

Combined 3-Year Education Plan 2020-2023 and Annual Education Results Report (AERR) 2019-2020



FORT McMURRAY
CATHOLIC SCHOOLS

Message from the Board Chair

The Fort McMurray Catholic School Division is pleased to present our Three Year Education Plan. As it outlines our commitment to exceptional education grounded in the Catholic faith, it also reflects our focus on accountability, economic sustainability, and increased collaborative engagement with our students, families, and community. In developing this 3-year plan alongside our schools and their school communities, we strategically prioritize to maximize opportunities for student success in a holistic perspective – academically, spiritually, and physically. We firmly believe this plan serves as a solid functional guide for the operation of our Division that will ensure rich learning experiences, consistently building social justice, faith, and environmental stewardship into our education process.

We are so proud of our dedicated staff members and community partners who share our vision and commitment to providing exceptional teaching, innovative learning, and commitment to faith. Through this our students continue to thrive as positive contributors to their community and develop as lifelong learners.



Cathie Langmead, Chair
Fort McMurray Catholic Board of Education
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Accountability Statement

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Fort McMurray Catholic Board of Education were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan for 2020/2023 on December 14, 2020.

A handwritten signature in cursive script, reading "Cathie Langmead".

Cathie Langmead, 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 Schools, your faith based choice for publicly funded education.

As a Catholic School Division, 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 growing community with a significant influx of immigrant families.

Fort McMurray Catholic Schools provides educational services in twelve facilities – two high schools (Grades 7 to 12) and ten elementary schools. A Virtual Learning program focusing on Grades K-12 has opened to support families who choose to have their children in a virtual learning environment. Additionally, Sacred Heart Academy opened September 2020 and focuses on meeting the needs of at-risk learners Grades 10-12. 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, First Nations Métis Inuit studies (FNMI), Career & Technology Foundations, Registered Apprenticeship Program (RAP), Work Experience and Cooperative Education Programs within the business community, STEM interdisciplinary approach, 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 Division 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.

The Division follows a modified school calendar that allows for 15 job-embedded professional learning days, plus an additional 6 professional development days. In addition, a First-Year Teacher Mentorship program supports beginning teachers in moving from university into a successful teaching experience.

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 390 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. An opportunity exists for the Collaboration of Catholic School Councils committee, with representation from every school council, to meet 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.

Inclusive Education - Student Services

Fort McMurray Catholic Schools provides a variety of supports to meet the diverse needs of learners. Our first placement is inclusive, having children placed with their peers in their neighborhood 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 Division program.

Philosophy

Our schools aim to develop the individual intellectual, physical, social, emotional, ethical, spiritual potential of all students 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 is valued as a contributing member of our community.
- Every individual has the right to live a life of dignity and respect.
- Every individual should have the opportunity to develop tools of resiliency to support them in their lifelong learning.
- Every individual must be provided with the opportunity to be educated in an environment that will promote his or her abilities to the highest achievement as a full participating respected member of society.
- Every individual or family will be able to access services to support personal well – being and develop the tools necessary for resiliency.

Inclusive Education Goals

- To provide Early Learning; Pre-Kindergarten, Kindergarten and 2 Full Day Kindergarten Programs with certified teachers, to ensure children have the highest quality experience for their 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 activities 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 as early learners.
- Two full-day Kindergarten Programs housed at one inner city school is available for children ages 4.5-6.0 years. Program development focuses on play-based approaches for language and literacy development to give them a "jump start" into reading.
- Students in Grades 1 to 6 with mild – moderate literacy needs will have access to push-in or pullout 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/writing developmental needs. With parents and the student, the school team implements 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 Division Specialists, Classroom Support Teachers, School Counselors, Mental Health Therapists and teachers to develop their skills in supporting children with special needs.
- FMCS D will continue to work in partnership with North East Alberta Fetal Alcohol Network (NEAFAN) and Glenrose Childhood Developmental Clinic(s) to work with regional teams and experts to have access to specialized consultants for teachers and families.
- 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:
 - Early Entry Program – Pre Kindergarten (2.6 yrs to 3.8 yrs)
 - Primary Independent Program (Grades 2 to 6)
 - Junior Independent Program (Grades 7 to 12)

- Junior Transition Program for Children with complex emotional needs (Grades 1 to 4)
- Junior Vocational Education Program (Grades 7 to 9)
- Senior Vocational Education Program (Grades 10 to 12)
- Father Merc Café – Work experience for students with special needs (Grades 7 to 12)
- FMCS D will continue to provide school counseling, parent coaching and 3.0 FTE Mental Health therapy at the universal, targeted and individual levels.
- FMCS D will continue to promote a respectful, safe environment and provide the needed resources for LGBTQ students and families.
- FMCS D will continue to expand the use of Edse m b l i and Clevr to simplify the development of ISP Plans for teachers (ECS to Grade 12) with a focus on Grades 7 to 9 for teacher accommodations and trauma sensitive wellness plans.
- FMCS D will continue Out of School Care Programs to provide licensed before/after school care where students experience a safe, play based, structured and supportive environment.
- FMCS D will focus on an integrated Mental Health Approach in partnership with Alberta Health Services, Mental Health and Addictions, Psychologists Association of Alberta and local physicians to provide a continuum of resources and supports for Mental Health.
- FMCS D in partnership with Bethel Happy Day Care will offer five Day Care Programs to provide licensed Child Care for families to increase community access to services and experience a safe, play based, structured and supportive environment.

Trends and Issues

- As we continue to rebuild following our recent disasters (Wildfire and flood), there is an increasing demand on community mental health resources for students and families that include addictions counseling, trauma therapy, psychiatric services and a need for integrated case management services for teens suffering depression and suicidal ideation.
- As a result of the Alberta government's First Nation Metis Inuit (FNMI) Framework and subsequent funding, expectations for academic and career success for FNMI students continue to increase.
- 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 schools have surfaced in relation to conflicting cultural norms, school readiness, school procedures, and communication due to language barriers.
- Recruiting teachers continues to require extensive recruitment and cost due to a nationwide teacher shortage.
- A lack of available substitute teachers is causing a significant strain on our teachers and programming, as they have to provide internal coverage when teachers are absent due to illness or professional development activities.
- Lack of available casual replacement support staff negatively affects special education program continuity and quality, requiring constant recruitment, hiring and training of new staff.
- There is an increase in the number of students requiring complex medical support in our Early Learning Programs.
- Counseling and mental health services continues to increase creating more issues for families in our community that impacts our ability to provide services for all of the children and families in need of assistance.
- According to statistics in our community, there is a higher rate of domestic violence, family separation, divorce and families living in poverty.
- The availability of services and the high costs for contractors remain an issue for the Division and impacts the budget.
- Due to projected Provincial Budgets, we have a need to re-examine our Strategic planning and realign our priorities.

Summary of Accomplishments

- In previous years, we have maintained a high level of achievement of Provincial Achievement Test (PAT) results in Grade 6.
- In previous years, students continue to do as well as the province in the diploma exams.
- We have maintained an outstanding dropout rate of 0%.
- Outstanding 3-year completion rate of 90.3%.
- Outstanding dropout rate of 0% for our FNMI students.
- Outstanding 3-year completion rate of 89.2% for our FNMI students.
- 71.4% of our students applied for Rutherford Scholarships.
- Our schools continue to receive a high rating in the Safe and Caring category, 88.6%.
- The Division remains dedicated to Continuous Improvement, which is evidenced by the very high rating, 82.3%.
- High rating in the Citizenship category, 81.1%.
- High rating in the Education Quality and Program of Studies categories, 88.6%.
- Seven Out of School Care Programs are fully accredited.
- Continued partnership with APPLE Schools has reached sustainability at the elementary level and supports our continued move toward sustainability of the Healthy Schools Initiative at the secondary level.
- 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 professional learning opportunities to engage in job-embedded professional learning.
- The Division continued to refine a process of sharing among school families that meet on a regular basis to share resources and strategies.

- Through the framework of a modified calendar, junior and senior high students were provided with Tutorial Fridays where they could seek additional academic support.
- Both High Schools included a flex block in the school day to provide extra support to students in core subject areas, Grades 10 to 12.
- The Division 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. We have maintained a high success rate.

Combined May 2020 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Fort McMurray Roman Catholic S			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.6	87.8	88.4	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	801.8	80.1	79.7	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	88.6	89.2	88.6	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	0.7	0.0	0.3	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	90.3	89.2	87.7	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.5	79.0	80.3	73.8	73.6	73.6	Intermediate	Declined	Issue
	PAT: Excellence	17.9	19.7	19.4	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.2	82.5	83.3	83.6	83.7	83.1	Low	Declined	Issue
	Diploma: Excellence	13.9	15.7	14.8	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	56.8	51.4	52.7	56.4	56.3	55.6	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	71.4	71.3	71.7	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	61.1	52.9	53.0	60.1	59.0	58.5	High	Improved Significantly	Good
	Work Preparation	77.9	79.6	76.6	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	81.1	80.5	81.0	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	78.6	77.0	76.4	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	82.3	81.5	82.2	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Combined May 2020 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure	Fort McMurray Roman Catholic S (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.7	0.0	0.3	5.5	5.4	5.3	Very High	n/a	n/a
	High School Completion Rate (3 yr)	87.8	88.0	88.0	55.8	56.6	54.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	64.5	72.5	72.2	54.0	51.7	51.9	Very Low	Declined	Concern
	PAT: Excellence	10.6	13.3	11.7	7.4	6.6	6.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.0	82.4	85.2	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	12.7	7.9	10.6	11.4	11.0	10.6	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	42.4	36.6	42.5	24.4	24.6	23.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	63.8	63.3	62.8	39.1	37.1	35.7	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	53.0	53.2	50.3	35.0	34.2	33.0	Intermediate	Maintained	Acceptable
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.4	68.8	81.6	79.0	77.5	82.0	Intermediate	Declined	Issue	84.0	87.0	90.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.0	20.6	19.1	19.7	17.9	20.0	Intermediate	Maintained	Acceptable	22.0	24.0	26.0

Comment on Results

- Our elementary schools continue to do excellent work in preparing our students to enter high school.
- We believe providing literacy PD to teachers will support the improvement of student performance.
- We believe a strong Early Learning program will have an impact towards high success.

Strategies

CONTINUE

- Under the direction of the Deputy Superintendent Inclusive Education, deliver of a Division Literacy Certification program for Support Staff.
- Under the direction of the Deputy Superintendent Inclusive Education, Principals and Classroom Support Teachers (CST), the schools will continue to refocus their literacy interventions by supporting a consistent Division wide standard of practice.
- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, and in partnership with Child and Family Services/FSCD, school and home supports are integrated.
- Under the direction of the Deputy Superintendent Inclusive Education and the Early Learning Education Team, focus on early learning programs in pre-Kindergarten and Kindergarten to provide age appropriate early intervention. (EYE evaluation; IPP / ISPP development; family support sessions).
- Under the direction of the Deputy Superintendent Inclusive Education and Elementary School Principals, continue to provide ongoing Leader in Me Training and implement Leader in Me philosophy within our Catholic virtues in all elementary schools.

- Under the Direction of the Associate Superintendent of Business and Finance, maintain a Division site license for select literacy and numeracy programs with home and school based learning opportunities.
- Under the direction of the Director of Curriculum, Instruction and Assessment, School Principals will continue to support and monitor literacy and numeracy practices in their facilities, ensuring a balanced instructional approach is maintained with an end goal of increasing student performance to address the learning gap due to COVID school closure mid-March 2020 to school year end.
- Under the direction of the Director of Curriculum, Instruction and Assessment and School Principals, continue to implement instructional strategies, assessment tools and experiential learning opportunities for English Language Learners.
- Under the direction of High School Principals, continue to focus on literacy and numeracy instruction across all curriculums with the end goal of increasing academic performance.

NEW

- Under the direction of the Superintendent, Director of Curriculum, Instruction and Assessment and High School Administrative teams, implement a plan for infusing Visible Learning practices into Grades 7 to 12 classrooms.
- Under the direction of Elementary School Principals, administrative and teacher teams will focus on program alignment and the implementation of targeted support in all areas as a means to address learning gaps as a result of COVID school closures.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.0	85.2	84.1	82.5	78.2	80.0	Low	Declined	Issue	82.0	84.0	88.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.9	17.4	14.0	15.7	13.9	15.0	Intermediate	Maintained	Acceptable	17.0	19.0	21.0

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 to 12.

Strategies

- Under the direction of the Superintendent, one Learning Coach and one Educational Technology Specialist will be maintained to shift the use of technology from supporting teaching, to supporting student use of technology in the creation and sharing of knowledge.
- Under the direction of the Superintendent and the Director of Curriculum, Instruction and Assessment, provide opportunities for French Immersion students to write DELF examinations.
- Under the direction of the Superintendent, High School Principals continue to monitor improvement in student achievement.
- Under the direction of the Deputy Superintendent Inclusive Education, with the support of the Technology Facilitator and CSTs, classroom teachers will use assistive technology supports for students with learning needs in all schools Grades K to 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, continue to implement a flex block schedule into the school day to provide extra support to students in core subject areas Grades 10 to 12.

