



# Fort McMurray Public School District #2833



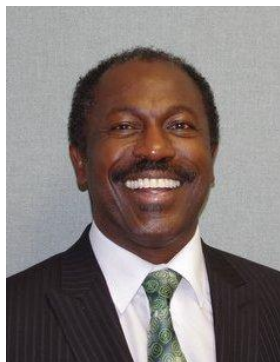
## SEP & AERR 2015-2018

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**Combined 3 Year Strategic Education Plan (SEP)  
& Annual Education Results Report (AERR)**

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## Message from the Board Chair

In order to ensure all our efforts are focused on educating all students for personal excellence, this updated Strategic Education Plan and Annual Education Results Report (2015 – 2018), 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 August 2014, our Board of Trustees opened our first new elementary public school in the City of Fort McMurray in twenty-eight years. Walter and Gladys Hill Public School is built on Sparrow Hawk Drive and is our community school for over 400 children and their families. Innovative programming includes project-based learning, science and technology, Robotics and Reggio-inspired early education. The community centre built into the school, and our collaboration with the YMCA and Multicultural Association, offers families programs and services during the school day. In 2016-2017 FMPSD will open the two new elementary schools, Christina Gordon Public School followed by David McNeilly School.

In 2015 we begin re-visioning the future of Fort McMurray Composite High School. Built in 1975, this high school was state of the art for Fort McMurray. Staff are working with our students, staff, parents and community creating an exciting future vision that prepares our students for their future, including careers in medical, engineering, trades and fine arts.

The vision of Fort McMurray Public School District is dedicated to educating all students for personal excellence. In 2015 our focus become the Big 3: Healthy Schools working towards a Healthy Planet in a High Achieving school district. In addition to focusing on student achievement, staff are focused on three big areas that promote healthy school environments, environmental stewardship and success for all students.

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.

A handwritten signature in black ink, appearing to read "Jeff Thompson".

**Jeff Thompson**  
**Board Chair**

## Accountability Statement

The Annual Education Results Report for the 2014 school year and the Education Plan for the three years commencing September 1, 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 2014/2015 school year and the Three-Year Education Plan for 2015/2018 on November 25, 2015.

Printed copies of this AERR/SEP report can be obtained from the Fort McMurray Public School District's main office:

231 Hardin Street  
Fort McMurray, AB  
T9H 2G2  
780-799-7900

<http://fmpsdschools.ca/view.php?action=documents&id=5>

## **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**

The City of Fort McMurray is the largest center in the Regional Municipality of Wood Buffalo. Fort McMurray is home to the world's largest industrial development and one of the world's single largest oil reserves. Fort McMurray Public School District (FMPSD) is committed to being a partner in the development of a sustainable community through responsible municipal development, environmental stewardship, economic resilience, and creating a vibrant culture by working together with government and community agencies. FMPSD is committed to the strategy in the Municipal Development Plan to develop labour skills locally, enabling a culture of innovation, and promoting our community. Our commitment includes providing parents a range of programming options including Islamic and Christian Programming, PEAK Athletic Academy, French Immersion including a French High School Diploma, Pre Engineering, Robotics, Registered Apprenticeship Programs, Fine Arts, and intensive special education programs.

Fort McMurray Public School District has a student population of approximately 5,500 in fourteen schools within the City of Fort McMurray. The configuration of our schools changed as our District accommodated the significant population growth in the Timberlea and Eagle Ridge area without public schools. We opened our first new elementary public school Walter and Gladys Hill Public School in 2014 after twenty-eight years. We are excited to open two new elementary schools in 2016 - 2017, Christina Gordon Public School then David McNeilly Elementary School.

FMPSD continues to expand to accommodate the diverse learning needs of all students. Programming options range from prepare young children for Kindergarten to high school completion. Early Childhood Development Programs (ECDP) are in every elementary school in addition to Reggio-Inspired ECDP Programming. We have also begun planning Phase 2 of the modernization of Fort McMurray Composite High School in collaboration with our students, families and community partners. Preparing our students for their future, world of work, citizenship and post-secondary studies continues to be an important focus.

Preparing for full utilization of every school, ensuring high quality school staff, and meaningfully engaging parents and community partners are priorities to prepare Fort McMurray Public School District for the 21<sup>st</sup> century. FMPSD collaborates with our parents and community members to inspire every student to engage in high quality, inclusive learning opportunities needed to develop competencies required to contribute to an enriched society and a sustainable economy. Future competencies for our students to live, study and work include: critical thinking and problem-solving; creativity and innovation; social responsibility, and cultural, global, and environmental awareness; communication; digital literacy; lifelong learning; self-direction and personal management; collaboration and leadership skills.

Our teaching staff will need to ensure their curriculum focuses on the competencies our young people will require for the 21st century. We help students discover their passions and strengths so that they enjoy rewarding careers and a high quality of life. We also prepare students to be responsible citizens so that they can build and strengthen our community. We will need to ensure teachers are supported in differentiating the provincial programs of study, using assessments to measure student responses to interventions and to ensure we meet the learning needs of all students. It is important for all our staff to be responsive to student diversity and for all learners to be successful in their preferred future.

## 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.
- Vision of Inspiring Education 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 become engaged thinkers and ethical citizens with an entrepreneurial spirit.
- Making learning relevant for **all** students.
- Keeping students engaged in learning and 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 and have English as a second language.
- 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 diploma examination participation rates in a region impacted by lowered economic activity.



## **Staff**

- Creating positive learning environments and address need.
- 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 22% 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 119,000. 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.



FMPSD Award Winning students, Gabby & Dylan

## **Summary of Accomplishments**

### **Annual Results Review 2015 Summary**

Overall, FMPSD continues to perform well, when compared to other school districts, in

- Parent involvement is excellent and rated higher than the provincial average.
- Student citizenship is excellent and rated at the provincial average.
- School improvement is great and rated slightly higher than provincial average.
- Student achievement of standard of excellence on provincial achievement tests has been maintained.
- Student achievement in provincial achievement tests has improved and is higher than provincial average.
- Program of studies has improved and is rated as high as the province.
- Low dropout rate for students who are First Nations, Métis or Inuit.
- Learning opportunities for students who are First Nations, Métis or Inuit.
- Achievement of students who are First Nations, Métis or Inuit on provincial achievement tests.

FMPSD has excellent and good ratings in

- developing student citizenship.
- involving parents.
- ensuring safe and caring schools.
- providing quality education.
- providing broad program of studies.
- preparing students for work.
- improving our schools.

FMPSD continues to improve in

- reducing dropout rate.
- completing high school within 3 years.
- achieving standard of excellence on Diploma examinations.
- participating in 4 or more Diploma examinations.
- transitioning students to world of work.
- eligibility for Rutherford Scholarships.

FMPSD continue to focus overall efforts on improving

- Results on provincial Diploma examinations.
- Transitioning students to post-secondary studies or workforce within four years of entering high school.
- Achievement for students who are First Nations, Métis and Inuit even though our students' results are higher than provincial average on standard of excellence and acceptable standard.

## Combined 2015 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	Good	Safe and Caring	87.5	86.8	87.2	89.2	89.1	88.9	High	Maintained	Good
Student Learning Opportunities	Acceptable	Program of Studies	81.0	79.2	79.5	81.3	81.3	81.2	High	Improved	Good
		Education Quality	88.2	88.2	88.3	89.5	89.2	89.5	High	Maintained	Good
		Drop Out Rate	3.6	1.7	1.7	3.4	3.3	3.3	High	Declined Significantly	Issue
		High School Completion Rate (3 yr)	70.1	72.5	75.4	76.4	74.9	74.6	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	75.4	69.2	71.8	73.0	73.1	73.9	Intermediate	Improved	Good
		PAT: Excellence	17.5	14.6	16.2	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	76.1	82.0	83.5	85.2	85.5	84.6	Low	Declined Significantly	Concern
		Diploma: Excellence	15.1	17.6	18.5	21.0	21.1	20.0	Intermediate	Declined	Issue
		Diploma Exam Participation Rate (4+ Exams)	38.8	43.3	45.1	54.9	50.5	54.4	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate	47.5	49.5	52.4	61.2	60.9	61.3	Low	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	55.1	51.0	51.9	59.8	59.2	59.0	Intermediate	Maintained	Acceptable
		Work Preparation	80.4	83.0	79.9	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	81.8	80.9	81.1	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	82.6	84.3	80.9	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	79.9	81.7	80.9	79.6	79.8	80.1	High	Maintained	Good

### Notes:

- 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. Current and historical Diploma results have been adjusted to reflect change in data source system.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- 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 and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Combined 2015 Accountability Pillar FNMI Summary

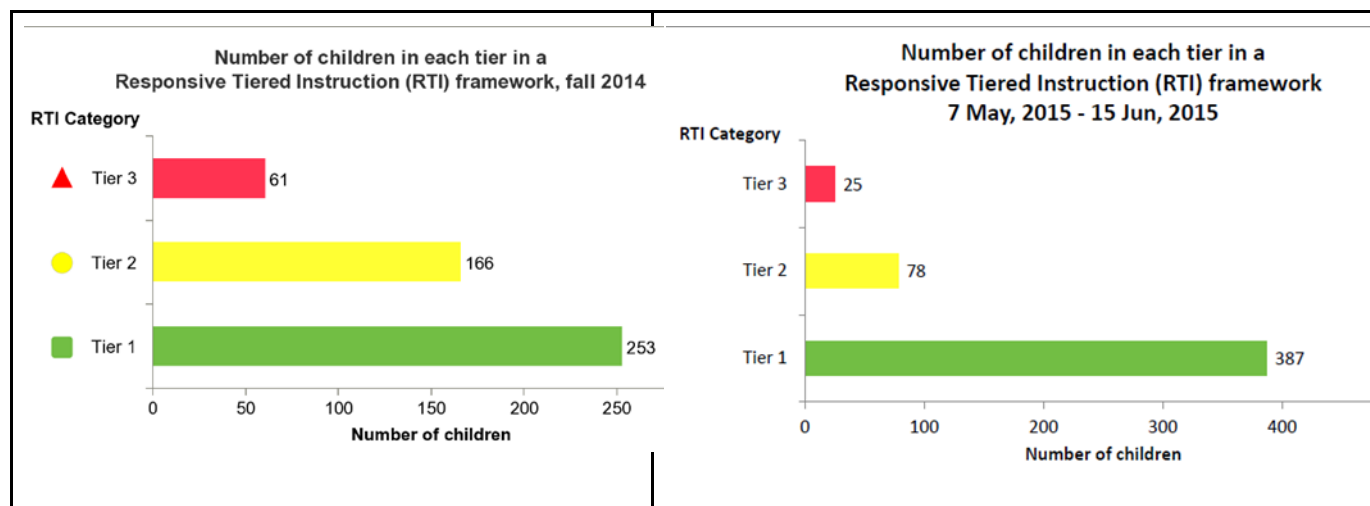
Measure Category	Measure Category Evaluation	Measure	Fort McMurray Public			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	3.3	3.1	2.2	8.0	7.8	8.4	High	Maintained	Good
		High School Completion Rate (3 yr)	48.6	53.2	63.2	46.0	43.6	42.6	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	64.4	67.5	62.4	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	11.2	9.4	7.9	6.5	5.8	5.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	72.1	75.6	80.6	78.3	78.4	76.6	Very Low	Declined	Concern
		Diploma: Excellence	4.1	6.9	10.6	9.4	10.1	9.1	Very Low	Declined	Concern
		Diploma Exam Participation Rate (4+ Exams)	13.6	19.7	20.3	20.2	18.9	19.9	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	29.1	35.1	44.6	31.5	33.0	34.2	Very Low	Declined	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	25.5	34.0	34.0	30.3	32.1	31.5	Very Low	Maintained	Concern

### Notes:

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

## Desired Outcome One: Every student is successful

*Specific Outcome: Students achieve student learning outcomes.*



### Comment on Results

- 482 children were enrolled in Early Childhood Development Programs (ECDP).
- 593 children were enrolled in Kindergarten.
- Teachers continued to use the Early Years Evaluation (EYE) to monitor progress and provide interventions.
- 465 out of 490 (or 95%) were ready for Kindergarten/Grade 1 as a result of FMPSD programming.
- Dr. K.A. Clark Elementary School provides full day Kindergarten for children living in downtown area with English as a Second Language.
- ECDP Programs were expanded to include programming at the Fort McMurray Islamic School and Fort McMurray Christian School.
- ECDP Programming was expanded to include Reggio-Inspired programming at the Kindergarten level.
- Instructional time and days were increased in all ECDP Programs to be more consistent preparing young children for school.
- FMPSD Early Literacy Framework was used by teachers as a key instructional focus to increase readiness for literacy.
- Provided teacher training in the Denver Model for optimizing the developmental trajectory of young children with Autism.
- Provided behaviour management training for parents of young children with Autism (Triple P).
- Continued to coordinate Dr. Goulden Clinics for Alberta Health and local families.

