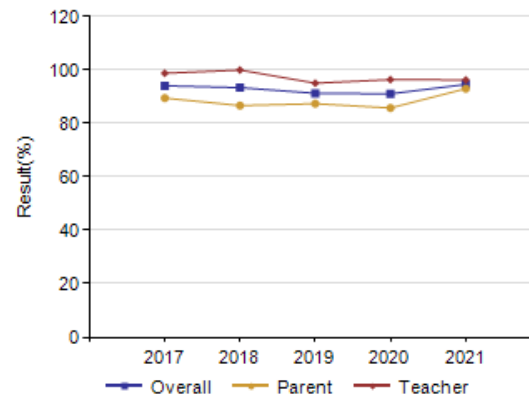
Notes:

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

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	198	94.1	191	93.4	191	91.3	208	91.1	184	94.6	n/a	n/a	n/a	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	155	89.5	140	86.7	139	87.4	153	85.8	144	93.0	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	43	98.8	51	100.0	52	95.1	55	96.4	40	96.3	n/a	n/a	n/a	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Graph of Authority Results



Notes:

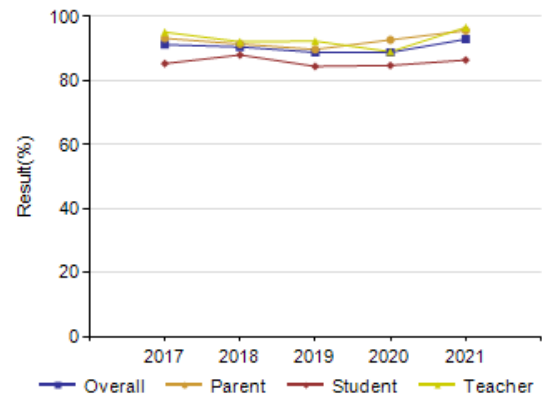
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

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										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	642	91.2	690	90.5	673	88.8	705	88.8	562	92.9	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	161	93.2	146	91.4	139	89.7	157	92.7	144	95.6	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	438	85.3	493	88.0	482	84.4	493	84.7	378	86.4	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	43	95.1	51	92.1	52	92.3	55	89.0	40	96.6	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Graph of Authority Results

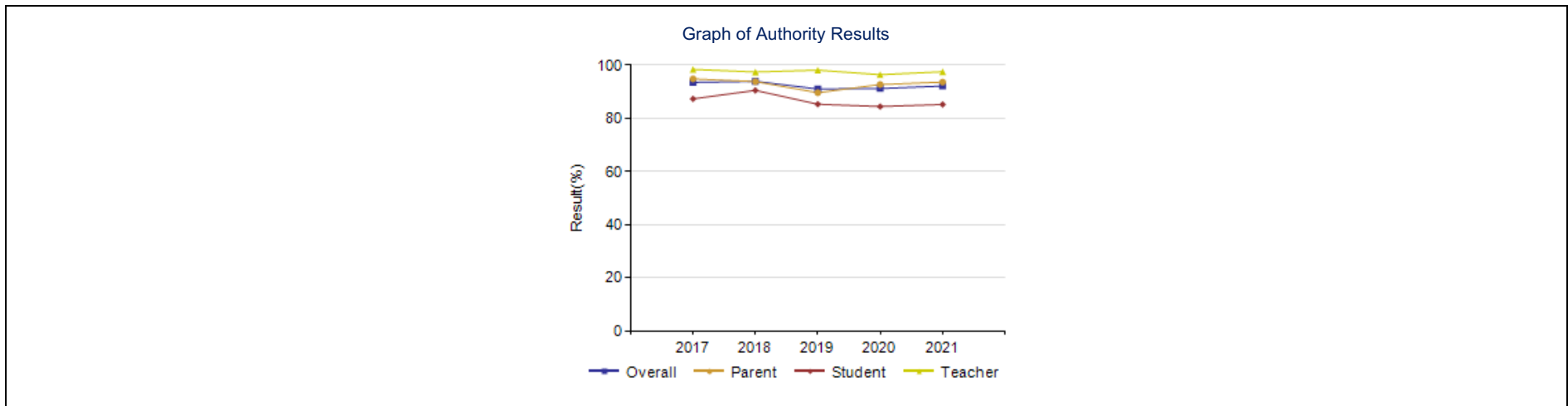


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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	640	93.5	690	93.9	673	91.0	705	91.2	562	92.1	n/a	n/a	n/a	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	161	94.8	146	93.8	139	89.6	157	92.7	144	93.6	n/a	n/a	n/a	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	436	87.3	493	90.5	482	85.3	493	84.4	378	85.2	n/a	n/a	n/a	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	43	98.4	51	97.4	52	98.1	55	96.4	40	97.5	n/a	n/a	n/a	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

