



2016 - 2019

Three-Year Strategic Education Plan (SEP)

2015-2016

Annual Education Results Report (AERR)

3260 Fort McMurray Public School District #2833

Submitted to Alberta Education

November 30, 2016

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Message from the Board Chair



We have had an unprecedented year in the life of our District, one that we will remember for a long time. In spite of all of the challenges of the spring fires our staff maintained their focus on educating all students for personal excellence. As a Board of Trustees we are deeply grateful and thankful for all our staff as they ensured that our students were safe and cared for during the evacuations from our schools on the day of the wildfires and the days after.

As we move forward the updated Strategic Education Plan and Annual Education Results Report (2016 – 2019), highlights our District results and subsequent goals. Our strategic plan is part of the annual cycle of continuous improvement to ensure Fort McMurray Public School District (FMPSD) continues to focus on using results to improve outcomes for all our students. The Board of Trustees is confident that this strategic plan proactively directs our schools, staff and parents' efforts for our students' future.

In 2016 FMPSD opened one new elementary school, Christina Gordon Public School unfortunately due to the events of the spring the school facility has been delayed but the school is open and functioning in the Timberlea Public School facility.

The re-visioning work for the future of Fort McMurray Composite High School was completed and the modernization of the resumed this summer and will continue into 2017.

The vision of Fort McMurray Public School District is dedicated to educating all students for personal excellence. In 2016 our focus becomes Resiliency for staff, students and parents, to create a normal healthy environment as well as individual supports.

Our mission is to collaborate to inspire every student to engage in high quality, inclusive learning opportunities needed to develop competencies required to be successful in the 21st century world. To achieve this mission, we will continue providing support for full professional learning on fourteen Fridays (PLFs), assessing for learning, differentiating instruction, measuring response to interventions, mentoring teachers new to the profession, engaging the community, partnering with businesses and aligning high school courses to future labour needs of our community and beyond.

As Board Chair, I am especially honoured and humbled to serve this community with the support of my fellow Trustees, our Superintendent of Schools, all our school staff and our parents as partners.

Jeff Thompson
Board Chair

Accountability Statement

The Annual Education Results Report for the 2015/2016 school year and the Education Plan for the three years commencing August 31, 2015 for Fort McMurray Public School District were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board has approved this combined Annual Education Results Report for the 2015/2016 school year and the Three-Year Education Plan for 2016/2019 on November 30, 2016.

Printed copies of this AERR/SEP report can be obtained from the Fort McMurray Public School District's main office listed below, or viewed online at <http://fmpsdschools.ca/annualreports.php>

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Fort McMurray, AB
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Foundation Statements

Doing What's Best for Kids.

Vision Statement

Inspire and engage students for life-long learning.

Mission Statement

Fort McMurray Public School District is a learning community dedicated to educating all students for personal excellence.

Belief Statement

1. We believe in achieving high standards for all students.
2. We believe parents are partners in student learning.
3. We believe in safe and caring educational environments.
4. We believe in developing responsible and productive citizens.
5. We believe in the development of lifelong learners.
6. We believe in inclusive education.
7. We believe in being accountable for results for student achievement.
8. We believe in the professional competencies of our staff.

A Profile of the School Authority

Fort McMurray is home to the largest industrial development and oil sands reserves in North America. Fort McMurray Public School District (FMPSD) is committed to being a partner in the development of responsible environmental stewardship, economic development and community development in partnership with the Government of Alberta, Regional Municipality of Wood Buffalo, industry and community agencies.

Fort McMurray Public School District has a student population of over 5500 students in 15 public schools. Programs of choice include Christian, Islamic, Athletic, Fine Arts and inclusive education programming in addition to French Immersion, Registered Apprenticeship Programs and Work Experience options to support high school completion.

FMPSD continues to expand programs to accommodate the diverse learning needs of our students. Programming options now include Reggio-inspired early childhood program, robotics and tech-trade academies. Preparing our students for their future, citizenship, trades and/or post-secondary studies continues to be our primary focus.

FMPSD is pleased to open Walter Gladys Hill Elementary School in 2014 and Christina Gordon Elementary School in 2016. We have also began modernization of Fort McMurray Composite High School in addition to the construction of David McNeilly Elementary School and École McTavish High School scheduled for 2018.

Preparing for the full utilization of every school, ensuring high quality instruction, and meaningfully engaging students and our community continue to be priorities. FMPSD collaborates on an ongoing basis with community agencies to better support students and families. On May 3, 2016, the Regional Municipality of Wood Buffalo declared a state of emergency and 88,000 residents were evacuated as over 2800 homes and buildings were lost due to devastating wildfire. Upon returning to the community, collaboration with the Government of Alberta and community agencies became paramount in order to provide supports and services to staff, students and our families. School-based mental health is a critical support at this time for students and staff. Resiliency, mental health and wellness, and counselling support are available in every FMPSD school as a result additional funding provided to our school district.

Our teaching staffs continue to ensure the provincial program of studies focuses on the competencies our students require for their future. We continue to ensure our teaching staffs are provided the resources and supports they need to differentiate the program of study to meet the diverse learning needs of all students, use assessment to measure student responses to learning, and increase inclusive programming for all students, including students with severe special educational needs and newcomers to Canada with limited English language.

Inspiring students within a safe, caring and inclusive school environment increases learning and due to the impact of the city's mass evacuation, our students will be provided supports to be successful.

Trends

- Growth in the City of Fort McMurray requires timely construction of facilities in growth areas and configuration of grades that provide our students a competitive advantage.
- Increased pressure on our local community to build public transportation, affordable housing and related infrastructure to support enrolment in public schools in new neighbourhoods during low economic times.
- Future of curriculum re-design focuses on revising provincial programs of study, assessment and learning/teaching resources, thereby changing current instructional and assessment practices.
- All staff will be challenged to be more innovative, creative and skilled in leveraging technology as a resource.

Challenges

Students

- Preparing **all** students to be successful in learning and life.
- Making learning relevant and engaging for **all** students.
- Keeping students engaged in learning by engaging parents and families to support children and youth.
- Setting students up for success in life, including developing future citizens who value freedom, equality, compassion and respect for diversity.
- Supporting the cultural and learning needs of students who are First Nations, Métis or Inuit.
- Ensuring student achievement results consistently meet provincial standards in **all** schools.
- Improving provincial achievement results for students in Grade 6 and 9.
- Improving provincial achievement results for students Grade 9 Knowledge and Employability courses.
- Improving standard of excellence on Diploma examinations.
- Improving diploma examination participation rates in a region impacted by lowered economic activity.



Our Students



Respect and care for others



Model citizenship



Promote positive behaviours and healthy school environments



Our students who are First Nations, Métis or Inuit stay in school

Staff

- Creating positive learning environments and sense of belonging for all students.
- Using instructional practices that provide every student a sense of belonging, mastery, independence and generosity.
- Collaborating in school-based instructional teams to enhance teachers' skills for educating a diverse student body and holding high expectations for student achievement.
- Developing new approaches to strengthen school, parent and community relationships and meaningfully engage our families and community support for public education.
- Creating more opportunities for parents to become involved with their local school and in public education when their work requires long hours or shift work.
- Ensuring professional learning communities provide regular opportunities for exchange of teacher expertise to increase student achievement.
- Using a variety of learning delivery modes to provide flexible learning options for our students.
- Understanding learning and cultural needs of students who are First Nations, Métis or Inuit contribute to increased achievement results and rate of positive self-identification.

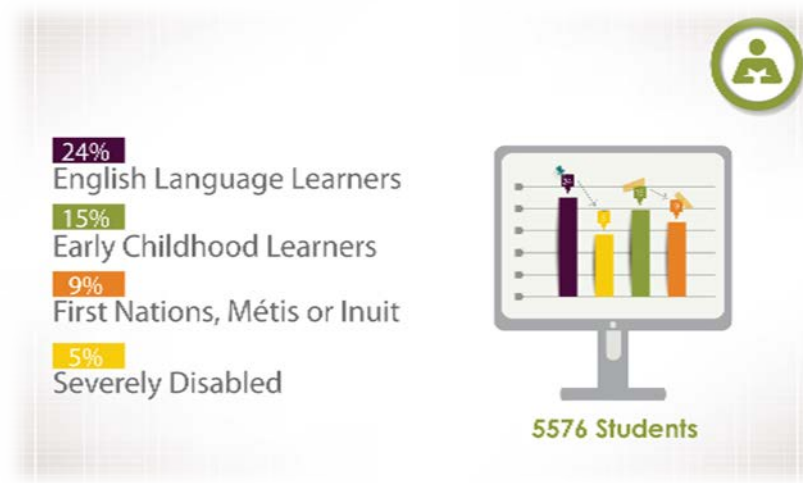


School System

- Making Fort McMurray Public School District the school district of choice for parents.
- Providing supports and services provide additional physical, emotional and instructional support and enable all students to have an equal opportunity for learning success.
- Integrating all learning supports into a continuum of services that prevent, intervene and/or ameliorate a disabling condition that interferes with learning.
- Integrating learning supports into school improvement efforts to effectively reduce barriers to learning and increase the participation of all students in the learning process.
- Communicating high expectations for all students, including students with special needs, English Language Learners and students who are First Nations, Métis or Inuit.
- Supporting natural use of collaborative practices based on wrap-around principles.
- Using technology to improve learners' success and prepare them to participate in a knowledge-based and technologically advanced society.
- Using technology effectively to enhance student achievement and engagement.
- Focusing on engaging parents and continuous improvement of public schools.

Special Education

- As an inclusive school District, our future challenge is the effective teaching of all students, including students identified as English Language Learners (ELL), First Nations, Métis and Inuit (FNMI), and/or special needs are 38% of our student population.
- 98% of our students with specialized needs continue to be provided an inclusive program in regular classrooms.
- FMPSD specialized programs for students with severely disabling conditions, or as a program of choice for parents, include Vocational Individualized Program (VIP) and Life Skills (LS).
- Increasing quality inclusive programming is decreasing parent demand for segregated programming.
- District specialized programs have program outcomes to measure student progress.
- A handbook for Student Services continues to be a model for other Alberta School districts.



Infrastructure

- Fort McMurray is a critical economic engine in Canada and has a diverse population of more than 88,000. We are fortunate to have abundant natural resources, a rich heritage and economic opportunities. However the significant drop in the price of oil and subsequent economic activity, present challenges such as infrastructure and adequate housing needed to attract families.
- The District appreciates the funding of two new elementary schools, a new high school added to our junior high school, as well as the modernization of our oldest high school. Additional schools will be needed in Parsons Creek and Saline Creek Subdivisions.

Summary of Accomplishments



Our Students

- ✓ Respect and care for others
- ✓ Model citizenship
- ✓ Promote positive behaviours and healthy school environments

5576 Students



24% English Language Learners
15% Early Childhood Learners
9% First Nations, Métis or Inuit
5% Severely Disabled



Our students' attitudes and behaviours make them successful at work

Our students receive a broad program of studies in fine arts, technology and health and physical education



Our students who are First Nations, Métis or Inuit stay in school

Our students are involved in clubs and sports



Our students complete high school

Our District has improved over the past 3 years



Our Parents

are involved in decisions and are satisfied with the quality of public education



Parent Engagement included Networks Meetings, School Councils, ASCA, Facebook, Twitter, Board Meetings as well as input on school growth plans and District plan



Fort McMurray Public School District

Education from ECS to Grade 12



625 Staff Members

332 Teachers
267 CUPE Employees
26 Administrative Support

Fort McMurray Public School District is a learning community dedicated to educating all students for personal excellence.

14 Schools

- 10 Elementary Schools (ECS-Gr 6)
- 1 Junior High School (Gr 7-Gr 9)
- 3 High Schools (Gr 10-Gr 12)
- 3 Alternative Programs (K-Gr 9) (Christian, Islamic, PEAK Athletics)
- 1 New School 2016
Christina Gordon Public School



District Report Card

Alberta Education Accountability Pillar Survey of FMPSD Parents, Students and Staff rated FMPSD as



Program Priorities

- 1 Students achieving the standard of excellence on provincial examinations
- 2 Students writing 4 or more Diploma exams each year
- 3 Students' mental health and well-being
- 4 Students and staff promoting environmental stewardship



Improvement Areas



Reducing the achievement gaps between students who are First Nations, Métis and Inuit and all other students

Increasing the number of high school students who are First Nations, Métis and Inuit going to college or university



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Read the complete AERR/SEP Report and find detailed financial information here: <http://fmpsdschools.ca/annualreports.php>

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Fort McMurray Public			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	Excellent	Safe and Caring	88.3	87.5	87.7	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	81.4	81.0	79.6	81.9	81.3	81.4	High	Improved	Good
		Education Quality	88.5	88.2	88.5	90.1	89.5	89.5	High	Maintained	Good
		Drop Out Rate	2.5	3.6	2.5	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	77.0	70.9	74.5	76.5	76.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	73.4	75.4	72.7	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	32.9	17.5	16.2	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	77.0	76.2	80.2	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	24.5	15.0	16.6	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	47.4	39.3	42.6	54.6	54.4	53.5	Intermediate	Improved	Good
		Rutherford Scholarship Eligibility Rate	47.9	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.1	56.9	54.1	59.4	59.7	59.3	High	Improved	Good
		Work Preparation	85.4	80.4	81.0	82.6	82.0	81.1	High	Improved	Good
		Citizenship	81.8	81.8	81.7	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	82.2	82.6	82.7	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Good	School Improvement	80.2	79.9	80.7	81.2	79.6	80.0	High	Maintained	Good

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

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

Combined 2016 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	Fort McMurray Public (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 Learning Opportunities	n/a	Drop Out Rate	2.6	6.8	4.3	6.1	7.0	7.2	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	63.8	46.8	57.3	50.2	47.7	46.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	64.4	61.0	52.4	52.1	52.8	*	*	*
		PAT: Excellence	*	11.2	8.1	6.3	6.5	6.2	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	80.9	72.5	75.9	78.2	78.3	77.3	n/a	n/a	n/a
		Diploma: Excellence	11.8	4.0	8.5	10.0	9.5	9.4	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	26.2	15.6	23.5	20.7	21.0	20.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	39.1	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	38.5	40.6	37.7	33.5	33.0	33.3	Very Low	Maintained	Concern

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.