## Strategies

- Use EYE results to identify skill development of children and measure response to interventions provided to young children.
- Infuse universal therapeutic programming into Early Childhood Programming, daily routines and activities.
- Use FMPSD Early Literacy Framework as a major instructional focus to build foundational literacy skills in young children.
- Develop FMPSD Early Numeracy Framework as the complementary instructional focus.
- Partner with Fort McMurray Montessori Preschool to provide programming in our public schools.
- Monitor need for full day Kindergarten programming and subsequent costs when compared to similar results achieved with half day programming.
- Provide parent and staff training in Handwriting Without Tears to increase fine motor skill development.
- Focus Transdisciplinary Team (i.e., Speech-Language Pathologists, Occupational Therapist and Physical Therapists) on preparing young children for Kindergarten in consultation with classroom teachers.
- Expand parent engagement by expanding Family Oriented Programming.
- Expand digital reporting of progress to parents in Early Childhood Development Programs..



Children in the Reggio-Inspired Program at Walter and Gladys Hill Public School.



Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	85.4	85.6	82.8	82.0	76.1	80	Low	Declined Significantly	Concern	80	82	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.9	20.8	17.1	17.6	15.1	15	Intermediate	Declined	Issue	15	15	15

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	70.6	73.1	80.4	72.5	70.1	75	Intermediate	Declined	Issue	80	82	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.8	1.0	2.4	1.7	3.6	2.0	High	Declined Significantly	Issue	3	3	3
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.1	49.6	55.1	51.0	55.1	55	Intermediate	Maintained	Acceptable	55	60	60
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	51.7	55.6	52.2	49.5	47.5	50	Low	Declined	Issue	50	52	55
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	35.5	45.7	46.2	43.3	38.8	40	Low	Declined	Issue	40	42	45

## Comment on Results

- FMPSD continues to have a high participation rate in provincial examinations.
- FMPSD dropout rate is on par with Alberta's average and other school districts.
- Student participation rate in writing four or more Diploma examinations within three years of entering Grade 10 declined due to more students writing Diploma examinations at a different pace.
- FMPSD Diploma courses are not limited to strong academic students. Our results may have declined as more students participate in Diploma examinations from our Outreach Program, Frank Spragins High School.
- While our students are achieving and learning, our overall results have declined at the high school level.
- Number of students in Grade 12 with qualifying marks of 75% or higher for the Rutherford Scholarship have declined.
- District calendar includes fourteen Professional Learning Days for all staff.



## Strategies

- Improve results on Grade 12 Diploma examinations, including Science 30 and Math/Social Studies 30-2 results.
- Reduce the dropout rate from high school.
- Encourage students in Grade 10 to plan to write 4 Diploma examinations by Grade 12 or within three years.
- Encourage students in Grade 10 to qualify for the provincial Rutherford Scholarship within three years.
- Ensure professional learning focuses on increasing results and student achievement.
- Collaborate with Edmonton Regional Learning Consortium (ERLC) to provide timely professional development to improve overall results.
- Support dual credit opportunities to provide students advanced standing if applying to a trades program at Keyano College.
- Collaborate with CAREERS Next Generation to promote career pathways into trades training and Registered Apprenticeship Program.
- Explore impact of provincial changes to student hours of work and eligibility for credits under Off Campus Programs, including Work Experience and Registered Apprenticeship Program.
- Monitor effectiveness of outreach programming and supporting high school completion at Frank Spragins High School
- Promote student scholarships and eligibility criteria, including Rutherford Scholarships.
- Promote the Hon. Paul Martin Entrepreneurial Program for students who are First Nations, Métis or Inuit and in Grades 11 and 12.
- Ensure guidance counselors at high school connect with all students and to support career pathway to school completion.

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

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.8	80.1	82.2	80.9	81.8	82	Very High	Maintained	Excellent	80	82	85
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	78.7	77.2	79.6	83.0	80.4	80	High	Maintained	Good	80	82	85

## Comment on Results

- Student citizenship is excellent and rated high at the provincial average.
- Parents and staff agree that our students are taught the attitudes and behaviours needed to be successful at work.
- The Tell Them From Me (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, including 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 to promote environmental stewardship, healthy schools and art-focused learning in every school.

## Strategies

- Support APPLE Schools and advocate for continued funding.
- 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 flexibility to earn high school credits.
- Promote District-wide foci on promoting healthy schools and healthy environment with a focus on increasing results.
- Initiate District-wide focus on the arts.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.7	72.8	73.5	69.2	75.4	75	Intermediate	Improved	Good	80	82	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.7	17.7	16.5	14.6	17.5	15	Intermediate	Maintained	Acceptable	15	15	15

## Comment on Results

- Number of students meeting the acceptable standard on provincial achievement tests at Grade 6 and 9 is higher than provincial average and other school districts in Alberta.
- Number of students achieving standard of excellence on provincial achievement tests at Grade 6 and 9 is on par with provincial average and other school districts in Alberta.
- Fourteen professional learning collaboration days were provided in the District calendar to increase focus on planning, instruction and assessment.
- Canadian Achievement Test (CAT-IV) is used to identify students and classes requiring intervention prior to participation in provincial achievement tests.
- The District's Instructional Framework and Instructional Handbook align teaching pedagogy to principles of effective instruction.
- The alignment of learning support systems improved classroom instruction, including Mental Health Awareness, Suicide Awareness, Aboriginal Cultural Awareness and Awareness of the Legacy of Residential Schools.
- FMPSD participated in provincial pilot of Student Learning Assessment for students in Grade 3.
- FMPSD promoted Ministerial Order on Student Learning and future competencies students need.

## Strategies

- Provide Professional Learning Collaboration days in District calendar.
- Monitor the effectiveness of Professional Learning Collaboration and measure impact on student achievement.
- Provide training in Instructional Leadership to school leaders using the CASS Framework for School System Success.
- Use Canadian Achievement Test (CAT-IV) to identify students and grades in need of earlier intervention in numeracy and literacy.
- Ensure learning supports and services positively impact student achievement, including school-based guidance counseling services and mental health therapy.
- Develop a District-wide framework for early numeracy skill development.
- Support provincial pilot of Student Learning Assessment and teacher collaborative marking time for understanding literacy and numeracy benchmarks and rubrics.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.6	80.8	78.5	79.2	81.0	82	High	Improved	Good	80	82	85

### Comment 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 for teaching success.
- 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

- 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.
- Ensure classroom teachers receive the support of Learning Assistance Teachers, FNMI Liaisons, Guidance Counselors, Mental Health Therapists and Family School Liaison Workers.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.4	77.4	81.1	84.3	82.6	83	Very High	Maintained	Excellent	80	82	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.0	87.4	89.2	88.2	88.2	90	High	Maintained	Good	90	90	90

### Comments on Results

- Parent involvement in FMPSD and our schools is rated excellent and higher than provincial average.
- Overall quality of basic education provided is rated higher 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 Tell Them From Me Survey.
- 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, local MLAs and Emergency Service Responders to report on progress and performance.
- 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., FuseSocial, Canadian Index of Wellbeing Project, Wood Buffalo Strategy Road Map, Regional Municipality of Wood Buffalo engagement sessions, Fort McMurray United Way, Keyano College, and Western Canada Summer Games).

## Strategies

- Ensure school growth plans are aligned to District 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.
- Review grade-configuration to better meet the needs of students, their families and providing additional programs of choice.
- Bring community voice to inform District decision-making.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.5	86.0	88.7	86.8	87.5	88	High	Maintained	Good	88	89	90
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.	82.7	80.5	80.6	81.7	79.9	80	High	Maintained	Good	80	82	85



## 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 there were 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.

## Strategies

- Provide training in Hour Zero.
- Collaborate with community agencies to promote mental health and wellness.
- Provide staff with suicide awareness training and awareness of local protocol.
- Promote comprehensive school health and lobby for funding APPLE Schools.
- Support training in Effective Behaviour Supports and Non-Violent Crisis Intervention.



Westwood Community High School's Green Initiative Club, 2015



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

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

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	63.4	63.2	56.4	67.5	64.4	65	Very Low	Maintained	Concern	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).	8.1	10.5	3.9	9.4	11.2	15	Low	Maintained	Issue	15	15	15
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	83.6	86.3	79.8	75.6	72.1	75	Very Low	Declined	Concern	75	80	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	9.6	10.1	14.7	6.9	4.1	8	Very Low	Declined	Concern	8	10	12

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	52.0	62.6	73.7	53.2	48.6	50	Very Low	Declined	Concern	50	52	55
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	5.4	1.1	2.5	3.1	3.3	3.0	High	Maintained	Good	3.0	2.5	2.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	40.5	29.8	38.2	34.0	25.5	30	Very Low	Maintained	Concern	32	34	35
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	48.0	51.0	47.8	35.1	29.1	30	Very Low	Declined	Concern	32	34	35
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	11.4	16.2	25.1	19.7	13.6	15	Very Low	Maintained	Concern	16	17	18

## **Comment on Results**

- Student achievement on provincial examinations is rated as a concern however, FMPSD students exceeded other students in Alberta by 12% when meeting acceptable standard on Grade 6 and 9 provincial achievement tests, and our students exceeded other students in Alberta by 5% when meeting the standard of excellence on Grade 6 and 9 provincial achievement tests.
- High school completion is rated a concern however, FMPSD students completed high school at a higher rate than other students in Alberta.
- FMPSD's dropout rate is rated a concern however it is 5% better than other school districts in Alberta.
- Number of our students who are FNMI and eligible for Rutherford Scholarship is rated as a concern however, FMPSD is on par with the provincial average.
- Although the provincial rating scale raises concern about FMPSD's results for students who are FNMI, our results are on par with provincial results and other school districts in Alberta.
- FMPSD created the FNMI Instructional Support Wheel to support students.
- Hosted Elder Luncheon to seek input into decisions that impact students and families, shared our progress on results and engaged in discussions to improve results and programs.

