



# Fort McMurray Christian School

*"Beacon Hill School is a positive learning environment providing students opportunities to engage in a variety of educational experiences."*

## Assurance Framework School Growth Plan Fall Results 2021-2022

Fort McMurray Christian School is in its 15th year as an alternative program within Fort McMurray Public School Division. Current student enrollment for the school is 226, ranging from ECDP (Early Childhood Development Program) to Grade 9. There are 185 students in elementary, and 41 students in junior high. Excluding a combined 8-9 class, all other grades are single classes.



Staffing at the school is comprised of: 13 ATA, 5 Educational Assistants, 1 Full-time Head Secretary, 1 Part-time Office Support/Librarian, 1 Part-time Christian Curriculum Coordinator funded by Fort McMurray Christian School Society, 1 Physical Education Teacher, 1 Learning Assistance Coordinator, and 1 School Counsellor are shared with our neighbours/building partners Timberlea Public School.

FMCS is in its fourth year at 107 Brett Drive, where we share a building with Timberlea Public School. A positive relationship is maintained between the two schools, who share certain staff (See above.) and partner to host functions such as the Remembrance Day Assembly, an annual Christmas Dinner when protocols allow (not able to partner in 20-21 due to COVID safety restrictions), and operate an Archery Club. The current site provides adequate space for our present programming and student population, and can accommodate future growth.

Since 2019-2020, Fort McMurray Christian School has been challenged by decreasing enrollment in junior high - although our elementary numbers remain steady. In 20-21 the school, in conjunction with FMCS Society, developed and executed a promotions campaign to increase awareness of the school and attract new families. An emphasis was placed on junior high programming, retention of grade six students, and the enrollment of new students. Our school and FMCS Society worked to further develop partnerships with churches in Fort McMurray, in order to grow the school.

Fort McMurray Christian School is characterized by exceptional academics. This is clearly demonstrated by our strong results in both Grade 6 and 9 Provincial Achievement Tests when administered - a testament to the proficiency of our teaching staff. For a number of years now, we have also maintained a tradition of athletic excellence - winning at least one city title each year, and three of four elementary and junior high volleyball titles in 2019. Our smaller size also allows us more flexibility in scheduling our junior high core and option courses - the streamlining and refinement of which is ongoing.

At Fort McMurray Christian School, we pride ourselves on functioning like a small family that wraps around the whole-child as part of a tripartite relationship - encompassing school, home, and church.

	<p>FORT MCMURRAY PUBLIC SCHOOL DIVISION DIVISION ASSURANCE FRAMEWORK <i>Doing What's Best for Kids</i></p>	
<p><b>OUR GOALS</b></p> <ol style="list-style-type: none"> <li>1. High-Quality Learning Opportunities for All</li> <li>2. Excellence in Student Learning Outcomes</li> <li>3. Supporting First Nations, Métis and Inuit Students</li> <li>4. Highly Responsive and Responsible Jurisdiction</li> </ol>	<p><b>ASSURANCE CYCLE</b></p> <ol style="list-style-type: none"> <li>1. Explore - Analyze and Interpret</li> <li>2. Develop - Identification of Problem, Strategy and Plan</li> <li>3. Take Action - Implement and Adjust</li> <li>4. Evaluate - Impact on Outcomes</li> </ol>	

## CURRENT STATE (EVIDENCE)

### STRENGTHS

Overall, Accountability Pillar results show that FMCS scored above provincial standards in Student Learning Engagement; Citizenship; Welcoming, Caring, Respectful and Safe Learning Environment, and Parental Involvement. FMCS was below in two areas: Education Quality and Access to Supports and Services.

### AREAS FOR GROWTH

**Numeracy:** Automaticity with math facts and patterns and relations; **Assessment:** Cross-grade assessment collaboration; **Christian Education:** Increased awareness, understanding and engagement; **Indigenous Education:** Focusing on acknowledgement, understanding and educating staff and students on our part in truth and reconciliation.

## LOCAL CONTEXT

FMCS is in its 15th year as an alternative program with FMPSD and shares a school site with Timberlea Public. FMCS's mission is infusing the core practices of Christian education into the Alberta provincial curriculum. PEAK Volleyball is offered for students in grades 4-9. Junior High enrolment and the retention of students from grade 6 into grade seven and onward is a continuous growth area for FMCS.

## STRATEGIES FOR MOVING FORWARD

### PROFESSIONAL LEARNING FRIDAYS

[2021-2022 PLF Planning Cycle](#) with links

**PHYSICAL RESOURCES** - How have you used resources to support your area of strength and growth?  
*MIPI in-depth analysis, teacher-created & standardized assessments (summative and formative)*

**HUMAN RESOURCES** - Staffing choices should reflect area of strength and area of growth. Provide an example  
*Division Math Coordinator, Teaching for Transformation Coordinator, LAC, Admin Team, EA Inclusive Support, Classroom Teachers, time during each PLF and staff meetings for areas of growth collaboration and learning*

**BUDGET** - You may have purchased technology? Staff development? Manipulatives to support your growth area  
*Math games and manipulatives, Empowering Writers Program, Indigenous focused resources and materials, Me*

