

# **Combined 3-Year Education Plan 2015-2018 and Annual Education Results Report (AERR) 2014-2015**



FORT McMURRAY  
CATHOLIC SCHOOLS

**Message from the Board Chair**

Fort McMurray Catholic Schools' Three-Year Education Plan continues to develop in a manner that focuses on a more manageable number of impact strategies with an emphasis on greater accountability. Effective planning helps to ensure that attention and effort are placed where they are most needed for student success. Priorities have been created collaboratively in consultation with the school administrators and staff that contribute to Fort McMurray Catholic Schools' strategic goals, action and projects that we have committed to over the next three years to achieve our Three-Year Education plan. All schools are expected to work with their school community to address school priorities. They are required to provide the individual school plans to their respective School Councils to ensure parental consultation. The current three-year plan takes into consideration individual school plans and is designed to drive the District budget forward with dedicated action. As a result, we believe we have a plan and a functional guide for the operation of our District that ensures rich learning experiences for each student. Fort McMurray Catholic Schools will continue to promote educational success, environmental stewardship, social justice and economic sustainability for the District itself while making a significant contribution to the well being of our local community for future generations.

  
Tracy McKinnon  
Chair  
Fort McMurray Catholic Board of Education

**Accountability Statement**

The Annual Education Results report for the 2014/2015 school year and the Education Plan for the next 3 years commencing September 1<sup>st</sup>, 2015 for the Fort McMurray Catholic Board of Education were prepared under the direction of the Board in accordance of the responsibilities under the *School Act* and the *Fiscal Management Act*. 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 Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2014/2015 school year and the Three Year Education Plan for 2015/2018 on November 23, 2015.



Tracy McKinnon  
Chair

Fort McMurray Catholic Board of Education

## **Foundation Statements**

### **Fort McMurray Catholic Schools Vision:**

Responsible Catholic Christian Citizens.

### **Fort McMurray Catholic Schools Mission:**

In pursuit of our vision, Fort McMurray Catholic Schools exist so that there will be:

- Students growing in Catholic faith values.
- Students with skills to pursue life goals.
- Students who are lifelong learners.
- Students growing in social responsibility.
- The jurisdiction collaborates with parents/caregivers and is receptive to global and local communities.
- In the Spirit of Christ, the jurisdiction serves the common good.

### **Fort McMurray Catholic Schools Core Values:**

#### ***Persons***

We believe each person has intrinsic worth given directly from God.

#### ***Community***

We see our schools and classrooms as communities. We also contribute to the larger communities: provincial, national, and global.

#### ***Responsibility***

We expect Students and staff to act in the Spirit of Jesus Christ; this is their responsibility.

#### ***Learning***

The Spirit of Christ leads us into all truth; we are called to be disciples and lifelong learners.

## A Profile of the School Authority

### Fort McMurray Catholic School District ([fmcschools.ca](http://fmcschools.ca))

*Fort McMurray Catholic Schools, your faith based choice for publicly funded education.*

As a Catholic School District, we believe each student is a child of God. Our students are urged to use their values and experience of Catholic Schools to make a difference in the world by promoting community engagement, spirituality and academic excellence.

Fort McMurray Catholic Schools, is a faith based publicly funded school jurisdiction offering Early Childhood Services to Grade 12 programming, since 1936 for students in the city of Fort McMurray and the Regional Municipality of Wood Buffalo. Our student population represents approximately 51% of all school age children in the region. Fort McMurray is a fast growing and expanding community with many opportunities.

Fort McMurray Catholic Schools currently provides educational services in eleven facilities – two high schools (Grades 7 – 12) and nine elementary schools. Our Catholic Schools are modern, well equipped with technology and provide program choice to parents. We have a dynamic staff dedicated to a Learning Communities Philosophy that strives for continuous improvement.

Programs include services for all students (including those with special needs) in elementary, middle school and senior high. Additional programs include: Early Entry Program (EEP), French Immersion, Middle Immersion (entry level at Grade 4), First Nations Métis Inuit studies (FNMI), Career & Technology Foundations, Registered Apprenticeship Program (RAP), Work Experience and Cooperative Education Programs within the business community, Tutorial Fridays and Fine Arts programming. In addition, home-based educational services and distance learning courses are supported and can be arranged through our schools. Where needed, educational and psychological services are contracted by the School District to enable each school to serve and provide for the educational program needs of all students. To support working families in our city, before and after school care programs are housed in seven schools.

Learning Coaches provide consultation, professional development and assistance to teachers, as well as support staff and students. The District follows a modified school calendar that allows for 17 job-embedded professional learning days, plus an additional 8 professional development days. In addition, a First-Year Teacher Mentorship program supports beginning teachers in moving from university into a successful teaching experience. Second year beginning teachers are supported by experienced teachers who have received Mentorship Training collaboratively sponsored by the Alberta Teachers' Association (ATA) Local and Fort McMurray Catholic Schools.

Students will find our Alberta Education approved programs challenging, meaningful and rewarding. High student success is a major focus in our Catholic Schools. Annually, many of our graduates receive significant academic, leadership and citizenship awards, scholarships and bursaries.

To serve the learning needs of students and parents, Fort McMurray Catholic Schools employ 350 teaching staff and over 300 support staff. A School Council of parents, teachers and community representatives is in place at each school to assist in defining the Catholic school mission, priorities and future directions. A Council of School Councils committee, with representation from every school council, meets three times during the school year with the Superintendent to discuss stakeholder issues. The Fort McMurray Catholic Board of Education, a five - member board that is elected every four years, governs the Fort McMurray Catholic Schools. The Board meets monthly at the Catholic Education Centre.

### Trends and Issues

- There is a lack of community mental health resources for students in Grades 7 to 12 that include addictions counselling, trauma therapy, psychiatric services and a need for integrated for case management services for teens suffering depression and suicidal ideation.
- The high cost of servicing, upgrading and maintaining technology is an issue.
- The high cost of doing business in the area of facilities, maintenance and transportation compounded by the lack of corresponding government funding makes it impossible to balance our budget. Costs continue to soar in these areas.
- Growth on the north side of the city continues, in particular the development of the Parson's Creek subdivision. The government has responded with support in the completion of one additional school, St. Kateri, which opened September 2014 and with approval for two additional schools in this area. This is in a response to overflow at current schools in the north side and an increase in population.
- The challenge of maintaining local community-based school consultative services (medical, speech-language, family counselling, etc.) negatively impacts programming and costs.
- As a result of the Alberta government's FNMI Framework and subsequent funding, expectations for academic and career success for FNMI students have increased significantly.
- A substantial influx of families from countries outside Canada without a long tradition of public education has required additional English Language Learning (ELL) programming for students. Issues for the schools have surfaced in relation to conflicting cultural norms, school readiness, school procedures, and communication due to language barriers.
- Recruiting and retaining specialist positions (French Language Teachers, Band/Music, Math and Science Teachers, Career and Technology Foundation Teachers, Special Needs Teachers and Counsellors) is improving but continues to require extensive recruitment and cost.
- A lack of available substitute teachers is causing a strain on our teachers and programming as they have to provide internal coverage when teachers are absent due to illness or professional development activities.
- High turnover rates of support staff and lack of availability of casual replacement support staff negatively affects special education program continuity and quality, requiring constant recruitment, hiring and training of new staff.
- Our modified calendar has allowed for 17 Fridays where families are able to spend time together travelling and attending sports events without missing school.
- We are continuing to experience growth as a District.
- Due to the birth rates, Early Learning programs have increased and we expect continued growth next year. As a result, additional classroom space will be required to accommodate this growth pre K to Grade 3.

- Counselling and mental health services continue to be an issue for families in our community that impacts our ability to provide services for all of the children in need of assistance.
- Within our local context, the measurement related to the writing of 4 diploma exams within 3 years of entering Grade 10 is not necessarily a measure of success. Students return for an additional year to complete more coursework and / or attend Keyano College to upgrade before moving on to post secondary programs.

### Summary of Accomplishments

- Six of our Out of School Care Programs are fully accredited. Our seventh program, which opened in October 2014, will be fully accredited December 2015.
- Three of our Out of School Care Programs have been nominated for the Alberta Human Services Award of Excellence in Child Care by parents. The Good Shepherd Program received an award for Inclusive Practice in the program category.
- High level of achievement of Provincial Achievement Test Results in Grade 6.
- Significantly improved Diploma exam results in Math 30-2 in both Acceptable Standard and Standard of Excellence.
- Continued improvement in Math 30-1.
- Outstanding results in Gr 9 FSL in the Acceptable Standard.
- Outstanding results in Gr. 9 Science in both Acceptable Standard and Standard of Excellence.
- Outstanding performance in Gr. 9 K & E in Math, Science and Social.
- Outstanding dropout rate of 1.2%.
- Outstanding dropout rate of 2.2%% for our FNMI students.
- Outstanding 3-year completion rate of 80% for our FNMI students.
- Significant improvement in Rutherford Scholarship eligibility.
- Moving toward District sustainability of the Healthy Schools Initiative.
- The Aboriginal Entrepreneurship Program, which focuses on Grades 11 and 12 students, in partnership with the Paul Martin Foundation continues to be well received by students and local aboriginal businesses.
- Through the framework of a modified calendar, teachers were provided with 17 Professional Learning Fridays to engage in job-embedded professional learning.
- The District continued to refine a process of sharing among school families that meet on a regular basis to share resources, strategies, initiatives and professional development.
- Through the framework of a modified calendar, junior and senior high students were provided with 17 Tutorial Fridays where they could seek additional support from certified teachers to improve their comprehension and understanding of curricular objectives.
- For the 2014-15 school year, Grade 4 to 6 hockey schools and a Grade 4-7 musical theatre camp were instituted to run on the 17 Professional Learning Fridays.



- *Learning Through the Arts* is an ongoing six-year partnership initiative between Canada's Royal Conservatory of Toronto and our Catholic District's eleven schools. The initiative involves 70+ Elementary and Middle School classes differentiating core subject instruction and FNMI curriculum infusion through arts-based pedagogy. The after-school component offers students an extended high-interest exposure to life skills, FNMI traditions and cultural education, and pro-social mentoring opportunities.
- The District continues to offer a DELF (Diplome d'Etudes en Langue Francaise/French Language Diploma Program) accreditation exam for our French Immersion students. Testing of A-1 to B-2 levels is offered every year in the spring to students in Grades 5, 8, 10 & 12. For the past four years we have maintained a 100% success rate.
- Our schools continue to receive an excellent rating in the Safe and Caring and Citizenship categories.
- The District remains dedicated to Continuous Improvement, which is evidenced by the excellence rating.
- Outstanding rating in the Citizenship category.
- High rating in the Work Preparation category.
- High rating in the parental involvement category.

**Combined 2015 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure Category Evaluation	Measure	Fort McMurray RCSSD No. 32			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.6	88.5	87.2	89.2	89.1	88.9	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	77.6	79.1	79.7	81.3	81.3	81.2	Intermediate	Declined	Issue
		Education Quality	89.8	89.2	88.5	89.5	89.2	89.5	Very High	Improved	Excellent
		Drop Out Rate	1.2	1.0	1.6	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	81.8	80.9	79.0	76.4	74.9	74.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	80.4	84.2	83.4	73.0	73.1	73.9	High	Declined	Acceptable
		PAT: Excellence	18.0	18.7	20.3	18.8	18.4	18.9	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	79.7	85.0	84.4	85.2	85.5	84.6	Low	Declined	Issue
		Diploma: Excellence	10.3	14.9	14.9	21.0	21.1	20.0	Low	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	40.9	47.2	48.6	54.9	50.5	54.4	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate	58.2	64.9	61.0	61.2	60.9	61.3	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	55.9	59.4	56.2	59.8	59.2	59.0	Intermediate	Maintained	Acceptable
		Work Preparation	79.1	75.6	78.7	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	81.8	82.7	80.9	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	79.2	77.8	79.6	80.7	80.6	80.2	High	Maintained	Good
Continuous Improvement	Good	School Improvement	79.0	81.9	78.5	79.6	79.8	80.1	High	Maintained	Good

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Combined 2015 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure Category Evaluation	Measure	Fort McMurray RCSSD No. 32			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 Learning Opportunities	n/a	Drop Out Rate	2.2	0.6	1.3	8.0	7.8	8.4	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	80.0	80.1	74.3	46.0	43.6	42.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	78.6	74.7	73.4	52.1	51.4	52.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	14.8	10.1	9.0	6.5	5.8	5.9	Intermediate	Improved	Good
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	78.0	89.5	84.7	78.3	78.4	76.6	Low	Declined	Issue
		Diploma: Excellence	6.7	8.5	10.9	9.4	10.1	9.1	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	34.3	40.1	35.2	20.2	18.9	19.9	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	57.6	50.0	43.5	31.5	33.0	34.2	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	32.8	53.4	41.1	30.3	32.1	31.5	Very Low	Maintained	Concern

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference (Optional)

**Achievement Evaluation**

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

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

**Category Evaluation**

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

**Desired Outcome One: Every student is successful**

*Specific Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.3	85.6	82.8	85.0	79.7	82	Low	Declined	Issue	85	85	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	12.1	14.4	15.4	14.9	10.3	12	Low	Declined	Issue	14	16	20

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	74.9	77.8	78.3	80.9	81.8	83	High	Maintained	Good	84	85	86
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.1	1.7	2.0	1.0	1.2	1	Very High	Maintained	Excellent	1	1	1
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.7	52.7	56.5	59.4	55.9	58	Intermediate	Maintained	Acceptable	60	62	64
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	55.1	58.4	59.8	64.9	58.2	60	Intermediate	Maintained	Acceptable	62	64	66
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	42.3	48.1	50.6	47.2	40.9	45	Low	Declined	Issue	47	49	51

**Comment on Results**

- Friday Tutorial program, including a Diploma Boot Camp continues to be implemented as a means to optimize learning opportunities in Grades 7 - 12.
- The District continues to focus on professional development during 17 Professional Learning Fridays that are devoted to a focus on instructional practices that bring about student success.
- As a District philosophy, we search for alternate paths for success versus having students withdraw from school.
- Student and parental portal access for Grades 7-12 continues to be a resource for both students and parents to monitor attendance, assignment completion and performance on assessments.
- A smaller percentage of students wrote the Science and Math Diplomas than in previous years.

**Strategies**

- Under the direction of the Superintendent, the Father Mercredi High School Principal and Learning Coaches, investigate and develop an improvement plan for English and Social Studies courses Grades 10-12.
- Under the direction of the Fr. Mercredi High School Principal, continue to staff an intervention lab to address weaknesses in student reading skills at Grades 7-12, as well as support students in independent programs.
- Under the direction of the Fr. Mercredi High School Principal, Teachers and Learning Coaches develop a Grade 7 Literacy Block utilizing Daily 5 and CAFÉ methodology in an effort to increase literacy skills.
- Under the direction of the Superintendent, the Holy Trinity High School Principals and Learning Coaches, investigate and develop an improvement plan for Chemistry, Physics and Science courses Grades 10-12.
- Under the direction of the High School Principals, continue to operate a Friday Tutorial Program as a means to optimize learning opportunities in Grades 7 to 12.
- Under the direction of the High School Principals, develop and implement a flex block schedule into the school day to provide extra support to students in core subject areas Grades 10-12.
- Under the direction of the Superintendent, Director Curriculum, Instruction and Assessment and School Principals, continue to refine the delivery of the Division 3 programs to align with best practices of the Middle School Instructional Model to positively affect student achievement.
- Under the direction of the Superintendent and High School Principals, continue to staff four Learning Coach positions to support best teacher practice in curriculum, instruction and assessment.
- Under the direction of the Associate Superintendent Business and Finance, through the Maplewood Student Management system, a parent /student portal continues to be available which allows for student and parent accessibility to student assessment and attendance data.
- Under the direction of the Deputy Superintendent Inclusive Education and High School Principals, School Counsellors will implement the use of My Blueprints, a career portfolio and provide activities to make connections with local career professionals.
- Under the direction of the Superintendent, the District will maintain one Learning Coach position and employ a Technology Facilitator position to shift the use of technology from supporting teaching, to supporting the creation and sharing of knowledge as per Inspiring Education principles.
- Under the direction of the Deputy Superintendent Inclusive Education, continue to collaborate with local inter-agencies to provide a Regional Collaborative Service Model that incorporates Wood Buffalo Student Health, Youth and Children with Complex Needs, and Inclusive Consulting Services to improve specialized service delivery.
- Under the direction of School Principals, continue to support authentic assessment, expanded learning opportunities, formative and summative assessment practices as a means to optimize learning opportunities in Grades 7 to 12.

