



Gifted Education from the Inside

Annual Education Results Report

2023-2024

Submitted to Alberta Education November 2024

Message from the Board Chair

Westmount is a unique community of students, educators and parents, unified by the singular purpose to advance the education and well-being of the gifted and often complex needs students we serve. Our unique charter focuses on “fostering gifted education from the inside out,” a foundational core principle that prioritizes building authentic relationships and addressing each students’ social, emotional and academic needs. This approach creates a culture that is safe, welcoming and caring. With over 22 percent of Westmount students identified as having specialized learning needs alongside their giftedness, Westmount stands as one of the most inclusive learning environments in Alberta.

Westmount serves a richly diverse population of neurodiverse students, embracing a wide range of cultural backgrounds, gender identities, gender expressions, and learners of English as an Additional Language (EAL). We also support students with special education needs, including twice-exceptional learners as well as both under achievers and high achievers. Our aim is not only to educate but to foster an environment allowing students to understand and challenge themselves, fostering lifelong learning. Ultimately, we aim to help them become valuable and contributing members of both the school and the broader community. With appropriate support, our students continue to achieve the highest levels, empowered by empathic and well-informed staff.

Westmount Charter School proudly supports choice in public education. Since its humble beginnings in 1996 as the Action for Bright Children Charter School offering classes from grades 1-3, Westmount is now in its 28th year of operation with over 1300 students in K-12. We are proud to have had over 1400 students graduate from Westmount, many who have started in Kindergarten.

The demand for our unique services continues to grow. Unfortunately, each year, Westmount must turn away 600-800 qualified applicants, many of whom have limited alternatives to meet their neurodiverse needs. Our top priority is to explore opportunities to expand, including the addition of a third campus, expansion of facilities at existing campuses, and the utilization of underused spaces in collaboration with community and educational partners.

Our vision for the future extends beyond new facilities. We are committed to continually improving our core services, developing world class professional practices, providing relevant parent education, and strengthening our board governance practices.

The school and community environment at Westmount is nurtured by empathic, passionate, creative administrators, educators and staff whose ethical practices foster the development of lifelong learners. Westmount prioritizes ongoing professional development and community engagement, enabling administrators, school staff, and parents to better support the social, emotional and academic growth of every child. In particular, teachers of gifted students and student services staff require specialized training and experience in both education and counselling to effectively guide their development and learning. As a result, this commitment provides our gifted students the support they need to thrive, empowering them to reach their full potential both academically and personally.

Recently, we completed a comprehensive needs analysis that resulted in significant improvements to our student admissions process and enhanced, targeted staff education for both long serving and new teachers.

At Westmount, our charter philosophy guides every decision we make. By addressing our students’ neurodiverse goals and asynchronous development and their unique patterns of growth - marked by varying intensities, interests and skill development - we create meaningful

opportunities for personal growth with academic achievement naturally following. Westmount stands not only as a beacon of hope for neurodiverse learners and their families but also as a school of acceptance, research, innovation, and world class pedagogical practices.

Sincerely,

Peter Khu, Board Chair



Accountability Statement

The Annual Education Results Report for Westmount Charter School for the 2023/2024 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023/2024 was approved by the Board on November 20, 2024.



Peter Khu, Board Chair



Calvin Davies, Superintendent

Introduction

Westmount Charter School's Annual Education Results Report (AERR) highlights our accomplishments and outcomes for the 2023/2024 school year. The report provides an overview of how the school has progressed in fulfilling both our Charter and Provincial goals within the Provincial Assurance Framework over the past year.

Our Vision, Mission, and Guiding Principles—together with our specialized instructional practices in gifted education—form the core of Westmount's annual planning and reporting process, aligned with the Alberta Education 2024-2027 Business Plan. For more details, the full Education Business Plan is available [here](#).

Foundational Statements

Vision

Fostering gifted education from the inside out.

Mission

To provide students who are gifted an authentic educational experience that:

- supports need, ability and potential;
- provides opportunities for inner growth;
- develops genuine relationships; and
- is facilitated by empathic, passionate, creative educators whose ethical practice develops lifelong learners.

Guiding Principles

At Westmount Charter School, we believe:

- Students who are gifted are capable of exceptional performance;
- Students who are gifted require comprehensive, specialized educational programming if they are to understand and maximize their varied abilities;
- Teachers of gifted students require specialized training and experience in the education of the gifted if they are to effectively guide the development of those students' learning;
- Parents and guardians are vital partners in their children's education; and,
- Members of the community at large have an important role to play in the education of students who are gifted.

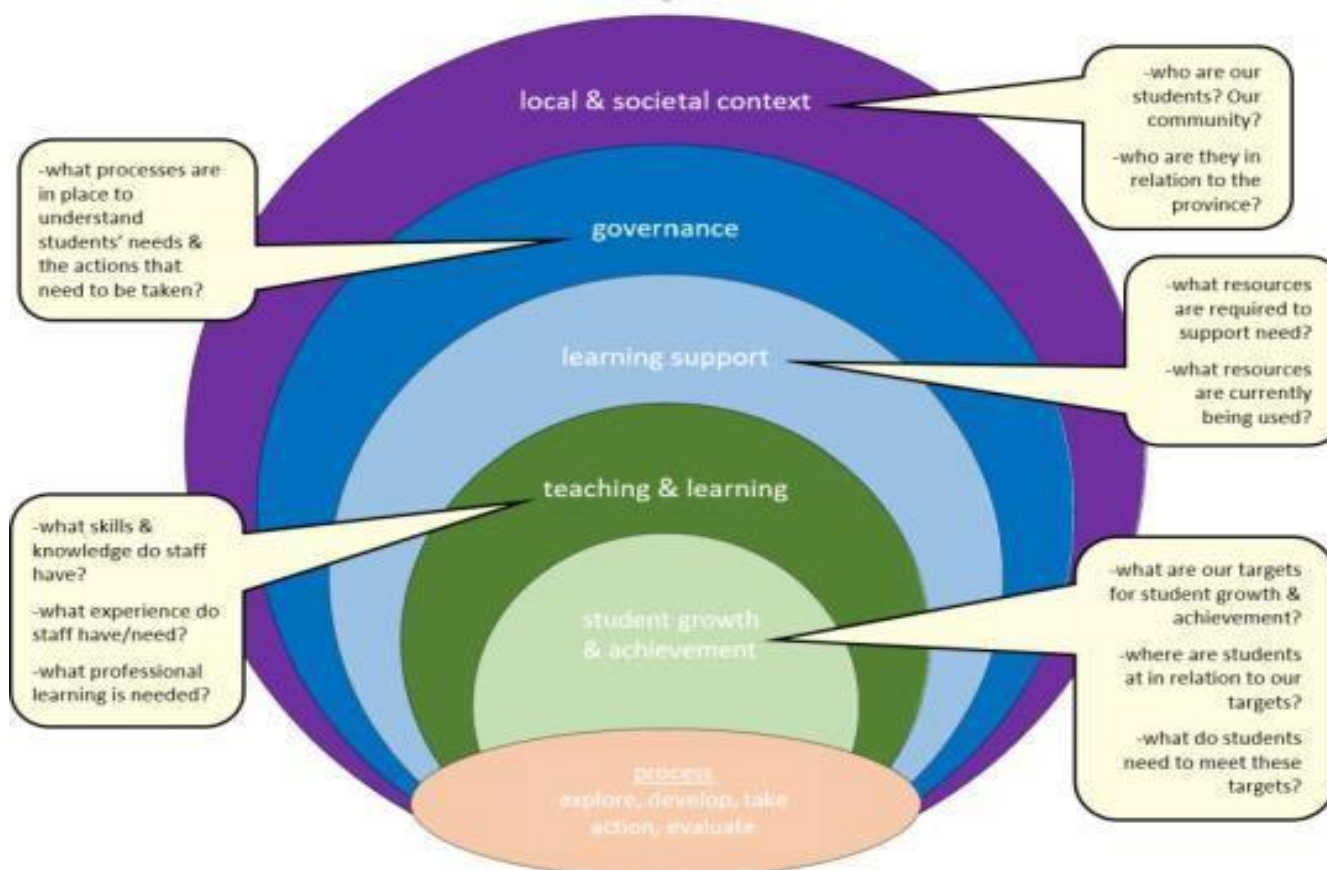
Our strategic enhancements at Westmount Charter School (WCS) are guided by careful reflection on the data in the Annual Education Results Report (AERR) and through ongoing engagement with our stakeholders, as discussed further in this document.

