

Combined 3-Year Education Plan 2018-2021 and Annual Education Results Report (AERR) 2017-2018



FORT McMURRAY
CATHOLIC SCHOOLS

Message from the Board Chair

The Fort McMurray Catholic School District 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 District 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.



Paula Galenzoski, Chair
Fort McMurray Catholic Board of Education
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Accountability Statement

The Annual Education Results Report for the 2017/2018 school year and the Education Plan for the three years commencing September 1, 2018 for Fort McMurray Catholic Board of Education were prepared under the direction of the Board in accordance with its responsibilities under the *School 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 Education Plan to improve student learning and results.

The Board reviewed this combined Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan for 2018/2021 on November 13, 2018 and will give final approval on December 17, 2018.



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

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

Fort McMurray Catholic Schools provides educational services in twelve facilities – two high schools (Grades 7 – 12) and ten elementary schools. Our twelfth school, Elsie Yanik, opened in September 2018. This school has been named after a respected elder in our community. 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 District to enable each school to serve and provide for the educational program needs of all students. To support working families in our city, before and after school care programs are housed in nine schools. In addition, Kindergarten has been expanded to include full day programming.

Learning Coaches provide consultation, job-embedded professional development and assistance to teachers, as well as support staff and students. The District follows a modified school calendar that allows for 14 job-embedded professional learning days, plus an additional 5 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. The transition rate does not accurately reflect post-secondary attendance as many of our students enroll outside the province. This is not captured in the report.

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 Council of 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.

Trends and Issues

- As we continue to rebuild following the Wildfire disaster, there continues to be demands 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.
- The high cost of servicing, upgrading and maintaining technology continues to be an issue.
- The opening of Elsie Yanik Catholic elementary school in September 2018, has alleviated some enrollment pressures in our neighboring elementary schools and we are now in a great position to meet the educational needs of students in the growth area on the north side of the city.
- 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 the 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.
- Due to the birth rates, Early Learning programs continue to increase and, as we recover from the Wildfire, we expect to have continued growth in this area.
- There is an increase in the number of students requiring medical support in our Early Learning Programs.

- Counseling and mental health services continue to be an issue for families in our community that impacts our ability to provide services for all of the children and families in need of assistance.
- Due to the continued impact of the Wildfire and previous downturn in the local economy, there is a higher rate of domestic violence, family separation, divorce and families living in poverty.
- Due to the impact of the Wildfire, we continue to experience high rates of staff absenteeism.

Summary of Accomplishments

- High level of achievement of Provincial Achievement Test (PAT) Results in Grade 6.
- Students continue to do as well as the province in the diploma exams.
- Outstanding dropout rate of 0.6%
- Outstanding 3-year completion rate of 85.1%
- Outstanding dropout rate of 0.4% for our FNMI students
- Outstanding 3-year completion rate of 90.3% for our FNMI students
- 77% of our students applied for Rutherford Scholarships
- Our schools continue to receive a high rating in the Safe and Caring category.
- The District remains dedicated to Continuous Improvement, which is evidenced by the very high rating.
- High rating in the Citizenship category.
- High rating in the Education Quality and Program of Studies categories.
- Seven of our nine Out of School Care Programs are fully accredited with two currently in the approval process.
- 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 Grade 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 District 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 – 12.
- The District continues to offer a DELF (Diplome d'Etudes en Langue Francaise/French Language Diploma Program) accreditation exam for our French Immersion students. Testing of A-1 to B-2 levels is offered every year in the spring to students in Grades 5, 8, 10 & 12. For the past five years we have maintained a high success rate.

Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Fort McMurray RCSSD No. 32			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87.6	89.8	89.1	89.0	89.5	89.4	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	80.0	79.2	79.8	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	87.5	89.0	89.5	90.0	90.1	89.9	High	Declined	Acceptable
	Drop Out Rate	0.6	0.3	1.0	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	85.1	88.8	84.2	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	79.0	81.6	81.0	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	19.7	19.1	18.6	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.5	84.1	81.5	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	15.7	14.0	13.0	24.2	22.2	21.7	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	54.1	10.3	43.7	55.7	54.9	54.7	Intermediate	Improved Significantly	Good
	Rutherford Scholarship Eligibility Rate	77.0	66.7	63.9	63.4	62.3	61.5	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	49.7	56.5	57.3	58.7	57.9	59.0	Intermediate	Declined	Issue
	Work Preparation	74.3	76.0	79.1	82.4	82.7	82.4	Intermediate	Declined	Issue
	Citizenship	80.3	82.3	82.5	83.0	83.7	83.7	High	Declined	Acceptable
Parental Involvement	Parental Involvement	76.7	75.6	78.3	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	80.6	84.3	82.1	80.3	81.4	80.7	Very High	Declined	Good

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests 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.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. 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.
9. 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.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 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.

**Combined 2018 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Fort McMurray RCSSD No. 32 (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	0.4	0.6	1.7	4.8	5.8	6.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	90.3	85.7	80.8	53.3	53.7	50.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.5	72.0	75.3	51.7	51.7	52.0	Intermediate	Maintained	Acceptable
	PAT: Excellence	13.3	10.1	12.4	6.6	6.7	6.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.4	88.1	82.9	77.1	77.1	76.6	Intermediate	Maintained	Acceptable
	Diploma: Excellence	7.9	13.2	11.3	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	48.4	2.8	32.4	24.4	21.8	21.2	Intermediate	Improved	Good
	Rutherford Scholarship Eligibility Rate	70.7	54.5	49.1	35.9	34.2	33.0	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	43.4	54.3	47.4	33.0	31.8	32.8	Low	Maintained	Issue
	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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests 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.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. 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.
7. 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.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 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.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 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
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	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.2	80.4	68.8	81.6	79.0	81	Intermediate	Maintained	Acceptable	82	83	84
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.7	18.0	20.6	19.1	19.7	21	High	Maintained	Good	22	23	24

Comment on Results (OPTIONAL)

- Our elementary schools continue to do excellent work in preparing our students to enter high school as evidence by our Grade 6 results.
- We believe a continued focus on a middle school model will continue to positively affect success in the Standard of Excellence / Acceptable category at the Grade 9 level.
- We believe continued Learning Coach support will impact student success.
- We believe a strong Early Learning program will have an impact towards high success at the Grades 6 and 9 levels.

Strategies

CONTINUE

- Under the direction of the Superintendent and the Director of Curriculum, Instruction and Assessment, maintain District Learning Coaches to lead curriculum, assessment and instruction focus, as a means to improve student academic achievement.
- Under the direction of the Deputy Superintendent Inclusive Education, Principals and Classroom Support Teachers (CST), the schools will continue to refocus their literacy interventions, to include a Response to Intervention approach, by supporting a consistent District 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 through Program Unit Funding (PUF) to provide consistency in programming using the Clevr Individual Student Program Plan (ISPP) / IPP plan.

- 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; Open House; family support sessions; CLEVR)
- Under the Direction of the Associate Superintendent of Business and Finance, secure a district 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 approach is maintained with instruction.
- Under the direction of the Director of Curriculum, Instruction and Assessment, Learning Coaches will support School Principals in the implementation of defined strategies related to Literacy and Numeracy School Improvement Goals.
- 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 the Director of Curriculum, Instruction and Assessment and select School Principals, continue to transform traditional library and multipurpose spaces into Learning Commons.
- Under the direction of High School Principals and Learning Coaches, maintain a focus on implementing strategies to increase student performance in Literacy and Numeracy.

NEW

- Under the direction of the Deputy Superintendent Inclusive Education and the Inclusive Education team, the District will offer eight full day Kindergarten programs for students in seven schools.
- Under the direction of the Deputy Superintendent Inclusive Education and Elementary School Principals, 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 Principal of Father Mercredi High School and Learning Coaches, develop and implement guiding principles for classroom reassessment Grades 7 to 12.
- Under the direction of the Principal of Holy Trinity High School and Learning Coaches, focus on differentiating middle school instruction with the end goal of increasing the academic performance of students writing Provincial Achievement Tests.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.5	79.0	85.2	84.1	82.5	85	Intermediate	Maintained	Acceptable	86	87	88
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.7	11.9	17.4	14.0	15.7	18	Intermediate	Improved	Good	20	21	22

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	79.4	80.8	83.0	88.8	85.1	86	Very High	Maintained	Excellent	87	88	90
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.9	1.6	1.0	0.3	0.6	0.5	Very High	Improved	Excellent	0.4	0.2	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.8	56.6	58.9	56.5	49.7	56	Intermediate	Declined	Issue	58	59	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	61.1	66.7	77.0	80	n/a	Improved Significantly	n/a	81	82	83
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.4	40.8	46.5	10.3	54.1	56	Intermediate	Improved Significantly	Good	58	59	60

Comment on Results (OPTIONAL)

- Friday Tutorial program, including a Diploma Boot Camp continues to be implemented as a means to optimize learning opportunities in Grades 7 - 12.
- As a District philosophy, we search for alternate paths for success versus having students withdraw from school, such as Flex Block options, which are implemented at both High Schools.
- Student and parental portal access for Grades 7 – 12 continues to be a resource or both students and parents to monitor attendance, assignment completion and performance on assessments.
- Accountability Pillar Transition rates only apply to graduates attending post-secondary inside of Alberta. A good number of our graduates attend post-secondary outside of the province.

Strategies

CONTINUE

- Under the direction of the Superintendent, the High School Principals will continue to collaborate with post-secondary institutions to develop curriculum and aid the transition between high school and the entry into post-secondary programs.
- Under the direction of the Superintendent and High School Principals and Learning Coaches, monitor improvement in student achievement in all Diploma courses.
- Under the direction of the Superintendent and High School Principals, continue to staff four Learning Coach positions Grades 7 to 12 to support best teacher practice in curriculum, instruction and assessment.
- 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, and Deputy Superintendent Inclusive Education, provide professional development for Support Staff to further their learning in supporting children with developmental and learning needs.
- Under the direction of the Superintendent, the District will maintain one Learning Coach position and employ a Technology Facilitator position to shift the use of technology from supporting teaching, to supporting the creation and sharing of knowledge.
- Under the direction of the Superintendent, the Director of Curriculum, Instruction and Assessment and the Holy Trinity Principal, continue to provide a sheltered classroom approach for ELL students new to the school.
- Under the direction of the Deputy Superintendent Inclusive Education and with the Regional Collaborative Service Delivery (RCSD) Manager and Alberta Health Services (AHS), provide consistent and timely mental health intervention to children who are experiencing crisis.
- Under the direction of the Deputy Superintendent Inclusive Education and School Counsellors, continue to expand preventative approaches to mental health issues, using whole class and small group sessions to promote trauma sensitive approaches.

- Under the direction of the Deputy Superintendent Inclusive Education, refocus a District CST to support school based Counselors and CSTs to implement wellness and behavior support plans for students with special needs.
- Under the direction of the Deputy Superintendent Inclusive Education, with the support of a Technology Facilitator, CSTs and classroom teachers will use assistive technology supports for students with learning needs in all schools Grades 4 to 12.
- Under the direction of the Deputy Superintendent Inclusive Education, High School Principals, District Learning Coach and school learning teams, identify high risk students and develop medical, academic and mental health intervention plans with parents to respond to individual learning and emotional needs.
- Under the direction of the High School Principals and Counsellors, continue to expand transitional services between District High Schools and Keyano College to improve student transition to career opportunities.
- Under the direction of the High School Principals, the Grade 7 - 9 Health Teachers and School Counsellors will utilize an individual career portfolio (My Blueprints), career software, and career studies presentations.
- Under the direction of the High School Principals, continue to staff a Personalized Learning Centre in each facility.
- 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 10-12.
- Under the direction of School Principals, continue to support authentic assessment, expanded learning opportunities, formative and summative assessment practices as a means to optimize learning opportunities in Grades 7 to 12.
- Under the direction of the High School Principals and School Counsellors, continue to offer career-counselling services to students and communicate with parents in Grades 7 -12 to encourage completion within three years and improve attendance rates for at risk students.

NEW

- Under the direction of the Deputy Superintendent of Inclusive Education, extend the approaches for trauma sensitive schools to include Heart Math and Wellness School Committees.
- Under the direction of the Deputy Superintendent Inclusive Education, refocus High School District CSTs to embed the ISP accommodations with teachers and parents in Grades 7 – 12.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.7	81.8	83.6	82.3	80.3	82	High	Declined	Acceptable	83	84	85
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.	75.6	79.1	82.3	76.0	74.3	78	Intermediate	Declined	Issue	79	80	81

Comment on Results (OPTIONAL)

- Our students are provided with multiple opportunities to serve the community throughout Grades 1 to 12. This is a trademark of who we are as a Catholic School System. We are called to serve.
- Our students are provided with multiple career exploration opportunities through RAP, internships, and work experience programs in partnership with Careers Next Generation.
- 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 School provides opportunities for students to explore a variety of courses related to the Arts, as well as RAP, internships and work experience.
- Our high school students continue to be provided with the opportunity to participate in and complete the Safe Start Safety and Performance Training program.

Strategies

CONTINUE

- Under the direction of the Superintendent, the District will continue to develop partnerships with business for the purpose of enhancing the program offerings for students, such as the Non-Destructive Testing Program.
- 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, the High School Principals and the Off-Campus Coordinator, continue to provide Internships, Registered

Apprentice Programs (RAP), Career Prep and Health Services for Grades 10 to 12 students, with a focus on expanding the programs through the Science and Technology Centre and the Centre for the Performing Arts.