NEW

- Under the direction of the Superintendent and Associate Superintendent of Business and Finance, establish a team to coordinate the implementation of the EDSBY K-12 learning management system as a tool to support digital learning, assessment/reporting and home/school communication.

- Under the direction of High School Principals, administrative and teacher teams will focus on program alignment and the implementation of targeted support in the areas of literacy, numeracy and ELL as a means to address learning gaps as a result of COVID school closures.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	80.8	83.0	88.8	85.1	89.2	90.0	Very High	Improved	Excellent	92.0	94.0	95.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	40.8	46.5	10.3	54.1	51.4	53.0	Intermediate	Maintained	Acceptable	55.0	57.0	59.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.6	1.0	0.3	0.6	0.0	0.0	Very High	Improved Significantly	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.6	58.9	56.5	49.7	52.9	54.0	Intermediate	Maintained	Acceptable	56.0	58.0	60.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	61.1	66.7	77.0	71.3	73.0	High	Maintained	Good	75.0	77.0	79.0

Comment on Results

- As a Division philosophy, we search for alternate paths for success versus having students withdraw from school, such as Flex Block options, Learning Resource Centre and Friday tutorials, which are implemented at both High Schools.

Strategies

- Under the direction of the Deputy Superintendent Inclusive Education and School Counselors, continue to expand preventative approaches to mental health issues, using whole class and small group sessions to promote trauma sensitive approaches.
- Under the direction of the Deputy Superintendent Inclusive Education, High School Principals, Division Learning Coach and school learning teams, identify high-risk students and develop wrap around supports that include medical, academic and mental health intervention.
- Under the direction of the High School Principals, continue to staff a Personalized Learning Centre in each facility.
- Under the direction of the Principal of Holy Trinity High School, continue to provide a sheltered classroom approach for ELL students new to the school.
- Under the direction of the Principal of Father Mercredi High School, continue to develop and implement a program to support the needs of ELL students.

NEW

- Under the direction of the Superintendent, open Sacred Heart Academy focused on supporting Grades 10 – 12 at-risk students to complete high school.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.8	83.6	82.3	80.3	80.5	82.0	High	Declined	Acceptable	84.0	86.0	88.0

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.

Strategies

CONTINUE

- Under the direction of the Deputy Superintendent Inclusive Education and Elementary School Principals, continue to embed the Leader in Me philosophy and practice within the school setting as a means to develop future leaders and citizens.
- Under the direction of the School Principals, the Religious Education Lead and the Parish Youth Minister, offer grade specific youth retreats.
- 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 High School Principals and High School Chaplains, offer a Grad retreat for Grade 12 students if possible.
- 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 Communications Officer, continue to increase social media presence highlighting examples of active citizenship.

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

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate /Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.6	*	72.0	72.5	64.5	66.0	Very Low	Declined	Concern	68.0	70.0	72.0
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).	14.8	*	10.1	13.3	10.6	14.0	Low	Maintained	Issue	15.0	16.0	17.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	77.6	87.5	88.1	82.4	82.0	85.0	Intermediate	Maintained	Acceptable	86.0	87.0	88.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.4	13.4	13.2	7.9	12.7	15.0	Intermediate	Maintained	Acceptable	17.0	18.0	20.0

Comment on Results

- Diploma results have been consistent in the acceptable category.
- Achievement Tests continues to be a focus.
- Early literacy and numeracy supports continue to be in place for FNMI students.

Strategies

CONTINUE

- Under the direction of the Superintendent, maintain 12 FTE FNMI Family Liaison workers with the direction to identify FNMI students, improve attendance and academic achievement.
- Under the direction of School Principals, ensure supports are in place to meet the needs of our increasing FNMI population.
- Under the direction of Elementary School Principals, direct Liaisons to offer literacy and numeracy support to FNMI students.
- Under the direction of the High School Principals, direct the Counsellors and Vice Principals to support strategies for FNMI students to continue academic success through high school and on to post-secondary education.

- Under the direction of the High School Administrative team, support FNMI students to transition successfully from feeder schools into the Grades 7 to 9 middle schools.
- Under the direction of the High School Administrative teams, continue to provide support to FNMI families of Grades 7 to 12 students.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	82.5	74.2	85.7	90.3	88.0	90.0	Very High	Maintained	Excellent	91.0	92.0	93.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	33.0	31.8	2.8	48.4	36.6	38.0	Low	Maintained	Issue	40.0	42.0	44.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.8	1.6	0.6	0.4	0.0	0.0	Very High	Improved	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	42.7	45.4	54.3	43.4	53.2	55.0	Intermediate	Maintained	Acceptable	57.0	58.0	59.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	43.8	54.5	70.7	63.3	65.0	Intermediate	Maintained	Acceptable	67.0	69.0	70.0

Comment on Results

- Our FNMI Drop Out rate is exceptional.
- Counselors support applications for Alexander Rutherford Scholarships.
- High school completion remains high.
- We host an annual Traditional Celebration of Achievement honoring the graduation of our FNMI students.
- Division nomination of FNMI students for the Regional Aboriginal Recognition Awards.
- School visits to outlying FNMI communities to conduct Parent – Teacher Interviews.
- Aboriginal Entrepreneurship program completed its eighth year of operation.

Strategies

CONTINUE

Under the direction of the Superintendent, Indigenous Principal Lead and School Principals, build relationships with our local Indigenous communities.

- Under the direction of the Superintendent, each school or a combination of schools, when safe to do so, will hold events during the school year to include FNMI parents and families to feel at home in their schools.

- Under the direction of the Superintendent and the Indigenous Lead, provide opportunities for School Administrators to attend FNMI Conferences virtually.
- Under the direction of the Superintendent and School Principals, create a culture of respect and safety for our First Nations, Metis and Inuit students by building student capacity for intercultural understanding, empathy and mutual respect by implementing a professional development plan that ensures students, staff and school leaders learn about FNMI perspectives and experiences, treaties and the history and legacy of residential schools (Heart Garden, ARPDC resources – Foundational Knowledge Conversation Guide series, Elder visits to schools, Aboriginal Author visits, attend local treaty days).
- Under the direction of the Director of Curriculum, Instruction and Assessment and Indigenous Lead, implement EEP to grade 12 Curriculum and learning resources focused on Indigenous people in Canadian history and the history and legacy of residential schools.
- Under the direction of the Director of Curriculum, Instruction and Assessment and the Indigenous Lead, when safe to do so, distribute Indigenous kits to teachers Grades K to 12 as a means to support TQS #5, Applying Foundational Knowledge and First Nations, Metis and Inuit.
- Under the direction of the Director of Curriculum, Instruction and Assessment, continue to collaborate with Metis Local 1935 to explore the involvement of local elders to create Indigenous kits reflective of our local context.
- Under the direction of the High School Principals, High School Career Counseling services will 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 Principal of Father Mercredi High School, continue to offer the Paul Martin Foundation Youth Aboriginal Entrepreneurship Program for FNMI students in Grades 11 and 12.
- Under the direction of High School Principals and Liaisons, school staff will continue to build relationships with rural Indigenous communities and their families.
- Under the Direction of School Principals, provide learning opportunities for staff to support the implementation of TQS #5, Applying Foundational Knowledge and First Nations, Metis and Inuit.

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	77.6	82.5	79.2	80.0	80.1	82.0	High	Maintained	Good	84.0	86.0	88.0

Comment on Results

- Fort McMurray Catholic Schools continues to work collaboratively with Oilsands industry / Community Partners to develop programs that provide career opportunities for our students such as RAP and Dual Credit.
- The Division offers Robotics, Health Sciences modules, Science and Technology courses, Dance, Theatre, Drama, Piano, Media Arts and Sports Academies (where possible adhering to COVID guidelines) to increase student engagement and support a broad program of studies.
- Our fine arts programs and science and technology programs at our Grades 7 to 12 schools provide opportunities for students to continue on into post-secondary education and career pathways.
- The Division continues to have a focus on Computer Science (Coding) programs in our elementary schools.
- Father Mercredi Science and Technology Centre provide opportunities for students to explore classes and a multitude of courses such as: Power Engineering, Health Sciences, Instrumentation, Entrepreneurship, Electrical Engineering, as well as traditional trades based courses.
- Holy Trinity High School provides opportunities for students to explore a variety of courses related to the Arts, as well as RAP, Dual Credit, internships and work experience.

Strategies

CONTINUE

- Under the direction of the Superintendent, Principals will develop school goals, which contribute to quality teaching and learning opportunities for students.
- Under the direction of Senior Administration, Principals and Vice Principals, permeate our faith into the learning process through a focus on our Four Core Values, Virtues and Habits.

- Under the direction of the Director of Curriculum, Instruction and Assessment and the Religious Education Lead, continue to provide support for the implementation of new Religious Education Programs in the Division.
- Under the direction of the Director of Curriculum, Instruction and Assessment, in partnership with ERLC, provide professional development opportunities for teachers and Administration.
- Under the direction of the Principal of Holy Trinity High School, continue to implement an Aviation course offering within CTF.

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	87.6	90.0	89.8	87.6	87.8	89.0	High	Declined	Acceptable	90.0	91.0	92.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.8	89.7	89.0	87.5	89.2	90.0	High	Maintained	Good	91.0	92.0	93.0
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.	79.1	82.3	76.0	74.3	79.6	83.0	High	Maintained	Good	85.0	86.0	87.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	69.1	70.1	66.4	64.2	71.1		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.2	80.2	75.6	76.7	77.0	80.0	Intermediate	Maintained	Acceptable	82.0	84.0	86.0
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.	79.0	82.9	84.3	80.6	81.5	84.0	Very High	Maintained	Excellent	85.0	86.0	87.0

Comment on Results

- Our students are provided with multiple career exploration opportunities through RAP, internships, Dual Credit and work experience programs in partnership with Careers Next Generation.
- Our high school students continue to be provided with the opportunity to participate in and complete the Safe Start Safety and Performance Training program.
- The Division provides Leader in Me opportunities in all of our Elementary Schools.
- The Division continues to partner with Apple Schools to provide a Facilitator who works directly with teachers, students and families in the area of healthy living.
- We believe our religious identity and focus on our four core values and virtues continue to positively influence these results.
- Fort McMurray Catholic Schools are highly recognized as being involved in a multitude of community services projects throughout our region.

- Implemented a School Messenger System that has the capacity to keep parents and staff informed.
- In collaboration with the local RCMP, we have developed an Emergency Response Plan.
- Meaningful input is received from School Councils on the direction of school goals.
- Fort McMurray Catholic Schools has a philosophy of continuous improvement. Each year we endeavor to be better than the year before.
- The School Board of Trustees developed a Strategic Plan to provide focus for the system into the future.
- Time provided for job embedded Professional Learning Communities allows teachers an opportunity to work with colleagues to enhance classroom practice.
- A continued focus on meeting the needs of students entrusted into our care.

Strategies

CONTINUE

Under the direction of the Superintendent and Senior Leadership team, realign our Three Year Business Plan to the new Assurance model.

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 Superintendent, host a minimum of two Collaboration of Catholic School Councils meetings during the school year.
- Under the direction of the Superintendent, continue to offer a Catholic Leadership Program in an effort to build capacity within the Division.
- Under the direction of the Superintendent and Administrative team, schools will deliver a well-rounded curriculum, which allows for experiential and real life learning.
- Under the direction of the Superintendent and the Religious Education Lead, Division faith needs and values will be developed and implemented in Division schools.
- Under the direction of the Superintendent and Religious Education Lead, build upon the relationship between the Parish Priests and Division Schools by purposely living our theme of “Lead with Compassion”.

- Under the direction of the Superintendent, School Administrators will collaborate in School Family teams to support the implementation of School and Division goals.
- Under the direction of the Superintendent, School 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 Division Three-Year Plan review.
- 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 Grade 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, continue to employ a 0.5 FTE Chaplin at Father Mercredi High School and Holy Trinity High School.
- Under the direction of the Deputy Superintendent Inclusive Education and the Father Mercredi High School Principal, continue to develop work experience opportunities for the Vocational Education students following appropriate precautions.
- Under the direction of the Deputy Superintendent Inclusive Education and High School Principals, develop community transition plans with Community Social Services for students with special needs in an effort to increase options following completion of school.
- Under the direction of the Deputy Superintendent Inclusive Education and Elementary School Principals, incorporate Leader In Me – a trauma informed approach, in our elementary schools connected to our Four Core Values.
- Under the direction of the Deputy Superintendent Inclusive Education and School Principals, utilize and monitor a comprehensive approach to school safety to understand and use threat assessment procedures (VSTAG).
- Under the direction of the Deputy Superintendent Inclusive Education, School Principals and School Counselors, continue to improve the safe and caring environment within each school facility through the implementation of positive behavior supports.
- Under the direction of the Deputy Superintendent Inclusive Education, maintain School Counselors in each facility and 3.0 FTE Psychologists to provide consistent counseling and mental health supports across schools.
- Under the direction of the Deputy Superintendent Inclusive Education and School Principals, continue to focus on a Wellness and Mental Health Sustainability Plan to support staff and students in utilizing personal wellness strategies.