## **Strategies**

- Provide a mental health therapist for students who are First Nations, Métis or Inuit to complete high school.
- Focus on increasing the achievement of students who are First Nations, Métis or Inuit.
- Focus on lowering the dropout 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 and the FMPSD Instructional Support Wheel.
- 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 funding to support an Elder-Per-School Mentorship program.
- Celebrate FMPSD Aboriginal Awareness Week on annual basis.

## Summary of Financial Results

Information on our jurisdiction's budget is available at:

[http://www.fmpsdschools.ca/documents/general/BudgetReport2015-16\\_1.pdf](http://www.fmpsdschools.ca/documents/general/BudgetReport2015-16_1.pdf)

The Audited Financial Statement Report for the 2014-2015 school year is available at

<http://www.fmpsdschools.ca/documents/general/Audited%20Financial%20Statements%20Year%20Ended%20August%2031%202015.pdf>

For information on average class sizes for Alberta please visit <https://education.alberta.ca/class-size/class-size-averages/>

### Jurisdiction Report - to be included with AERR

#### ALL SUBJECTS

Jurisdiction:

3260 - Fort McMurray Public School District No. 2833

Number of Schools Reported:

11

Total Number of Schools:

11

	K to 3			4 to 6			7 to 9			10 to 12		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Beacon Hill School	20.0	23.5	18.4	18.7	17.5	16.4	19.2	15.8	17.6			
Dr Karl A Clark Elementary	20.8	20.2	18.0	19.5	19.0	16.2	23.4	22.9	13.0			
Ecole Dickinsfield School	20.8	20.7	19.1	21.3	21.0	17.7						
École McTavish Junior High School							24.6	26.1	25.1			
Fort McMurray Composite High School							20.5	17.6	18.5	20.0	16.5	12.0
Greely Road School	16.8	14.6	9.7	15.1	10.5	9.7	10.2	10.2	9.1			
Thickwood Heights School	21.1	19.4	18.5	22.7	23.6	24.9						
Timberlea Public School	20.0	20.1	18.6	23.8	22.2	20.0						
Walter & Gladys Hill Public School		19.4	16.8		17.9	17.0						
Westview School	19.6	17.2	18.7	21.7	22.7	29.6						
Westwood Community High School										25.1	26.0	22.3
Total for Jurisdiction 3260	20.2	19.7	17.8	21.1	19.6	18.2	22.8	22.6	21.3	23.3	22.5	17.7

### Jurisdiction Report - to be included with AERR

#### CORE SUBJECTS ONLY

Jurisdiction:

3260 - Fort McMurray Public School District No. 2833

Number of Schools Reported:

11

Total Number of Schools:

11

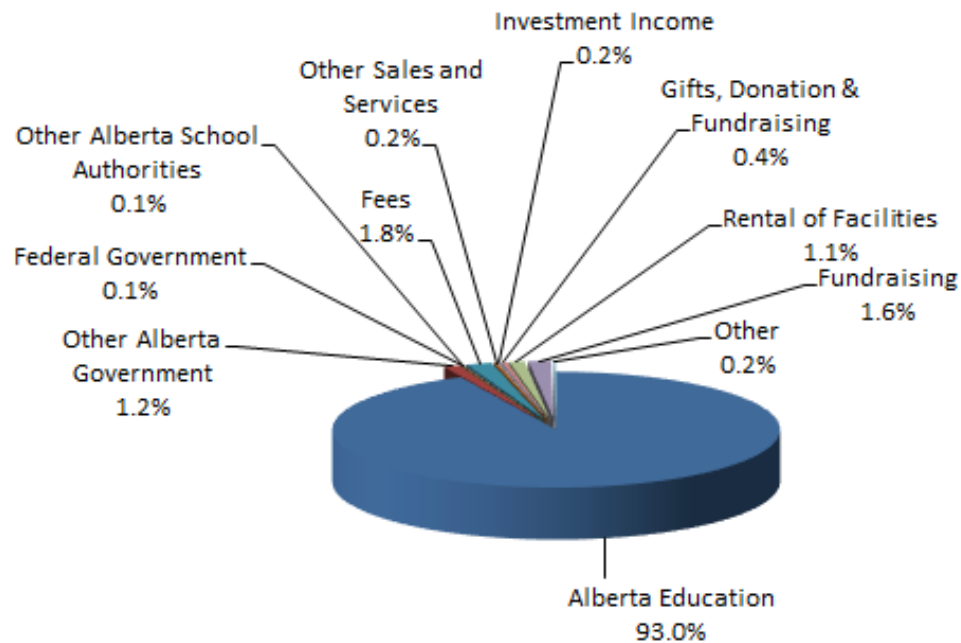
	K to 3			4 to 6			7 to 9			10 to 12		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Beacon Hill School	20.0	23.5	18.1	18.7	17.3	16.7	21.0	18.0	19.0			
Dr Karl A Clark Elementary	20.8	20.3	18.2	19.3	18.6	14.5	23.4	23.1	13.5			
Ecole Dickinsfield School	20.9	20.7	19.2	21.4	21.0	18.9						
École McTavish Junior High School							25.2	27.0	25.6			
Fort McMurray Composite High School							27.2	18.4	23.5	19.2	14.9	16.0
Greely Road School	16.8	14.6	9.8	14.8	9.8	9.2	10.7	9.7	8.7			
Thickwood Heights School	21.1	19.4	18.5	22.7	23.7	25.0						
Timberlea Public School	20.0	20.1	18.5	23.8	23.7	20.3						
Walter & Gladys Hill Public School		19.4	16.7		22.0	19.5						
Westview School	19.6	17.3	18.5	21.7	22.6	29.7						
Westwood Community High School										26.9	27.0	25.2
Total for Jurisdiction 3260	20.2	19.7	17.8	21.1	19.9	18.4	23.6	23.1	22.1	24.4	22.9	22.0

<b>Budget Summary</b>		
Proposed Budget Fall Update 2015-16		
Revenue		
	Alberta Education	\$76,886,413
	Other Alberta Government	\$983,839
	Federal Government	\$74,410
	Other Alberta School Authorities	\$100,000
	Fees	\$1,525,306
	Other Sales and Services	\$183,000
	Investment Income	\$150,000
	Gifts, Donation & Fundraising	\$360,244
	Rental of Facilities	\$925,000
	Fundraising	\$1,350,000
	Other	\$145,000
	Total Revenue	\$82,683,212
	Small Capital/Maintenance Funded by reserves	\$1,000,000
	Total Funds Allocated	\$84,756,005
Expenditures		
	Instruction- ECS**	\$6,308,000
	Instruction- 1-12	\$57,958,695
	Plant Operations and Maintenance	\$15,717,136
	Transportation	\$2,234,100
	Administration and Board Governance	\$3,164,017
	External Services	\$0
	Total Expenditures	\$85,381,948

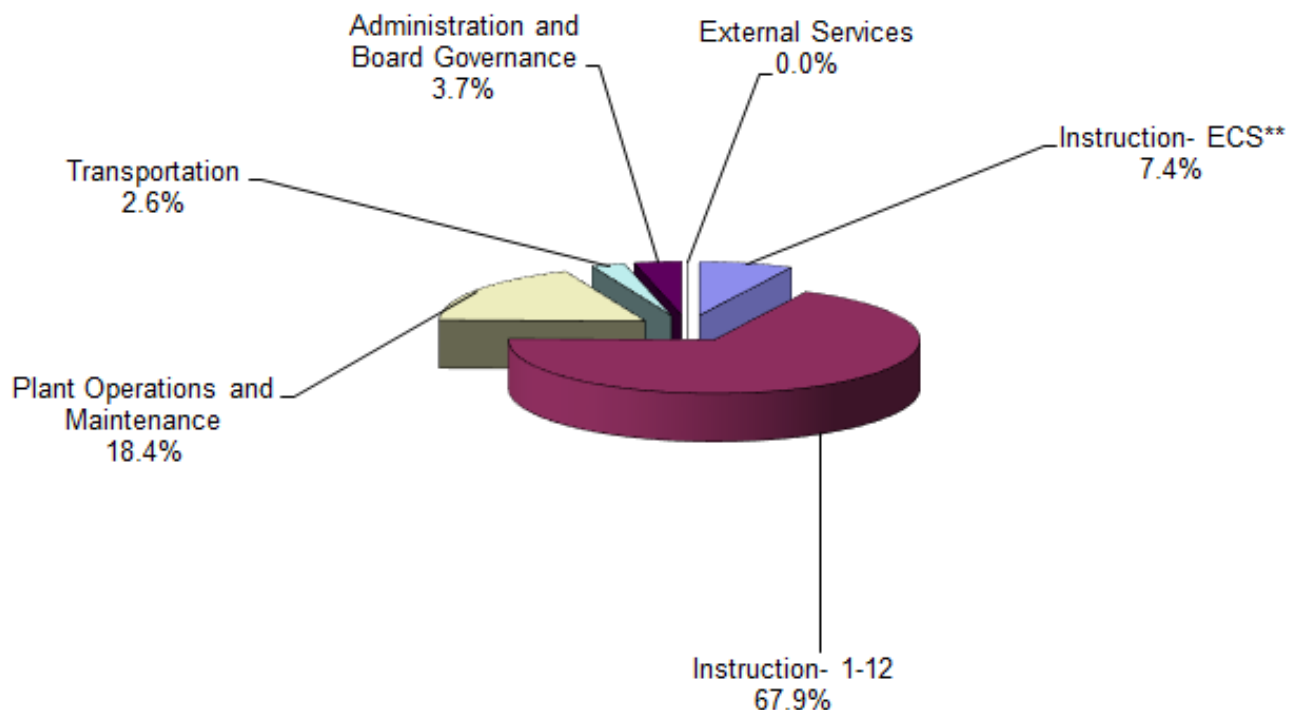
Information on our jurisdiction's budget is available at:

[http://www.fmpsdschools.ca/documents/general/BudgetReport2015-16\\_1.pdf](http://www.fmpsdschools.ca/documents/general/BudgetReport2015-16_1.pdf)