- Under the direction of the Superintendent and High School Principals, and in collaboration with Careers the Next Generation, provide a Career Expo for students.
- Under the direction of the Deputy Superintendent and Elementary School Principals, incorporate the Leader in Me philosophy and practice within the school setting as a means to develop future leaders and citizens.
- Under the direction of School Principals, emphasize service and social justice opportunities to develop global citizenship.
- Under the direction of School Principals and the Parish Youth Coordinator offer grade specific youth retreats.
- Under the direction of School Principals, School and District staff will continue to encourage our students to participate in authentic real world projects such as Science Fair, Me to We, Santas Anonymous, Science Olympics, Skills Competitions, Coding and Robotics Competitions, F-1 Scaled Racing Competition, Music Festival, Performing Arts Festivals and Environmental projects.
- 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.
- Under the direction of School Principals and the Healthy Schools Initiative, each school will promote stewardship and environmentally friendly initiatives.

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

Performance Measure	Results (in percentages)	Target	Evaluation	Targets
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	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	66.8	69.1	70.1	66.4	64.2	67	n/a	n/a	n/a	68	69	70

Comment on Results (OPTIONAL)

- Our fine arts programs and science and technology programs at our Grade 7 to 12 schools provide opportunities for students to continue on into post-secondary education and into careers.
- The District has an extensive Registered Apprenticeship and Work Experience Program.
- The District has offered a Safestart Safety and Performance Training Program to all students in Grade 10.
- The District has set a focus on Computer Science (Coding) programs in our elementary schools.
- The District provides Leader in Me opportunities in all of our Elementary Schools.
- The District continues to partner with Apple Schools to provide a Facilitator who works directly with teachers, students and families in the area of healthy living.

Strategies

CONTINUE

- Under the direction of the Superintendent, continue to pursue partnerships and opportunities with Keyano College and the Oilsands industry, which provide career opportunities for our students.
- Under the direction of the Deputy Superintendent Inclusive Education and the Father Mercredi High School Principal, continue to develop work experience opportunities for the Vocational Education students using the Merc Café and community business partners.
- Under the direction of the Deputy Superintendent Inclusive Education and High School Principals, develop community transition plans with Community Social Services for students with special needs in an effort to increase

options following completion of school.

- Under the direction of the Director of Curriculum, Instruction and Assessment, integrate the Kids in the Know, a personal safety program, in all Grades 7 – 9 programming in the district.
- Under the direction of the Director of Curriculum, Instruction and Assessment and Learning Coaches, continue to promote Project Based Learning and Inquiry as instructional strategies and approaches.
- 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.

NEW

- Under the direction of the Director of Site Based Administrators and the Principals of Father Turcotte and Father Beauregard Schools, expand the School Nutrition Program to a second site.
- Under the direction of the High School Principals, implement the Fourth R Program, which focuses on the mental health of our adolescent youth, in Grades 7 – 9.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(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 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.6	78.6	*	72.0	72.5	74	Intermediate	Maintained	Acceptable	75	76	77
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).	10.4	14.8	*	10.1	13.3	14	Low	Maintained	Issue	15	16	17
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	87.6	77.6	87.5	88.1	82.4	84	Intermediate	Maintained	Acceptable	85	86	87
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.6	9.4	13.4	13.2	7.9	10	Very Low	Maintained	Concern	11	12	13

Comment on Results (OPTIONAL)

- Our Diploma results are consistent in the acceptable category.
- Our Grade 6 and 9 Provincial Achievement Test standard of Excellence category 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 10.0 FTE FNMI Family Liaison workers with the direction to identify FNMI students, improve attendance and academic achievement.
- Under the direction of the Deputy Superintendent Inclusive Education, continue to target elementary schools to improve literacy and numeracy skills of FNMI students with academic delays.
- Under the direction of the High School Principals, direct the Counselors / 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 Principals, maintain a team consisting of Counselors, CSTs and Liaisons to support FNMI students to transition successfully from feeder schools into the Grade 7 – 9 middle schools.
- Under the direction of High School Principals, a school team will continue to provide support to FNMI families of Gr 7 to 12 students to enable them to access My Blueprints and the parent portal.

Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students'
SUCCESS (continued)

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	72.0	82.5	74.2	85.7	90.3	91	Very High	Improved	Excellent	92	93	94
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.4	2.8	1.6	0.6	0.4	0.3	Very High	Improved	Excellent	0.2	0.1	0.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	56.3	42.7	45.4	54.3	43.4	45	Low	Maintained	Issue	46	47	48
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	43.8	54.5	70.7	72	n/a	Improved Significantly	n/a	73	74	75
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	38.4	33.0	31.8	2.8	48.4	50	Intermediate	Improved	Good	51	52	53

Comment on Results (OPTIONAL)

- 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.
- District nomination of FNMI students for the Regional Aboriginal Recognition Awards.
- District provides the opportunity for FNMI students to attend relevant conferences outside of Fort McMurray.
- School visits to outlying FNMI communities utilizing older aboriginal students as successful role models to encourage incoming students.
- Aboriginal Entrepreneurship program completed its sixth year of operation.

Strategies

CONTINUE

- Under the direction of the Superintendent, each school or a combination of schools will hold events during the school year to include FNMI parents and families to feel at home in their schools.
- Under the direction of the Superintendent, maintain 10.0 FTE FNMI Family Liaison workers with the direction to identify FNMI students, improve career planning and school completion rates.
- Under the direction of the Superintendent, provide opportunities for school staff to attend FNMI Conferences.
- Under the direction of the Superintendent, the Director of Curriculum, Instruction and Assessment and the Principal overseeing Indigenous Education, plan and implement a District-wide Professional Development Day that focuses on the history of treaties and moving forward with Truth and Reconciliation.
- Under the direction of the Deputy Superintendent Inclusive Education, continue to provide representation and consultation to the University of Alberta to implement a Northern U-School pilot that targets FNMI students in our rural and urban community.
- Under the direction of the Director of Curriculum, Instruction and Assessment and the Principal overseeing Indigenous Education, continue to implement a professional development plan that ensures students, teachers 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 High School Principals and the Deputy Superintendent Inclusive Education, maintain High School Career counseling services to support FNMI students in completing applications for post-secondary entrance, scholarships, awards, bursaries and applications, which will allow them access to further education and /or transitioning into the world of work.
- Under the direction of School Principals, before leaving a feeder school and again before graduating, FNMI students will be provided with and encouraged to participate in multiple opportunities for involvement in service learning projects.

- Under the direction of the Father Mercredi High School Principal, continue to offer the Paul Martin Foundation Youth Aboriginal Entrepreneurship Program for FNMI students in Grade 11 and 12.
- Under the direction of High School Principals, a school team including FNMI Liaisons will continue to build relationships with rural aboriginal communities and their families through community visitations.

Authorities should include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	88.5	87.6	90.0	89.8	87.6	89	High	Declined	Acceptable	90	91	92

Comment on Results (OPTIONAL)

- 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.
- Fort McMurray Catholic Schools has 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 extensive Emergency Response Plan.

Strategies

CONTINUE

- Under the direction of the Superintendent and Principals, an annual spiritual development plan based on District faith needs and values will be developed and implemented in District schools.
- Under the direction of the Deputy Superintendent Inclusive Education and Elementary School Principals, incorporate Leader In Me philosophy in our elementary schools connected to our Four Core Values.
- Under the direction of the Deputy Superintendent Inclusive Education, Principals and School Counselors, continue to promote and improve the safe and caring environment within each school facility through the implementation of positive behavior supports, friendship skills, mindfulness, and skills for reducing childhood anxiety for targeted groups.
- Under the direction of the Deputy Superintendent Inclusive Education, maintain our current Counselors in each facility to provide consistent counseling supports across schools.

- Under the direction of the Deputy Superintendent Inclusive Education, working with the RCSD and Canadian Red Cross, maintain Mental Health Therapists/ Parent Coach support to reduce the stress, anxiety and trauma due to the complex effects of the 2016 Wildfire in our community.
- Under the direction of the Deputy Superintendent Inclusive Education, counseling services, parent-counseling services, student support groups (GSA) will be provided to support our LGBTQ community.
- Under the direction of the School Principals, implement school goals related to our faith based initiatives.

NEW

- Under the direction of the Deputy Superintendent Inclusive Education and District Principals, develop a Wellness and Mental Health Sustainability Plan to support staff and parents in utilizing personal wellness strategies.
- Under the direction of the Deputy Superintendent of Inclusive Education, and in conjunction with local agencies, explore the possibility of creating a Community-based Integrated Mental Health Service Hub for Youth.
- Under the direction of the Deputy Superintendent Inclusive Education and School Principals, develop a comprehensive approach to school safety to understand and use threat assessment procedures.
- Under the direction of the Superintendent and High School Principals, employ a 0.5 FTE Chaplain at Father Mercredi High School and Holy Trinity High School.

Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	79.1	77.6	82.5	79.2	80.0	82	High	Maintained	Good	83	84	85

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.
- The District offers Robotics, Health Sciences modules, Science and Technology courses, Dance, Theatre, Drama, Piano, Media Arts and Sports Academies to increase student engagement and support a broad program of studies.
- Elementary students are being provided Coding opportunities within each facility.

Strategies

CONTINUE

- Under the direction of the Superintendent, Principals will develop school goals, which contribute to quality teaching and learning opportunities for the students of FMCS.
- 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, Learning Coaches will continue to support School Principals and Teachers related to project based learning opportunities, inquiry based instruction, Learning Commons, Career and Technology Foundations programming.
- Under the direction of the Director of Curriculum, Instruction and Assessment, the support of Learning Coaches and in partnership with ERLC, provide professional development opportunities for teachers and Administration.

- Under the direction of the Director of Curriculum, Instruction and Assessment, provide support for the implementation of a new Religious Education Program in the District.

NEW

- Under the direction of the Deputy Superintendent Inclusive Education and Careers Next Generation, develop a Grade 10-12 Mental Health Pathways course to encourage students into Health Sciences careers.
- Under the direction of the Deputy Superintendent Inclusive Education, focus on expanding Kindergarten curriculum in a full day delivery model using play based approaches to enhance child development.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	81.9	79.0	82.9	84.3	80.6	82	Very High	Declined	Good	83	84	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.8	79.2	80.2	75.6	76.7	78	Intermediate	Maintained	Acceptable	79	80	81
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.2	89.8	89.7	89.0	87.5	90	High	Declined	Acceptable	91	92	93

Comment on Results

- Meaningful input is received from School Councils on the direction of school goals.
- A continued focus on meeting the needs of students entrusted into our care.
- Fort McMurray Catholic Schools has a philosophy of continuous improvement.
- We believe our participation in APPLE Schools initiatives continues to positively affect these results.
- The School Board of Trustees completed a 360 Review with staff to assess the District's working culture. A strategic plan will be developed from the 360 Review and shared with staff.
- Following a review of our Professional Learning Friday schedule, we have reinstituted self-directed Professional Learning Communities.

Strategies

CONTINUE

- Under the direction of the Superintendent, School Administrators will collaborate in School Family teams to support the implementation of School and District goals.
- Under the direction of the Superintendent, 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 District Three-Year Plan review.

- Under the direction of the Superintendent, host a minimum of two Council of School Councils meetings during the school year.
- Under the direction of the Deputy Superintendent Inclusive Education, provide representation to the University of Alberta Senate to make connections with post-secondary opportunities for students in our Wood Buffalo Region.
- Under the direction of the Deputy Superintendent Inclusive Education, co-chair the leadership team and support the executive team of the Regional Collaboration Service Delivery Partnership to integrate and support service delivery in our region.
- 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 Deputy Superintendent Inclusive Education, provide leadership to the NEAFAN network to improve supports and services that address the impact of FASD on individuals, families and communities via the 0.5 FTE Success Coach across all schools.
- 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, Learning Coaches will provide support to teachers new to the profession as a component of the District's New Teacher Orientation and Mentorship program.
- Under the direction of the Superintendent, build upon the relationship between the Parish Priests and District Schools to increase staff/youth participation in our churches through School Family meetings with Priests; Professional Learning Friday masses; frequent Priest/Seminarian visits to schools; liaising with the Youth Minister; offering grade level retreats and forming a student Youth Liturgy Leadership Team.
- Under the direction of School Principals, continue to develop Community Partnerships to enhance student programming.

- Under the direction of School Principals, develop and implement school goals with a focus on school improvement.

NEW

- Under the direction of the Superintendent, develop and advertise a Catholic Administrator's Professional Program to be offered in the 2019 School Year.
- Under the direction of the Director of Certificated Staff, implement professional development related to Teacher, Principal, and Leadership Quality Standards.
- Under the direction of the Director of Certificated Staff, realign District Certificated Staff evaluations using the new Teacher and Leadership Quality Standards.

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 district program.

Philosophy

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

Beliefs and Values

- Every individual is unique and 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 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 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.
- Eight full-day Kindergarten Programs housed at seven schools are 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 1-6 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.
- FMCSO 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.
- FMCSO will continue to provide teachers with coaching opportunities that includes Learning Coaches and District Specialists, Classroom Support Teachers, School Counsellors, Mental Health Therapists and teachers to develop their skills in supporting children with special needs.
- FMCSO will continue to work in partnership with Wood Buffalo Regional Collaborative Services (WB RCSD), North East Alberta Fetal Alcohol Network (NEAFAN), Glenrose Childhood Developmental Clinic(s) to work with regional teams and experts to have access to specialized consultants for teachers and families.
- FMCSO 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.

- FMCSO 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 – 3.8 yrs)
 - Primary Independent Program (Grades 2 – 6)
 - Junior Independent Program (Grades 7 – 12)
 - Junior Transition Program for Children with complex emotional needs (Grades 1 – 4)
 - Junior Vocational Education Program (Grades 7 – 9)
 - Senior Vocational Education Program (Grades 10 – 12)
 - Father Merc Café – Work experience for students with special needs (Grades 7 – 12)
- FMCSO will continue to provide school counseling, parent coaching and 2.0 FTE Mental Health therapy at the universal, targeted and individual levels.
- FMCSO will continue to promote a respectful, safe environment and provide the needed resources for LGBTQ students and families.
- FMCSO will continue to expand the use of Maplewood and Clevr to simplify the development of ISP Plans for teachers (ECS – Grade 12) with a focus on grades 7-9 for teacher accommodations and trauma sensitive wellness plans
- FMCSO 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.
- FMCSO 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.