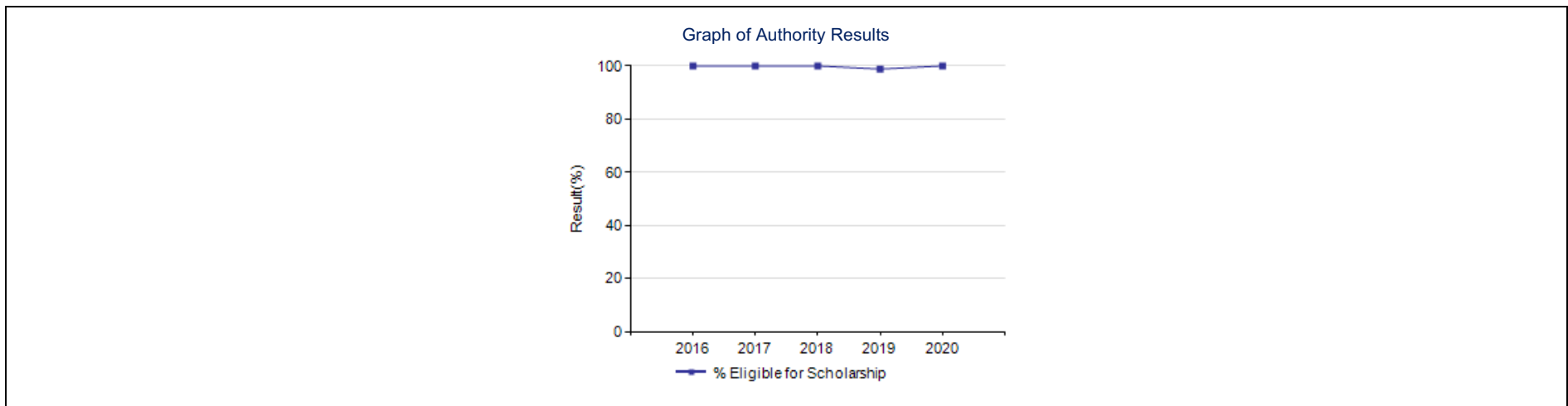


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting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

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	80	100.0	64	100.0	68	100.0	85	98.8	94	100.0	Very High	Maintained	Excellent	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

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
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
2020	94	88	93.6	94	100.0	91	96.8	94	100.0

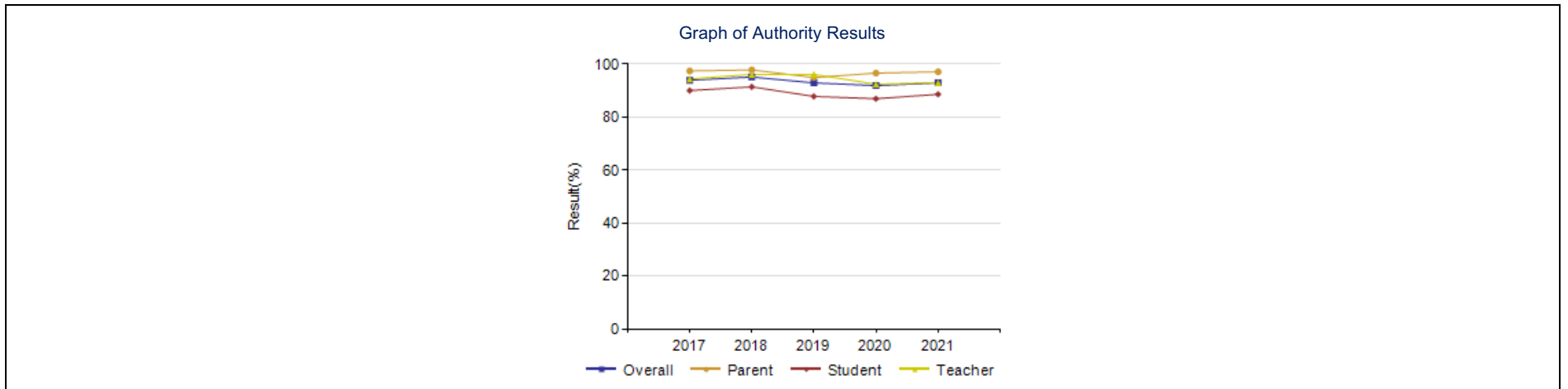


- Notes:
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 2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 3. Starting in 2019, an updated methodology was applied to more accurately 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.
 4. Participation in the 2019/20 Diploma Examinations was impacted by the COVID-19 pandemic. Caution should be used when interpreting the trends over time.

