



Three Year Education Plan 2018-2021 Annual Education Results Report 2017-2018

Authority: 3260 Fort McMurray Public School District No. 2833

Submitted to Alberta Education November 30, 2018

TABLE OF CONTENTS

MESSAGE FROM THE BOARD CHAIR.....	3
FOUNDATION STATEMENTS	5
ACCOUNTABILITY STATEMENT	6
A PROFILE OF THE SCHOOL AUTHORITY.....	7
SUMMARY OF ACCOMPLISHMENTS.....	15
COMBINED 2018 ACCOUNTABILITY PILLAR OVERALL SUMMARY	16
COMBINED 2018 ACCOUNTABILITY PILLAR FNMI SUMMARY	17
OUTCOME ONE:	18
OUTCOME TWO:.....	29
OUTCOME THREE:	34
OUTCOME FOUR:	37
OUTCOME FIVE:	39
SUMMARY OF FINANCIAL RESULTS.....	41
BUDGET SUMMARY.....	45
SCHOOL GENERATED FUNDS	48
CAPITAL AND FACILITIES PROJECTS.....	49
WHISTLEBLOWER PROTECTION	50
PARENTAL ENGAGEMENT.....	51
TIMELINES AND COMMUNICATION.....	52
APPENDIX – MEASURE DETAILS	53

Message from the Board Chair



We have just completed Fort McMurray's second full year after the wildfire of May 2016. While there continue to be many challenges in our schools and in the community, the Board of Trustees was very pleased with the resilience of the students and the support they received from the staff. Results in 2017-2018 were stronger than immediately after the fire.

Municipal elections in November of 2017 resulted in three new local trustees as the number of board members increased from five to seven. We are thankful that the Minister of Education approved our request to increase the size of the board to spread the workload, to gain broader expertise, and for the board trustees to be more widely informed about the needs of our schools.

The 2017-2018 school year was amazing in so many ways. Throughout this last school year, students and the District received many accolades and awards. Some examples included winning the School Board Innovation and Excellence Award at the Alberta School Boards' Association Fall General Meeting, a first-year teacher receiving the ASBA Zone 2/3 Edwin Parr Award and provincial recognition, and having FMPSD selected for the Alberta School Council Association's District School Council Engagement Award.

In addition to these highlights, numerous other awards and grants were received in the areas of environmental education, student achievement, and technology. A student served on the Minister's Advisory Council and another student was selected for the \$100,000 Loran Scholarship. These types of accomplishments and recognition demonstrated to parents and the community that the District was providing quality opportunities and educational programs.

In terms of capital projects and their progress, there was tremendous excitement throughout the District. New schools, Dave McNeilly Public School and Christina Gordon Public School opened in 2017-2018. Dave McNeilly started its history with a small population of around 125 but doubled its population in September 2018. Christina Gordon's enrollment increased to 460 students as of September 30, 2018. The Fort McMurray Composite High School modernization project continued with an estimated completion date of August 2019 but the building is very attractive even at this point. There has been tremendous progress made at École McTavish with the new high school wing projected to open in February 2019.

Student enrollment for the 2016-2017 year saw a decrease of around 350 students from the pre-wildfire numbers as many homes were lost and many families left the community.

Thankfully, student numbers returned in September 2017 to approximately the same as before May 2016 with a year to year increase of over 6%. The board is optimistic that some enrollment growth will continue in the next few years based on a 10% increase this year (2018/2019). With the rebuild continuing and while people are very optimistic about the possibility of over 1000 births again this calendar year, future enrollment numbers look promising for the district.

The Board of Trustees was delighted that the students were so well-served last year and that we continue to flourish as a District. While there were challenges, the year was highlighted by many, many successes that spoke to the dedication of the students, the leadership of the staff, and the support of the parents.

Thank you for all those who made 2017-2018 a year to celebrate and “Doing What’s Best for Kids.”

A handwritten signature in black ink, reading "Linda Mywaart", with a long horizontal flourish extending to the right.

Linda Mywaart
Board Chair

Foundation Statements

Our Vision

Inspire and engage students for life-long learning.

Our Mission

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

Our Beliefs

1. We believe in achieving high standard 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.

Doing
What's
Best
For Kids

Accountability Statement

The Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan commencing September 1, 2018 for the Fort McMurray Public School District No. 2833 were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan for 2018/2021 on November 28, 2018.

A handwritten signature in black ink, appearing to read 'Linda Mywaart', with a long horizontal stroke extending to the right.

Linda Mywaart
Board Chair

This combined Annual Education Results Report and the Three-Year Education Plan be viewed at:

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

Paper copies are available by contacting:

Fort McMurray Public School District
231 Hardin Street
Fort McMurray, AB T9H 2G2

Phone: (780) 799-7900

A Profile of the School Authority

Fort McMurray Public School District (FMPSD) serves the urban community of Fort McMurray, located in the Regional Municipality of Wood Buffalo. The surrounding region holds one of the world's largest oil reserves. The Fort McMurray Public School District is committed to serving the needs of students and the community, working in partnership with the Government of Alberta, Regional Municipality of Wood Buffalo, industry and community agencies, which serve the region.

There are currently 6072 students enrolled in FMPSD. The student population in the District has been increasing steadily over the past two years, with a 10% increase in total population from 2017. Much of the increase in enrollment is seen in new students entering the Early Learning programs, reflecting the large number of young families in the community. There are 16 schools in the Fort McMurray Public School District: 12 elementary, 3 junior/senior high schools and 1 outreach high school.

The District offers a wide variety of choice of programs for students from the Early Childhood Development Programming (ECDP) to Grade 12 and is responsive to the needs and interests of the community. Some of the programs offered throughout the District include: Tech-Trades Academy, PEAK Athletics Academy, French Immersion, Fine Arts, Islamic and Christian faith programming, Reggio-inspired approach for early learners, Registered Apprenticeship Programs, and a Confucius Classroom to promote Chinese language and culture.

In the past two years, there have been additional facilities and upgrades to schools within the District. In 2017/2018, two new school buildings were opened and both show tremendous growth in enrollment since opening their doors to students. Christina Gordon Public School, in the Timberlea neighbourhood, currently has 460 students from ECDP to Grade 6. Dave McNeilly Public School in the newly developing neighborhood of Parsons Creek North, has 240 students from ECDP to Grade 6. Fort McMurray Composite High School continues to undergo modernization and École McTavish Public High School is expanding. Both these high schools will provide new, modern facilities for students to learn and practice 21st century skills.

A Profile of the School Authority continued

As our community continues the recovery process following the devastating wildfire of May 2016, our schools provide supports needed by students to be successful. There has been a strong emphasis on mental health to assist students post-wildfire. Teachers and support staff in the schools and District maintain the work of supporting students academically, physically and emotionally. We strive to provide students with the knowledge, skills, and competencies they require as 21st century learners and for their future needs in the workforce. We continue to ensure that our teaching staff have the resources and supports to differentiate planning, instruction, and assessment to meet the needs of all students in diverse and inclusive learning environments.

Trends and Issues

- District-wide focus on increasing achievement. Emphasis on improving skills in numeracy and literacy.
- Future curriculum redesign will require teachers to be responsive to the changes ahead, requiring teachers to adapt how they plan, teach, and assess students.
- All staff will be challenged to be more innovative, creative, and skilled in leveraging technology as a resource to support learning.
- 44% of the student population is currently in the younger grades, from Early Learning to grade 3. This will create a large group moving through our school system and we anticipate enrollment will increase as the trend continues.
- Information technology programs offered in District schools to promote and develop skills for 21st century learners. The FMPSD Tech-Trade Academies have gained provincial recognition as recipient of the “School Board Innovation and Excellence Award” from the Alberta School Board Association (November 2017).
- A continued focus on supporting our staff, students and families (post-wildfire) with resiliency building supports and services.
- Prepare Teachers and School Leaders for the incoming *Teaching Quality Standard* and *Leadership Quality Standard*.
- Continue to implement Early Learning Literacy and Numeracy Frameworks to better support our growing numbers within early learning.
- Continue to implement Welcoming, Caring, Respectful, Safe and Inclusive programming to meet our increasing numbers of students with diverse needs.

Current Challenges

Students

- Addressing gaps in achievement that are a consequence of instructional time lost from the wildfire, and disruptions to students caused by waiting to settle back into their homes.
- Supporting student mental health, post-wildfire.
- Supporting new students in their transition into our schools and community,
- Setting up all students for success, creating an environment of equity for all students.
- Design relevant learning experiences for all students.
- Supporting cultural needs for Indigenous students.
- Consistent, high results in all schools. Continue to improve Provincial Achievement and Diploma results for acceptable levels and level of excellence.
- Developing ethical citizenship.

Staff

- Creating positive learning environments and a sense of belonging for all students.
- Collaborating in school-based instructional teams to enhance teachers' skills for educating a diverse student body and holding high expectations for student achievement.
- Preparing for implementation of the new *Teaching Quality Standard*.
- Preparing for implementation of new curriculum, grades K-4, and future provincial curriculum changes for grades 5-12.
- Developing new approaches to strengthen school, parent and community relationships and meaningfully engage our families and community support for public education.

Staff continued

- 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 delivery modes to provide flexible learning options for students.
- Understanding learning and cultural needs of students who are First Nations, Métis or Inuit (FNMI) that may contribute to increased achievement results and rate of positive self-identification.
- Meeting the educational needs of English Language Learners.

School System

- Making Fort McMurray Public School District the district of choice for families.
- Focus on engaging parents and continuous improvement of public schools.
- Providing additional physical, emotional, and instructional support and services to enable all students to have an equal opportunity for learning success.
- 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, inclusive to all, including special needs, English Language Learners, and students who are First Nations, Métis or Inuit.
- Supporting collaborative practices based on wrap-around principles.
- Using technology to enhance student achievement and engagement, and to prepare students to participate in a knowledge-based and technologically-advanced society.

Infrastructure

- Two new elementary schools, Christina Gordon Public School and Dave McNeilly Public School, opened their facilities in September 2017.
- Fort McMurray Composite High School continues to go through a modernization process, updating the facility to better accommodate modern technologies and contemporary school design.
- École McTavish Public High School continues construction of an addition to accommodate a new high school program. The school has been reconfigured from a grade 7-9 to grade 7-12 school. This school is in a growing area of Fort McMurray and it is anticipated that enrollment will continue to increase over the coming years.
- Westwood Community High School has been reconfigured from a grade 10-12 to grade 7-12 school.



Mental Health

- Increased numbers of students who suffer from severe anxiety, addictions and post-traumatic stress since 2016 wildfire. We are presently in year three of recovery.
- Increased number of students who meet criteria for severe medical or behaviour have been identified within the District.
- District-wide plan to support the new Safe and Caring Schools mandate. This mandate will be communicated and implemented as per Fort McMurray Public School District *Administrative Procedure 350 - Students Rights and Responsibilities, Appendix A, Code of Conduct, Appendix B, Sexual Orientation and Gender Identity, and Appendix C, Student Conduct/Welcoming, Caring, Respectful and Safe Schools.*
- Pyramid of interventions have been developed within our District to continue to support the mental health needs of our students. A District Mental Health Coordinator is supporting four full time mental health therapists who are providing therapy within schools for students who are displaying severe needs. Social workers and school counselors are in place at each school to support the students who need more targeted or universal programming.

Early Learning

- Early Learning programs have expanded to all 12 elementary schools offering a variety of program choice for over 1113 early learning students. Early Learning includes both Early Childhood Development Program (ECDP) and Kindergarten. Some of the choices include play-based Reggio, French, Islamic, and Christian programming. Early Literacy and Numeracy Frameworks continue to be our guiding practices in ECDP, with Alberta Provincial Curriculum in Kindergarten to allow early learning students to experience strong developmental gains and be better prepared for grade one.
- Early identification processes are in place to ensure that more students are accessing supports in the early years. There has been a 19% increase in our Program Unit Funding (PUF) numbers over the past few years.

Early Learning continued

- Family Orientated Programming provides parents of early learners with a variety of opportunities to attend professional development sessions focused on their child's areas of need: physical, emotional, speech and language are some of the areas targeted. These sessions connect community agencies with families to better highlight what services are available within the community to support their child's development. They also provide a bridge between the learning at school and at home.

Summary of Accomplishments



FMPSDSCHOOLS.CA



/FMPSD



@FMPSD



@FMPSD



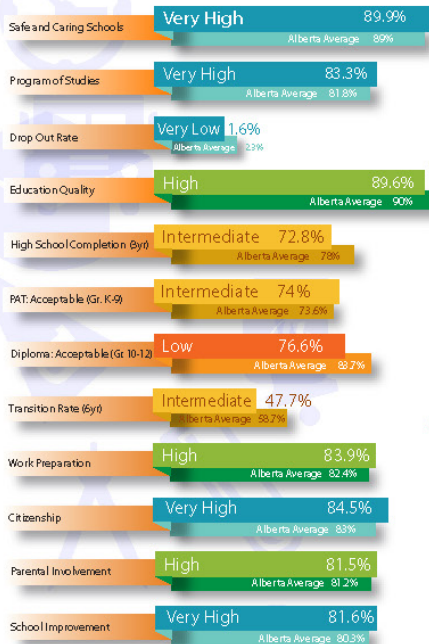
ANNUAL EDUCATION RESULTS SUMMARY EDUCATION FROM ECS TO GRADE 12

**Fort McMurray
Public Schools**

FORT MCMURRAY PUBLIC SCHOOL DISTRICT IS A LEARNING COMMUNITY DEDICATED TO EDUCATING ALL STUDENTS FOR PERSONAL EXCELLENCE

District Report Card

For the 2017-2018 School Year (Alberta Education Accountability Pillar Survey of FMPSD Parents, Students and Staff rated FMPSD as)



Our Schools & Students

12 Elementary Schools (ECS-Gr 6)
3 High Schools (Gr 7-Gr 12)
1 Outreach High School

5066 Students

27% English Language Learners
21% Early Childhood Learners
9% First Nations, Métis, or Inuit
6% Severe Disabilities

Program Priorities

- Student Achievement
- Prepare students for work or post-secondary studies
- Improve achievements in students who are First Nations, Métis, or Inuit
- School Completion
- Quality Teaching & Leadership
- Safe & Caring schools

Accomplishments

- Grade 6 & 9 Provincial Achievement test results remain higher than provincial average
- 90% of students, parents and staff agree that our schools are Safe & Caring
- 85% of parents and staff agree that students are prepared for citizenship and the world of work.
- 90% of students, parents and staff agree that FMPSD provides quality education

Improvement Areas

- Increased achievement in PAT & Diploma results
- Strong emphasis on supporting mental health & wellness
- Promoting leadership through initiatives such as The Leader in Me®, Environmental Stewardship & Community Involvement

Our Staff

322 Teachers
284 CUPE Employees
34 Administrative Support

Our Parents

82% of parents are involved in decisions about their students' education.