At WCS, staff prioritize a holistic approach to student development, focusing on nurturing each student's unique characteristics, needs, interests, and motivations. This "inside-out" approach promotes well-being and personal growth, fostering lifelong learning and supporting achievement as a central outcome.

Westmount Charter School Results

Domains of Assurance

The domains of the assurance framework identify what we examine, how we organize ourselves, and how we engage in this work as a learning community, providing evidence of the effectiveness of our work.



Domain # 1: Local and Societal Context

Westmount Charter School's Charter (2016-2031) defines our mission as providing gifted students with an authentic educational experience tailored to their unique needs, abilities, and potential. Our approach fosters opportunities for personal growth, encourages meaningful relationships, and is guided by passionate, empathic, and creative educators committed to ethical practice and lifelong learning.

Westmount serves gifted students from all quadrants of Calgary and surrounding communities. The school comprises two campuses:

- **Elementary Campus:** Located at 728 – 32 Street NW, Calgary, AB, T2N 2V9, this campus houses 422 students from Kindergarten to Grade 4.
- **Mid/High Campus:** Located at 2215 Uxbridge Drive NW, Calgary, AB, T2N 4Y3, this campus supports 884 students in Grades 5 through 12.

Westmount Charter School is dedicated to meeting the diverse needs of gifted learners across Calgary and surrounding areas.

Summary of 2023/2024 Accomplishments

- **Elementary Campus (EC) Professional Development:**
 - Participated in trauma-informed PD led by Dr. Emily Wang and Gifted PD with Dr. Janneke Frank.
 - Led an Edcamp in November 2023 focused on the new curriculum.
- **Equity, Diversity, Inclusion, and Decolonization Initiatives:**
 - Both EC and Mid High campuses organized school-wide events for National Day for Truth and Reconciliation, Black History Month, Asian Heritage Month, and National Indigenous Heritage Month.
- **Presentations and Leadership:**
 - EC administrators Adriana Klassen (Principal) and Karly Bagnall (Assistant Principal) presented *"Thriving Together—A Leadership Team's Commitment to Teacher Well-Being"* at the Council for School Leadership.
 - Teachers from both campuses attended the 2024 Calgary City Teachers Convention for the first time.
- **Mid High Campus Professional Development:**
 - Participated in assessment PD focused on differentiation for gifted learners with the Alberta Assessment Consortium.
 - Collaborated with Cheryl Babin from the Alberta Regional Professional Development Consortia on outcome-based assessment and reporting.
 - Leadership team attended a five-part series on emotional intelligence for leaders with Judy Riege.
- **Teacher Presentations at Calgary City Teachers Convention:**
 - *Giftedness 101, Giftedness 102, and Embracing Inclusion* by Heather Lai and Ley Anne Folks (Mid High).
 - *Cultivating Critical Thinkers: Strategies for Enhancing Critical Thinking in the Science Classroom* by Heather Lai.
 - *Unleashing the Power of Azul in Class: Supercharging Mathematical Thinking and Spatial Reasoning* by Heather Lai, Pam Mah, and Dr. Krista Francis from U of C.
 - *Gifted 101* by Christine Avey (Elementary teacher).
- **National Conference Presentation:**
 - Mid High teacher Steven Paget presented *"Developing Resilience and Independence Through Activity, Integration, and Outdoor Education"* at the Health and Physical Education Canada Conference.
- **District-Wide Initiative:**

- Introduced an updated district-wide land acknowledgment, developed collaboratively with staff, parents, community partners, elders, and students.

These accomplishments showcase Westmount Charter School's commitment to professional growth, student inclusivity, and community engagement.

Summary of Research Initiatives

- **Partner Research Schools Initiative:** Westmount collaborates with the Werklund School of Education at the University of Calgary through this initiative, advancing research in educational practices.
- **Grade 6 Research Partnerships:**
 - **Programming Robots in Mathematics:** Mid High Grade 6 teachers worked with Brent Davis and Krista Francis from the Werklund School of Education on a project using programming robots to enhance mathematical thinking.
 - **Board Games and Reasoning Skills:** Another partnership with Krista Francis explored the connection between playing board games and developing logical and spatial reasoning.
- **Alberta Education Research Network:** Westmount has representation in this network, which focuses on promoting responsive research in schools and translating research findings into effective educational practices.

Westmount Charter School is committed to fostering meaningful stakeholder engagement throughout the school year. We utilize various channels to inform and prioritize key initiatives. Actively seeking and valuing stakeholder input and feedback, our engagement efforts encompass a range of topics, including:

School Council (SC):

- **Monthly Meetings:** General and executive sessions with campus principals to establish and review school priorities.
- **Coffee Talks:** Informal monthly discussions hosted by the SC parent liaison and administrative teams, with attendance ranging from 12 to 30 parents per campus. These sessions cover topics such as Schoology usage, parent-teacher conference formats, community-building events, and effective communication practices. Feedback gathered during these talks directly informs decisions made by administration and staff.
- **Regular Meetings:** Monthly interactions between the SC executive and campus principals to address concerns, gather feedback, and plan community engagement initiatives.
- **Surveys:** Gathering feedback through local and external surveys on various school matters.
- **Celebration and Achievement:** Recognizing student developments and accomplishments.
- **Fund Allocation:** The SC oversees funds raised through donations and initiatives such as bottle drives, Stampeders game parking, direct donation campaigns, and other fundraisers to support school activities.
- **Calendar Input:** Contributing to the development of the annual school calendar.
- **Parent Engagement Events:** Hosting educational sessions, including "Why Inside Out" by Dr. Janneke Frank and "Social and Emotional Regulations and Strategies" by OT Jill Foreman.
- **Year-End Celebration:** Sponsoring an event for K-12 students, parents, and staff.
- **Financial Contributions:** Parent Fundraising Societies contribute over \$70,000 annually to enhance student learning initiatives, coordinated by the principals.

Communication and Leadership Meetings:

- **Weekly Campus Newsletters:** Including monthly updates from the Board.
- **Board Liaison:** An annual appointment of a Westmount Charter Board member to liaise with the SC.
- **Leadership Meetings:** Monthly discussions between the superintendent and administrative teams focusing on procedures, budgeting, leadership development, and special events.
- **Inter-Campus Collaboration:** Regular meetings between campus administrators to align philosophies, coordinate events, and address professional development and operational needs.
- **External Collaboration:** Ongoing engagement with the Calgary Charter Schools Leadership Network to tackle common challenges and promote leadership growth.

Teacher Collaboration and Professional Development:

- **Curriculum Meetings:** Monthly discussions at the grade-level and curriculum team to enhance student learning, share effective teaching practices, and implement new curriculum updates.
- **Staff Meetings:** Campus-specific, all-staff monthly meetings ensure unified communication and coordination on school priorities.

These initiatives reflect Westmount Charter School's dedication to cultivating a collaborative and inclusive community that drives student and school success.

The results in this Annual Education Results Report reflect both provincial and local measures. The provincial measures data were provided via Alberta Education’s assurance surveys of grades 4-12 students, parents, and all teachers and provincially provided quantitative data on the objective measures (e.g. 3 & 5 - year graduation rates below).

Fall 2024 - Required Alberta Education Assurance Measures - Overall Summary

Authority: 0109 Westmount Charter School Society

Assurance Domain	Measure	Westmount Charter School Soc.			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	88.5	87.3	87.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.4	85.9	87.2	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	96.4	97.5	97.5	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	97.7	99.0	98.4	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	99.1	89.8	89.8	68.5	66.2	66.2	Very High	Improved Significantly	Excellent
	PAT6: Excellence	62.6	64.8	64.8	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	97.1	94.7	94.7	62.5	62.6	62.6	Very High	Improved	Excellent
	PAT9: Excellence	66.6	66.1	66.1	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	97.1	95.7	95.7	81.5	80.3	80.3	Very High	Maintained	Excellent
	Diploma: Excellence	59.7	49.8	49.8	22.6	21.2	21.2	Very High	Improved	Excellent
Teaching & Leading	Education Quality	93.1	92.7	92.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.6	89.8	90.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	87.1	86.2	85.3	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	85.9	86.2	87.0	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam 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.