Safe and Caring – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	640	93.9	690	95.1	673	92.9	705	91.9	563	92.9	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	161	97.4	146	97.8	139	94.9	157	96.6	144	97.1	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	436	90.0	493	91.4	482	87.8	493	86.9	379	88.6	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	43	94.4	51	96.1	52	96.1	55	92.4	40	93.0	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

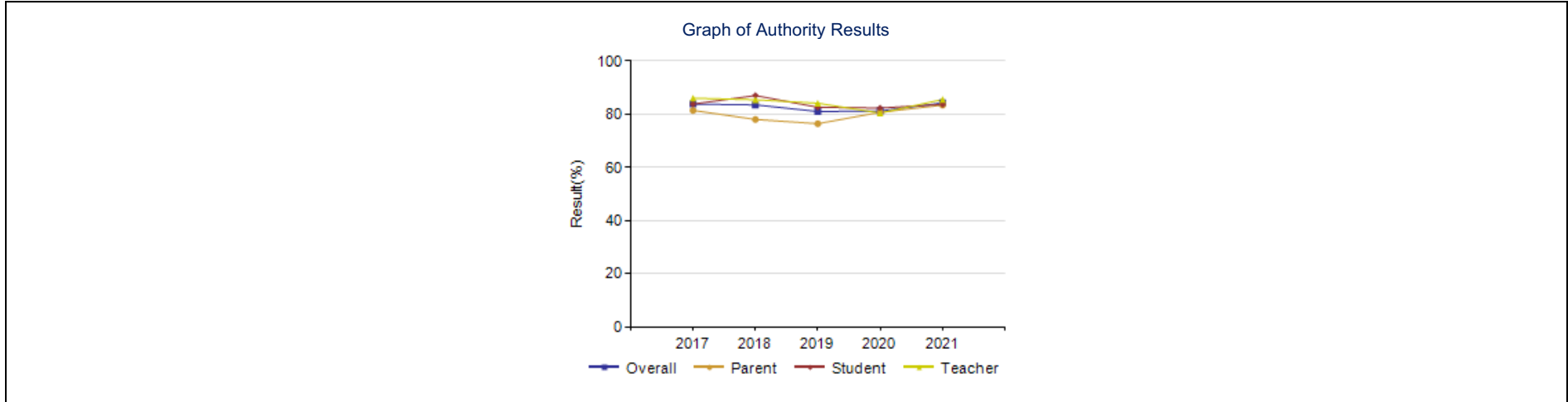


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Satisfaction with Program Access – Measure Details

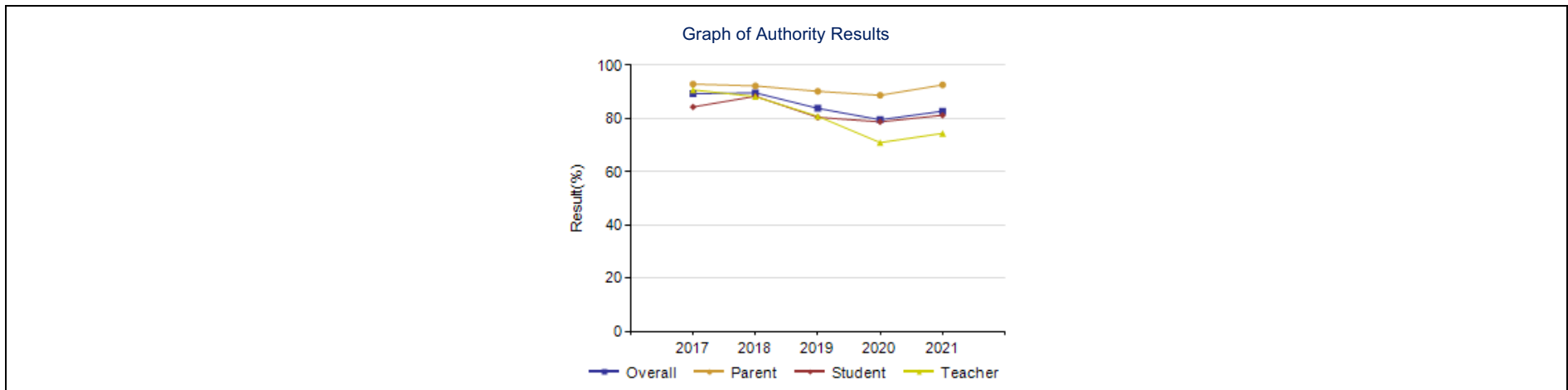
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	640	83.8	689	83.5	671	81.0	700	81.2	558	84.2	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	161	81.4	145	78.0	137	76.4	153	80.7	141	83.4	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	436	83.8	493	87.0	482	82.6	492	82.3	377	83.7	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	43	86.0	51	85.4	52	84.1	55	80.4	40	85.5	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8