## INDICATORS OF SUCCESS

### SHORT TERM

- All teachers will bring forward evidence of student growth
- Completion of targeted assessments
- Collaborative meetings followed by implementation
- Parent engagement, sharing and feedback

### MOVING TO - DESIRED STATE

- Student demonstrate knowledge and understanding of learning goals and expectations
- Teacher collaboration on assessments and expectations embedded and ongoing in PLFs, Assessment practices and tools aligned across grade groups
- Increased community engagement and understanding of Christian education and FMCS core practices

## **Fort McMurray Christian School Goals/Results Narrative**

In Spring 2021, Fort McMurray Christian School staff reviewed literacy, numeracy, report card, assessment and Teaching for Transformation (Christian Education Curriculum) data. Review and analysis of the data guided the development of the goals for 21-22. After submitting our goals and reviewing with stakeholders, staff initiated an Indigenous Education goal.

Through data analysis, we learned that student numeracy needs were priority along with alignment of assessment practices. FMCS staff had previously implemented literacy strategies and student growth was evident. We noted that our Teaching for Transformation curriculum was thoroughly embedded with staff and students but our parents and other stakeholders were not as knowledgeable and an increased awareness, engagement and understanding was needed.

During the 20-21 PLF cycle we focused our professional learning time in a number of areas. Collaborative Response including establishing an understanding of the framework, development of meeting norms and templates and engaging in regular collaborative meetings was a big priority at FMCS. We also focused on a deeper understanding and implementation of our Teaching for Transformation program, ongoing data analysis to inform our classroom practice, and how we would implement Zones of Regulation from a Christian perspective. Later in the year we focused on gaining an understanding of the new Assurance Model and shifting our mindset to align with the new practice.

20-21 English Language Learners and First Nations Metis Inuit student results are given specific attention for areas where support is needed. FMCS has a full-time inclusive EA who works with students identified as needing extra support and/or interventions in numeracy and literacy. Additionally, our Principal and Learning Assistance Teacher monitors progress, and assists with planning and resources needed.

As outlined on pages 5-7 of this document, the school goals at FMCS in 21-22 are numeracy, assessment practices and Christian Education. In June 2021, as a result of staff discussions and feedback from parents following Indigenous Week, it was decided to add a fourth goal focusing on staff acknowledgement, understanding and education through a Christian Lens their part in Truth and Reconciliation.

In addition, we collected literacy and numeracy data through Alberta's assessment tools in Fall 2021. Using the data collected we will implement supports and strategies as part of an intervention program implemented by the province.



# Fort McMurray Christian School

## Assurance Measure Results Summary

Doing What's Best for Kids



### OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



**226 STUDENTS**

19% English Language Learners  
21% Early Childhood Learners  
8.8% First Nations, Métis, Inuit  
0.4% Severe Disabilities



**20 STAFF**

13 ATA Employees  
7 CUPE Employees



**PARENTS**

**81.7%** of parents are satisfied in their involvement in decisions about their student's education

#### RESPONDENTS

96 Students 14 Staff 24 Parents

#### STAKEHOLDER FEEDBACK

90.4% of stakeholders are satisfied with the preparation for lifelong learning

91.5% of stakeholders are satisfied that students model characteristics of active citizenship

88.9% of stakeholders are satisfied with the overall quality of basic education

#### IMPROVEMENT AREAS

- ⬆ Student Engagement
- ⬆ Parental Involvement
- ⬆ Student Learning Opportunities
- ⬆ Program Access

#### PROGRAM PRIORITIES

- ✓ Improve numeracy outcomes using Mathletics, Mathseeds, and small group interventions
- ✓ Improve cross grade understanding and alignment of assessment, assessment practices and reporting
- ✓ Improve parent awareness, understanding and engagement with our Throughlines (Christian character education programming)

#### 2020-2021 SCHOOL REPORT CARD

Below are the results of the 2020-2021 Alberta Education Assurance Measure completed by our school's parents, students, and staff.

#### STUDENT LEARNING AND ENGAGEMENT

2020-2021 School Result - 89.7%  
2019-2020 School Result - No Data  
2020-2021 Provincial Result - 85.6%

#### CITIZENSHIP

2020-2021 School Result - 91.5%  
2019-2020 School Result - 91.6%  
2020-2021 Provincial Result - 83.2%

#### 3 YEAR HIGH SCHOOL COMPLETION

2019-2020 School Result - NA%  
2018-2019 School Result - NA%  
2019-2020 Provincial Result - NA%

#### 5 YEAR HIGH SCHOOL COMPLETION

2019-2020 School Result - NA%  
2018-2019 School Result - NA%  
2019-2020 Provincial Result - NA%

#### EDUCATION QUALITY

2020-2021 School Result - 88.9%  
2019-2020 School Result - No Data  
2020-2021 Provincial Result - 89.6%

#### WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS


2020-2021 School Result - 90.2%  
2019-2020 School Result - No Data  
2020-2021 Provincial Result - 87.8%

#### PARENTAL INVOLVEMENT

2020-2021 School Result - 88.7%  
2019-2020 School Result - 94.4%  
2020-2021 Provincial Result - 79.5%

**GROWTH AREA: NUMERACY** – Fort McMurray Christian School uses MIPI as a benchmark tool for numeracy. However, the results are not consistently used to inform instruction; this is an area of growth for staff. An analysis of current MIPI data indicates that automaticity with math facts and patterns and relations are areas of growth for our students.