## 2015-2016 Budgeted Revenue Sources



## 2015-2016 Budgeted Expenditures

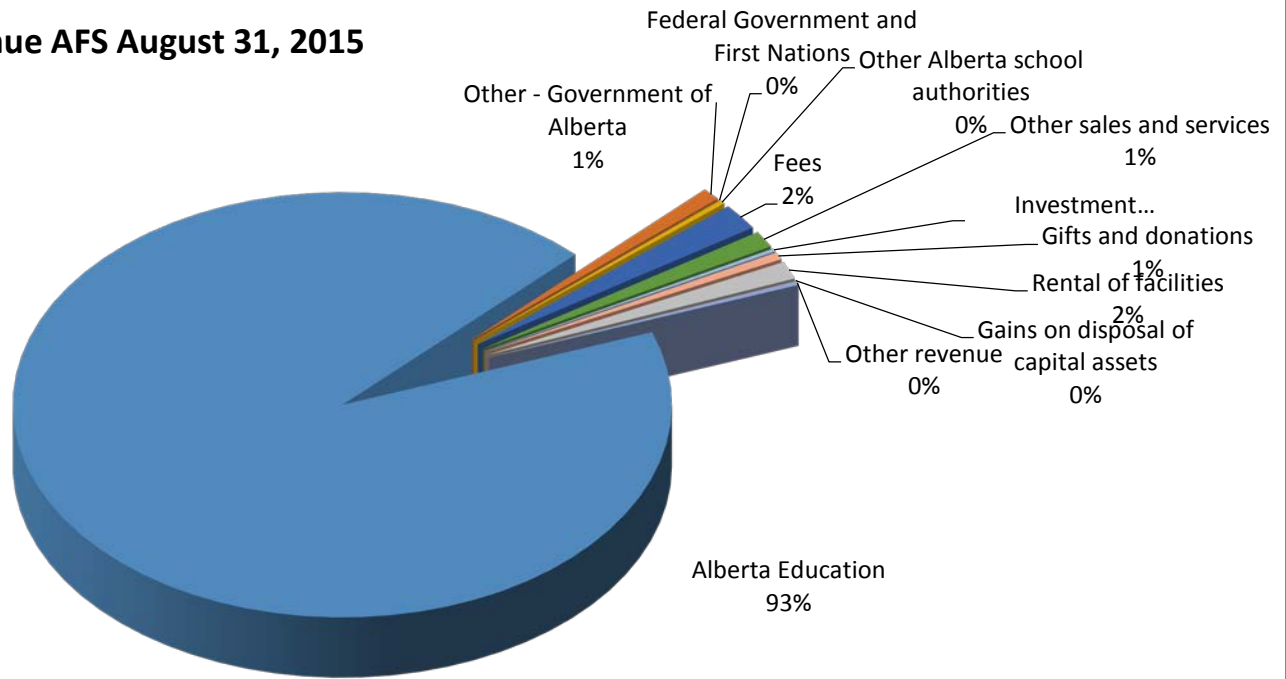


## Financial Summary

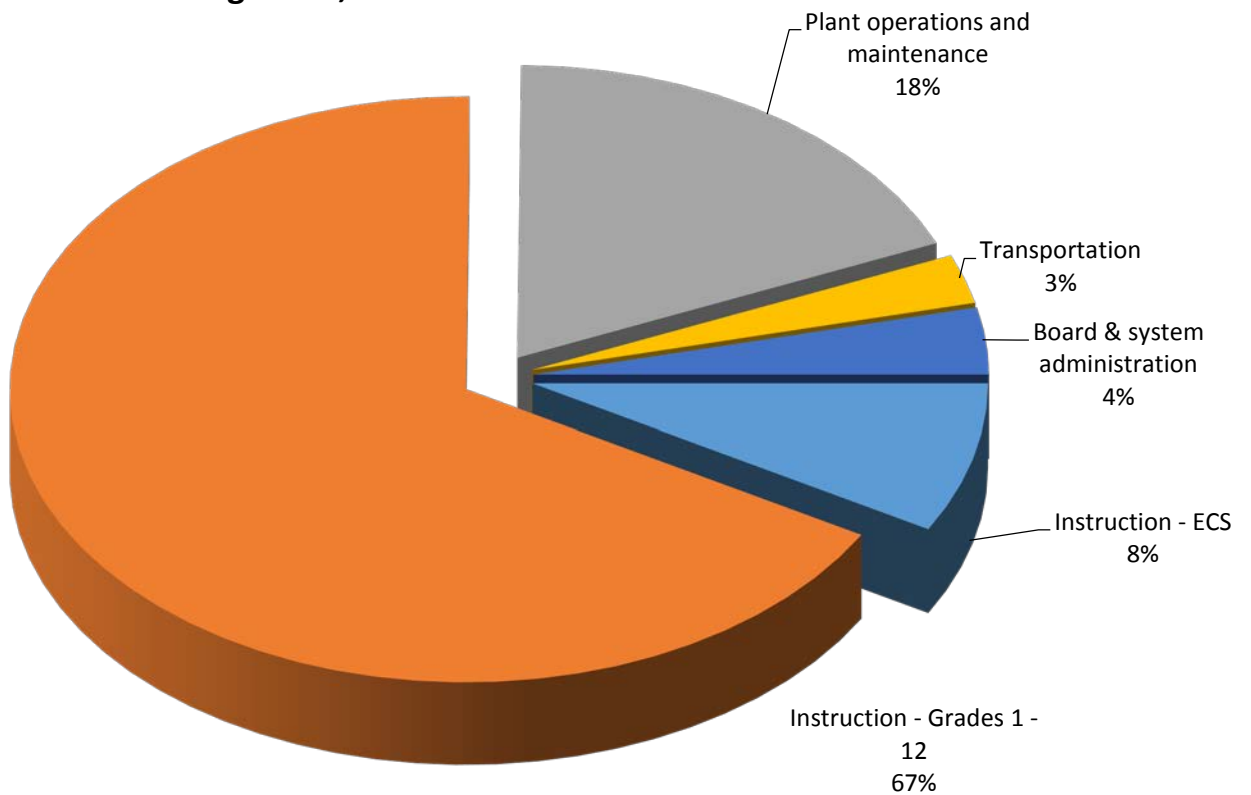
### STATEMENT OF OPERATIONS For the Year Ended August 31, 2015 (in dollars)

		Actual 2015
<b><u>REVENUES</u></b>		
Alberta Education	\$	75,717,471
Other - Government of Alberta	\$	758,492
Federal Government and First Nations	\$	14,068
Other Alberta school authorities	\$	239,791
Fees	\$	1,625,069
Other sales and services	\$	1,018,775
Investment income	\$	193,076
Gifts and donations	\$	453,929
Rental of facilities	\$	1,096,229
Gains on disposal of capital assets	\$	3,800
Other revenue	\$	245,190
<b>Total revenues</b>	\$	81,365,891
<b><u>EXPENSES</u></b>		
Instruction - ECS	\$	6,619,683
Instruction - Grades 1 - 12	\$	53,589,103
Plant operations and maintenance	\$	14,789,287
Transportation	\$	2,176,123
Board & system administration	\$	2,958,467
External services	\$	-
<b>Total expenses</b>	\$	80,132,663
<b>Operating surplus (deficit)</b>	\$	1,233,228

### Revenue AFS August 31, 2015



### Expenditures AFS August 31, 2015





	<b>2015</b>	<b>2014</b>
School Generated Funds, Beginning of Year	\$ 1,193,377	\$ 1,087,702
Gross Receipts:		
Fees	923,040	729,518
Fundraising	169,889	726,453
Gifts and donations	18,420	11,831
Other sales and services	35,363	334,413
Total gross receipts	1,146,712	1,802,215
Total Related Expenses and Uses of Funds	442,228	1,562,280
Total Direct Costs Including Cost of Goods Sold to Raise Funds	488,600	134,260
School Generated Funds, End of Year	<u>\$ 1,409,261</u>	<u>\$ 1,193,377</u>
Balance included in Deferred Revenue	\$ 956,791	\$ 942,771
Balance included in Accumulated Surplus (Operating Reserves)	\$ 452,470	\$ 250,606

Weblink to jurisdiction AFS and related unaudited schedules for 2014-15

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

Weblink to Capital Plan

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

For additional information please contact:

Fort McMurray Public School District

231 Hardin Street

Fort McMurray, AB

T9H 2G2

780-799-7900

[www.fmpsdschools.ca](http://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 3 School Modernization projects approved by the Minister of Education are:

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

Portables requested by the Board of Trustees are:

1. Requested 2 new modular classrooms to be attached to Frank Spragins High 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 <https://www.fmpsd.ab.ca/HTMLpolicyHB/pp/gdo.html>.

In the 2014-2015 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.

## Timelines and Communication

- The Board of Trustees approved the Annual Education Results Report on November 25, 2015.
- Annual Education Results Report will be posted on the website at [www.fmpsdschools.ca](http://www.fmpsdschools.ca).
- Summary of FMPSD Annual Education Results Report is available by calling 780.799.7900.



Walter and Gladys Hill students celebrated Navratri, the nine-day Hindu festival dedicated to goddess Durga.

## **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			

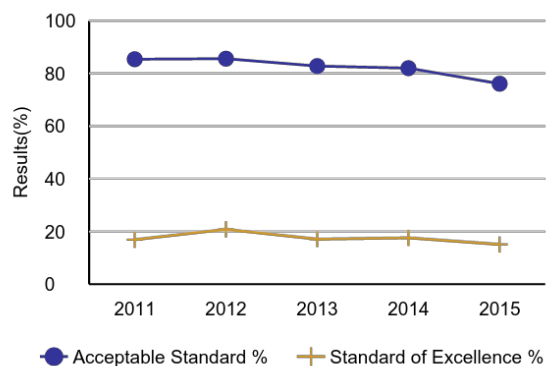
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

"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.

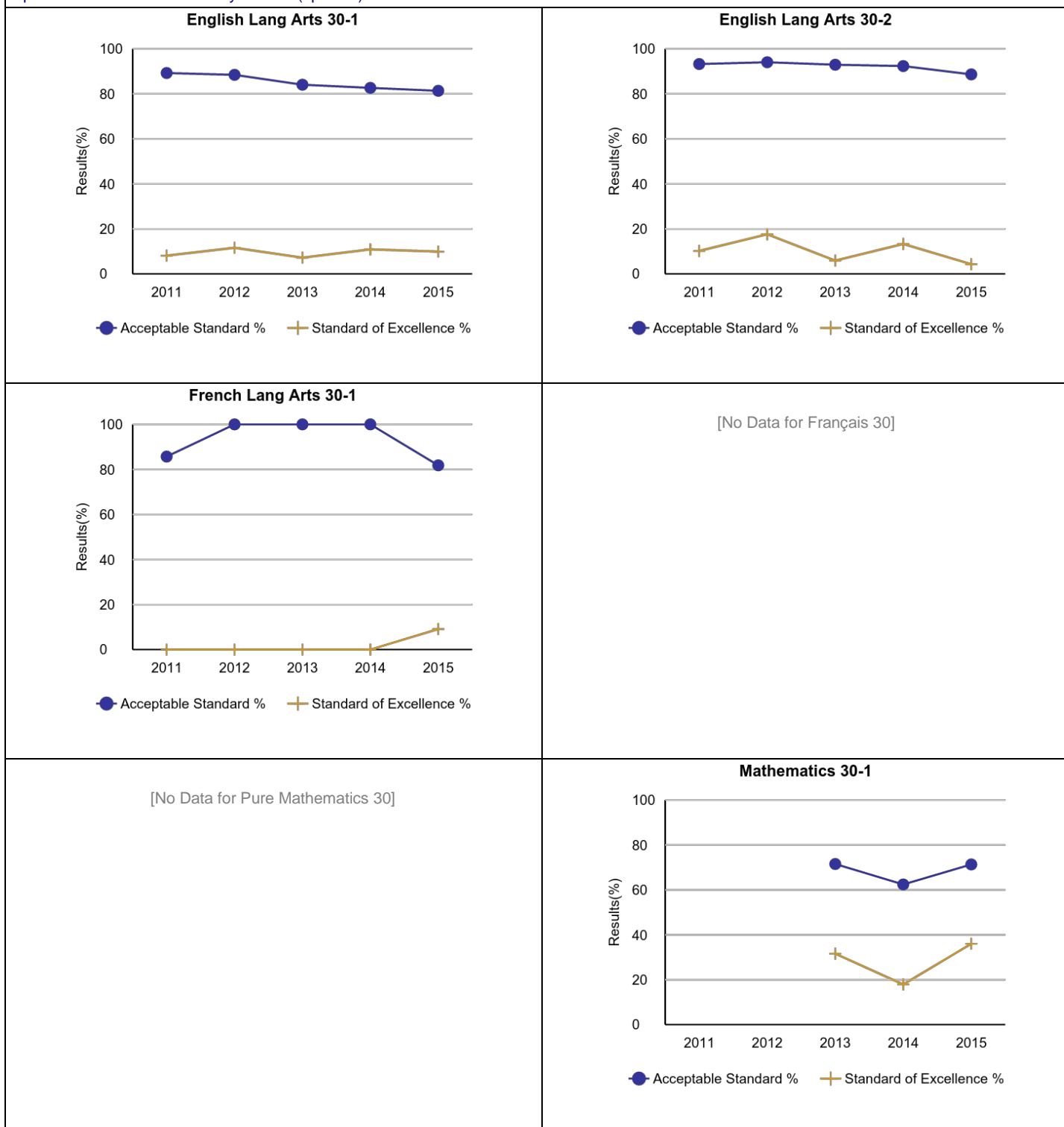
Graph of Diploma Examination Results – Overall (optional)