Analysis

Westmount Charter School achieved excellent overall on all reported measures.

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Westmount Charter School Soc.			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)	78.2	3.9	n/a	52.7	3.5	n/a	Very High	n/a	n/a
Drop Out Rate	0.7	0.6	0.5	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	84.2	67.6	71.4	81.1	82.2	83.0	Intermediate	Improved	Good
Lifelong Learning	89.1	87.1	88.5	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	90.5	90.4	89.8	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	85.9	87.2	85.6	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	100.0	100.0	100.0	70.7	71.9	70.0	Very High	Maintained	Excellent
Safe and Caring	93.5	91.4	92.1	87.1	87.5	88.1	Very High	Improved	Excellent
Satisfaction with Program Access	84.0	83.3	82.5	71.9	72.9	72.7	Very High	Maintained	Excellent
School Improvement	87.2	83.9	82.9	75.8	75.2	74.7	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	64.1	72.1	74.5	60.1	59.7	60.0	High	Declined	Acceptable
Work Preparation	88.0	84.9	86.9	82.8	83.1	84.0	Very High	Maintained	Excellent

Analysis

Westmount's overall ratings are very strong. The **Post-Secondary Transition Rate** measures the percentage of students in the Grade 10 cohort who enroll in a post-secondary program at an Alberta institution or register in an Alberta apprenticeship program within six years of entering Grade 10, adjusted for attrition. This rate also includes an estimate of out-of-province post-secondary enrollment based on the number of funded Alberta students attending institutions outside the province.

The recent decline in the six-year Transition Rate is primarily due to an above-average number of students from this cohort choosing to pursue studies outside Alberta, including both Canadian and international institutions.

Significant improvements in School Improvement ratings reflect enhanced perceptions among both students and teachers. This progress can be attributed to targeted professional development initiatives that address teachers' identified areas for growth and their impact on classroom teaching and learning. For example, our district's participation in the Calgary City Teachers Convention allowed staff to select professional development opportunities tailored to their specific classroom practices.

Furthermore, the increase in **Safe and Caring ratings** is linked to improved student outcomes, which stem from a focused school emphasis on pro-social behavior. This was achieved through intentional lessons, such as "Friendology," and targeted teachings for middle-grade students, resulting in an increase of over 7% among students in Grades 4-6.

Domain # 2: Governance

Governance refers to the process by which policy leaders attend to local and societal contexts; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching, and leading and optimum learning for all.

Parental Involvement

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

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	360	88.0	281	85.3	227	87.8	303	86.2	281	85.9	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	310	79.6	252	76.3	174	81.3	265	81.0	233	79.1	Very High	Maintained	Excellent	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	50	96.3	29	94.3	53	94.3	38	91.4	48	92.7	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Analysis

Parents and teachers expressed a high level of satisfaction with parental involvement in decisions regarding their child's education.

Strategies Implemented

K-4: To enhance communication between parents and school administration, we have implemented several initiatives, including monthly coffee talks, school council meetings, weekly newsletters, and monthly board reports that highlight school activities. During coffee talks, we discuss various topics and seek feedback for improvements, such as eliminating looping starting in the 2024-2025 school year, integrating English Language Arts and Literacy (ELAL) for Grades 3 and 4 into homerooms, and exploring ways to encourage parent participation in assemblies. Additionally, Individual Program Plan (IPP) questionnaires are sent home in the fall to gather parental input on IPP development.

5-12: Westmount has fostered strong relationships with our parent community through various formal events, including coffee talks, interviews that offer both in-person and virtual connections, and school council meetings. Administration meets regularly with the School Council executive to ensure open lines of communication. Teachers have also established effective communication with parents regarding student learning, providing opportunities for them to meet about their child's Individual Program Plan (IPP), which is maintained for all students.

Domain # 3: Learning Supports

Learning supports refer to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Welcoming, Caring, Respectful and Safe Learning Environments

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

	Westmount Charter School Soc.										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	796	91.3	1,019	91.5	1,007	89.8	1,052	91.6	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	252	93.4	174	95.2	265	93.9	233	92.3	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	515	87.0	792	83.3	703	81.6	769	84.3	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	29	93.5	53	95.9	39	94.1	50	98.3	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Analysis

In each category, Westmount's results exceed provincial percentages, with analyses indicating increases in both student and teacher responses.

Strategies Implemented

K-4: Student Services launched several key programs to support social and emotional development, including:

- **Friendology Program:** An anti-bullying initiative designed to foster positive relationships among students.
- **Character Counts Program:** A program focused on instilling core values in students.
- **Social Thinking Lessons:** These lessons help students understand their roles within a group and how their responses impact group dynamics.
- **Small Group Sessions:** These sessions aim to cultivate caring behaviors among students.
- **Fledge Program:** This comprehensive platform promotes children's mental and emotional literacy (MEL), equipping them with essential skills for lifelong well-being. Through Fledge, children enhance their emotional awareness, learn to express and regulate their emotions, and develop effective coping strategies for challenging situations. The program encourages mindfulness, deep learning, and focus while promoting healthy relationships, empathy, and effective communication. With Fledge, children gain tools to set meaningful goals and work towards them in a supportive, holistic manner.

Additionally, administration has increased its visibility within the school by greeting families each morning, conducting daily walkabouts, supervising students during lunch, and addressing behavioral issues as they arise. Student Services and Administration meet weekly to review student needs and explore strategies to support both students and teachers in the classroom.

5-12: We maintain a strong emphasis on social development through the Friendology Program for Grades 5-8. All students in Grades 5-12 benefit from dedicated instruction time (SOURCE Classes), ensuring that each child has a positive connection with an adult in the building. Our robust Student

Services department includes dedicated school counsellors who address the social-emotional needs of students. Administration is actively present in the hallways before and after school, as well as during lunchtime, to foster a supportive environment.

Access to Supports and Services

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

	Westmount Charter School Soc.										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	796	86.6	1,019	84.4	1,006	86.2	1,046	87.1	n/a	Improved	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	252	84.8	174	87.8	265	86.9	233	85.8	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	515	81.2	792	75.6	702	77.7	764	80.6	n/a	Improved	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	29	93.8	53	89.8	39	93.8	49	95.0	n/a	Maintained	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Analysis

Overall, a high percentage of parents, students, and teachers agree that students have access to appropriate support and services at school. Recent feedback from students and teachers shows a slight increase in satisfaction, likely due to enhanced resources in the Mid-High Student Services Department. Notably, the addition of a half-time counsellor and dedicated career counselling services at our Mid-High Campus has significantly contributed to this improvement.

Strategies Implemented

K-4: Administration and Student Services are highly visible within the school community. At the start of the year, students participate in tours of Student Services to familiarize themselves with the support available, particularly for issues related to self-regulation and behavior. Parents are encouraged to request books and resources from Student Services.

We have implemented a Student Review Group (SRG) process for addressing concerns raised by teachers or parents regarding a student's social, emotional, behavioral, or academic needs. When a concern arises, a meeting is scheduled between the teacher and the parent to discuss the issues and collaboratively develop strategies for support. If these strategies prove unsuccessful, Student Services convenes a comprehensive team meeting that includes parents, teachers, and administration.

Our approach follows a structured intervention model, starting with universal strategies, followed by tier-two strategies, and finally individualized strategies as part of the Response to Intervention (RTI) framework.

Grades 5-12: Student Services are accessible to students through referrals from students, teachers, and parents. The support provided includes social-emotional counselling, learning strategies, and career counselling.

To ensure comprehensive care, weekly meetings are held between administration and counsellors, as well as between counsellors and strategists, to identify students of concern and facilitate follow-up care. Counsellors and administration are organized by student last names to ensure continuity of care throughout the students' years at the school.

Domain # 4: Teaching and Leading

Teaching and Leading refer to teachers and leaders analyzing the learning content, attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and optimum learning for all.