**ACTION FOR IMPROVEMENT: NUMERACY** - IF time and resources including professional development from the FMPD Numeracy Coordinator were made available for staff to engage in a Collaborative Response Model where they would engage in evidence-based collaboration and IF analysis of MIPI results along with classroom assessments would be used to guide conversations around student progress and the implementation of targeted support in classrooms (CRM Tier 1 and 2) and in small groups (CRM Tier 3), and with school leadership actively involved with instructional practice and data analysis, THEN we would expect to see growth in instructional capacity as well as student growth in math facts automaticity and patterns and relations.



Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October)  <i>Evidence of Improvement</i>	Moving To... (June)  <i>Desired State "Audacious" 1-year goal</i>
<p>Well...</p> <p>A focus has not been placed on the automaticity of math facts.</p> <p>An emphasis has not been placed on targeted recall instruction and assessment as connected to math facts, and an understanding of mathematical patterns and their relationships.</p>	<p>MIPI Results</p> <p>Teacher observations and reporting</p> <p>Student results on classroom assessments</p> <p>Previous CAT-4 and PAT results</p>	<p>MIPI results 2-9 - 31% of students had difficulty with addition and 45% had difficulty with subtraction.</p> <p>In grades 4-9, 35% had difficulty with multiplication and 31% had difficulty with division.</p> <p>Classroom assessments and teacher observations support the MIPI results.</p>	<p>Explicit instruction and practice of math facts recall, and the connection to math patterns and their relationships, is an area that has had less focus in the classroom.</p> <p>The identified growth area has not been an area of focus during collaborative time</p>	<p>During CRM teachers will collaboratively develop and initiate strategies in their classrooms.</p> <p>Assessments and teacher observations of student progress will be discussed at Collaborative Response Meetings.</p> <p>MIPI will be administered in Fall and Spring.</p>	<p>All classes will have initiated automaticity/patterns and relations practice using one strategy/method.</p> <p>All teachers will bring forward evidence of student growth.</p> <p>All teachers (2-9) will have completed the MIPI Fall assessment.</p> <p>Students will know where they are and where they need to improve.</p>	<p>All classes will have initiated automaticity/patterns and relations practice using a variety of strategies/methods.</p> <p>All teachers will bring forward evidence of student growth using a variety of assessment tools.</p> <p>All teachers (1-9) will have completed the MIPI Spring assessment.</p> <p>Students will know where they are and where they need to improve.</p>

**GROWTH AREA: ASSESSMENT** – Assessment practices at Fort McMurray Christian School are inconsistent. Growth is needed in cross-grade collaboration to align formative and summative assessment practices and the implementation of comprehensive assessment practices in order to inform students and communicate student growth and areas of need.

**ACTION FOR IMPROVEMENT: ASSESSMENT** – IF time and resources were made available for staff to engage in a Collaborative Response Model where they bring forward current assessment practices and collaborate on comprehensive assessments and IF staff engaged in cross-grade collaboration to align assessment tools and practices, and Admin and LAC were actively engaged in exploring and building teacher knowledge and assessment capacity, THEN student transition and reporting would be connected, more consistent and authentic, and a clearer picture of student growth and areas of need based on evidence gathered would emerge.




Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
<p>Inconsistencies in assessment practices resulting in inconsistent reporting of student growth from year to year</p> <p>Opportunities for cross-grade collaboration, specifically to connect assessments, is not a priority.</p>	<p>Teacher observations and feedback</p> <p>Conversations with teachers</p> <p>Data on benchmarks and report cards is inconsistent from year to year.</p> <p>Currently, classroom assessments are not connected between grades.</p>	<p>Students are not consistently aware of learning expectations, or what high quality work looks like from year to year.</p> <p>Staff are not consistently aware of student learning levels and student learning needs from year to year.</p>	<p>Staff are not consistently aware of assessment practices (cross-grade)</p> <p>Staff are unfamiliar with the learning expectations between grades.</p> <p>Staff are disengaged with collaboration related to assessment practices.</p>	<p>Teachers will meet in cross-grade groups to discuss learning expectations and assessment practices</p> <p>Teachers will collaborate to develop assessment strategies and tools to embed in their classrooms.</p> <p>Staff will align with Division practices (uniformity)</p>	<p>All teachers will have met and implemented one assessment strategy/tool as a grade group.</p> <p>Teachers will have met in cross-grade groups to collaboratively mark, discuss and provide evidence of teacher growth in analyzing, interpreting and practice of assessment tools.</p> <p>All teachers will have reviewed and discussed Division assessment practices and how to move forward with implementation and expectations.</p>	<p>Teachers and students will be able to demonstrate knowledge of expectations between grades.</p> <p>Teacher collaboration on assessments and expectations will be embedded and ongoing in PLFs with evidence of student learning and growth towards the learning targets</p>



**GROWTH AREA: CHRISTIAN EDUCATION** – Fort McMurray Christian School has a Teaching for Transformation Coordinator who has time allocated for professional development with staff in bringing to life the core practices of Christian education. In our classrooms and hallways, our practices are evident and very much alive; however, our area of growth lies in sharing these practices with our larger community.