- Under the direction of the Deputy Superintendent Inclusive Education, counseling services, parent-counseling services and student support groups (GSA) will be provided to support our LGBTQ community.
- Under the direction of the Deputy Superintendent Inclusive Education and the respective Principals, continue to support our Out-of-School Care Programs, to provide a safe environment to students before and after school.
- Under the direction of the Associate Superintendent Human Resources, implement professional development related to Teacher, Principal, and Leadership Quality Standards.
- Under the direction of the Associate Superintendent Human Resources, implement Division Certificated Staff evaluations using the new Teacher and Leadership Quality Standards.
- Under the direction of the Director of 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 Director of Curriculum, Instruction and Assessment, provide support to teachers new to the profession as a component of the Division's New Teacher Orientation and Mentorship program.
- Under the direction of the School Principals, implement school goals related to our faith based initiatives.
- Under the direction of School Principals, develop and implement school goals with a focus on school improvement.
- Under the direction of School Principals, School and Division staff will continue to encourage our students to participate in authentic real world projects.
- Under the direction of School Principals, continue to develop Community Partnerships to enhance student programming.
- 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 High School Principals, deliver the Fourth R Program, which focuses on the mental health of our adolescent youth, in Grades 7 to 9.

NEW

- Under the direction of the Superintendent, connect with the local RACID committee to provide resources in an effort to learn more about the Black Lives Matter Movement.
- Under the direction of the Superintendent and Senior Administration team, organize and develop a strategic plan with input from School Administration, to focus on the future priorities of the Division.

Under the direction of the Senior Administrative team, develop and implement the COVID Relaunch Plan.

- Under the direction of the Deputy Superintendent Inclusive Education, and in conjunction with local agencies, develop an implementation plan to utilize Community-based Integrated Mental Health Service Hub for Youth.

Future Challenges

- We expect division enrollment to continue to increase.
- We possibly foresee a need to build a new 7-12 school in the future.
- Due to the high cost of facilities operations and maintenance and the high cost of providing transportation, a significant amount of instructional dollars is transferred to these areas.
- Significant in-migration has caused challenges and a strain on our teachers to provide English as a Second Language programming.
- There is a shortage of certificated substitute teachers and educational assistants to fill short and long-term leaves.
- As we move to recovery from local disasters, we continue to provide emotional support to families and staff with compounded complex mental health needs.
- There is a need for local child developmental pediatrics support and teen mental health treatment connections within the Alberta network of supports.
- Due to the high birth rate, young families need stronger connections and access to child development specialists (0-6) and pediatricians for medical support in our local health authority.
- Due to the high demands and high turnover rate for mental health therapists and Rehab specialists, there is a shortage of Counselors, Psychologists and Specialized Counselors (Sexual Assault, Addictions, Speech Language Pathologists, Occupational Therapists, Physical Therapists, Behavior Specialists and Low Incident Specialists) in the community at a cost to education.

Summary of Financial Results

The Catholic Board of Education had an operating deficit of \$ 1.18 M for the year ended August 31, 2020 compared to a surplus of \$ 391 K in the previous year. The financial results for the year were significantly impacted by the closure of school from mid-March to the end of August.

Revenues

Total revenues decreased by \$1.6 M (1.7 %) in 2020 compared to the previous year in the following area:

- Alberta Education Funding
- Alberta Human Services Child Care Grant
- Closure of Out of School Care Program
- Rental revenues for Suncor Energy Centre for Performing Arts (SECPA)
- Reimbursement of fees to parents for Student Transportation, Academies, Graduation events and Out of School Care Program

The largest funding reduction were in sales of services and products (\$ 1.1 M - 45%) and funding from the Government of Alberta (\$ 2.5 M – 3%)

Expenses

The Catholic School Division quickly adjusted its operations to reduce expenses in many areas while minimizing the impact on staff. Expense levels were reduced in the following area:

- Non-certificated salaries & benefits (\$ 2.3 M – 10%)
- Services, contracts and supplies: (\$ 506 K – 3.1%)

The tables and graphs below provide a more detailed view of the financial results for 2019 - 2020. The Audited Financial Statements notes and various supporting schedules are available on the Division Web Site at <https://fmcschools.ca/public-reports/> . The Division Office can also be contacted to obtain a printed copy of the AFS or to obtain more information on the financial statements.

School Generated Funds (SGF)

School Generated Funds (SGF) represent funds collected which have arisen from school-based activities. SGF are funds raised by activities that come under the control and responsibility of the School Principal. Revenues, expenses and the fund position as at fiscal year-end be reflected in note 15 of the Audited Financial Statements.

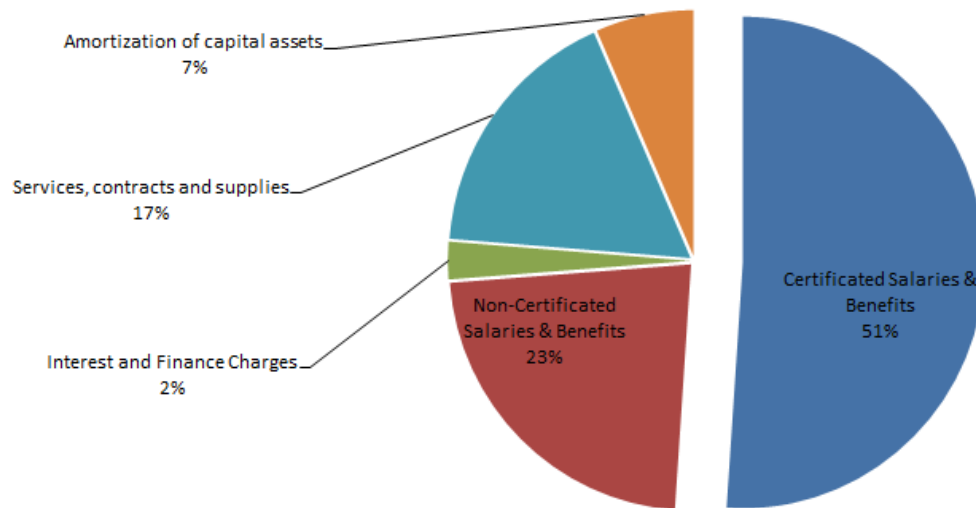
More information on SGF is available in [Administrative Procedure # 506](#)

Statement of Operations For the Year Ended August 31, 2019		
	Actual 2019	Actual 2018
Revenues		
Government of Alberta	\$82,556,335	\$84,374,286
Federal Government and First Nations	1,719,360	1,425,886
Property Tax	956,757	1,649,963
Fees	999,924	605,740
Sales of Services and Products	1,348,504	2,433,821
Investment income	628,507	1,019,111
Donations and Other Contributions	1,430,589	1,284,790
Other revenue	2,268,084	736,062
Total Revenues	\$91,908,060	\$93,529,659
Expenses by Block		
Instruction	\$73,098,765	\$72,753,509
Plant Operations & Maintenance	13,461,581	12,671,827
Transportation	1,662,913	2,121,347
Administration	3,003,963	2,951,745
External Services	1,856,582	2,640,018
Total Expenses	\$93,083,804	\$93,138,446
Operating Surplus (Deficit)	(\$1,175,744)	\$391,213

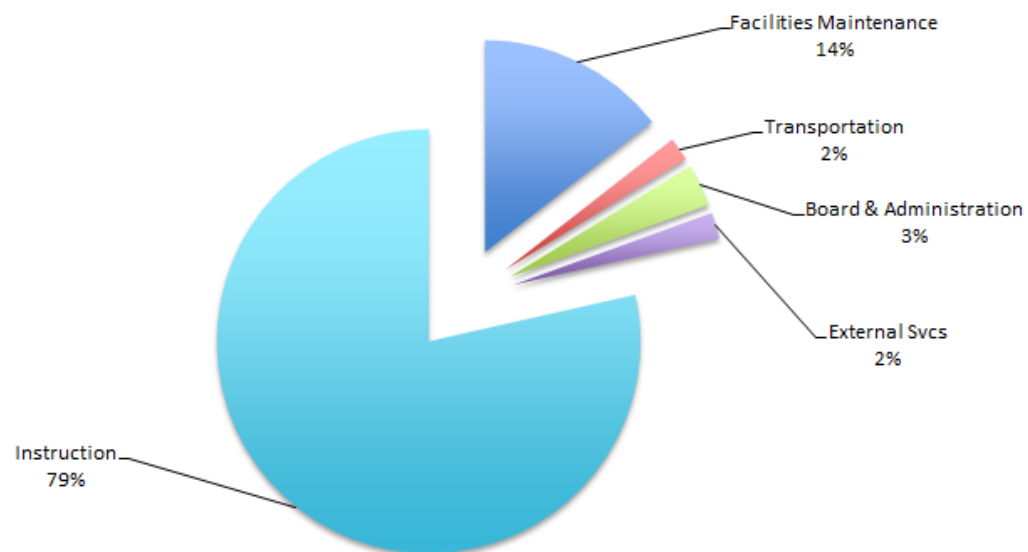
Comparative information is also available in a Provincial rollup of the audited financial statements (AFS) of school jurisdictions school. This report is available at:

<https://www.alberta.ca/k-12-education-financial-statements.aspx>

2019/20 Operating Expenses



2019/20 Expenditures by Block



Budget Summary

The 2020/21 Budget was approved by the Board of Trustees on June 15, 2020. The School Division is projecting an operating deficit of \$ 5 M for School Year 2020-21.

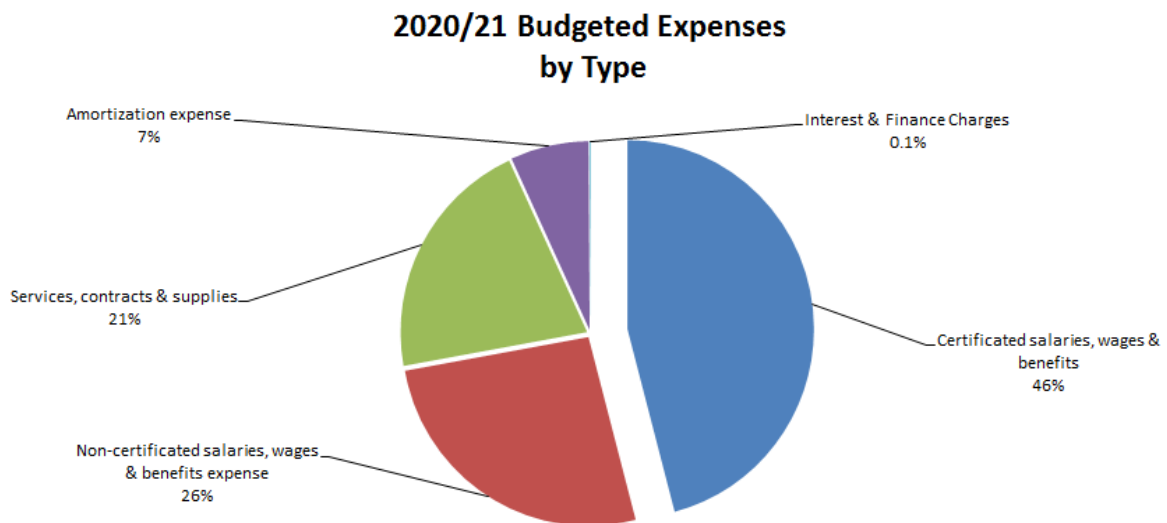
Although budgeting is more challenging than usual during the Pandemic, the school division is continuing to adapt to the changing environment to focus on our core activities and ensure all students have access to quality education. We are continuing to work within the approved budget.

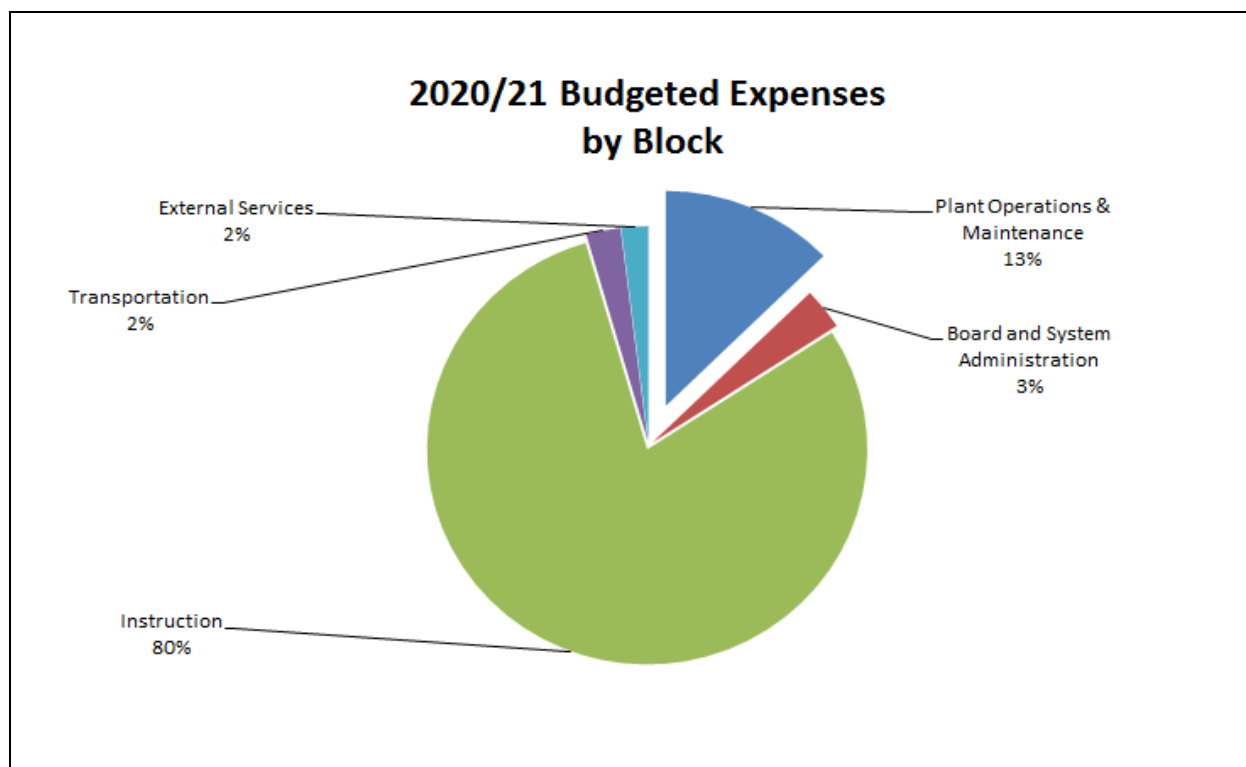
The School Division is continuing to plan for funding reductions over the next three years in a manner that will have the least impact on students.

