

Annual Education Results Report (AERR) 2020-2021

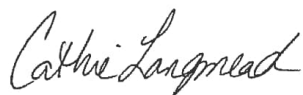


FORT McMURRAY
CATHOLIC SCHOOLS

Message from the Board Chair

The Fort McMurray Catholic School Division is pleased to present our Annual Education Results Report. 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 report alongside our schools and their school communities, we strategically prioritize to maximize opportunities for student success in a holistic perspective – academically, spiritually, and physically. We firmly believe this plan serves as a solid functional guide for the operation of our Division that will ensure rich learning experiences, consistently building social justice, faith, and environmental stewardship into our education process.

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



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

The Annual Education Results Report for the 2020/2021 school year for Fort McMurray Catholic Board of Education were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans.

The Board approved this combined Annual Education Results Report for the 2020/2021 school year.

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

Cathie Langmead, Chair
Fort McMurray Catholic Board of Education

Foundation Statements

Fort McMurray Catholic Schools Vision:

Responsible Catholic Christian Citizens.

Fort McMurray Catholic Schools Mission:

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

- Students growing in Catholic faith values.
- Students with skills to pursue life goals.
- Students who are lifelong learners.
- Students growing in social responsibility.
- The jurisdiction collaborates with parents/caregivers and is receptive to global and local communities.
- In the Spirit of Christ, the jurisdiction serves the common good. Fort McMurray Catholic Schools Core Values:
 - **Persons** We believe each person has intrinsic worth given directly from God.
 - **Community** We see our schools and classrooms as communities. We also contribute to the larger communities: provincial, national, and global.
 - **Responsibility** We expect Students and staff to act in the Spirit of Jesus Christ; this is their responsibility.
 - **Learning** The Spirit of Christ leads us into all truth; we are called to be disciples and lifelong learners.

A Profile of the School Authority

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

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

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

Fort McMurray Catholic Schools provides educational services in thirteen facilities – FMCSO Outreach school and two high schools (Grades 7 to 12) and ten elementary schools. A Virtual Learning program is available to support families who choose to have their children in a virtual learning environment. Additionally, FMCSO Outreach opened September 2020 and focuses on meeting the needs of at-risk learners Grades 10-12. Our Catholic Schools are modern, well equipped with technology and provide program choice to parents. We have a dynamic staff dedicated to a Learning Communities Philosophy that strives for continuous improvement.

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

The Division follows a modified school calendar that allows for 14 job-embedded professional learning days, plus an additional 6 professional development days. In addition, a First-Year Teacher Mentorship program supports beginning teachers in moving from university into a successful teaching experience.

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

To serve the learning needs of students and parents, Fort McMurray Catholic Schools employ 389 teaching staff and over 300 support staff. A School Council of parents, teachers and community representatives is in place at each school to assist in defining the Catholic school mission, priorities and future directions. An opportunity exists for the Collaboration of Catholic School Councils committee, with representation from every school council, to meet during the school year with the Superintendent to discuss stakeholder issues. The Fort McMurray

Catholic Board of Education, a five - member board that is elected every four years, governs the Fort McMurray Catholic Schools. The Board meets monthly at the Catholic Education Centre.

Trends and Issues

- As we continue to rebuild following our recent disasters (Wildfire and flood), there is an increasing demand on community mental health resources for students and families that include addictions counseling, trauma therapy, psychiatric services and a need for integrated case management services for teens suffering depression and suicidal ideation.
- As a result of the Alberta government's First Nation Metis Inuit (FNMI) Framework and subsequent funding, expectations for academic and career success for FNMI students continue to increase.
- A substantial influx of families from countries outside Canada without a long tradition of public education has required additional English Language Learning (ELL) programming for students. Issues for schools have surfaced in relation to conflicting cultural norms, school readiness, school procedures, and communication due to language barriers.
- Recruiting teachers continues to require extensive recruitment and cost due to a nationwide teacher shortage.
- A lack of available substitute teachers is causing a significant strain on our teachers and programming, as they have to provide internal coverage when teachers are absent due to illness or professional development activities.
- Lack of available casual replacement support staff negatively affects special education program continuity and quality, requiring constant recruitment, hiring and training of new staff.
- There is an increase in the number of students requiring complex medical support in our Early Learning Programs.
- Counseling and mental health services continues to increase creating more issues for families in our community that impacts our ability to provide services for all of the children and families in need of assistance.
- According to statistics in our community, there is a higher rate of domestic violence, family separation, divorce and families living in poverty.
- The availability of services and the high costs for contractors remain an issue for the Division and impacts the budget.
- Due to projected Provincial Budgets, we have a need to re-examine our Strategic planning and realign our priorities.