**ACTION FOR IMPROVEMENT: CHRISTIAN EDUCATION** - IF time and resources were made available for staff to engage in collaboration where they develop material to be shared with students and families illustrating these fundamental practices, THEN we would expect an increased awareness, understanding, and engagement from families in recognizing and applying these core practices and their relationship to creating a Biblical worldview.



Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October)  <i>Evidence of Improvement</i>	Moving To... (June)  <i>Desired State "Audacious" 1-year goal</i>
<i>Current State</i>						
We have PLF time devoted to Tft and staff are committed to intentional teaching of these core practices in their classrooms. However, as a staff we have not purposefully engaged the community in understanding the roles that we play in God's Kingdom, and the connection to these core practices.	<p>Questions from families on what Christian education is</p> <p>Feedback from families on materials and resources</p> <p>Feedback from teachers and students</p> <p><b>**Google form for teachers and students</b></p>	Classroom discussions and observations demonstrate that the core practices are evident at the staff and student level. However, family understanding and engagement with these core practices is not as apparent. For the work we do to be transformational, strengthening the link between school and home is critical.	For the past three years, staff have focused on each of the core practices, and building capacity within the school setting. We are now ready to strengthen the link between school and home, as related to the enhancement of Christian education.	<p>PLF time to develop grade group (3 times/year) material to support and engage families.</p> <p>Opportunities will be made available for families to share what these core practices look like in their homes.</p> <p>As a community we will recognize teacher, student and family growth.</p>	<p>A plan will be developed for monthly Throughlines within the school.</p> <p>Teachers will have selected a core practice that will be developed and shared with families each term.</p> <p>Parent engagement, sharing and feedback will provide evidence of growth in community understanding of our FMCS core practices.</p>	Community engagement and understanding has improved through discussions, sharing family stories, and increased interactions with the school both from current families as well as the broader community.

**GROWTH AREA: INDIGENOUS EDUCATION** – Fort McMurray Christian School has identified Indigenous Education as an area of growth in alignment with our Biblical values and beliefs, Alberta’s Teaching Quality Standards and Alberta Curriculum.

**ACTION FOR IMPROVEMENT: CHRISTIAN EDUCATION** - IF time and resources were made available for staff to engage in collaboration where they developed a deeper awareness, acknowledgement, understanding in order to educate themselves and students on our part in Truth and Reconciliation.



Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October)  <i>Evidence of Improvement</i>	Moving To... (June)  <i>Desired State “Audacious” 1-year goal</i>
Indigenous Education is happening in pockets. However, as a staff we have not purposefully engaged a deeper understanding and awareness of Indigenous cultures through a Christian lens and our part in the Calls to Action.	Our evidence is based on feedback from families during Indigenous Week 2021, whole staff conversations and feedback, and indepth conversations with other schools and Division personnel.	Discussions and observations demonstrate that Indigenous Education is happening in pockets and on a surface level. Acknowledgement, understanding and education with a Christian lens is not as apparent. For the work to be authentic and have an impact, we need to deepen our acknowledgement, understanding and educate ourselves so we can do the same with our students.	Indigenous Education is happening but not at the level required by the TQS and is focused more learning of the culture. We are now ready to build capacity within the school setting as it relates to acknowledgment, understanding and education ourselves through a Christian lens and our part in Truth and Reconciliation.	PLF time to engage in professional learning and vetting resources facilitated by Tft Coordinator.  Opportunities will be made available for staff to share their learning and implementation.	A plan will be developed for to make the best use of PLF time to impact teacher learning and growth  Teacher feedback, engagement and sharing will provide evidence of growth and implementation in classrooms	Staff sharing their learning as related to a greater understanding, acknowledgement and a deeper learning of our part in Truth and Reconciliation through a Christian lens.



## Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Fort McMurray Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	91.5	91.6	87.0	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	92.4	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	31.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.9	93.3	90.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.7	94.4	82.4	79.5	81.8	81.4	n/a	n/a	n/a

### Notes:

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

## Measure Evaluation Reference (Required AEAMs)

### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

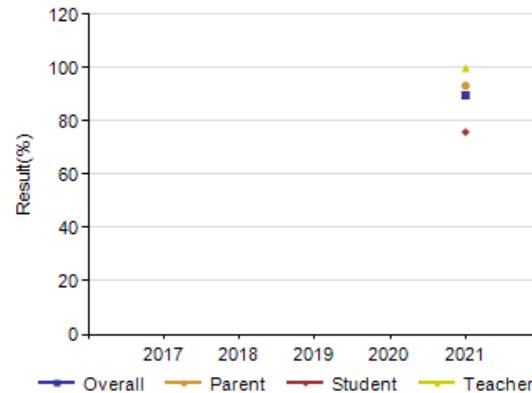
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

### Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	89.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,575	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	93.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	334	92.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97	75.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,927	72.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	314	97.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0		

Graph of School Results



Notes:

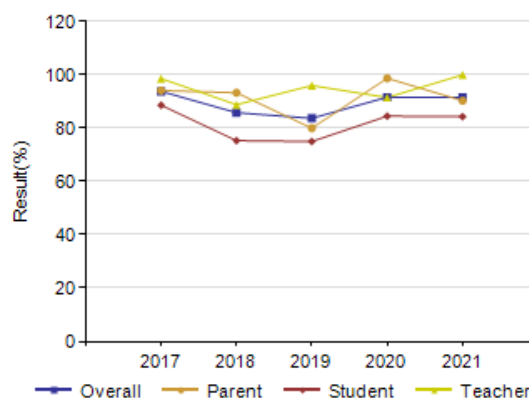
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
3. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	127	93.8	134	85.8	145	83.7	141	91.6	136	91.5	n/a	n/a	n/a	2,995	84.9	2,848	84.5	3,337	86.3	2,670	87.5	2,577	86.8	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	35	94.1	24	93.3	23	80.0	31	98.7	25	90.3	n/a	n/a	n/a	280	84.0	243	83.2	310	86.5	309	89.3	335	84.0	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	78	88.6	94	75.3	107	75.0	98	84.5	97	84.3	n/a	n/a	n/a	2,446	74.6	2,353	75.4	2,759	76.3	2,067	77.9	1,928	80.1	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	14	98.6	16	88.8	15	96.0	12	91.5	14	100.0	n/a	n/a	n/a	269	96.3	252	94.8	268	96.1	294	95.4	314	96.1	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Graph of School Results



### Notes:

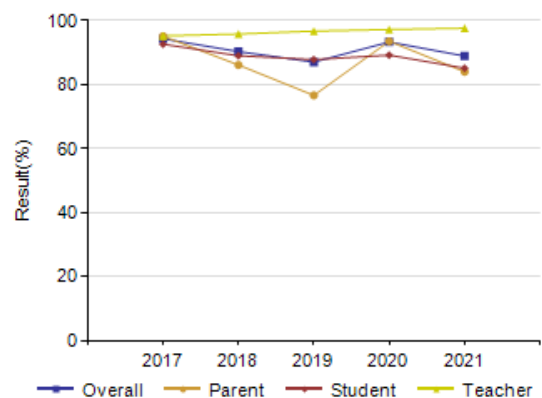
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
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. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

## Education Quality – Measure Details

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

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	127	94.3	134	90.3	145	87.0	141	93.3	136	88.9	n/a	n/a	n/a	3,004	89.6	2,852	89.6	3,343	90.8	2,678	92.3	2,572	91.0	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	35	95.1	24	86.1	23	76.6	31	93.5	25	84.0	n/a	n/a	n/a	280	85.1	243	84.9	310	86.7	309	90.2	335	87.7	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	78	92.6	94	89.0	107	87.8	98	89.2	97	85.1	n/a	n/a	n/a	2,454	85.9	2,357	88.1	2,764	88.9	2,075	89.4	1,923	88.2	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	14	95.2	16	95.8	15	96.7	12	97.2	14	97.6	n/a	n/a	n/a	270	97.6	252	95.8	269	96.8	294	97.2	314	97.1	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of School Results



Notes:

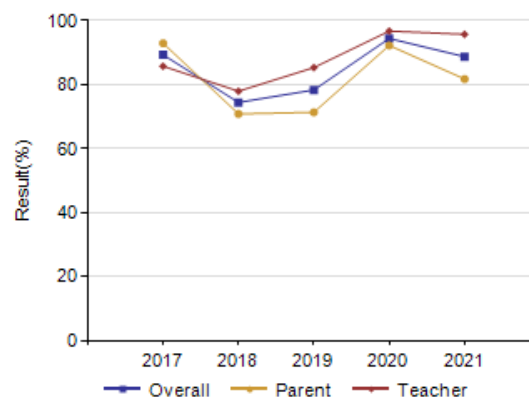
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

	School											Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		2017				2018		2019		2020		2021		2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	49	89.3	40	74.4	38	78.3	43	94.4	39	88.7	n/a	n/a	n/a	545	84.7	489	81.5	573	86.6	601	88.6	648	82.7	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	
Parent	35	92.9	24	70.8	23	71.3	31	92.2	25	81.7	n/a	n/a	n/a	277	78.0	237	75.4	305	79.3	307	84.2	334	74.0	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	
Teacher	14	85.7	16	77.9	15	85.3	12	96.7	14	95.7	n/a	n/a	n/a	268	91.5	252	87.7	268	94.0	294	93.0	314	91.4	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	

Graph of School Results



Notes:

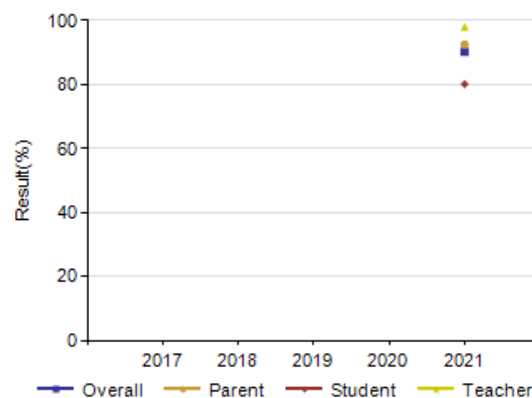
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,579	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	92.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	335	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97	80.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,930	83.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	98.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	314	97.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3		