- FMCSO in partnership with Bethel Happy Day Care will offer two 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.

Future Challenges

- At this time, we are recovering from the impacts of the Wildfire and our student enrolment continues to increase as neighbourhoods rebuild.
- District enrollment continues to grow, despite the downturn in the economy. Indications point to continued stability with expected growth as we continue to recover from the Wildfire.
- We foresee a need to build a new 7-12 school within the near future.
- Due to the high cost of facilities operations and maintenance and the high cost of providing transportation, a significant amount of instructional dollars are transferred to these areas.
- Significant in-migration has caused challenges and a strain on our teachers to provide English as a Second Language programming.
- There is a severe shortage of certificated substitute teachers and as a result, this puts a strain on our current teachers as they continue to provide internal coverage.
- As we move to recovery from the Wildfire, we continue to provide emotional support to families and staff with complex mental health needs.
- There is a need for local child psychiatric support and teen mental health treatment in an outreach setting to support teen depression, addictions and mental health in our community.
- Due to the high birth rate, young families need stronger connections and access to child development specialists (0-6) and pediatricians for medical support.
- The lack of local early learning diploma programs has a significant impact on staffing within our Out of School Care Programs.
- There is a shortage of certificated staff to fill temporary / maternity leaves.

Summary of Financial Results

The Catholic Board of Education had an operating surplus of \$ 1.5 M for the year ended August 31, 2018 compared to a surplus of \$ 1.7 M in the previous year.

Revenues

Total revenues increased by \$5.1 M (6.1 %) in 2018 compared to the previous year due to an increase in enrolment of 6%. This is due mostly to many families returning to the RMWB after the 2016 Wildfire.

Expenses

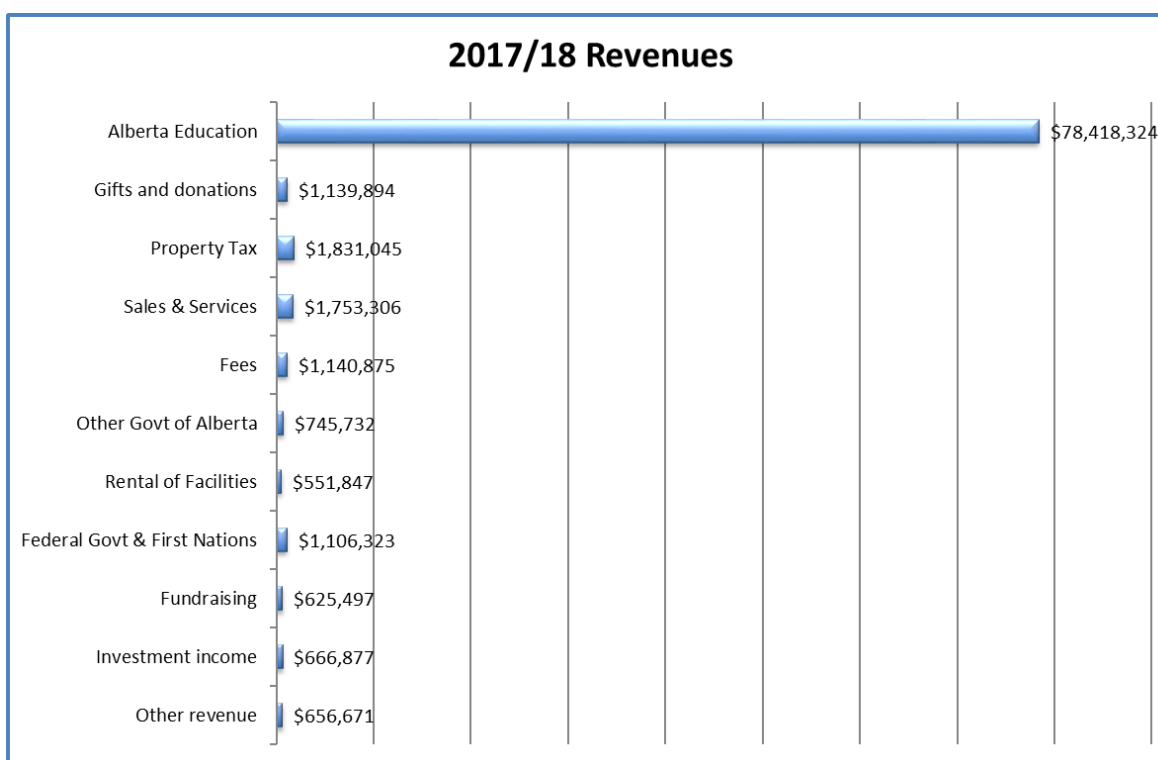
Total expenses increased by \$ 5.4 M (6.5 %). The largest increase was for Salaries and Benefits which increase by \$ 2.5 M (4.1 %) as the District increased staffing level in all schools.

The tables and graphs below provide a more detailed view of the financial results for 2017-2018.

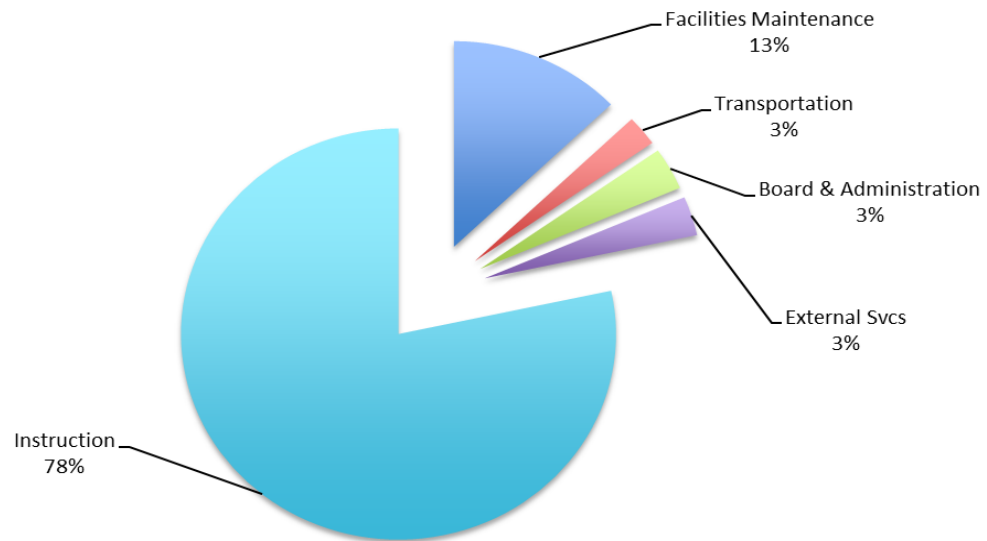
Statement of Operations For the Year Ended August 31, 2018		
	Actual 2018	Actual 2017
Revenues		
Alberta Education	\$78,418,324	\$73,913,685
Other - Government of Alberta	745,732	761,841
Federal Government and First Nations	1,106,323	733,565
Property Tax	1,831,045	2,507,133
Fees	1,140,875	850,945
Other sales and services	1,753,306	1,574,642
Investment income	666,877	397,792
Gifts and donations	1,139,894	1,384,002
Rental of Facilities	551,847	634,677
Fundraising	625,497	636,674
Other revenue	656,671	91,739
Total Revenues	\$88,636,391	\$86,221,585

Expenses by Block		
Instruction	\$68,290,655	\$64,469,322
Plant Operations & Maintenance	11,184,882	10,192,657
Transportation	2,076,009	1,743,458
Administration	2,898,206	3,069,359
External Services	2,679,548	2,304,725
Total Expenses	\$87,129,300	\$81,779,521
Operating Surplus (Deficit)	\$ 1,507,091	\$ 1,707,174

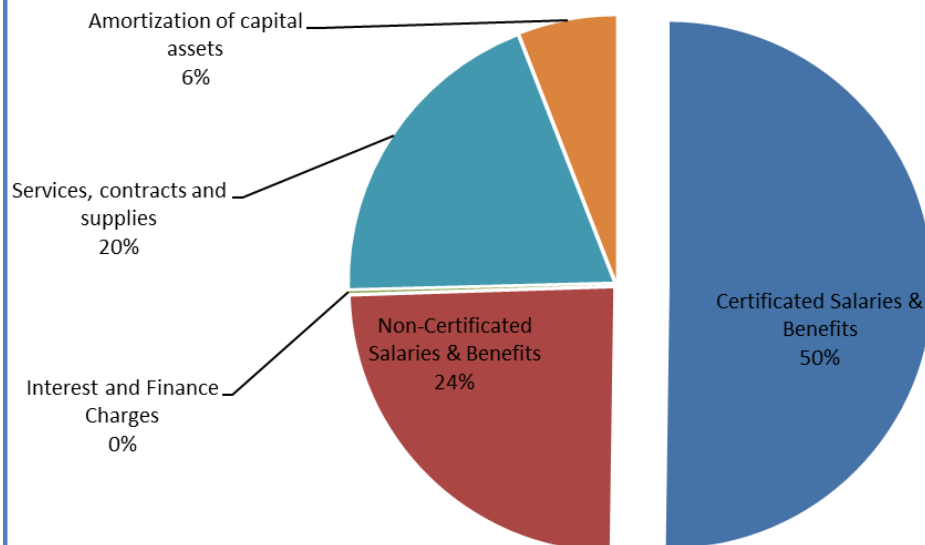
Expenses by Categories	2018	2017
Certificated salaries, wages & benefits	\$43,761,581	\$42,653,275
Non-certificated salaries, wages & benefits expense	21,147,076	19,711,991
Services, contracts & supplies	16,968,288	14,080,808
Amortization expense	5,158,349	5,225,492
Interest and Finance Charges	94,006	107,955
Total Expenses	\$87,129,300	\$81,779,521



2017/18 Expenditures by Block



2017/18 Operating Expenses



School Generated Funds (SGF)

School Generated Funds (SGF) represents money collected which has arisen from school-based activities. Full disclosure requires that revenues, expenses and the fund position as at fiscal yearend be reflected in the Audited Financial Statements.

SGF are funds raised by activities that come under the control and responsibility of school management (usually the Principal and/or those reporting to him/her). It is the responsibility of school jurisdiction management to develop, maintain, and oversee adherence to appropriate policies and procedures to ensure monies related to SGF are received, receipted, recorded and safeguarded and that proper records are maintained.

Additional information on SGF is available in Operating Policy 506 (School Generated Funds) available on the District Web Site at [OP 506](#), from the School Principal or from the Board's Secretary-Treasurer.

AFS Documents

The Audited Financial Statements notes and various supporting schedules are available on the District Website under the [Public Report Section](#). The District Office can also be contact to obtain a printed copy of the AFS or to obtain more information on the financial statements.

Comparative information is also available in a Provincial rollup of the audited financial statements (AFS) of school jurisdictions school. This report is available on the Alberta Education Web Site in the [Financial Statements Section](#).