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

Desired Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.8	73.5	69.2	75.4	73.4	75	n/a	n/a	n/a	85	85	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.7	16.5	14.6	17.5	32.9	25	n/a	n/a	n/a	15	15	15

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results

Achievement data is not available due to the closure of schools as a result of the May 3, 2016 wildfire.

Strategies

- Continue to use the Early Years Evaluation (EYE) to monitor progress and provide interventions to young children prior to Grade 1.
- Provide full day Kindergarten for children living in socially vulnerable neighbourhoods.
- Expanded Reggio-Inspired programming at the Kindergarten level and in new schools.
- Increase Instructional time and days in ECDP Programs to be more consistent preparing young children for school.
- Monitor FMPSD Early Literacy Framework as a key instructional focus to increase readiness for literacy.
- Pilot FMPSD Early Numeracy Framework as a key instructional focus to increase readiness for numeracy.
- Provide a community of practice for behaviour management children with special needs.
- Continue to coordinate Dr. Goulden Clinics with Alberta Health and local families.
- Provide opportunities for staff to professionally collaborate to support instructional planning and assessing for learning.
- Partner with Fort McMurray Montessori Preschool to provide programming in our public schools.
- Integrate District's Transdisciplinary Team (i.e., Speech-Language Pathologists, Occupational Therapist and Physical Therapists) with service providers with Regional Collaborative Service Delivery.
- Expand digital reporting of progress to parents through PowerSchool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.6	82.5	82.1	76.2	77.0	85	n/a	n/a	n/a	85	85	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.8	17.1	17.6	15.0	24.5	15	n/a	n/a	n/a	15	15	15

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results

Achievement data is not available due to the closure of schools as a result of the May 3, 2016 wildfire.

Strategies

- Continue to provide collaborative professionally learning time for staff to plan for instruction and assess for learning.
- Support communities of practice by subject/course.
- Increase number of students writing four or more Diploma examinations.
- Promote career pathways to complete high school.
- Continue to partner with Edmonton Regional Learning Consortium to provide teachers professional development to improve high school results.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	74.0	79.8	72.8	70.9	77.0	78	High	Maintained	Good	78	80	82
Drop Out Rate - annual drop out rate of students aged 14 to 18	3.6	2.4	1.5	3.6	2.5	2.0	Very High	Maintained	Excellent	2.0	2.0	2.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	48.1	54.2	51.1	56.9	59.1	60	High	Improved	Good	60	65	70
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	47.9	50	n/a	n/a	n/a	50	55	60
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	45.8	45.4	43.2	39.3	47.4	48	Intermediate	Improved	Good	48	50	52

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
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5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results

- School completion rate continues to increase and drop out rate continues to decrease.
- Transition from high school to post-secondary studies continues to improve and is on par with provincial average.
- Improvement in the number of students writing four or more Diploma examinations within three years of entering high school.

Strategies

- Increase number of students eligible for Rutherford Scholarships.
- Share best practices and flexible learning pathways for high school completion with principals and school counsellors.

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

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.1	82.2	80.9	81.8	81.8	82	Very High	Maintained	Excellent	82	85	86
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	77.2	79.6	83.0	80.4	85.4	86	High	Improved	Good	86	89	90

Notes:

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

Comment on Results

- Student citizenship is excellent and has been maintained over three years.
- Preparation for work is rated as high and improved over past three years.
- Parents and staff agree that our students are taught the attitudes and behaviours needed to be successful at work.
- OurSchool (TTFM) Survey results indicate our students are involved in sports, have a positive sense of belonging and positive relationships at school and value school outcomes. Students are also making healthier food choices.
- APPLE Schools promote active living and healthy eating.
- Student Advisory Council, Speak Out and Student Vote forums provide students a voice to Trustees and District leaders.
- Numerous school and community-based initiatives to promote citizenship include, Suicide Awareness Day, Terry Fox Run, Mental Health Awareness Week, Run for the Cure, Feed the Foodbank, Multicultural Awareness Day, Snow Angels, Gay Straight Alliances, Student Art Exhibits, Raise the Roof, etc.
- District-wide committees promote environmental stewardship, healthy schools and art-focused learning in every school.

Strategies

- Support APPLE Schools and advocate for provincial funding for nutrition programs.
- Promote comprehensive school health, environmental stewardship and citizenship.
- Support school-based projects that teach students generosity, caring for others, and developing community citizenship.
- Promote career pathway planning in collaboration with local businesses, CAREERS Next Generation and SKILLS Alberta.
- Provide students programs of choice and greater flexibility to earn high school credits.
- Continue District-wide foci on promoting healthy schools and healthy environment with a focus on increasing results.
- Increase District-wide focus on the arts.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	64.6	67.2	73.8	70.0	74.6	75	n/a	n/a	n/a	75	77	80

Notes:

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

Comment on Results

- Preparing students for lifelong learning has improved.
- Full day Kindergarten is provided in socially vulnerable neighbourhoods.
- Instructional days for children enrolled in early childhood programs were increased to prepare children for Kindergarten and Grade 1.
- Implemented FMPSD's Early Literacy Framework.
- Developed FMPSD's Early Numeracy Framework.
- Career Fairs, Guest Speakers and tutoring emphasize school completion.

Strategies

- Implement FMPSD's Early Numeracy Framework in Early Childhood Programs.
- Continue to monitor results of Early Years Evaluation (EYE).
- Develop District action plan to support students who are First Nations, Métis and Inuit.
- Increase staff capacity to promote mental health and wellness.
- Provide collaborative planning time for staff.
- Promote student leadership development through community events (e.g., WE Day, Sustainaval, Emerald Days, Food Bank Drives, Fire Prevention Week, etc.)
- Promote healthy school environments through school health champions and APPLE School Mentors.

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.1	54.4	64.2	64.4	*	65	*	*	*	65	70	75
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).	9.7	4.8	8.4	11.2	*	12	*	*	*	12	15	18
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	85.1	79.8	75.6	72.5	80.9	85	n/a	n/a	n/a	85	85	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.9	14.7	6.9	4.0	11.8	12	n/a	n/a	n/a	15	15	15

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results

- Achievement data is not available due to the closure of schools as a result of the May 3, 2016 wildfire.

Strategies

- Focus professional development on meeting the learning needs of students who are FNMI.
- Focus on increasing the achievement of students who are First Nations, Métis or Inuit.
- Consult with local community members on recommendations to improve programming.
- Provide a mental health therapist for students who are First Nations, Métis or Inuit to complete high school.
- Partner with ERLC to provide professional development to support FNMI knowledge and understanding.

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	63.6	67.7	57.4	46.8	63.8	65	Intermediate	Maintained	Acceptable	65	67	70
Drop Out Rate - annual drop out rate of self-identified FNMI students aged 14 to 18	2.4	3.9	2.2	6.8	2.6	2.0	Very High	Improved	Excellent	2.0	2.0	2.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	29.5	36.2	36.3	40.6	38.5	40	Very Low	Maintained	Concern	40	42	45
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	39.1	40	n/a	n/a	n/a	40	42	45
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	22.2	23.5	31.4	15.6	26.2	28	Very Low	Maintained	Concern	28	30	32

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results

- School completion rates continue to increase and drop out rates continue to decrease.
- Results for FNMI writing Diploma exams, obtaining Rutherford Scholarships and transition to post-secondary studies are higher than provincial results.
- Developed FMPSD Instructional Support Framework for students who are FNMI.

Strategies

- Focus professional development on meeting the learning needs of students who are FNMI.
- Focus on increasing the achievement of students who are First Nations, Métis or Inuit.
- Consult with local community members on recommendations to improve programming.
- Provide a mental health therapist for students who are First Nations, Métis or Inuit to complete high school.
- Focus on lowering the drop out rate and increasing the high school completion rate for students who are First Nations, Métis or Inuit.
- Promote positive sense of belonging, mastery, independence and generosity through the Circle of Courage.
- Provide leadership training in the legacy of residential schools and intergenerational impact on families.
- Provide support to school-based FNMI Liaisons to impact student achievement in every school.
- Collaborate with First Nations and Métis communities to marry mandates and braid resources to build capacity and enhance achievement of all students.
- Lobby for provincial funding to support an Elder-Per-School Mentorship program.
- Celebrate FMPSD Aboriginal Awareness Week on annual basis.
- Increase Elder involvement in schools and Elder luncheons.

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	86.0	88.7	86.8	87.5	88.3	90	Very High	Maintained	Excellent	90	95	98

Notes:

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

Comments on Results

- Results continue to be high overall in ensuring our students are safe at school, learning to care for others, respect for others and are treated fairly.
- FMPSD has continuously improved our schools for the past five years.
- Focus on providing a safe and caring school environment has significantly reduced the suspension rate and no students recommended for expulsion.
- Provided staff training in Hour Zero, a crisis management protocol.
- Promoted comprehensive school health and student wellness action teams in secondary schools.
- OurSchool Survey (TTFM) results indicate students have positive relationships in schools and feel a sense of belonging in our schools.

Strategies

- Provide training in Hour Zero crisis management protocol.
- Ensure students are aware of fire prevention strategies.
- Collaborate with community agencies to provide mental health support in schools.
- Provide staff with suicide awareness training and awareness of local protocol.
- Promote comprehensive school health and lobby for provincial funding of APPLE Schools and nutrition programs.
- Ensure students have an advocate in school when needed.
- Provide professional development training in Psychological First Aid, Heart Math, Journey of Hope, FRIENDS and Who Do You Tell programs to promote safe, caring and inclusive schools.

- Provide training in trauma-sensitive schools to staff.
- Continue to share best practices and evidence-based programs to promote safe, caring and inclusive schools (e.g., WITS Program, Tribes, Leader in Me, Character Education, etc.).
- Monitor effectiveness of policy to support student sexual orientation and gender identity.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	80.8	78.5	79.2	81.0	81.4	82	High	Improved	Good	82	85	90

Notes:

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

Comments on Results

- Teachers, parents and students are very satisfied with the programs of studies provided.
- Teachers new to the profession were provided mentorship and training to meet the Teaching Quality Standard.
- Promoted healthy schools, environmental awareness, mental health and wellness as well as arts-based education in addition to a broad program of studies.
- Aspiring Leaders Program provided new, or aspiring school leaders, the skills and knowledge to support a broad program of study and extra-curricular programming at the school level.
- Provided 14 professional learning collaboration days for staff.
- Piloted school-based student learning camps, including Robotics and Bricks4Kids.
- Collaborated with many community agencies to provide a broader program of study, including Learning Through the Arts, APPLE Schools, CAREERS Next Generation, First Nations, Multi-Cultural Association, and the Regional Municipality of Wood Buffalo.

Strategies

- Continue to implement APPLE Schools and promote comprehensive school health.
- Support professional learning collaboration time in the District calendar.
- Collaborate with Edmonton Regional Learning Consortium (ERLC) to provide quality professional development aligned to government's agenda for education.
- Align new District initiatives and school-based programs to ensure a common focus for all staff.

- Ensure learning supports continue to be integrated into regular classroom routines and reduce the amount of time individual students are pulled out of classroom instructional time.
- Provide training in instructional leadership and professional learning communities.
- Support teachers new to the profession through mentorship and building capacity to support students with diverse learning needs.
- Ensure classroom teachers receive the support of Learning Assistance Teachers, FNMI Liaisons, Guidance Counselors, Mental Health Therapists and Family School Liaison Workers.

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	80.5	80.6	81.7	79.9	80.2	82	High	Maintained	Good	82	85	87
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.4	81.1	84.3	82.6	82.2	85	High	Maintained	Good	85	87	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.4	89.2	88.2	88.2	88.5	90	High	Maintained	Good	90	90	90

Notes:

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

Comments on Results

- Parent involvement in FMPSD and our schools is high and higher than provincial average.
- Overall quality of basic education provided is rated high when compared to other school districts.
- Parent and teacher high satisfaction rate has been maintained over a five year period.
- All school/parent councils met regularly as the District's Networks Committee.
- Parents, teachers, and students are represented on the District's Policy Advisory Committee.
- Students are involved in decisions that affect them through the District's Student Advisory Committee, Speak Out, and OurSchool Survey (TTFM).
- Communications Coordinator role has increased the District profile and social media presence.
- FMPSD remains committed to effectively governing each school, promoting the health and wellness of staff, students and our school communities.
- Regular meetings with the local Alberta Teachers' Association, Canadian Union of Provincial Employees and RCMP to report on progress and resolve emergent issues.