Graph of School Results



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

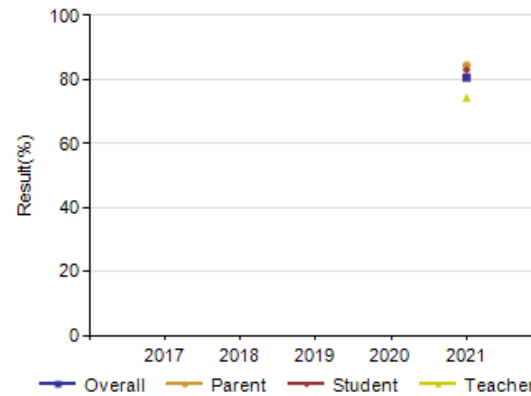


## Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School													Authority										Province									
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	80.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,576	85.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	84.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	335	82.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97	83.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,927	85.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	74.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	314	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	

Graph of School Results



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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

## Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Fort McMurray Christian School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Program of Studies	75.6	81.8	79.3	81.9	82.4	82.1	n/a	n/a	n/a
Safe and Caring	90.5	94.3	91.0	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	80.5	90.2	81.3	81.4	81.5	81.0	n/a	n/a	n/a
Work Preparation	92.1	96.4	89.9	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

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

### Measure Evaluation Reference (Supplemental AEAMs)

#### Achievement Evaluation

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

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

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

Notes:

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

#### Improvement Table

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

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

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

#### Overall Evaluation Table

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

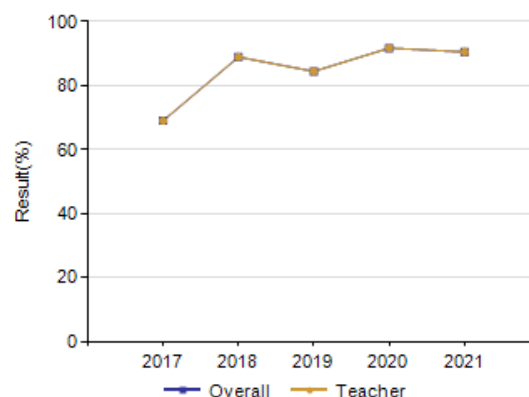
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	14	69.0	15	88.9	15	84.4	12	91.7	14	90.5	n/a	n/a	n/a	269	86.2	250	82.9	268	81.8	294	88.9	310	89.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	14	69.0	15	88.9	15	84.4	12	91.7	14	90.5	n/a	n/a	n/a	269	86.2	250	82.9	268	81.8	294	88.9	310	89.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

Graph of School Results



Notes:

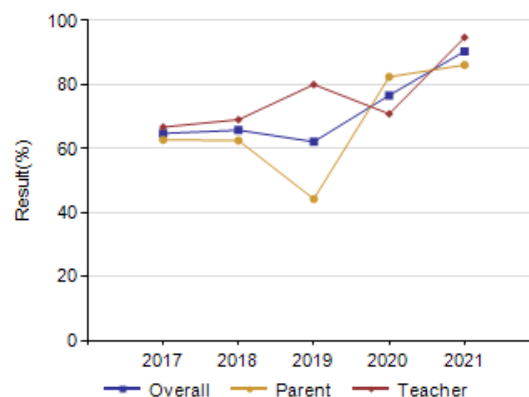
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Lifelong Learning – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	47	64.7	36	65.7	38	62.1	40	76.6	38	90.4	n/a	n/a	n/a	533	73.2	475	73.1	566	75.2	590	79.0	626	86.6	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	33	62.7	21	62.5	23	44.2	28	82.4	24	86.1	n/a	n/a	n/a	267	63.1	225	61.7	298	65.3	297	71.9	318	79.1	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	14	66.7	15	69.0	15	80.0	12	70.8	14	94.7	n/a	n/a	n/a	266	83.3	250	84.6	268	85.0	293	86.2	308	94.2	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Graph of School Results



Notes:

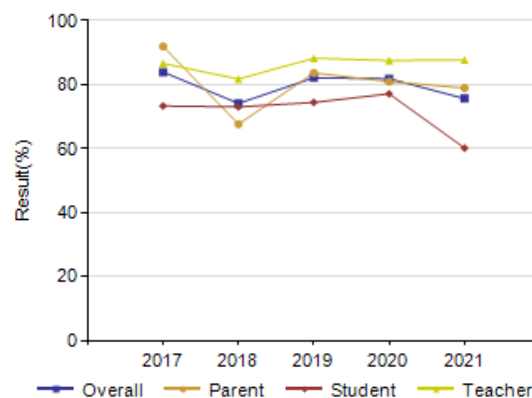
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
- 3.