Parent engagement includes Networks meetings, School Councils, ASCA, Facebook, Twitter, Board Meetings as well as input on the School Growth Plan and the District Plan.



FMPSD Tech wins ASBA 2017 School Board Innovation and Excellence Award for overseeing their outstanding Tech-Trade academies in elementary schools across the District. And, for championing Robotics, Coding and more!



FMPSD wins Alberta School Councils' Association's (ASCA) inaugural District School Council Engagement Award for going above and beyond in engaging parents.



Two FMPSD students received the Alberta School Board Association's Honouring Spirit: Indigenous Student awards from Lieutenant Governor, Lois E. Mitchell.



Thania Breitkreuz, teacher at Walter and Gladys Hill Public School, wins the coveted Edwin Parr Award from the Alberta School Boards Association (ASBA). This is FMPSD's second Edwin Parr recipient in a row.

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

Combined 2018 Accountability Pillar Overall Summary

Measure Category	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	Safe and Caring	89.9	90.6	88.8	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	83.3	84.1	82.1	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	89.6	89.6	88.8	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	1.6	0.3	2.2	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	72.8	70.1	72.7	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	74.0	70.0	72.7	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	17.6	14.4	16.0	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	76.6	72.0	73.1	83.7	83.0	83.0	Low	Improved	Acceptable
	Diploma: Excellence	18.9	13.5	14.9	24.2	22.2	21.7	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	36.8	17.0	43.3	55.7	54.9	54.7	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	56.3	53.0	50.4	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	47.7	48.0	54.7	58.7	57.9	59.0	Intermediate	Declined Significantly	Issue
	Work Preparation	83.9	84.5	83.4	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	84.5	84.9	82.9	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	81.5	84.7	83.2	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	81.6	82.4	80.8	80.3	81.4	80.7	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2018 Accountability Pillar FNMI Summary

Measure Category	Measure	Fort McMurray Public (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	3.0	0.0	3.1	4.8	5.8	6.3	High	Maintained	Good
	High School Completion Rate (3 yr)	57.7	44.9	51.8	53.3	53.7	50.5	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	64.2	64.9	64.6	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	8.2	10.6	10.9	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	69.7	70.2	71.2	77.1	77.1	76.6	Very Low	Maintained	Concern
	Diploma: Excellence	11.9	7.9	6.0	11.0	10.7	10.3	Low	Improved	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	15.7	3.5	20.9	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	39.8	32.6	35.8	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	35.3	35.3	38.1	33.0	31.8	32.8	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	69.2	75.4	73.4	70.0	74.0	75	Intermediate	Maintained	Acceptable	78	80	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.6	17.5	32.9	14.4	17.6	15	Intermediate	Maintained	Acceptable	18	20	20

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Comment on Results

Provincial Achievement Test results show overall improvement as compared to the previous year and are above provincial average at the acceptable standard. The results reflect the second year post-wildfire and many families are still recovering and/or are displaced from their homes.

Many in the community still struggle with post-fire trauma and issues with rebuild. There continues to be post-fire related challenges for students' mental health which has placed priority on increased mental health supports to assist students in readiness for school.

Strategies

Responding to Student Needs

- Focus on literacy and numeracy skills at all grade levels.
- Continue to implement effective teaching strategies and interventions to support student learning.
- Scaffold instructional practices to meet learning needs of all students.
- Maintain open communication with parents regarding their child's learning needs.
- Continue to use the Early Years Evaluation (EYE) to monitor progress and provide interventions to young children prior to entering grade one.
- Continue full day Kindergarten at Dr. K.A. Clark School for children living in a lower income neighborhood.
- Implement KEEP (Kindergarten Extended Educational Program) in six district schools. This program provides registered Kindergarten students an optional additional half-day program to extend their learning. Program initiated in 2018/2019.
- Continue the Reggio-inspired ECDP and Kindergarten programs in two schools.
- Monitor FMPSD Early Literacy Framework as a key instructional focus to increase readiness for literacy.
- Monitor FMPSD Early Numeracy Framework as a key instructional focus to increase readiness for numeracy.
- Provide a community of practice for behaviour management for children with special needs.
- Continue to coordinate Developmental Pediatrician (Dr. Goulden) clinics with Alberta Health and local families.
- Integrate District's Transdisciplinary Team (i.e., Speech-Language Pathologists, Occupational Therapist and Physical Therapists) with service providers with Regional Collaborative Service Delivery.

Building Staff Capacity

- Provide opportunities for staff to professionally collaborate to support instructional planning and assessing for learning.
- Create focused school-based plans for staff professional learning developed with emphasis on increasing achievement in numeracy and literacy.
- District Coordinators support teachers to build capacity in literacy, numeracy and English Language Learner instructional practices and assessment.
- Support continued professional development for teachers with District focus on Literacy and Numeracy, including planning, instruction and assessment.
- Continue partnerships with Edmonton Regional Learning Consortium and Alberta Assessment Consortium for professional development.
- District Coordinators provide ongoing mentorship and support to teachers new to the profession.
- Continue to provide opportunities for building staff capacity through the Aspiring Leaders program and SAGE (Superintendent's Advisory Group of Educators).

Outcome One: Alberta's students are successful continued

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.8	74.2	75.5	72.0	76.6	80	Low	Improved	Acceptable	80	80	85
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.0	16.4	23.0	13.5	18.9	15	Intermediate	Improved	Good	18	20	20

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	72.8	70.9	77.0	70.1	72.8	78	Intermediate	Maintained	Acceptable	78	80	80
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.5	3.6	2.5	0.3	1.6	0.3	Very High	Improved	Excellent	0.3	0.3	0.3
High school to post-secondary transition rate of students within six years of entering Grade 10.	51.1	56.9	59.1	48.0	47.7	60	Intermediate	Declined Significantly	Issue	60	65	68
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	47.9	53.0	56.3	55	n/a	Improved	n/a	60	62	65
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	43.2	39.3	47.4	17.0	36.8	48	Low	Declined	Issue	48	50	52

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Comment on Results

Achievement results on Diploma exams show overall improvement as compared to the previous year. The results reflect the second year post-wildfire and many families are still recovering and/or are displaced from their homes creating many post-fire challenges for students' mental health, which lead to increased mental health supports to assist students in readiness for school. While many in the community still struggle with post-fire trauma and issues with rebuild; with support, the start of the school year was more settled than the previous year.

The data for High School Completion, Drop Out Rate, Transition Rates, Rutherford Scholarship eligibility and students writing Four or More Diploma Exams reflect data from the school year directly following the 2016 wildfire. Data for these measures are potentially impacted by continued upheaval for families not yet returning to their homes post wildfire.

Frank Spragins High School provides an outreach program to meet the needs of students who require a flexible high school structure. Student enrollment continues to increase including a large percentage of students enrolling from outside of FMPD. Frank Spragins High School offers a successful program with increased numbers of graduates over the years. Transition rates from the outreach high school are lower than that of a traditional high school but the flexible, inclusive environment meets the needs of students who might not succeed in a mainstream high school program.

Strategies

Responding to Student Needs

- Continue academic counseling support in secondary schools to increase number of students writing four or more Diploma exams.
- Develop focused school-based plans that emphasize building foundational skills of literacy and numeracy.
- Offer academic tutoring and supports to further assist students in their learning.
- Provide outreach high school program provides an inclusive learning environment for students whose needs are best met in a flexible program outside of the traditional high school setting.

Building Staff Capacity

- Continue to provide collaborative professional learning time for staff to plan for instruction and assessment for/of learning.
- Continue to partner with the Edmonton Regional Learning Consortium and Alberta Assessment Consortium to provide teachers professional development.
- Provide support for new teachers by District Literacy and Numeracy Coordinators.
- Continue to provide District PD Days and ATA Institute Days for teacher professional development. Focus areas for 2018/2019 are Assessment (District PD) and Equity (ATA Institute Day).

Outcome One: Alberta's students are successful continued

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.9	81.8	81.8	84.9	84.5	85	Very High	Improved	Excellent	86	87	87
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.	83.0	80.4	85.4	84.5	83.9	86	High	Maintained	Good	86	88	90

Notes:

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

Comment on Results

Student citizenship is excellent and has shown steady improvements over the past five years. The District has strong commitment to develop ethical citizens through various programs such as “The Leader in Me” and “WITS” anti-bullying program as well as the many opportunities to engage in community projects to develop citizenship.

Work preparation has continued to be rated high over the past five years. School-based programs and partnerships with community organizations and businesses provide opportunities for students to build their skills.

Strategies

Responding to Student Needs

- Implement “WITS” anti-bullying program to students in all elementary schools, in partnership with the RCMP.
- 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 business such as CAREERS Next Generation and Skills Alberta.
- Provide students with programs of choice and greater flexibility to earn high school credits.
- Continue district-wide emphasis on promoting healthy schools and healthy environment with a focus on increasing results.
- Continue to increase district-wide focus on the arts.
- Continue to develop student leadership through “The Leader in Me” program, implemented in 10 elementary schools, and student leadership groups in secondary schools.
- Promote and encourage students to take part in work experience, job shadowing and volunteer opportunities to give students real world experiences.
- Continue recognition of students’ achievements (academic, citizenship, fine arts, etc.) by the Board of Trustees during monthly Spotlight on Students portion of the Board meeting.

Building Staff Capacity

- Support APPLE Schools and advocate for provincial funding for nutrition programs in all schools.
- Support and guidance provided by District School Wellness Mentor Teacher to promote comprehensive school health.
- Continue to enhance communication to parents regarding programs and activities.
- Provide opportunities for professional development for elementary school staff on the “7 Habits of Effective People.”



Outcome One: Alberta's students are successful continued

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	73.8	70.0	74.6	73.2	73.1	75	n/a	n/a	n/a	75	77	80

Notes:

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

Comment on Results

Preparing students for lifelong learning remains above provincial average. There are many programs in place within District schools to assist students to practice prosocial skills that will continue to be useful in the future, such as the 7 Habits Training through “The Leader in Me” program, “Zones of Regulation” and “WITS” anti-bullying program. Fort McMurray Public Schools offer extensive technology programs offered in CTS/CTF and extra-curricular in robotics, coding, and multimedia.

Strategies

Responding to Student Needs

- Promote student leadership development through school and community events such as WE Day, Destination Conservation, Food Bank Drives and others.
- Implement “The Leader in Me” program in 10 District elementary schools.
- Continue to promote Student Leadership opportunities at the secondary level.
- Support by Off-Campus Coordinators for high school students in Registered Apprenticeship Programs, partnership with CAREERS Next Generation.
- Continue to expand the STEM programs and Tech-Trade Academies in District schools.

Building Staff Capacity

- Continue to enhance communication regarding how schools promote lifelong learning.
- Continue to provide collaborative planning time for staff with 15 professional learning Fridays.
- Training for elementary school staffs at 10 Leader in Me schools in the “7 Habits of Effective People” and additional professional development to embed these principles into school culture.
- Training for staff in “Zones of Regulation” to provide strategies for students in self-regulation.
- Provide opportunities for staff to learn and practice technology skills with mentorship and training by District Educational Technology staff.

Outcome Two:

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.2	64.4	*	64.9	64.2	70	Very Low	Maintained	Concern	70	75	80
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).	8.4	11.2	*	10.6	8.2	12	Very Low	Maintained	Concern	12	15	18
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	71.2	72.2	79.5	70.2	69.7	85	Very Low	Maintained	Concern	85	85	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	6.8	4.1	10.3	7.9	11.9	15	Low	Improved	Acceptable	15	15	15

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Comment on Results

The academic results for self-identified First Nations, Métis and Inuit (FNMI) students showed improvements in diploma exam standard of excellence. The remaining academic results reported were maintained from the previous school years.

In the current year, the District has put a number of supports in place to assist teachers in building capacity and understanding of FNMI culture, perspectives and traditional ways of learning. Professional development and the addition of a FNMI Lead Teacher supports teachers' understanding and approaches to teaching and learning.

Strategies

Responding to Student Needs

- Inviting FNMI parents, elders/knowledge keepers, cultural advisors and local community members into the school in ways such as: Guest Speakers, Elders' Luncheons, guests of FNMI Student Advisory group, special guests at school and district functions.
- Providing all students with learning experiences that focus on First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools.
- Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of FNMI students.
- Build cultural and community connections and engage students in FNMI cultural learning with the support of a Cultural Navigator.
- Celebrate achievements of FNMI students through the Traditional Celebration of Achievement (TCOA) and nominations to the Regional Aboriginal Recognition Awards (RARA) and the Honouring Spirit Awards.
- Support available from School counselors and school FNMI coordinators to address academic and individual needs.

Building Staff Capacity

- Build the capacity of staff by providing professional learning opportunities to support understanding of historical, social economic and political implications of treaties with First Nations, legislation and agreements negotiated with Métis and residential schools and their legacy through professional development and accessing local Indigenous resources.
- Support and resources to teachers provided by District FNMI Lead Teacher.

Outcome Two: Alberta's education system supports FNMI students' success continued

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	57.4	46.8	63.8	44.9	57.7	65	Low	Maintained	Issue	65	67	70
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.2	6.8	2.6	0.0	3.0	0	High	Maintained	Good	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	36.3	40.6	38.5	35.3	35.3	40	Very Low	Maintained	Concern	40	42	45
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	39.1	32.6	39.8	40	n/a	Maintained	n/a	40	42	45
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	31.4	15.6	26.2	3.5	15.7	28	Very Low	Maintained	Concern	28	30	32

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Comment on Results

The results for First Nations, Métis and Inuit students have been maintained from the previous year, with results of four of the five measures listed show higher than the average results for self-identified FNMI students across the province. The Drop Out rate for FNMI students remains below the provincial rate. The District continues to work to close the gap between FNMI and non-FNMI students.