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)



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

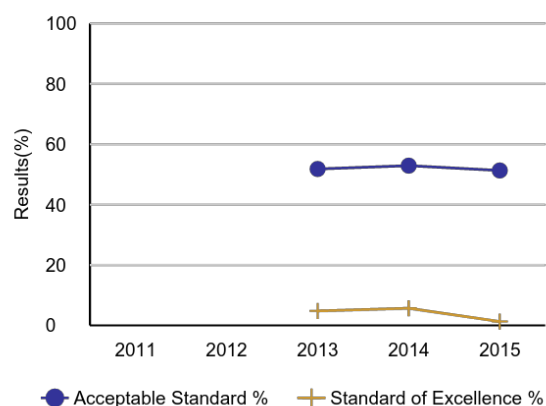
Current and historical Diploma results have been adjusted to reflect change in data source system. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities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



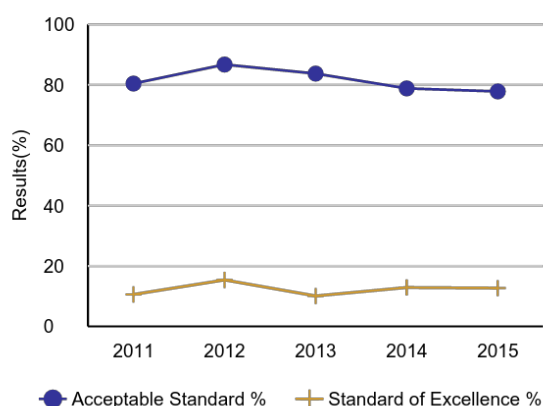
# Diploma Examination Results by Course (optional)

[No Data for Applied Mathematics 30]

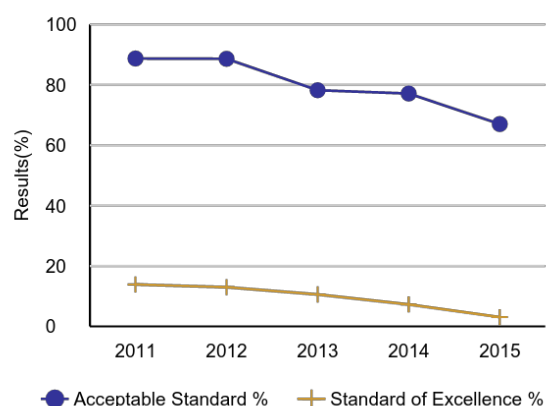
## Mathematics 30-2



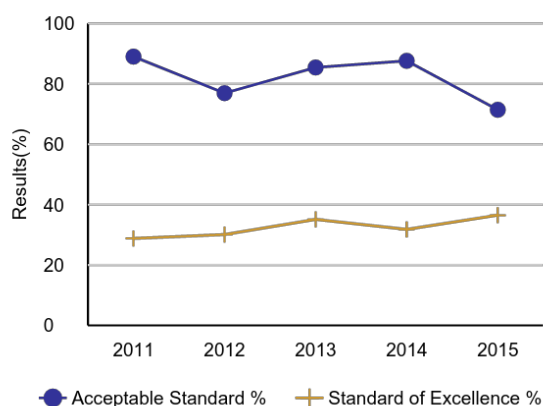
## Social Studies 30-1



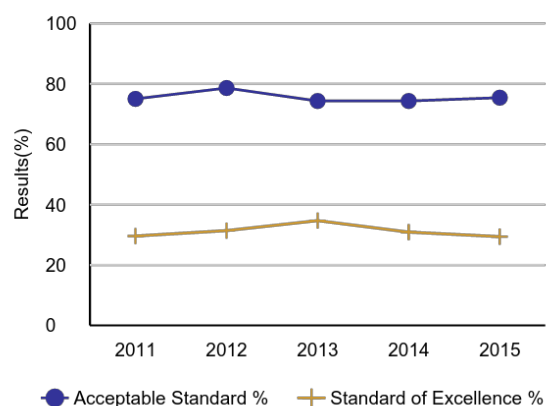
## Social Studies 30-2



## Biology 30



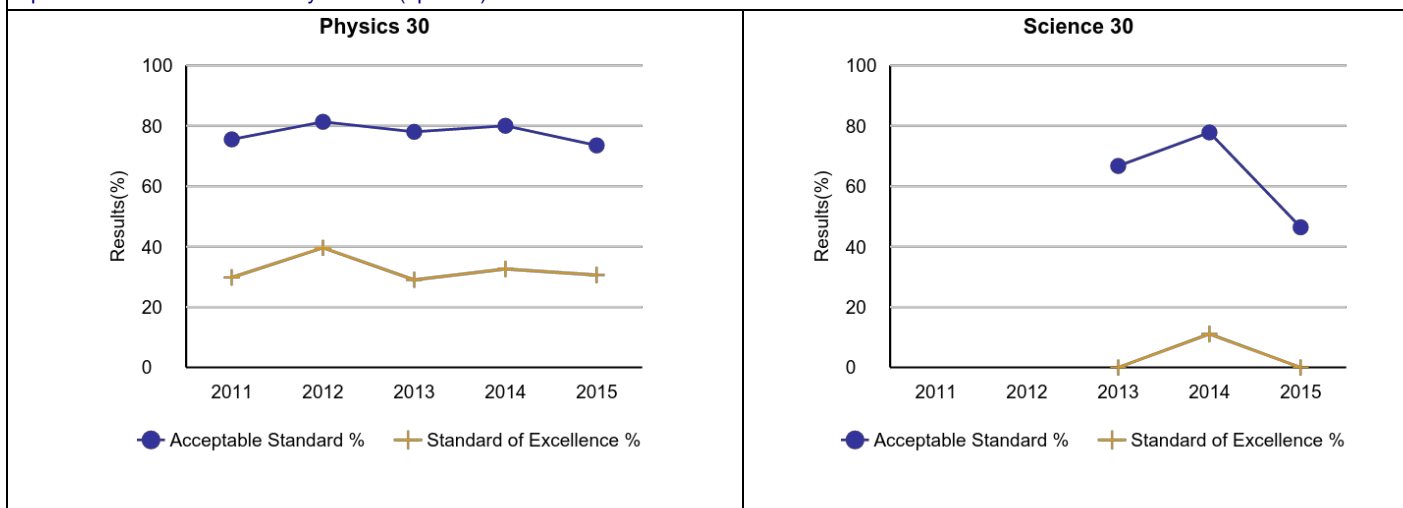
## Chemistry 30



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.

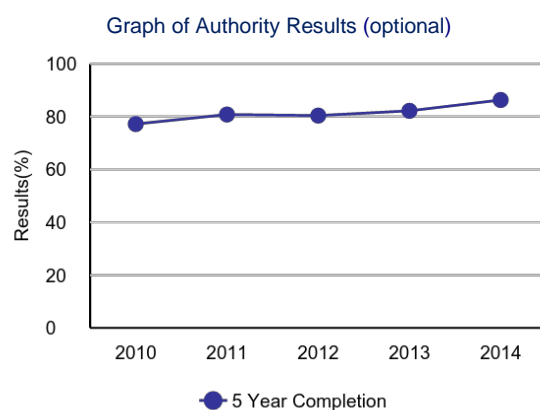
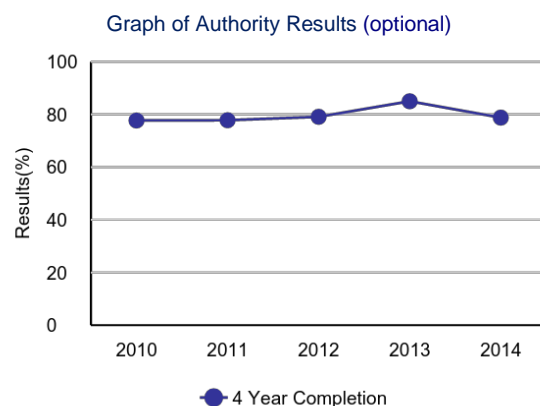
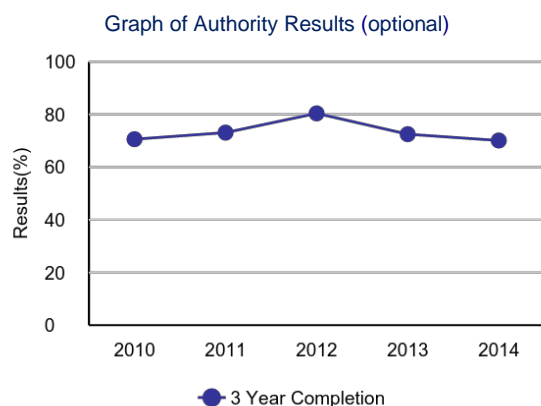
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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.