- Under the direction of the Deputy Superintendent Inclusive Education, continue to employ a District CST to support school based CSTs to implement changes to the ISP format for students with special needs in Grades 1 to 12.
- Under the direction of the Deputy Superintendent Inclusive Education, with the support of a Technology Facilitator, CSTs and classroom teachers will use assistive technology supports for students with learning needs in all schools Grades 4 to 12.
- Under the direction of the High School Principals and School Counsellors, continue to offer career counselling services to students and communicate with parents in Grades 7 -12 to encourage completion within three years and improve attendance rates for at risk students.
- Under the direction of the Deputy Superintendent Inclusive Education, High School Principals and school learning teams, identify at risk students and develop an intervention plan with parents to respond to individual learning and emotional needs.
- Under the direction of the School Principals and the Comprehensive School Health teams, support the Healthy schools initiative and continue to support healthy food choices and physical activity.
- Under the direction of the Superintendent, the Holy Trinity High School and Ecole St. Paul Principals, maintain a .5 FTE French Immersion Learning Coach to support instruction at the Grade 1 – 12 level and to ensure the proper preparation for the DELF examinations.
- Under the direction of the Superintendent and the High School Principals, explore initiatives from the Provincial High School Flexibility Project by conducting a site visitation.
- Under the direction of the Holy Trinity High School Principal, continue to provide an opportunity for students to complete visual and performing arts modules on PLF Fridays.
- Under the direction of the Director Curriculum, Instruction and Assessment and School Principals, continue to investigate and implement methodologies that increase students' application of critical thinking and active inquiry.
- Under the direction of the Superintendent, and Deputy Superintendent Inclusive Education, provide professional development for Support Staff to further their learning in supporting children with developmental and learning needs.
- Under the direction of the Superintendent, place two bilingual administrators and a bilingual 1.0 FTE CST in our elementary French Immersion school with the goal to facilitate improvement in French language programming for students.
- Under the direction of the Deputy Superintendent Inclusive Education and the Regional Collaborative Service Delivery (RCSD) Manager and Alberta Health Services (AHS), provide consistent and timely mental health intervention to children who are experiencing crisis.
- Under the direction of the Deputy Superintendent Inclusive Education and School Counsellors, continue to expand preventative approaches to mental health issues, using whole class and small group sessions.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, Open House days will be set April to June, to transition families entering into school 2015.

- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, the ECS Individual Program Plan (IPP) format has been revised to reflect a rubric approach to help families understand the various stages of development as children grow and learn.
- Under the direction of the Deputy Superintendent Inclusive Education, and with the Regional Collaborative Service Delivery (RCSD), train the trainer model will be implemented to train professionals in using the Early Start Denver Model of Intervention for program planning.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, and in partnership with Child and Family Services, school and home supports are integrated through the Program Unit Funding (PUF) / Families Support for Children with Disabilities (FSCD) programs to provide consistency in programming with the Individual Student Program Plan (ISPP) / IPP plan.
- Under the direction of the Deputy Superintendent Inclusive Education, offer eleven family sessions in schools and in our community, to build family resiliency and provide parenting supports to families receiving PUF programs.

Notes:

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



*Specific Outcome: Students achieve student learning outcomes. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.8	79.5	80.6	82.7	81.8	83	Very High	Maintained	Excellent	84	85	86
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.	76.6	81.5	79.0	75.6	79.1	83	High	Maintained	Good	84	85	86

**Comment on Results**

- Our students are provided with multiple opportunities to serve the community throughout Grades 1 to 12. This is a trademark of who we are as a Catholic School System. We are called to serve.
- Our students are provided with multiple career exploration opportunities through RAP, internships, and work experience programs.
- Father Mercredi Science and Technology Centre provides opportunities for students to explore classes and a multitude of courses such as: Power Engineering, Health Sciences, Instrumentation, Electrical Engineering.
- Our high school students were provided with the opportunity to participate in and complete the Safe Start Safety and Performance Training program.

**Strategies**

- Under the direction of the Superintendent the District will continue to develop partnerships with business for the purpose of enhancing the program offerings for students, which develop the competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit.
- Under the direction of School Principals, Grade 4 – 12 students will be provided with and encouraged to, participate in multiple opportunities for involvement in service learning projects.
- Under the direction of School Principals, School and District staff will continue to encourage our students to participate in authentic real world projects such as Science Fair, Me to We, Santas Anonymous, Science Olympics, Skills Competitions, Robotics Competitions, F-1 Scaled Racing Competition, Music Festival, Performing Arts Festivals and Environmental projects.
- Under the direction of the Superintendent and Administrative Team in accordance with Alberta Education’s Inspiring Education Framework for Student Learning, schools will deliver a well-rounded curriculum, which allows for experiential and real life learning.

- Under the direction of the Superintendent, the High School Principals and the Off-Campus Coordinator, continue to provide Internships, Registered Apprentice Programs (RAP), Career Prep and Health Services for Grades 10 to 12 students, with a focus on expanding the programs through the Science and Technology Centre and the Centre for the Performing Arts.
- Under the direction of the Superintendent and High School Principals, and in collaboration with Careers the Next Generation, provide a Career Expo for students Grades 7-12.
- Under the direction of the Superintendent and the Technology Learning Coach, plan and host a Career and Technology Foundations (CTF) Provincial Conference as a means to expand teacher knowledge and practice in developing career pathways for students.
- Under the direction of the High School Principals and Counsellors, continue to expand transitional services between District high schools and Keyano College to improve student transition to career opportunities.
- Under the direction of the High School Principals, the Grade 7 - 9 Health Teachers and School Counsellors will utilize an individual career portfolio (My Blueprints), career software, and career studies presentations.
- Under the direction of School Principals, students will be provided with and encouraged to, participate in multiple opportunities for involvement in service learning projects.
- Under the direction of the Religious Education Coordinator and the Principals, emphasize service and social justice in citizenship.
- Under the direction of the Religious Education Coordinator, and our Parish Youth Coordinator, offer grade specific youth retreats.
- Under the direction of High School Principals and High School Chaplains, offer a Grad retreat for Grade 12 students.
- Under the direction of School Principals and the Healthy Schools Initiative, each school will promote stewardship and environmentally friendly initiatives.
- Under the direction of the Superintendent and Father Mercredi Vice-Principal, offer an Electrical dual credit pathway in Partnership with Keyano College, the Fort McMurray Public School District and Careers Next Generation.
- Under the direction of select Elementary School Principals, incorporate the Leader in Me philosophy and practice within the school setting as a means to develop future leaders and citizens.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	63.0	67.0	64.3	66.8	69.1	72	n/a	n/a	n/a	73	74	75

**Comment on Results**

- Our fine arts programs and science and technology programs at our Grade 7 to 12 schools provide opportunities for students to continue on into post secondary education and into careers.
- The District has developed an Electrical Dual Credit partnership with Keyano College.
- The District has an extensive Registered Apprenticeship and Work Experience Program.
- The District has offered a Safestart Safety and Performance Training Program to all students in Grade 10.

**Strategies**

- Under the direction of the Superintendent, continue to pursue partnerships and opportunities with Keyano College and the Oilsands industry, which provide career opportunities for our students.
- Under the direction of the Deputy Superintendent Inclusive Education, and Father Mercredi High School Principal, continue to develop work experience opportunities for the Vocational Education students using the *Merc Café* and community business partners.
- Under the direction of the Deputy Superintendent Inclusive Education and High School Principals, develop community transition plans for students with special needs in an effort to increase options following completion of school.
- Under the direction of the High School Principals and Off Campus Coordinators, continue to provide opportunities for students to access Registered Apprenticeship, Internships and Work Experience programs in our community.
- Under the direction of the Director of Curriculum, Instruction and Assessment, provide Safestart training to teachers of CTF, Physical Education, Sport Academies and CALM to include within their respective programs.

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

*Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.2	82.3	83.6	84.2	80.4	82	High	Declined	Acceptable	84	85	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.2	19.8	22.4	18.7	18.0	20	Intermediate	Declined	Issue	22	23	24

**Comment on Results**

- We believe a continued focus on the Division 3 team concept will have an impact towards greater success at the Grade 9 level.
- We believe a refocus of Learning Coach roles will impact student success at the Grade 9 level.
- Grade 6 students continue to achieve well in PATs.

**Strategies**

- Under the direction of the Deputy Superintendent Inclusive Education, continue to employ Educational Assistants in each school, to provide targeted and specialized literacy support to Grades K- 9, including ELL learners.
- Under the direction of the Superintendent and the Director Curriculum, Instruction and Assessment, maintain District Learning Coaches to lead curriculum, assessment and instruction focus, as a means to improve student academic achievement in literacy and numeracy.
- Under the direction of the Deputy Superintendent Inclusive Education and Classroom Support Teachers (CST), the schools will continue to refocus their literacy interventions, to include a Response to Intervention approach, by developing a consistent District wide standard of practices.
- Under the direction of Director Curriculum, Instruction and Assessment, the School Principals will continue to support and monitor literacy and numeracy practices in their facilities, ensuring a balanced approach is maintained with instruction.
- Under the direction of the Superintendent, Principals will develop school goals to support the literacy and numeracy programming needs of their students.
- Under the direction of the High School Principals and Learning Coaches, implement a middle school literacy module, which focuses on literacy skills improvement.
- Under the direction of the Principal of Father Mercredi and Learning Coaches, develop and implement a middle school Math module which focuses on numeracy skills improvement.

- Under the direction of the Deputy Superintendent Inclusive Education, and the Director Curriculum, Instruction and Assessment, monitor District Literacy Guidelines to ensure appropriate instructional strategies and assessment tools are in place to inform program planning.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, pre-Kindergarten and Kindergarten will maintain the use of the EYE evaluation to support all (43) early childhood development programs.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, the Early Start Denver Model of Intervention will continue to be implemented for children in EEP and K who require a modified program due to significant developmental learning needs, especially children with Autism.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, the District will offer two full day Kindergarten programs for students who are identified as high risk for learning and development in our inner city school.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, the Welcome to Kindergarten program is offered to parents at each elementary school to promote early literacy and numeracy skills within the home environment with two evening sessions per year.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Desired Outcome Two: Alberta has quality teaching and school leadership

*Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	78.1	79.7	80.4	79.1	77.6	79	Intermediate	Declined	Issue	81	82	83

### Comment on Results

- Fort McMurray Catholic Schools continues to work collaboratively with Oilsands industry partners to develop programs that provide career opportunities for our students in the oil and gas sector.
- The District offers Robotics, Health Sciences modules, Science and Technology courses, Dance, Theatre, Drama, Piano, Media Arts and Sports Academies to increase student engagement and support a broad program of studies.

### Strategies

- Under the direction of the Director Curriculum, Instruction and Assessment, Learning Coaches will continue to support School Administration and Teachers related to developing teaching that supports the development of student competencies needed to engage thinkers and ethical citizens with an entrepreneurial spirit.
- Under the direction of the Director Curriculum, Instruction and Assessment, and the Technology Learning Coach, explore the new CTF curriculum and develop a plan of implementation.
- Under the direction of the Deputy Superintendent Inclusive Education, Classroom Support Teachers and school counselors will meet regularly with Teachers to develop coordinated and consistent approaches for children with Special Needs.
- Under the direction of the Superintendent, the High School Principals will continue to collaborate with post-secondary institutions to develop curriculum and aid the transition between high school and the entry into post-secondary programs. This will allow for students to have the pre-requisite skills to ensure preferred consideration into post secondary programs.
- Under the direction of the Superintendent, School Administrators will collaborate in School Family teams to support the implementation of School and District goals.
- Under the direction of the Superintendent, Principals will develop school goals which contribute to quality teaching and learning opportunities for the students of FMCS D, so that they will begin to develop the competencies needed to be engaged thinkers and ethical citizens with an entrepreneurial spirit.
- Under the direction of the Director Curriculum, Instruction and Assessment, Learning Coaches will provide support to teachers new to the profession as a component of the District's New Teacher Orientation and Mentorship program.

- Under the direction of School Principals, develop and implement school goals related to the development of critical thinking and active inquiry in our students.
- Under the direction of the Director Curriculum, Instruction and Assessment, and in collaboration with the ATA, a cohort of experienced and trained teachers will provide support to second year teachers who express interest in such support.
- Under the direction of the Religious Education Coordinator, in collaboration with the Spiritual Development Committee and Principals, implement the District's Discipleship approach to discipline.
- Under the direction of the Superintendent, continue to implement a modified calendar to support scheduled time for job embedded Professional Learning Communities throughout the school year.
- Under the direction of select school Principals, respective school staffs will engage in The 7 Habits of Effective People training and will implement the Leader in Me philosophy which focuses on the development of student accountability and leadership skills.
- Under the direction of the Director Curriculum, Instruction and Assessment, the support of Learning Coaches and in partnership with ERLC, provide professional development opportunities to teachers on relevant topics.
- Under the direction of the Superintendent and Principals, and within the framework of the District's modified calendar, time will be provided for teachers to engage in job-embedded professional learning related to individual school goals.
- Under the direction of the Director Curriculum, Instruction and Assessment, the Learning Coach team maintains a District wide Twitter hashtag as a diverse, online, professional development resource for Fort McMurray Catholic Schools' staff.
- Under the direction of the Superintendent, provide scheduled time for the District's Admin team to engage in job-embedded professional development in the area of leadership skills with a focus on instructional leadership. (for example CASS Video Conferencing opportunities)

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Desired Outcome Three: Alberta's education system is governed effectively

*Specific Outcome: The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.2	78.2	82.9	77.8	79.2	81	High	Maintained	Good	82	83	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.5	87.8	88.5	89.2	89.8	90	Very High	Improved	Excellent	91	92	93

### Comment on Results

- Input is received from School Councils on the direction of school goals.
- Council of School Councils meets three times per school year to share information that assists the Superintendent in making District decisions.
- A continued focus on meeting the needs of students entrusted into our care.

### Strategies

- The Deputy Superintendent, Inclusive Education will co-chair the management team of the Regional Collaboration Service Delivery Partnership to integrate and support service delivery in our region.
- Under the direction of School Principals continue to collaborate with key stakeholders to engage the community and the partnership between parents and educators, in order to better serve the needs of our students.
- Under the direction of the Superintendent and a Coordinator, continue the Learning Through the Arts (LTTA) program, in partnership with the Youth Justice System and the Royal Conservatory.
- Under the direction of the Superintendent and the Principal of École St. Paul School, the District will continue to provide a middle entry French immersion program from Grades 4 to 6.
- Under the direction of Deputy Superintendent, Inclusive Education and the respective Principals, in partnership with Mammoet Canada Western Ltd., continue to support our Out-of-School Care Programs, to provide a safe environment to students before and after school.
- Under the direction of Deputy Superintendent Inclusive Education, in conjunction with Northeast Alberta Child and Family Services, participate in a cross ministry committee to maintain the PUF/FSCD program between school, home and community.
- Under the direction of the Deputy Superintendent Inclusive Education, provide leadership to the NEAFAN network to improve supports and services that address the impact of FASD on individuals, families and communities.
- Under the direction of the Religious Education Coordinator, continue to build upon the relationship between the Parish Priests and the District schools to strengthen the connections between the staff and students, to increase youth participation in our churches.
- Under the direction of the Superintendent, Principals will continue to share with their parent



community, to report on school plans and improvement initiatives as identified by the annual surveys, Provincial Achievement Test results and the District Three-Year Plan review.

- Under the direction of the Deputy Superintendent, Inclusive Education, provide representation to the University of Alberta Senate to make connections with post secondary opportunities for students in our Wood Buffalo Region.
- Under the direction of the Director, Curriculum, Instruction and Assessment, maintain collaboration with Keyano College and other Alberta post secondary Institutions to provide student-teachers with practicum placements for their education degree program to aid in the recruitment and retention of teachers.
- Under the direction of the Deputy Superintendent Inclusive Education, maintain continued partnership with Keyano to facilitate support for Educational Assistants to complete Early Learning and Child Care practicum placements in Fort McMurray Catholic Schools.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

*Specific Outcome: Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.3	85.9	87.1	88.5	87.6	88	High	Maintained	Good	89	90	91
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.	75.7	76.5	77.1	81.9	79.0	81	High	Maintained	Good	82	83	84

**Comment on Results**

- We believe our religious identity and focus on our four core values and virtues continue to positively influence these results.
- Fort McMurray Catholic Schools has a philosophy of continuous improvement.
- We believe our participation in Apple Schools initiatives continues to positively affect these results.
- Fort McMurray Catholic Schools are highly recognized as being involved in a multitude of community services projects throughout our region.