Strategies

Responding to Student Needs

- Focus on increasing the achievement of students who are First Nations, Métis or Inuit.
- Continue to provide a forum for FNMI student voice to be heard and communicate to the Board of Trustees through the FNMI Student Advisory Council. This group, consisting of high school students, meets several times per year to discuss issues relating to ongoing success of FNMI students in school.
- Build cultural and community connections and engage students in FNMI cultural learning with the support of a Cultural Navigator.
- Provide a Mental Health Therapist for students who are First Nations, Métis or Inuit to complete high school.
- Partnerships with organizations such as CAREERS Next Generation and NAABA (Northern Alberta Aboriginal Business Association) to provide information and opportunities for students after high school.
- Celebrate achievements of FNMI students through the Traditional Celebration of Achievement (TCOA) and nominations to the Regional Aboriginal Recognition Awards (RARA) and the Alberta School Board Association's Honouring Spirit Awards.
- Support from school counselors and school FNMI coordinator to address academic and individual needs.
- Provide opportunities for FNMI high school students to tour post-secondary institutions (Keyano College, University of Alberta).
- Connect students to community and culture through monthly Elders' Luncheons.

Building Staff Capacity

- Focus professional development on meeting the learning needs of students who are First Nations, Métis or Inuit, through Edmonton Regional Learning Consortium and Alberta Teachers' Association.
- Addition of 0.5 FTE staffing for District Lead Teacher focused on First Nations, Métis and Inuit education.
- Infuse FNMI perspectives, culture and history, including the legacy of residential schools, into curriculum and instruction.
- Collaborate with First Nations and Métis communities, organizations and businesses to form effective partnerships, build capacity and enhance achievement of all students.
- Provide leadership training in the legacy of residential schools and intergenerational impact on families.
- Consult with local community members on recommendations to improve programming.
- Continue to focus on further reducing the drop out rate and increasing the high school completion rate for students who are First Nations, Métis and Inuit.
- Creation of teacher resource database through FMPSD's "Coordinator's Corner" website.
- Accessing resources through partners such as the Wood Buffalo Regional Library and the Métis Local.

Outcome Three:

Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.8	87.5	88.3	90.6	89.9	90	Very High	Improved	Excellent	92	93	95

Notes:

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

Comment on Results

Overall, schools in Fort McMurray Public School District have continued to achieve excellent results in the pillar of Safe and Caring as schools focus on providing safe and caring learning environments.

There have been increased mental health supports and counselling made available to students in the District following the 2016 wildfire, which includes Wildfire Mental Health Therapist to coordinate and build capacity for resilience and recovery.

Fort McMurray Public School District has Administrative Procedures in place to maintain a safe and caring learning environment for all students, including *Administrative Procedure 350 - Students Rights and Responsibilities, Appendix A, Code of Conduct, Appendix B, Sexual Orientation and Gender Identity, and Appendix C, Student Conduct/Welcoming, Caring, Respectful and Safe Schools.*

Strategies

Responding to Student Needs

- Continue to create an environment where students feel welcomed, cared for, respected and safe.
- Provide support and resources to teachers to continue to promote and sustain inclusive learning environments where diversity is embraced.
- Continue to respond to individual learner differences with appropriate universal and targeted, and differentiated strategies for success, and incorporate students' personal and cultural strengths into teaching and learning.
- Provide opportunities for student leadership, through "The Leader in Me" program or other school-based student leadership opportunities.
- Awareness of, and facilitate responses to the emotional and mental health needs of students.
- Continue to implement "WITS" anti-bullying program currently implemented in all elementary schools in partnership with the RCMP.

Building Staff Capacity

- Collaborate with community agencies to provide mental health and wellness supports in schools.
- Mental Health Therapist on district staff available to provide supports; school counsellors are available at every school.
- Continue to provide professional development training in Psychological First Aid (PFA) and Skills for Psychological Recovery (SPR); Cognitive Behavioural Intervention for Trauma in Schools (CBITS); "Journey of Hope," "FRIENDS for Life," and "Who Do You Tell?" programs to promote safe and caring schools.
- Continue to share best practices and evidence-based programs to promote safe, caring, welcoming and inclusive schools ("Tribes Learning Communities," "The Zones of Regulation," "The Leader in Me," character education programs).

Building Staff Capacity continued

- Monitor effectiveness of Sexual Orientation and Gender Identity administrative procedure to support student sexual orientation and gender identity.
- Continue to provide support and space for school Gay-Straight Alliances/Queer-Straight Alliances (GSAs/QSAs).
- Provide support to lesbian, gay, bisexual, and transgender (LGBT) students with one to one therapy, parent support group and building staff capacity through the support of a specialized Psychologist.
- Provide training in Hour Zero School Emergency crisis management protocols.
- Partnerships with community organizations such as Some Other Solutions (SOS), to provide mentorship opportunities for students.
- Comprehensive Health model implemented in schools; universal focus on healthy living – fitness, healthy eating, and mental health.

Outcome Four:

Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.2	81.0	81.4	84.1	83.3	85	Very High	Maintained	Excellent	85	88	90

Notes:

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

Comment on Results

Results from students, parents and teachers indicate high level of satisfaction with the programs of study provided at Fort McMurray Public Schools. Results remain very high and above provincial average.

Fort McMurray Public Schools provides a wide range of programming options for students, both curricular and extra-curricular, including technology, athletics, fine arts, language programs and career preparation programs.

Professional development opportunities are available to staff to increase capacity and improve instructional practice in many ways. PD is supported by embedded professional learning and collaborative days in the district calendar.

Strategies

Responding to Student Needs

- Continued collaborations with many community agencies to provide a broad program of study, including: Learning Through the Arts (LTTA), APPLE Schools, CAREERS Next Generation, Multicultural Association, Nistawoyou Friendship Centre, and the Regional Municipality of Wood Buffalo.
- Implementation of programs to provide students with additional opportunities to learn, including: Tech-Trades Academies, PEAK Athletics, Fine Arts programming and CTF/CTS.
- Ensure learning supports continue to be integrated into regular classroom routines and reduce the amount of time individual students are pulled out of classrooms during instructional time.

Building Staff Capacity

- Support professional learning and collaborative learning time within the district calendar, providing opportunities for teachers to collaborate with others to build personal and collective capacities and expertise.
- Support teachers to build and maintain awareness of emerging technologies to enhance knowledge and inform practice.
- Align new district initiatives and school-based programs to ensure a common focus for staff.
- Support teachers new to the profession through mentorship and building capacity to support students with diverse learning needs.
- Continue to enhance communication to the community regarding programs of study offered at District schools.
- “Aspiring Leaders Program” provides new, or aspiring school leaders, the skills and knowledge to support a broad program of student and extra-curricular programming at the school level.

Outcome Five:

Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.7	79.9	80.2	82.4	81.6	85	Very High	Maintained	Excellent	85	87	88
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.3	82.6	82.2	84.7	81.5	87	High	Maintained	Good	87	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.2	88.2	88.5	89.6	89.6	90	High	Maintained	Good	90	90	90

Notes:

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

Comment on Results

The results for each of the performance measures are high or very high, and these high levels of satisfaction have been maintained over the previous five year period. School improvement continues to be rated excellent and above provincial average.

The District provides many opportunities for dialogue and providing feedback to the district are in place to encourage engagement with stakeholders, including parent groups, student groups, school leaders group, and teacher representatives through the Superintendent Advisory Group of Educators (SAGE).

Strategies

Responding to Student Needs

- Opportunities for student voice and feedback through committees such as: Student Advisory Committee, and First Nations, Métis, and Inuit Student Advisory Committee.
- Opportunities for parents to provide feedback and discuss education issues through School Councils and District Networks Committee meetings.
- Continue to seek information from students through the OurSCHOOL Survey tool.

Building Staff Capacity

- Ensure school growth plans are aligned to provincial goals and strategies.
- Annual presentations of school growth plans to the Board of Trustees by school principals and parent council chairs highlighting each school's achievements and strategies for improvement.
- Expand innovative and creative ways to increase parent engagement.
- Promote programs of choice and achievement results to the community.
- Engage community and parents on recommended programming in schools.
- Promote PowerSchool Parent Portal to access grades and attendance.
- Continue to provide support for school council members through Networks Meetings and attendance at the Alberta School Councils' Association Annual Conference.

Summary of Financial Results

Jurisdiction Summary

CORE SUBJECTS ONLY

Jurisdiction:

Fort McMurray Public School District No. 2833 [A.3260]

Number of Schools Reported:

13

Total Number of Schools:

13

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Beacon Hill School	18.1	14.7	11.4	16.7	20.5	11.2	19.0					
Christina Gordon Public School		20.8	19.4		15.0	16.9						
Dave McNeilly Public School			11.3			7.7						
Dr Karl A Clark Elementary	18.2	21.0	24.6	14.5	17.4	21.6	13.5					
Ecole Dickinsfield School	19.2	22.3	19.4	18.9	23.2	19.3						
École McTavish Junior High School							25.6	26.6	26.0			
Fort McMurray Composite High School							23.5	22.5	18.9	16.0	22.7	18.6
Greely Road School	9.8	23.0	10.5	9.2	16.9	11.0	8.7					
Thickwood Heights School	18.5	17.0	22.2	25.0	24.0	20.9						
Timberlea Public School	18.5	18.9	23.1	20.3	19.2	30.7						
Walter & Gladys Hill Public School	16.7	19.0	17.6	19.5	22.5	22.7						
Westview School	18.5	19.2	15.4	29.7	26.0	16.0						
Westwood Community High School										25.2	24.3	26.4
Total for Jurisdiction 3260	17.8	19.9	18.3	18.4	20.7	18.4	22.1	25.5	23.8	22.0	23.9	24.5

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction:

Fort McMurray Public School District No. 2833 [A.3260]

Number of Schools Reported:

13

Total Number of Schools:

13

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Beacon Hill School	18.5	14.7	11.5	16.4	20.5	10.8	17.6					
Christina Gordon Public School		20.8	19.6		15.0	17.8						
Dave McNeilly Public School			11.3			7.6						
Dr Karl A Clark Elementary	18.0	21.0	24.0	16.2	18.2	21.7	13.0					
Ecole Dickinsfield School	19.1	22.3	19.5	17.7	23.3	19.4						
École McTavish Junior High School							25.1	24.9	24.8			
Fort McMurray Composite High School							18.5	22.3	19.2	12.0	19.1	16.6
Greely Road School	9.7	22.5	10.8	9.7	19.4	11.3	9.1					
Thickwood Heights School	18.5	17.0	22.5	24.9	24.0	20.9						
Timberlea Public School	18.6	18.9	23.3	20.0	19.2	30.7						
Walter & Gladys Hill Public School	16.8	19.0	17.6	17.0	22.1	22.9						
Westview School	18.7	19.2	15.8	29.6	26.0	16.0						
Westwood Community High School										22.3	20.3	22.6
Total for Jurisdiction 3260	17.8	19.8	18.4	18.2	21.0	18.5	21.3	24.3	23.3	17.7	19.9	21.1

More information on average class sizes for Alberta is available at: <https://education.alberta.ca/class-size/averages/everyone/current-class-size-averages-by-jurisdiction/>

AUDITED STATEMENT OF OPERATIONS

for the Year Ending August 31, 2017

Actual 2017

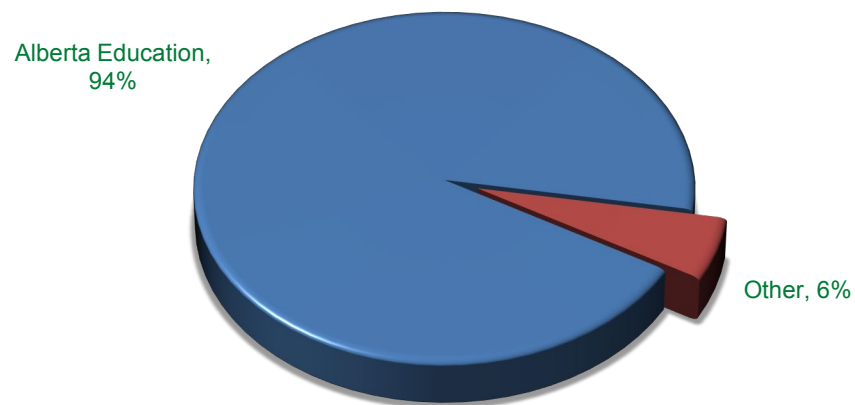
Revenues	
Alberta Education	75,863,757
Other - Government of Alberta	651,387
Federal Government and First Nations	30,631
Other Alberta school authorities	82,940
Fees	1,298,709
Other sales and services	394,071
Investment income	185,512
Gifts and donations	420,422
Rental of facilities	1,100,519
Fundraising	215,991
Gains on disposal of capital assets	-
Other revenue	174,223
Total Revenues	80,418,162

Expenses	
Instruction - Kindergarten	8,251,073
Instruction - Grades 1-12	52,580,167
Plant operations & maintenance	13,057,316
Transportation	2,128,907
Administration	3,007,095
External Services	-
Total Expenses	79,024,558

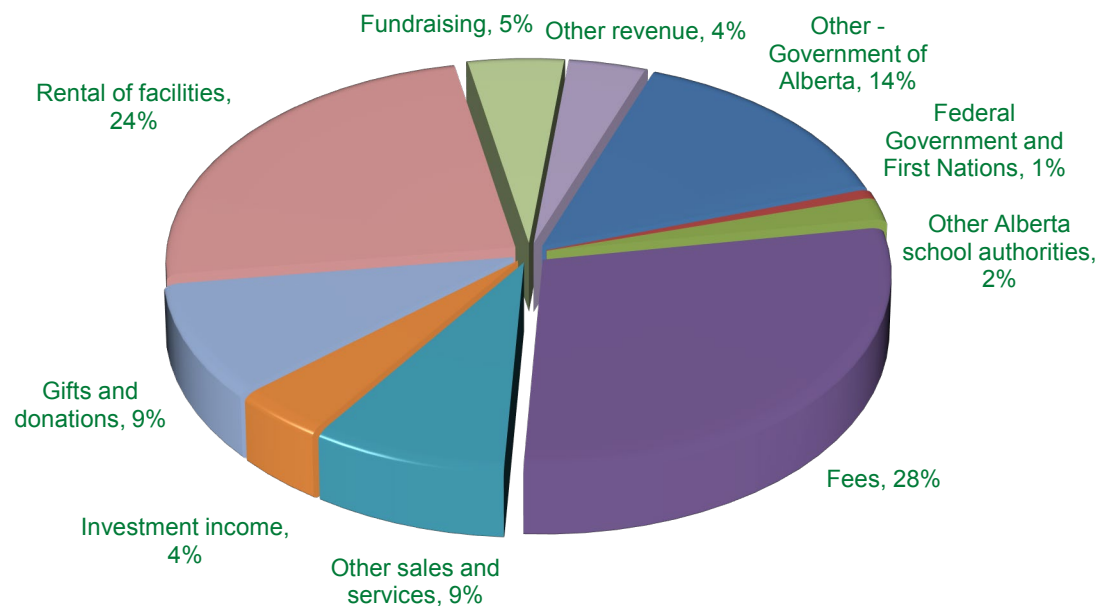
Annual Surplus (Deficit)	1,393,604
---------------------------------	------------------

When the August 31, 2018 results are available, this will be amended and posted.