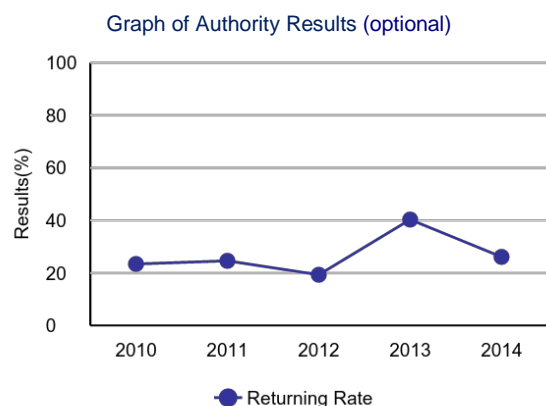
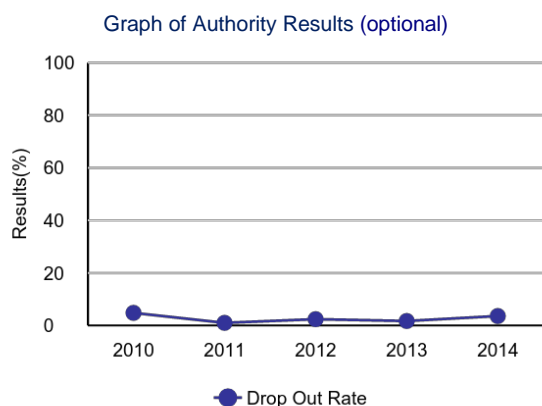
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	70.6	73.1	80.4	72.5	70.1	72.6	74.1	74.8	74.9	76.4
4 Year Completion	77.7	77.8	79.1	85.0	78.8	76.9	78.1	79.4	79.6	80.0
5 Year Completion	77.2	80.8	80.4	82.2	86.3	79.0	79.6	80.8	81.7	82.1



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

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

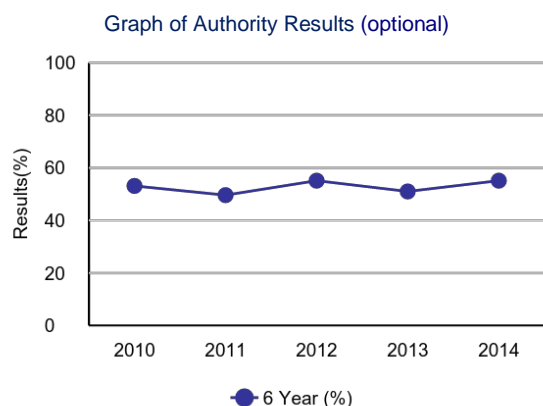
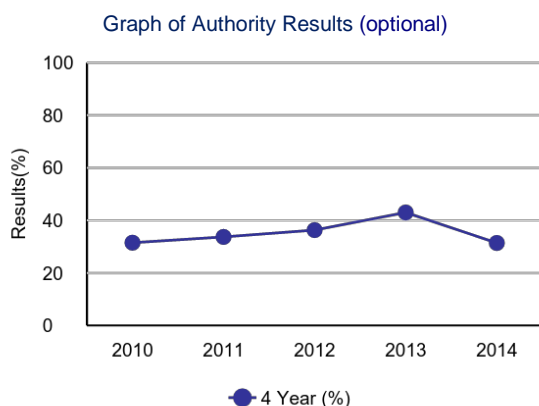
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	4.8	1.0	2.4	1.7	3.6	4.2	3.2	3.5	3.3	3.4
Returning Rate	23.4	24.6	19.3	40.3	26.1	27.9	23.4	23.0	21.1	20.3



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

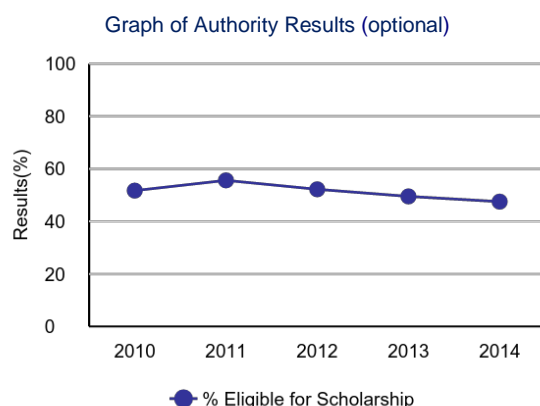


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**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 (\*).

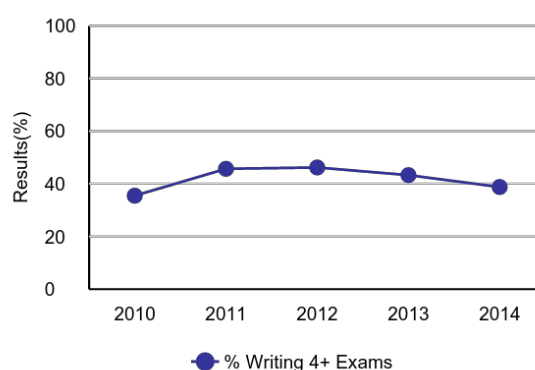


**Diploma Examination Participation Rate – Measure Details (OPTIONAL)**

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
<b>% Writing 4+ Exams</b>	<b>35.5</b>	<b>45.7</b>	<b>46.2</b>	<b>43.3</b>	<b>38.8</b>	<b>54.9</b>	<b>56.2</b>	<b>56.6</b>	<b>50.5</b>	<b>54.9</b>
% 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)



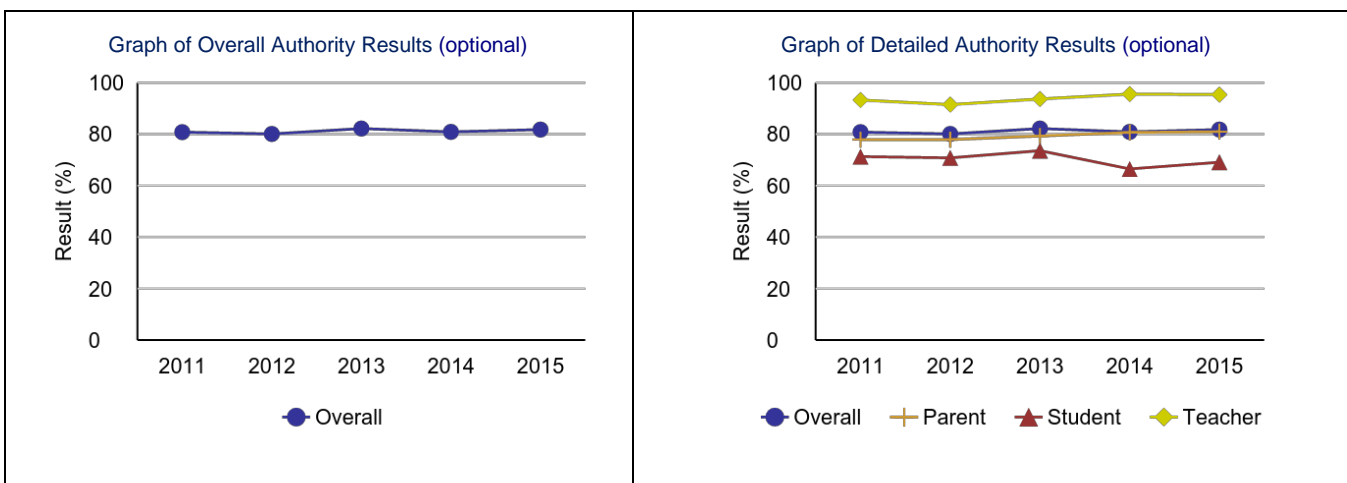
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
English Language Arts 30-1	35.0	44.4	46.5	46.5	42.3	54.5	54.9	55.1	54.4	54.4
English Language Arts 30-2	39.0	37.6	37.1	34.7	32.9	25.1	26.1	26.1	27.2	28.2
<b>Total of 1 or more English Diploma Exams</b>	<b>73.3</b>	<b>76.0</b>	<b>79.0</b>	<b>77.9</b>	<b>73.2</b>	<b>78.0</b>	<b>79.0</b>	<b>79.2</b>	<b>79.3</b>	<b>80.3</b>
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
<b>Total of 1 or more Social Diploma Exams</b>	<b>75.2</b>	<b>76.8</b>	<b>79.8</b>	<b>77.5</b>	<b>73.0</b>	<b>78.1</b>	<b>78.9</b>	<b>79.3</b>	<b>79.3</b>	<b>80.3</b>
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
<b>Total of 1 or more Math Diploma Exams</b>	<b>45.7</b>	<b>55.3</b>	<b>57.1</b>	<b>47.4</b>	<b>40.0</b>	<b>60.6</b>	<b>62.0</b>	<b>61.5</b>	<b>52.5</b>	<b>57.4</b>
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
<b>Total of 1 or more Science Diploma Exams</b>	<b>37.6</b>	<b>46.7</b>	<b>46.0</b>	<b>46.2</b>	<b>40.3</b>	<b>57.6</b>	<b>59.1</b>	<b>59.5</b>	<b>57.7</b>	<b>59.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	1.9	1.3	2.5	1.6	2.2	2.9	2.8	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>1.9</b>	<b>1.3</b>	<b>2.5</b>	<b>1.6</b>	<b>2.2</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>	<b>3.0</b>	<b>3.0</b>

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)

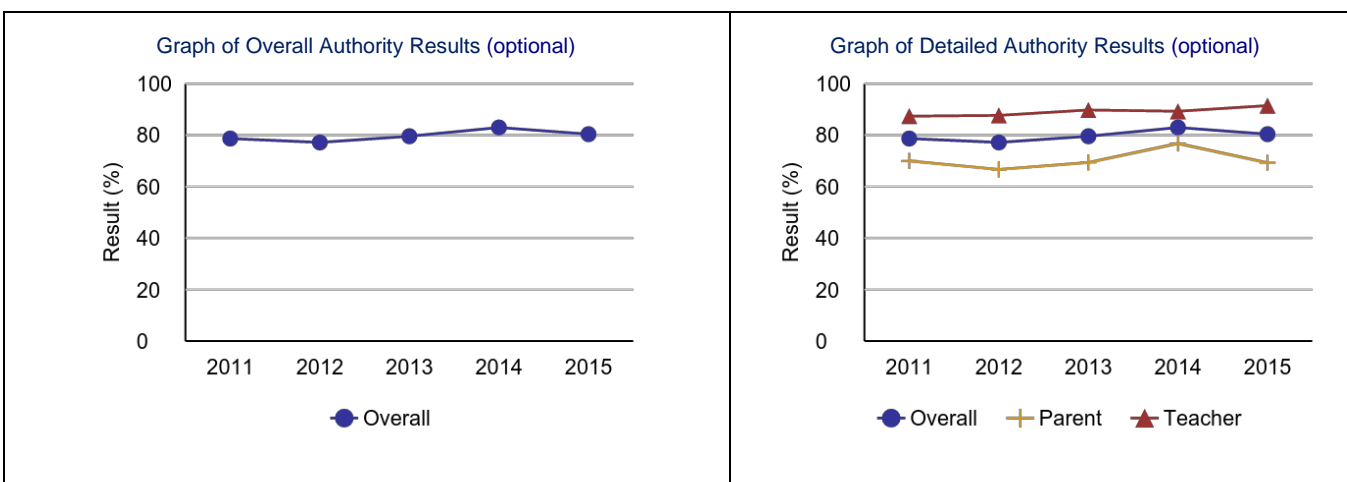
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	80.8	80.1	82.2	80.9	81.8	81.9	82.5	83.4	83.4	83.5
Teacher	93.3	91.5	93.7	95.6	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)

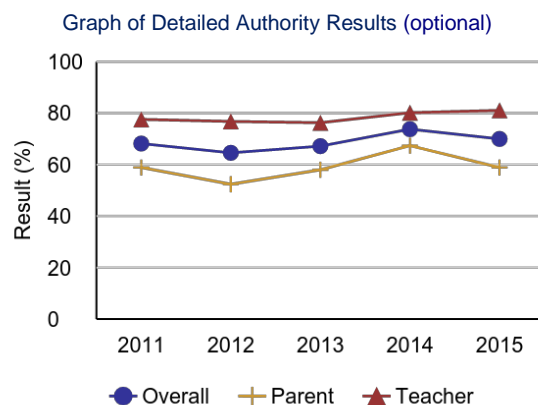
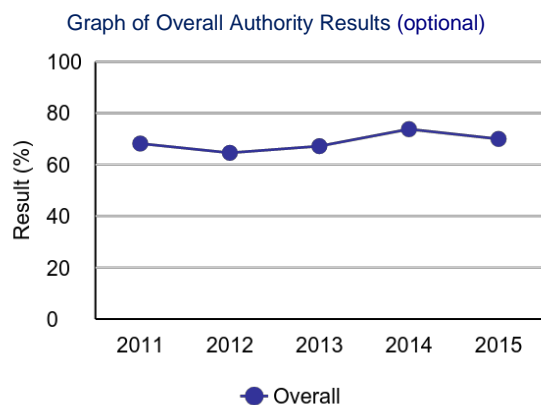
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	78.7	77.2	79.6	83.0	80.4	80.1	79.7	80.3	81.2	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



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

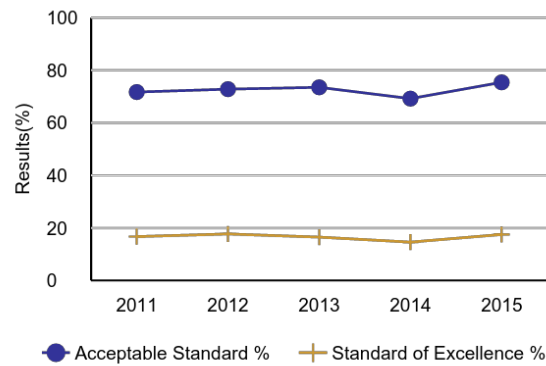
**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

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 (\*).