Through prudent fiscal management in the past, the Division is fortunate to have the capacity to minimize the impact of this funding reduction in the short term. No layoffs are anticipated for the current School Year (2020/2021).

The Board continues to be fiscally responsible when it comes to using resources and serving our families. As in the past, the Board will continue to strive to allocate as many resources as possible to schools to support student learning.

The tables and graphs below provide a more detailed view of the 2020-21 Budget Report. The Budget Report is available on the Division Website on the [Public Report Page](#). For more information, please contact the School Division's Secretary-Treasurer.





Summary of Facility and Capital Plans

The School Division 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. The new Accelerated Capital Maintenance and Renewal funding initiative (CMR) announced by the Province in May 2020 permitted many of these projects to commence earlier than anticipated.

The following capital projects were either initiated or completed in School Year 2019-2020:

1. Replacement of 4 old portable classrooms at École St. Paul School with 3 new modular classrooms;
2. Replacement of external windows at École St. Paul School;
3. Repaving of Parking Lot at Father Beauregard School, Father Mercredi High School and the Service Support Centre;
4. Replacement of Radiant Heating Panels at Sister Mary Philips School;
5. Replacement of furnaces in 13 portable classrooms at Good Shepherd, St. Gabriel and St. Paul Schools;
6. Replacement of a section of the roof at Good Shepherd School;
7. Repair/Replace cracked concrete sidewalks (various schools);
8. Retrofit of lighting to LED at St. Anne, St. Gabriel and Father Mercredi High School;

9. Replacement of Fire Alarm panels in several schools.

The priorities for the next three years are summarized below:

Facilities

10. Replacement of Fire Alarm panels – Holy Trinity High School;
11. Replacement of Atrium Skylight Glazing – Father Mercredi High School;
12. Retrofit of lighting to LED in five (5) schools;
13. Replace High School Athletic Annex – Father Mercredi High School;
14. Repair/Replace cracked concrete sidewalks (various schools);
15. Repaving of Parking Lots – Various Schools;
16. Add Shelving in modular classrooms – Elsie Yanik Catholic School.

A copy of the Facility and Capital Plan is available on the District Web Page at:

<http://fmcschools.ca/public-reports>

Parental Involvement

For details please refer to the appropriate policy and requirements for planning and results reporting guide.

- 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 Division Administration, the School Principals held meetings to receive input on their school goals from their staff and School Councils.
- The Division plan is made public after it is presented to the School Board. It will be posted on the Public Reports page of our Division Website at fmcschools.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 Division senior administration team meets two times a year with School Principal teams to review progress and monitor implementation of strategies from the Three-Year Education Plan.

The Fort McMurray Catholic Schools at a Glance one-page report is posted on the Public Reports page of our Division Website at fmcschools.ca.

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.
- Public Interest Disclosure (Whistleblower Protection) has been in effect since June 2018. The policy is fully compliant with Alberta Government Public Interest Disclosure Act. AP405 is published on the About Us page under the section Administrative Procedures of the Division Web Site. A direct link to the policy is provided as follows:

[AP 409 - PUBLIC INTEREST DISCLOSURES](#)

- No disclosures were identified or reported to the Board during the 2019-20 School Year.

– Measure Details

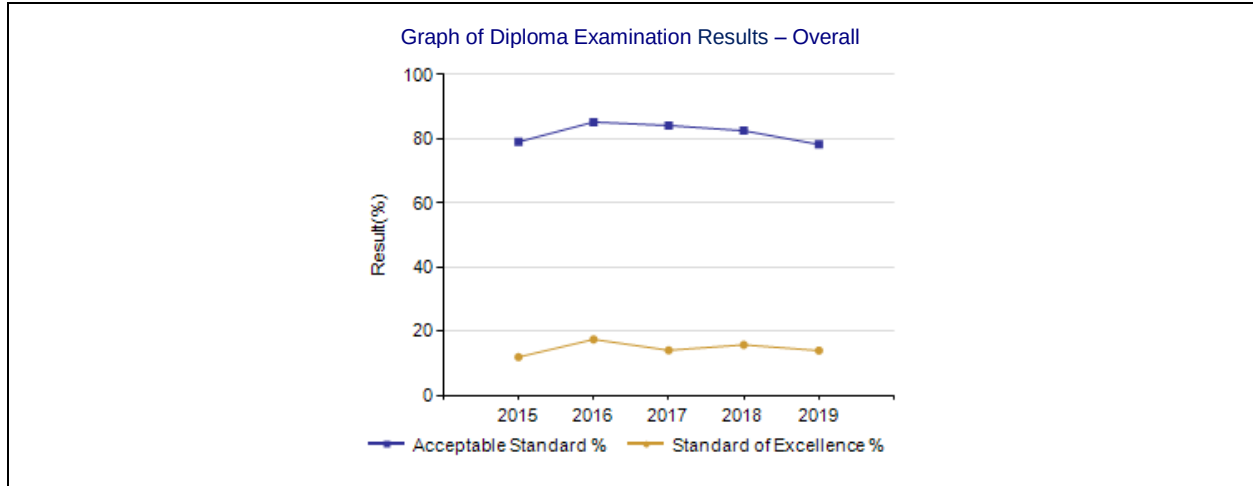
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	73.9	6.1	84.0	7.4	85.9	6.2	88.6	8.7	86.0	8.4		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	88.0	8.9	90.7	13.2	91.6	10.2	89.2	8.7	83.0	7.8		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	Authority	*	*	*	*	81.8	0.0	100.0	0.0	*	*		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	72.5	23.1	62.5	21.9	69.8	19.8	77.1	23.7	70.2	18.5		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	78.2	16.8	93.7	27.0	81.1	12.6	81.0	11.6	66.4	5.7		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	87.9	12.1	84.4	7.8	81.9	4.2	86.2	15.7	86.8	13.2		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	73.5	4.3	76.3	10.2	82.9	8.2	74.9	5.2	67.3	7.7		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	82.1	24.2	96.0	38.0	92.6	40.2	90.0	27.1	84.8	22.7		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	67.6	14.9	83.9	25.0	81.7	20.0	83.1	31.6	84.1	28.3		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	70.0	15.0	100.0	33.3	88.7	29.0	77.8	40.7	83.1	40.0		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	86.7	11.7	96.6	20.7	80.3	6.6	61.0	6.1	71.6	12.1		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

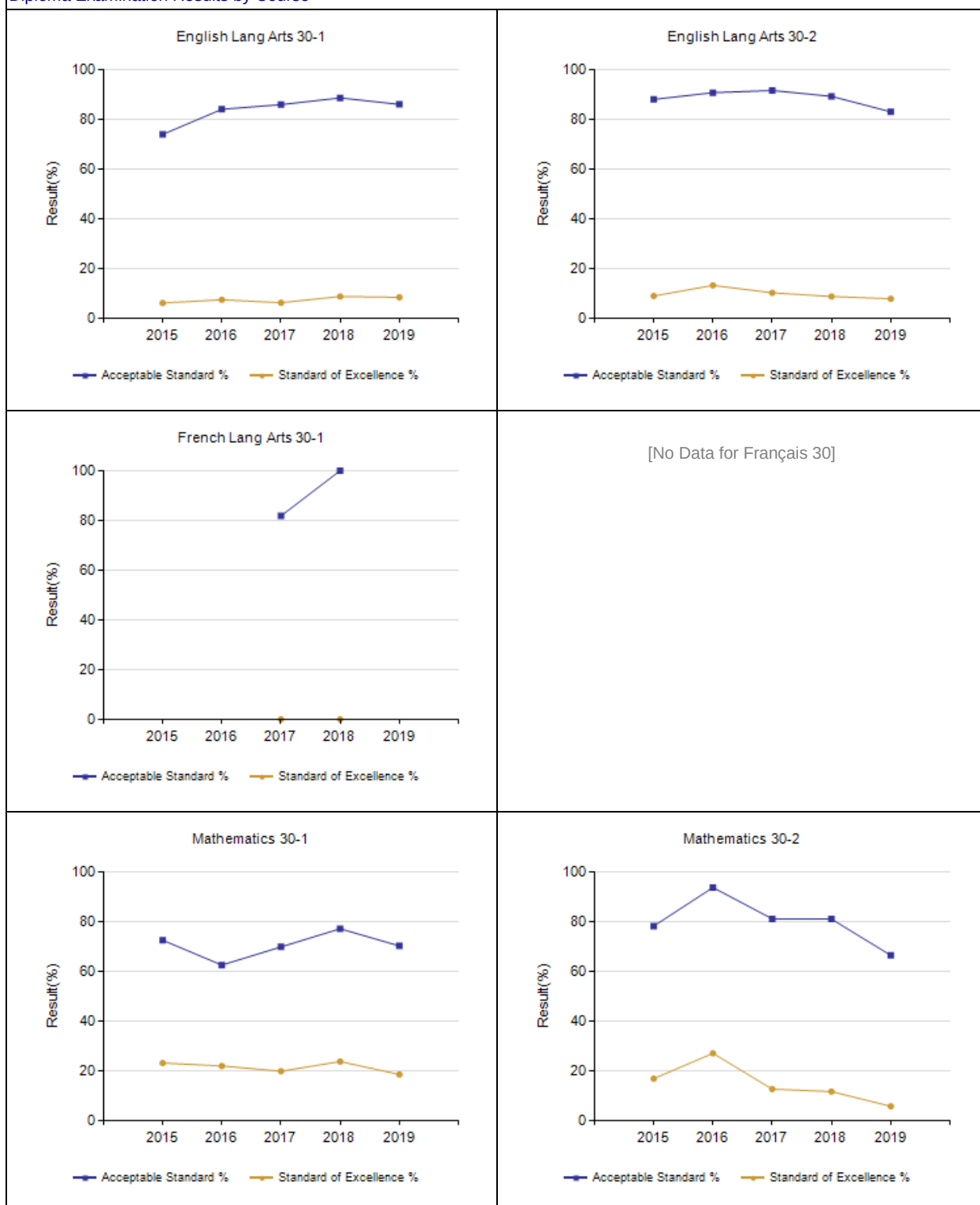
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