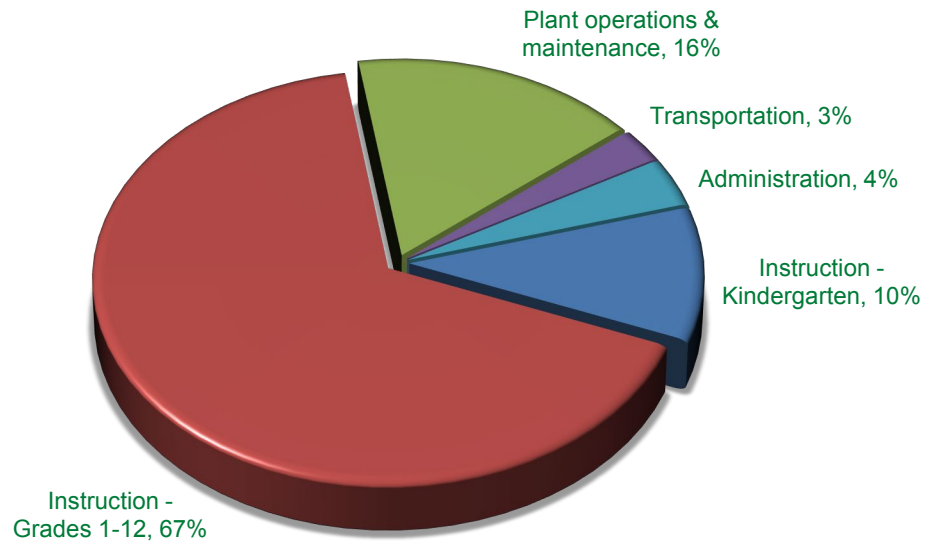
REVENUES AFS AUGUST 31, 2017



BREAKDOWN OF OTHER REVENUES AFS AUGUST 31, 2017



EXPENDITURES AFS AUGUST 31, 2017

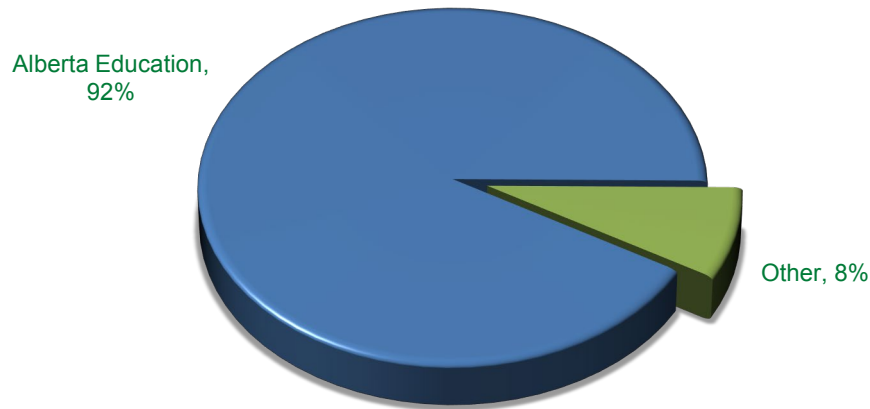


Budget Summary

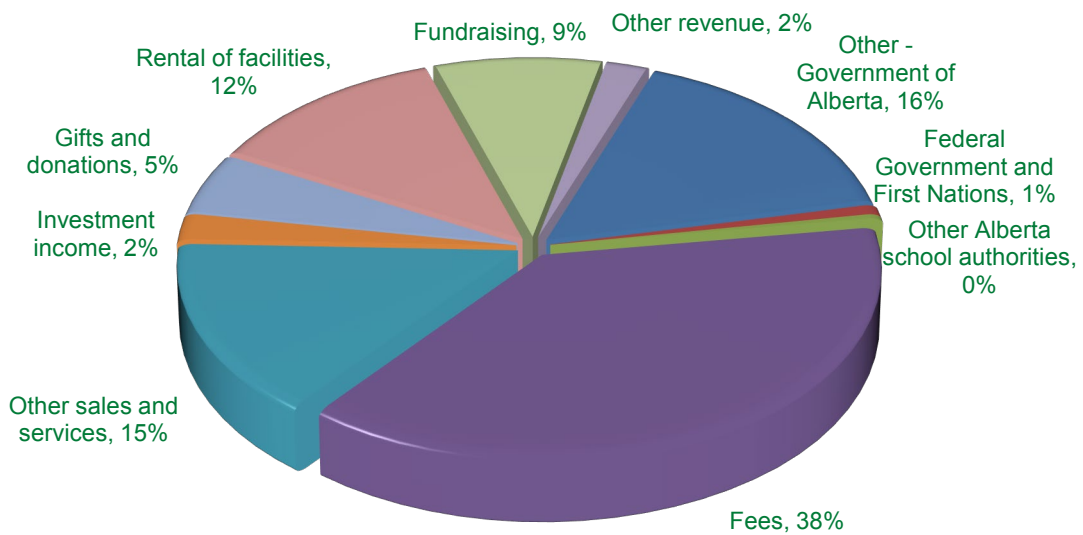
BUDGETED STATEMENT OF OPERATIONS for the Year Ending August 31, 2019

	Approved Budget 2018/2019	Fall Budget Update 2018/2019
Revenues		
Alberta Education	77,731,717	* To be approved
Other - Government of Alberta	1,111,856	Nov 30, 2018
Federal Government and First Nations	53,150	
Other Alberta school authorities	25,000	
Fees	2,646,829	
Other sales and services	1,021,215	
Investment income	150,000	
Gifts and donations	353,051	
Rental of facilities	850,000	
Fundraising	585,000	
Gains on disposal of capital assets	-	
Other revenue	145,000	
Total Revenues	84,672,818	
Expenses		
Instruction - Kindergarten	9,263,078	
Instruction - Grades 1-12	57,320,008	
Plant operations & maintenance	16,266,244	
Transportation	2,140,484	
Administration	3,401,760	
External Services	-	
Total Expenses	88,391,574	
Annual Surplus (Deficit)	(3,718,756)	

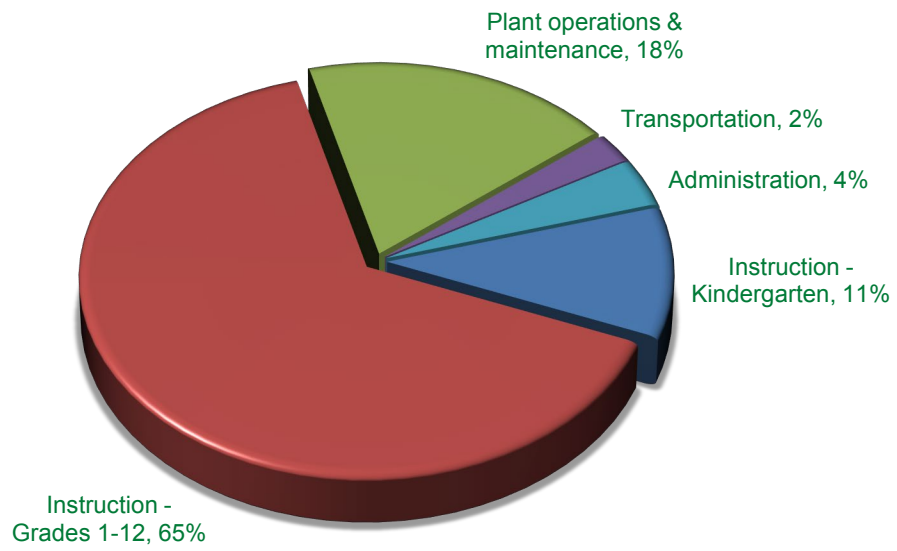
BUDGETED STATEMENT REVENUES 2018/2019



BREAKDOWN OF OTHER REVENUES 2018/2019



BUDGETED STATEMENT EXPENSES 2018/2019



School Generated Funds

	2018	2017
School Generated Funds, Beginning of Year	\$ 1,307,776	\$ 1,074,515
Gross Receipts:		
Fees	531,628	505,917
Fundraising	73,624	267,476
Gifts and donations	139,702	33,710
Grants to schools	-	-
Other sales and services	285,799	331,612
Total gross receipts	1,030,752	1,138,715
Total Related Expenses and Uses of Funds	916,860	691,693
Total Direct Costs Including Cost of Goods Sold to Raise Funds	167,396	213,761
School Generated Funds, End of Year	<u>\$ 1,254,273</u>	<u>\$ 1,307,776</u>
Balance included in Deferred Revenue*	\$ 60,275	\$ 96,779
Balance included in Accumulated Surplus (Operating Reserves)**	\$ 1,193,998	\$ 1,210,997

*Should agree with Deferred Revenue schedule ending balance

**Note that balance included in Accumulated Surplus should be left in Operating Reserves.

Detailed information regarding the District's audited financial statements is available at:

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

A report of the 2018-2019 Jurisdiction Budget is available at:

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

Additional information on School Generated Funds is available at:

<http://www.fmpsd.ab.ca/HTMLpolicyNew/admin-index.html>

The provincial roll up of financial results is available at:

<https://education.alberta.ca/financial-statements/combined-statements?searchMode=3>

For additional information contact:

Fort McMurray Public School District

Phone: (780) 799-7900

Finance Department

231 Hardin Street

Fort McMurray, AB T9H 2G2

Capital and Facilities Projects

The District's Capital plan requires new modular relocations and modernizations.

2016 Stats Canada Census shows 8.4% of the urban population in Fort McMurray is ages 0 to 4 years old, which would result in a school population of over 7000 for FMPD if this trend continues.

Many District facilities are over 30 years old and require modernization. These have been prioritized in the Capital Plan. The 7 year Infrastructure Maintenance Renewal (IMR) Plan. The IMR totals \$23.9 million or \$3.4 million per year. This is more than double our IMR grant allocation of \$1.5 million annually.

Modular Classrooms Requested:

1. Addition of 2 modular classrooms to Christina Gordon Public School to accommodate growth.
2. Replacement of 8 beyond life portables with 16 modulars in a 2-storey configuration.

The top three School Modernization projects requested:

1. École Dickinsfield Public School
2. Westwood Community High School
3. Thickwood Heights School

Additional information on the Master Facility and Capital Plan is available at:

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

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.

In the 2017-2018 school year, there were no reports or disclosures received.

Fort McMurray Public School District Whistleblower Protection Policy and Procedure is available at:
<http://www.fmpsd.ab.ca/HTMLpolicyNew/procedures/AP403.html>

Parental Engagement

- Parent involvement occurred at District level Networks Meetings and Joint Networks meeting (parents, school and District administrators, Board of Trustees).
- Parents were consulted and provided input to the 2018-2021 strategic plan.
- Combined SEP & AERR is 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.
- FMPSD received the Alberta Council of School Councils award for Parental Engagement in 2017/2018.

Timelines and Communication

The Board approved this combined Annual Education Results Report (AERR) for the 2017/2018 school year and the Three-Year Education Plan (3YEP) for 2018/2021 on November 28, 2018. The combined report can be viewed at <http://www.fmpsdschools.ca/annualreports.php>

Paper copies are available by contacting:

Fort McMurray Public School District
231 Hardin Street
Fort McMurray, AB T9H 2G2

Phone: (780) 799-7900

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures.

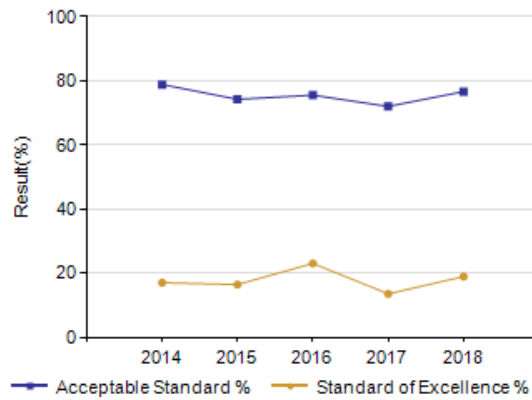
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	82.6	10.9	81.3	9.9	82.5	9.5	79.9	3.9	86.2	9.9	88	11
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	Authority	92.4	13.2	88.7	4.3	80.3	16.4	78.0	4.9	78.7	10.2	82	11
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	Authority	100.0	0.0	81.8	9.1	87.5	0.0	*	*	81.8	0.0	86	5
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	Authority	62.4	17.9	71.3	36.0	70.2	19.0	59.8	25.2	64.1	28.2	70	30
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	Authority	52.9	5.7	51.3	1.3	64.3	9.5	55.4	6.8	53.4	6.9	60	10
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	Authority	78.8	12.9	77.8	12.7	71.1	5.8	84.7	13.1	80.2	10.4	83	13
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	Authority	77.2	7.3	67.2	3.1	64.0	5.3	62.8	4.7	64.8	4.8	70	7
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	Authority	87.6	31.8	71.4	36.5	90.9	59.1	74.4	29.9	88.4	41.1	89	42
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	Authority	74.3	30.9	75.4	29.4	76.9	48.1	69.7	25.7	78.5	33.3	80	35
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	Authority	80.0	32.6	73.5	30.6	83.6	38.8	77.6	31.3	75.5	34.0	78	35
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	Authority	77.8	11.1	46.4	0.0	70.0	12.5	73.2	9.8	68.4	0.0	70	10
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