Summary of Accomplishments

- In previous years, we have maintained a high level of achievement of Provincial Achievement Test (PAT) results in Grade 6.
- In previous years, students continue to do as well as the province in the diploma exams.
- Outstanding dropout rate of 0.2%.
- Outstanding 3-year completion rate of 94.0%.
- Outstanding dropout rate of 0.5% for our FNMI students.
- Outstanding 3-year completion rate of 93.3% for our FNMI students.
- 69.7% of our students applied for Rutherford Scholarships.
- Our schools continue to receive an excellent rating in the Safe and Caring category, 90.1%.
- The Division remains dedicated to Continuous Improvement, which is evidenced by the very high rating, 83.8%.
- High rating in the Citizenship category, 83.2%.
- High rating in the Education Quality and Program of Studies categories, 87.7%.
- Seven Out of School Care Programs are fully accredited.
- Continued partnership with APPLE Schools has reached sustainability at the elementary level and supports our continued move toward sustainability of the Healthy Schools Initiative at the secondary level.
- The Aboriginal Entrepreneurship Program, which focuses on Grades 11 and 12 students, in partnership with the Paul Martin Foundation, continues to be well received by students and local aboriginal businesses.
- Through the framework of a modified calendar, teachers were provided with professional learning opportunities to engage in job-embedded professional learning.
- The Division continued to refine a process of sharing among school families that meet on a regular basis to share resources and strategies.

- Through the framework of a modified calendar, junior and senior high students were provided with Tutorial Fridays where they could seek additional academic support.
- Both High Schools included a flex block in the school day to provide extra support to students in core subject areas, Grades 10 to 12.
- The Division continues to offer a DELF (Diplome d'Etudes en Langue Francaise/French Language Diploma Program) accreditation exam for our French Immersion students. Testing of A-1 to B-2 levels is offered every year in the spring to students in Grades 5, 8, 10 & 12. We have maintained a high success rate.

Authority: 4160 The Fort McMurray Roman Catholic Separate School Division

Required Alberta Education Assurance Measures – Overall Summary

Spring 2021

Authority: 4160 The Fort McMurray Roman Catholic Separate School Division

Assurance Domain	Measure	Fort McMurray Roman Catholic S			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.2	81.1	80.6	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	94.0	90.7	88.6	83.4	80.3	79.6	Very High	Improved Significantly	Excellent
	5-year High School Completion	94.6	92.2	92.9	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	78.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.8	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	80.4	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	14.8	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.7	88.6	88.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.3	78.6	77.4	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures – Overall Summary

Spring 2021

Authority: 4160 The Fort McMurray Roman Catholic Separate School Division

Measure	Fort McMurray Roman Catholic S			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	56.8	54.3	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	0.2	0.7	0.4	2.6	2.7	2.6	Very High	Improved	Excellent
Program of Studies	81.2	80.8	80.3	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	69.7	71.4	73.3	68.0	66.6	64.9	High	Declined	Acceptable
Safe and Caring	90.1	88.6	88.0	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	83.8	82.3	81.5	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	62.1	61.0	54.1	60.0	60.3	59.5	Intermediate	Improved Significantly	Good
Work Preparation	81.8	77.9	77.3	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Required Alberta Education Assurance Measure – Overall Summary

Spring 2021

Authority: 4160 The Fort McMurray Roman Catholic Separate School Division (FNMI)

Assurance Domain	Measure	Fort McMurray Roman Catholic S (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	93.3	87.9	88.8	62.0	55.9	55.6	Very High	Improved	Excellent
	5-year High School Completion	96.1	97.2	93.8	68.1	65.0	63.4	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	68.5	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.9	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.2	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	10.3	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures – Overall Summary

Spring 2021

Authority: 4160 The Fort McMurray Roman Catholic Separate School Division (FNMI)

Measure	Fort McMurray Roman Catholic S (FNMI)			Alberta (FNMI)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	42.4	42.5	n/a	24.4	24.6	n/a	n/a	n/a
Drop Out Rate	0.5	0.7	0.4	5.0	5.5	5.2	Very High	Maintained	Excellent
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	53.1	63.8	65.9	39.5	39.1	37.4	Low	Declined	Issue
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	52.4	52.9	49.8	35.7	35.0	34.1	Intermediate	Maintained	Acceptable
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3. Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

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 three-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 five achievement evaluation levels for each measure.