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School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	635	89.3	683	89.6	667	83.8	698	79.5	553	82.7	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	156	92.9	141	92.2	133	90.2	151	88.7	136	92.6	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	436	84.3	491	88.3	482	80.4	492	78.7	378	81.2	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	43	90.7	51	88.2	52	80.8	55	70.9	39	74.4	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

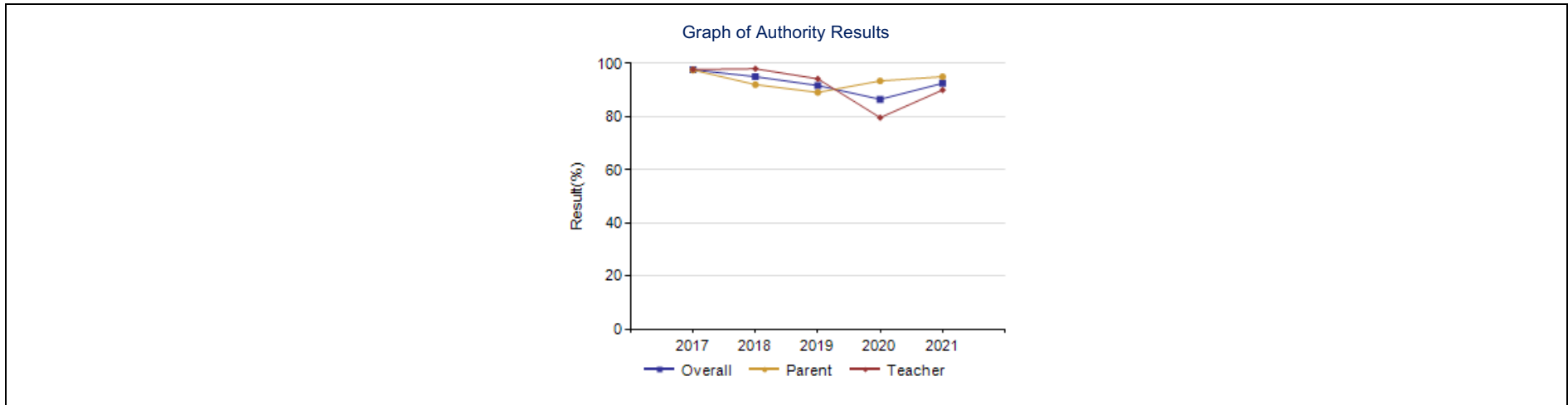


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Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	200	97.6	189	95.0	190	91.7	205	86.5	180	92.5	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	157	97.5	138	92.0	138	89.1	151	93.4	140	95.0	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	43	97.7	51	98.0	52	94.2	54	79.6	40	90.0	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7



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Summary of financial results – year ended August 31, 2021

	2020-21	
	Actual	Budget
Revenue		
Tuition and student fees	\$ 11,113,822	\$ 10,135,000
Government grant funding	3,262,285	3,046,000
School program participation fees	175,044	1,240,000
Other	427,725	526,000
	14,978,876	14,947,000
Expenses		
Employee compensation, benefits and other	10,274,352	9,381,100
Operating supplies and services	2,464,059	3,184,900
School programs	210,486	1,230,000
Interest	103,456	109,000
Amortization of capital assets	878,207	907,700
	13,930,560	14,812,700
Surplus (deficit) of revenue over expenses	\$ 1,048,316	\$ 134,300

Whistleblower Disclosure: For the 2020/21 school year, West Island College had 0 (zero) disclosures.