- Senior leadership team regularly engages in community advisory meetings and forms to identify and champion solutions on various issues impacting our local community (e.g., Multicultural Association, Newcomers Interagency Network, FuseSocial, Regional Municipality of Wood Buffalo Public Library, Fort McMurray United Way, Keyano College, and RCMP).
- Parents and members of school councils are supported to attend annual conference.

Strategies

- Ensure school growth plans are aligned to provincial goals and strategies.
- Annual presentations of school growth plans to the Board of Trustees by school principals and parent council chairs highlighting each school's achievements and strategies for improvement.
- Expand innovative and creative ways to increase parent engagement.
- Collaborate with Alberta Health Services to provide school-based mental health supports and services.
- Collaborate with Keyano College to facilitate transition from high school to post-secondary studies.
- Promote programs of choice and achievement results to the community through social media.
- Consult with parent, students, community and staff on the future modernization of programming of Fort McMurray Composite High School to prepare students for the world of work and post-secondary studies.
- Engage community and parents on recommended programming in new schools and schools being modernized.
- Promote grade-configuration to better meet the needs of students, their families and providing additional programs of choice.
- Continue to collaborate with Fort McMurray Catholic School District to provide joint transportation of students.
- Promote parent portal to access grades and attendance through PowerSchool.
- Monitor effectiveness of online registration.
- Waive school fees to support community rebuilding and reduce financial burden on parents.
- Continue to provide support for school council members through Networks and attendance at annual conference for school councils.

Summary of Financial Results

Information on our jurisdiction's budget is available at:

<http://fmpsdschools.ca/annualreports.php>

The Audited Financial Statement Report for the 2015-2016 school year is available at:

<http://fmpsdschools.ca/annualreports.php>

For information on average class sizes for Alberta please visit:

<https://education.alberta.ca/class-size/averages/everyone/current-class-size-averages-by-jurisdiction/>

Jurisdiction Report - to be Included with AERR

CORE SUBJECTS ONLY

3280 - Fort McMurray Public School District No. 2833

Jurisdiction:

Number of Schools Reported:

12

Total Number of Schools:

12

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Beacon Hill School	23.5	18.1	14.7	17.3	16.7	20.5	18.0	19.0				
Christina Gordon Public School			20.8			15.0						
Dr Karl A Clark Elementary	20.3	18.2	21.0	18.6	14.5	17.4	23.1	13.5				
École Dickinson School	20.7	19.2	22.3	21.0	18.9	23.2						
École McTavish Junior High School							27.0	25.6	26.6			
Fort McMurray Composite High School							18.4	23.5	22.5	14.9	16.0	22.7
Greely Road School	14.6	9.8	23.0	9.8	9.2	16.9	9.7	8.7				
Thickwood Heights School	19.4	18.5	17.0	23.7	25.0	24.0						
Timberlea Public School	20.1	18.5	18.9	23.7	20.3	19.2						
Walter & Gladys Hill Public School	19.4	16.7	19.0	22.0	19.5	22.5						
Westview School	17.3	18.5	19.2	22.6	29.7	26.0						
Westwood Community High School										27.0	25.2	24.3
Total for Jurisdiction 3280	19.7	17.8	19.9	19.9	18.4	20.7	23.1	22.1	25.5	22.9	22.0	23.9

Jurisdiction Report - to be Included with AERR

ALL SUBJECTS

3260 - Fort McMurray Public School District No. 2833

Jurisdiction:

Number of Schools Reported:

12

Total Number of Schools:

12

	K to 3			4 to 6			7 to 9			10 to 12		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Beacon Hill School	23.5	18.5	14.7	17.5	16.4	20.5	15.8	17.8				
Christina Gordon Public School			20.8			15.0						
Dr Karl A Clark Elementary	20.2	18.0	21.0	19.0	16.2	18.2	22.9	13.0				
École Dickinson School	20.7	19.1	22.3	21.0	17.7	23.3						
École McTavish Junior High School							26.1	25.1	24.9			
Fort McMurray Composite High School							17.6	18.5	22.3	16.5	12.0	19.1
Greely Road School	14.8	9.7	22.5	10.5	9.7	19.4	10.2	9.1				
Thickwood Heights School	19.4	18.5	17.0	23.6	24.9	24.0						
Timberlea Public School	20.1	18.6	18.9	22.2	20.0	19.2						
Walter & Gladys Hill Public School	19.4	16.8	19.0	17.9	17.0	22.1						
Westview School	17.2	18.7	19.2	22.7	29.6	26.0						
Westwood Community High School										26.0	22.3	20.3
Total for Jurisdiction 3260	19.7	17.8	19.8	19.6	18.2	21.0	22.6	21.3	24.3	22.5	17.7	19.9

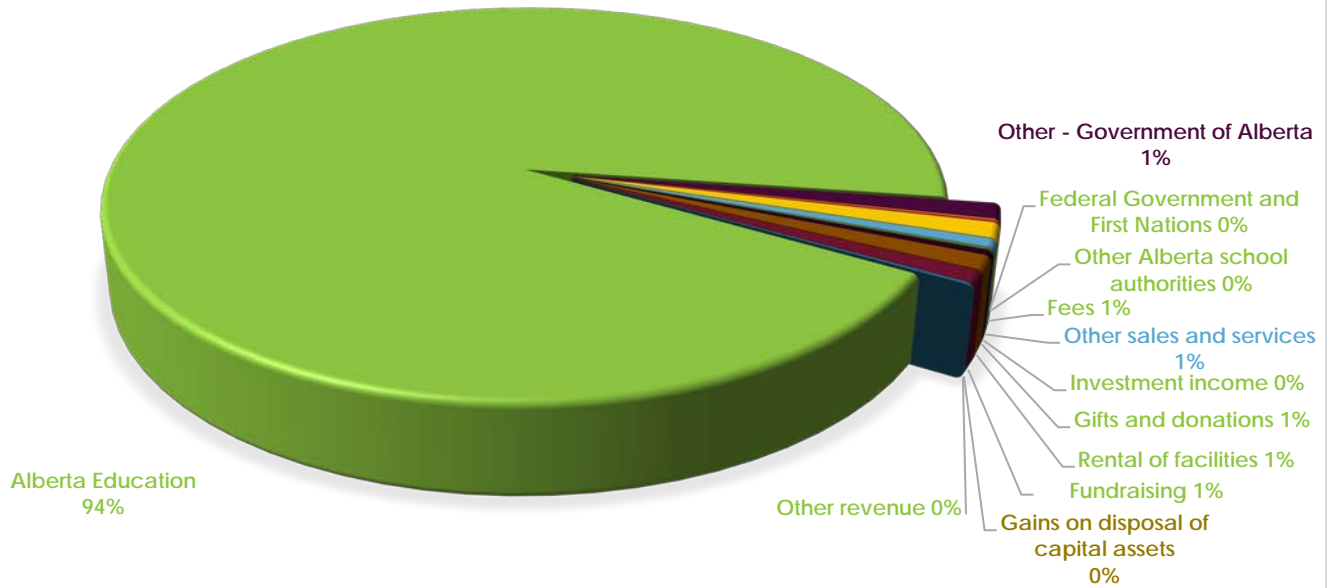
BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31, 2016

	Approved Budget 2016/2017	Fall Budget Update 2015/2016
REVENUES		
Alberta Education	\$77,590,474.00	\$76,886,413.00
Other - Government of Alberta	\$1,016,879.00	\$983,839.00
Federal Government and First Nations	\$85,040.00	\$74,410.00
Other Alberta school authorities	\$100,000.00	\$100,000.00
Fees	\$1,005,000.00	\$1,525,306.00
Other sales and services	\$542,244.00	\$183,000.00
Investment income	\$150,000.00	\$150,000.00
Gifts and donations	\$300,000.00	\$360,244.00
Rental of facilities	\$925,000.00	\$925,000.00
Fundraising	\$772,100.00	\$1,350,000.00
Gains on disposal of capital assets		\$0.00
Other revenue	\$145,000.00	\$145,000.00
TOTAL REVENUES	\$82,631,737.00	\$82,683,212.00
EXPENSES		
Instruction - Early Childhood Services	\$9,403,292.00	\$6,308,000.00
Instruction - Grades 1-12	\$53,874,840.00	\$57,958,695.00
Plant operations & maintenance	\$14,523,101.00	\$15,717,136.00
Transportation	\$2,294,100.00	\$2,234,100.00
Administration	\$3,331,770.00	\$3,164,017.00
External Services		\$0.00
TOTAL EXPENSES	\$83,427,103.00	\$85,381,948.00
ANNUAL SURPLUS (DEFICIT)	-\$795,366.00	-\$2,698,736.00

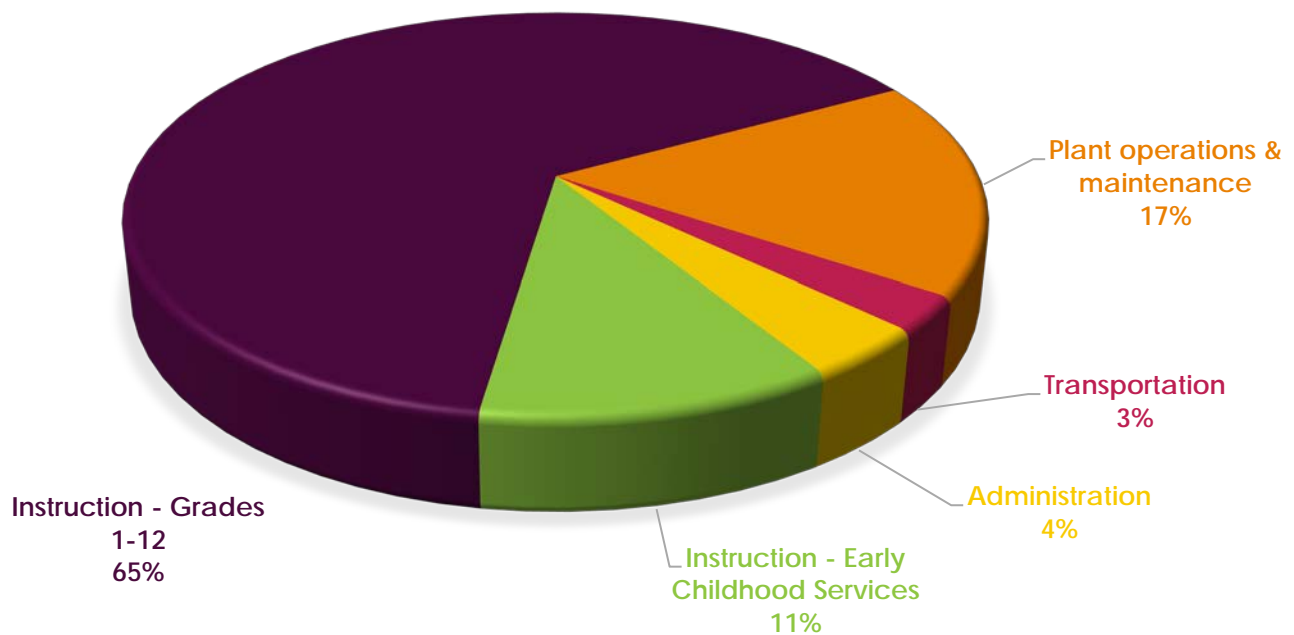
Information on our jurisdiction's budget is available at:

<http://fmppsdschools.ca/annualreports.php>

BUDGETED STATEMENT REVENUES 2016/2017



BUDGETED STATEMENT EXPENSES 2016/2017

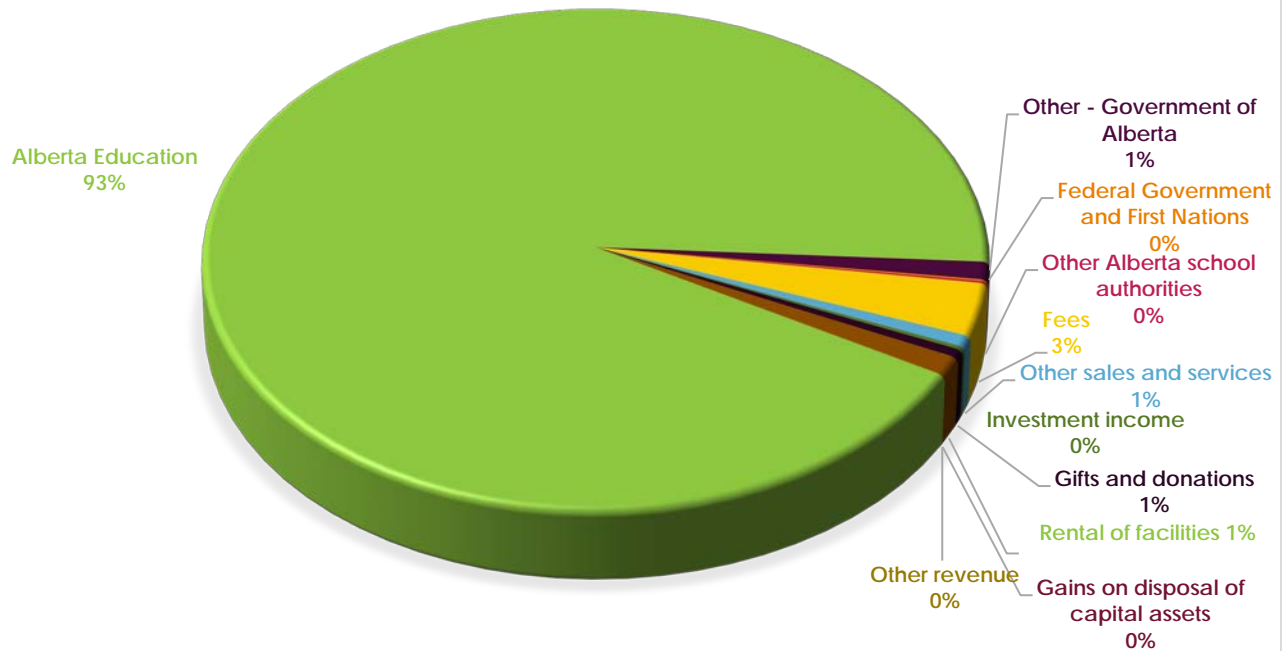


Financial Summary

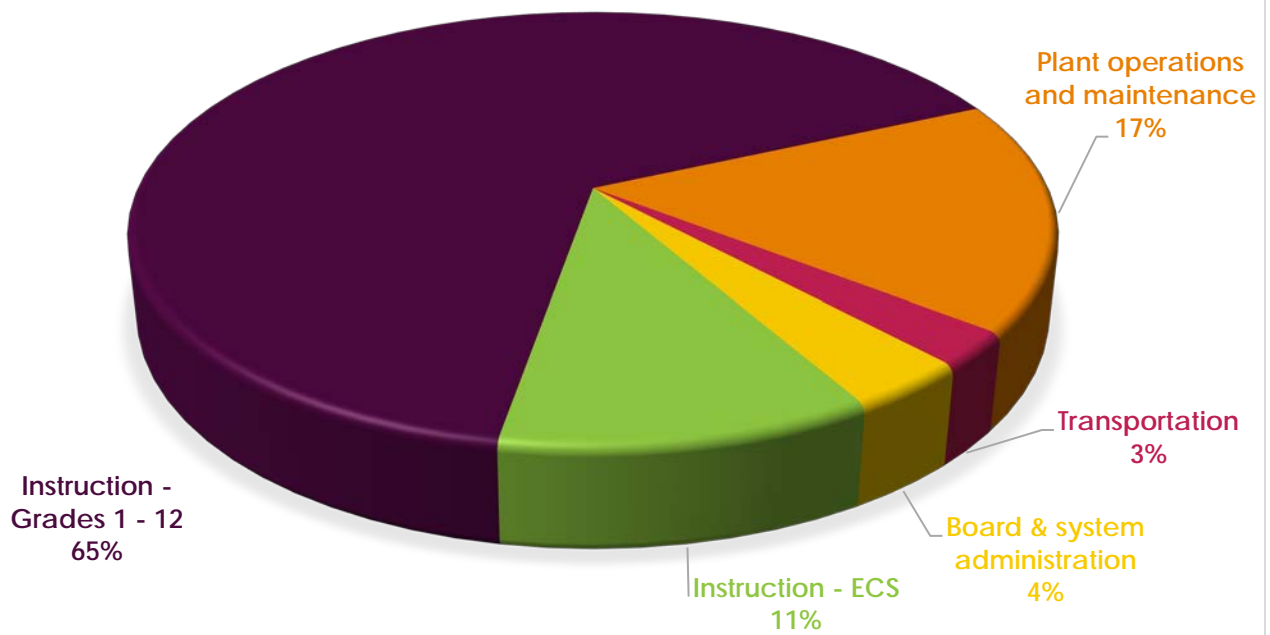
STATEMENT OF OPERATIONS For the Year Ended August 31, 2016 (in dollars)

	Actual 2016
<u>REVENUES</u>	
Alberta Education	\$ 77,076,964
Other - Government of Alberta	\$ 944,688
Federal Government and First Nations	\$ 87,471
Other Alberta school authorities	\$ 107,216
Fees	\$ 2,810,084
Other sales and services	\$ 592,361
Investment income	\$ 177,131
Gifts and donations	\$ 418,614
Rental of facilities	\$ 989,111
Gains on disposal of capital assets	\$ 200
Other revenue	\$ 41,371
Total revenues	\$ 83,693,934
<u>EXPENSES</u>	
Instruction - ECS	\$ 9,154,926
Instruction - Grades 1 - 12	\$ 54,137,398
Plant operations and maintenance	\$ 14,250,827
Transportation	\$ 2,093,480
Board & system administration	\$ 2,985,503
External services	\$ -
Total expenses	\$ 82,622,134
Operating surplus (deficit)	\$ 1,071,800

REVENUE AFS AUGUST 31, 2016



EXPENDITURES AFS AUGUST 31, 2016



SCHOOL GENERATED FUNDS

	2016	2015
School Generated Funds, Beginning of Year	\$ 1,409,261	\$ 1,193,377
Gross Receipts:		
Fees	791,821	923,040
Fundraising	453,748	169,889
Gifts and donations	76,919	18,420
Other sales and services	451,918	35,363
Total gross receipts	1,774,406	1,146,712
Total Related Expenses and Uses of Funds	1,633,905	442,228
Total Direct Costs Including Cost of Goods Sold to Raise Funds	475,247	488,600
School Generated Funds, End of Year	<u>\$ 1,074,515</u>	<u>\$ 1,409,261</u>
Balance included in Deferred Revenue	\$ 239,363	\$ 956,791
Balance included in Accumulated Surplus (Operating Reserves)	\$ 835,152	\$ 452,470

Weblink to detailed information on School Generated Funds and it's uses for 2015-16:

<http://fmpsdschools.ca/annualreports.php>

Weblink to provincial rollup of jurisdiction AFS for 2015-16 can be found at:

<https://education.alberta.ca/media/3069525/fort-mcmurray-public-school-district-no-2833.pdf>

Weblink to Capital Plan:

<http://fmpsdschools.ca/annualreports.php>

For additional information please contact:

Fort McMurray Public School District

Finance Department

231 Hardin Street

Fort McMurray, AB

T9H 2G2

780-799-7900

www.fmpsdschools.ca

Capital and Facilities Projects

- The District's Capital plan requires new elementary schools in Parsons Creek and Saline Creek. A new high school Saline Creek in addition to full modernization of École Dickinsfield Public School and Westwood Community High School.
- The September 2015 enrollment saw growth in Timberlea, Eagle Ridge and Parsons Creek communities. The outlook for City of Fort McMurray is continued growth and expansion to meet the growing demand in the petroleum industries, as a number of capital projects are completed and start operating.

Summary of Facility and Capital Plans

The Regional Municipality of Wood Buffalo Municipal Development Plan for the next 20 years projects 125,000 additional residents, or 121% increase. Fort McMurray Public School District needs additional new schools to handle the growth in Saline Creek and Parsons Creek, as the communities are developed.

Provincially funded school projects approved by the Minister of Education are:

1. Christina Gordon Public School in Timberlea
2. High School Expansion to École McTavish Junior High School
3. David McNeilly Elementary School in Parsons Creek
4. Fort McMurray Composite High School Modernization, Lower Townsite

The top three School Modernization projects approved by the Minister of Education are:

1. École Dickinsfield Public School
2. Westwood Community High School
3. Westview Public School

For additional information, navigate to our website:

<http://www.fmpsdschools.ca/documents/general/Facility%20Master%20Plan%202015.pdf>

Whistleblower Protection

The Board of Trustee believes that our Ethics and Business Conduct requires our trustees, managers, employees and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As a representative of the District, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations. In return all should expect a positive supportive environment where they can seek advice and if necessary disclose wrong doings without fear of reprisal knowing such disclosure will be taken seriously.

Fort McMurray Public School District's policy and procedures on Whistleblower protected is posted on the website at

http://www.fmpsdschools.ca/documents/general/AP_403_Duty_To_Report.pdf.

In the 2015-2016 school year, there were no reports or disclosures received.

Parental Engagement:

- Parent involvement occurred at five District level Network Meetings.
- Parents were consulted and provided input to the 2015-2018 strategic plan.
- Combined SEP & AERR posted on the Fort McMurray Public School District website.
- The combined SEP & AERR printed version is available upon request.
- Parents were consulted in the modernization and building of our new schools and capital plan.
- Parents were consulted and provided input into the annual budget process.
- Parent representatives from each school were supported to attend the annual conference by the Alberta School Councils Association.
- Parents continue to be encouraged to follow the District's daily announcements on Facebook and Twitter.



Our Parents

Our Parents are involved in decisions and are satisfied with the quality of public education



Parent Engagement included Networks Meetings, School Councils, ASCA, Facebook, Twitter, Board Meetings as well as input on school growth plans and District plan



Timelines and Communication

- The Board of Trustees approved the Annual Education Results Report on November 30, 2016.
- Annual Education Results Report will be posted on the website at www.fmpsdschools.ca/annualreports.php.
- Summary of FMPSD Annual Education Results Report is available by calling 780.799.7900.

APPENDIX – District Measure Details

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	89.2	8.1	88.4	11.6	84.0	7.2	82.6	10.9	81.3	9.9	85	15
	Province	85.0	10.1	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5		
English Lang Arts 30-2	Authority	93.2	10.2	94.0	17.6	92.9	5.9	92.3	13.3	88.6	4.3	85	15
	Province	88.7	9.1	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3		
French Lang Arts 30-1	Authority	85.7	0.0	100.0	0.0	100.0	0.0	100.0	0.0	81.8	9.1	85	15
	Province	95.3	14.5	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85	15
	Province	93.8	19.9	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1		
Pure Mathematics 30	Authority	85.1	28.6	83.7	28.1	n/a	n/a	n/a	n/a	n/a	n/a	85	15
	Province	81.3	29.2	82.0	27.5	59.0	11.4	*	*	n/a	n/a		
Applied Mathematics 30	Authority	66.1	3.4	71.4	5.1	n/a	n/a	n/a	n/a	n/a	n/a	85	15
	Province	74.5	9.8	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	71.5	31.6	62.4	17.9	71.3	36.0	85	15
	Province	n/a	n/a	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	51.8	4.8	52.9	5.7	51.3	1.3	85	15
	Province	n/a	n/a	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5		
Social Studies 30-1	Authority	80.4	10.6	86.7	15.4	83.7	10.1	78.8	12.9	77.8	12.7	85	15
	Province	83.0	14.9	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2		
Social Studies 30-2	Authority	88.7	13.9	88.6	13.0	78.2	10.6	77.1	7.3	67.0	3.1	85	15
	Province	85.6	15.9	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5		
Biology 30	Authority	89.0	28.8	76.9	30.1	85.4	35.1	87.6	31.8	71.4	36.5	85	15
	Province	82.0	30.0	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0		
Chemistry 30	Authority	75.0	29.6	78.6	31.4	74.3	34.7	74.3	30.9	75.4	29.4	85	15
	Province	75.4	28.0	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2		
Physics 30	Authority	75.5	29.8	81.3	39.6	78.0	29.0	80.0	32.6	73.5	30.6	85	15
	Province	77.0	27.8	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8		
Science 30	Authority	n/a	n/a	n/a	n/a	66.7	0.0	77.8	11.1	46.4	0.0	85	15
	Province	80.4	21.0	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.7		

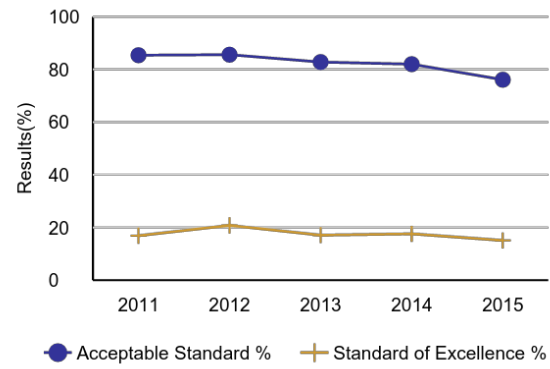
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

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

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

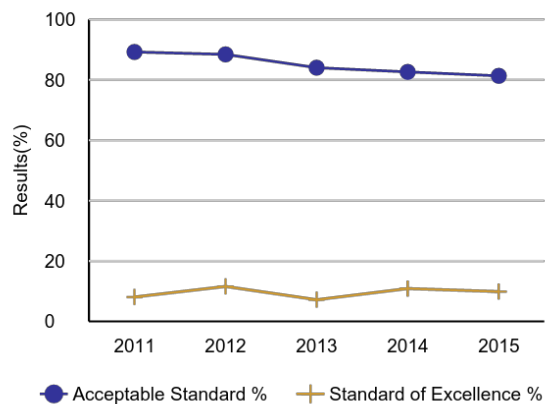
Graph of Diploma Examination Results – Overall (optional)



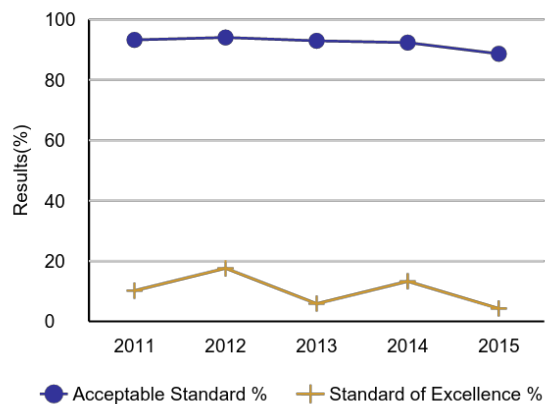
Notes: Current and historical Diploma results have been adjusted to reflect change in data source system. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results by Course (optional)