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

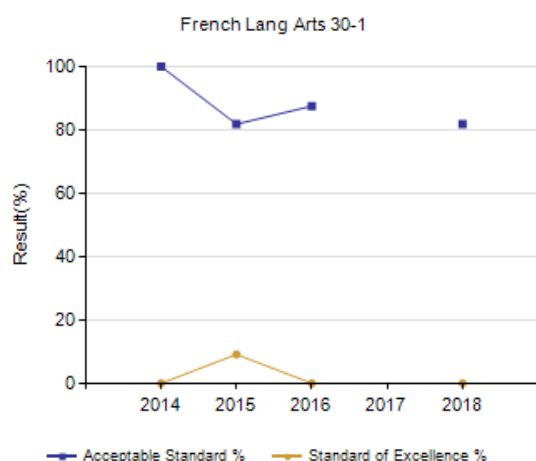
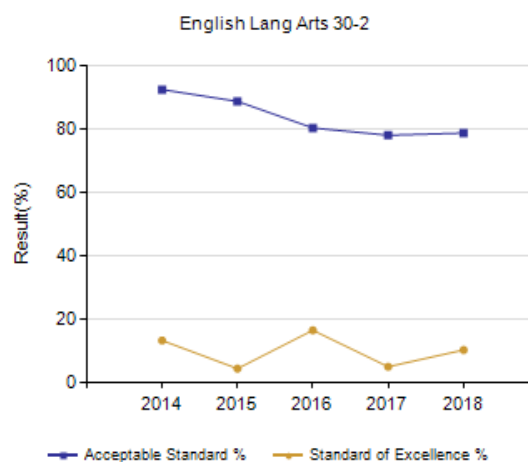
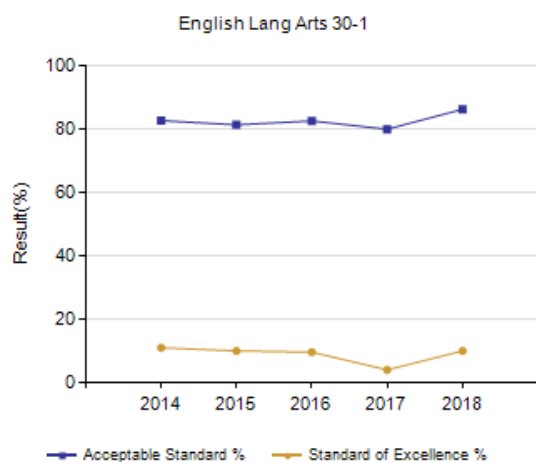
Graph of Diploma Examination Results – Overall



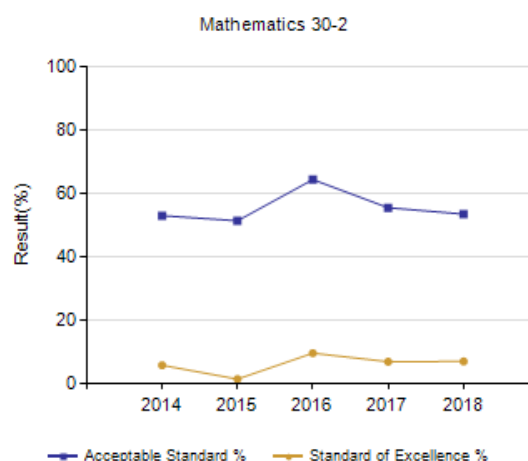
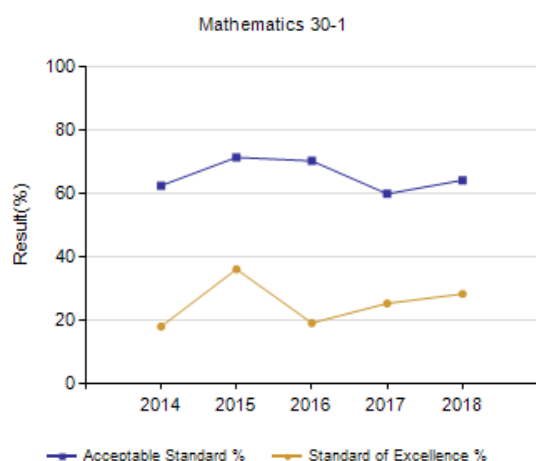
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results by Course



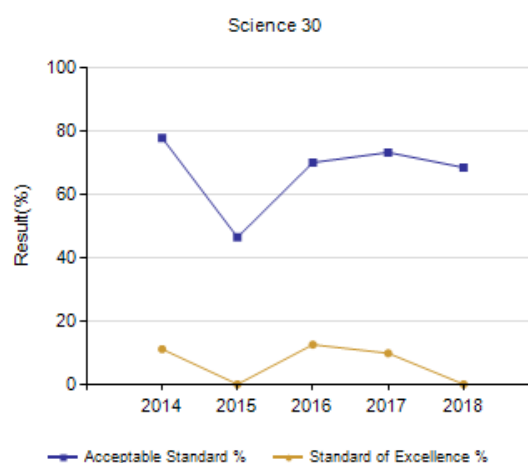
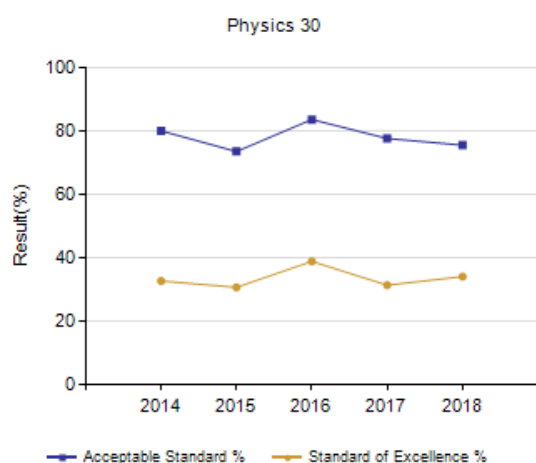
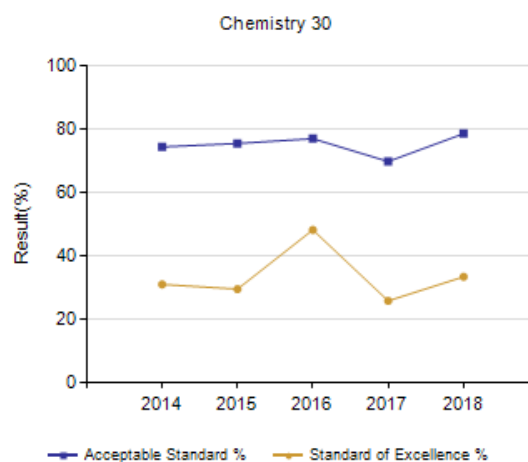
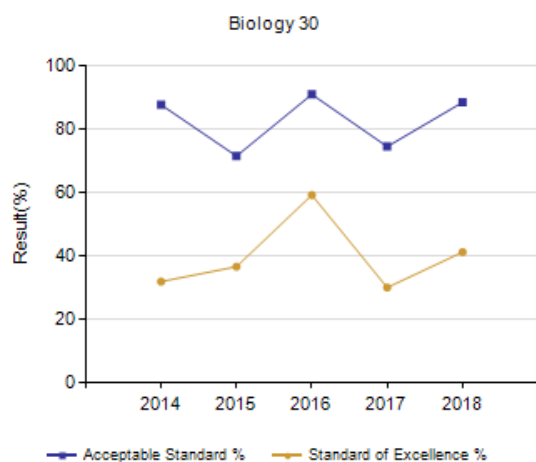
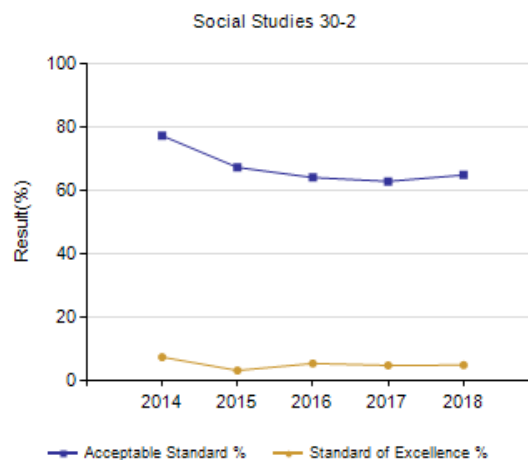
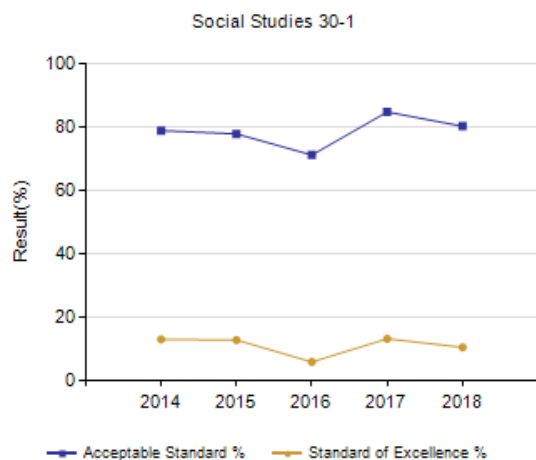
[No Data for Français 30]



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results by Course



Notes:

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

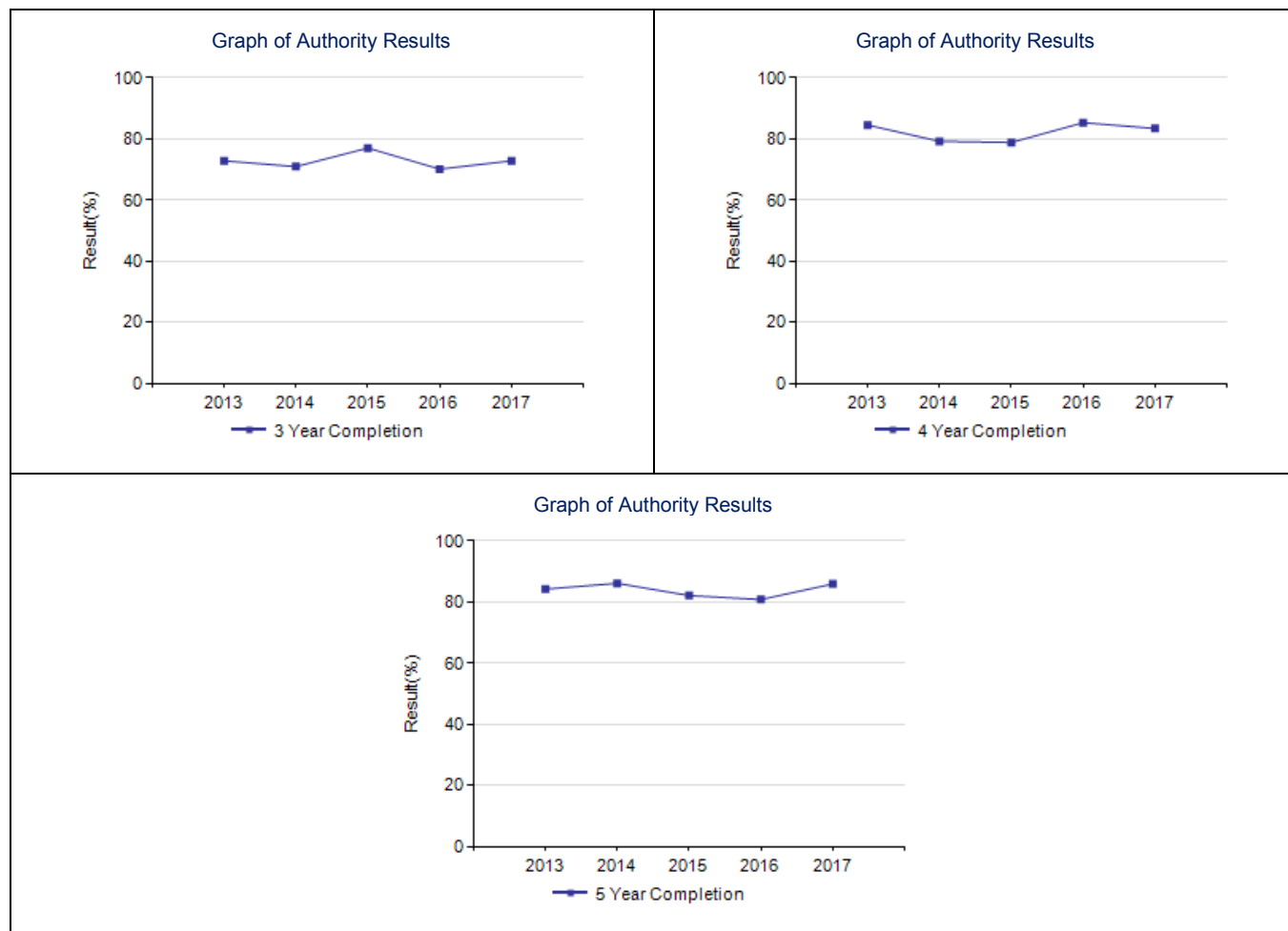
		Fort McMurray Public							Alberta			
Course	Measure	Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Improved	Good	203	86.2	163	80.6	30,393	87.5	29,349	86.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	203	9.9	163	6.9	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Very Low	Declined	Concern	127	78.7	184	83.4	16,184	88.0	16,632	89.1
	Standard of Excellence	Intermediate	Improved	Good	127	10.2	184	4.6	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	11	81.8	11	81.8	1,230	93.8	1,312	94.6
	Standard of Excellence	Low	Declined	Issue	11	0.0	11	9.1	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	131	64.1	122	65.6	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	131	28.2	122	30.6	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	58	53.4	76	53.3	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	58	6.9	76	4.0	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	Low	Maintained	Issue	192	80.2	148	81.3	21,793	86.2	21,941	86.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	192	10.4	148	12.9	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	145	64.8	205	65.0	20,391	78.8	19,847	81.0
	Standard of Excellence	Low	Maintained	Issue	145	4.8	205	3.9	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	High	Improved Significantly	Good	146	88.4	122	72.9	23,026	86.6	22,263	85.0
	Standard of Excellence	Very High	Improved	Excellent	146	41.1	122	33.2	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	Intermediate	Improved	Good	135	78.5	118	72.6	18,770	83.6	19,031	82.3
	Standard of Excellence	High	Maintained	Good	135	33.3	118	27.5	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	94	75.5	83	75.5	9,679	86.2	10,276	85.1
	Standard of Excellence	High	Maintained	Good	94	34.0	83	31.0	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	Low	Maintained	Issue	19	68.4	35	59.8	9,426	85.4	8,651	84.4
	Standard of Excellence	Low	Maintained	Issue	19	0.0	35	4.9	9,426	31.5	8,651	27.6

Notes:

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

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	72.8	70.9	77.0	70.1	72.8	75.3	76.5	76.5	78.0	78.0
4 Year Completion	84.5	79.2	78.8	85.3	83.4	79.6	79.9	81.0	81.2	82.6
5 Year Completion	84.2	86.1	82.1	80.8	85.9	81.5	82.0	82.1	83.2	83.4