**Strategies**

- Under the direction of the Deputy Superintendent Inclusive Education, Principals and School Counselors, will continue to promote and improve the safe and caring environment within each school facility through the implementation of the Friends for Life program (Grades 2, 5, 7), pastoral counselling and the implementation of positive behavior supports and friendship skills.
- Under the direction of the Religious Education Coordinator, in collaboration with the Spiritual Development Committee and Principals, an annual spiritual development plan based on District faith needs and values will be developed and implemented in District schools.
- Under the direction of the School Principals, implement school goals related to our faith based initiatives.
- Under the direction of the Deputy Superintendent Inclusive Education, Fun Friends (Grade 2), Friends for Life (Grade 5 & 7), will be implemented at all schools to reduce childhood anxiety and depression and increase personal resiliency.
- Under the direction of the Director Curriculum, Instruction and Assessment, a committee will plan and organize a Mental Health and Wellness Professional Development Day for teachers and educational assistants to be held in January.

## Desired Outcome Four: First Nations, Métis and Inuit students are successful

*Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)**

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	68.1	69.6	75.7	74.7	78.6	80	Intermediate	Maintained	Acceptable	82	84	85
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.9	5.9	11.0	10.1	14.8	17	Intermediate	Improved	Good	19	20	21
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	76.9	84.9	79.6	89.5	78.0	82	Low	Declined	Issue	84	86	87
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.3	11.8	12.5	8.5	6.7	8	Very Low	Maintained	Concern	10	11	12

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2010	2011	2012	2013	2014		2015	Achievement	Improvement	Overall	2016	2017
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	77.6	74.7	68.0	80.1	80.0	81	High	Maintained	Good	82	83	84
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.7	1.2	2.1	0.6	2.2	2	Very High	Maintained	Excellent	1	1	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	50.8	32.2	37.8	53.4	32.8	40	Very Low	Maintained	Concern	42	44	46
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	29.4	33.3	47.2	50.0	57.6	60	Intermediate	Improved	Good	62	64	66
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	20.9	24.2	41.2	40.1	34.3	37	Low	Maintained	Issue	40	44	46

**Comment on Results**

- Our Grade 6 and 9 Provincial Achievement Test results are excellent when compared to other FNMI sub-groups.
- Early literacy and numeracy supports continue to be in place for FNMI students who require this type of intervention.
- The LTTA Youth Empowerment Project continues to target FNMI at-risk students to increase attendance and academic achievement.
- Our FNMI Drop Out rate of 2.2% is exceptional.
- Alexander Rutherford Scholarships, improved.
- High school completion remains high.
- The completion of 4+ exams within 3 years is above the Provincial average.
- Our annual Traditional Celebration of Achievement honouring the graduation of our FNMI students.
- Nominating FNMI students for the Regional Aboriginal Recognition Awards.
- Providing the opportunity for FNMI students to attend relevant conferences outside of Fort McMurray.
- School visits to outlying FNMI communities utilizing older aboriginal students as successful role models to encourage incoming students.
- Aboriginal Entrepreneurship program completed its third year of operation.

**Strategies**

- Under the direction of the High School Principals and the Deputy Superintendent, Inclusive Education maintain counselling services to support FNMI students in completing applications for post secondary entrance, scholarships, awards, bursaries and applications, which will allow them access to further education and /or transitioning into the world of work.
- Under the direction of the Superintendent, each school or a combination of schools will hold events during the school year to include FNMI parents and grandparents to feel at home in their schools.
- Under the direction of School Principals, before leaving a feeder school and again before graduating, FNMI students will be provided with and encouraged to participate in multiple opportunities for involvement in service learning projects.
- Under the direction of the Deputy Superintendent, Inclusive Education, maintain Early Intervention support at targeted elementary schools to improve literacy and numeracy skills of FNMI students with academic delays.
- Under the direction of the Superintendent, maintain 10.0 FTE FNMI Family Liaison workers with the direction to identify FNMI students, improve attendance, academic achievement, career planning and school completion rates.

- Under the direction of the High School Principals, direct the Counsellors / Vice Principals to support strategies for FNMI students with post-secondary potential to continue academic success through high school and on to post-secondary education.
- Under the direction of the High School Principals, direct the Counsellors and Liaisons to assist FNMI students to transition successfully from feeder schools into the Grade 7 – 9 middle schools.
- Under the direction of the Superintendent and the LTTA Coordinator, continue to participate in the partnership with the Youth Justice System and the Royal Conservatory FNMI Youth Empowerment Project.
- Under the direction of the Fr. Mercredi High School Principal, continue to offer the Paul Martin Foundation Youth Aboriginal Entrepreneurship Program for FNMI students in Grade 11 and 12.
- Under the direction of the Superintendent and the High School Principals, maintain a mentorship team to encourage and improve academic achievement of FNMI students.
- Under the direction of the Father Mercredi High School Principal, the school counsellor and FNMI Liaisons will continue to build relationships with rural aboriginal communities and their families through monthly community visitations.
- Under the direction of the Deputy Superintendent Inclusive Education, provide representation and consultation to the University of Alberta to implement a northern U-School pilot that targets FNMI students in our rural and urban community.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## **Inclusive Education - Student Services**

Fort McMurray Catholic Schools provides a variety of programs to meet the diverse needs of learners. Our first placement is inclusive, having children placed with their peers in their neighbourhood school. Working with the school team and parents, the appropriate level of approaches and supports are developed for a child that may include regular classroom placement, regular classroom placement with supports, partial classroom placement with pull out programming or a specialized district program.

### **Philosophy**

Fort McMurray Catholic Schools aim to develop the individual intellectual, physical, social, emotional, moral, spiritual, cultural, and aesthetic potential of all pupils to the extent of their abilities so that they may become productive, responsible, and self-reliant members of society while leading personally rewarding lives in a rapidly changing world.

### **Beliefs and Values**

- Every individual is unique and has worth.
- Every individual has the right to live a life of dignity.
- Every individual should have the opportunity for self-determination to the extent of his/her own capabilities.
- Every individual must be provided with the opportunity to be educated in an environment that will promote his or her abilities as a full participating member of society.

### **Inclusive Education Goals**

- To provide Early Entry (Pre-Kindergarten) Programs with certified teachers, to ensure children have the highest quality first start into school, that offers:
  - Language-based programming, age appropriate play-based programming;
  - Using early screening and assessment practices for developmental delays and disabilities, with qualified professionals;
  - Home School, and Community programs for children who qualify for specialized services (FSCD/PUF).
- Early Entry Programs will use an inclusive approach; placing all children with developmental delays with their peers and provide the supports and services needed for early learners.
- Two full-day Kindergarten Programs housed at one school site are available for children ages 4.5-6.0 years who are at-risk for learning. Program development focuses on language and literacy to give them a "jump start" into reading.
- Students with mild – moderate literacy needs will have access to push-in or pull-out literacy programs and resources that enhance the classroom teacher's plan within the program of studies.
- Students are provided access to technology tools to support their learning and literacy developmental needs. With parents, the student and the school team, they identify a process to determine the appropriate tools and resources to further develop the students' academic needs.

- FMCS D will continue to work with post secondary programs to ensure ongoing training of educational assistants. With Keyano College and other post secondary programs, schools will offer mentorship and practicum placements for students to further develop their skills development for students who have special needs.
  
- FMCS D will continue to provide teachers with coaching opportunities that includes Learning Coaches and District Specialists, Classroom Support Teachers, School Counsellors, and teachers to develop their skills in supporting children with special needs.
  
- FMCS D will continue to work in partnership with Wood Buffalo Regional Collaborative Services (WB RCSD), North East Alberta Fetal Alcohol Network (NEAFAN), Glenrose Childhood Developmental Clinic(s) to work with regional teams and experts to have access to specialized consultations for teachers for programming plans.
  
- FMCS D will continue focus on delivery of the Alberta Curriculum in conjunction with the Instructional Support Plan (ISP/IPP) templates to ensure the highest level of instruction for students who have special needs. School teams select ISP strategies and plan for student success.
  
- FMCS D will continue to support and develop specialized program options to ensure that children with severe and complex needs have the highest level of supports for continued success to reach their highest level of functioning and transition into adulthood services (PDD). Specialized programs include:
  - Primary Independent Program (Grades 2-6)
  - Junior Independent Program (Grades 7-12)
  - Junior Transition Program for Severe Behavioural Challenges (Grades 1-4)
  - Junior Vocational Education Program (Grades 7-9)
  - Senior Vocational Education Program (Grades 10-12)
  - Father Merc. Café – Work experience for students with special needs (Grades 7-12)

Note:

### **Future Challenges**

- High birth rate and in-migration will continue to challenge our ability to find timely space for our growing student population.
- District enrollment continues to increase, despite the downturn in the economy. All indications point to continuation of this growth.
- The current downturn in the economy is affecting the pool of potential teachers within the community to cover off temporary contract positions.
- Due to the high cost of facilities operations and maintenance and the high cost of providing transportation, a significant amount of instructional dollars are transferred to these areas.
- The District must set aside money in their reserves to support the operation and on-going capital projects.
- The timely replacement of old modular classrooms is a constant consideration.
- Significant in-migration has caused challenges and a strain on our teachers to provide English as a Second Language instruction.
- There is a severe shortage of certificated substitute teachers and as a result, this puts a strain on our current teachers as they continue to provide internal coverage.
- The downturn in the economy is placing a significant strain on families with job loss and the high cost of living.
- There is a need for local child psychiatric support and teen mental health treatment in an outreach setting to support teen depression, addictions and mental health in our community.
- Due to the high birth rate, young families need stronger connections and access to specialists (physicians) for medical support.

### **Summary of Financial Results**

The Catholic Board of Education had an operating surplus of \$4.2 M for the year ended August 31, 2015, approximately \$200 K less than the reported surplus of \$4.4 M in the previous year (2014). Enrolment Growth of 6%, a more equitable inclusive education funding model and efficiencies achieved in providing support services are the main factors contributing to the reported surplus. Approximately 80% of the surpluses were transferred to capital reserves and used to support the Board's capital expenditure program upgrading instructional spaces and access to technology for staff and students.

The high cost of purchasing goods and services in Wood Buffalo is continuing to put significant pressure on our ability to provide affordable and effective building maintenance. This area again this year incurred a deficit of \$ 1.7 M.



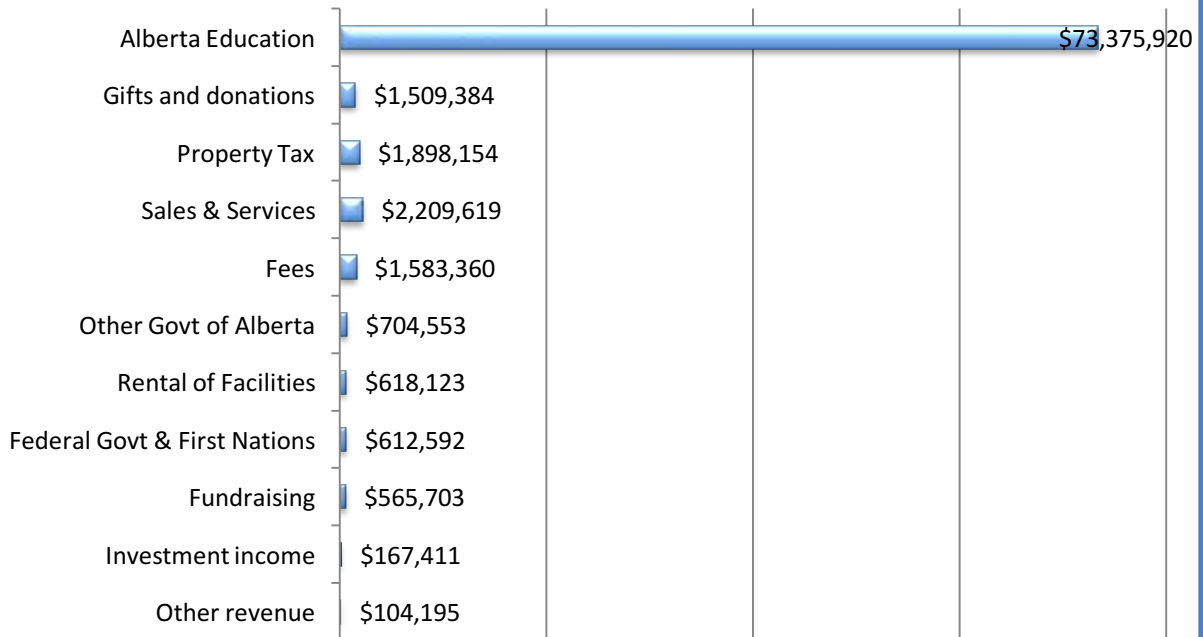
The tables and graphs below provide a more detailed view of the financial results for 2014-2015. The Audited Financial Statements, notes and various supporting schedules are available on the District Web Page at: <http://fmcschools.ca/public-reports>. You can also contact the District Office for a copy of the AFS or to obtain more information on the financial statements.

Comparative information is also available in a Provincial rollup of the audited financial statements (AFS) of school jurisdictions school. This report is available at: <http://education.alberta.ca/admin/funding/audited.aspx>

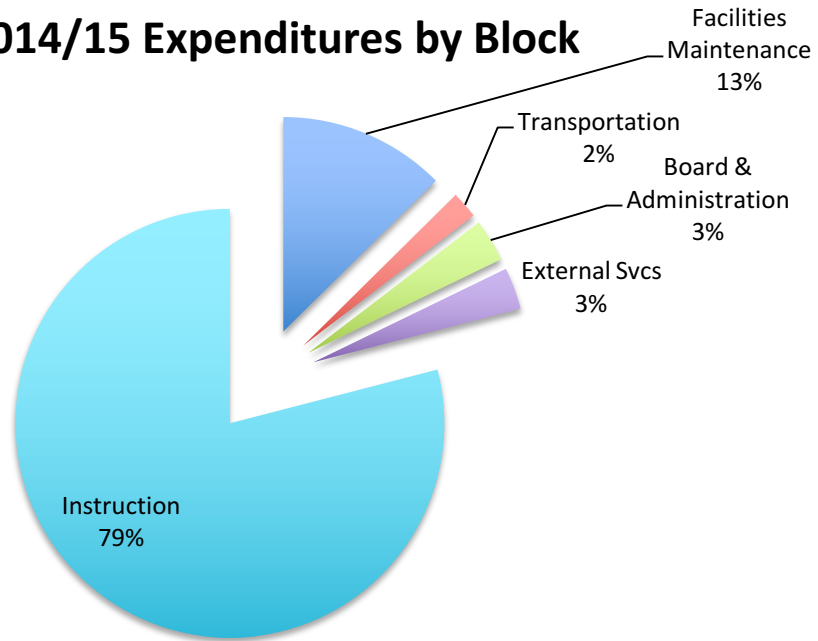
### Tables and Graphs – 2014/15 Financial Statements

<b>Statement of Operations</b>		
<b>For the Year Ended August 31, 2015</b>		
	<b>Actual 2015</b>	<b>Actual 2014</b>
<b>Revenues</b>		
Alberta Education	\$73,375,920	\$68,335,565
Other - Government of Alberta	704,553	847,358
Federal Government and First Nations	612,592	535,388
Property Tax	1,898,154	1,709,435
Fees	1,583,360	1,144,523
Other sales and services	2,209,619	1,665,281
Investment income	188,838	221,078
Gifts and donations	1,509,384	1,814,985
Rental of Facilities	618,123	573,611
Fundraising	565,703	529,115
Other revenue	104,195	193,699
<b>Total Revenues</b>	<b>\$83,370,441</b>	<b>\$77,570,038</b>
<b>Expenses by Block</b>		
Instruction	\$62,550,450	\$57,542,133
Plant Operations & Maintenance	9,964,544	9,338,894
Transportation	1,603,081	1,677,866
Administration	2,529,360	2,538,154
External Services	2,499,010	2,113,785
<b>Total Expenses</b>	<b>\$79,146,445</b>	<b>\$73,210,832</b>
<b>Operating Surplus (Deficit)</b>	<b>\$4,223,997</b>	<b>\$4,359,206</b>