Education Quality

Percentage of teachers, parents, and students satisfied with the overall quality of basic education

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,120	93.5	797	88.7	1,019	92.9	1,008	92.7	1,053	93.1	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	310	90.8	252	87.2	174	93.6	266	92.6	233	90.5	Very High	Declined	Good	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	760	91.8	516	87.5	792	87.9	703	89.4	770	91.2	Very High	Improved	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	50	98.0	29	91.4	53	97.2	39	96.2	50	97.7	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Analysis

Perceptions of Westmount among parents, students, and teachers exceed those of the province. However, a closer examination of specific responses reveals that parents of students in Grades 4-9 have shown increased disagreement with the statement, "Your child finds school work challenging." This shift has contributed to a decline in the overall satisfaction ratings within the parental category.

Strategies to be Implemented

Administration will engage with parents and guardians through opportunities such as Coffee Talks and school council meetings to explore the reasons behind the increased disagreement regarding the challenge of school work. Teachers will also connect with parents during scheduled interviews to address specific concerns related to student engagement and the appropriateness of challenges in their learning.

Additionally, the school will communicate with parents about our approach to enriching the Programs of Study, ensuring that it effectively challenges students and meets their diverse learning needs.

Professional Learning, Supervision and Evaluation

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.

	Westmount Charter School Soc.										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	50	82.0	29	68.2	52	75.3	37	67.6	50	84.2	Intermediate	Improved	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	50	82.0	29	68.2	52	75.3	37	67.6	50	84.2	Intermediate	Improved	Good	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Analysis

An improvement has been observed in teacher perceptions regarding focused, systematic professional development and in-service training. This positive shift can be attributed to the surveying of staff to identify their professional development needs. By aligning these needs with the Charter's focus on fostering gifted education from the inside out, we created a gifted education professional development role specifically designed to support staff growth.

Local Measures

- The superintendent is evaluated by the Board of Directors.
- All administrators submit an annual Leadership Professional Growth Plan, which is reviewed by the superintendent.
- All teachers submit an annual Teacher Professional Growth Plan, reviewed by school administrators.
- Teachers are evaluated upon request or due to concerns, in accordance with the Teacher Quality Standard. Temporary teachers are evaluated by an administrator.
- All support staff, including central office staff, submit an Annual Employee Engagement Plan outlining their goals and growth initiatives to their immediate supervisor. These plans are reviewed by supervisors and discussed with each employee for follow-up and filing.

Domain # 5: Student Growth and Achievement Provincial

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial and local learning outcomes and consistent with their needs, interests, and aspirations

High School Completion (three, four and five years):

High School Completion Rate – the percentage of students who completed high school within three, four, and five years of entering.

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	89	98.1	96	97.0	93	99.1	125	96.0	103	97.5	Very High	Maintained	Excellent	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	107	98.1	90	98.0	96	97.4	93	99.0	125	97.0	Very High	Maintained	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	72	97.6	107	98.3	90	98.0	96	98.2	93	99.0	Very High	Maintained	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

Analysis

Westmount students achieved high levels of success in completing their high school programs.

Citizenship:

Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

	Westmount Charter School Soc.										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,120	88.8	792	87.8	1,019	88.5	1,007	85.9	1,051	89.4	Very High	Improved	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	310	88.8	251	88.9	174	91.1	265	90.9	233	89.3	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	760	83.1	512	82.9	792	79.1	703	77.1	768	80.5	Very High	Improved	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	50	94.4	29	91.7	53	95.1	39	89.7	50	98.4	Very High	Improved	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Analysis

A very high level of satisfaction is evident, as reflected by all stakeholder groups being categorized in the overall "excellent" range.

Strategies Implemented

K-4 Initiatives

Service projects have been implemented, and we have secured grants for our outdoor classroom and garden. The Eco Warriors Club, designed for Grades 3 and 4, enables Grade 4 leaders to support younger students through initiatives such as the bus buddy program.

ACEE EcoAction Project Funding (Calgary Mayor's Expo):

Grade 1 and 2 students received a \$600 grant to fund our EcoBricks initiative as part of the Calgary Mayor's Expo. One Grade 2 class (2W) attended the expo, with their busing costs covered by the grant. The remaining funds were allocated for purchasing soil for our classroom garden, along with various gardening tools (hoses, watering cans) and planting barrels. Class 2W highlighted the EcoWarriors as a key component of our EcoAction initiatives.

Desjardins Foundation Grant:

Westmount Charter School received a \$3,000 grant from the Desjardins Foundation. An application submitted in October 2024 successfully secured funds for our outdoor classroom garden. With this grant, we purchased plants to create a vegetation fence that prevents students from running between our aspen trees, which was damaging their root systems. The vegetation acts as a living fence. On June 21st, every student from K-4 at WCS Elementary planted a native Alberta plant purchased from ALCLA Native Plants.

EcoWarriors Club:

The EcoWarriors is an eco-action club for students in Grades 3 and 4 at WCS Elementary. Members collect refundable recyclables and return them to the bottle depot. The funds raised are pooled, and at the end of the year, students in the club decide which Calgary agencies to donate to. Last year, we donated to the Calgary Food Bank, Kids Sport Canada, Kids Cancer Care, and Inn from the Cold. The club meets from the second week of September until the last week of June.

5-12 Initiatives

Students in grades 5-12 at the Mid High campus are encouraged to explore various ways to become active citizens.

Senior students lead clubs for younger students, such as Peer Mentoring, Chess Club, Junior Debate, Junior Math Club, Coding Club, and Art Club, fostering a supportive, cross-grade community.

CTF and CTS courses are offered at different grade levels, focusing on leadership and community support. For example, the Westmount Assisting Others (WAO) CTF course emphasizes volunteerism and community contributions, while the HEROES CTS course centers on leadership and service.

Student-led clubs such as the Diversity, Equity, and Inclusion Club, GSA, Student Wellness Club, and Eco Club are supported by the school, providing students with opportunities for active citizenship within the school community.

Westmount also has an elected Student Council with representatives from each grade. They organize events and hold regular meetings with administration to discuss ways to improve students' experiences at school.

Student Learning Engagement

The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

	Westmount Charter School Soc.										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	796	85.2	1,018	87.2	1,007	87.3	1,049	88.5	n/a	Maintained	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	252	90.7	174	96.2	265	94.3	233	93.6	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	515	74.1	791	71.1	703	72.8	766	74.8	n/a	Improved	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	29	90.8	53	94.3	39	94.9	50	97.3	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Analysis

Perceptions of student engagement are high across all respondent categories. This positive sentiment can be attributed to the diverse opportunities available for students to engage in their learning, including field trips, experiential activities, extracurricular programs, flexible grouping, and other avenues that allow students to pursue their interests.

Strategies Implemented

The Elementary Campus has successfully resumed our LEAD (Learn, Explore, Acquire, Discover) program, which provides opportunities for multi-age regrouping to explore passion areas and content beyond the standard curriculum.

Students participated in regrouped math and English Language Arts and literature classes tailored to their ability and learning style. Additionally, partnerships between the lower primary grades and their older counterparts were reinstated.

To foster a sense of community, spirit-building activities, such as assemblies, junior leadership teams, and other school-wide events, resumed at both campuses. Furthermore, all extracurricular activities were successfully reinstated during the past school year.

2023-2024: Grade 1 to 3 Learning Loss Literacy and Numeracy Results Reporting

	Name of Alberta Education Provided screening assessment used	Total number of students assessed at each grade level	Total number of students identified as being at risk on initial assessments	Total number of students identified as being at risk on final assessments	Average number of months behind grade level of at-risk students at time of initial assessment	Average number of months gained at grade level by at-risk students at time of final assessments
Literacy						
Grade 1 January-June 2024	Acadience Reading	81	7	3	7	12
Grade 2 Sept 2023 - June 2024	Acadience Reading	84	4	1	6	13
Grade 3 Sept 2023 - June 2024	Acadience Reading	89	2	2	9	9
Numeracy						
Grade 1 January-June 2024	Provincial Numeracy Screening Assessment	81	3	0	5	6
Grade 2 Sept 2023 - June 2024	Provincial Numeracy Screening Assessment	84	11	3	5	4
Grade 3 Sept 2023 - June 2024	Provincial Numeracy Screening Assessment	89	7	1	4	5

Literacy Support Strategies:

- **Fountas and Pinnell Leveled Literacy Intervention:** Implementation of this program to enhance literacy skills.
- **Small Group Pull-Out Support:** Provided for each grade level four days a week.
- **One-on-One Support:** Learning specialists offer individualized assistance for students with the highest needs, available four days a week.
- **Ongoing Assessments:** Both formative and summative assessments are conducted to monitor student growth.
- **Individualized Programming:** Tailored to meet the specific needs of each student.