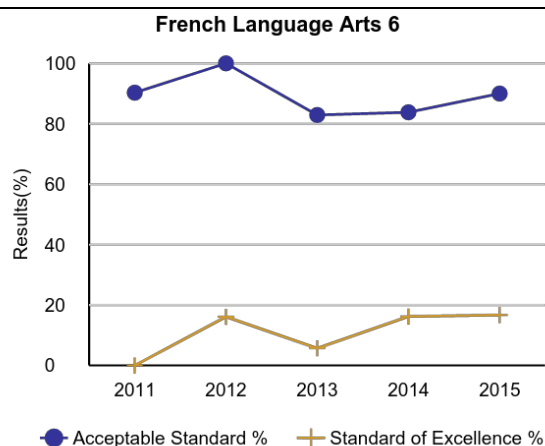
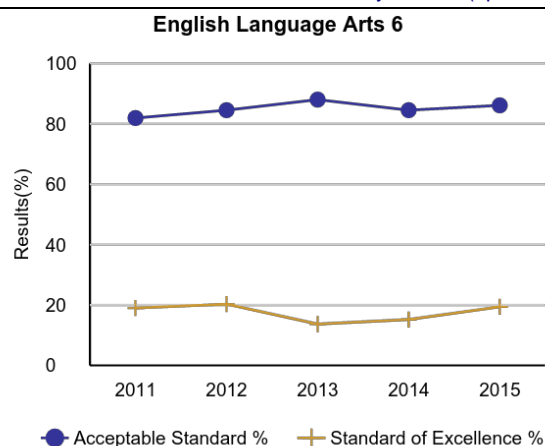
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Overall Provincial Achievement Test Results (optional)

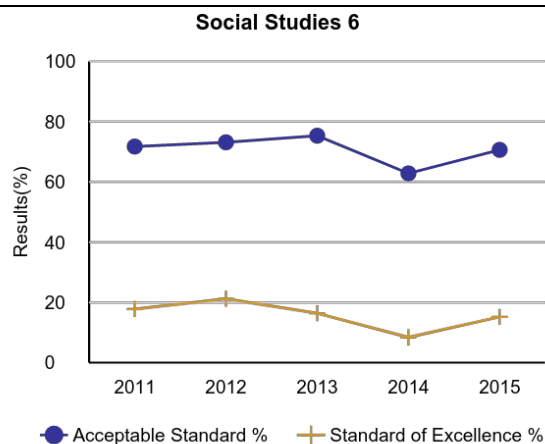
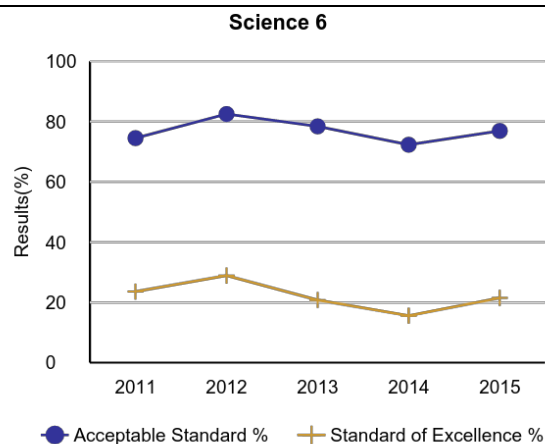
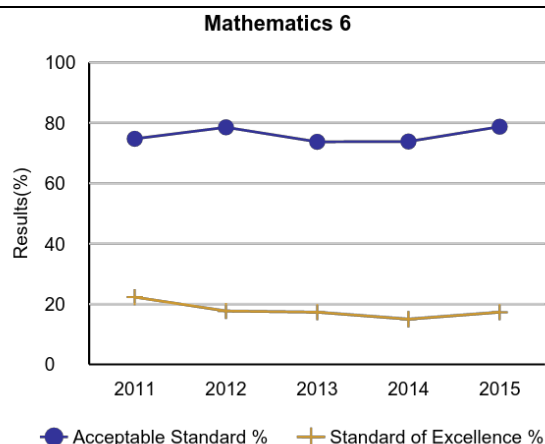


Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

Graph of Provincial Achievement Test Results by Course (optional)



[No Data for Français 6]

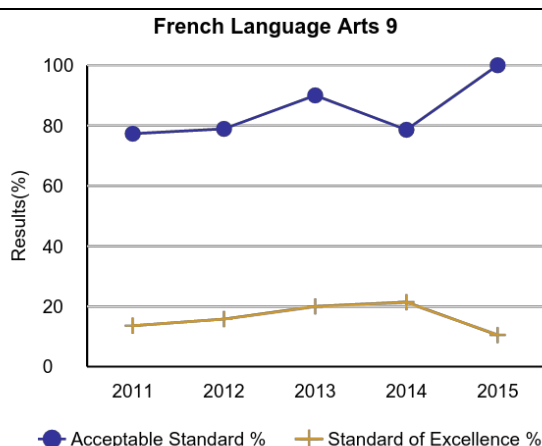
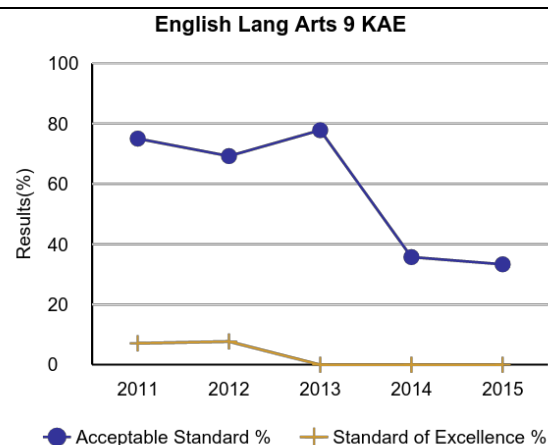
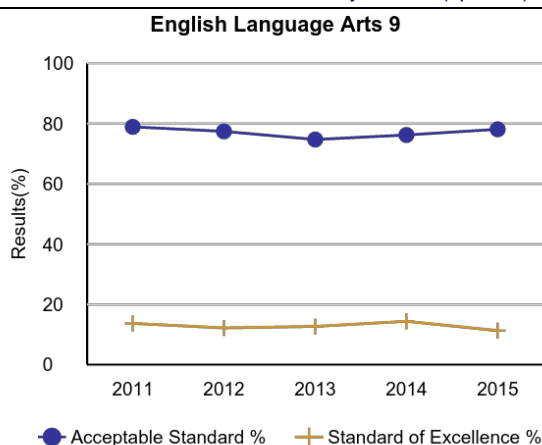


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

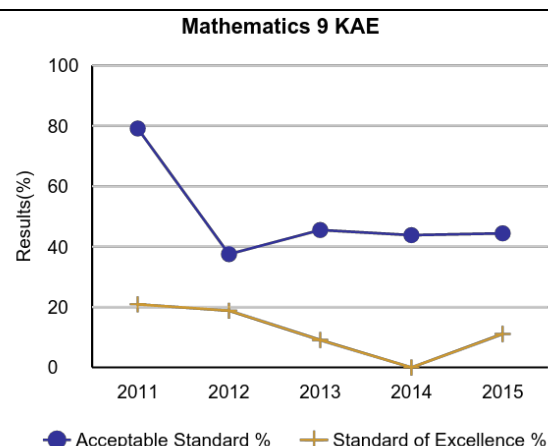
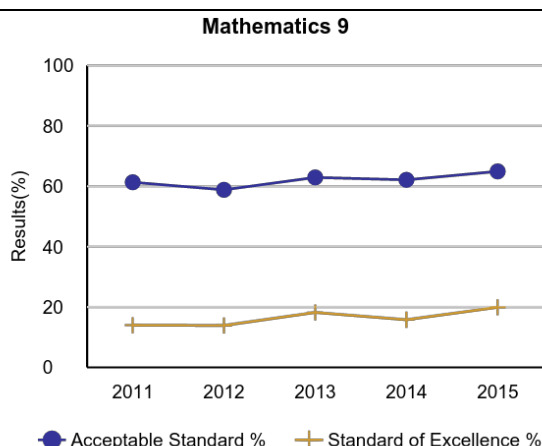
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Graph of Provincial Achievement Test Results by Course (optional)



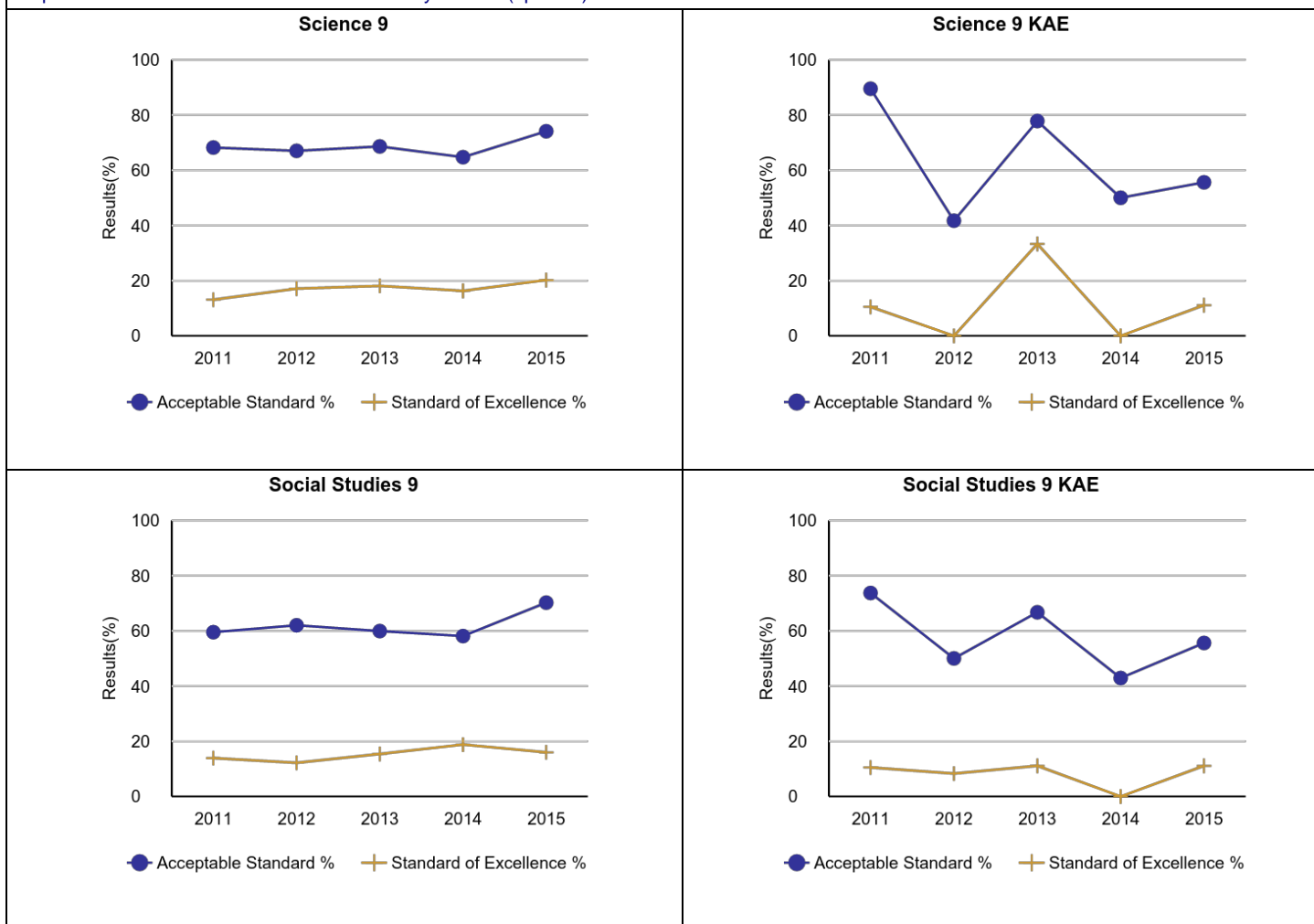
[No Data for Français 9]