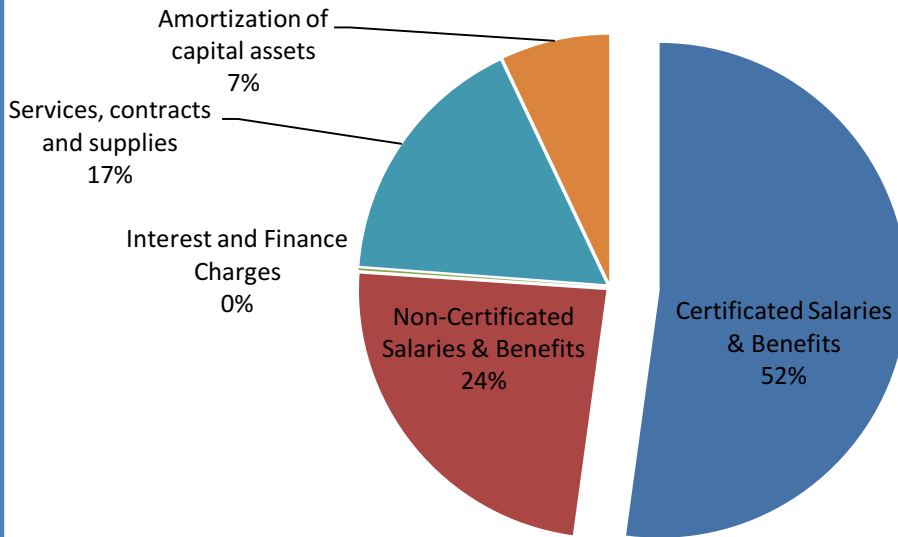
## 2014/15 Revenues



## 2014/15 Expenditures by Block



## 2014/15 Operating Expenses



Expenses by Categories		
Certificated salaries, wages & benefits	\$41,290,191	\$38,446,024
Non-certificated salaries, wages & benefits expense	18,910,309	17,407,766
Services, contracts & supplies	13,279,338	12,634,001
Amortization expense	5,569,539	4,622,853
Interest and Finance Charges	97,068	100,188
<b>Total Expenses</b>	<b>\$79,146,445</b>	<b>\$73,210,832</b>

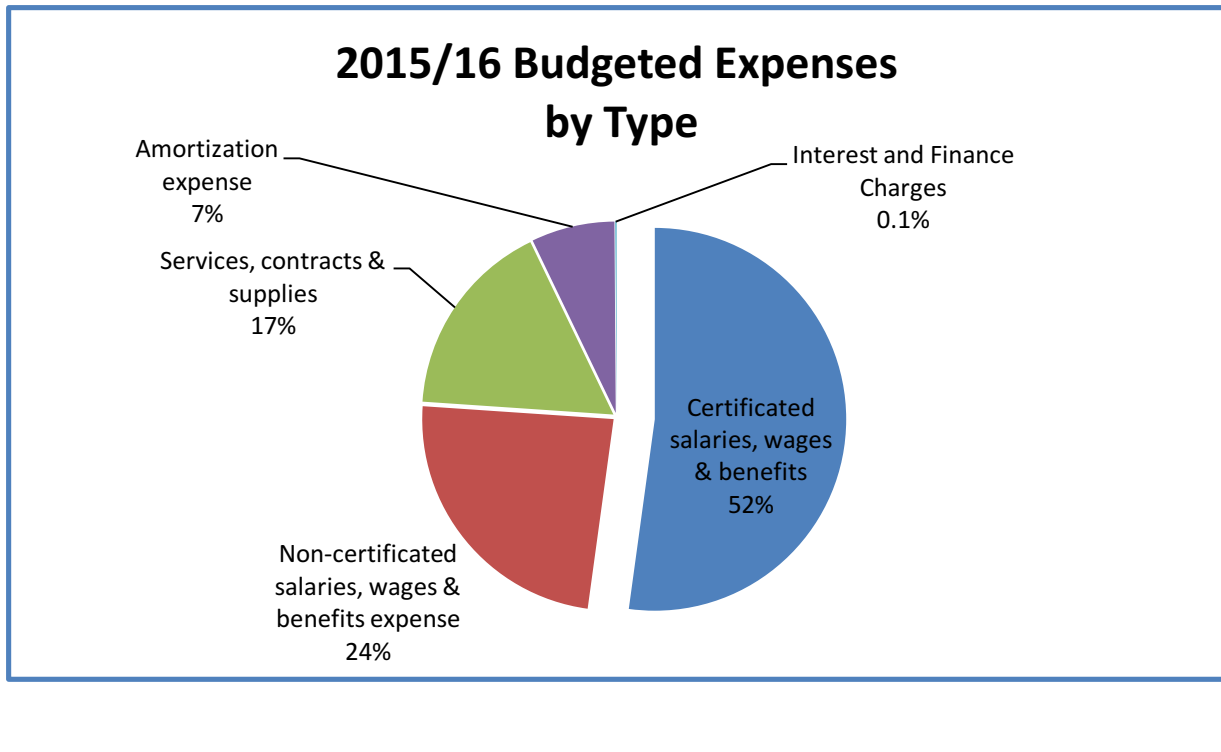
### Budget Summary

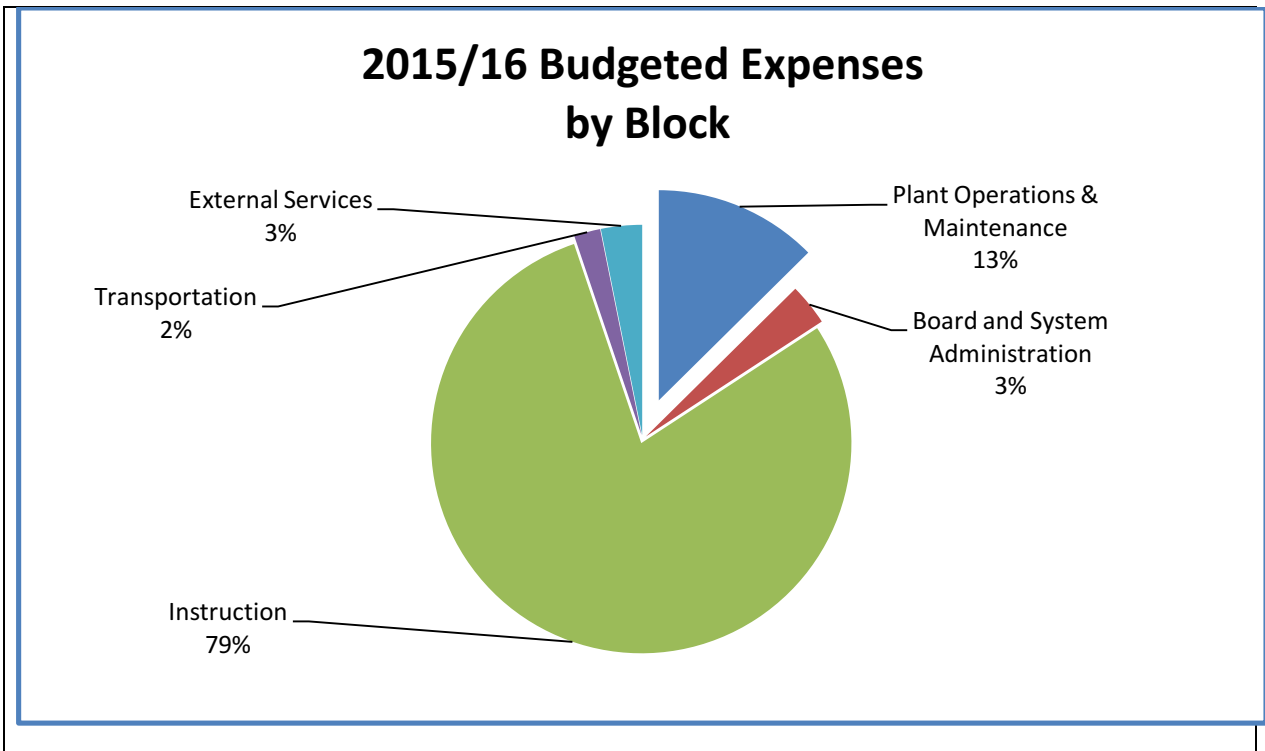
At their November 2015 meeting, the Catholic Board of Education approved a budget projecting a net operating surplus of \$2.4 M for school year 2015//2016.

Enrolment growth of 5% in September 2015 has resulted in additional grant funding from Alberta Education. The additional funding was used to add ten (10) teachers and twelve (12) non-certificated employees in schools.

Operating surplus are transferred to capital reserves available to provide capital funding to the District and Schools to upgrade facilities and improve access to Information Technology. For 2015-16, a technology capital budget of \$ 700,000 was approved including a school technology capital grant of approximately \$40K per school.

The tables and graphs below provide a more detailed view of the 2015-2016 budget. A copy of the budget is available on the District Web Page at: <http://fmcschools.ca/public-reports> . You can also contact the District Office to obtain a copy or get more information on the budget.





#### Capital and Facilities Projects

St. Kateri Elementary School opened its doors in September 2014. Another elementary catholic school is under construction in the new Parsons Creek Sub-Division and is expected to open in September 2017.

A second catholic elementary school was approved for funding by Alberta Education for Phase 3 of the Parsons Creek sub-division. Since Phase 3 is not yet ready for development, the construction of this school has been postponed to 2020.

A total of \$9 M were spent to purchase capital equipment and for building projects in 2014-2015. A summary is provided below:

#### **Building - \$ 6,303,603**

- \$ 3,458,004 - St. Kateri School (New School – Opening September 2014)
- \$ 1,569,252 - New Elementary Catholic School – Parsons Creek
- \$ 928,235 - St. Martha School – Addition of 8 modulars
- \$ 325,008 - Holy Trinity Catholic High School
- \$ 23,104 - Other Projects

#### **Information Technology - \$ 2,307,620**

- \$ 727,850 - St. Kateri School (New School – Opening September 2015)
- \$ 132,757 - St. Martha School
- \$ 64,734 - Holy Trinity Catholic High School
- \$ 172,417 - Computers, Chrome Books/Portables Devices, Tablets , Charging Carts
- \$ 1,209,862 - School IT Infrastructure including WI-FI in all elementary Schools

#### **Vehicles - \$ 28,779**

- \$ 28,779 - Custodial Service Cargo Van

**Other Furniture & Equipment - \$ 322,610**

- \$ 275,661 - School Furniture – St. Kateri School
- \$ 11,513 - Holy Trinity Catholic High School
- \$ 35,436 - Custodial Equipment – Various Schools

**Summary of Facility and Capital Plans**

The Catholic Board continues to work actively with the Department of Education to identify the need for additional instruction space and modernization of existing facilities over the next five to ten years.

A copy of the Facility and Capital Plan is available on the District Web Page at:  
<http://fmcschools.ca/public-reports>

**2016 - 2021 Fort McMurray Catholic Schools  
Facilities Capital Plan**

Subdivision/Location	New School Projects	Amount
Parsons Creek <i>(Approved/Under Construction)</i>	Elementary Catholic School <i>(Opening September 2017)</i>	\$16,800,000
Parsons Creek <i>(Approved/Delayed)</i>	Elementary Catholic Schools # 2 <i>(Delayed-Parsons Creek Phase 3 unavailable)</i>	\$16,800,000
Parsons Creek	New Catholic High School	\$42,000,000
Saline Creek	New Elementary Catholic Schools	\$16,800,000
	<b>Total Expenses</b>	<b><u>\$92,400,000</u></b>

School/Location	New Modular Classrooms	Amount
St. Paul School	Demolish & Remove 10 portables and install 7 new modulars	\$3,900,000
St. Anne School	Demolish & Remove 8 portables and install 8 new modulars	\$4,200,000
St. Gabriel School	Demolish & Remove 8 portables and install 6 new modulars	\$3,300,000
Father Beauregard School	Demolish & Remove 6 portables	\$450,000
	<b>Total Expenses</b>	<b><u>\$11,850,000</u></b>

<b>Total Capital Projects</b>	<b><u>\$104,250,000</u></b>
-------------------------------	-----------------------------

### Parental Involvement

- Each school Principal presented their three-year plans to their School Council. Parents were provided with the opportunity for input and feedback.
- In addition, each Principal presented information related to their Accountability Pillars Measures and their Provincial Achievement Test or Diploma Results.

### Timelines and Communication

- Prior to consulting with District Administration, the School Principals held meetings to receive input from their staff and School Councils.
- The completed plan is made public after it is presented to the School Board. It will also be posted on the District website at [fmcschools.ab.ca](http://fmcschools.ab.ca).
- Upon completion of the Combined Three Year Education Plan/AERR document, School Principals will share the completed plan with staff and School Councils in order to define how the plan will be implemented at the individual schools.
- The District senior administration team meets quarterly with School Principal teams to review progress and monitor implementation of strategies from the Three Year Education Plan.
- The following Class Size Reports by school for all subjects and for core subjects are posted on the district website under the [About Us/Public Report Section](#):
  - FMCS D - 2014 Class Size Survey - All Subjects
  - FMCS D 2014 Class Size Survey - Core Subjects Only
- The Class Size averages for all Jurisdictions in Alberta are posted on the Alberta Education Web Site at:  
[Class Size - All Jurisdictions \(Alberta Education Web Site\)](#)

### Whistleblower Protection

- The Catholic Board of Education is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the school board, and to promote public confidence in the administration of the board.
- To ensure this, the Catholic Board of Education is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.
- Under PIDA, an employee of the school board may make a disclosure of a wrongdoing, which the school board will investigate in accordance with these procedures. Under PIDA, no person may make reprisals against an employee for making a disclosure, seeking advice about making a disclosure, or taking any other steps under PIDA, so long as the employee is acting in good faith.

- [Operating Policy 409 – Public Interest Disclosure \(Whistleblower Protection\)](#) has been in effect since July 7<sup>th</sup>, 2013. The policy is fully compliant with Alberta Government Public Interest Disclosure Act. OP 409 is published on the Operating Policy page of the District Web Site [here](#).



**APPENDIX – Measure Details (OPTIONAL)**

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

**Diploma Examination Results – Measure Details (OPTIONAL)**

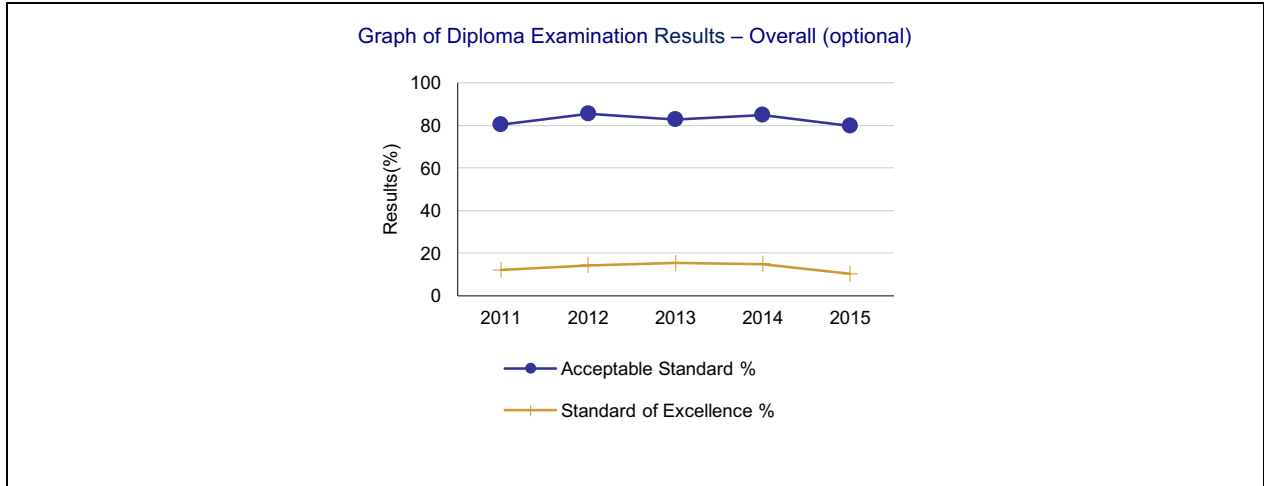
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	84.1	5.5	86.0	6.1	84.5	4.2	80.1	8.1	73.9	6.1		
	Province	85.0	10.1	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5		
English Lang Arts 30-2	Authority	91.5	9.2	87.7	9.8	87.0	13.0	90.4	12.4	88.0	8.9		
	Province	88.7	9.1	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3		
French Lang Arts 30-1	Authority	80.0	0.0	*	*	85.7	0.0	*	*	*	*		
	Province	95.3	14.5	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	19.9	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1		
Pure Mathematics 30	Authority	75.0	15.0	70.1	5.2	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	29.2	82.0	27.5	59.0	11.4	*	*	n/a	n/a		
Applied Mathematics 30	Authority	54.9	0.0	65.7	11.4	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.5	9.8	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	64.1	16.2	82.4	26.5	72.5	23.1		
	Province	n/a	n/a	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	76.8	10.7	71.9	15.6	78.2	16.8		
	Province	n/a	n/a	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5		
Social Studies 30-1	Authority	71.5	5.7	87.6	10.9	84.1	7.2	81.2	8.0	87.9	12.1		
	Province	83.0	14.9	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2		
Social Studies 30-2	Authority	82.5	10.8	88.7	13.9	74.8	13.7	79.8	9.0	73.9	4.3		
	Province	85.6	15.9	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5		
Biology 30	Authority	82.2	24.3	83.5	23.5	88.9	32.3	90.4	26.0	82.1	24.2		
	Province	82.0	30.0	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0		
Chemistry 30	Authority	68.4	19.7	75.8	17.6	75.7	25.7	93.2	42.5	67.6	14.9		
	Province	75.4	28.0	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2		
Physics 30	Authority	82.4	29.4	97.1	32.4	79.4	26.5	89.2	27.0	70.0	15.0		
	Province	77.0	27.8	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8		
Science 30	Authority	67.4	10.9	78.6	26.2	84.6	25.0	84.1	20.5	86.7	11.7		
	Province	80.4	21.0	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.7		

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

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

Current and historical Diploma results have been adjusted to reflect change in data source system.