Numeracy Support Strategies:

- **Interactive Learning Tools:** Utilization of interactive notebooks, manipulatives, visuals, and games to enhance numeracy skills.
- **Small Class Sizes:** Designed for at-risk students to provide more focused attention.
- **One-on-One Support:** Learning specialists provide individualized support for students with the highest needs, offered three days a week.
- **Ongoing Assessments:** Continuous formative and summative assessments to track student progress.
- **Individualized Programming:** Developed to meet the specific needs of each student.

Note: Several students with learning disabilities were identified through the screening process and received support through intervention programming. Individual Program Plans reflected these accommodations.

Grade 6 PAT Examination Results

Course	Measure	Westmount Charter School Soc.						Alberta				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Science 6	Acceptable Standard	Very High	Improved Significantly	Excellent	107	99.1	108	90.7	53,806	68.8	54,859	66.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	107	83.2	108	62.0	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very High	Improved Significantly	Excellent	107	99.1	108	89.8	60,804	68.5	57,655	66.2
	Standard of Excellence	Very High	Maintained	Excellent	107	62.6	108	64.8	60,804	19.8	57,655	18.0

Analysis

Westmount students exceeded the province in all subject areas with noted significant improvement.

Grade 9 PAT Examination Results

		Westmount Charter School Soc.							Alberta			
Course	Measure	Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	149	92.6	123	93.5	58,577	52.7	55,447	54.4
	Standard of Excellence	Very High	Maintained	Excellent	149	67.1	123	64.2	58,577	14.0	55,447	13.5
English Language Arts 9	Acceptable Standard	Very High	Improved Significantly	Excellent	149	98.7	123	94.3	59,096	69.5	56,255	71.4
	Standard of Excellence	Very High	Declined Significantly	Acceptable	149	48.3	123	61.8	59,096	11.8	56,255	13.4
Science 9	Acceptable Standard	Very High	Maintained	Excellent	149	98.7	123	99.2	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	Improved Significantly	Excellent	149	85.9	123	75.6	59,072	20.8	56,311	20.1
Social Studies 9	Acceptable Standard	Very High	Improved Significantly	Excellent	149	98.7	123	91.9	59,125	60.5	56,309	58.4
	Standard of Excellence	Very High	Maintained	Excellent	149	65.1	123	62.6	59,125	15.8	56,309	15.9

Analysis

Westmount Charter School students outperformed their peers at the provincial level in all subject areas. However, there has been a noted decline in the percentage of students achieving the Standard of Excellence in English Language Arts 9.

Grade 12 Diploma Examination Results

		Westmount Charter School Soc.							Alberta			
Course	Measure	Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	96	99.0	89	98.9	33,001	84.2	31,493	83.7
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	96	35.4	89	28.1	33,001	10.1	31,493	10.5
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	88	95.5	89	92.1	21,035	75.4	19,763	70.8
	Diploma Examination Standard of Excellence	n/a	Improved Significantly	n/a	88	77.3	89	57.3	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	10	90.0	7	100.0	15,676	70.9	14,418	71.1
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	10	60.0	7	57.1	15,676	15.4	14,418	15.2
Social Studies 30-1	Diploma Examination Acceptable Standard	High	Maintained	Good	90	95.6	87	96.6	25,167	85.2	24,023	83.5
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	90	34.4	87	26.4	25,167	18.7	24,023	15.9
Biology 30	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	60	100.0	54	100.0	24,414	83.1	23,270	82.7
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	60	81.7	54	77.8	24,414	33.7	23,270	32.8
Chemistry 30	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	73	95.9	85	94.1	19,955	82.9	18,364	80.5
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	73	68.5	85	62.4	19,955	38.0	18,364	37.0
Physics 30	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	71	98.6	33	90.9	9,955	85.1	9,241	82.3
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	71	76.1	33	69.7	9,955	43.1	9,241	39.9

Analysis

Students at Westmount Charter School surpassed the provincial average across all subject areas. While the number of students meeting the acceptable standard remained steady, Westmount students demonstrated notable improvement in achieving the standard of excellence in several subjects, including English Language Arts, Social Studies, and Physics, with particularly significant gains in Mathematics.

Indigenous Students: Required Alberta Education Assurance Measures-Overall Summary

**Results for overall and specific course results for self-identified First Nations, Métis and Inuit students for PAT Acceptable/Excellence and Diploma Exam Acceptable/Excellence as values have been suppressed due to the number of respondents/students being fewer than 6 in each category. See Appendix 1 for further information.*

Strategies Implemented

Grades K-4:

- The Elementary Campus researched and successfully incorporated testing practices that are sensitive to the needs and characteristics of Indigenous children in our intake process.
- The EDID (Equity, Diversity, Inclusion, and Decolonization) learning leader collaborated with K-12 staff, students, parents/guardians, and local elders and Métis groups to develop a new district-wide land acknowledgment.
- Additional strategies implemented at the Elementary Campus include:
 - **Orange Shirt Day Assembly** and related school-wide activities/lesson planning.
 - **National Indigenous Peoples Day Assembly** and corresponding school-wide activities/lesson planning.
 - **Métis Week** school-wide activities and lesson planning.
 - Engagement of Indigenous facilitators, speakers, and educators for assemblies on Orange Shirt Day and National Indigenous Peoples Day.
 - Annual grant writing initiatives to support bringing Indigenous facilitators, speakers, and educators into the school for additional classroom lessons.
 - Ongoing communication with the Indigenous communities of Treaty 7 to foster close working relationships and guidance from Elders within the communities.
 - Utilization of New Curriculum Funding to acquire over \$5,000 worth of Indigenous-authored picture books and accompanying lesson plans.
 - Display of Treaty 7 and Métis flags in the front foyer.
 - Prominent posting of the land acknowledgment in each classroom, which is read by students each morning during announcements and at all gatherings and meetings.

Grades 5-12:

- Staff continue to participate in virtual conferences and workshops presented by the Alberta Regional Consortium, focusing on Indigenous perspectives and other critical topics relevant to our student population, such as racism and resiliency.
- A specific focus on the Grade 5 curriculum unit on People of Alberta, which includes references to Indigenous studies.
- Recognition and teaching related to Orange Shirt Day and the National Day for Truth and Reconciliation.
- Celebration of National Indigenous Peoples Month with activities involving students and staff.
- Support for the initiatives of both the Staff Diversity Council and the Student Diversity Council.

English an Additional Language (EAL): Required Alberta Education Assurance Measures-Overall Summary

Authority: 0109 Westmount Charter School Society

Assurance Domain	Measure	Westmount Charter School Soc. (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	100.0	*	100.0	72.0	72.8	76.7	Very High	Maintained	Excellent
	5-year High School Completion	100.0	100.0	100.0	88.1	88.7	87.2	Very High	Maintained	Excellent
	PAT6: Acceptable	98.4	90.2	90.2	64.6	65.4	65.4	Very High	Improved	Excellent
	PAT6: Excellence	54.1	64.7	64.7	16.5	15.7	15.7	Very High	Declined	Good
	PAT9: Acceptable	98.8	95.5	95.5	52.7	55.3	55.3	Very High	Maintained	Excellent
	PAT9: Excellence	67.1	61.4	61.4	10.1	11.0	11.0	Very High	Maintained	Excellent
	Diploma: Acceptable	95.3	93.5	93.5	66.3	67.1	67.1	Very High	Maintained	Excellent
Diploma: Excellence	55.8	22.6	22.6	14.0	13.8	13.8	Very High	Improved	Excellent	
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam 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.

Strategies Implemented

Grades K-4:

- The Elementary Campus allocated an additional 0.5 FTE for a Teaching and Learning Assistant to support the needs of EAL learners.
- Staff development included specialized training for teachers on the effective administration of benchmarking assessments.
- **Peabody Picture Vocabulary Test (PPVT):** Assessments were conducted for all new students at Westmount (K-4).
- Yearly EAL benchmarks were completed by homeroom teachers.

- Small group pull-out sessions with a Teaching English to Speakers of Other Languages (TESOL)-certified EAL teacher were provided to support students with EAL needs.
- Recognition and support for diverse cultures and languages were promoted through activities such as cultural potlucks celebrating traditions from around the world.
- Increased academic vocabulary was emphasized in classrooms through the use of word and sound walls.
- Visual schedules were made available in classrooms to assist students.