## 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.

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	81	83.9	78	74.1	82	82.1	75	81.8	74	75.6	n/a	n/a	n/a	2,069	84.1	1,939	83.3	2,183	86.3	1,716	85.4	1,646	85.2	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	35	91.9	24	67.6	23	83.6	31	80.9	25	78.9	n/a	n/a	n/a	280	82.7	243	77.8	310	84.9	309	85.5	334	82.6	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	32	73.3	38	73.0	44	74.4	32	77.1	35	60.1	n/a	n/a	n/a	1,519	79.9	1,444	82.6	1,604	83.8	1,113	82.1	998	82.8	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	14	86.6	16	81.7	15	88.2	12	87.5	14	87.7	n/a	n/a	n/a	270	89.7	252	89.5	269	90.1	294	88.8	314	90.3	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Graph of School Results



Notes:

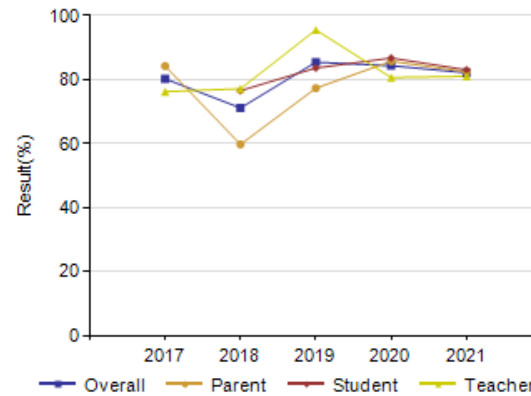
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	48	80.2	133	71.1	145	85.4	141	84.3	136	82.1	n/a	n/a	n/a	548	88.3	2,843	85.4	3,332	88.4	2,669	89.1	2,576	86.3	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	34	84.2	23	59.7	23	77.3	31	85.7	25	82.4	n/a	n/a	n/a	279	81.4	240	79.1	310	83.2	308	85.6	335	80.8	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	94	76.5	107	83.6	98	86.7	97	83.0	n/a	n/a	n/a	n/a	n/a	2,351	84.1	2,754	85.2	2,068	85.9	1,927	85.4	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	14	76.2	16	77.1	15	95.5	12	80.6	14	81.0	n/a	n/a	n/a	269	95.1	252	92.9	268	96.7	293	95.7	314	92.7	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Graph of School Results



### Notes:

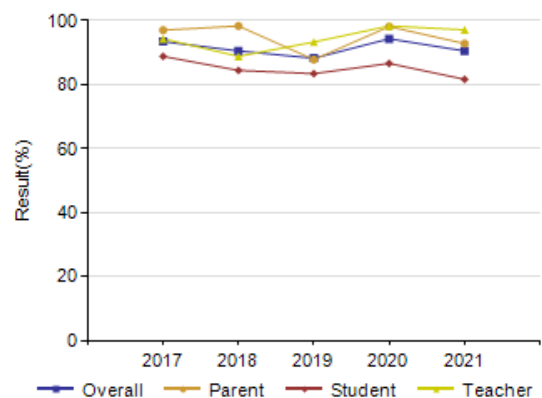
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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- 4.

## 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.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	126	93.4	134	90.5	145	88.2	141	94.3	136	90.5	n/a	n/a	n/a	2,986	90.6	2,845	89.9	3,332	91.3	2,670	92.6	2,579	92.0	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	34	97.0	24	98.3	23	87.8	31	98.1	25	92.8	n/a	n/a	n/a	279	90.8	243	90.2	310	92.1	309	94.6	335	91.4	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	78	88.8	94	84.4	107	83.4	98	86.6	97	81.6	n/a	n/a	n/a	2,438	83.5	2,350	84.5	2,754	85.1	2,067	85.3	1,930	87.0	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	14	94.3	16	88.8	15	93.3	12	98.3	14	97.1	n/a	n/a	n/a	269	97.5	252	95.1	268	96.9	294	97.9	314	97.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Graph of School Results



Notes:

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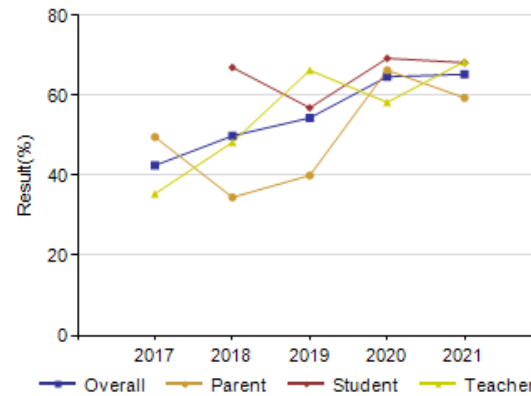


## Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	48	42.5	132	49.9	144	54.4	140	64.7	134	65.3	n/a	n/a	n/a	541	70.5	2,828	75.5	3,318	76.8	2,660	81.9	2,555	79.5	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	34	49.6	24	34.5	23	40.0	30	66.3	23	59.4	n/a	n/a	n/a	272	61.5	230	62.6	300	65.3	300	78.5	318	74.1	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	93	67.0	106	56.9	98	69.3	97	68.2	n/a	n/a	n/a	n/a	n/a	2,348	82.6	2,750	83.0	2,066	84.5	1,925	82.3	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	14	35.4	15	48.3	15	66.3	12	58.3	14	68.5	n/a	n/a	n/a	269	79.4	250	81.2	268	82.2	294	82.8	312	82.1	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Graph of School Results