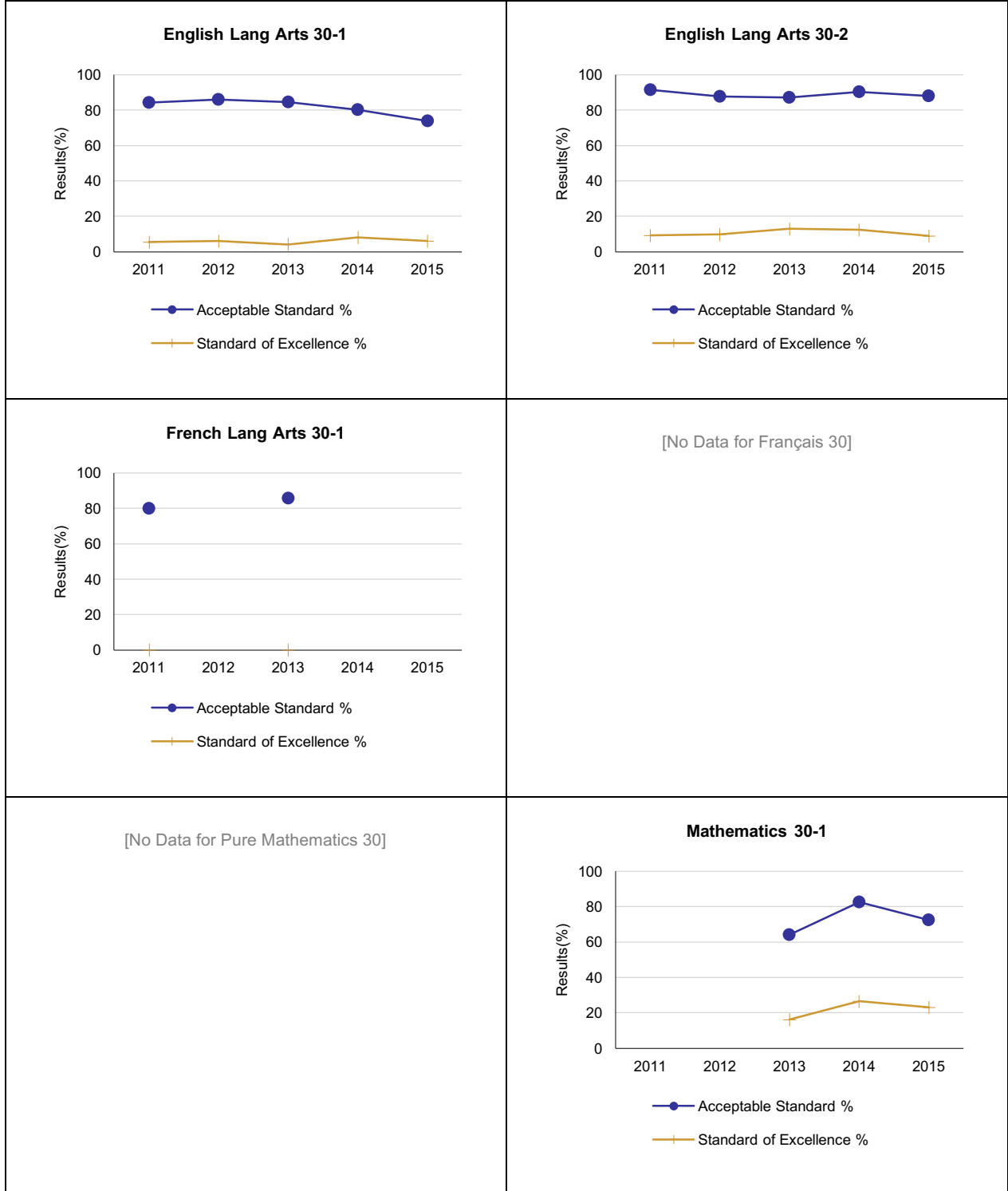
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Notes: Current and historical Diploma results have been adjusted to reflect change in data source system.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course (optional)



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

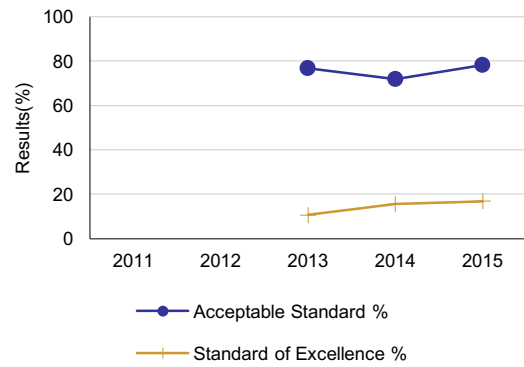
Current and historical Diploma results have been adjusted to reflect change in data source system.

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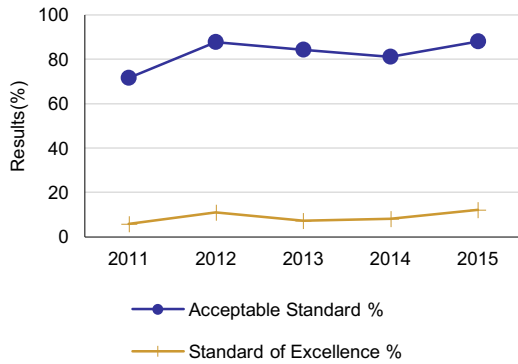
Diploma Examination Results by Course (optional)

[No Data for Applied Mathematics 30]

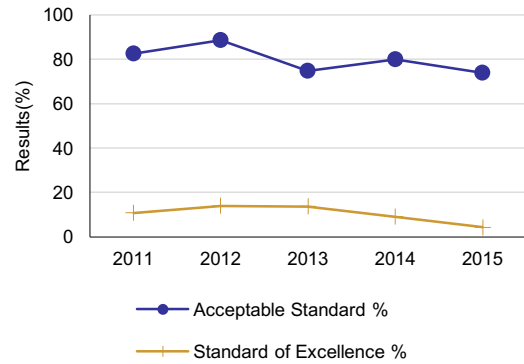
Mathematics 30-2



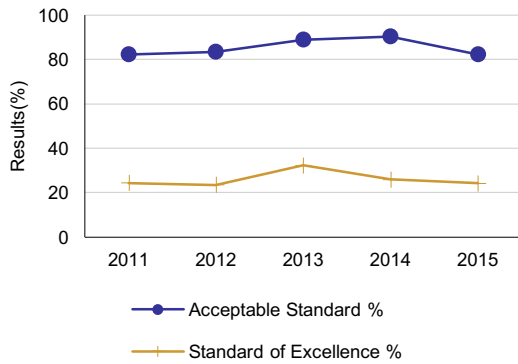
Social Studies 30-1



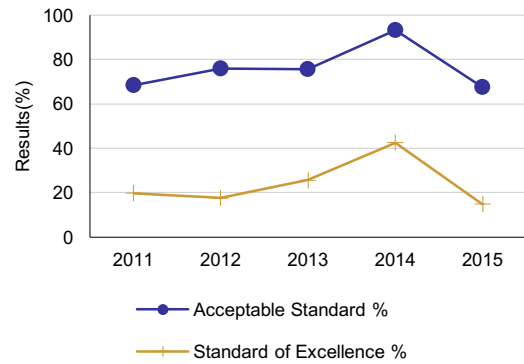
Social Studies 30-2



Biology 30



Chemistry 30

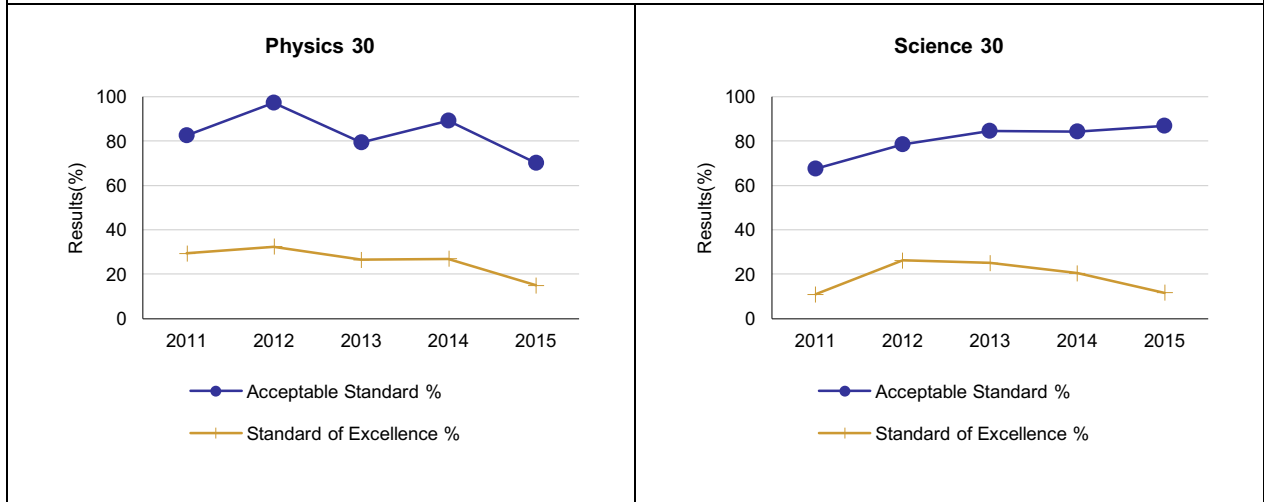


Notes: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Current and historical Diploma results have been adjusted to reflect change in data source system.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course (optional)



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

Current and historical Diploma results have been adjusted to reflect change in data source system.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**Authority: 4160 Fort McMurray Roman Catholic Separate School District No. 32**

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Fort McMurray RCSSD No. 32							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	165	73.9	147	83.5	28,104	86.5	29,085	86.6
	Standard of Excellence	Low	Maintained	Issue	165	6.1	147	6.1	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	191	88.0	141	88.4	16,324	88.7	15,323	89.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	191	8.9	141	11.7	16,324	11.3	15,323	11.6
French Lang Arts 30-1	Acceptable Standard	*	*	*	5	*	7	85.7	1,278	95.5	1,224	95.9
	Standard of Excellence	*	*	*	5	*	7	0.0	1,278	9.9	1,224	13.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	95.3	145	97.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	17.1	145	22.1
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	97	70.1	n/a	n/a	10,936	70.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	97	5.2	n/a	n/a	10,936	19.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	35	65.7	n/a	n/a	5,026	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	35	11.4	n/a	n/a	5,026	14.1
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	91	72.5	93	73.2	20,915	76.2	20,619	78.0
	Standard of Excellence	n/a	Maintained	n/a	91	23.1	93	21.4	20,915	31.7	20,619	31.9
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	101	78.2	76	74.3	12,558	73.9	10,829	70.4
	Standard of Excellence	n/a	Maintained	n/a	101	16.8	76	13.2	12,558	15.5	10,829	12.3
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	124	87.9	135	84.3	21,038	87.1	22,680	85.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	124	12.1	135	8.7	21,038	16.2	22,680	15.4
Social Studies 30-2	Acceptable Standard	Low	Declined	Issue	184	73.9	145	81.1	19,617	81.3	18,230	83.1
	Standard of Excellence	Low	Declined Significantly	Concern	184	4.3	145	12.2	19,617	12.5	18,230	14.1
Biology 30	Acceptable Standard	Intermediate	Declined	Issue	95	82.1	96	87.6	21,219	85.9	22,506	83.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	95	24.2	96	27.3	21,219	33.0	22,506	30.7
Chemistry 30	Acceptable Standard	Low	Declined Significantly	Concern	74	67.6	79	81.6	19,050	82.2	18,412	79.1
	Standard of Excellence	Low	Declined Significantly	Concern	74	14.9	79	28.6	19,050	34.2	18,412	31.9
Physics 30	Acceptable Standard	Low	Declined	Issue	40	70.0	35	88.6	10,573	83.9	10,127	81.9
	Standard of Excellence	Low	Declined	Issue	40	15.0	35	28.6	10,573	35.8	10,127	31.8
Science 30	Acceptable Standard	High	Maintained	Good	60	86.7	46	82.4	7,819	83.9	6,190	83.0
	Standard of Excellence	Low	Declined	Issue	60	11.7	46	23.9	7,819	26.7	6,190	24.4

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

Current and historical Diploma results have been adjusted to reflect change in data source system.

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.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**Measure Evaluation Reference - Achievement Evaluation**

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

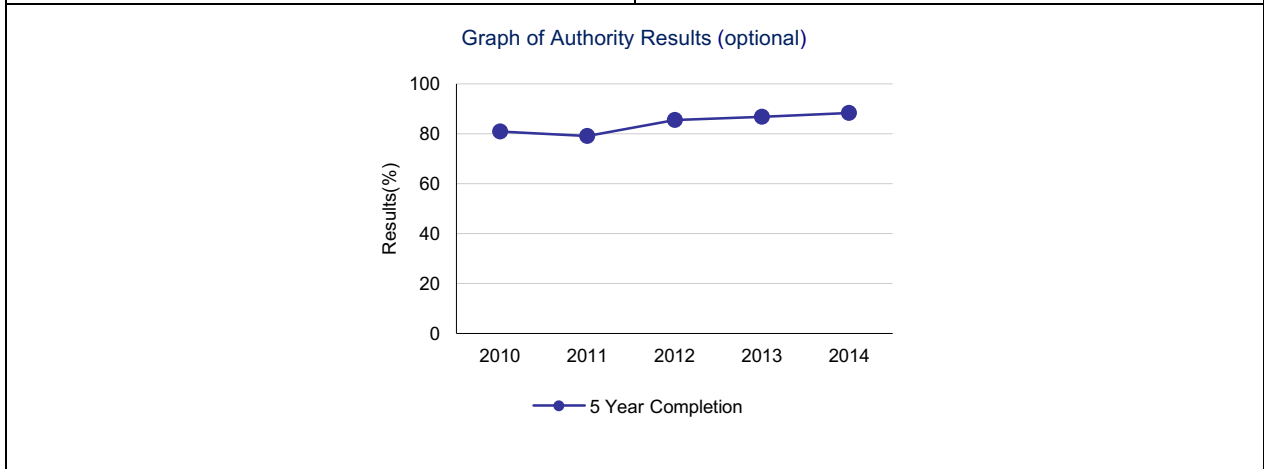
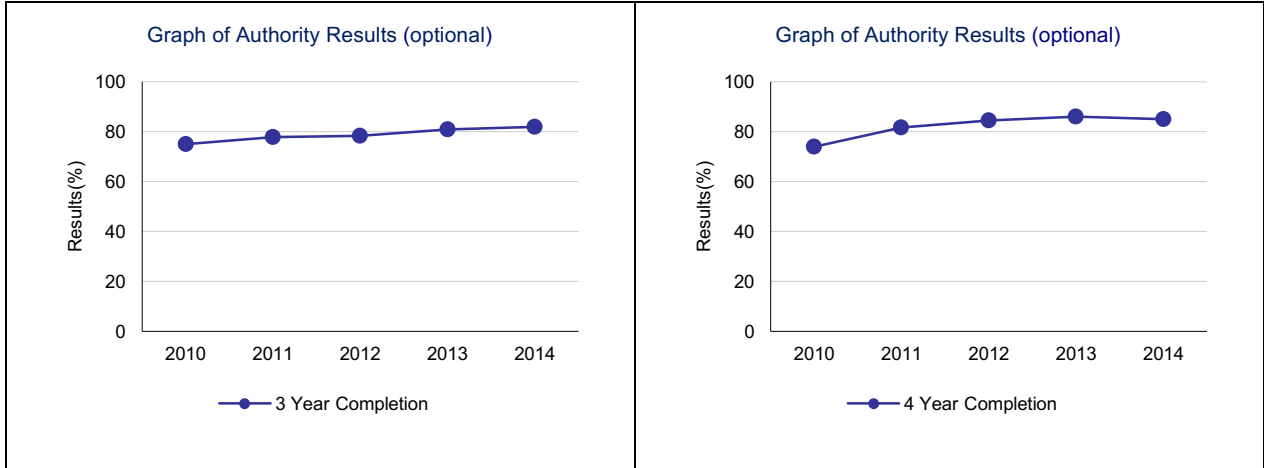
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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