Grades 5-12:

- A dedicated 0.5 FTE strategist position was created to support staff in their work with EAL learners.
- Workshops were offered for staff on best practices for supporting EAL learners.
- Additional workshops focused on EAL benchmarks and how to utilize this information to enhance teaching practices.

Grade 6 English as an Additional Language (EAL) Students PAT Results Course by Course Summary By Enrolled with Measure Evaluation

		Westmount Charter (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Science 6	Acceptable Standard	Very High	Improved	Excellent	61	98.4	51	94.1	10,323	63.8	9,728	64.7
	Standard of Excellence	Very High	Improved	Excellent	61	78.7	51	64.7	10,323	18.4	9,728	17.2
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	61	98.4	51	90.2	11,278	64.6	10,098	65.4
	Standard of Excellence	Very High	Declined	Good	61	54.1	51	64.7	11,278	16.5	10,098	15.7

Analysis

The achievement of Westmount’s English as an Additional Language (EAL) students remains very high. However, there was a decrease in excellence at the Grade 6 level, primarily due to a decline in the Social Studies Standard of Excellence. Despite this decrease, the result is still significantly higher than the provincial percentage and aligns closely with Westmount’s 2022 percentage.

Note: English Language Arts 6 and Mathematics 6 PATs were not administered, as Westmount Charter School was using the newly implemented curriculum, for which there were no PATs available.

Grade 9 English an Additional Language (EAL) Students PAT Results Course by Course Summary By Enrolled with Measure Evaluation

		Westmount Charter (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	41	100.0	11	90.9	7,249	56.9	6,969	62.2
	Standard of Excellence	Very High	Maintained	Excellent	41	41.5	11	45.5	7,249	5.4	6,969	6.6
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	41	95.1	11	100.0	7,201	46.7	6,930	50.1
	Standard of Excellence	Very High	Maintained	Excellent	41	73.2	11	81.8	7,201	11.5	6,930	12.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	41	100.0	11	100.0	7,236	57.7	6,975	59.4
	Standard of Excellence	Very High	Improved	Excellent	41	87.8	11	72.7	7,236	14.2	6,975	15.0
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	41	100.0	11	90.9	7,249	49.4	6,983	50.4
	Standard of Excellence	Very High	Improved	Excellent	41	65.9	11	45.5	7,249	9.6	6,983	11.0

Analysis

Our English as an Additional Language student results reflect high achievement and overall excellence.

Diploma Examination Results – EAL

		Westmount Charter School Soc. (EAL)						Alberta (EAL)					
Course	Measure	Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	8	87.5	7	100.0	2,095	61.3	2,482	63.3	
	Diploma Examination Standard of Excellence	High	Maintained	Good	8	12.5	7	0.0	2,095	2.7	2,482	3.7	
Social Studies 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	8	87.5	7	100.0	1,110	70.5	1,415	72.7	
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	8	12.5	7	0.0	1,110	10.7	1,415	8.8	
Biology 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	1,509	69.7	1,790	72.8	
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	6	83.3	n/a	n/a	1,509	23.6	1,790	24.7	
Chemistry 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	1,364	73.2	1,479	73.5	
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	6	83.3	n/a	n/a	1,364	29.6	1,479	29.9	

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

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.

Analysis

Our English as an Additional Language learners continue to outperform the Province. The sample size is low and value is gained by examining individual student results in relation to performance.

Part 2

The Charter Goal: To improve gifted pedagogy from the “inside out” (Outcomes 1-4)

Charter Outcome One: Students will understand giftedness from the inside out

Actions and Accomplishments (Grades K-4)

The Elementary Campus focused on helping students understand giftedness, fostering self-discovery, and promoting self-reflection through various initiatives:

- **Literature Integration:** Utilized books such as *The Intenso Family Goes to a New School*, which addresses overexcitabilities, to enhance understanding of giftedness.
- **"My Many Smarts" Concept:** Introduced to help students recognize their unique strengths.
- **Inside Out Day:** Celebrated to encourage students to reflect on their personal learning needs and overexcitabilities.
- **"Rainforest Mind" Lessons:** Taught during "What It Means to Be Gifted" lessons, delivered by Student Services in all classes.
- **Targeted Instruction:** Student Services Specialists visited each Kindergarten to Grade 4 classroom to provide instruction on understanding the characteristics of giftedness.

Actions and Accomplishments (Grades 5-12)

In the upper grades, the focus shifted to implementing instructional strategies that foster self-understanding and highlight characteristics of giftedness:

- **SOURCE Classes:** Students engaged in an in-depth exploration of their own giftedness at the beginning of the school year, informing the collaborative development of their Individual Program Plans (IPPs) and enhancing student engagement in the process.
- **Student Directed Study:** Guided students in selecting activities that supported their social-emotional learning, with weekly evaluations allowing them to choose activities aligned with their current experiences.
- **Diverse Reading Resources:** Provided reading materials featuring gifted students, enabling learners to see themselves reflected in the texts they read and study.

Charter Outcome Two: Students will demonstrate increased resilience

Actions and Accomplishments (Grades K-4)

The Elementary Campus provided various opportunities for students to engage in challenging academic and social tasks:

- **Regrouping for Math and ELAL:** This approach created opportunities for academic challenge, fostering resilience among students.
- **Drama Production:** Participating in drama helped students navigate challenges throughout the year and experience a sense of achievement at the end of the production.
- **BRR Time (Breathe, Read, and Relax):** Initiated in September 2023, this dedicated time for re-regulation after lunch and midday aimed to support students in refocusing on learning. After lunch, students often struggled to transition directly into math, leading to lost learning time. Collaborating with a specialist from HULL Children's Services, the team received professional development on trauma-informed approaches to interacting with children.
 - Student Services visited classrooms twice a week to implement activities based on the specialist's recommendations for nervous system regulation. Suggestions were also gathered from an Occupational Therapist experienced in working with gifted children.
 - The combined insights resulted in the incorporation of various activities focused on nervous system regulation. BRR Time was established in response to positive feedback from students, teachers, and parents. Students reported enjoying BRR Time, teachers

noted improved academic engagement in the afternoons, and parents observed their children expressing appreciation for it. Additionally, BRR Time supports gifted over-excitabilities in the classroom by offering opportunities for choice learning, movement, and sensory experiences.

Actions and Accomplishments (Grades 5-12)

In the upper grades, students were supported in taking academic risks and enhancing self-regulation:

- **Health and Wellness Team:** Within the Student Services group, a dedicated team assisted staff and students in developing self-regulation through programs such as Mindfulness and Heart Math. Staff received training to teach students research-based techniques for self-regulation.
- **SOURCE Classes:** Continued for grades 5-12, these classes are held four times a week and place a greater emphasis on well-being, self-care, wellness, and resilience.

Charter Outcome Three: Students will recognize the importance of goals

Actions and Accomplishments (Grades K-4)

- **Collaborative IPP Goals:** Students and teachers worked together to develop Individual Program Plan (IPP) goals for each student. At Westmount, every student from Kindergarten to Grade 12 has an IPP that includes self-reflection on giftedness and personal goals.
- **Individualized Passion Projects:** Students engaged in yearlong passion projects that they selected and directed themselves. Throughout the year, teachers provided support and guidance with milestones to ensure students stayed on track.
- **Clubs for Goal Understanding:** Various clubs were established to help students grasp the importance of setting and achieving goals. Clubs included the Run Club, Choir, Book Club, Drama Club, Spelling Bee, and Eco Warriors, fostering collaboration and personal development.
- **January House Colour Challenge:** Students participated in monthly house colour challenges, which included setting personal goals and reflecting on their progress.

Actions and Accomplishments (Grades 5-12)

- **Career Counselling:** We continue to employ a career counsellor dedicated to supporting students as they transition to post-secondary education.
- **Dual Credit Coordination:** A Dual Credit Coordinator has been established to assist students enrolled in summer programs at SAIT and the University of Calgary.
- **SOURCE Class Exploration:** In the SOURCE class, students explored various options available to them after high school, encouraging them to think critically about their futures.
- **Collaborative IPP Goals:** Students and teachers worked together to develop Individual Program Plan (IPP) goals. Every student at Westmount, from Kindergarten to Grade 12, has an IPP that reflects their unique learning needs and aspirations.