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

Notes:

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

Improvement Table

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

The table below shows the definition of the five 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

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 three-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 five achievement evaluation levels for each measure.

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

Notes:

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

Improvement Table

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

The table below shows the definition of the five 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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.4	68.8	81.6	79.0	*	*	n/a	n/a	n/a	83.0	85.0	
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.0	20.6	19.1	19.7	*	*	n/a	n/a	n/a	21.0	22.0	

Comment on Results

- In the absence of Provincial Achievement Exams, schools continue to provide quality learning to all students in spite of the many transitions from in school to at home learning.
- Strong literacy training for teachers and support staff is assisting with improvement in student performance.
- Our strong Early Learning Programs continue to provide a solid foundation for students as they begin their education journey.

Strategies

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

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	79.0	85.2	84.1	82.5	*	*	n/a	n/a	n/a	83.0	84.0	
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.9	17.4	14.0	15.7	*	*	n/a	n/a	n/a	18.0	19.0	

Comment on Results

- In the absence of Diploma Exams, Fort McMurray Catholic Schools continue to provide a high quality education in spite of the many transitions from in school to at home learning.
- With a 3-year high school completion rate of 94.0% our students are able to continue their education in a career pathway of their choice.
- Our EDSBY K-12 Learning Management System is in place to support Digital Learning, Assessment/Reporting, and Home/School Communication.

Strategies

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

Performance Measure	Results (in percentages)							Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	80.8	83.0	88.8	85.1	89.2	90.7	94.0	Very High	Improved Significantly	Excellent	93.0	94.0	
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	40.8	46.5	10.3	54.1	51.4	*	*	n/a	n/a	n/a	57.0	59.0	
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.6	1.0	0.3	0.6	0.0	0.7	0.2	Very High	Improved	Excellent	0.0	0.0	
High school to post-secondary transition rate of students within six years of entering Grade 10.	56.6	58.9	56.5	49.7	52.9	61.0	62.1	Intermediate	Improved Significantly	Good	58.0	60.0	
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	61.1	66.7	77.0	71.3	71.4	69.7	High	Declined	Acceptable	77.0	79.0	

Comment on Results

- Our 3-year high school completion rate is outstanding at 94.0%.
- Each high school operates a personalized learning centre to provide extra support to students.
- FMCSO Outreach continues to provide success for our at risk youth to complete their education.
- Outstanding dropout rate of 0.2%.
- Significant improvement in our 6-year transition rate for students.
- Rutherford Scholarship eligibility remains high.

Strategies

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

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.8	83.6	82.3	80.3	81.1	83.2	n/a	n/a	n/a	86.0	88.0	

Comment on Results

- Parents, teachers, and students continue to give citizenship a high rating of 83.2%.
- As a Catholic School Division, we are called to serve. Our students are provided with multiple opportunity to serve the community throughout the year.
- Each high school has a 0.5 FTE Chaplain who works with staff and students.
- We have a Principal designated as the Division Lead on Catholicity.
- A strong social media presence through our Communications Manager highlights the many citizenship activities our students are involved in.

Strategies

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

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

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.6	*	72.0	72.5	*	*	n/a	n/a	n/a	70.0	72.0	
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.8	*	10.1	13.3	*	*	n/a	n/a	n/a	16.0	17.0	
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	77.6	87.5	88.1	82.4	*	*	n/a	n/a	n/a	87.0	88.0	
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.4	13.4	13.2	7.9	*	*	n/a	n/a	n/a	18.0	20.0	

Comment on Results

- The success of our First Nation, Metis and Inuit students continues to be a high priority for Fort McMurray Catholic Schools.
- There is a full-time Indigenous Educational Assistant in each school who works with students and families.
- We have a Principal designated as the First Nation, Metis and Inuit Division Lead.

Strategies

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

Performance Measure	Results (in percentages)							Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	82.5	74.2	85.7	90.3	88.0	87.9	93.3	Very High	Improved	Excellent	92.0	93.0	
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	33.0	31.8	2.8	48.4	36.6	*	*	n/a	n/a	n/a	42.0	44.0	
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.8	1.6	0.6	0.4	0.0	0.7	0.5	Very High	Improved	Excellent	0.0	0.0	
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	42.7	45.4	54.3	43.4	53.2	52.9	52.4	Intermediate	Maintained	Acceptable	58.0	59.0	
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	43.8	54.5	70.7	63.3	63.8	53.1	Low	Declined	Issue	69.0	70.0	

Comment on Results

- Outstanding dropout rate of 0.5%.
- Outstanding high school completion rate of 93.3%.