**High School Completion Rate – Measure Details (OPTIONAL)**

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

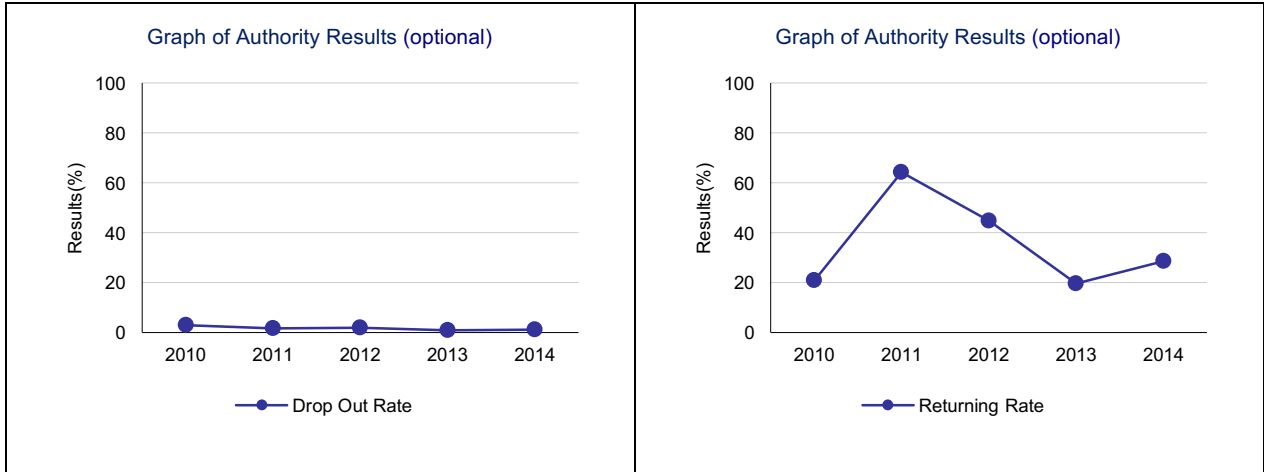
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	74.9	77.8	78.3	80.9	81.8	72.6	74.1	74.8	74.9	76.4
4 Year Completion	73.9	81.7	84.4	85.9	85.0	76.9	78.1	79.4	79.6	80.0
5 Year Completion	80.9	79.1	85.5	86.8	88.2	79.0	79.6	80.8	81.7	82.1



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

**Drop Out Rate – Measure Details (OPTIONAL)**

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	3.1	1.7	2.0	1.0	1.2	4.2	3.2	3.5	3.3	3.4
Returning Rate	21.1	64.4	44.9	19.8	28.7	27.9	23.4	23.0	21.1	20.3

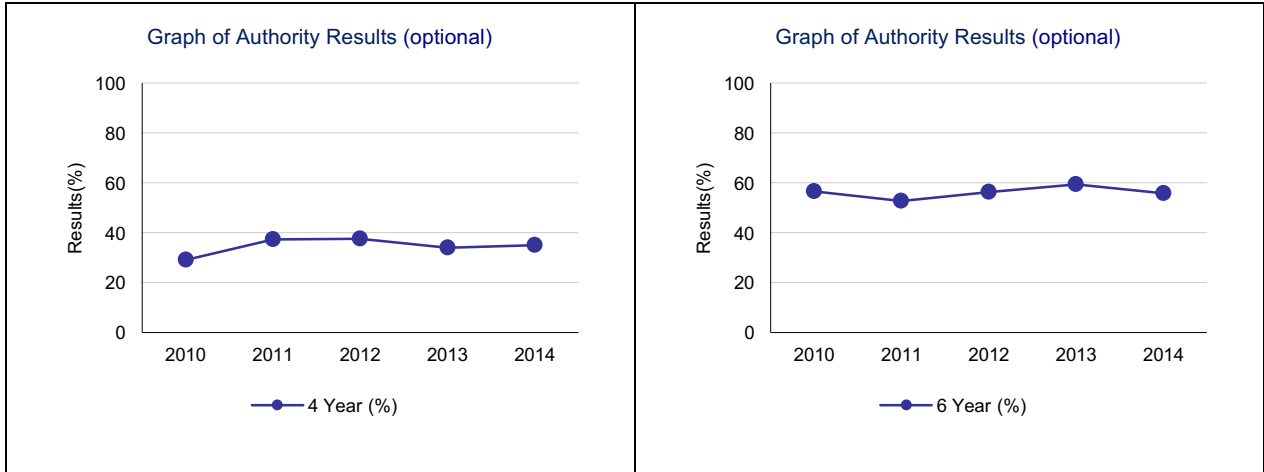


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)**

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4 Year Rate	29.3	37.3	37.6	34.1	35.0	37.8	38.2	39.6	40.0	38.4
6 Year Rate	56.7	52.7	56.5	59.4	55.9	59.3	58.4	59.5	59.2	59.8

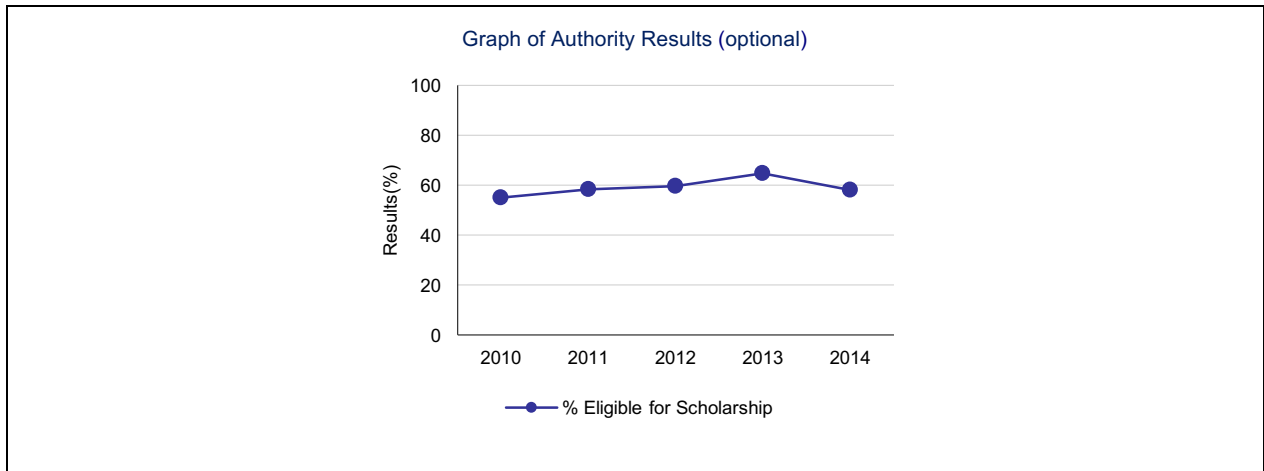


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details (OPTIONAL)**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Rutherford Scholarship Eligibility Rate	55.1	58.4	59.8	64.9	58.2	59.6	61.5	61.3	60.9	61.2

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2010	276	136	49.3	115	41.7	85	30.8	152	55.1
2011	279	143	51.3	131	47.0	70	25.1	163	58.4
2012	271	139	51.3	134	49.4	74	27.3	162	59.8
2013	282	157	55.7	140	49.6	95	33.7	183	64.9
2014	306	145	47.4	147	48.0	94	30.7	178	58.2

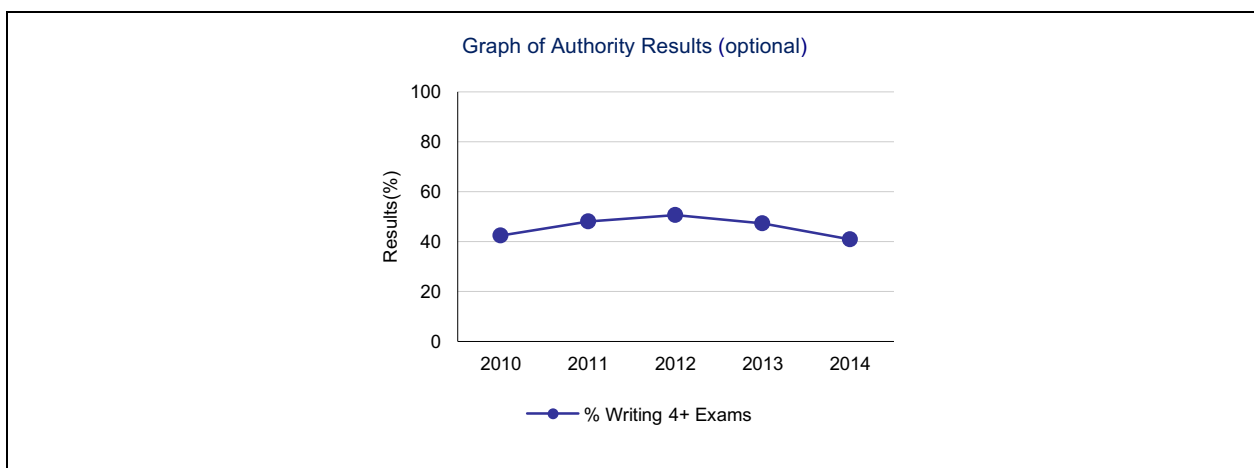


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**Diploma Examination Participation Rate – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 0 Exams	21.7	13.5	14.1	14.3	13.1	17.2	16.1	15.9	16.1	15.2
% Writing 1+ Exams	78.3	86.5	85.9	85.7	86.9	82.8	83.9	84.1	83.9	84.8
% Writing 2+ Exams	75.6	83.8	83.7	82.1	85.4	79.6	80.8	81.2	80.8	82.0
% Writing 3+ Exams	52.8	59.4	60.0	59.9	59.1	66.0	67.4	67.5	63.8	65.6
<b>% Writing 4+ Exams</b>	<b>42.3</b>	<b>48.1</b>	<b>50.6</b>	<b>47.2</b>	<b>40.9</b>	<b>54.9</b>	<b>56.2</b>	<b>56.6</b>	<b>50.5</b>	<b>54.9</b>
% Writing 5+ Exams	29.6	28.6	33.1	27.5	20.1	36.1	37.2	38.0	31.8	36.7
% Writing 6+ Exams	10.5	12.8	10.3	7.4	5.7	13.4	14.1	14.6	11.5	13.3



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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
English Language Arts 30-1	40.7	38.7	44.9	42.6	35.6	54.5	54.9	55.1	54.4	54.4
English Language Arts 30-2	33.2	43.7	36.3	38.6	48.2	25.1	26.1	26.1	27.2	28.2
<b>Total of 1 or more English Diploma Exams</b>	<b>73.2</b>	<b>80.6</b>	<b>80.3</b>	<b>80.5</b>	<b>81.7</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>	<b>79.3</b>	<b>80.3</b>
Social Studies 30	6.8	0.0	0.0	n/a	n/a	3.7	0.3	0.0	n/a	n/a
Social Studies 30-1	35.7	41.6	43.2	43.8	34.5	45.7	48.2	48.0	46.1	45.5
Social Studies 33	0.7	0.0	0.0	n/a	n/a	2.5	0.1	0.0	n/a	n/a
Social Studies 30-2	31.1	40.9	37.6	39.4	46.8	27.4	31.0	32.1	34.0	35.6
<b>Total of 1 or more Social Diploma Exams</b>	<b>72.9</b>	<b>80.3</b>	<b>80.3</b>	<b>81.3</b>	<b>80.6</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>	<b>79.3</b>	<b>80.3</b>
Pure Mathematics 30	33.2	33.7	36.3	0.4	0.0	41.4	42.6	42.5	7.3	0.1
Applied Mathematics 30	16.1	16.8	13.2	0.4	0.0	19.7	20.0	19.6	0.2	0.0
Mathematics 30-1	n/a	n/a	n/a	32.3	19.4	n/a	n/a	n/a	30.0	37.6
Mathematics 30-2	n/a	n/a	n/a	17.1	31.3	n/a	n/a	n/a	16.9	21.6
<b>Total of 1 or more Math Diploma Exams</b>	<b>48.9</b>	<b>49.8</b>	<b>49.1</b>	<b>49.4</b>	<b>49.6</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>	<b>52.5</b>	<b>57.4</b>
Biology 30	32.9	35.5	40.6	33.9	24.1	41.2	42.8	43.1	42.5	41.7
Chemistry 30	22.9	26.9	31.2	24.7	20.5	35.2	36.0	36.7	31.7	35.0
Physics 30	11.1	13.6	11.1	10.8	10.8	20.0	20.6	20.4	17.4	20.2
Science 30	9.3	14.3	15.4	18.3	14.4	9.0	9.1	10.5	9.8	13.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>41.4</b>	<b>51.6</b>	<b>53.8</b>	<b>52.2</b>	<b>45.3</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</b>	<b>57.7</b>	<b>59.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	6.1	5.7	2.1	2.4	1.8	2.9	2.8	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>6.1</b>	<b>5.7</b>	<b>2.1</b>	<b>2.4</b>	<b>1.8</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>	<b>3.0</b>	<b>3.0</b>

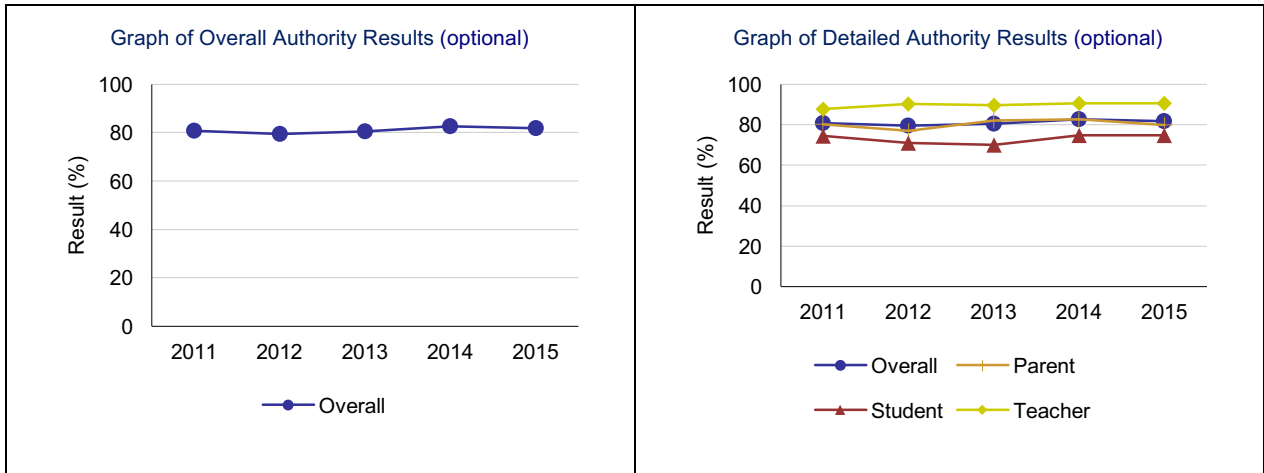
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Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**Citizenship – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	80.8	79.5	80.6	82.7	81.8	81.9	82.5	83.4	83.4	83.5
Teacher	87.9	90.4	89.6	90.7	90.6	92.7	93.1	93.6	93.8	94.2
Parent	80.2	76.9	82.1	82.6	79.9	78.6	79.4	80.3	81.9	82.1
Student	74.4	71.1	70.2	74.9	74.9	74.5	75.0	76.2	74.5	74.2

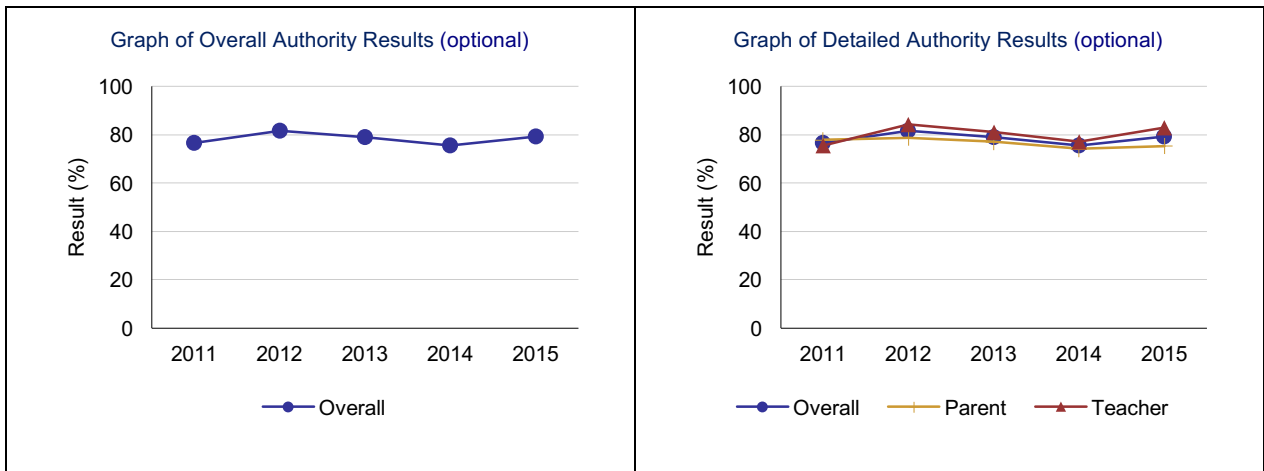


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Work Preparation – Measure Details (OPTIONAL)**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