Charter Outcome Four: Students will comprehend the connection between personal wellness and strong communities

Student responses to the following questions contribute to students feeling a connection between personal wellness and strong communities.

Student - Grade 4-6 - 2024	Yes %
Are you treated fairly by the adults at your school?	89
Do you feel welcome at school?	86
At school, do you feel like you belong?	83
Do you feel safe at school?	94
Do other students treat you well?	81

Student - grade 7-9 - 2024	Strongly agree and agree %
At school, I feel like I belong.	81
I am treated fairly by adults at my school.	87
I feel welcome at my school.	84
Other students treat me well.	82
Student - grade 10-12 - 2024	Strongly agree and agree %
At school, I feel like I belong.	84
I am treated fairly by adults at my school.	89
I feel welcome at my school.	91
Other students treat me well.	90

Actions and Accomplishments (Grades K-4)

- **Mental Wellness Initiatives:** Activities and learning strategies focused on promoting mental wellness for both staff and students.

- **Washapoloza Week:** Organized by Physical Education and Wellness (PEW) specialists, this week emphasized fun, engagement, and physical activity.
 - **Monthly House Colour Challenges:** These challenges fostered teamwork and school spirit among students.
 - **Spirit Days:** Events such as Westmount Wear Friday, Pink Shirt Day, Orange Shirt Day, Blue for Bullying Awareness Day, and Hats On! to Mental Health Day strengthened the school community.
 - **Cultural Celebrations:** Monthly cultural boards, student potlucks, and assemblies celebrated diversity, including events for Black History Month and Asian Heritage Month.
 - **Community Engagement:** Initiatives like community walks and clean-ups promoted environmental awareness and responsibility.
 - **Friendology Program:** Implemented to teach students about friendship and anti-bullying strategies.
 - **Wellness Activities:** Focused on social interactions within cohorts, including assemblies, regrouping in math and English language arts, and LEAD projects held on Fridays.
 - **Clubs and Extracurricular Activities:** A wide variety of clubs and activities supported students' interests, fostering connections and enhancing overall well-being.
-

Actions and Accomplishments (Grades 5-12)

- **Self-Care and Empathy:** The school emphasized self-care strategies and managing anxiety and elevated emotions, fostering empathy towards others.
- **Real-World Connections:** Teachers connected classroom instruction to real-world applications, particularly highlighting the importance of protecting oneself and others to maintain healthy communities.

Capital Plan Report 2023-26

Priority 1 Project:

- Expansion to a third campus to facilitate K-4, grades 5-8 and grades 9-12.
- Cost estimate for a move: \$254,000. Additional funding will be requested should the need to renovate arise.

Priority 2 Project:

Project/Location	Cost Estimate
Storage shed at mid-high	\$135,000
Washrooms K-4 (7 rooms, various sizes)	\$275,900
Washrooms mid-high (6 rooms, various sizes)	\$400,000
Locker rooms mid-high (2 rooms/boys/girls/gender neutral)	\$325,000
Ceiling tiles hallways	\$15,000
Fitness room mid-high (1 room) open wall/replace floor tiles	\$30,000
Prime and sub-consultants	\$20,000
GST	\$20,408
Total	\$1,221,308

Website link to Capital Plan: <https://www.westmountcharter.com/stakeholder-reporting/>

Annual Education Results Report Access, Budget Report, and Capital Plan Report

MULTI-YEAR FINANCIAL STATEMENTS

STATEMENT OF OPERATIONS

	Comparable		
	2022 - 23 Actual	2023 - 24 Actual	2024 - 25 Budget
REVENUE			
Government of Alberta	14,508,219	15,218,837	15,442,533
Fees	1,574,377	1,481,058	1,514,760
Other	263,316	309,439	225,500
TOTAL REVENUE	16,345,912	17,009,334	17,182,793
	16,345,912	17,009,334	17,182,793
EXPENSES			
Instruction - ECS	229,983	236,755	230,082
Instruction - Grade 1 - 12	13,184,368	13,640,108	13,364,349
Operations and Maintenance	1,277,634	1,263,190	1,399,801
Transportation	1,290,367	1,386,091	1,420,781
System Administration	795,531	894,046	847,770
External Services	177,524	176,699	187,682
TOTAL EXPENSES	16,955,407	17,596,889	17,450,465
ANNUAL SURPLUS (DEFICIT)	(609,495)	(587,555)	(267,672)
Accumulated Surpluc (Deficit) -Beginning of Year	2,103,345	1,493,850	906,295
Accumulated Surpluc (Deficit) -End of Year	1,493,850	906,295	638,623

In accordance with the variance analysis schedule for the year ended August 31, 2024 the total expenses for Westmount Charter School were: Actual of \$17,596,889 vs. Budget of \$16,955,407. The overall variance in expenses amounted to \$641,482 or 3.7%. This variance is due to increased salaries and an overall inflationary environment affecting all aspects of school operations.