Budget Summary

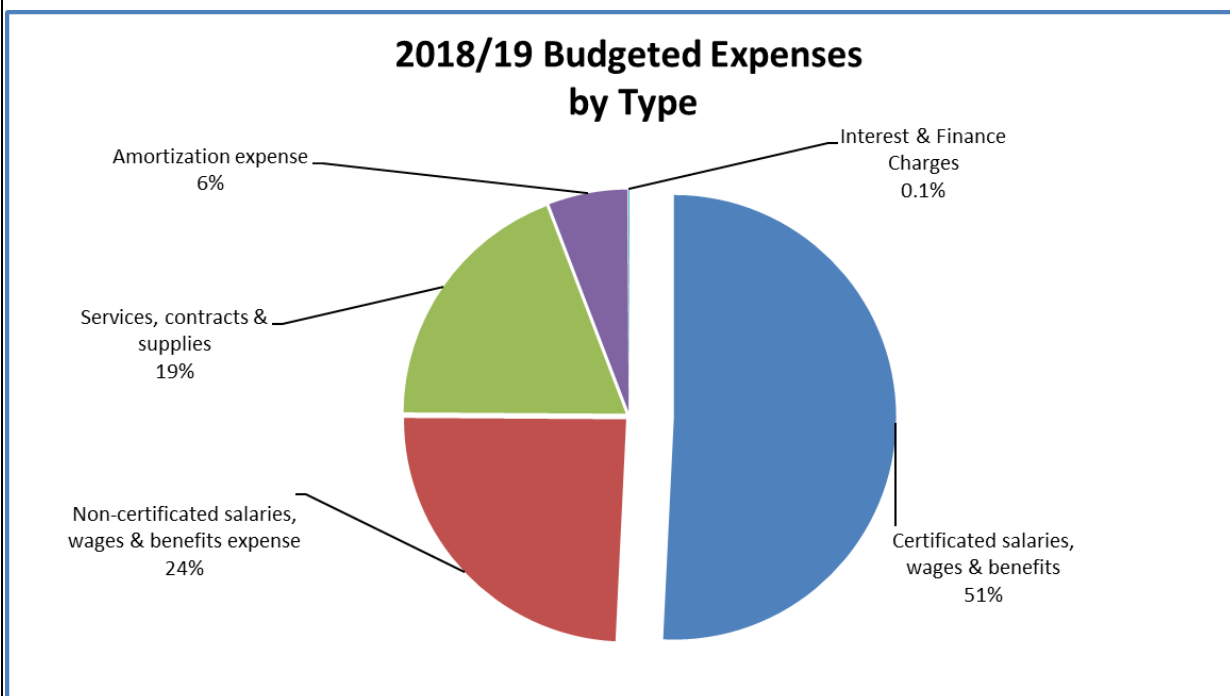
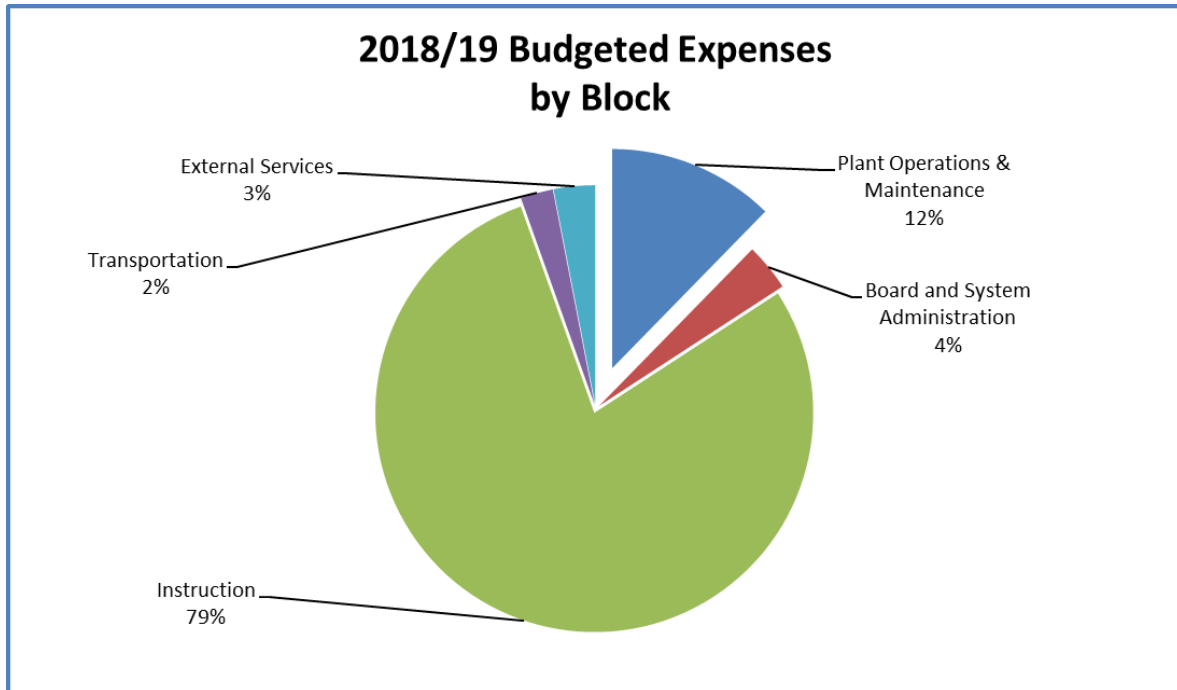
The Catholic Board of Education approved the Fall Update to the 2018/19 Budget in December 2018. The Budget Update projects a net operating deficit of \$ 1.9 M for School Year 2018/19.

Student enrolment increased by 6% in September 2018 resulting in the creation of 25 new teaching positions and 30 non-certificated positions in the schools.

Several agencies such as the Canadian Red Cross and the United Way of Wood Buffalo are continuing to fund mental health support programs for students, staff and their families.

A special reserve fund was set by the Board from accumulated surpluses to mitigate the impact of lower enrolment (and funding) to support operations, maintain the high quality of education and provide additional mental health services to help our students, families and staff.

The tables and graphs below provide a more detailed view of the fall update to the 2018-19 Budget. A copy of the fall update document is available on the District Web Page at: <http://fmcschools.ca/public-reports> . You can also contact the District Office to obtain a copy or get more information on the budget.



Capital and Facilities Projects

A total of \$ 6.1 M was spent in School Year 2017/18 for capital equipment and construction during the year. A summary is provided below:

Capital Expenditures For the Year Ended August 31, 2018	
	Actual 2018
Buildings & Land Improvement	
Elsie Yanik Cath School	\$2,672,730
Holy Trinity High School - 4 New Modulares	547,940
Good Shepherd School - Fire Alarm System	42,971
Fr Beauregard School - Fire Alarm System	25,425
Ecole St. Paul School - 3 New Modulares	1,058,280
St. Anne School - 7 New Modulares	423,611
Fr Mercredi High School - Victaulic Fittings	73,832
Bleachers Replacement	65,100
Misc Energy Conservation Projects	14,154
Fr Mercredi High School - Water Main Replacement	64,994
Sub-Total: Buildings and Land Improvement	\$4,989,037
Information Technology	
Wireless Network Improvement	\$54,191
Classroom Technologies	66,840
Elsie Yanik Cath School	514,771
Sub-Total: Information Technology	\$635,802
Furniture & Equipment	
Elsie Yanik Cath School	\$455,013
District Office Board Room	33,872
Sub-Total: Furniture & Equipment	\$488,885
Vehicles	
Maintenance Pickup Trucks (2)	\$56,492
Total - Capital Expenditures 2017/18	\$6,170,216

Summary of Facility and Capital Plans

The Catholic Board of Education 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 priorities for School Year 2018/19 are summarized below:

Facilities

- Completing the addition of one 3 modular classrooms at Holy Trinity High School to alleviate enrolment pressure. Occupancy is scheduled for early December 2018.
- Completion of replacement of 7 old portable classrooms at St. Anne School with 7 new modular classrooms. Occupancy is scheduled for early November 2018.
- A sum of \$ 1,500,000 has been budgeted for the maintenance department under the Infrastructure Maintenance and Renewal (IMR) Program for various summer projects in schools including water main replacement and lighting retrofits.

A copy of the Facility and Capital Plan is available on the District Web Page under the [Public Report Section](#).

Parental Involvement

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

Timelines and Communication

- Prior to consulting with District Administration, the School Principals held meetings to receive input on their school goals from their staff and School Councils.
- The District plan is made public after it is presented to the School Board. It

will be posted on the District 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 District senior administration team meets three times a year with School Principal teams to review progress and monitor implementation of strategies from the Three-Year Education Plan.
- The following Class Size Reports for the Jurisdiction for all subjects and for core subjects are posted on the district website under the Public Report Page here. A direct link to the reports are provided as follows:

FMCSO – 2017 Class Size Survey – All Subjects

FMCSO – 2017 Class Size Survey – Core Subjects Only

- The Class Size averages for all Jurisdictions in Alberta are posted on the Alberta Education Website at:

[**Class Size – All Jurisdictions \(Alberta Education Website\)**](#)

- The Fort McMurray Catholic Schools at a Glance one-page report is posted on our District Website at:

Fort McMurray Catholic Schools at a Glance

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 District 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 2017-18 School Year.

A copy the Fort McMurray Catholic Schools combined 3-Year Education Plan 2018-2021 and Annual Education Results Report (AERR) 2017-2018 and the summary reports are available on the District Website under the [Public Report Section/Page](#).

You can also contact the District Office to obtain a printed copy of these documents.

APPENDIX – Measure Details (OPTIONAL)

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

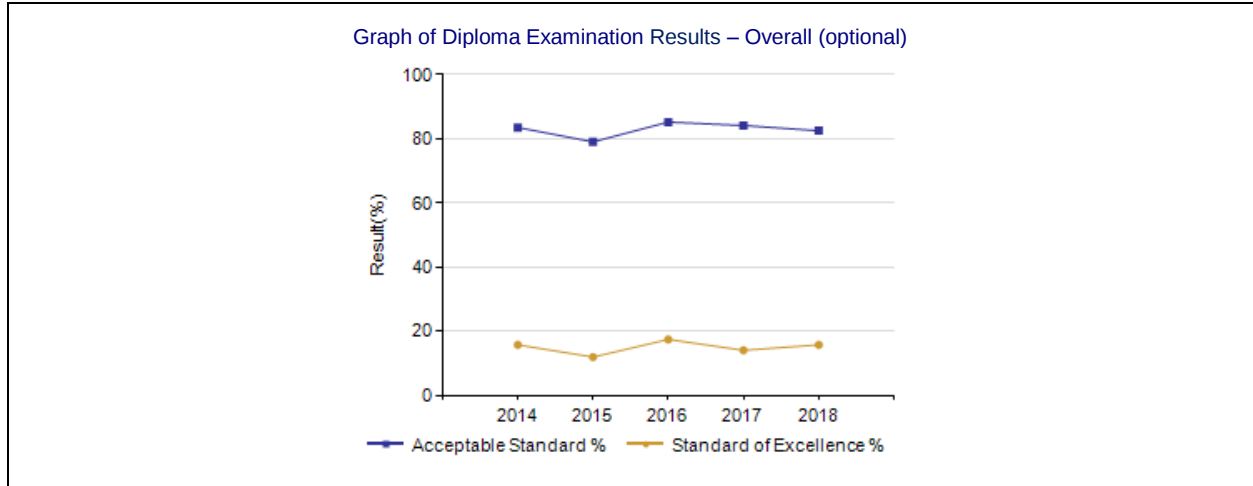
Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	80.1	8.1	73.9	6.1	84.0	7.4	85.9	6.2	88.6	8.7		

	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	Authority	90.4	12.4	88.0	8.9	90.7	13.2	91.6	10.2	89.2	8.7		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	Authority	*	*	*	*	*	*	81.8	0.0	100.0	0.0		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	Authority	82.4	26.5	72.5	23.1	62.5	21.9	69.8	19.8	77.1	23.7		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	Authority	71.9	15.6	78.2	16.8	93.7	27.0	81.1	12.6	81.0	11.6		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	Authority	81.2	8.0	87.9	12.1	84.4	7.8	81.9	4.2	86.2	15.7		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	Authority	79.4	9.0	73.5	4.3	76.3	10.2	82.9	8.2	74.9	5.2		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	Authority	90.4	26.0	82.1	24.2	96.0	38.0	92.6	40.2	90.0	27.1		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	Authority	93.2	42.5	67.6	14.9	83.9	25.0	81.7	20.0	83.1	31.6		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	Authority	89.2	27.0	70.0	15.0	100.0	33.3	88.7	29.0	77.8	40.7		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	Authority	84.1	20.5	86.7	11.7	96.6	20.7	80.3	6.6	61.0	6.1		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

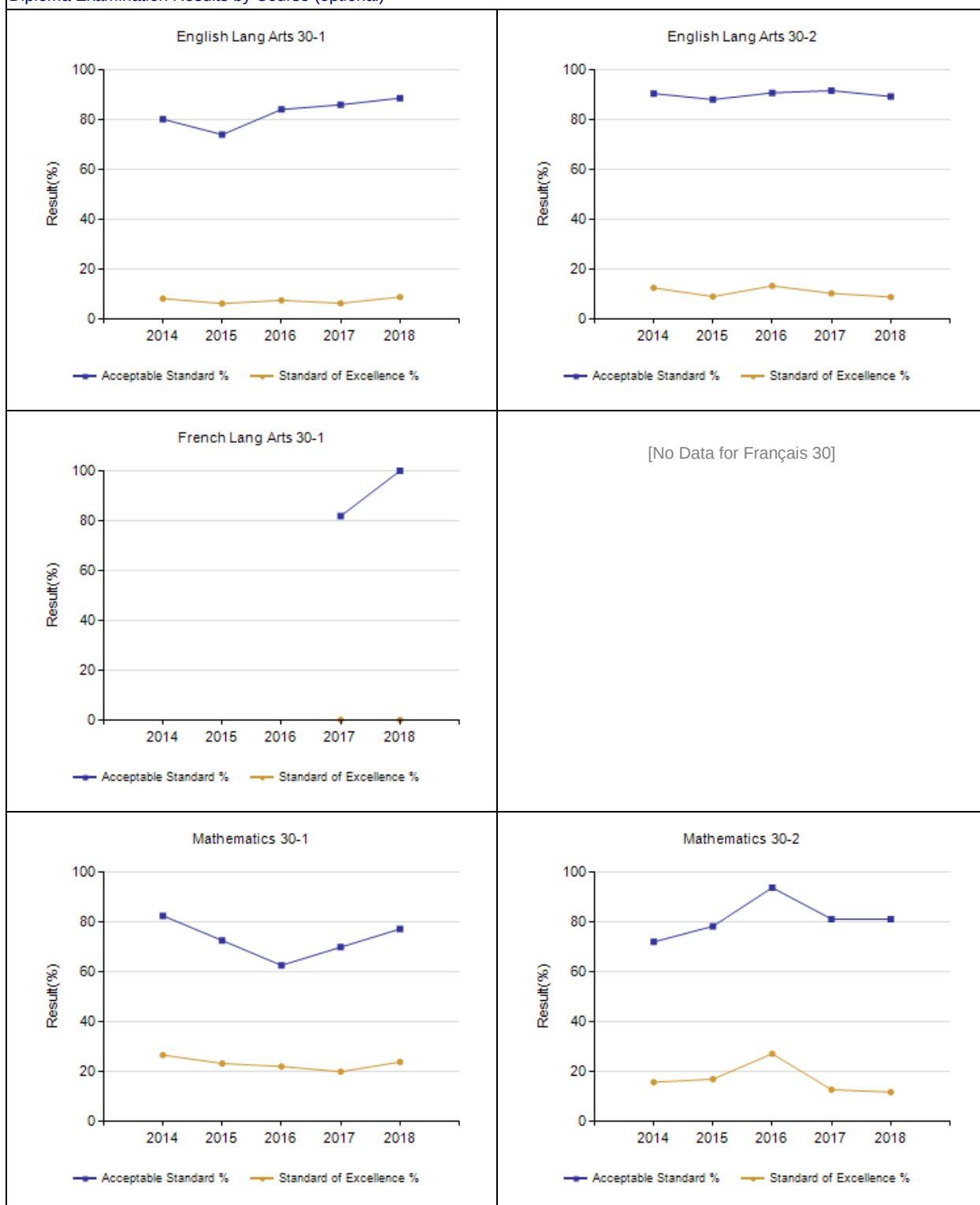
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