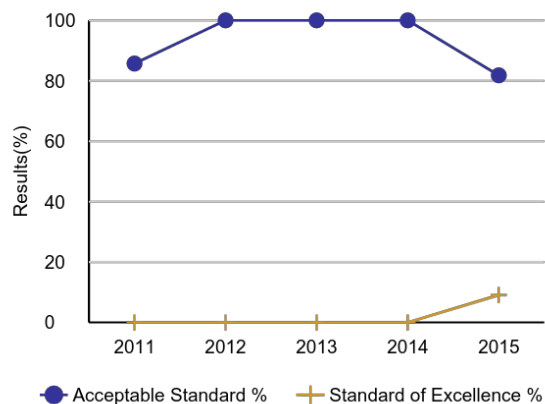
English Lang Arts 30-1



English Lang Arts 30-2



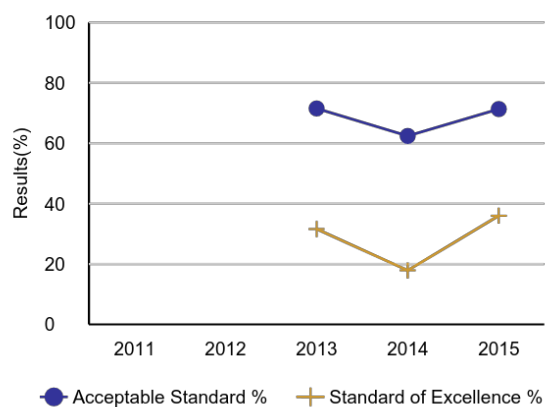
French Lang Arts 30-1



[No Data for Français 30]

[No Data for Pure Mathematics 30]

Mathematics 30-1



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

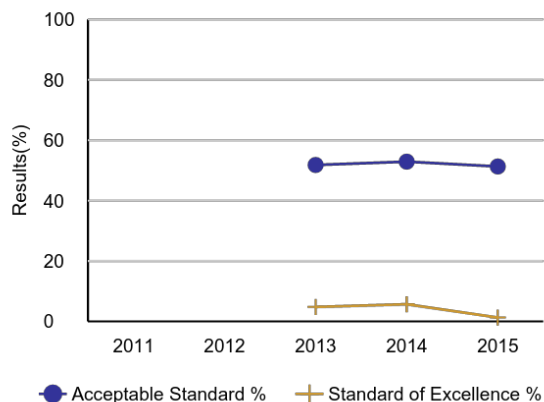
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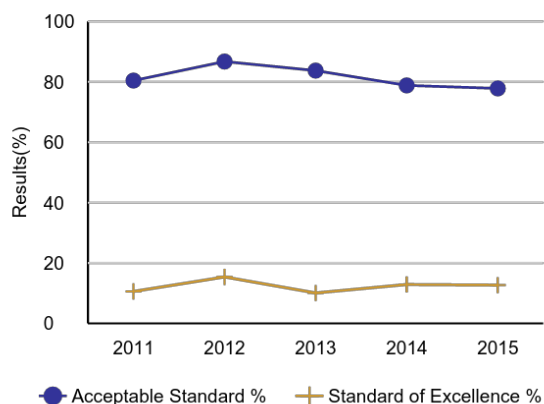
Diploma Examination Results by Course (optional)

[No Data for Applied Mathematics 30]

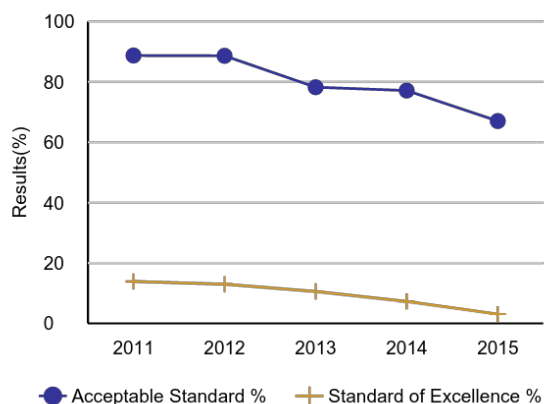
Mathematics 30-2



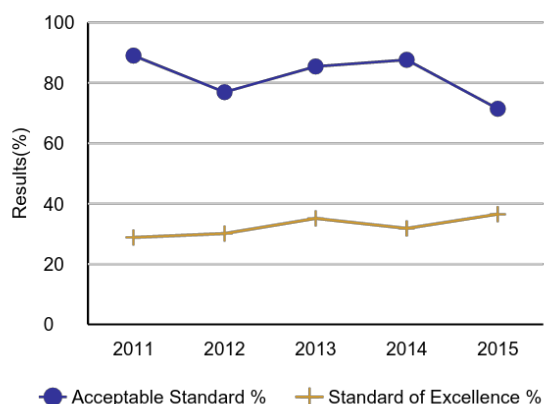
Social Studies 30-1



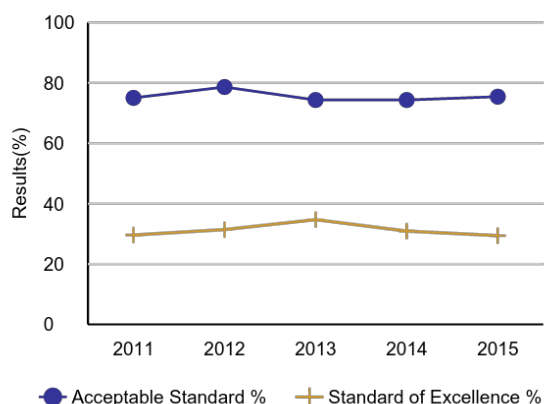
Social Studies 30-2



Biology 30



Chemistry 30

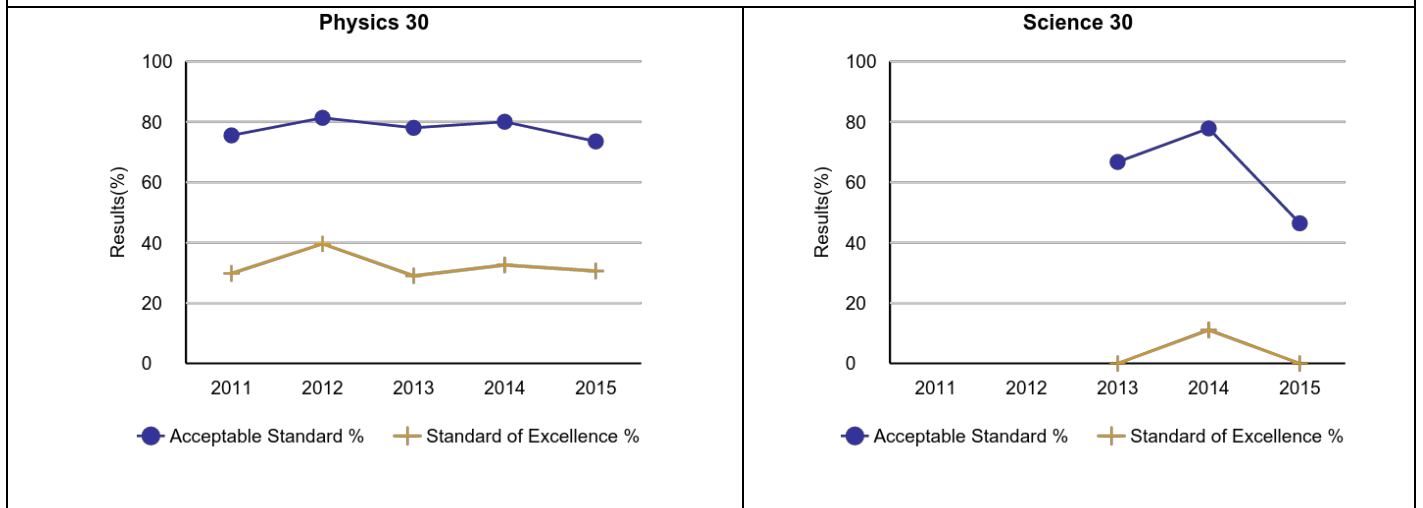


Notes: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

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

Diploma Examination Results by Course (optional)



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

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

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

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

		Fort McMurray Public							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	171	81.3	179	85.0	28,104	86.5	29,085	86.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	171	9.9	179	9.9	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Acceptable Standard	Low	Declined	Issue	184	88.6	183	93.1	16,324	88.7	15,323	89.6
	Standard of Excellence	Low	Declined Significantly	Concern	184	4.3	183	12.2	16,324	11.3	15,323	11.6
French Lang Arts 30-1	Acceptable Standard	Low	Declined	Issue	11	81.8	8	100.0	1,278	95.5	1,224	95.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	8	0.0	1,278	9.9	1,224	13.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	95.3	145	97.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	17.1	145	22.1
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	135	83.7	n/a	n/a	10,936	70.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	135	28.1	n/a	n/a	10,936	19.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	98	71.4	n/a	n/a	5,026	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	98	5.1	n/a	n/a	5,026	14.1
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	136	71.3	138	67.0	20,915	76.2	20,619	78.0
	Standard of Excellence	n/a	Improved Significantly	n/a	136	36.0	138	24.8	20,915	31.7	20,619	31.9
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	78	51.3	77	52.3	12,558	73.9	10,829	70.4
	Standard of Excellence	n/a	Declined	n/a	78	1.3	77	5.3	12,558	15.5	10,829	12.3
Social Studies 30-1	Acceptable Standard	Low	Declined	Issue	158	77.8	179	83.1	21,038	87.1	22,680	85.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	158	12.7	179	12.8	21,038	16.2	22,680	15.4
Social Studies 30-2	Acceptable Standard	Very Low	Declined Significantly	Concern	194	67.0	190	81.3	19,617	81.3	18,230	83.1
	Standard of Excellence	Very Low	Declined Significantly	Concern	194	3.1	190	10.3	19,617	12.5	18,230	14.1
Biology 30	Acceptable Standard	Low	Declined Significantly	Concern	126	71.4	145	83.3	21,219	85.9	22,506	83.9
	Standard of Excellence	Very High	Maintained	Excellent	126	36.5	145	32.3	21,219	33.0	22,506	30.7
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	126	75.4	152	75.8	19,050	82.2	18,412	79.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	126	29.4	152	32.4	19,050	34.2	18,412	31.9
Physics 30	Acceptable Standard	Intermediate	Declined	Issue	98	73.5	95	79.8	10,573	83.9	10,127	81.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	98	30.6	95	33.7	10,573	35.8	10,127	31.8
Science 30	Acceptable Standard	Very Low	Declined	Concern	28	46.4	14	72.2	7,819	83.9	6,190	83.0
	Standard of Excellence	Low	Declined	Issue	28	0.0	14	5.6	7,819	26.7	6,190	24.4

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

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

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

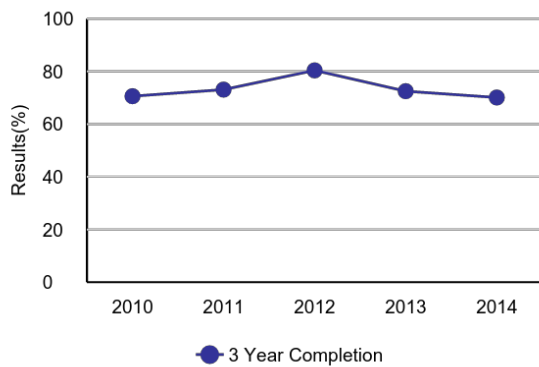
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

High School Completion Rate – Measure Details (OPTIONAL)

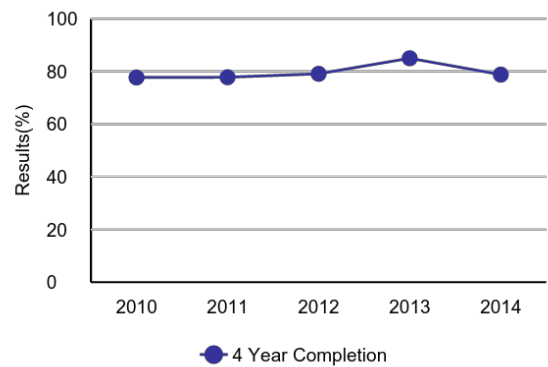
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	70.6	73.1	80.4	72.5	70.1	72.6	74.1	74.8	74.9	76.4
4 Year Completion	77.7	77.8	79.1	85.0	78.8	76.9	78.1	79.4	79.6	80.0
5 Year Completion	77.2	80.8	80.4	82.2	86.3	79.0	79.6	80.8	81.7	82.1

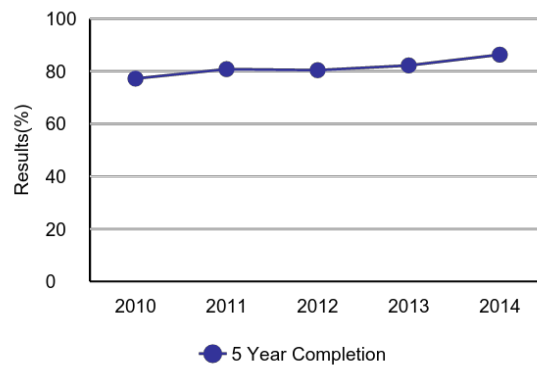
Graph of Authority Results (optional)



Graph of Authority Results (optional)



Graph of Authority Results (optional)