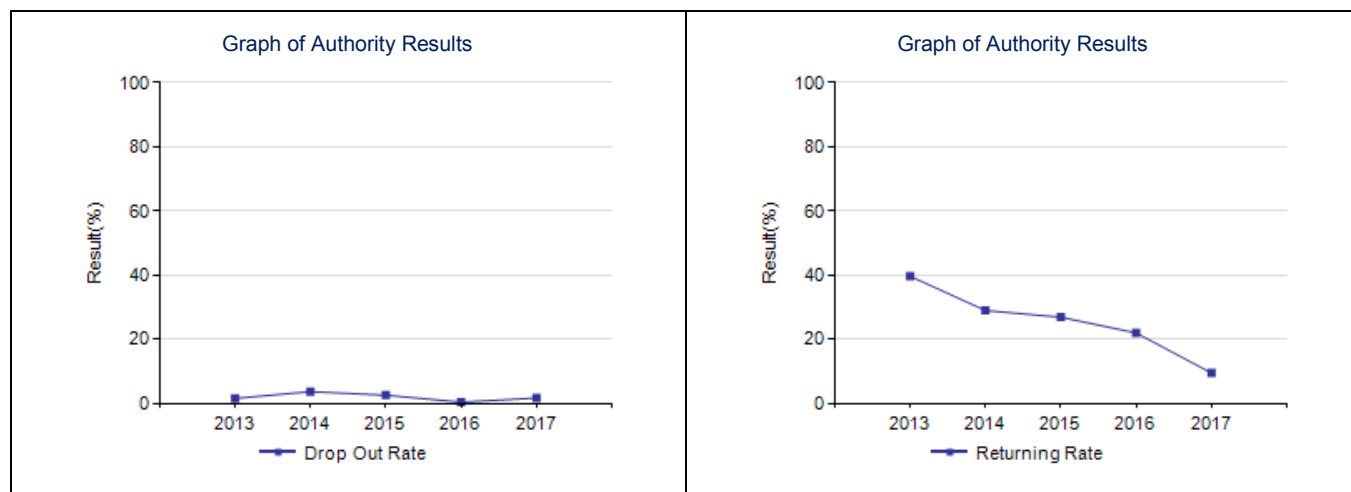


Notes:

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	1.5	3.6	2.5	0.3	1.6	3.3	3.5	3.2	3.0	2.3
Returning Rate	39.6	28.9	26.8	21.9	9.4	20.7	20.9	18.2	18.9	19.9

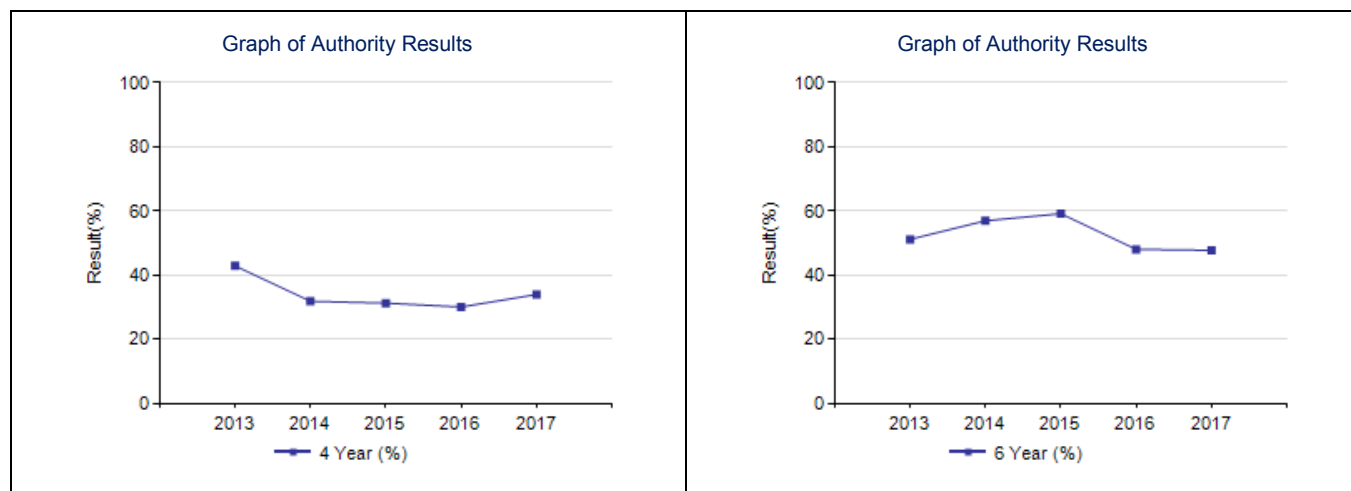


Notes:

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

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	42.8	31.8	31.2	30.0	33.9	39.7	38.3	37.0	37.0	39.3
6 Year Rate	51.1	56.9	59.1	48.0	47.7	59.0	59.7	59.4	57.9	58.7



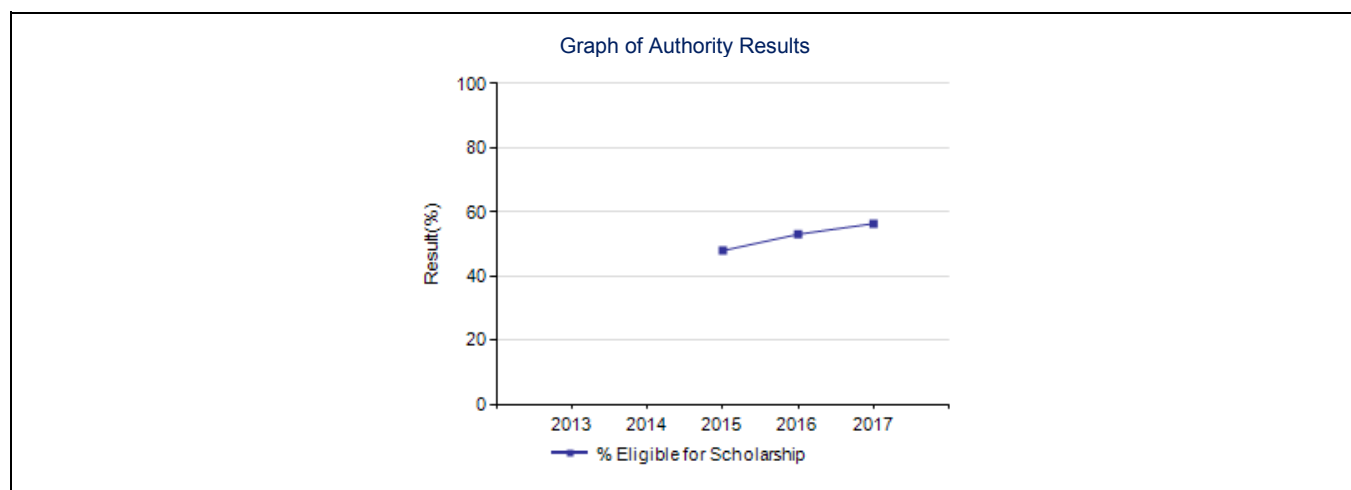
Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	47.9	53.0	56.3	n/a	n/a	60.8	62.3	63.4

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	489	207	42.3	178	36.4	100	20.4	234	47.9
2016	489	220	45.0	196	40.1	136	27.8	259	53.0
2017	465	233	50.1	190	40.9	96	20.6	262	56.3



Notes:

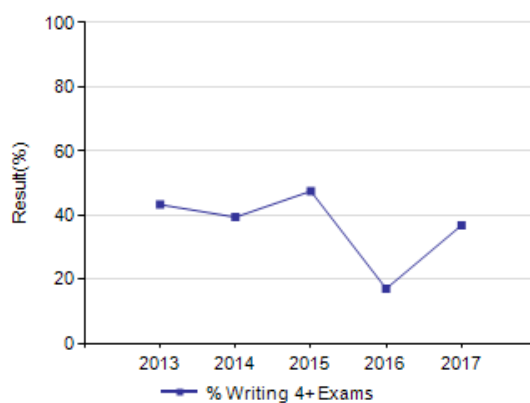
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	17.5	21.8	15.6	26.0	18.1	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	82.5	78.2	84.4	74.0	81.9	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	80.7	76.2	82.3	55.8	75.8	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	54.4	48.8	56.8	36.7	48.4	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	43.2	39.3	47.4	17.0	36.8	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	31.6	27.7	31.2	6.3	25.6	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	14.7	11.9	15.6	1.5	8.5	11.4	13.1	13.8	13.6	13.9

Graph of Authority Results



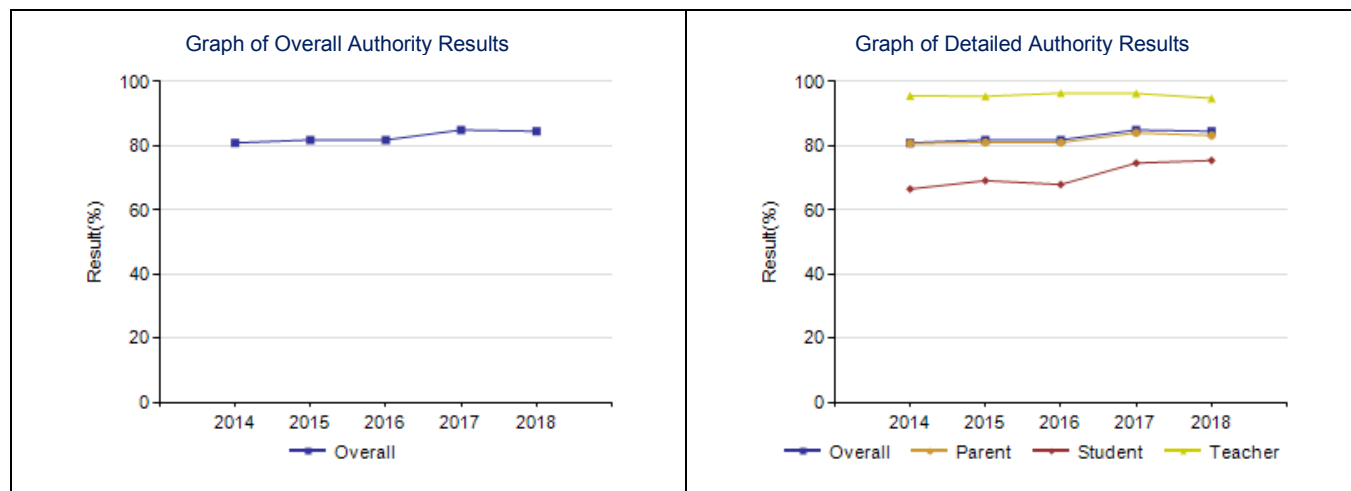
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	46.1	42.4	45.9	18.6	39.9	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	33.7	32.7	34.9	13.0	33.5	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	76.6	73.1	79.9	31.3	72.3	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	42.2	39.9	43.8	31.3	33.5	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	37.0	33.7	36.4	13.5	39.9	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	77.5	72.8	78.1	44.8	73.1	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	5.4	0.2	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	27.2	25.7	29.0	28.2	18.2	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	16.2	15.0	18.6	7.9	13.9	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	47.5	40.4	46.7	36.1	32.1	52.1	57.0	57.6	58.3	58.6
Biology 30	33.5	26.2	34.6	16.6	29.8	42.2	41.4	40.6	40.7	41.7
Chemistry 30	31.4	30.4	31.7	25.9	27.2	31.5	34.7	35.7	35.6	35.1
Physics 30	23.4	19.0	22.5	17.2	17.6	17.3	20.0	19.9	19.3	18.6
Science 30	2.1	3.2	5.3	6.5	10.7	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	46.4	40.6	49.7	40.8	44.5	57.3	59.4	59.8	60.5	61.2
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	1.9	2.2	3.6	2.3	1.2	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	1.9	2.2	3.6	2.3	1.2	3.0	2.9	3.0	3.1	3.3

Notes:

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.9	81.8	81.8	84.9	84.5	83.4	83.5	83.9	83.7	83.0
Teacher	95.6	95.4	96.4	96.3	94.8	93.8	94.2	94.5	94.0	93.4
Parent	80.7	81.0	81.0	84.0	83.2	81.9	82.1	82.9	82.7	81.7
Student	66.5	69.1	67.9	74.6	75.4	74.5	74.2	74.5	74.4	73.9



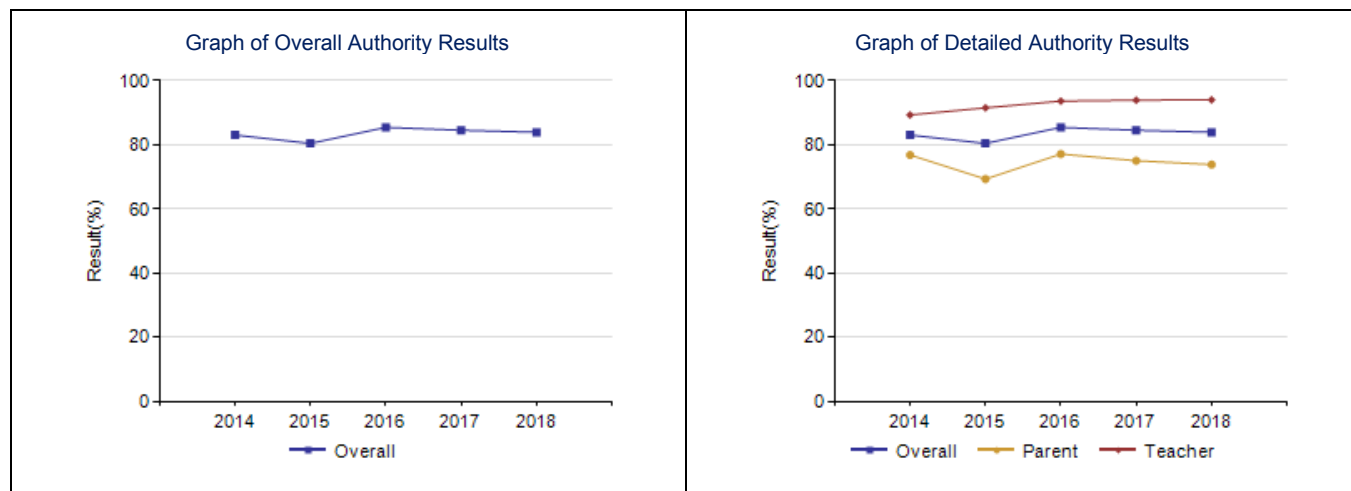
Notes:

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

Work Preparation – Measure Details

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.0	80.4	85.4	84.5	83.9	81.2	82.0	82.6	82.7	82.4
Teacher	89.3	91.5	93.6	93.9	94.0	89.3	89.7	90.5	90.4	90.3
Parent	76.8	69.3	77.1	75.0	73.8	73.1	74.2	74.8	75.1	74.6

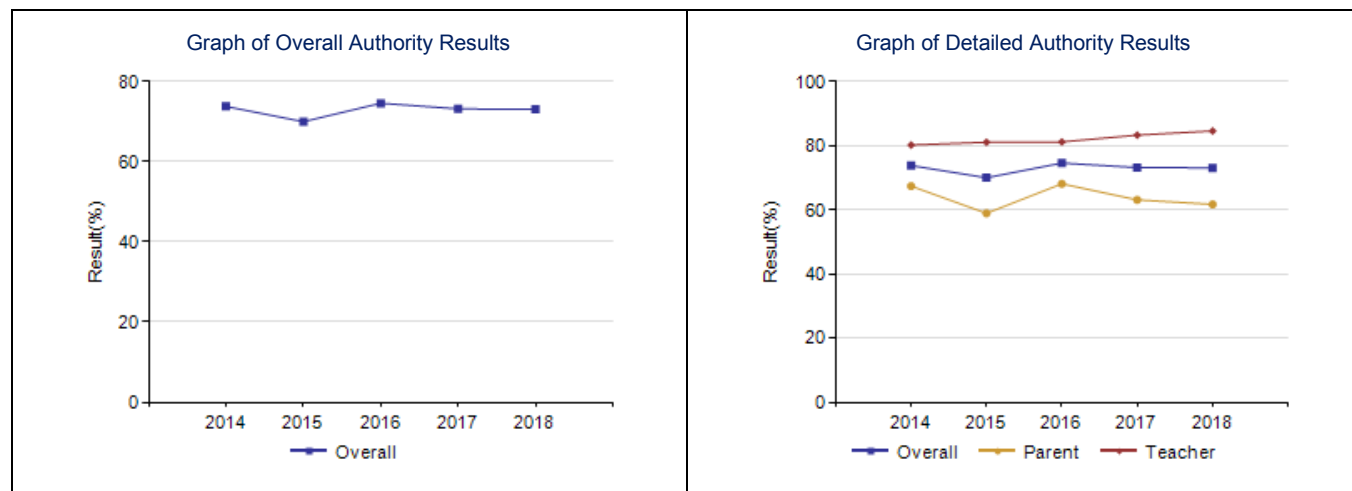


Notes:

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

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	73.8	70.0	74.6	73.2	73.1	69.5	70.0	70.7	71.0	70.9
Teacher	80.2	81.1	81.2	83.3	84.6	76.0	76.0	77.3	77.3	77.8
Parent	67.4	58.9	68.1	63.1	61.7	63.0	64.0	64.2	64.8	64.0



Notes:

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

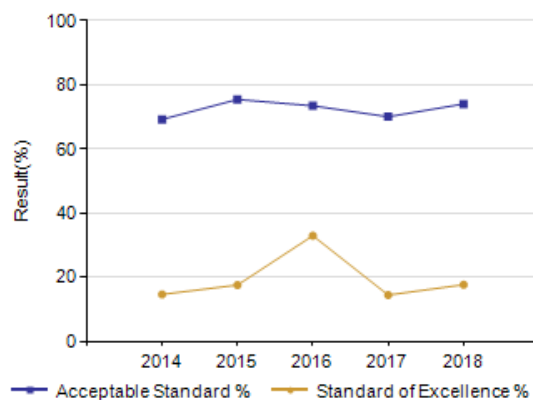
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	84.5	15.2	86.1	19.4	42.2	18.8	85.1	14.6	87.9	18.1	88	19
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	Authority	83.8	16.2	90.0	16.7	*	*	90.9	9.1	88.6	11.4	89	12
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	Authority	73.8	15.0	78.7	17.3	90.0	32.5	67.0	9.7	74.1	10.4	75	13
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	Authority	72.3	15.6	76.9	21.5	93.9	42.4	72.9	20.2	78.0	19.4	80	22
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	Authority	62.8	8.4	70.6	15.2	96.7	33.3	69.8	17.1	72.7	14.1	75	16
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	Authority	76.2	14.4	78.1	11.3	*	*	74.8	16.3	79.1	15.6	80	16
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	Authority	35.7	0.0	33.3	0.0	n/a	n/a	n/a	n/a	*	*		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	Authority	78.6	21.4	100.0	10.5	n/a	n/a	86.4	4.5	66.7	19.0	70	20
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	Authority	62.1	15.8	64.9	19.9	88.9	66.7	58.8	11.7	58.8	15.6	62	18
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	Authority	43.8	0.0	44.4	11.1	n/a	n/a	n/a	n/a	*	*		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	Authority	64.7	16.3	74.1	20.2	100.0	75.0	64.6	11.7	70.4	23.0	73	25
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	Authority	50.0	0.0	55.6	11.1	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	Authority	58.1	18.8	70.2	16.0	100.0	62.5	59.1	14.8	67.4	26.6	70	28
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	Authority	42.9	0.0	55.6	11.1	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

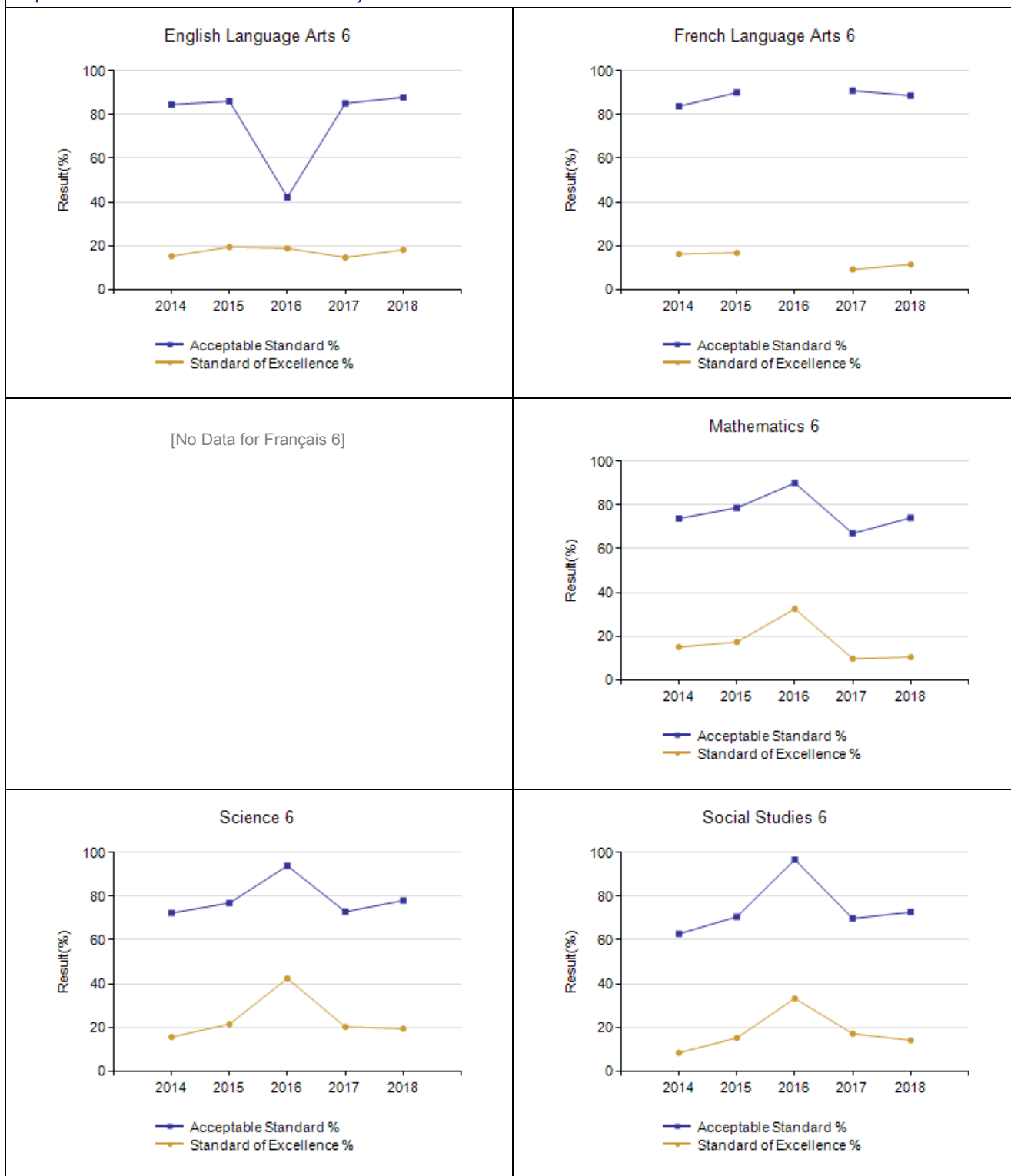
Graph of Overall Provincial Achievement Test Results



Notes:

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

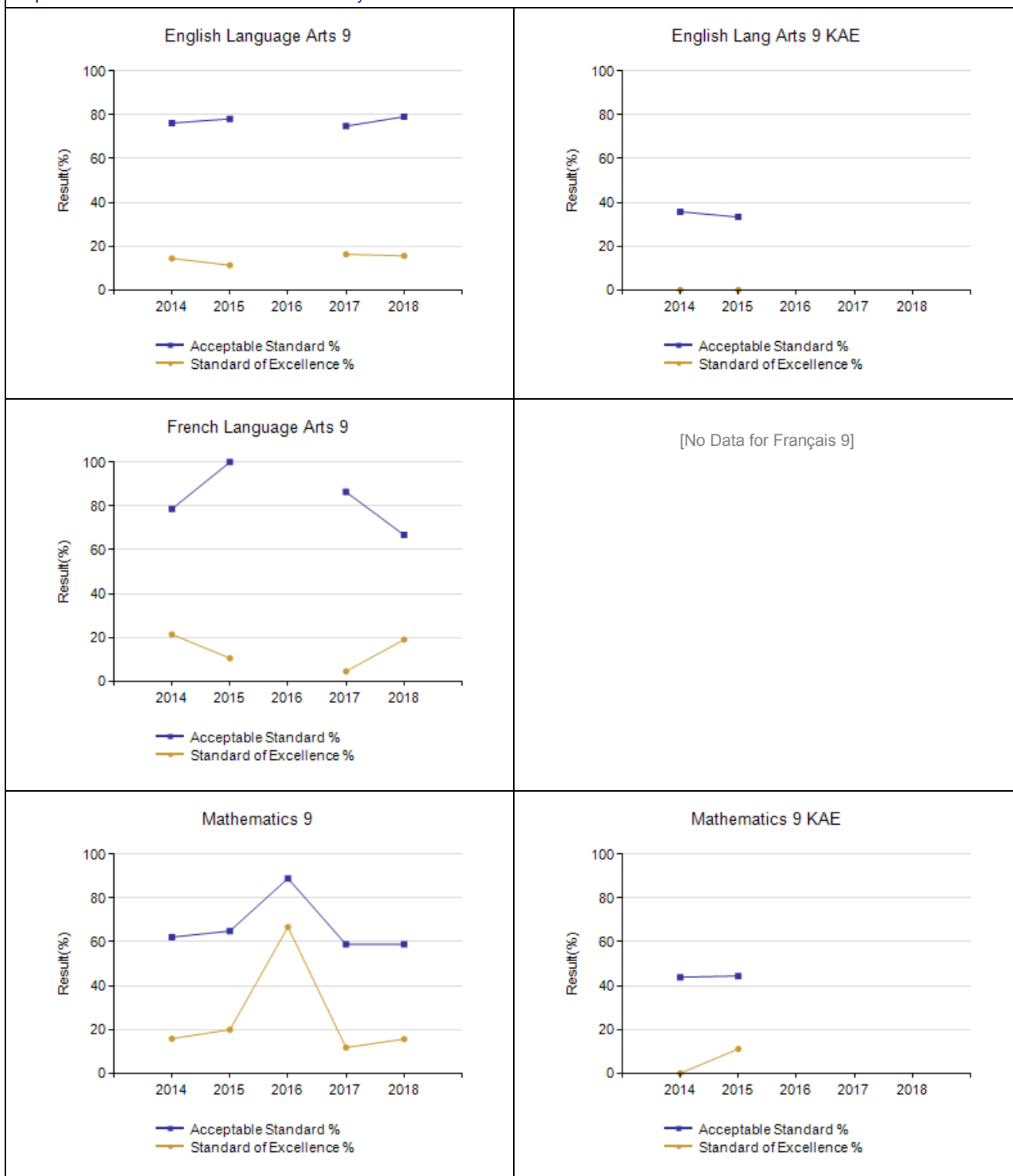
Graph of Provincial Achievement Test Results by Course



Notes:

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

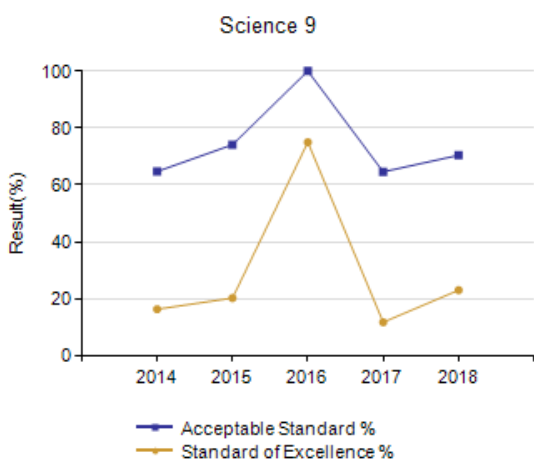
Graph of Provincial Achievement Test Results by Course



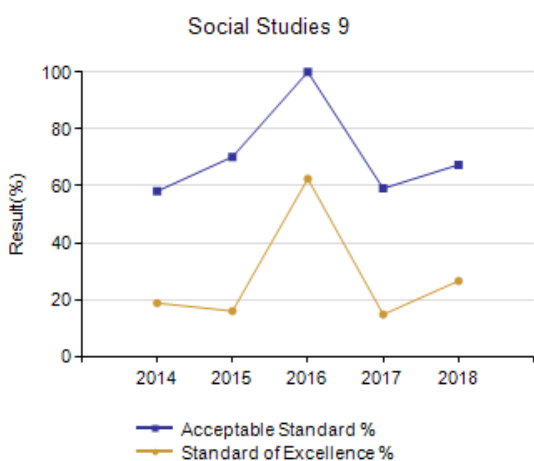
Notes:

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

Graph of Provincial Achievement Test Results by Course



[No Data for Science 9 KAE]



[No Data for Social Studies 9 KAE]

Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Fort McMurray Public							Alberta			
Course	Measure	Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	354	87.9	352	85.6	51,540	83.5	48,248	82.7
	Standard of Excellence	High	Maintained	Good	354	18.1	352	17.0	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	35	88.6	32	90.5	3,326	85.2	3,007	86.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	35	11.4	32	12.9	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	355	74.1	351	72.9	51,486	72.9	48,172	71.6
	Standard of Excellence	Low	Declined	Issue	355	10.4	351	13.5	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Low	Maintained	Issue	355	78.0	351	74.9	51,517	78.8	48,180	77.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	355	19.4	351	20.9	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	355	72.7	351	70.2	51,525	75.1	48,170	71.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	355	14.1	351	16.2	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	302	79.1	271	76.4	46,822	76.1	44,296	76.5
	Standard of Excellence	High	Maintained	Good	302	15.6	271	13.8	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	3	*	9	33.3	1,588	55.7	1,543	60.5
	Standard of Excellence	*	*	*	3	*	9	0.0	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	21	66.7	21	93.2	2,899	81.4	2,660	84.0
	Standard of Excellence	High	Improved	Good	21	19.0	21	7.5	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	301	58.8	270	61.8	46,603	59.2	43,851	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	301	15.6	270	15.8	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	*	*	*	3	*	9	44.4	2,049	57.4	1,983	59.9
	Standard of Excellence	*	*	*	3	*	9	11.1	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	304	70.4	270	69.4	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	304	23.0	270	15.9	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	55.6	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	11.1	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	304	67.4	270	64.7	46,840	66.7	44,267	65.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	304	26.6	270	15.4	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	55.6	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	11.1	1,501	14.2	1,493	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

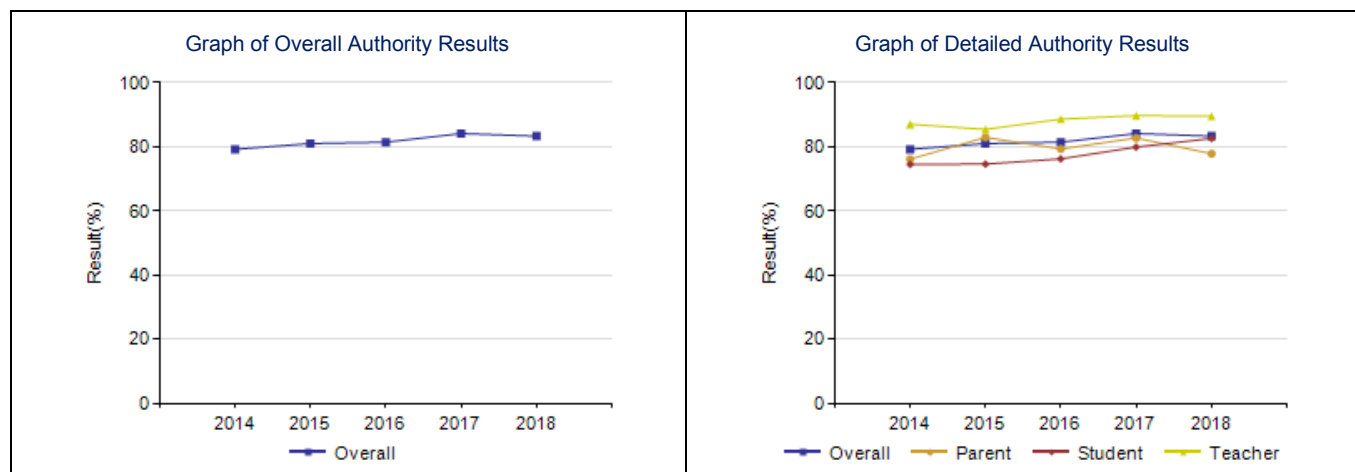
The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

Program of Studies – Measure Details

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.2	81.0	81.4	84.1	83.3	81.3	81.3	81.9	81.9	81.8
Teacher	87.0	85.4	88.6	89.7	89.5	87.5	87.2	88.1	88.0	88.4
Parent	76.1	82.9	79.3	82.7	77.8	79.9	79.9	80.1	80.1	79.9
Student	74.5	74.6	76.2	79.9	82.6	76.6	76.9	77.5	77.7	77.2



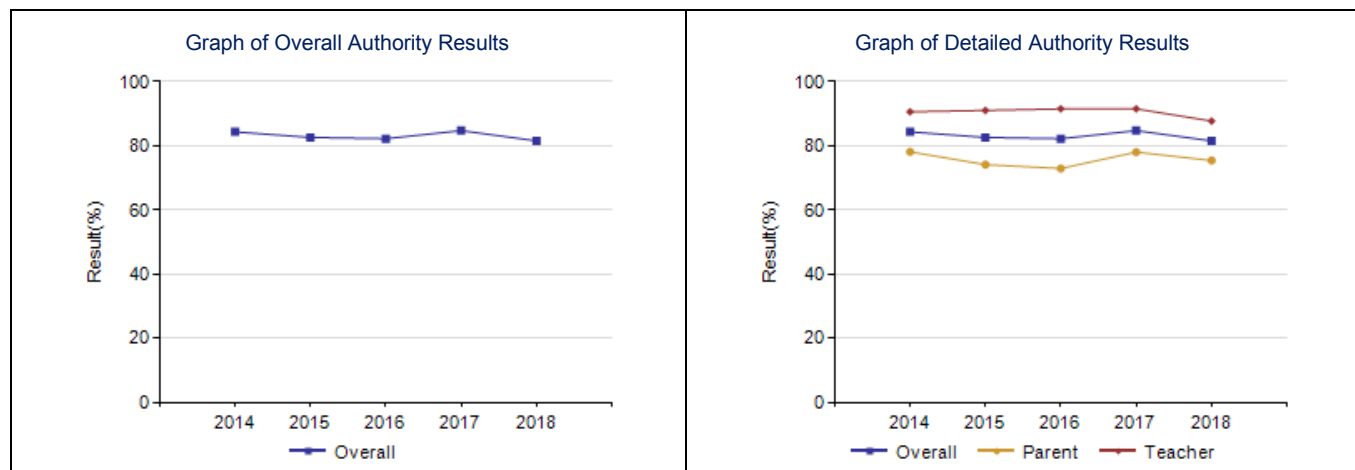
Notes:

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

Parental Involvement – Measure Details

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	84.3	82.6	82.2	84.7	81.5	80.6	80.7	80.9	81.2	81.2
Teacher	90.6	91.0	91.5	91.5	87.7	88.0	88.1	88.4	88.5	88.9
Parent	78.1	74.1	72.9	78.0	75.4	73.1	73.4	73.5	73.9	73.4

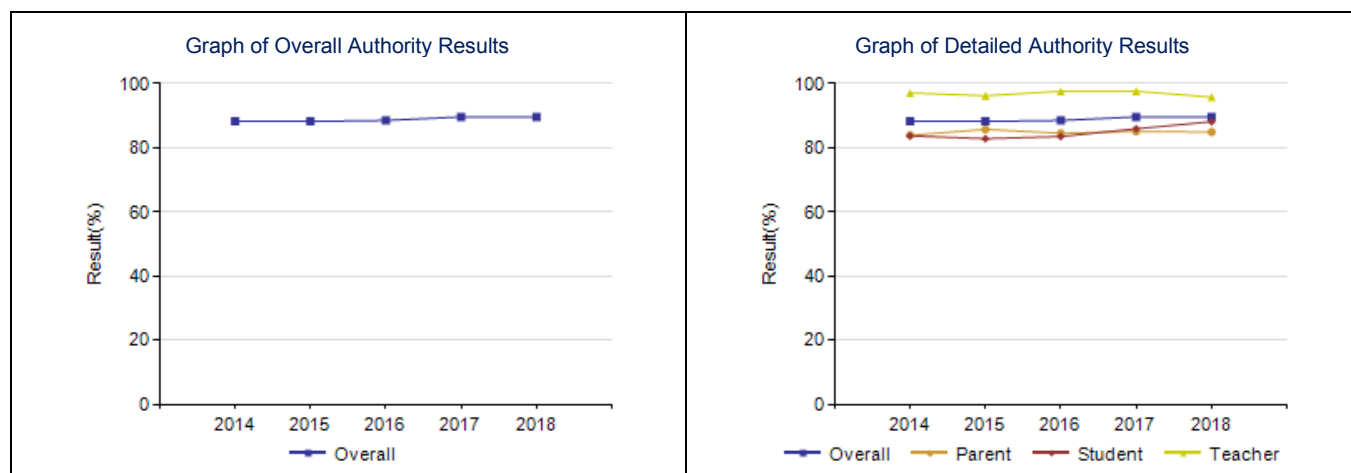


Notes:

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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.2	88.2	88.5	89.6	89.6	89.2	89.5	90.1	90.1	90.0
Teacher	97.1	96.2	97.6	97.6	95.8	95.5	95.9	96.0	95.9	95.8
Parent	83.9	85.7	84.5	85.1	84.9	84.7	85.4	86.1	86.4	86.0
Student	83.7	82.8	83.5	85.9	88.1	87.3	87.4	88.0	88.1	88.2

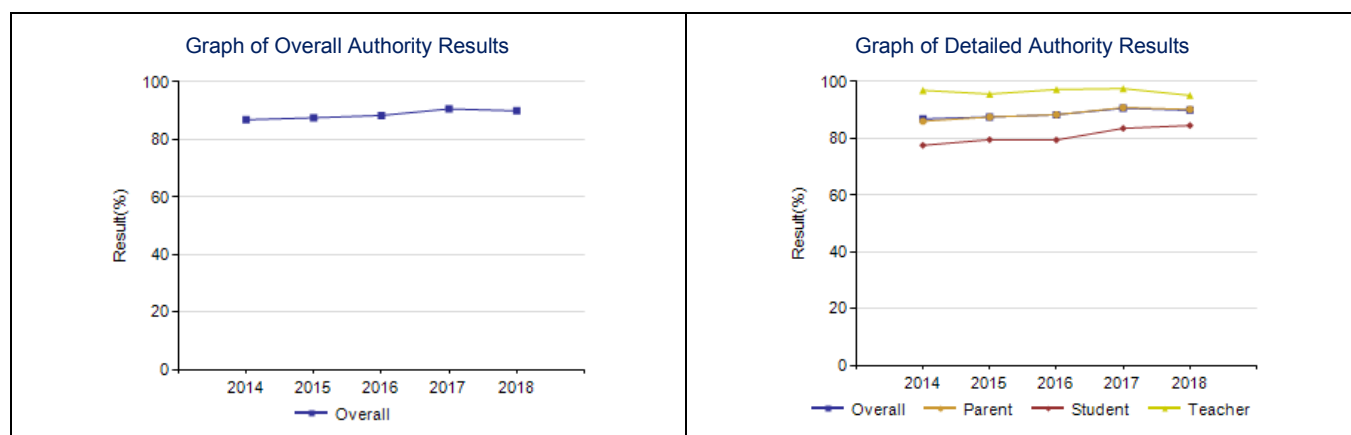


Notes:

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

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.8	87.5	88.3	90.6	89.9	89.1	89.2	89.5	89.5	89.0
Teacher	96.9	95.6	97.2	97.5	95.1	95.3	95.4	95.4	95.3	95.0
Parent	86.0	87.5	88.3	90.8	90.2	88.9	89.3	89.8	89.9	89.4
Student	77.5	79.5	79.4	83.5	84.5	83.1	83.0	83.4	83.3	82.5



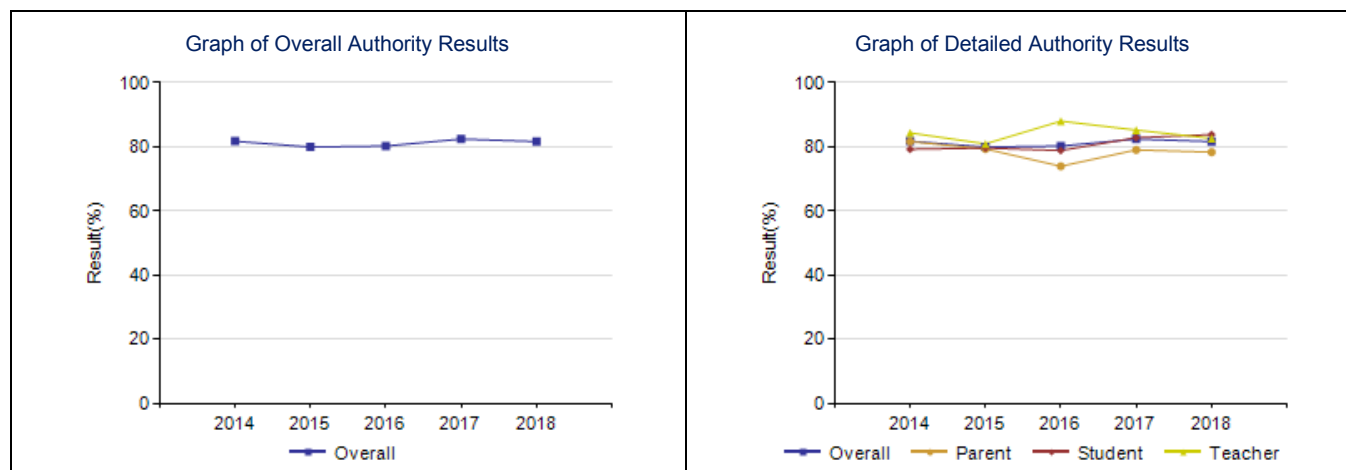
Notes:

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

School Improvement – Measure Details

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

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.7	79.9	80.2	82.4	81.6	79.8	79.6	81.2	81.4	80.3
Teacher	84.3	80.9	88.0	85.2	82.6	81.3	79.8	82.3	82.2	81.5
Parent	81.6	79.3	73.9	79.0	78.3	77.0	78.5	79.7	80.8	79.3
Student	79.2	79.6	78.8	82.8	83.8	81.2	80.7	81.5	81.1	80.2



Notes:

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