Notes:

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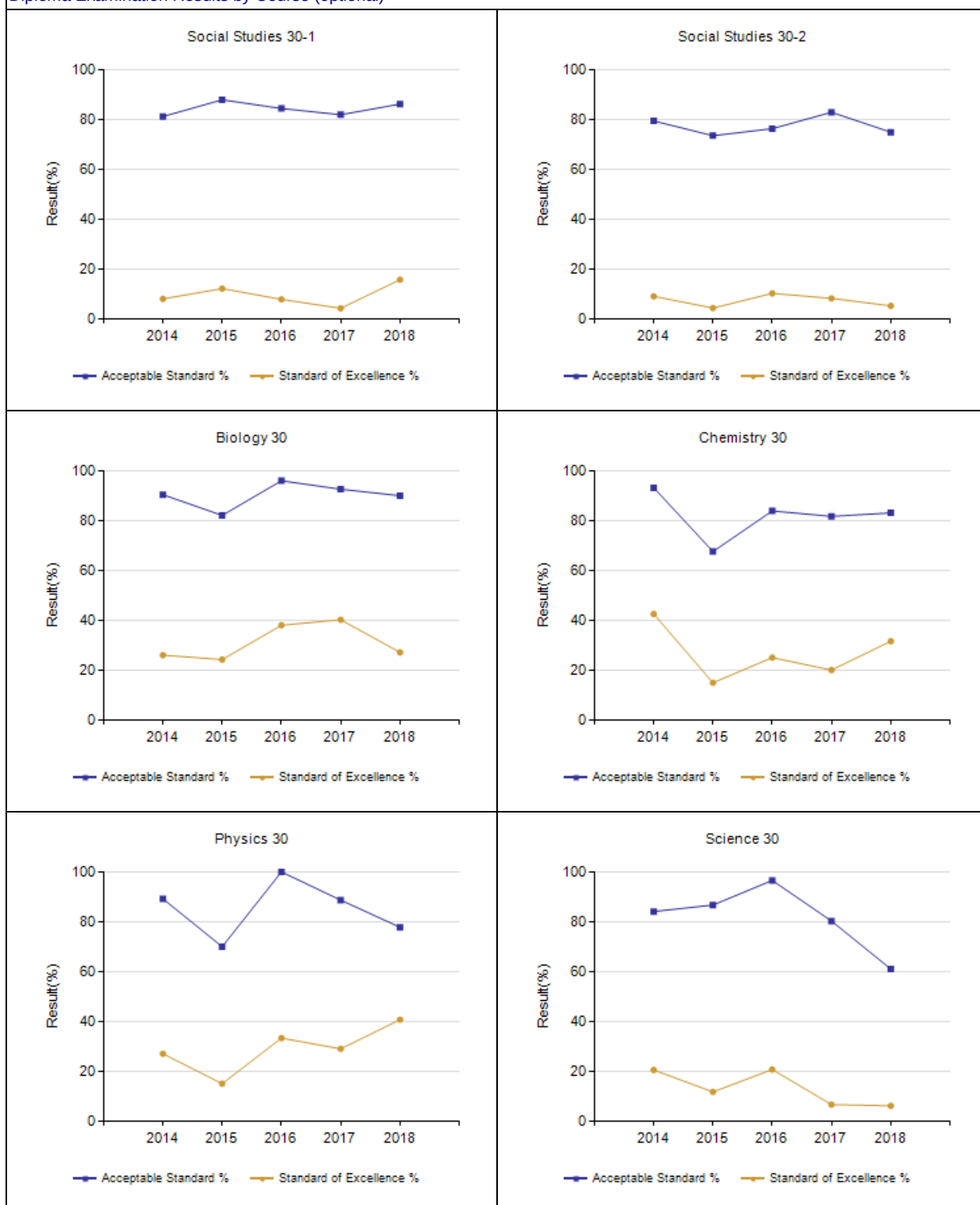
Diploma Examination Results by Course (optional)



Notes:

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2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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Diploma Examination Results by Course (optional)



Notes:

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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.

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

		Fort McMurray RCSSD No. 32							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Improved Significantly	Good	184	88.6	171	79.9	30,393	87.5	29,349	86.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	184	8.7	171	6.1	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	195	89.2	179	89.8	16,184	88.0	16,632	89.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	195	8.7	179	9.5	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	9	100.0	11	81.8	1,230	93.8	1,312	94.6
	Standard of Excellence	Low	Maintained	Issue	9	0.0	11	0.0	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	118	77.1	94	71.2	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	118	23.7	94	21.4	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	121	81.0	114	79.7	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	121	11.6	114	14.7	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	159	86.2	145	84.9	21,793	86.2	21,941	86.0
	Standard of Excellence	High	Improved Significantly	Good	159	15.7	145	8.2	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	191	74.9	166	78.2	20,391	78.8	19,847	81.0
	Standard of Excellence	Low	Maintained	Issue	191	5.2	166	6.3	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	High	Maintained	Good	140	90.0	109	87.4	23,026	86.6	22,263	85.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	140	27.1	109	32.2	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	High	Improved	Good	136	83.1	95	74.7	18,770	83.6	19,031	82.3
	Standard of Excellence	High	Improved Significantly	Good	136	31.6	95	17.4	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	54	77.8	51	79.4	9,679	86.2	10,276	85.1
	Standard of Excellence	High	Improved Significantly	Good	54	40.7	51	22.0	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	Very Low	Declined Significantly	Concern	82	61.0	68	83.5	9,426	85.4	8,651	84.4
	Standard of Excellence	Low	Maintained	Issue	82	6.1	68	9.1	9,426	31.5	8,651	27.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
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

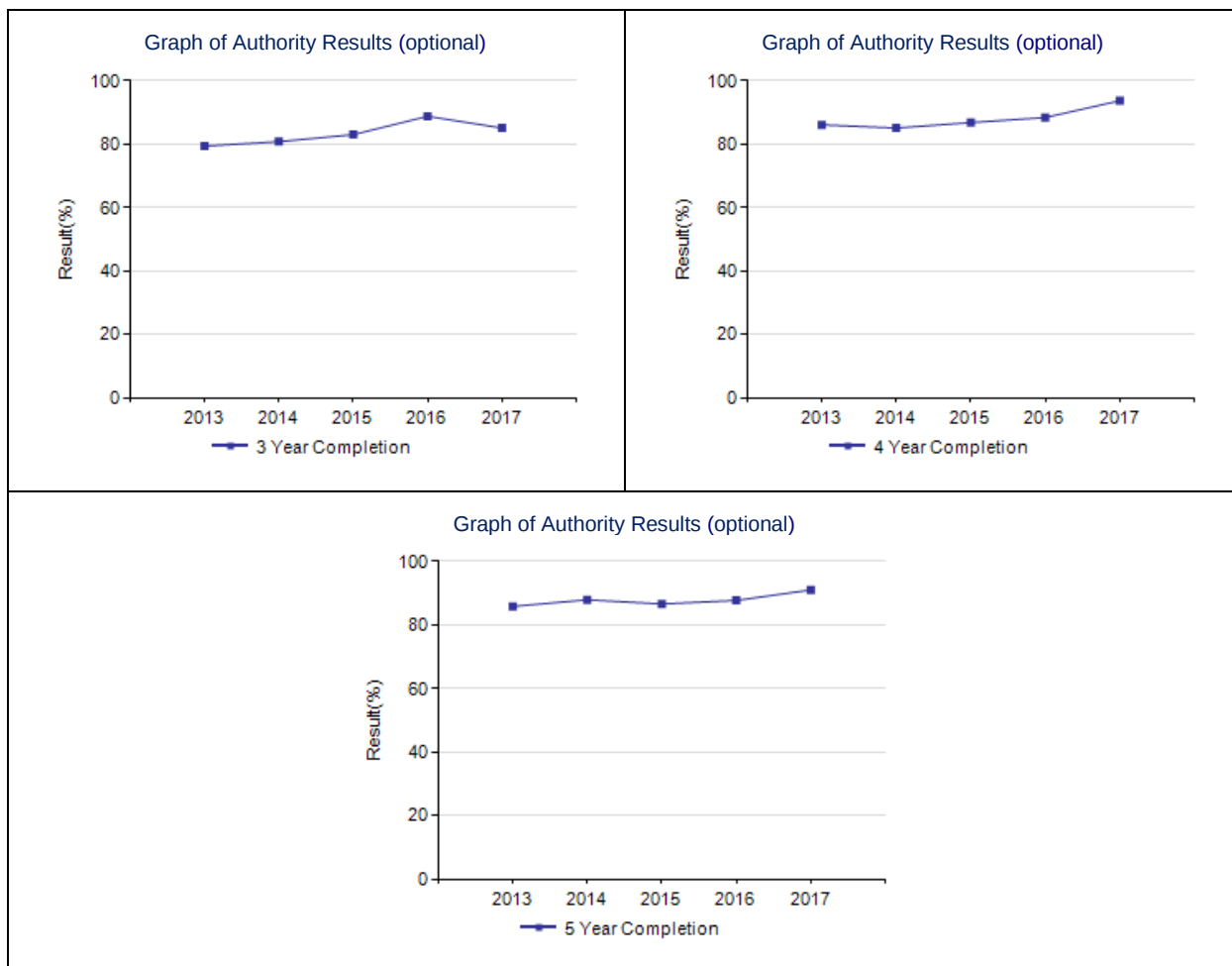
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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 (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	79.4	80.8	83.0	88.8	85.1	75.3	76.5	76.5	78.0	78.0
4 Year Completion	86.1	85.1	86.8	88.4	93.7	79.6	79.9	81.0	81.2	82.6
5 Year Completion	85.8	87.9	86.6	87.7	91.0	81.5	82.0	82.1	83.2	83.4

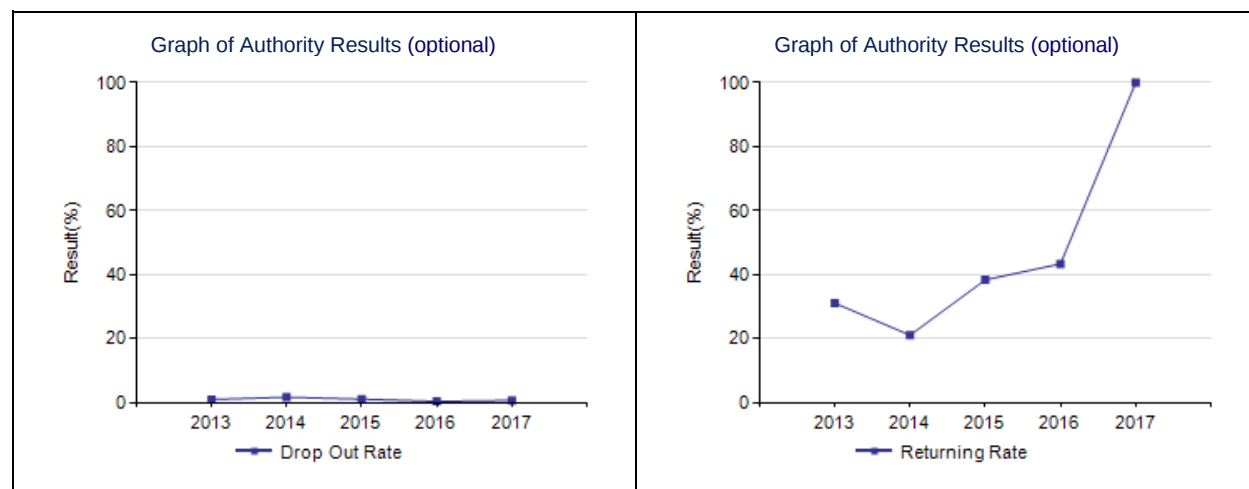


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 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 caused by one authority.