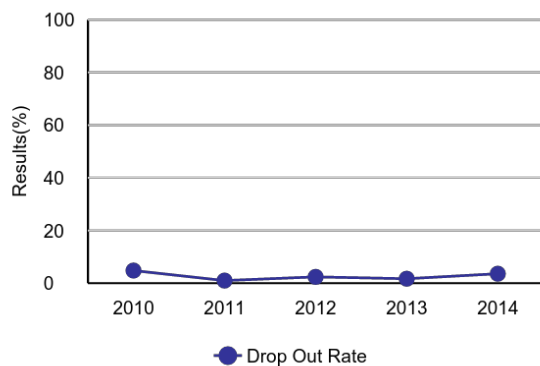


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

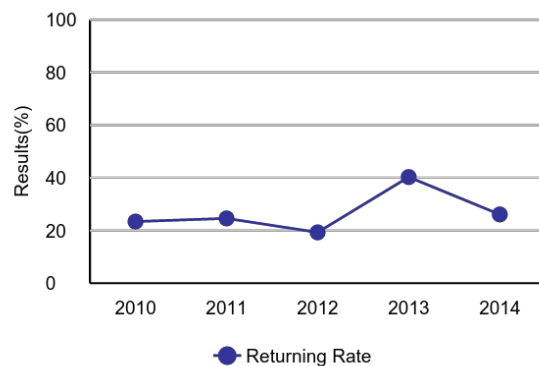
Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual drop out rate of students aged 14 to 18										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	4.8	1.0	2.4	1.7	3.6	4.2	3.2	3.5	3.3	3.4
Returning Rate	23.4	24.6	19.3	40.3	26.1	27.9	23.4	23.0	21.1	20.3

Graph of Authority Results (optional)



Graph of Authority Results (optional)



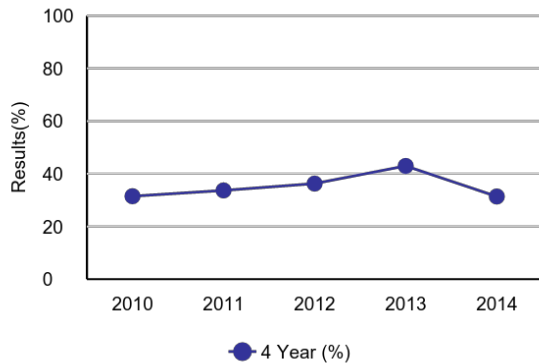
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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

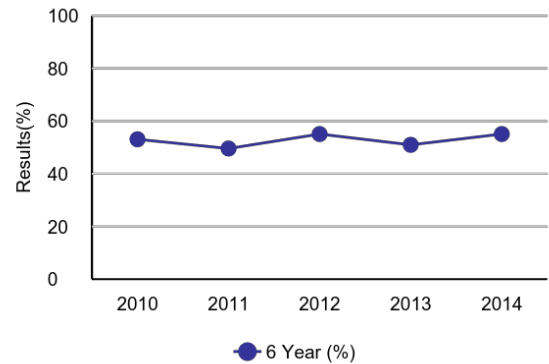
High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4 Year Rate	31.5	33.7	36.3	43.0	31.4	37.8	38.2	39.6	40.0	38.4
6 Year Rate	53.1	49.6	55.1	51.0	55.1	59.3	58.4	59.5	59.2	59.8

Graph of Authority Results (optional)



Graph of Authority Results (optional)

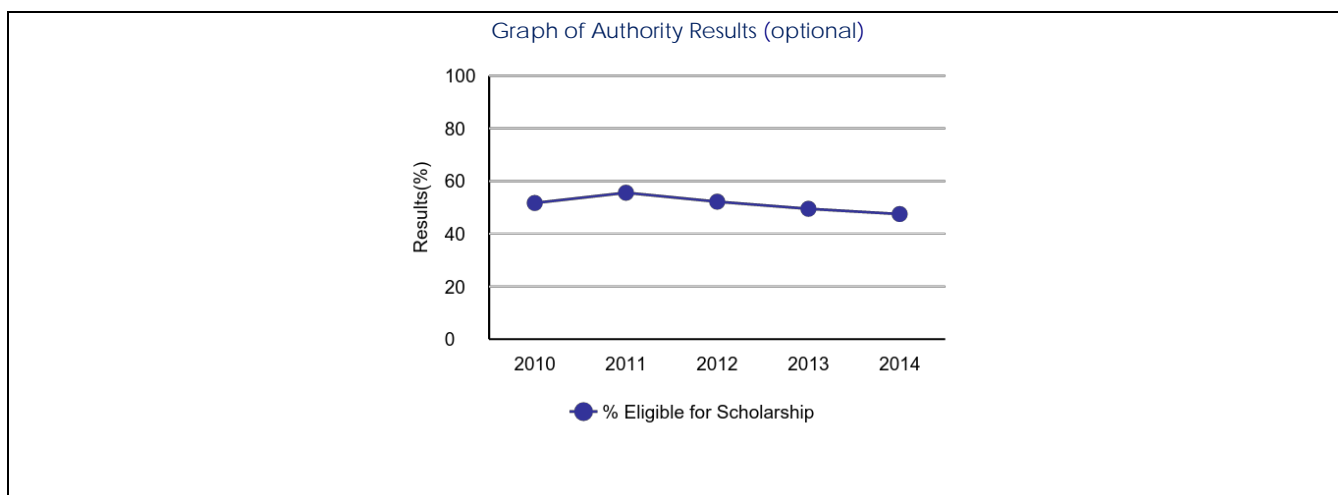


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Rutherford Scholarship Eligibility Rate	51.7	55.6	52.2	49.5	47.5	59.6	61.5	61.3	60.9	61.2

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2010	468	209	44.7	192	41.0	100	21.4	242	51.7
2011	462	212	45.9	210	45.5	112	24.2	257	55.6
2012	485	223	46.0	197	40.6	114	23.5	253	52.2
2013	475	209	44.0	184	38.7	117	24.6	235	49.5
2014	503	211	41.9	194	38.6	98	19.5	239	47.5



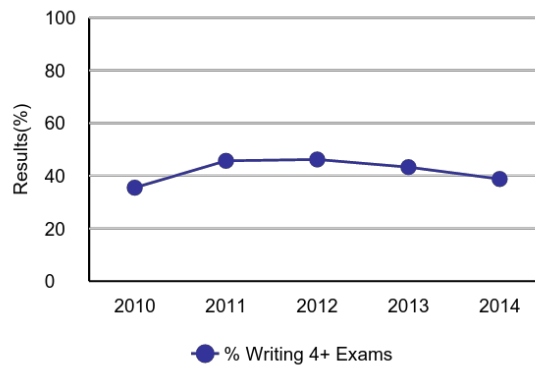
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 0 Exams	20.0	17.3	15.2	17.3	22.0	17.2	16.1	15.9	16.1	15.2
% Writing 1+ Exams	80.0	82.7	84.8	82.7	78.0	82.8	83.9	84.1	83.9	84.8
% Writing 2+ Exams	75.8	79.5	83.1	81.0	76.0	79.6	80.8	81.2	80.8	82.0
% Writing 3+ Exams	52.2	61.9	64.2	54.8	48.1	66.0	67.4	67.5	63.8	65.6
% Writing 4+ Exams	35.5	45.7	46.2	43.3	38.8	54.9	56.2	56.6	50.5	54.9
% Writing 5+ Exams	24.6	29.2	31.9	31.5	27.4	36.1	37.2	38.0	31.8	36.7
% Writing 6+ Exams	7.7	12.5	14.9	14.7	11.6	13.4	14.1	14.6	11.5	13.3

Graph of Authority Results (optional)



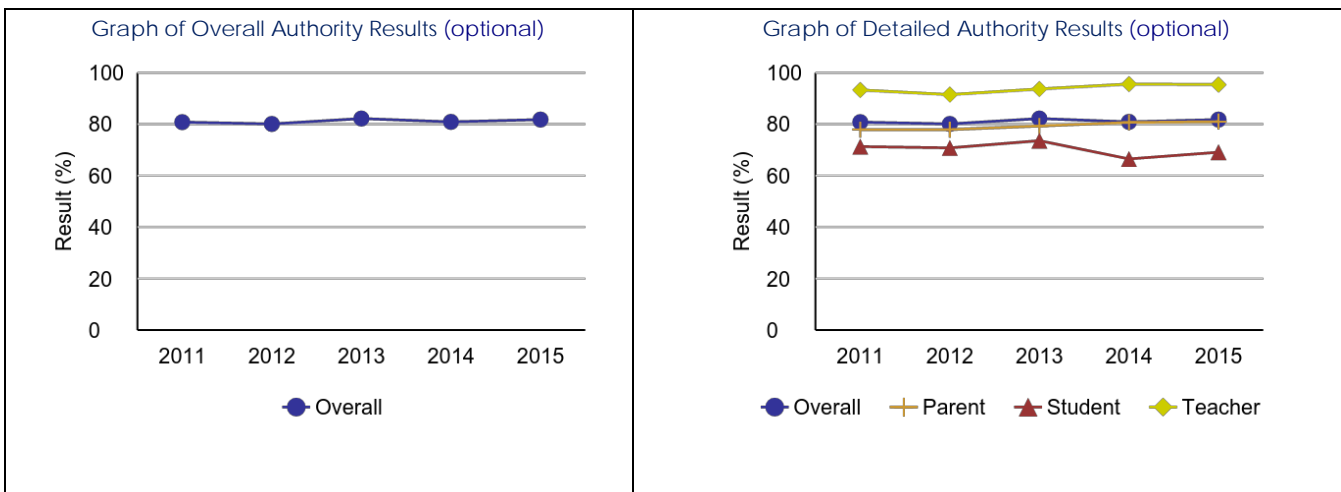
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
English Language Arts 30-1	35.0	44.4	46.5	46.5	42.3	54.5	54.9	55.1	54.4	54.4
English Language Arts 30-2	39.0	37.6	37.1	34.7	32.9	25.1	26.1	26.1	27.2	28.2
Total of 1 or more English Diploma Exams	73.3	76.0	79.0	77.9	73.2	78.0	79.0	79.2	79.3	80.3
Social Studies 30	1.9	0.0	0.0	n/a	n/a	3.7	0.3	0.0	n/a	n/a
Social Studies 30-1	36.2	43.7	43.2	42.3	39.8	45.7	48.2	48.0	46.1	45.5
Social Studies 33	3.6	0.0	0.0	n/a	n/a	2.5	0.1	0.0	n/a	n/a
Social Studies 30-2	34.3	33.6	37.4	36.9	33.9	27.4	31.0	32.1	34.0	35.6
Total of 1 or more Social Diploma Exams	75.2	76.8	79.8	77.5	73.0	78.1	78.9	79.3	79.3	80.3
Pure Mathematics 30	25.2	31.6	35.4	5.2	0.2	41.4	42.6	42.5	7.3	0.1
Applied Mathematics 30	21.0	24.0	22.0	0.0	0.0	19.7	20.0	19.6	0.2	0.0
Mathematics 30-1	n/a	n/a	n/a	27.2	25.6	n/a	n/a	n/a	30.0	37.6
Mathematics 30-2	n/a	n/a	n/a	16.2	14.7	n/a	n/a	n/a	16.9	21.6
Total of 1 or more Math Diploma Exams	45.7	55.3	57.1	47.4	40.0	60.6	62.0	61.5	52.5	57.4
Biology 30	26.4	32.1	34.3	33.3	25.8	41.2	42.8	43.1	42.5	41.7
Chemistry 30	26.4	33.6	35.6	31.5	30.2	35.2	36.0	36.7	31.7	35.0
Physics 30	15.2	21.2	21.0	23.2	18.9	20.0	20.6	20.4	17.4	20.2
Science 30	0.2	0.3	0.5	2.1	3.2	9.0	9.1	10.5	9.8	13.0
Total of 1 or more Science Diploma Exams	37.6	46.7	46.0	46.2	40.3	57.6	59.1	59.5	57.7	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	1.9	1.3	2.5	1.6	2.2	2.9	2.8	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	1.9	1.3	2.5	1.6	2.2	3.1	3.1	2.9	3.0	3.0

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

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

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	80.8	80.1	82.2	80.9	81.8	81.9	82.5	83.4	83.4	83.5
Teacher	93.3	91.5	93.7	95.6	95.4	92.7	93.1	93.6	93.8	94.2
Parent	77.9	77.9	79.3	80.7	81.0	78.6	79.4	80.3	81.9	82.1
Student	71.3	70.8	73.6	66.5	69.1	74.5	75.0	76.2	74.5	74.2



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

Work Preparation – Measure Details (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	78.7	77.2	79.6	83.0	80.4	80.1	79.7	80.3	81.2	82.0
Teacher	87.4	87.7	89.8	89.3	91.5	89.6	89.5	89.4	89.3	89.7
Parent	70.0	66.7	69.4	76.8	69.3	70.6	69.9	71.1	73.1	74.2

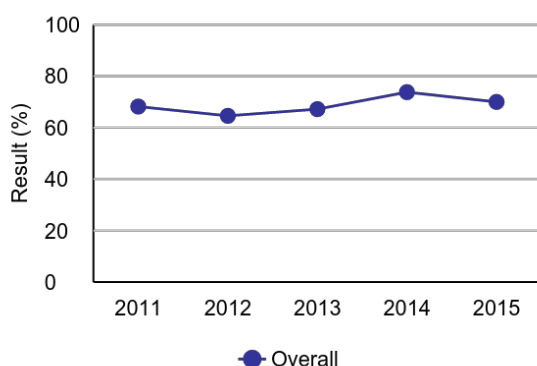
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