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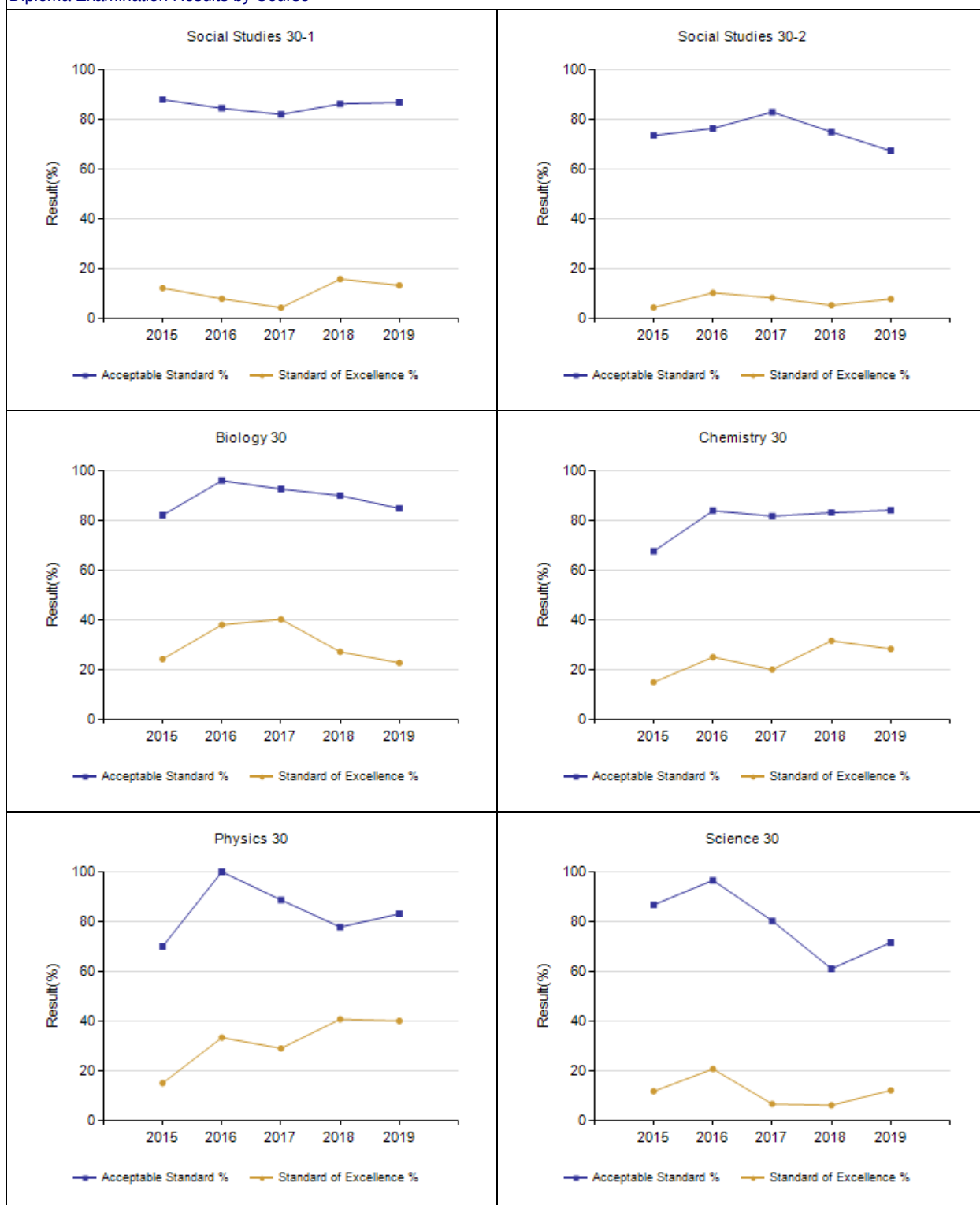
Diploma Examination Results by Course



Notes:

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Diploma Examination Results by Course



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

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Fort McMurray Roman Catholic S							Alberta			
Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	178	86.0	181	87.2	29,832	86.8	30,091	86.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	178	8.4	181	7.5	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Low	Declined Significantly	Concern	218	83.0	181	90.4	16,640	87.1	16,563	88.9
	Standard of Excellence	Low	Maintained	Issue	218	7.8	181	9.5	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	*	*	*	3	*	10	90.9	1,215	91.5	1,296	94.1
	Standard of Excellence	*	*	*	3	*	10	0.0	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	124	70.2	107	73.5	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	124	18.5	107	21.8	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	140	66.4	124	81.0	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	140	5.7	124	12.1	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	159	86.8	163	84.0	21,610	86.6	22,179	85.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	159	13.2	163	10.0	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Very Low	Declined Significantly	Concern	208	67.3	169	78.9	20,758	77.8	20,078	80.2
	Standard of Excellence	Low	Maintained	Issue	208	7.7	169	6.7	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Intermediate	Declined	Issue	132	84.8	131	91.3	22,442	83.9	22,853	85.3
	Standard of Excellence	Intermediate	Declined Significantly	Issue	132	22.7	131	33.7	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	High	Maintained	Good	113	84.1	126	82.4	18,525	85.7	18,929	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	113	28.3	126	25.8	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	High	Maintained	Good	65	83.1	58	83.2	9,247	87.5	9,974	85.9
	Standard of Excellence	High	Maintained	Good	65	40.0	58	34.9	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	Low	Maintained	Issue	116	71.6	79	70.6	9,676	85.7	9,180	84.9
	Standard of Excellence	Low	Improved	Acceptable	116	12.1	79	6.3	9,676	31.2	9,180	29.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

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

Overall Evaluation Table

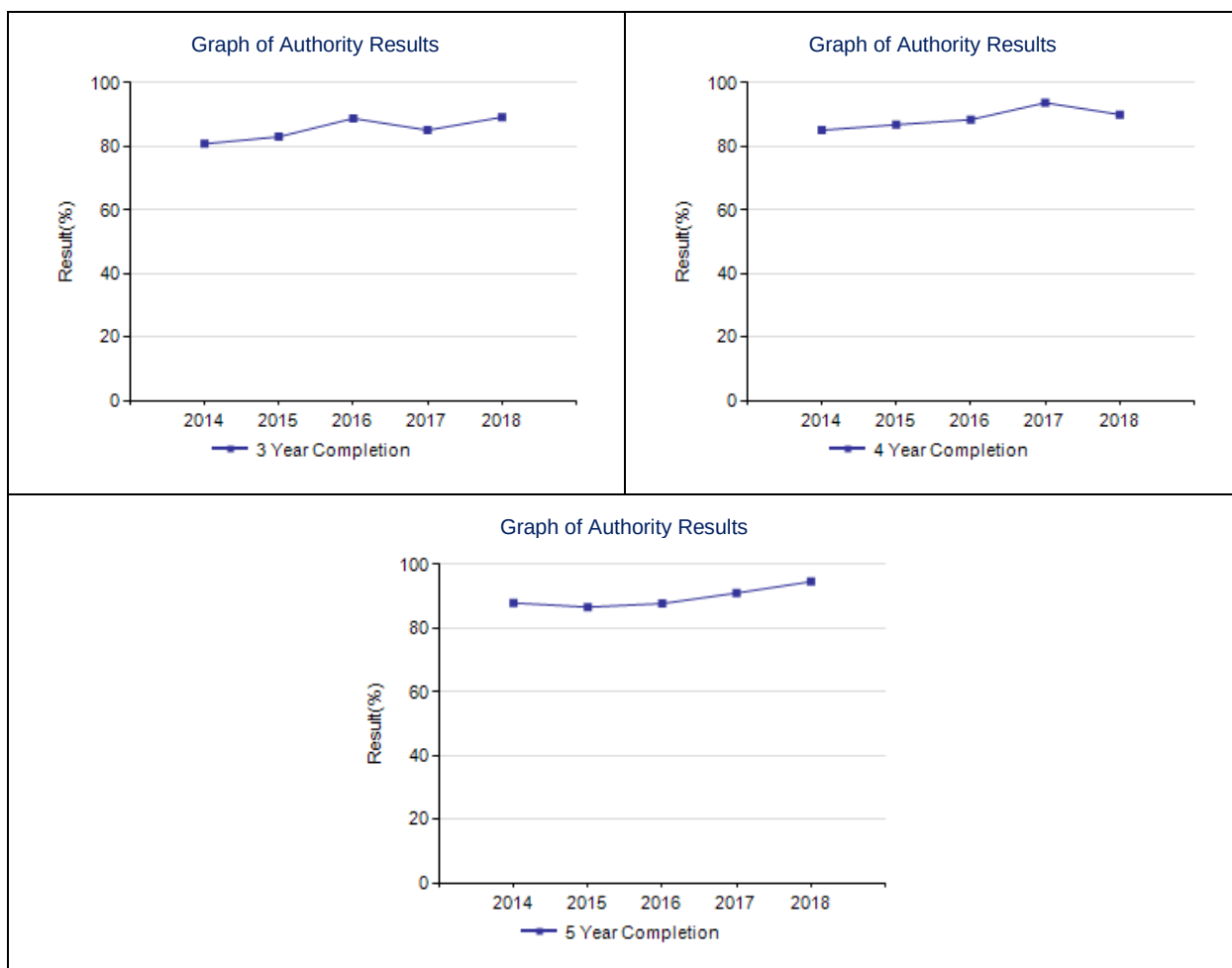
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	80.8	83.0	88.8	85.1	89.2	76.5	76.5	78.0	78.0	79.1
4 Year Completion	85.1	86.8	88.4	93.7	90.0	79.9	81.0	81.2	82.6	82.7
5 Year Completion	87.9	86.6	87.7	91.0	94.6	82.0	82.1	83.2	83.4	84.8

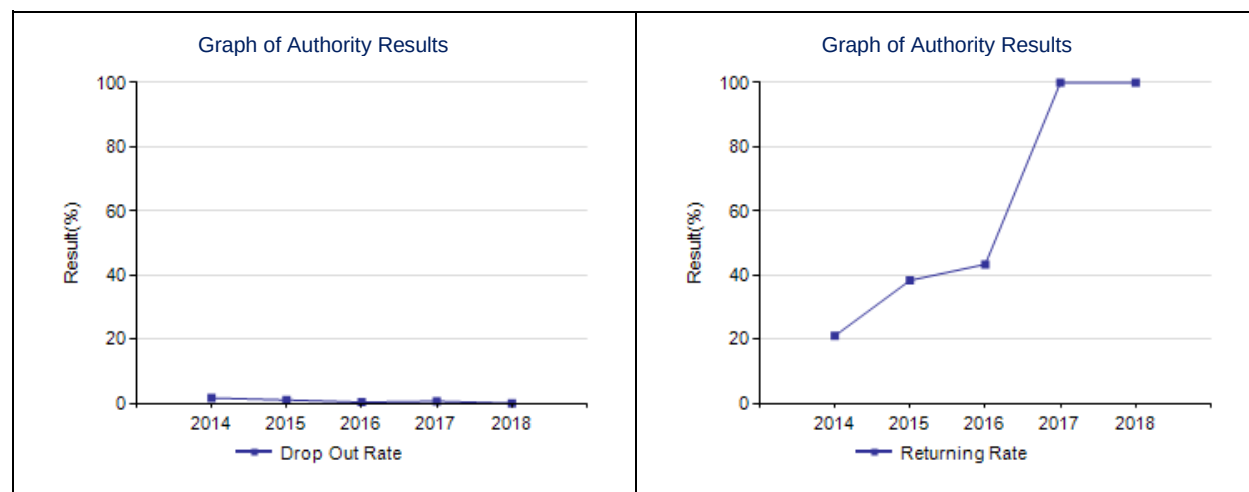


Notes:

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	1.6	1.0	0.3	0.6	0.0	3.5	3.2	3.0	2.3	2.6
Returning Rate	21.0	38.3	43.3	100.0	100.0	20.9	18.2	18.9	19.9	22.7

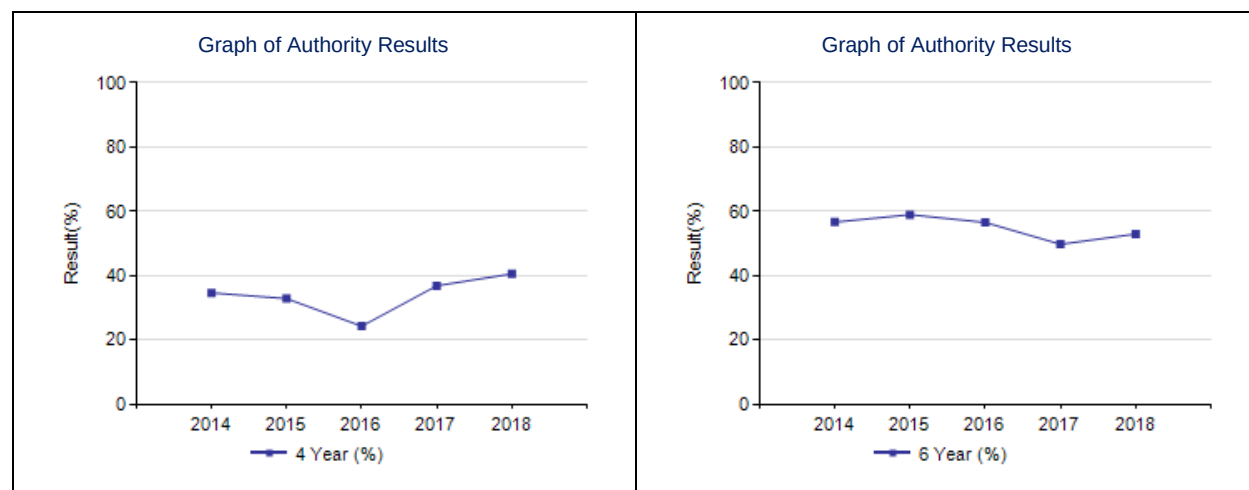


Notes:

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High School to Post-Secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	34.6	32.8	24.2	36.8	40.5	38.3	37.0	37.0	39.3	40.1
6 Year Rate	56.6	58.9	56.5	49.7	52.9	59.7	59.4	57.9	58.7	59.0