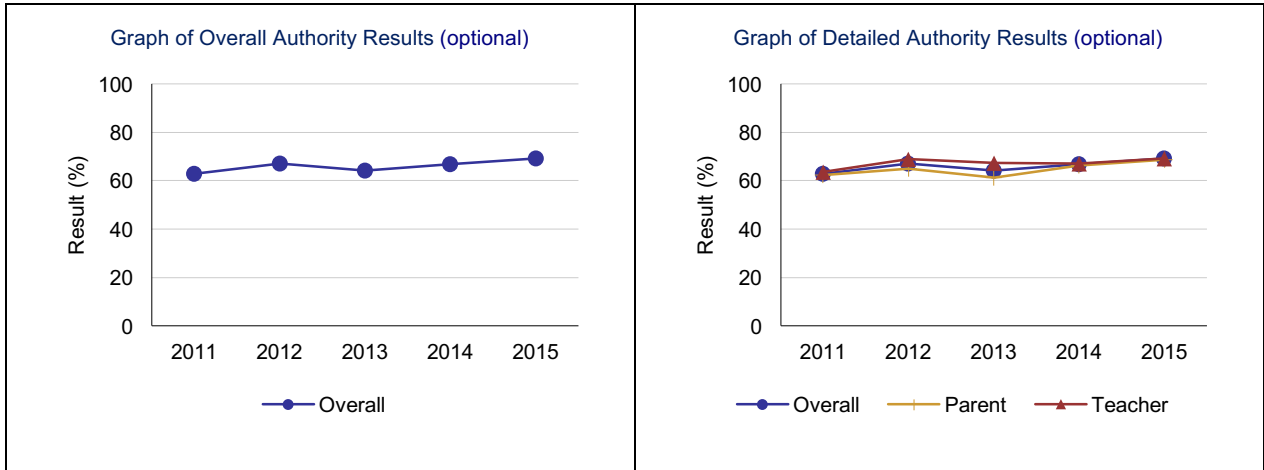
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	76.6	81.5	79.0	75.6	79.1	80.1	79.7	80.3	81.2	82.0
Teacher	75.5	84.3	81.1	77.0	82.8	89.6	89.5	89.4	89.3	89.7
Parent	77.8	78.7	77.0	74.1	75.3	70.6	69.9	71.1	73.1	74.2



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

**Lifelong Learning – Measure Details (OPTIONAL)**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	63.0	67.0	64.3	66.8	69.1	67.9	68.0	68.5	69.5	70.0
Teacher	63.7	68.9	67.3	67.2	69.3	75.3	75.8	75.7	76.0	76.0
Parent	62.4	65.1	61.3	66.4	68.8	60.6	60.2	61.2	63.0	64.0



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**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

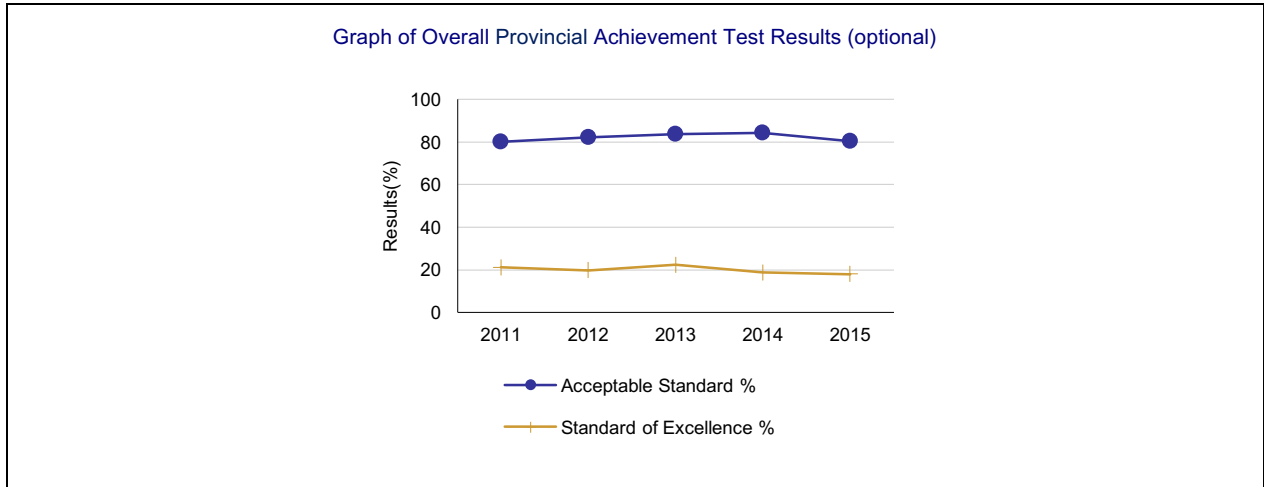
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	95.9	25.0	96.4	22.7	96.2	25.8	95.4	22.8	93.9	25.8		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
French Language Arts 6	Authority	94.7	10.5	95.8	8.3	86.7	6.7	92.3	7.7	92.6	11.1		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0		
Mathematics 6	Authority	89.9	25.0	88.7	20.7	88.1	27.5	87.1	18.6	83.0	20.0		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	Authority	91.7	34.0	89.2	35.7	89.0	36.5	88.1	29.1	84.6	27.8		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	Authority	86.7	30.1	87.0	26.8	84.9	25.8	86.0	16.7	76.5	17.5		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	Authority	78.3	9.5	84.8	10.6	85.2	15.1	85.6	16.1	81.8	10.4		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
English Lang Arts 9 KAE	Authority	68.8	6.3	75.0	0.0	85.7	0.0	70.6	5.9	61.1	0.0		
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6		
French Language Arts 9	Authority	63.6	4.5	85.7	14.3	87.0	13.0	95.5	13.6	100.0	5.0		
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2		
Mathematics 9	Authority	62.0	14.8	66.1	11.6	73.1	13.6	75.4	12.3	66.0	9.1		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Mathematics 9 KAE	Authority	60.0	6.7	77.8	11.1	50.0	14.3	93.8	31.3	72.2	27.8		
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
Science 9	Authority	71.5	15.6	74.5	14.2	78.9	19.0	81.9	15.7	82.1	17.4		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Science 9 KAE	Authority	46.7	13.3	87.5	25.0	71.4	7.1	85.7	28.6	66.7	22.2		
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
Social Studies 9	Authority	63.0	14.3	64.7	12.5	74.3	19.0	71.3	17.8	75.6	16.8		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
Social Studies 9 KAE	Authority	53.3	13.3	75.0	25.0	71.4	7.1	100.0	22.2	64.7	23.5		
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2		

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

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

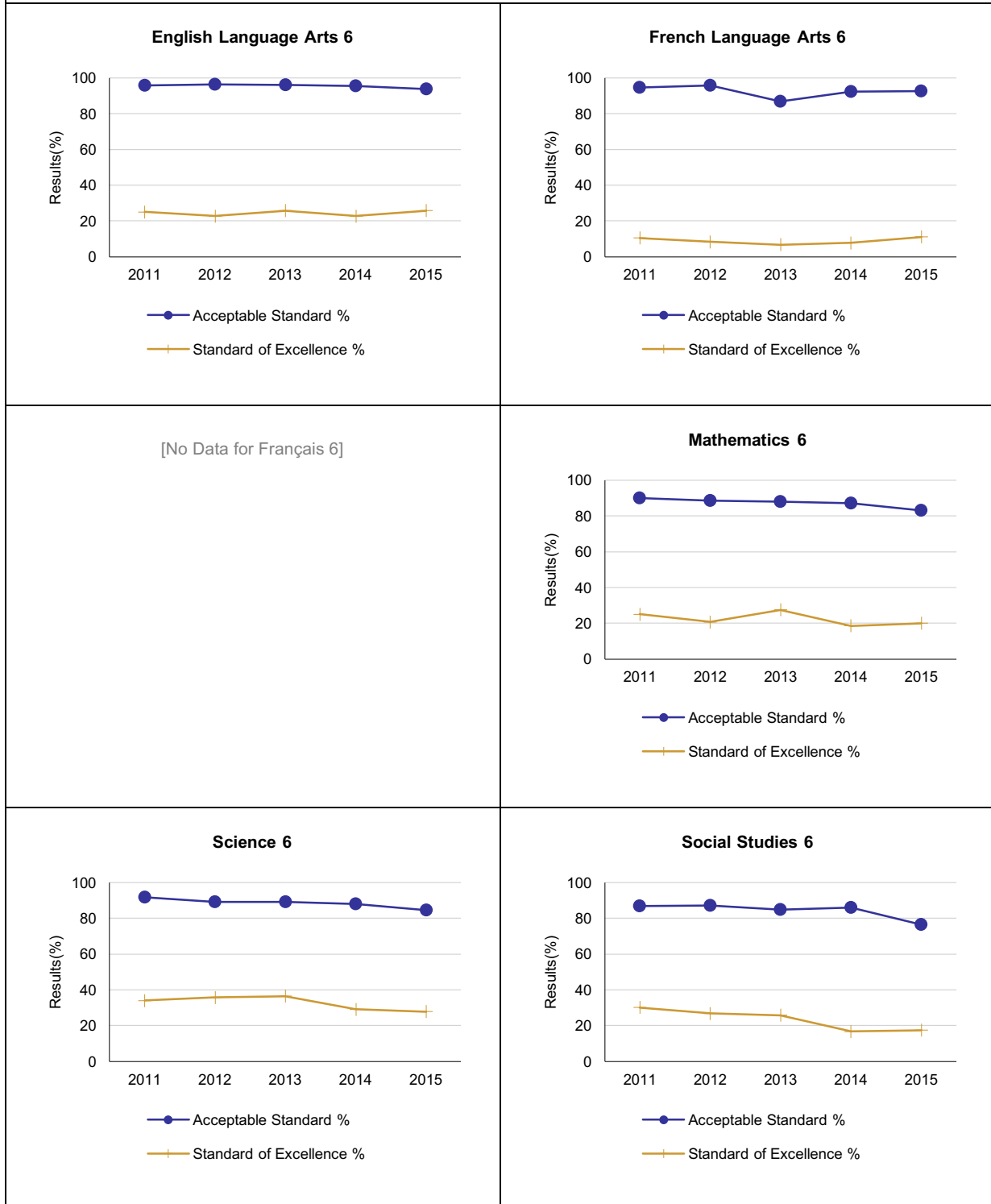
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.





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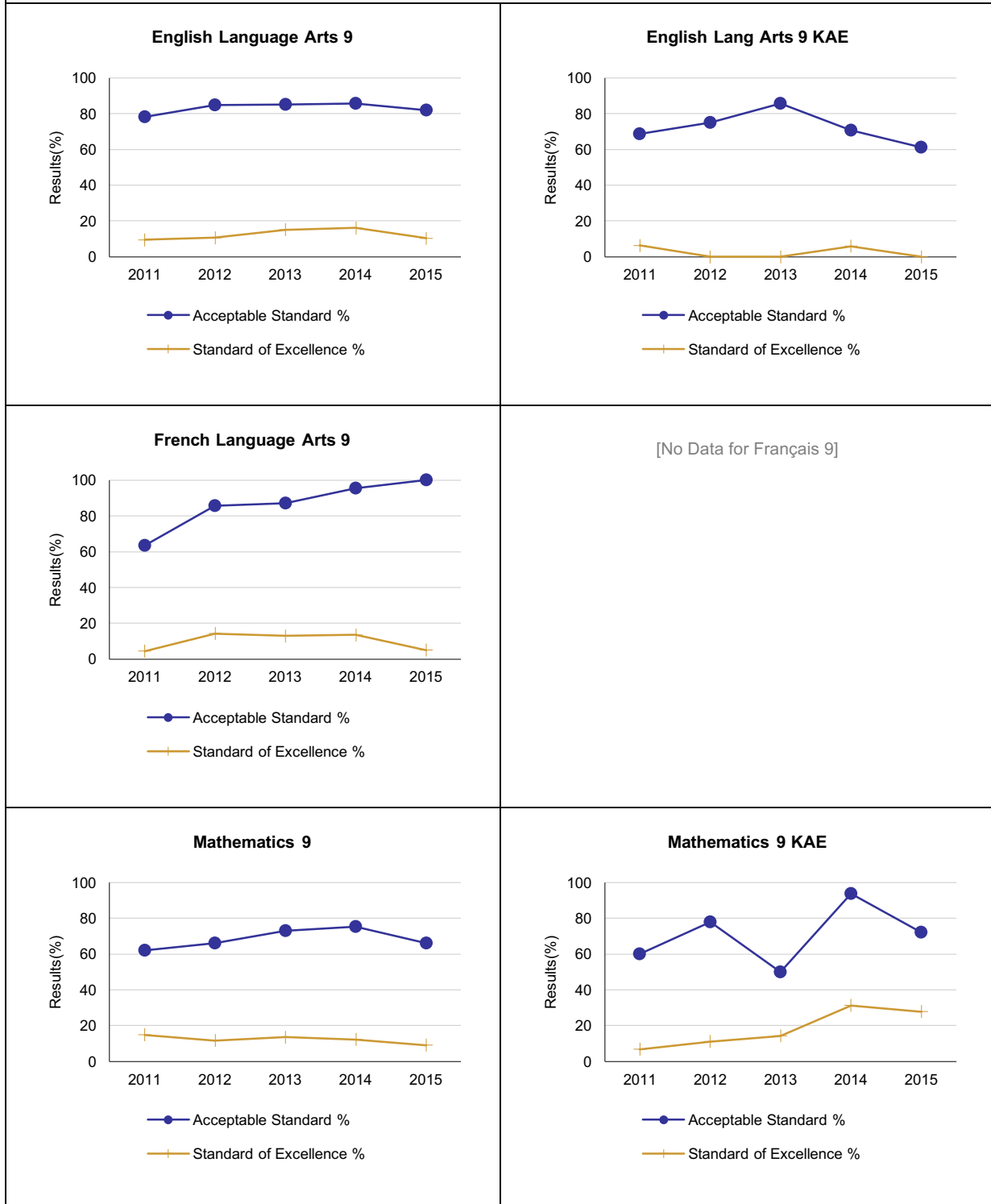
Graph of Provincial Achievement Test Results by Course (optional)