TABLE A-1: Actual Revenues for 2023-24

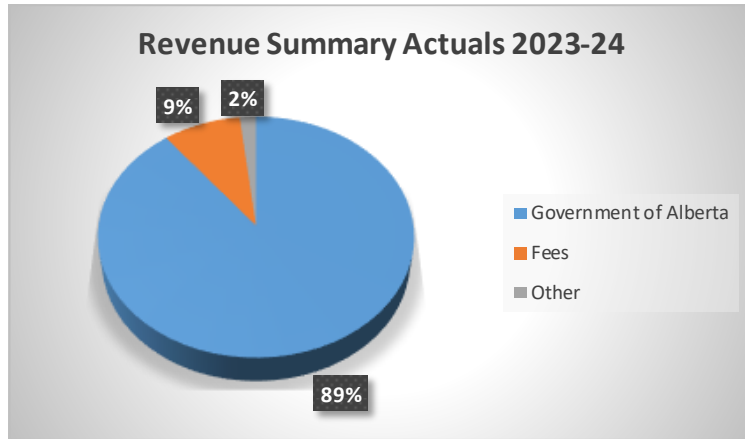


TABLE A-2: Actual Expenses for 2023-24

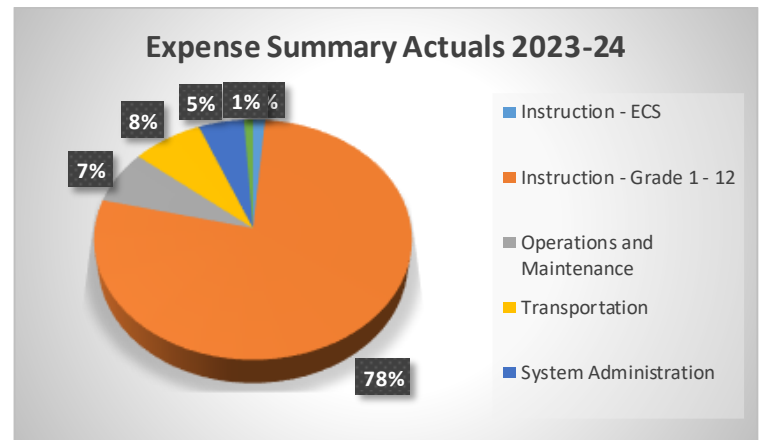


TABLE B-1: Budget Revenues for 2024-25

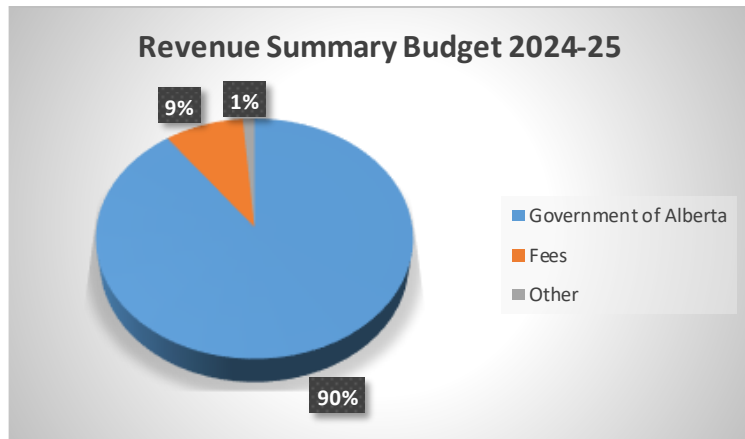
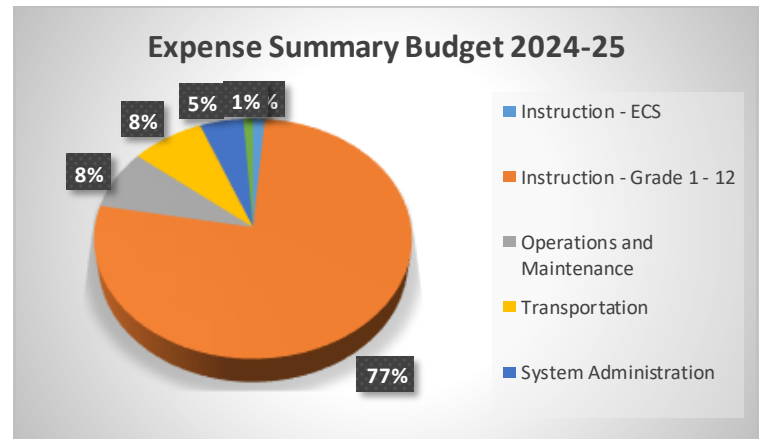


TABLE B-2: Budget Expenses for 2024-25



Additional information on Westmount Charter School Society financial statements and related schedules is available by contacting the Treasurer at treasurer@westmountcharter.com or at (403) 217-3707.

Up to date financial information is posted at the following links:

[2024/25 Budget:](#)

[2023/24 Audited Financial Statements](#)

[Alberta K-12 Education Financial Statements](#)

Whistle Blower Protection

Westmount did not receive any disclosures pursuant to Section 32 of the *Public Interest Disclosure Act (2013)* during the 2023/24 term.

APPENDIX 1

Student Growth and Achievement (Grades K-9)



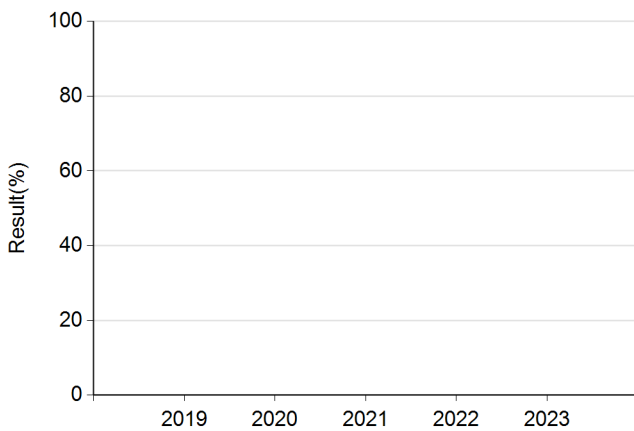
Grade 6 PAT Results By Number Enrolled Measure History

School: 6002 Westmount Mid/High School (FNMI)

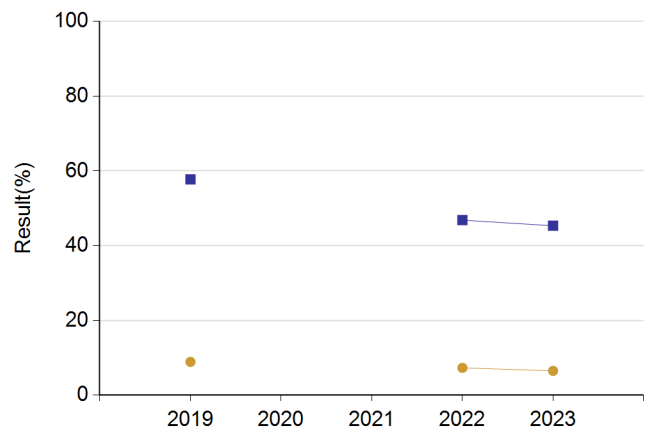
Province: Alberta (FNMI)

	Westmount Mid/High School (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,080	n/a	n/a	4,396	4,332
Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57.7	n/a	n/a	46.8	45.3
Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8.9	n/a	n/a	7.3	6.5

Westmount Mid/High School (FNMI)



Alberta (FNMI)



—■ Acceptable Standard % —● Standard of Excellence %

—■ Acceptable Standard % —● Standard of Excellence %

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: Social Studies (Grades 6).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)



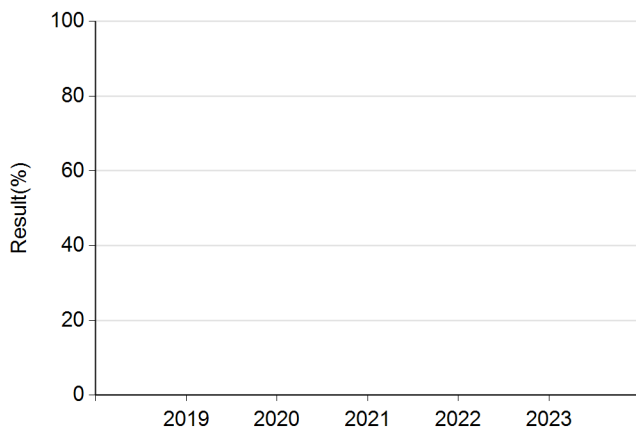
Grade 9 PAT Results By Number Enrolled Measure History

School: 6002 Westmount Mid/High School (FNMI)

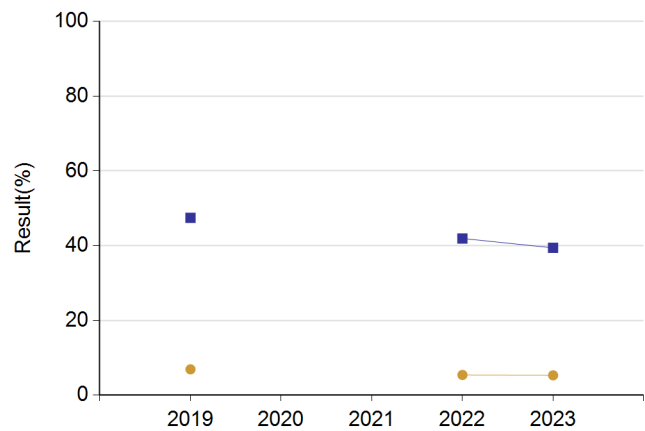
Province: Alberta (FNMI)

	Westmount Mid/High School (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	3,711	n/a	n/a	4,188	4,717
Acceptable Standard %	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	47.4	n/a	n/a	41.9	39.4
Standard of Excellence %	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	6.9	n/a	n/a	5.4	5.3

Westmount Mid/High School (FNMI)



Alberta (FNMI)



—■— Acceptable Standard % —●— Standard of Excellence %

—■— Acceptable Standard % —●— Standard of Excellence %

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 6002 Westmount Mid/High School (FNMI)

Course		Westmount Mid/High School (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		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	3,891	60.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,891	7.1	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	65.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	5.3	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,907	42.0	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,907	5.6	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,990	46.0	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,990	9.0	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,332	45.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,332	6.5	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	49.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	4.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	65.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	4.4	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	28.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	3.8	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	42.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	7.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	34.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	4.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	n/a	n/a

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 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.
 - Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 - Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Supplemental Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 6002 Westmount Mid/High School (FNMI)

Measure	Westmount Mid/High School (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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	23.5	1.3	n/a	n/a	n/a	n/a
Drop Out Rate	*	n/a	n/a	5.2	5.1	5.0	*	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	43.7	43.9	41.5	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	36.8	35.5	36.3	n/a	n/a	n/a
Work Preparation	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. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Drop Out Rate

School: 6002 Westmount Mid/High School (FNMI)

Detail for Annual Drop Out Rate

	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
2019	1	*	*	*	*
2020	n/a	n/a	n/a	n/a	n/a
2021	n/a	n/a	n/a	n/a	n/a
2022	n/a	n/a	n/a	n/a	n/a
2023	1	*	*	*	*

Detail for Annual Returning Rate

	Drop Out Count	Returning Count			Total Returning Count	Unadjusted Returning Rate	Estimated Attrition	Returning Rate
		K-12 Participation	Post-Secondary	Apprenticeship				
2019	1	*	*	*	*	*	*	*
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2023	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. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.