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	0.9	1.6	1.0	0.3	0.6	3.3	3.5	3.2	3.0	2.3
Returning Rate	31.0	21.0	38.3	43.3	100.0	20.7	20.9	18.2	18.9	19.9

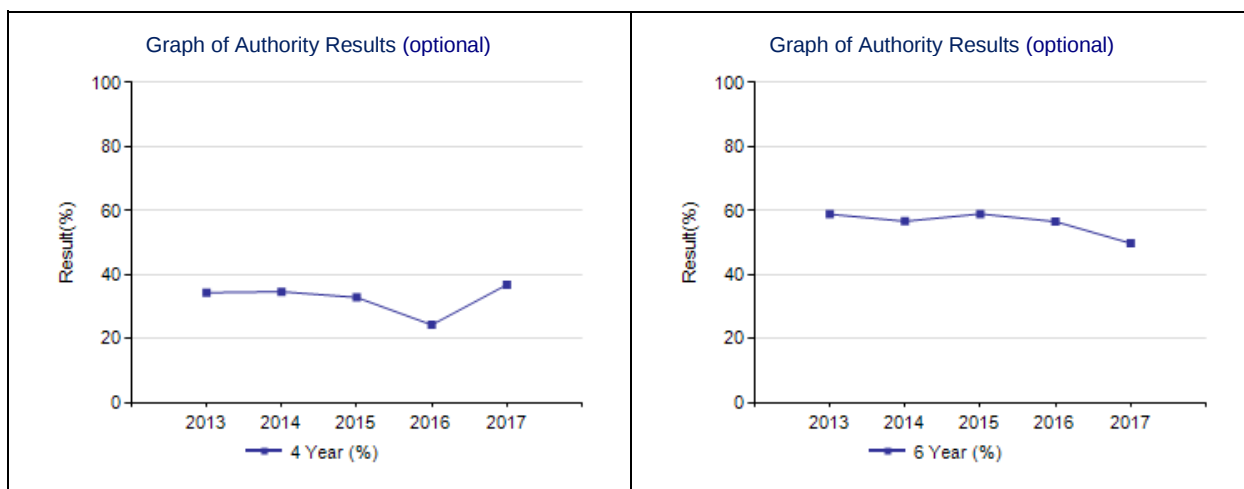


Notes:

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

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

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	34.3	34.6	32.8	24.2	36.8	39.7	38.3	37.0	37.0	39.3
6 Year Rate	58.8	56.6	58.9	56.5	49.7	59.0	59.7	59.4	57.9	58.7



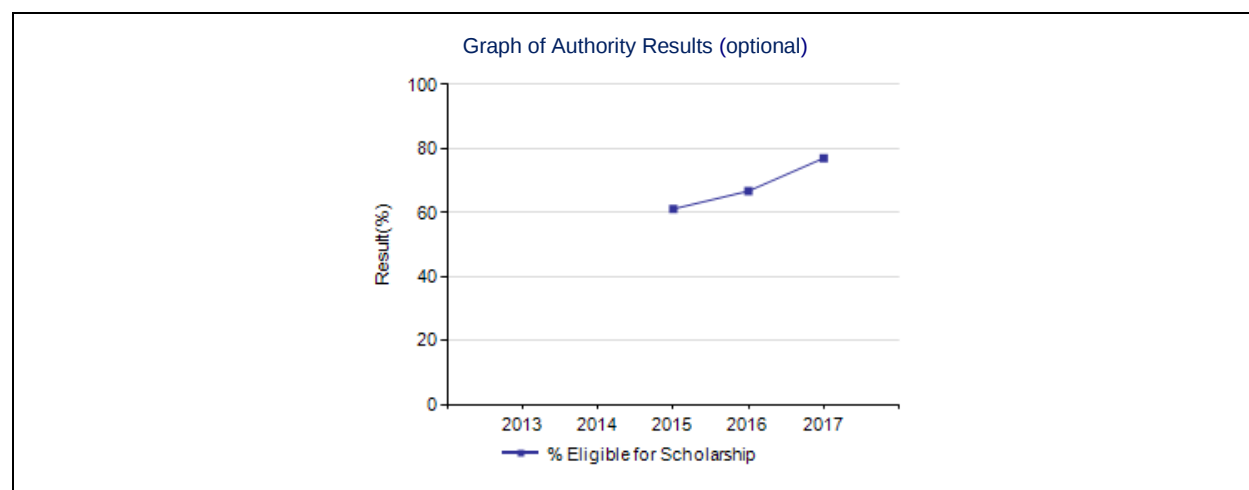
Notes:

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

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	61.1	66.7	77.0	n/a	n/a	60.8	62.3	63.4

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
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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



Notes:

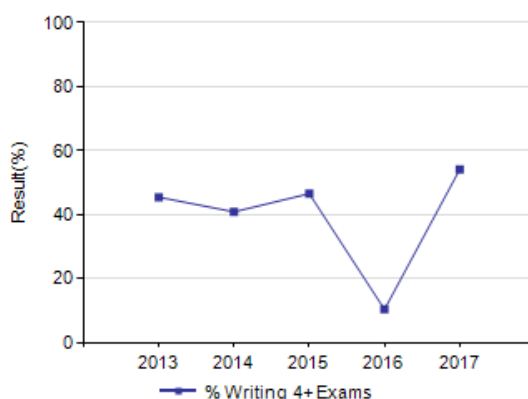
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over 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 (OPTIONAL)

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	14.5	14.0	10.1	10.6	7.6	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	85.5	86.0	89.9	89.4	92.4	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	81.9	84.5	85.8	68.5	89.4	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	58.4	58.6	61.7	34.9	69.4	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	45.4	40.8	46.5	10.3	54.1	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	25.9	20.4	24.5	2.3	26.4	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	6.5	5.7	5.9	0.0	4.6	11.4	13.1	13.8	13.6	13.9

Graph of Authority Results (optional)



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

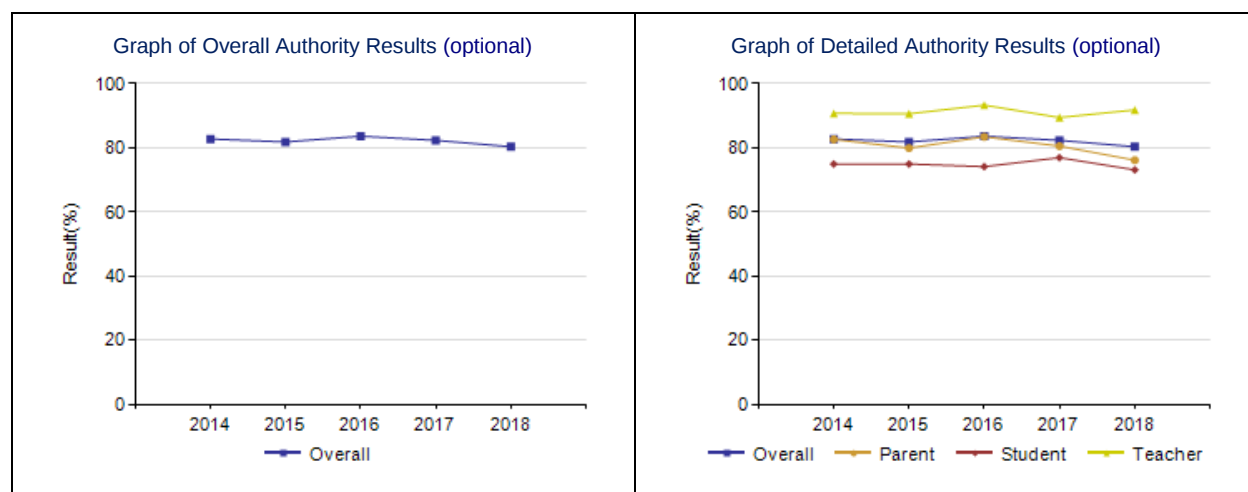
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	41.3	36.9	40.7	26.5	47.8	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	40.2	47.4	47.7	34.6	41.5	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	80.7	82.1	86.3	61.2	87.2	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	42.5	35.4	37.7	31.1	45.7	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	40.2	46.0	46.7	22.3	37.4	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	80.7	81.0	83.0	53.1	83.1	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.4	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	31.9	19.3	23.3	20.4	25.5	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	16.5	31.8	28.3	19.4	31.2	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	48.0	50.0	51.3	39.8	56.1	52.1	57.0	57.6	58.3	58.6
Biology 30	32.3	24.8	27.7	16.8	28.5	42.2	41.4	40.6	40.7	41.7
Chemistry 30	23.6	20.8	23.7	15.9	30.3	31.5	34.7	35.7	35.6	35.1
Physics 30	10.2	10.9	13.0	3.9	16.3	17.3	20.0	19.9	19.3	18.6
Science 30	18.1	14.6	17.3	8.7	20.5	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	50.4	46.0	53.0	37.5	62.6	57.3	59.4	59.8	60.5	61.2
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	1.2	1.8	1.7	0.6	3.0	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	1.2	1.8	1.7	0.6	3.0	3.0	2.9	3.0	3.1	3.3

Notes:

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2. Participation in Provincial Achievement Tests 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 2015/2016 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 caused by one authority.

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.7	81.8	83.6	82.3	80.3	83.4	83.5	83.9	83.7	83.0
Teacher	90.7	90.6	93.3	89.4	91.8	93.8	94.2	94.5	94.0	93.4
Parent	82.6	79.9	83.4	80.5	76.1	81.9	82.1	82.9	82.7	81.7
Student	74.9	74.9	74.1	76.9	73.1	74.5	74.2	74.5	74.4	73.9

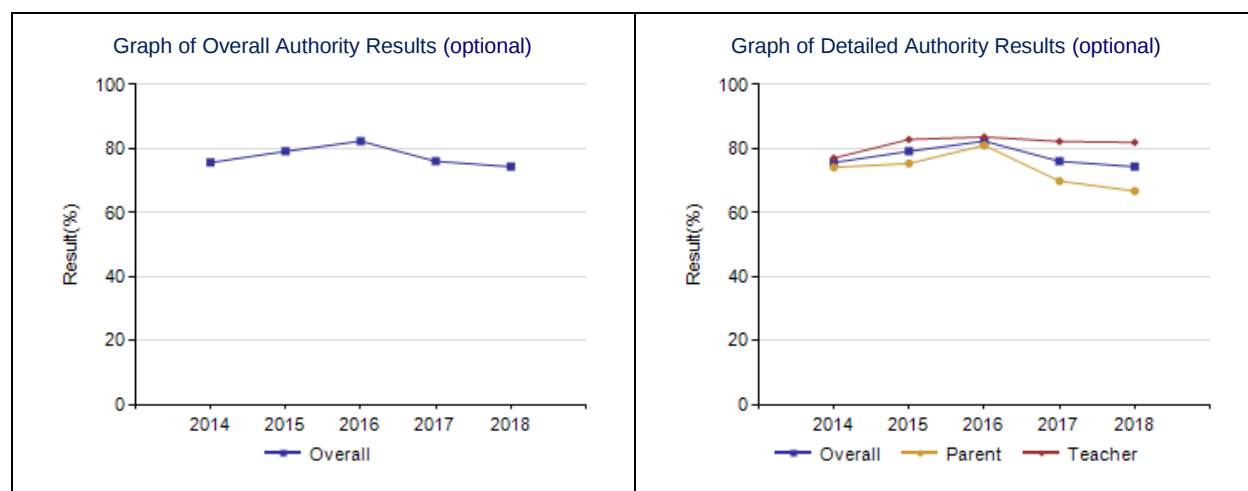


Notes:

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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.

Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.6	79.1	82.3	76.0	74.3	81.2	82.0	82.6	82.7	82.4
Teacher	77.0	82.8	83.6	82.2	81.9	89.3	89.7	90.5	90.4	90.3
Parent	74.1	75.3	81.0	69.8	66.7	73.1	74.2	74.8	75.1	74.6



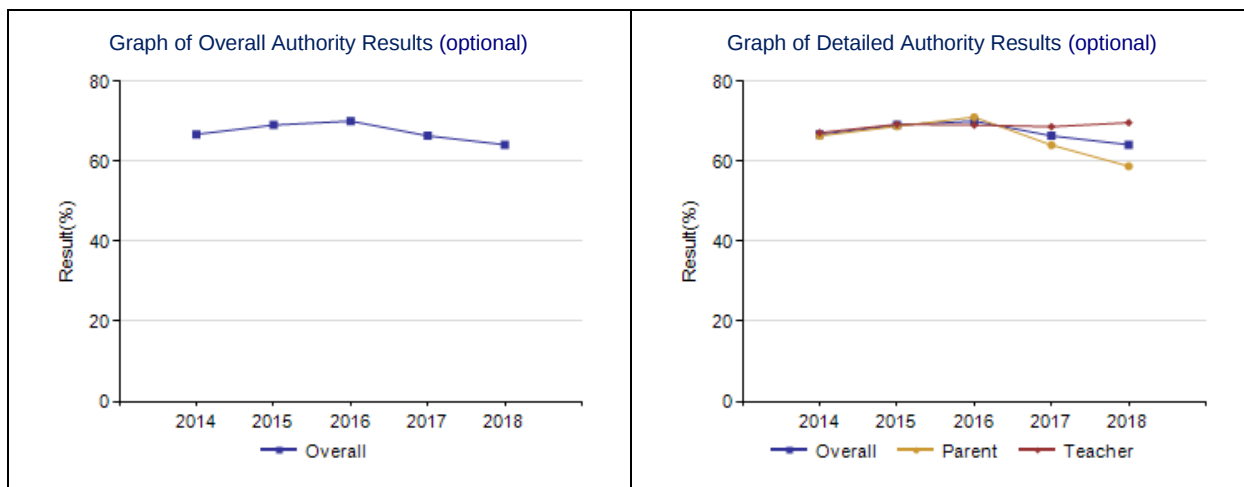
Notes:

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Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	66.8	69.1	70.1	66.4	64.2	69.5	70.0	70.7	71.0	70.9
Teacher	67.2	69.3	69.1	68.7	69.7	76.0	76.0	77.3	77.3	77.8
Parent	66.4	68.8	71.1	64.1	58.8	63.0	64.0	64.2	64.8	64.0



Notes:

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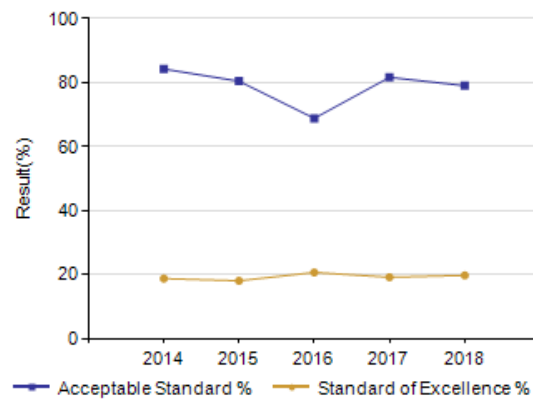
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	95.4	22.8	93.9	25.8	36.2	10.6	92.7	22.8	94.9	25.9		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	Authority	92.3	7.7	92.6	11.1	*	*	60.0	2.9	91.3	8.7		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	Authority	87.1	18.6	83.0	20.0	85.7	25.0	81.7	16.4	91.0	15.8		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	Authority	88.1	29.1	84.6	27.8	82.1	46.4	85.2	30.1	90.7	32.8		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	Authority	86.0	16.7	76.5	17.5	88.5	23.1	84.7	26.6	87.6	32.8		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	Authority	85.6	16.1	81.8	10.4	*	*	84.5	11.5	76.1	9.7		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	Authority	70.6	5.9	61.1	0.0	*	*	70.0	3.3	37.5	0.0		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	Authority	95.5	13.6	100.0	5.0	n/a	n/a	100.0	0.0	58.3	16.7		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	Authority	75.4	12.3	66.0	9.1	100.0	25.0	73.1	15.6	59.5	10.2		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	Authority	93.8	31.3	72.2	27.8	*	*	74.1	7.4	56.0	12.0		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	Authority	81.9	15.7	82.1	17.4	*	*	81.4	17.2	76.3	19.3		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	Authority	85.7	28.6	66.7	22.2	n/a	n/a	80.8	19.2	65.2	13.0		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	Authority	71.3	17.8	75.6	16.8	*	*	73.3	16.2	66.0	16.6		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	Authority	100.0	22.2	64.7	23.5	*	*	58.6	17.2	47.8	8.7		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