Strategies

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

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	77.6	82.5	79.2	80.0	80.8	81.2	n/a	n/a	n/a	86.0	88.0	

Comment on Results

- Fort McMurray Catholic Schools continues to develop school goals that focus on student learning.
- As a Catholic School Division, we continue to emphasize our Faith through our Four Core Values, Virtues and Habits.

Strategies

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

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.6	90.0	89.8	87.6	88.6	90.1	n/a	n/a	n/a	91.0	92.0	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.8	89.7	89.0	87.5	88.6	87.7	n/a	n/a	n/a	92.0	93.0	
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.1	82.3	76.0	74.3	77.9	81.8	n/a	n/a	n/a	86.0	87.0	
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	69.1	70.1	66.4	64.2	n/a	n/a	n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.2	80.2	75.6	76.7	78.6	80.3	n/a	n/a	n/a	84.0	86.0	
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.0	82.9	84.3	80.6	82.3	83.8	n/a	n/a	n/a	86.0	87.0	

Comment on Results

- Fort McMurray Catholic Schools have completed the transition to the New Assurance Plan Model. It has been posted on our website.
- In partnership with Keyano College, Three Dual Credit opportunities for students in Electrical, Welding, and Non Destructive Testing are in place.
- A Catholic Leadership Program for Division Leadership Capacity was completed with 24 participants.
- Fort McMurray Catholic Schools continues to provide practicum placements for student teachers and educational assistants as a means to support post-secondary institutions and assist with recruitment of teachers and support staff.

Strategies

Future Challenges

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

Summary of Financial Results

The Catholic Board of Education had an operating deficit of \$ 3.8 M for the year ended August 31, 2021 compared to a deficit of \$ 1.7 K in the previous year. The financial results for the year were significantly impacted by the global pandemic.

Revenues

Total revenues increased by \$2.8 M (3.1 %) compared to the previous years as additional funding was provided by the Government of Alberta to cover costs incurred by the school division related to COVID-19. A one-time grant of \$ 1.9 M was also provided by Alberta Education to cover a significant increase in insurance premiums.

Expenses

Total expenses increased by \$5.4 M (5.8%) compared to the previous year due mostly to increase staffing costs in for a new virtual and outreach program, additional custodial hours for enhanced cleaning protocol and higher absenteeism due to the frequent instances where staff had to go in isolation. There was also a significant increase in the cost for insurance premiums (\$ 2.7 M) compared to the previous year.

- Certificated Staffing. \$ 1.4 M (3.1 %)
- Non-Certificated Staffing \$ 1.9 M (9.4 %)
- Services, Contracts & Supplies: \$ 1.9 M (12.1 %)

The Audited Financial Statements for the year ended on August 31, 2021 including the notes and various supporting schedules is available on the Division Web Site at <https://fmcschools.ca/public-reports/> Comparative information is also available in a Provincial rollup of the audited financial statements (AFS) of school jurisdictions school. This report is available at: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

School Generated Funds (SGF)

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

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

Statement of Operations For the Year Ended August 31, 2021		
	Actual	Actual
Revenues	2021	2020
Government of Alberta	\$86,088,335	\$82,556,335
Federal Government and First Nations	1,181,310	1,719,360
Property Tax	1,588,416	956,757
Fees	287,319	999,924
Sales of Services and products	1,596,964	1,348,504
Investment income	405,325	628,507
Donations and Other contributions	1,219,792	1,430,589
Other revenue	2,357,207	2,268,084
Total Revenues	\$94,724,668	\$91,908,060
Expenses by Block		
Instruction - Pre Kindergarten	\$4,532,932	\$6,140,296
Instruction - K to 12	\$70,296,550	\$66,958,469
Plant Operations & Maintenance	17,129,390	13,461,581
Transportation	1,780,345	1,662,913
Administration	3,074,362	3,003,963
External Services	1,658,287	1,856,582
Total Expenses	\$98,471,866	\$93,083,804
Operating Surplus (Deficit)	-\$3,747,198	-\$1,175,744
Expenses by Categories		
Certificated salaries, wages & benefits	\$48,965,580	\$47,496,358
Non-certificated salaries, wages & benefit	23,116,563	21,138,745
Services, contracts & supplies	17,926,313	15,996,411
Amortization expense	6,231,448	6,088,126
Interest and Finance Charges	86,988	79,537
Other expense	2,144,984	2,284,627
Total Expenses	\$98,471,876	\$93,083,804