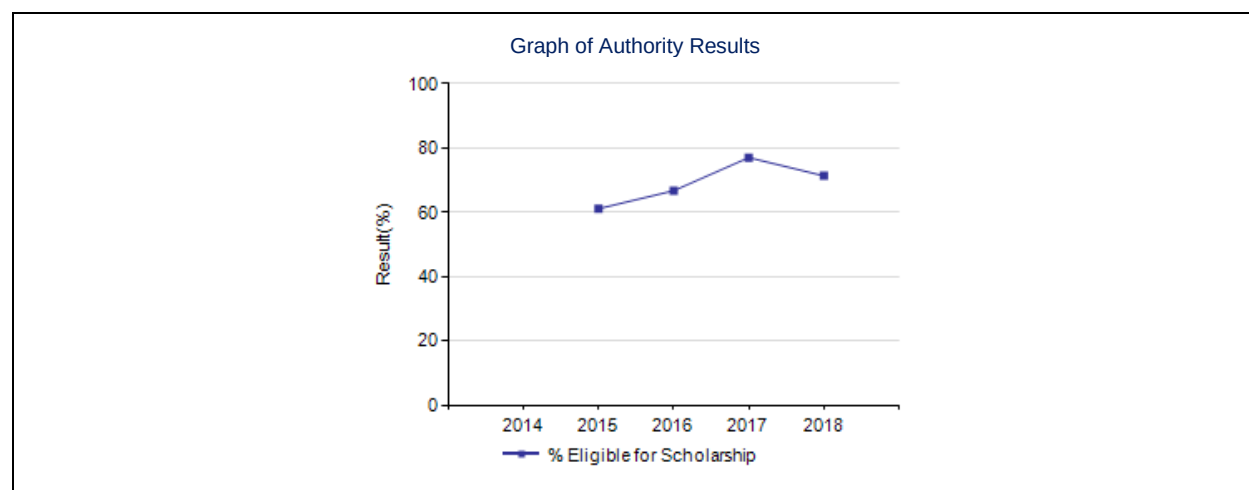
Notes:

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Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	61.1	66.7	77.0	71.3	n/a	60.8	62.3	63.4	64.8

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
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	339	176	51.9	152	44.8	97	28.6	207	61.1
2016	366	212	57.9	194	53.0	136	37.2	244	66.7
2017	383	279	72.8	235	61.4	155	40.5	295	77.0
2018	422	259	61.4	252	59.7	165	39.1	301	71.3



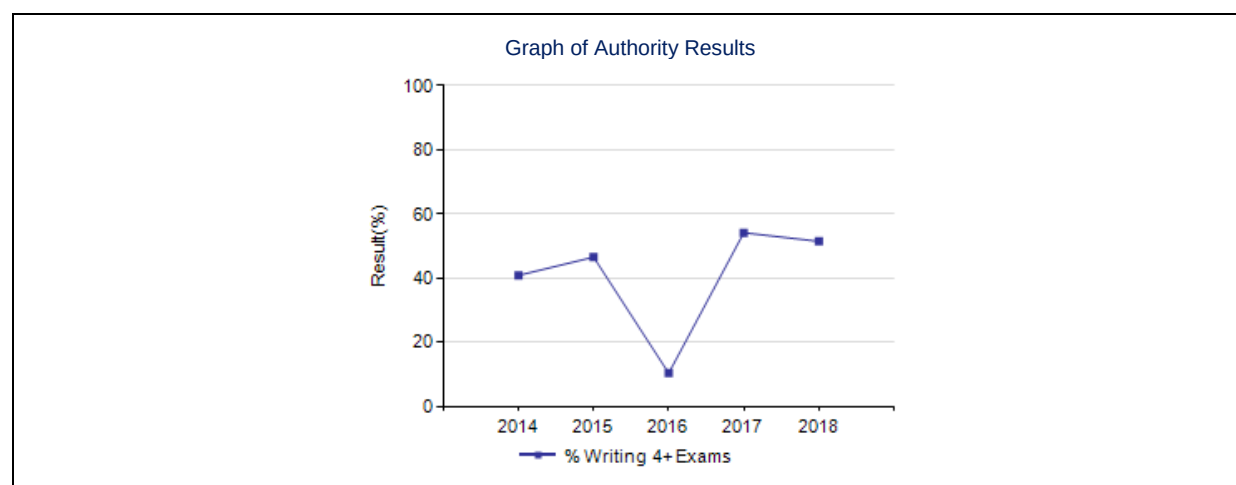
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	14.0	10.1	10.6	7.6	6.5	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	86.0	89.9	89.4	92.4	93.5	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	84.5	85.8	68.5	89.4	90.9	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	58.6	61.7	34.9	69.4	69.5	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	40.8	46.5	10.3	54.1	51.4	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	20.4	24.5	2.3	26.4	29.4	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	5.7	5.9	0.0	4.6	8.1	13.1	13.8	13.6	13.9	14.2



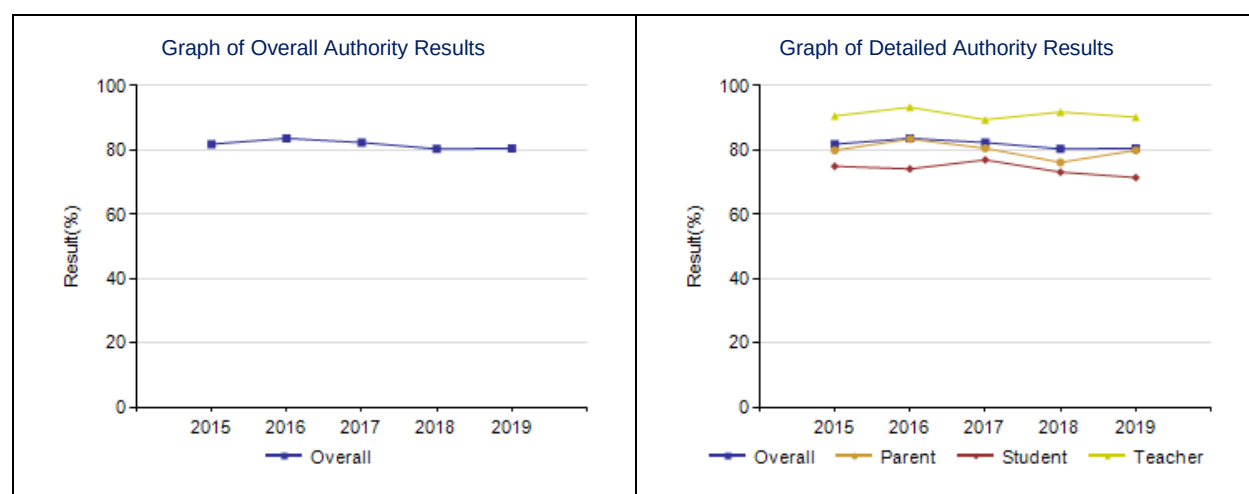
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	36.9	40.7	26.5	47.8	44.0	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	47.4	47.7	34.6	41.5	43.7	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	82.1	86.3	61.2	87.2	86.9	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	35.4	37.7	31.1	45.7	42.9	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	46.0	46.7	22.3	37.4	43.7	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	81.0	83.0	53.1	83.1	86.3	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	19.3	23.3	20.4	25.5	25.7	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	31.8	28.3	19.4	31.2	30.6	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	50.0	51.3	39.8	56.1	55.7	57.0	57.6	58.3	58.6	59.3
Biology 30	24.8	27.7	16.8	28.5	33.9	41.4	40.6	40.7	41.7	42.7
Chemistry 30	20.8	23.7	15.9	30.3	30.1	34.7	35.7	35.6	35.1	35.8
Physics 30	10.9	13.0	3.9	16.3	12.6	20.0	19.9	19.3	18.6	18.7
Science 30	14.6	17.3	8.7	20.5	17.2	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	46.0	53.0	37.5	62.6	58.7	59.4	59.8	60.5	61.2	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	1.8	1.7	0.6	3.0	2.2	2.7	2.8	2.8	3.0	2.7
Total of 1 or more French Diploma Exams	1.8	1.7	0.6	3.0	2.2	2.9	3.0	3.1	3.3	3.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.8	83.6	82.3	80.3	80.5	83.5	83.9	83.7	83.0	82.9
Teacher	90.6	93.3	89.4	91.8	90.2	94.2	94.5	94.0	93.4	93.2
Parent	79.9	83.4	80.5	76.1	79.9	82.1	82.9	82.7	81.7	81.9
Student	74.9	74.1	76.9	73.1	71.4	74.2	74.5	74.4	73.9	73.5

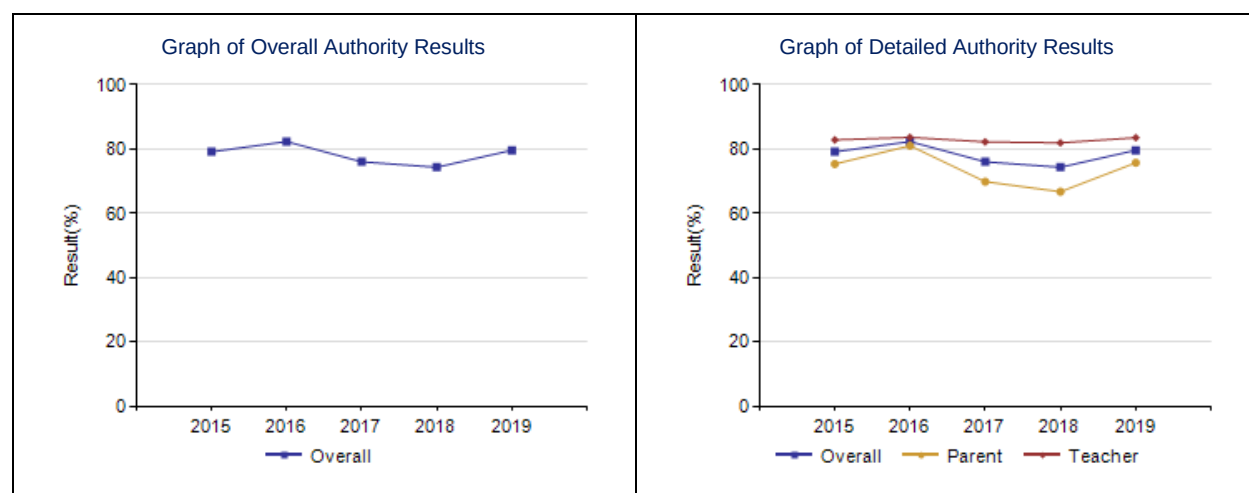


Notes:

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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.1	82.3	76.0	74.3	79.6	82.0	82.6	82.7	82.4	83.0
Teacher	82.8	83.6	82.2	81.9	83.5	89.7	90.5	90.4	90.3	90.8
Parent	75.3	81.0	69.8	66.7	75.7	74.2	74.8	75.1	74.6	75.2



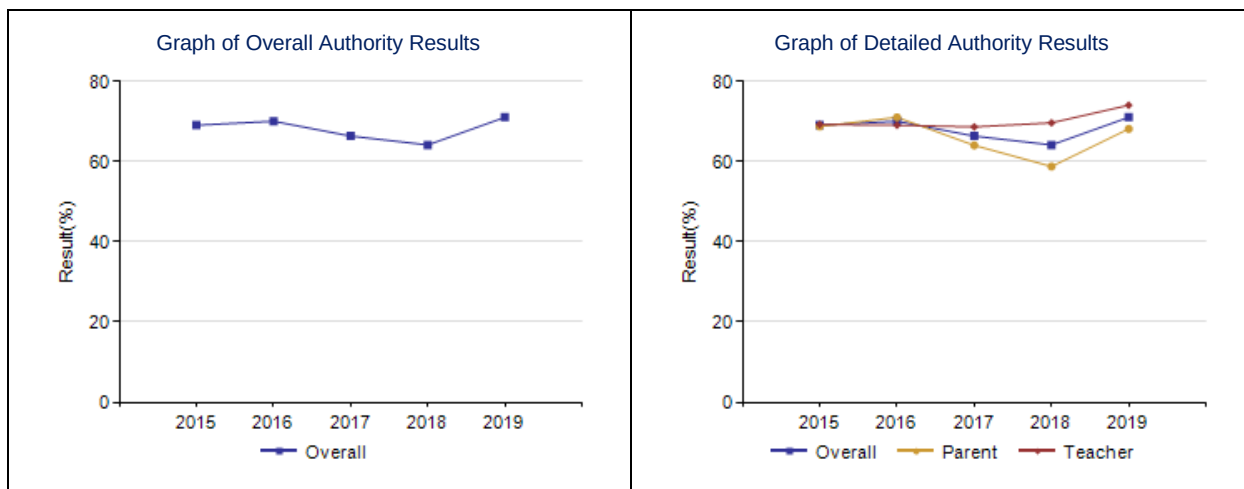
Notes:

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

Lifelong Learning – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	69.1	70.1	66.4	64.2	71.1	70.0	70.7	71.0	70.9	71.4
Teacher	69.3	69.1	68.7	69.7	74.1	76.0	77.3	77.3	77.8	78.8
Parent	68.8	71.1	64.1	58.8	68.2	64.0	64.2	64.8	64.0	64.0



Notes:

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

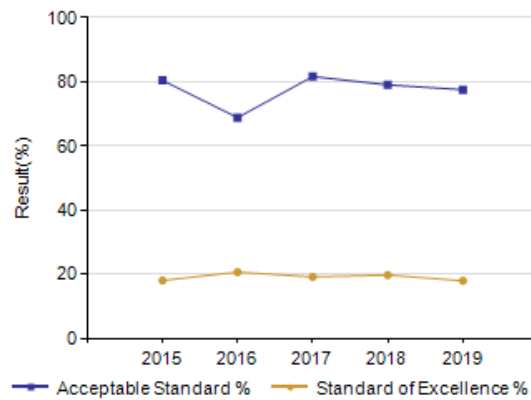
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	93.9	25.8	36.2	10.6	92.7	22.8	94.9	25.9	92.0	17.8		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	Authority	92.6	11.1	*	*	60.0	2.9	91.3	8.7	84.2	0.0		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	Authority	83.0	20.0	85.7	25.0	81.7	16.4	91.0	15.8	77.8	11.7		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	Authority	84.6	27.8	82.1	46.4	85.2	30.1	90.7	32.8	87.1	28.3		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	Authority	76.5	17.5	88.5	23.1	84.7	26.6	87.6	32.8	84.1	24.6		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	Authority	81.8	10.4	*	*	84.5	11.5	76.1	9.7	77.9	12.5		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	Authority	61.1	0.0	*	*	70.0	3.3	37.5	0.0	75.0	17.9		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	Authority	100.0	5.0	n/a	n/a	100.0	0.0	58.3	16.7	94.7	21.1		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	Authority	66.0	9.1	100.0	25.0	73.1	15.6	59.5	10.2	62.2	14.7		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	Authority	72.2	27.8	*	*	74.1	7.4	56.0	12.0	66.7	11.1		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	Authority	82.1	17.4	*	*	81.4	17.2	76.3	19.3	75.8	20.9		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	Authority	66.7	22.2	n/a	n/a	80.8	19.2	65.2	13.0	67.9	10.7		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	Authority	75.6	16.8	*	*	73.3	16.2	66.0	16.6	62.3	14.0		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	Authority	64.7	23.5	*	*	58.6	17.2	47.8	8.7	60.7	14.3		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

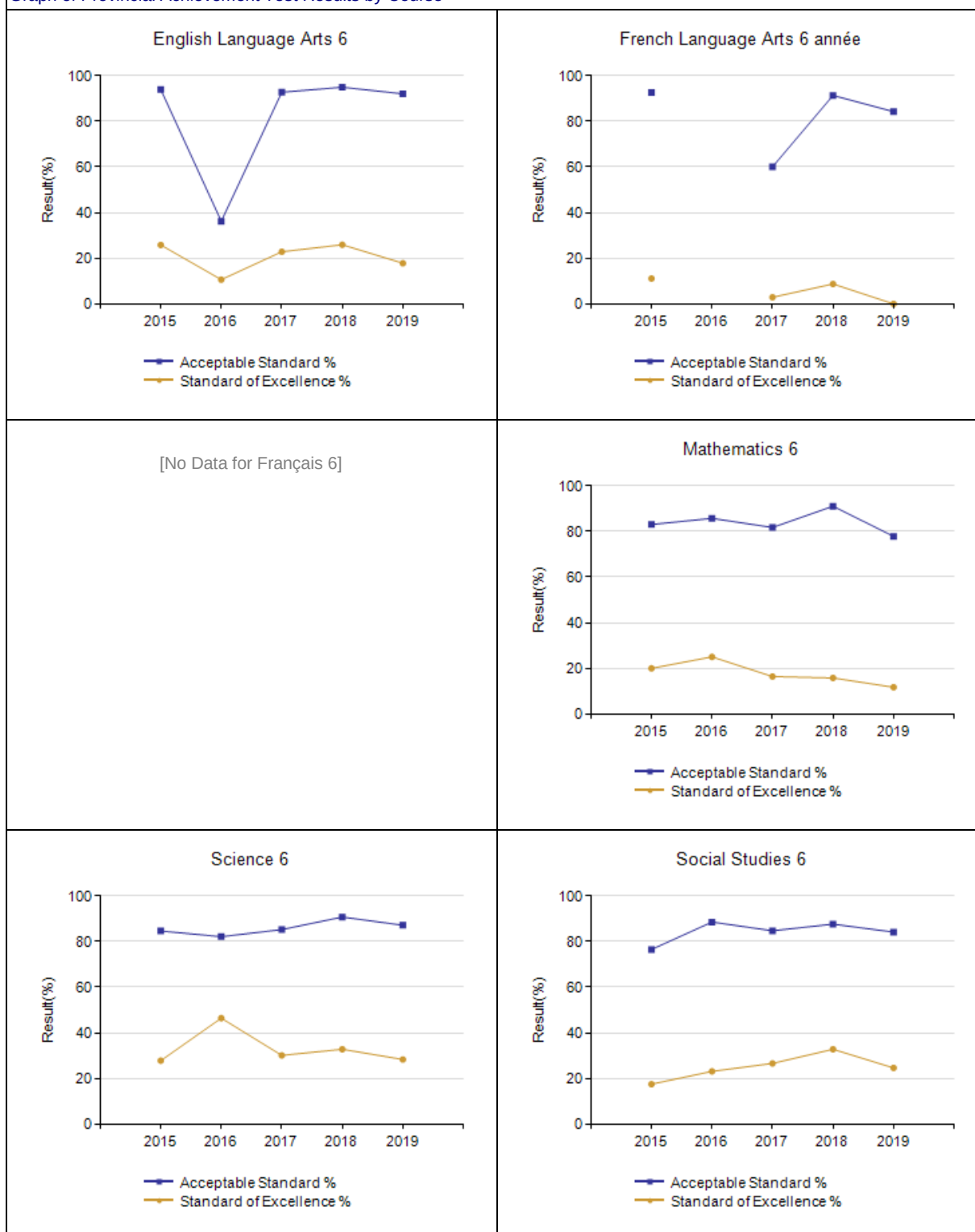
Graph of Overall Provincial Achievement Test Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

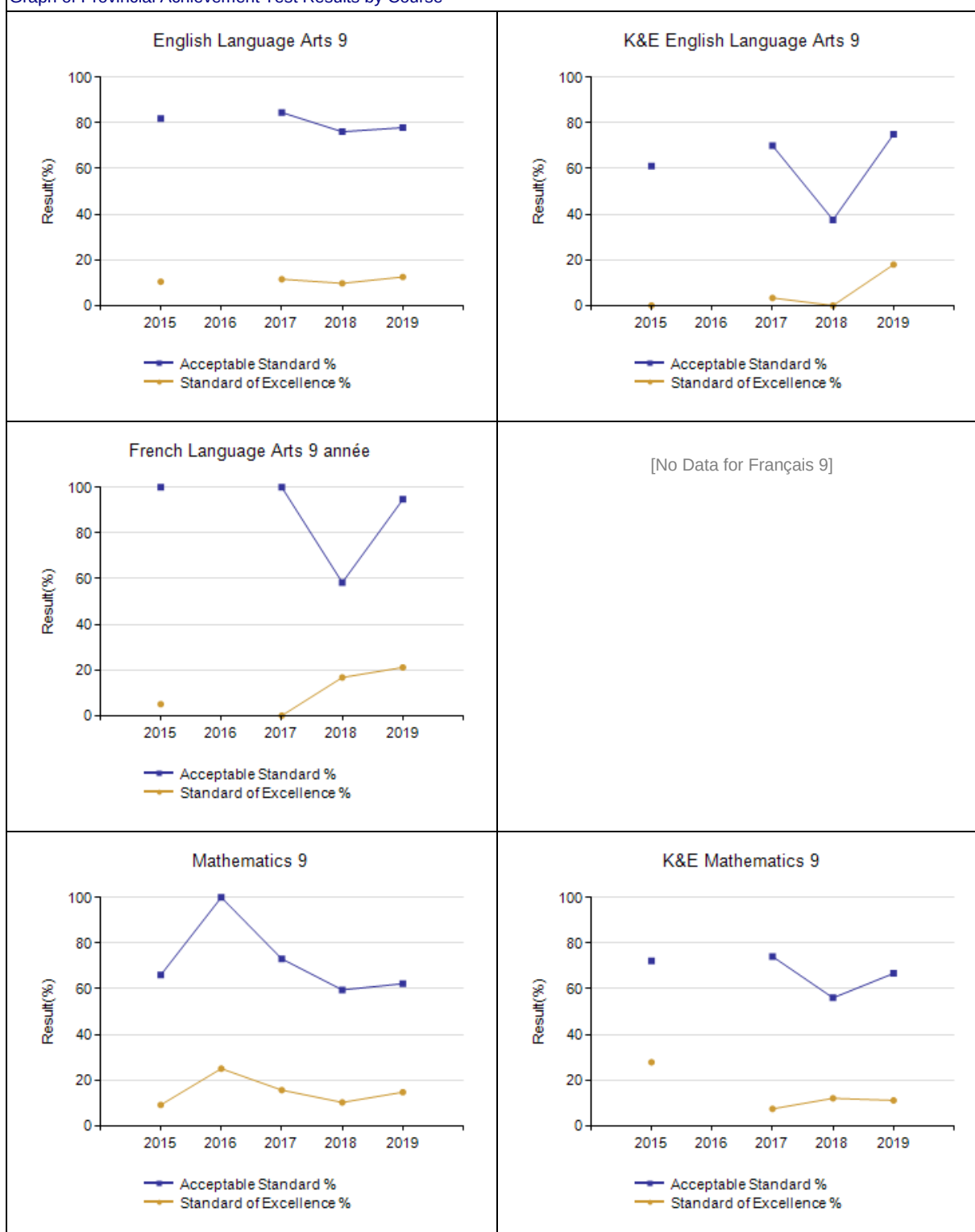
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

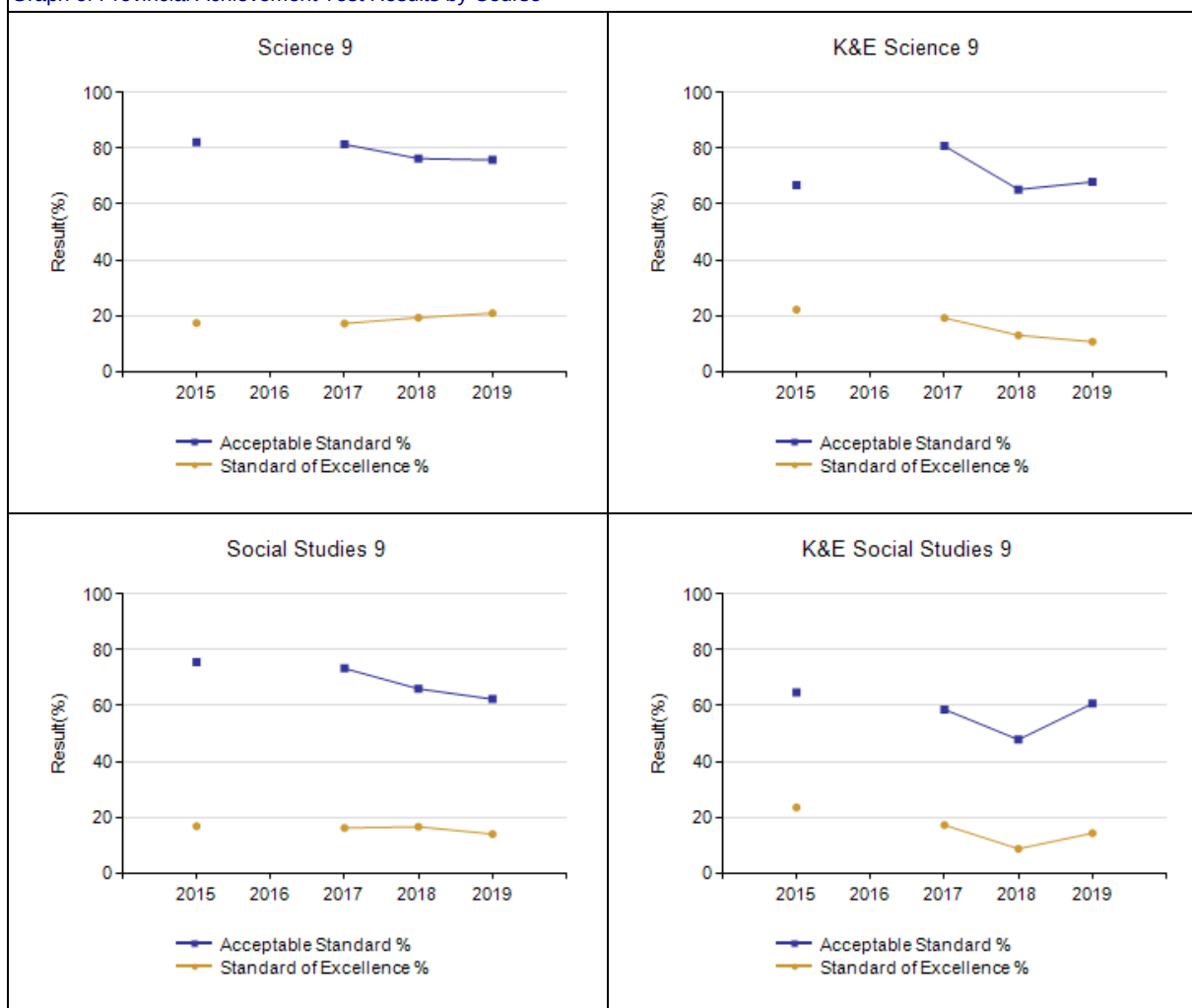
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Fort McMurray Roman Catholic S							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	427	92.0	364	93.8	54,820	83.2	49,573	82.9
	Standard of Excellence	High	Declined Significantly	Issue	427	17.8	364	24.4	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	Intermediate	Maintained	Acceptable	19	84.2	29	75.7	3,559	87.7	3,122	86.0
	Standard of Excellence	Very Low	Declined	Concern	19	0.0	29	5.8	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	Intermediate	Declined Significantly	Issue	427	77.8	363	86.3	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Declined	Issue	427	11.7	363	16.1	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	High	Maintained	Good	427	87.1	363	87.9	54,879	77.6	49,520	77.9
	Standard of Excellence	High	Maintained	Good	427	28.3	363	31.4	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	427	84.1	363	86.1	54,802	76.2	49,511	73.1
	Standard of Excellence	High	Declined	Acceptable	427	24.6	363	29.7	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	393	77.9	368	80.3	47,465	75.1	45,363	76.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	393	12.5	368	10.6	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	Intermediate	Improved	Good	28	75.0	27	53.8	1,569	57.4	1,551	58.1
	Standard of Excellence	High	Improved Significantly	Good	28	17.9	27	1.7	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	High	Improved	Good	19	94.7	14	79.2	2,811	82.9	2,758	82.5
	Standard of Excellence	High	Maintained	Good	19	21.1	14	8.3	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Intermediate	Declined	Issue	394	62.2	368	66.3	46,764	60.0	44,959	64.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	394	14.7	368	12.9	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	27	66.7	26	65.0	2,190	59.6	2,007	58.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	27	11.1	26	9.7	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	High	Maintained	Good	393	75.8	367	78.8	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	393	20.9	367	18.2	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	28	67.9	25	73.0	1,536	61.7	1,520	64.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	28	10.7	25	16.1	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	393	62.3	366	69.6	47,496	68.7	45,366	66.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	393	14.0	366	16.4	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	28	60.7	26	53.2	1,466	55.9	1,501	56.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	28	14.3	26	13.0	1,466	15.0	1,501	12.8

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

- 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 tests.