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. Participation in Provincial Achievement Tests 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

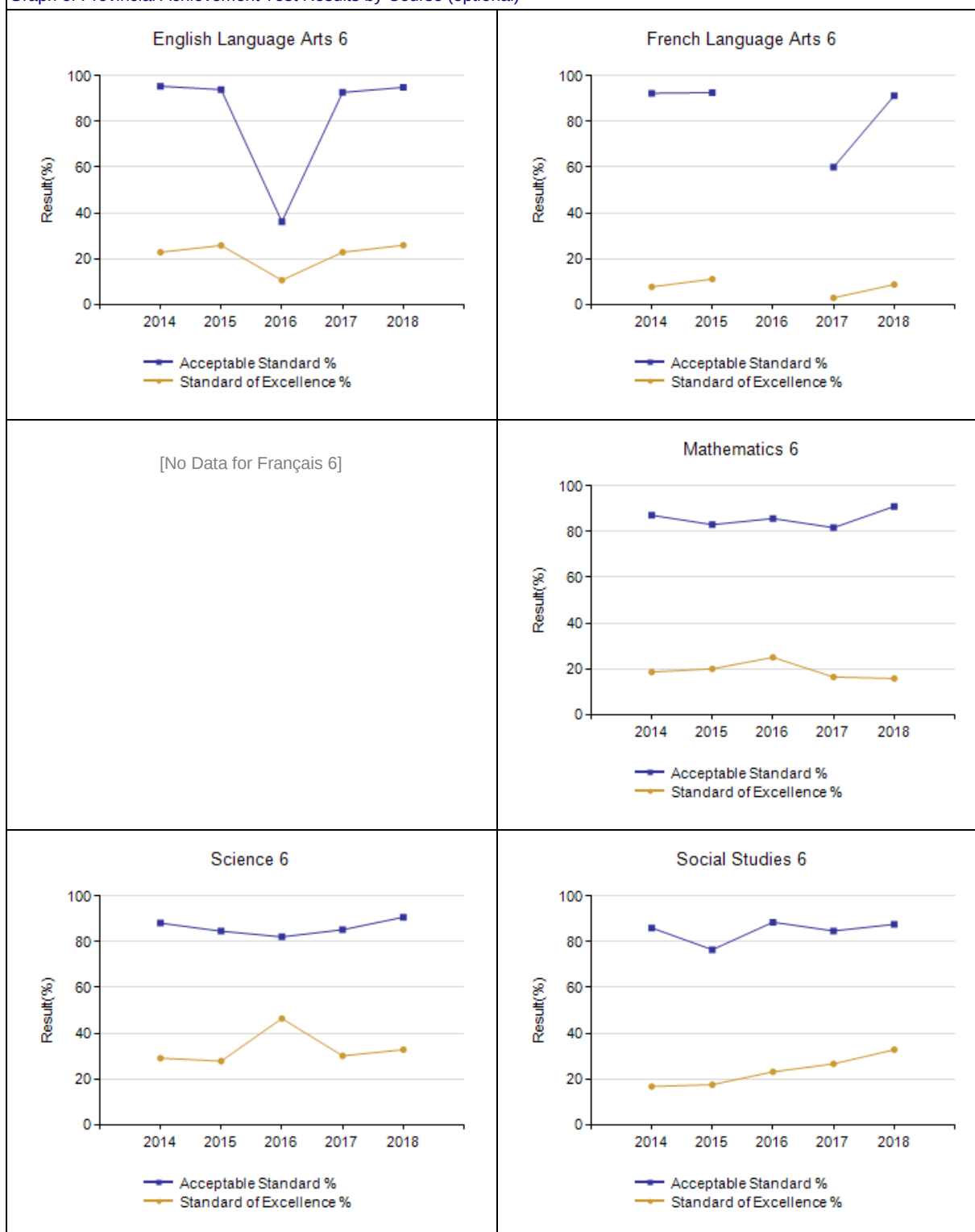
Graph of Overall Provincial Achievement Test Results (optional)



Notes:

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2. Participation in Provincial Achievement Tests 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.

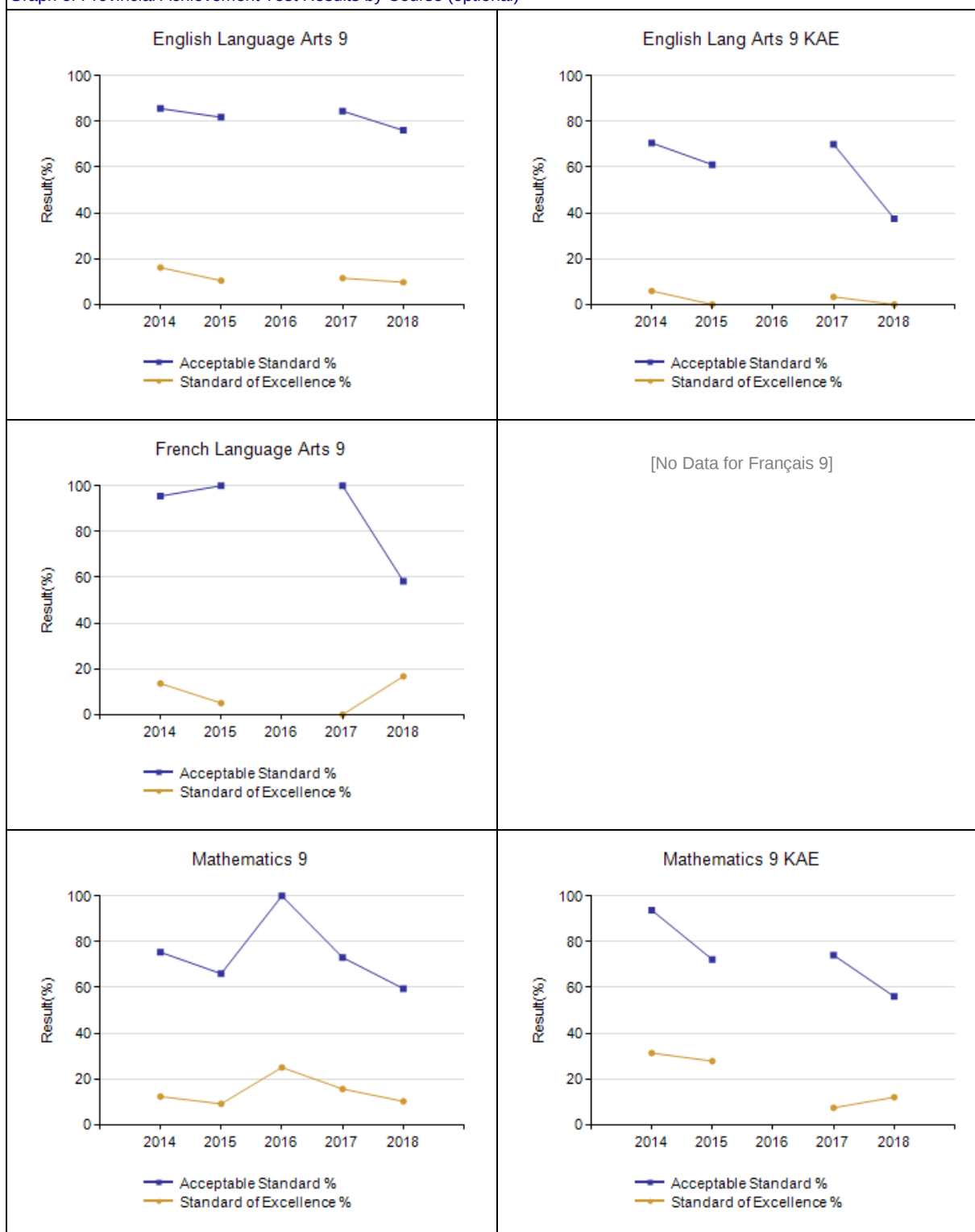
Graph of Provincial Achievement Test Results by Course (optional)



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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

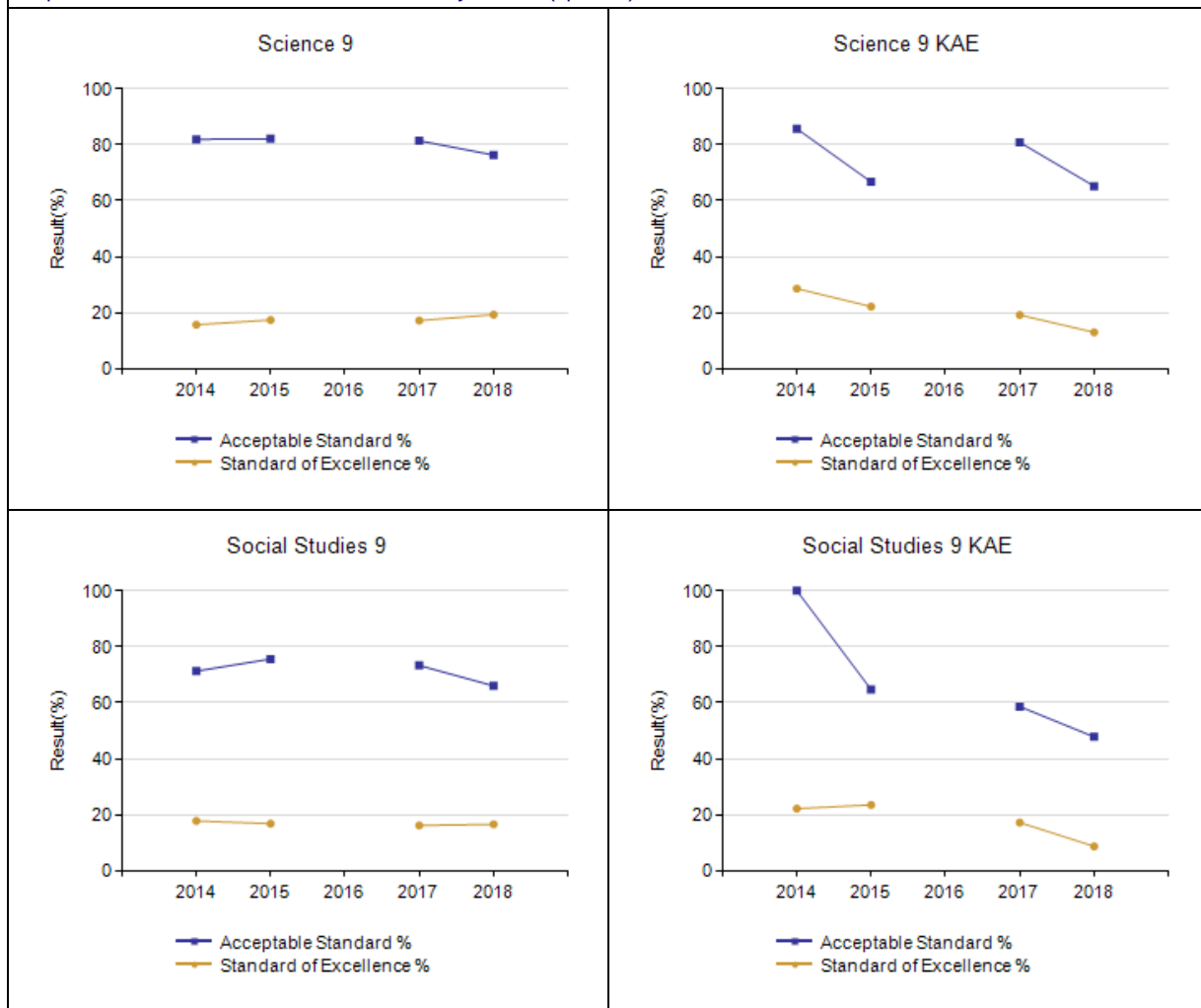
Graph of Provincial Achievement Test Results by Course (optional)



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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Graph of Provincial Achievement Test Results by Course (optional)



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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