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)**

		Fort McMurray Public							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
Course	Measure				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 (\*).

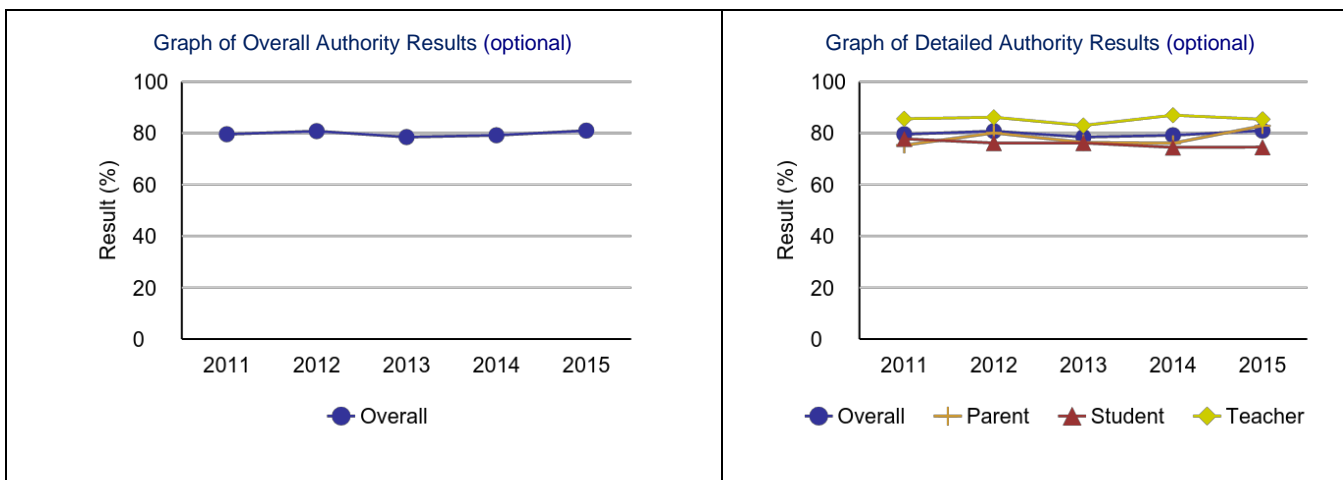
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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



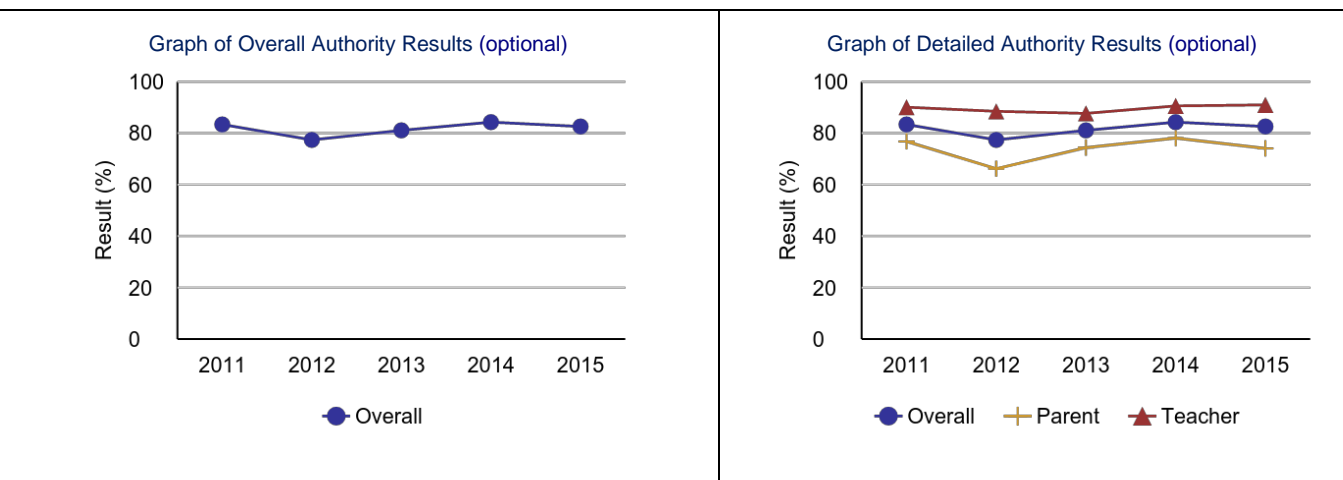
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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.

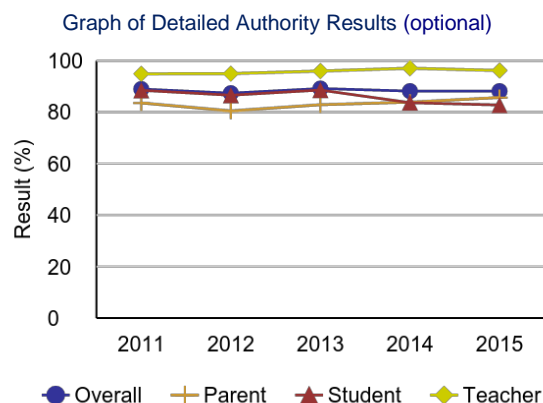
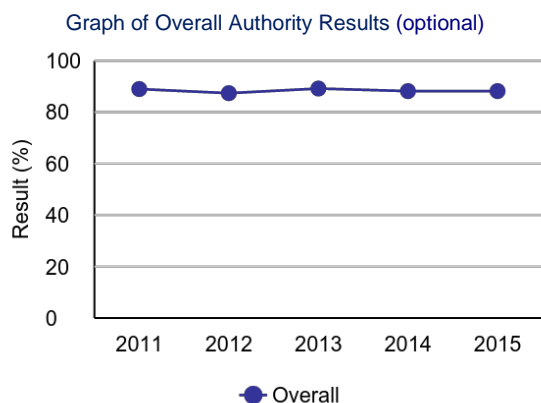
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	83.4	77.4	81.1	84.3	82.6	79.9	79.7	80.3	80.6	80.7
Teacher	90.1	88.5	87.7	90.6	91.0	88.1	88.0	88.5	88.0	88.1
Parent	76.8	66.2	74.4	78.1	74.1	71.7	71.4	72.2	73.1	73.4



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)**

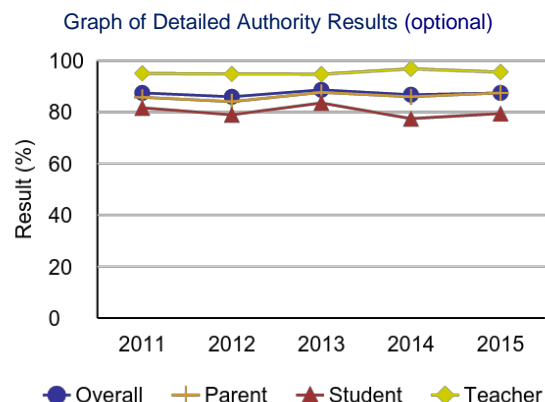
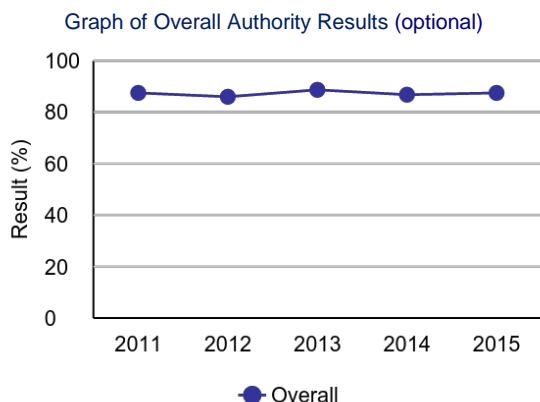
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	89.0	87.4	89.2	88.2	88.2	89.4	89.4	89.8	89.2	89.5
Teacher	94.9	95.0	96.0	97.1	96.2	95.5	95.4	95.7	95.5	95.9
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



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

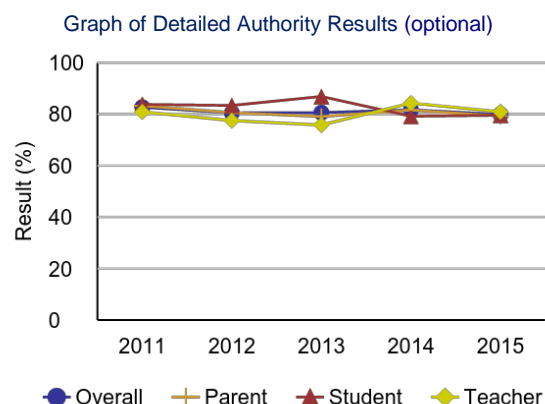
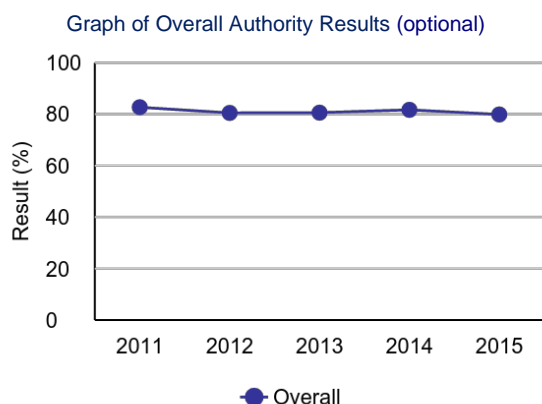


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

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