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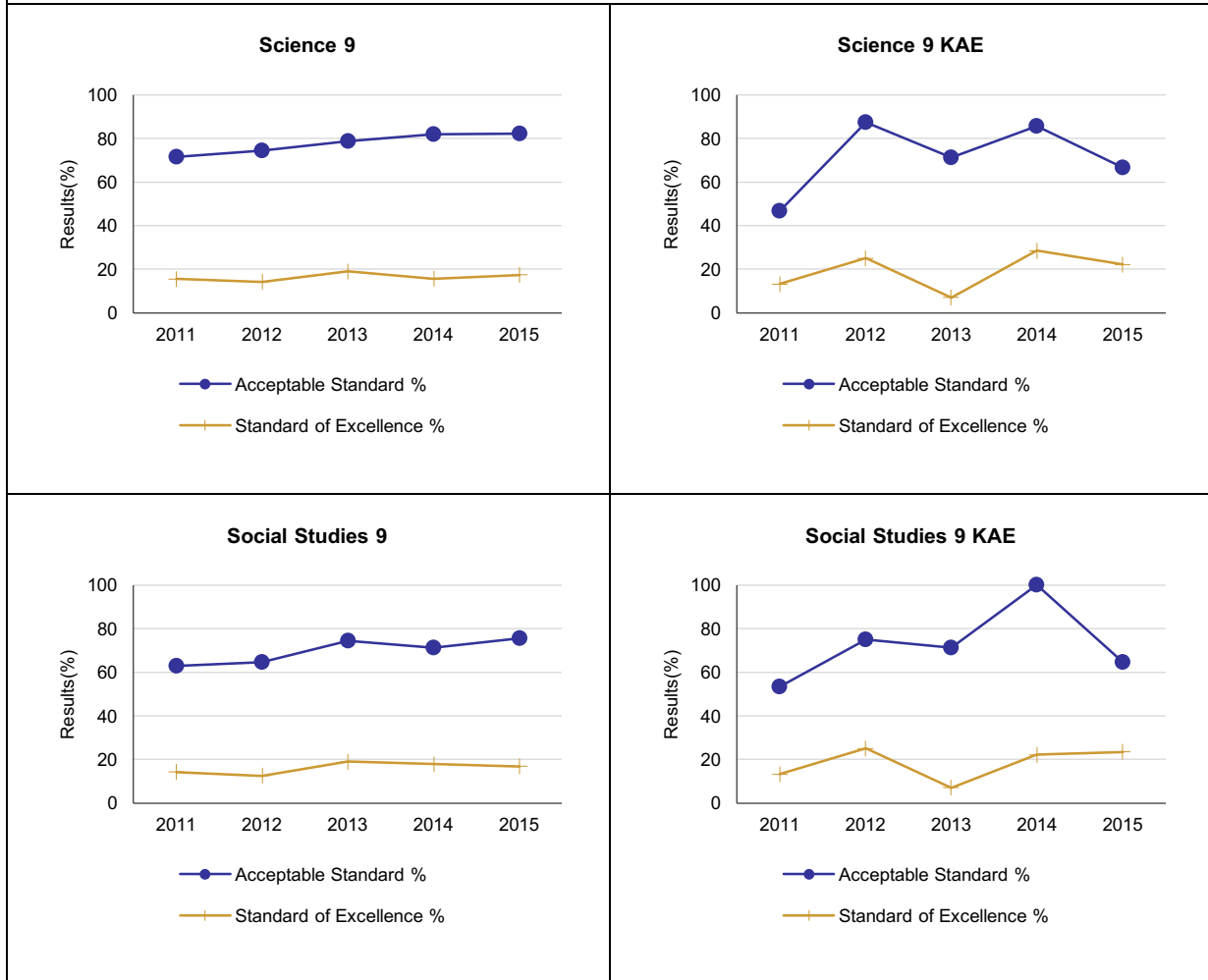
Graph of Provincial Achievement Test Results by Course (optional)



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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course (optional)



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

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**Authority: 4160 Fort McMurray Roman Catholic Separate School District No. 32**

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Fort McMurray RCSSD No. 32							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Declined	Good	395	93.9	360	96.0	47,446	82.8	44,338	82.4
	Standard of Excellence	Very High	Maintained	Excellent	395	25.8	360	23.8	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	High	Maintained	Good	27	92.6	22	91.6	2,972	87.5	2,648	88.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	27	11.1	22	7.6	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	High	Declined	Acceptable	395	83.0	359	88.0	47,377	73.3	44,292	73.8
	Standard of Excellence	High	Maintained	Good	395	20.0	359	22.3	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Intermediate	Declined	Issue	395	84.6	359	88.8	47,379	76.4	44,273	77.1
	Standard of Excellence	High	Declined	Acceptable	395	27.8	359	33.8	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Intermediate	Declined Significantly	Issue	395	76.5	359	86.0	47,385	69.8	44,226	72.1
	Standard of Excellence	Intermediate	Declined	Issue	395	17.5	359	23.1	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	385	81.8	325	85.2	43,532	75.6	38,021	76.8
	Standard of Excellence	Intermediate	Declined	Issue	385	10.4	325	13.9	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	18	61.1	13	77.1	1,553	62.8	1,543	62.3
	Standard of Excellence	Low	Maintained	Issue	18	0.0	13	2.0	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	20	100.0	17	89.4	2,601	85.9	2,496	87.1
	Standard of Excellence	Low	Maintained	Issue	20	5.0	17	13.7	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	Intermediate	Declined	Issue	385	66.0	324	71.5	43,190	65.3	37,734	66.8
	Standard of Excellence	Low	Declined	Issue	385	9.1	324	12.5	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	18	72.2	13	73.8	1,966	60.7	1,858	63.9
	Standard of Excellence	High	Maintained	Good	18	27.8	13	18.9	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Very High	Improved	Excellent	385	82.1	325	78.4	43,653	74.1	38,253	73.4
	Standard of Excellence	Very High	Maintained	Excellent	385	17.4	325	16.3	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	18	66.7	12	81.5	1,527	64.4	1,503	66.8
	Standard of Excellence	High	Maintained	Good	18	22.2	12	20.2	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	High	Improved	Good	386	75.6	327	70.1	43,451	65.1	38,360	66.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	386	16.8	327	16.5	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	17	64.7	10	82.1	1,469	57.2	1,489	63.3
	Standard of Excellence	High	Maintained	Good	17	23.5	10	18.1	1,469	11.2	1,489	12.5

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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.

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**Measure Evaluation Reference - Achievement Evaluation**

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

**Notes:**

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%.

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**Improvement Table**

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

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

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

**Overall Evaluation Table**

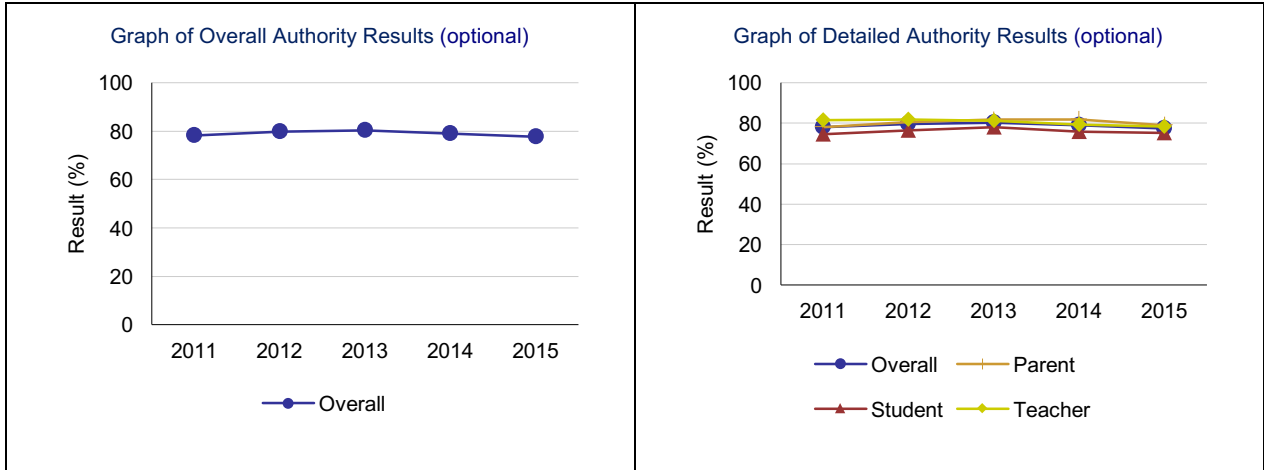
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

**Program of Studies – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	78.1	79.7	80.4	79.1	77.6	80.9	80.7	81.5	81.3	81.3
Teacher	81.7	82.0	81.2	79.4	78.5	87.6	87.3	87.9	87.5	87.2
Parent	78.1	80.7	81.8	81.9	79.1	78.3	78.1	78.9	79.9	79.9
Student	74.5	76.5	78.2	75.9	75.1	76.9	76.9	77.8	76.6	76.9

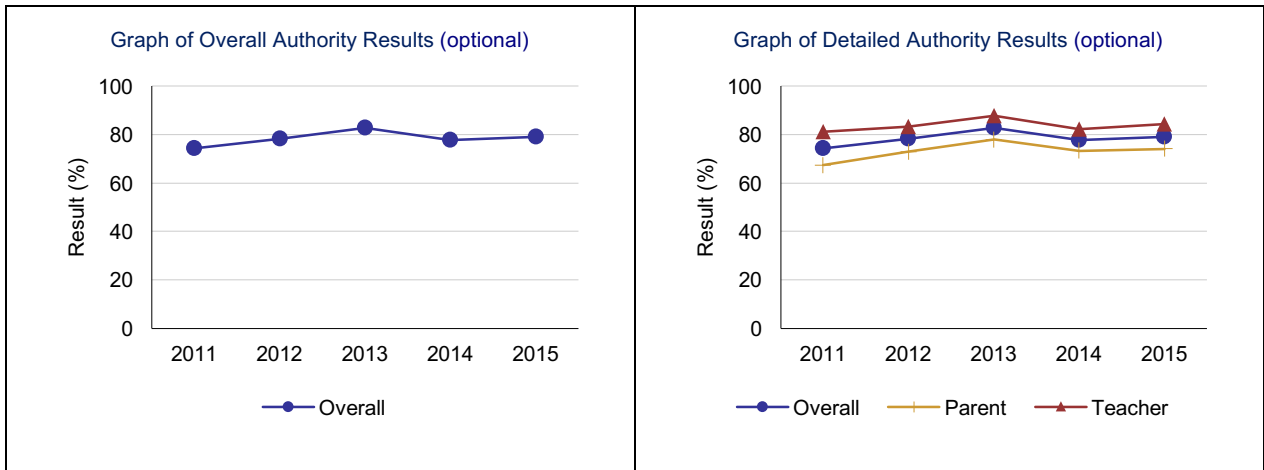


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**Parental Involvement – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	74.2	78.2	82.9	77.8	79.2	79.9	79.7	80.3	80.6	80.7
Teacher	81.1	83.3	87.9	82.3	84.3	88.1	88.0	88.5	88.0	88.1
Parent	67.4	73.0	77.9	73.4	74.1	71.7	71.4	72.2	73.1	73.4



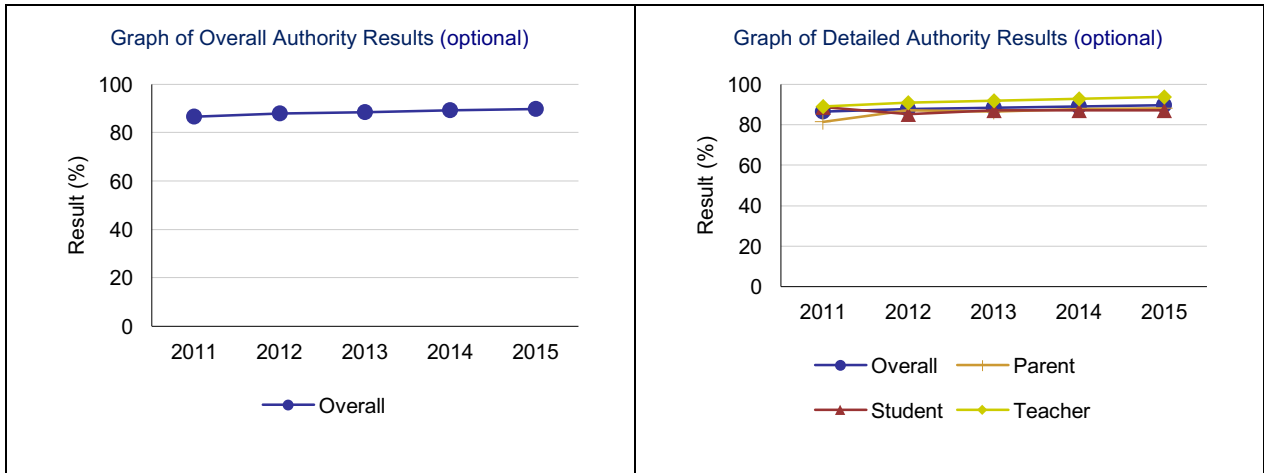
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**Education Quality – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	86.5	87.8	88.5	89.2	89.8	89.4	89.4	89.8	89.2	89.5
Teacher	89.1	91.1	91.8	93.0	93.9	95.5	95.4	95.7	95.5	95.9
Parent	81.6	87.2	86.6	87.7	88.2	84.2	84.2	84.9	84.7	85.4
Student	88.8	85.1	87.1	87.0	87.3	88.5	88.6	88.7	87.3	87.4

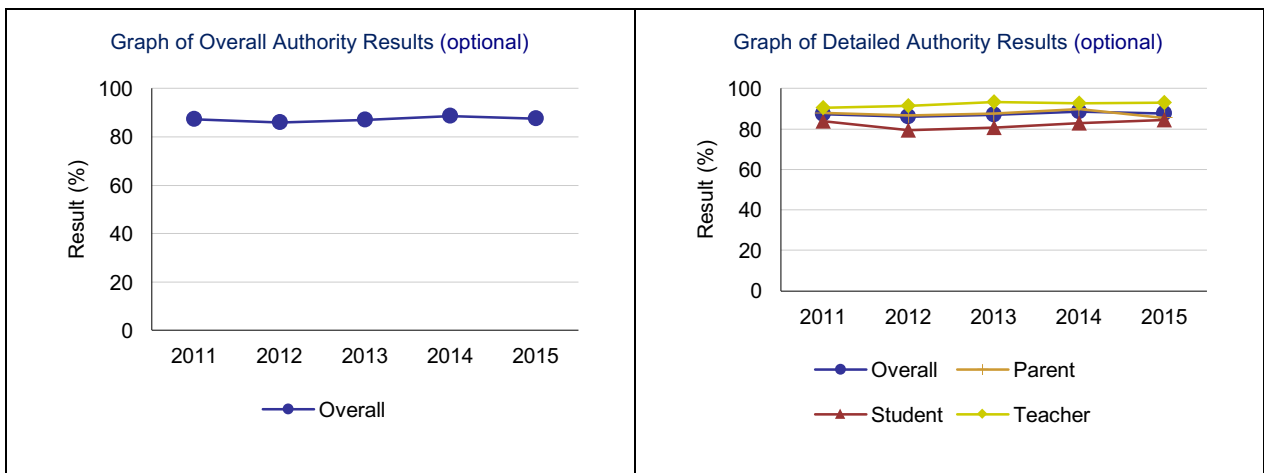


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**Safe and Caring – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	87.3	85.9	87.1	88.5	87.6	88.1	88.6	89.0	89.1	89.2
Teacher	90.5	91.5	93.2	92.8	93.0	94.5	94.8	95.0	95.3	95.4
Parent	87.8	86.8	87.5	89.9	85.4	86.6	87.4	87.8	88.9	89.3
Student	83.8	79.5	80.7	82.8	84.3	83.3	83.7	84.2	83.1	83.0

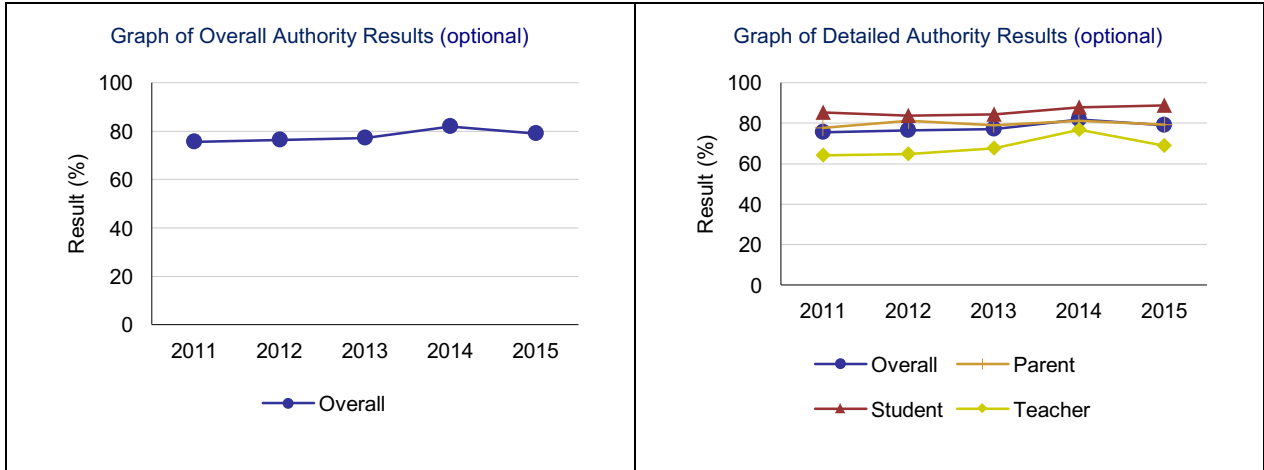


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**School Improvement – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	75.7	76.5	77.1	81.9	79.0	80.1	80.0	80.6	79.8	79.6
Teacher	64.2	64.7	67.6	76.7	68.8	80.1	81.1	80.9	81.3	79.8
Parent	77.7	81.2	79.1	81.1	79.3	77.3	76.2	77.9	77.0	78.5
Student	85.2	83.7	84.5	87.8	88.9	82.9	82.7	82.9	81.2	80.7



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