		Fort McMurray RCSSD No. 32								Alberta			
Course	Measure	Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	355	94.9	384	93.3	51,540	83.5	48,248	82.7	
	Standard of Excellence	Very High	Maintained	Excellent	355	25.9	384	24.3	51,540	17.9	48,248	19.6	
French Language Arts 6	Acceptable Standard	Intermediate	Improved	Good	23	91.3	31	76.3	3,326	85.2	3,007	86.8	
	Standard of Excellence	Intermediate	Maintained	Acceptable	23	8.7	31	7.0	3,326	12.3	3,007	13.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0	
Mathematics 6	Acceptable Standard	Very High	Improved Significantly	Excellent	354	91.0	384	82.4	51,486	72.9	48,172	71.6	
	Standard of Excellence	Intermediate	Maintained	Acceptable	354	15.8	384	18.2	51,486	14.0	48,172	13.6	
Science 6	Acceptable Standard	Very High	Improved Significantly	Excellent	354	90.7	384	84.9	51,517	78.8	48,180	77.1	
	Standard of Excellence	High	Improved	Good	354	32.8	384	29.0	51,517	30.5	48,180	27.1	
Social Studies 6	Acceptable Standard	Very High	Improved Significantly	Excellent	354	87.6	384	80.6	51,525	75.1	48,170	71.4	
	Standard of Excellence	Very High	Improved Significantly	Excellent	354	32.8	384	22.0	51,525	23.2	48,170	20.6	
English Language Arts 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	380	76.1	370	83.2	46,822	76.1	44,296	76.5	
	Standard of Excellence	Intermediate	Maintained	Acceptable	380	9.7	370	11.0	46,822	14.7	44,296	14.9	
English Lang Arts 9 KAE	Acceptable Standard	Low	Declined	Issue	24	37.5	24	65.6	1,588	55.7	1,543	60.5	
	Standard of Excellence	Low	Maintained	Issue	24	0.0	24	1.7	1,588	5.9	1,543	5.6	
French Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	12	58.3	18	100.0	2,899	81.4	2,660	84.0	
	Standard of Excellence	Intermediate	Improved	Good	12	16.7	18	2.5	2,899	9.8	2,660	10.7	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4	
Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	383	59.5	369	69.5	46,603	59.2	43,851	66.8	
	Standard of Excellence	Low	Maintained	Issue	383	10.2	369	12.3	46,603	15.0	43,851	18.1	
Mathematics 9 KAE	Acceptable Standard	Intermediate	Declined	Issue	25	56.0	23	73.1	2,049	57.4	1,983	59.9	
	Standard of Excellence	Intermediate	Maintained	Acceptable	25	12.0	23	17.6	2,049	13.6	1,983	13.6	
Science 9	Acceptable Standard	High	Declined	Acceptable	379	76.3	370	81.7	46,810	75.7	44,341	74.1	
	Standard of Excellence	Very High	Maintained	Excellent	379	19.3	370	17.3	46,810	24.4	44,341	22.2	
Science 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	23	65.2	22	73.7	1,528	64.6	1,522	64.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	23	13.0	22	20.7	1,528	12.3	1,522	14.3	
Social Studies 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	379	66.0	369	74.5	46,840	66.7	44,267	65.6	
	Standard of Excellence	Intermediate	Maintained	Acceptable	379	16.6	369	16.5	46,840	21.5	44,267	19.4	
Social Studies 9 KAE	Acceptable Standard	Low	Maintained	Issue	23	47.8	23	61.7	1,501	55.2	1,493	57.2	
	Standard of Excellence	Intermediate	Declined	Issue	23	8.7	23	20.4	1,501	14.2	1,493	11.8	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

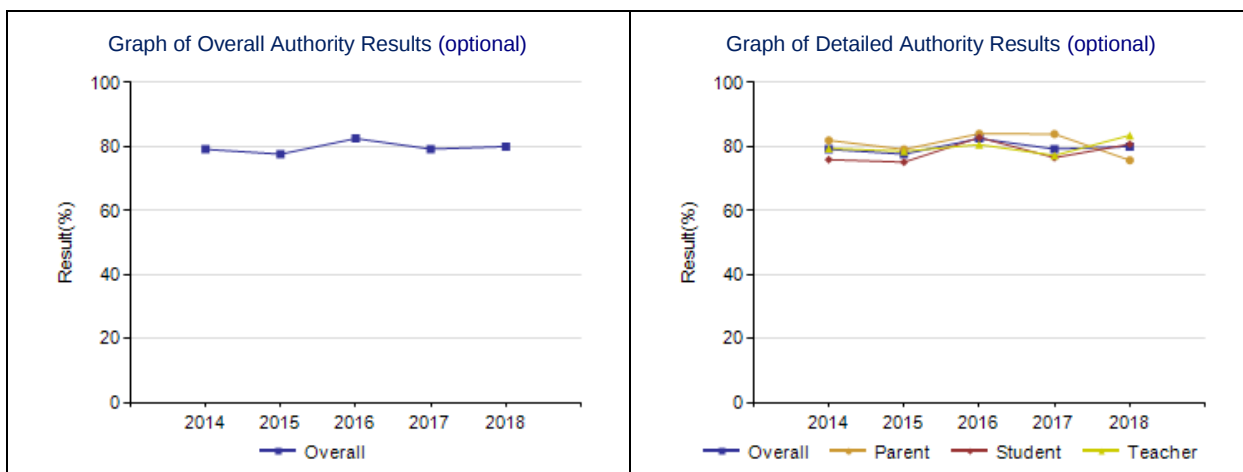
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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 (OPTIONAL)

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.1	77.6	82.5	79.2	80.0	81.3	81.3	81.9	81.9	81.8
Teacher	79.4	78.5	80.6	77.2	83.5	87.5	87.2	88.1	88.0	88.4
Parent	81.9	79.1	84.0	83.9	75.7	79.9	79.9	80.1	80.1	79.9
Student	75.9	75.1	82.8	76.5	80.7	76.6	76.9	77.5	77.7	77.2



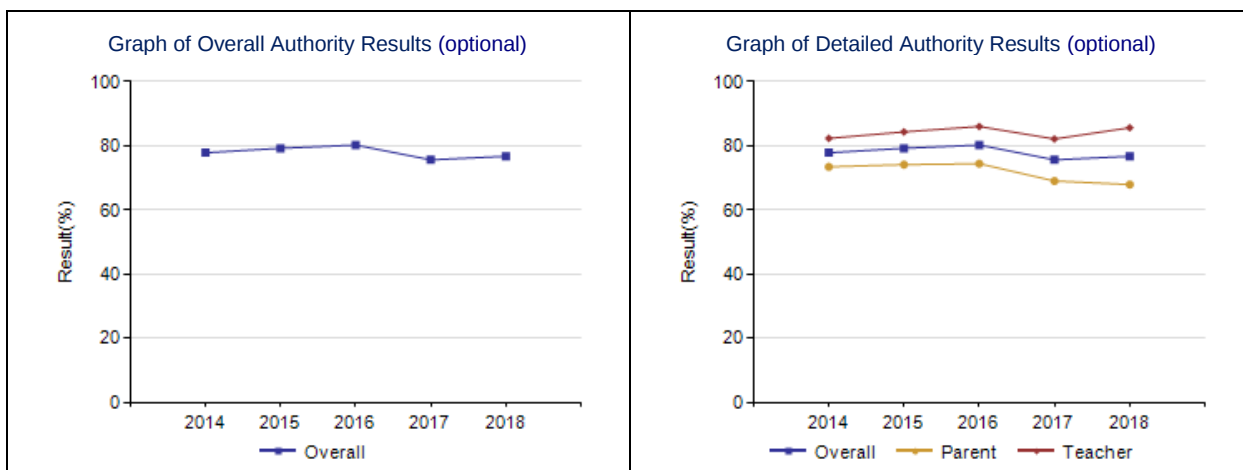
Notes:

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

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.8	79.2	80.2	75.6	76.7	80.6	80.7	80.9	81.2	81.2
Teacher	82.3	84.3	86.0	82.1	85.6	88.0	88.1	88.4	88.5	88.9
Parent	73.4	74.1	74.4	69.0	67.9	73.1	73.4	73.5	73.9	73.4

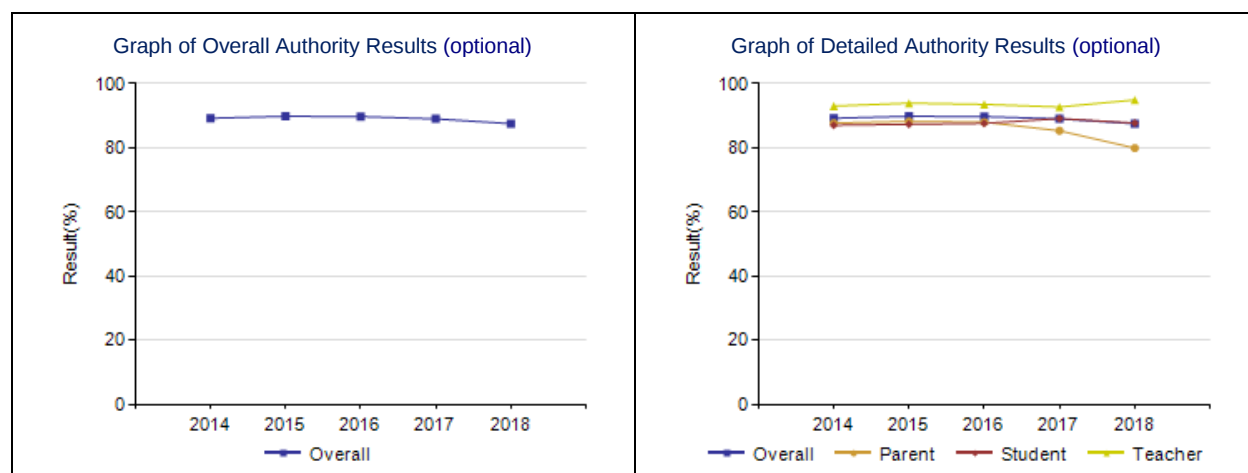


Notes:

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 (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.2	89.8	89.7	89.0	87.5	89.2	89.5	90.1	90.1	90.0
Teacher	93.0	93.9	93.5	92.7	94.9	95.5	95.9	96.0	95.9	95.8
Parent	87.7	88.2	88.0	85.3	79.9	84.7	85.4	86.1	86.4	86.0
Student	87.0	87.3	87.6	89.1	87.7	87.3	87.4	88.0	88.1	88.2

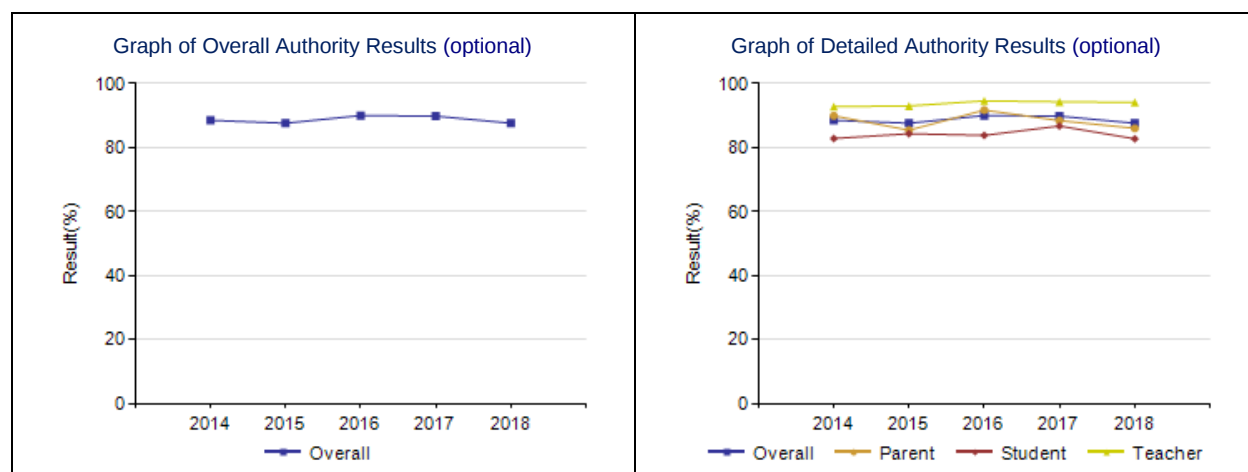


Notes:

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

Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.5	87.6	90.0	89.8	87.6	89.1	89.2	89.5	89.5	89.0
Teacher	92.8	93.0	94.6	94.3	94.1	95.3	95.4	95.4	95.3	95.0
Parent	89.9	85.4	91.7	88.4	86.0	88.9	89.3	89.8	89.9	89.4
Student	82.8	84.3	83.8	86.7	82.7	83.1	83.0	83.4	83.3	82.5



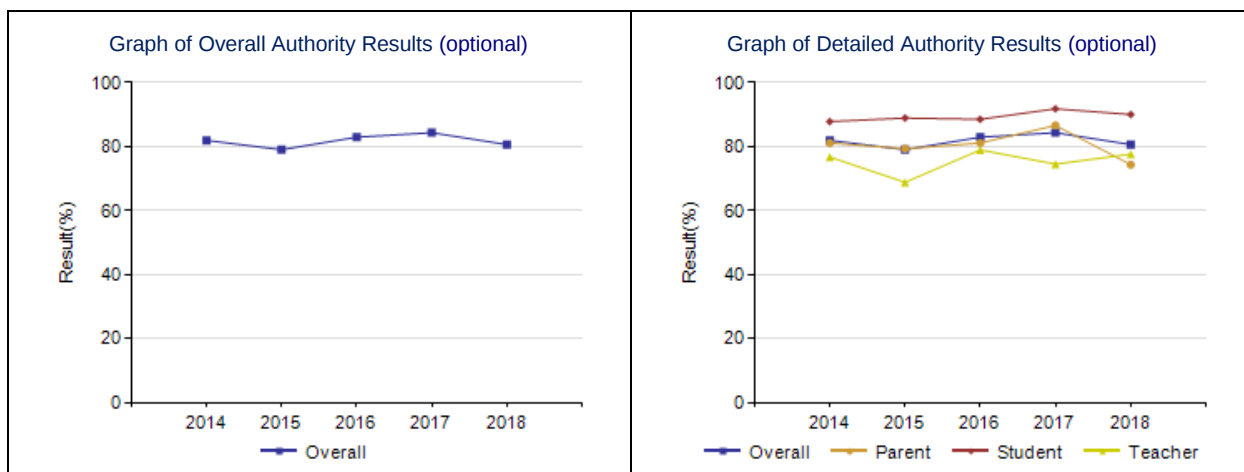
Notes:

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.

School Improvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.9	79.0	82.9	84.3	80.6	79.8	79.6	81.2	81.4	80.3
Teacher	76.7	68.8	78.9	74.5	77.6	81.3	79.8	82.3	82.2	81.5
Parent	81.1	79.3	81.1	86.6	74.3	77.0	78.5	79.7	80.8	79.3
Student	87.8	88.9	88.5	91.8	90.0	81.2	80.7	81.5	81.1	80.2



Notes:

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