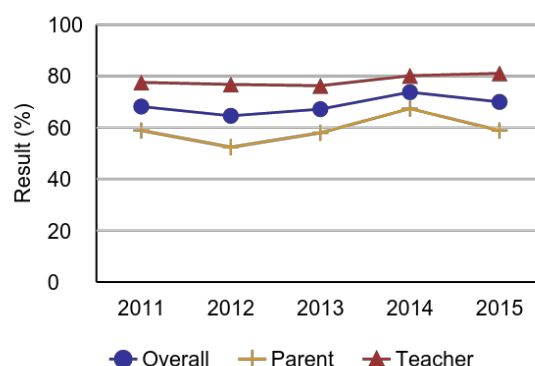
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	68.2	64.6	67.2	73.8	70.0	67.9	68.0	68.5	69.5	70.0
Teacher	77.6	76.8	76.3	80.2	81.1	75.3	75.8	75.7	76.0	76.0
Parent	58.9	52.4	58.0	67.4	58.9	60.6	60.2	61.2	63.0	64.0

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



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

Provincial Achievement Test Results – Measure Details (OPTIONAL)

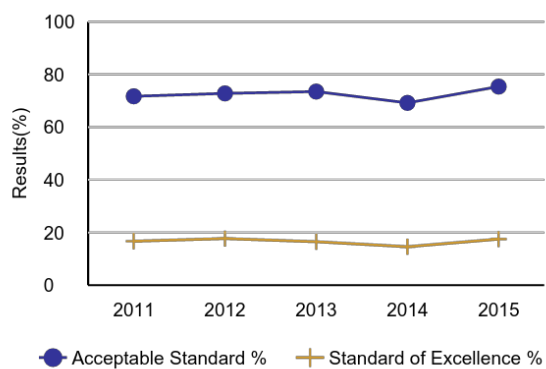
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	81.9	19.0	84.5	20.3	88.0	13.7	84.5	15.2	86.1	19.4	85	15
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
French Language Arts 6	Authority	90.3	0.0	100.0	16.1	82.9	5.7	83.8	16.2	90.0	16.7	85	15
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0		
Mathematics 6	Authority	74.7	22.3	78.5	17.7	73.7	17.3	73.8	15.0	78.7	17.3	85	15
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	Authority	74.5	23.6	82.5	28.9	78.4	20.8	72.3	15.6	76.9	21.5	85	15
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	Authority	71.7	17.8	73.1	21.2	75.3	16.4	62.8	8.4	70.6	15.2	85	15
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	Authority	78.9	13.7	77.4	12.2	74.7	12.7	76.2	14.4	78.1	11.3	85	15
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
English Lang Arts 9 KAE	Authority	75.0	7.1	69.2	7.7	77.8	0.0	35.7	0.0	33.3	0.0	85	15
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6		
French Language Arts 9	Authority	77.3	13.6	78.9	15.8	90.0	20.0	78.6	21.4	100.0	10.5	85	15
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2		
Mathematics 9	Authority	61.3	14.0	58.8	13.9	62.9	18.2	62.1	15.8	64.9	19.9	85	15
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Mathematics 9 KAE	Authority	79.1	20.9	37.5	18.8	45.5	9.1	43.8	0.0	44.4	11.1	85	15
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
Science 9	Authority	68.2	13.1	67.0	17.1	68.6	18.1	64.7	16.3	74.1	20.2	85	15
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Science 9 KAE	Authority	89.5	10.5	41.7	0.0	77.8	33.3	50.0	0.0	55.6	11.1	85	15
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
Social Studies 9	Authority	59.5	13.9	62.0	12.2	59.9	15.4	58.1	18.8	70.2	16.0	85	15
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
Social Studies 9 KAE	Authority	73.7	10.5	50.0	8.3	66.7	11.1	42.9	0.0	55.6	11.1	85	15
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2		

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

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

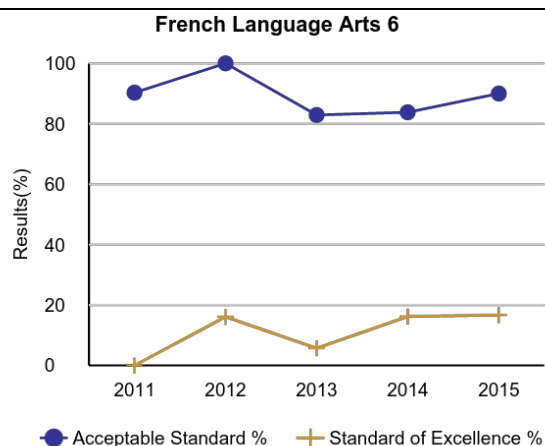
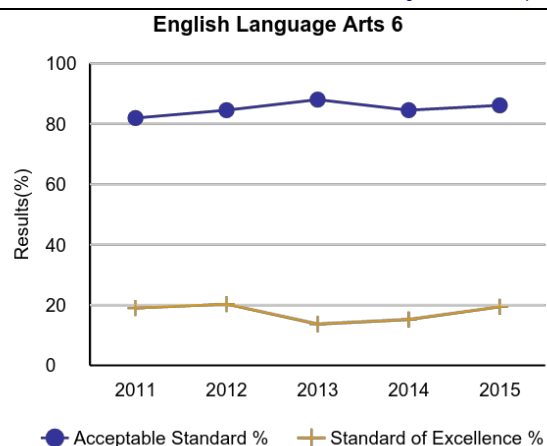
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Overall Provincial Achievement Test Results (optional)

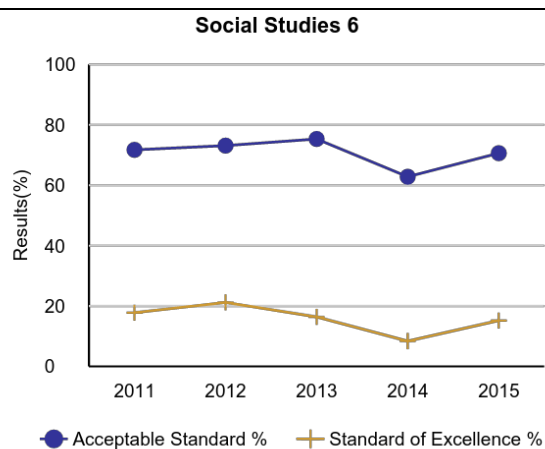
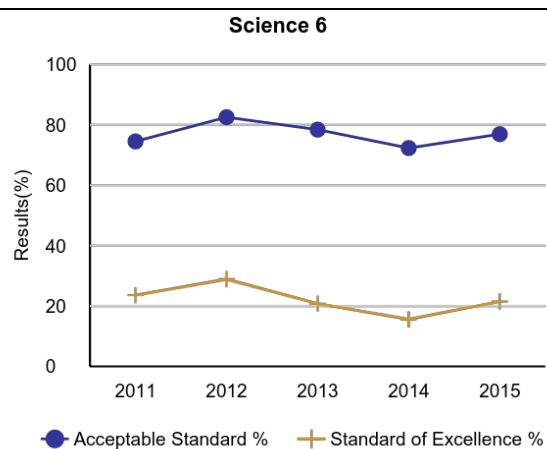
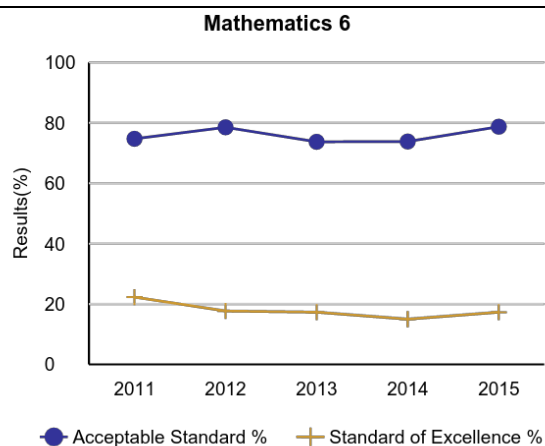


Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

Graph of Provincial Achievement Test Results by Course (optional)



[No Data for Français 6]

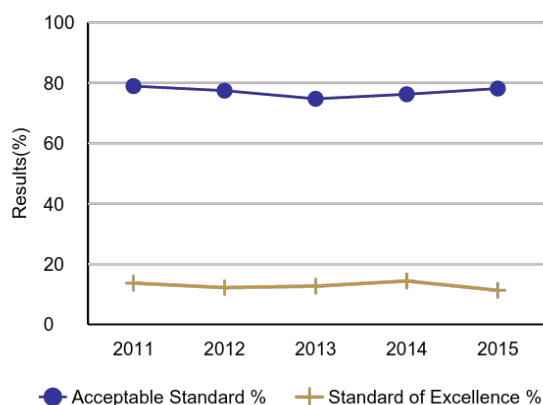


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

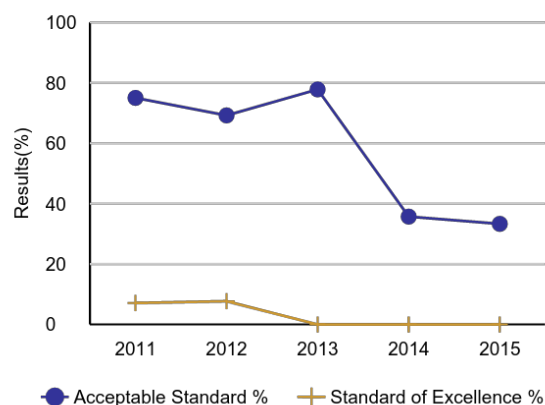
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course (optional)

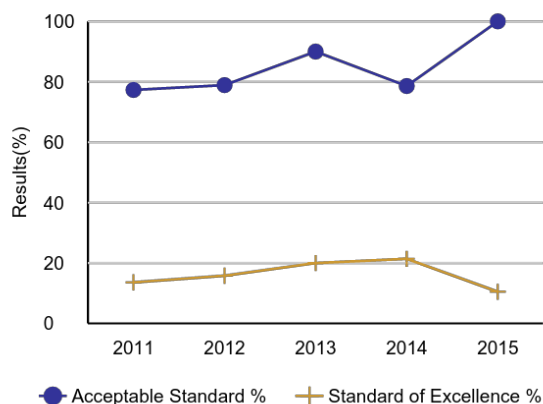
English Language Arts 9



English Lang Arts 9 KAE

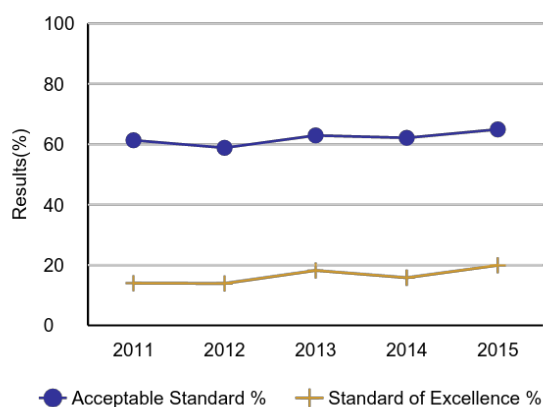


French Language Arts 9

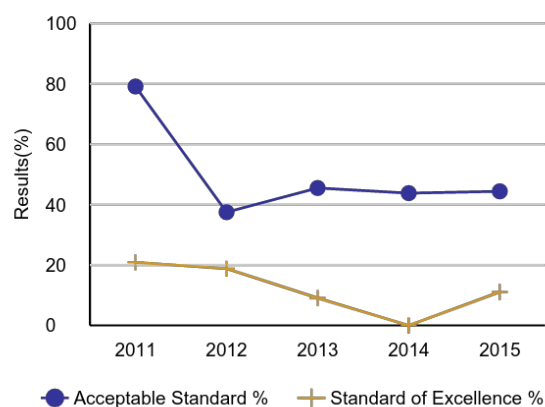


[No Data for Français 9]