Improvement Table

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

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

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

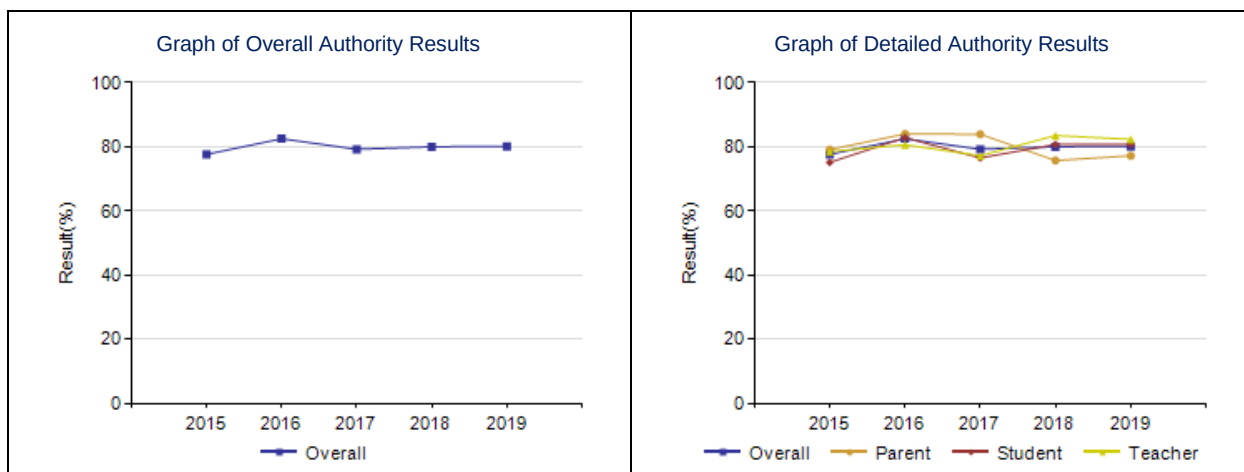
Overall Evaluation Table

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

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

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	77.6	82.5	79.2	80.0	80.1	81.3	81.9	81.9	81.8	82.2
Teacher	78.5	80.6	77.2	83.5	82.3	87.2	88.1	88.0	88.4	89.1
Parent	79.1	84.0	83.9	75.7	77.2	79.9	80.1	80.1	79.9	80.1
Student	75.1	82.8	76.5	80.7	80.7	76.9	77.5	77.7	77.2	77.4

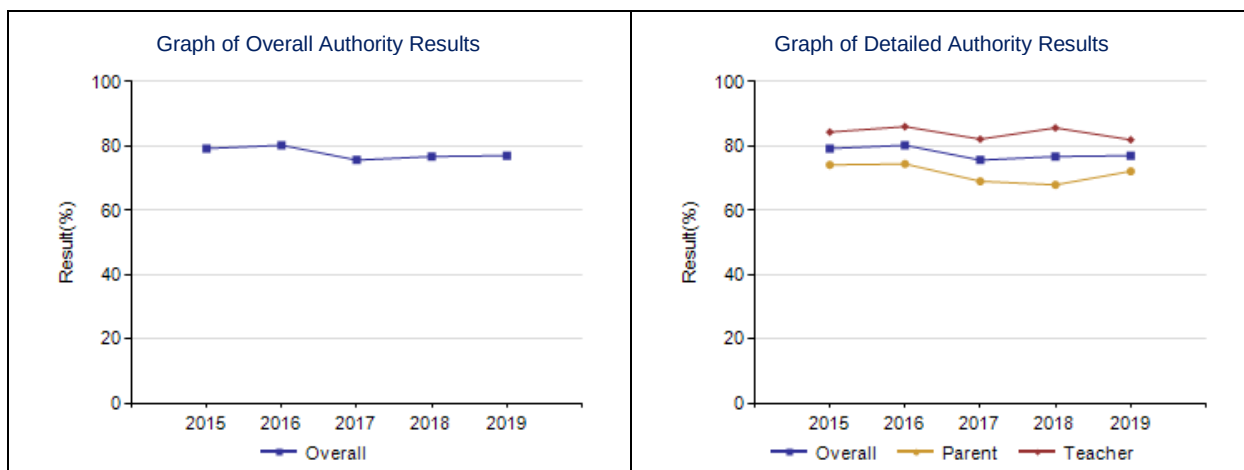


Notes:

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

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.2	80.2	75.6	76.7	77.0	80.7	80.9	81.2	81.2	81.3
Teacher	84.3	86.0	82.1	85.6	81.9	88.1	88.4	88.5	88.9	89.0
Parent	74.1	74.4	69.0	67.9	72.1	73.4	73.5	73.9	73.4	73.6

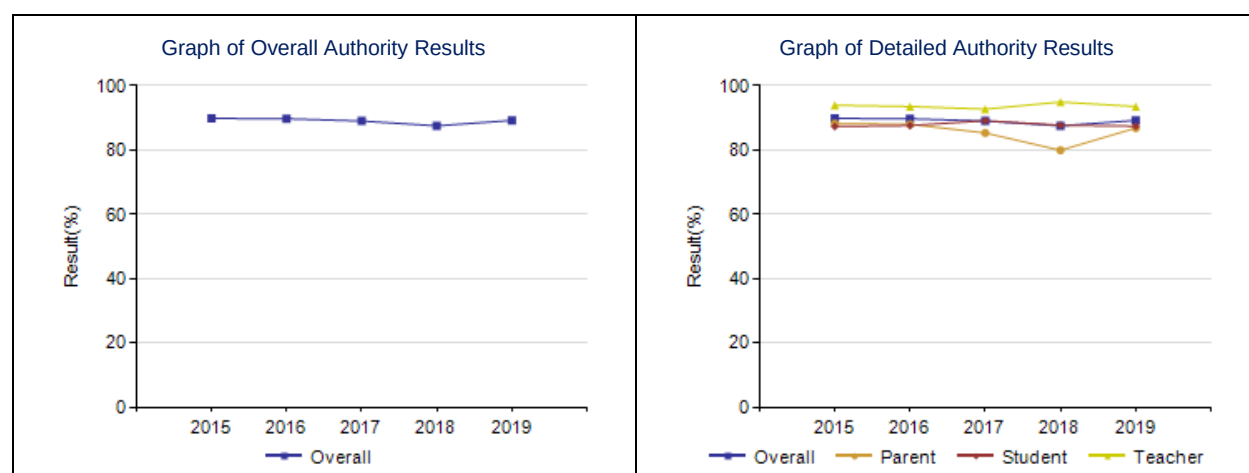


Notes:

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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.8	89.7	89.0	87.5	89.2	89.5	90.1	90.1	90.0	90.2
Teacher	93.9	93.5	92.7	94.9	93.5	95.9	96.0	95.9	95.8	96.1
Parent	88.2	88.0	85.3	79.9	86.8	85.4	86.1	86.4	86.0	86.4
Student	87.3	87.6	89.1	87.7	87.4	87.4	88.0	88.1	88.2	88.1

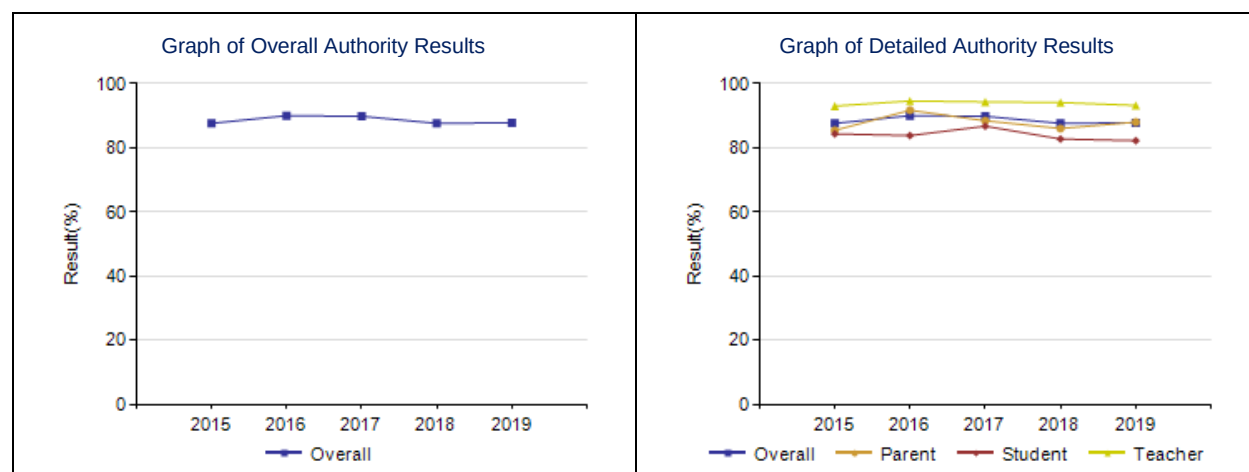


Notes:

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Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.6	90.0	89.8	87.6	87.8	89.2	89.5	89.5	89.0	89.0
Teacher	93.0	94.6	94.3	94.1	93.2	95.4	95.4	95.3	95.0	95.1
Parent	85.4	91.7	88.4	86.0	88.0	89.3	89.8	89.9	89.4	89.7
Student	84.3	83.8	86.7	82.7	82.2	83.0	83.4	83.3	82.5	82.3



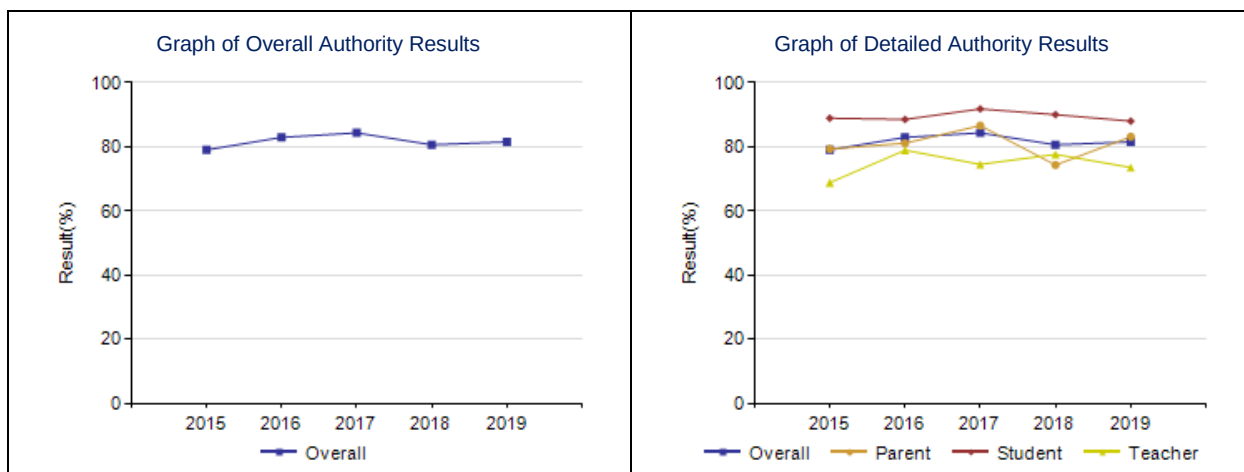
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.0	82.9	84.3	80.6	81.5	79.6	81.2	81.4	80.3	81.0
Teacher	68.8	78.9	74.5	77.6	73.5	79.8	82.3	82.2	81.5	83.4
Parent	79.3	81.1	86.6	74.3	83.1	78.5	79.7	80.8	79.3	80.3
Student	88.9	88.5	91.8	90.0	88.0	80.7	81.5	81.1	80.2	79.4



Notes:

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