Mathematics 9



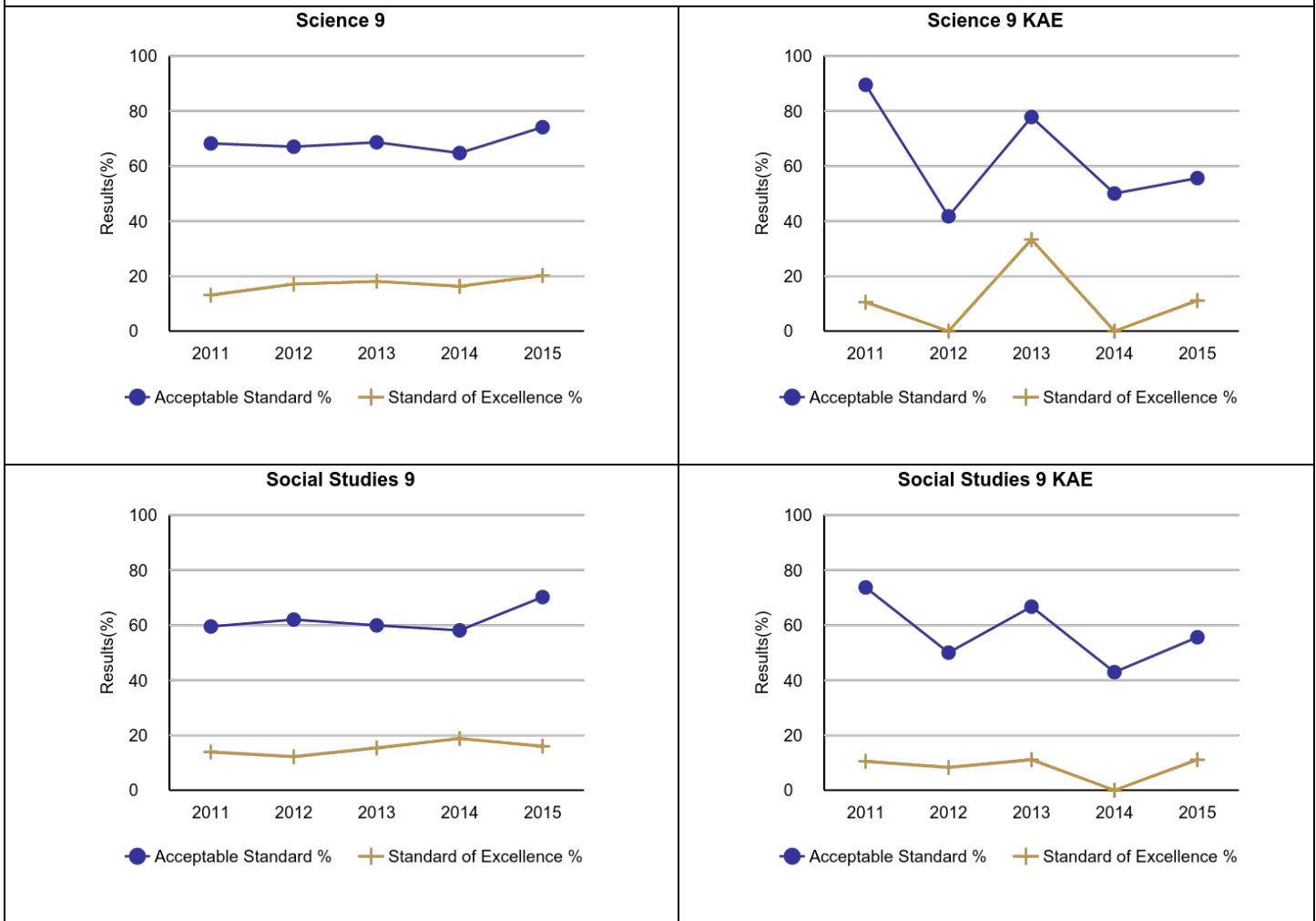
Mathematics 9 KAE



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

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

Graph of Provincial Achievement Test Results by Course (optional)



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

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

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

Course	Measure	Fort McMurray Public							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	382	86.1	343	85.7	47,446	82.8	44,338	82.4
	Standard of Excellence	High	Improved	Good	382	19.4	343	16.4	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	30	90.0	34	88.9	2,972	87.5	2,648	88.6
	Standard of Excellence	High	Maintained	Good	30	16.7	34	12.7	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Intermediate	Improved	Good	381	78.7	343	75.3	47,377	73.3	44,292	73.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	381	17.3	343	16.7	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Low	Maintained	Issue	381	76.9	342	77.7	47,379	76.4	44,273	77.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	381	21.5	342	21.8	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	381	70.6	343	70.4	47,385	69.8	44,226	72.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	381	15.2	343	15.3	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	283	78.1	313	76.1	43,532	75.6	38,021	76.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	283	11.3	313	13.1	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	Low	Declined	Issue	9	33.3	12	60.9	1,553	62.8	1,543	62.3
	Standard of Excellence	Low	Maintained	Issue	9	0.0	12	2.6	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	19	100.0	24	82.5	2,601	85.9	2,496	87.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	19	10.5	24	19.1	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	282	64.9	310	61.3	43,190	65.3	37,734	66.8
	Standard of Excellence	High	Improved	Good	282	19.9	310	16.0	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	Low	Maintained	Issue	9	44.4	14	42.2	1,966	60.7	1,858	63.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	9	11.1	14	9.3	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	High	Improved Significantly	Good	282	74.1	313	66.8	43,653	74.1	38,253	73.4
	Standard of Excellence	Very High	Maintained	Excellent	282	20.2	313	17.2	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	Low	Maintained	Issue	9	55.6	12	56.5	1,527	64.4	1,503	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	9	11.1	12	11.1	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	Intermediate	Improved Significantly	Good	282	70.2	314	60.0	43,451	65.1	38,360	66.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	282	16.0	314	15.4	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	9	55.6	12	53.2	1,469	57.2	1,489	63.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	9	11.1	12	6.5	1,469	11.2	1,489	12.5

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

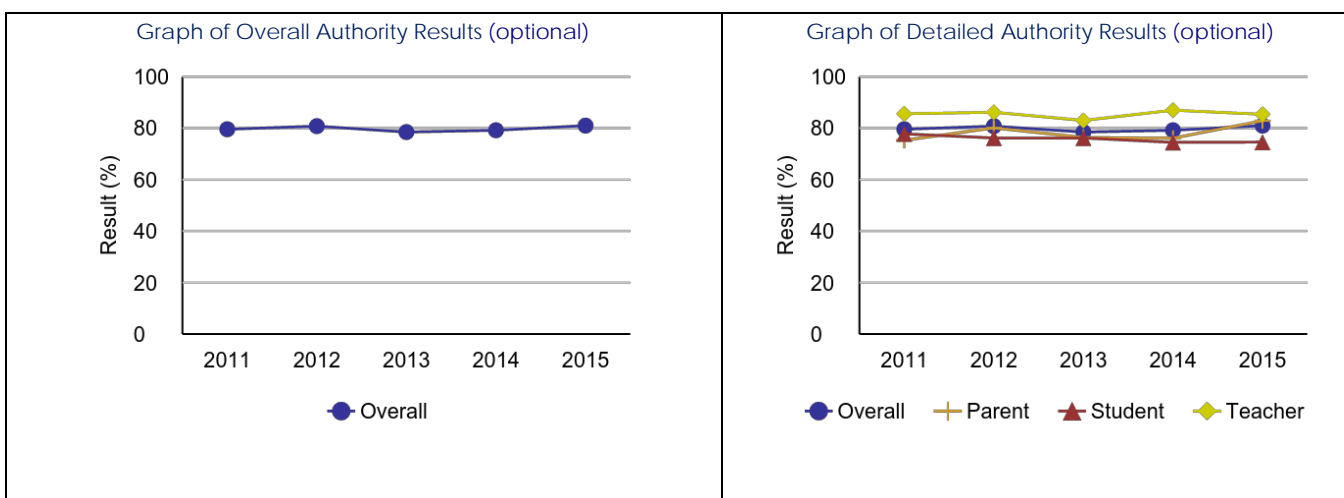
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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

Program of Studies – Measure Details (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	79.6	80.8	78.5	79.2	81.0	80.9	80.7	81.5	81.3	81.3
Teacher	85.6	86.2	83.0	87.0	85.4	87.6	87.3	87.9	87.5	87.2
Parent	75.3	80.1	76.4	76.1	82.9	78.3	78.1	78.9	79.9	79.9
Student	77.8	76.2	76.2	74.5	74.6	76.9	76.9	77.8	76.6	76.9



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

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

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	83.4	77.4	81.1	84.3	82.6	79.9	79.7	80.3	80.6	80.7
Teacher	90.1	88.5	87.7	90.6	91.0	88.1	88.0	88.5	88.0	88.1
Parent	76.8	66.2	74.4	78.1	74.1	71.7	71.4	72.2	73.1	73.4

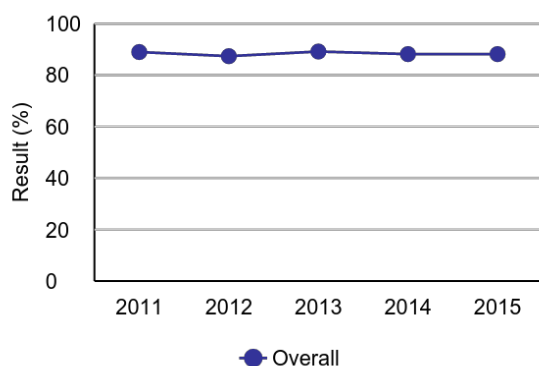
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details (OPTIONAL)

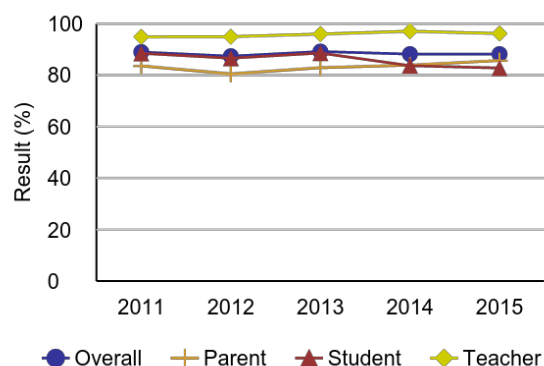
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	89.0	87.4	89.2	88.2	88.2	89.4	89.4	89.8	89.2	89.5
Teacher	94.9	95.0	96.0	97.1	96.2	95.5	95.4	95.7	95.5	95.9
Parent	83.6	80.5	82.9	83.9	85.7	84.2	84.2	84.9	84.7	85.4
Student	88.5	86.6	88.6	83.7	82.8	88.5	88.6	88.7	87.3	87.4

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



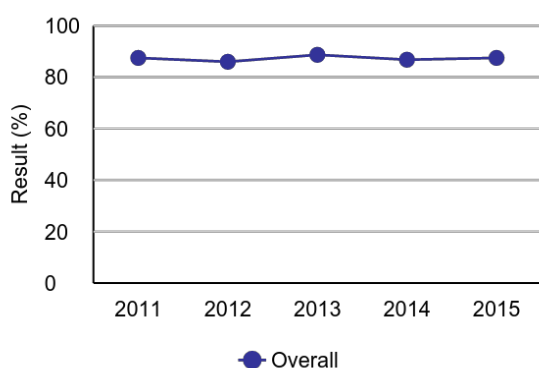
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Safe and Caring – Measure Details (OPTIONAL)

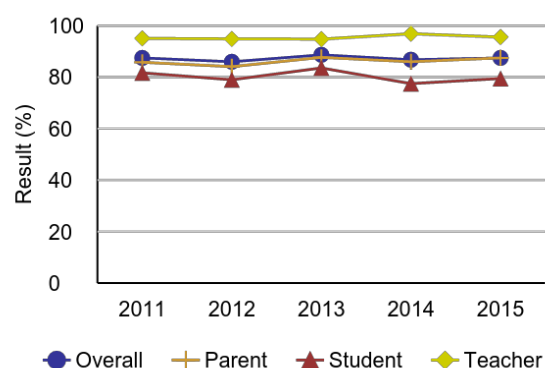
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	87.5	86.0	88.7	86.8	87.5	88.1	88.6	89.0	89.1	89.2
Teacher	95.1	94.9	94.8	96.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	85.8	84.1	87.7	86.0	87.5	86.6	87.4	87.8	88.9	89.3
Student	81.7	79.0	83.6	77.5	79.5	83.3	83.7	84.2	83.1	83.0

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)

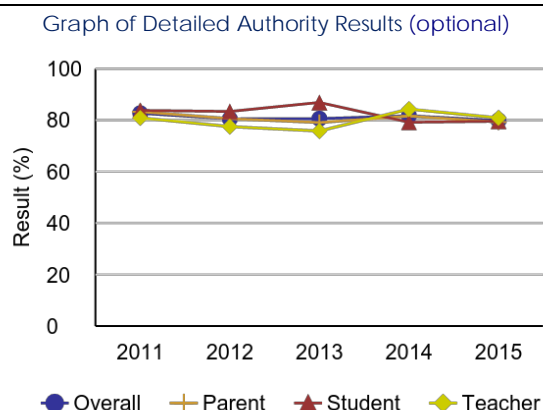
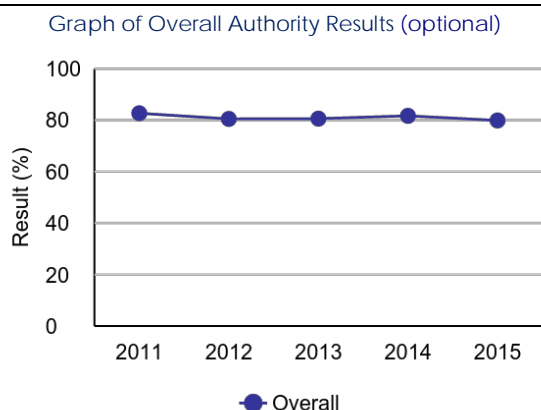


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

School Improvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	82.7	80.5	80.6	81.7	79.9	80.1	80.0	80.6	79.8	79.6
Teacher	80.9	77.5	75.8	84.3	80.9	80.1	81.1	80.9	81.3	79.8
Parent	83.3	80.6	79.1	81.6	79.3	77.3	76.2	77.9	77.0	78.5
Student	83.8	83.4	86.9	79.2	79.6	82.9	82.7	82.9	81.2	80.7



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

A large, stylized apple logo in a light gray color, positioned in the upper right quadrant of the page. The apple has a simple outline with a short stem and two leaves.

Fort McMurray Public School District
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www.fmpsdschools.ca
@FMPD

Safe

Resilient

Strong