### Notes:

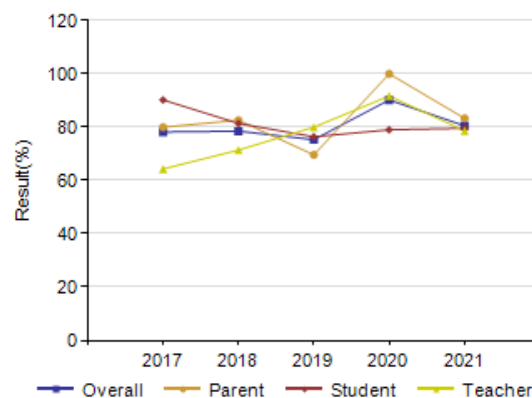
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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## 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.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	127	78.2	131	78.5	145	75.3	141	90.2	134	80.5	n/a	n/a	n/a	2,972	82.4	2,823	81.6	3,320	83.3	2,657	86.8	2,511	85.5	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	35	80.0	23	82.6	23	69.6	31	100.0	24	83.3	n/a	n/a	n/a	272	79.0	230	78.3	303	80.5	299	86.0	303	83.5	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	78	90.2	94	81.4	107	76.4	98	79.0	96	79.6	n/a	n/a	n/a	2,437	82.8	2,346	83.8	2,753	83.5	2,065	85.8	1,918	86.1	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	14	64.3	14	71.4	15	80.0	12	91.7	14	78.6	n/a	n/a	n/a	263	85.2	247	82.6	264	86.0	293	88.7	290	86.9	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

Graph of School Results



Notes:

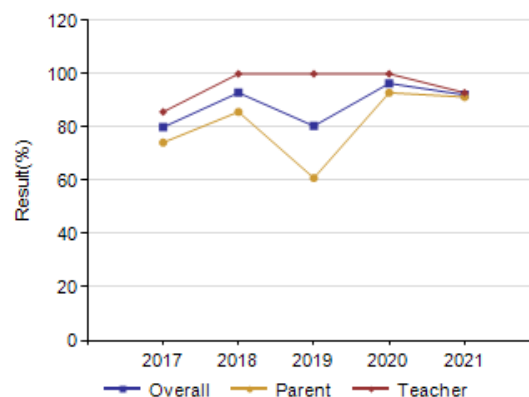
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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## 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.

	School										Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	45	80.0	35	92.9	37	80.4	40	96.4	37	92.1	n/a	n/a	n/a	523	84.5	473	83.9	558	86.8	584	89.4	611	87.1	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	31	74.2	21	85.7	23	60.9	28	92.9	23	91.3	n/a	n/a	n/a	260	75.0	225	73.8	292	77.1	293	83.6	308	78.9	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	14	85.7	14	100.0	14	100.0	12	100.0	14	92.9	n/a	n/a	n/a	263	93.9	248	94.0	266	96.6	291	95.2	303	95.4	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Graph of School 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. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## Provincial Achievement Test Results – Measure Details

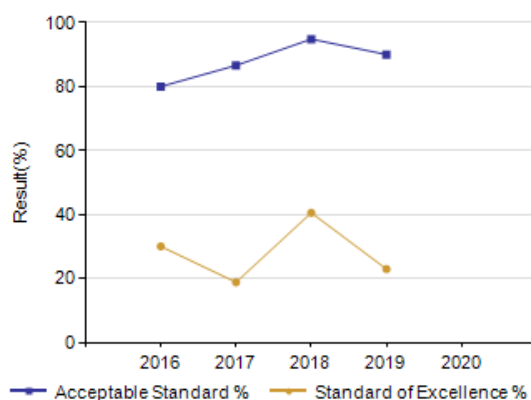
PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	*	*	100.0	27.8	95.5	45.5	95.2	19.0	n/a	n/a		
	Authority	42.2	18.8	85.1	14.6	87.9	18.1	85.9	13.9	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
Mathematics 6	School	*	*	83.3	11.1	95.5	18.2	81.0	9.5	n/a	n/a		
	Authority	90.0	32.5	67.0	9.7	74.1	10.4	68.8	11.5	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	*	*	100.0	38.9	100.0	68.2	90.5	33.3	n/a	n/a		
	Authority	93.9	42.4	72.9	20.2	78.0	19.4	75.3	17.5	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	*	*	100.0	27.8	100.0	54.5	90.5	28.6	n/a	n/a		
	Authority	96.7	33.3	69.8	17.1	72.7	14.1	72.1	14.5	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	School	n/a	n/a	70.0	10.0	85.7	28.6	92.9	28.6	n/a	n/a		
	Authority	*	*	74.8	16.3	79.1	15.6	75.4	16.5	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
Mathematics 9	School	n/a	n/a	70.0	10.0	71.4	14.3	78.6	7.1	n/a	n/a		
	Authority	88.9	66.7	58.8	11.7	58.8	15.6	53.3	18.2	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
Science 9	School	n/a	n/a	70.0	0.0	100.0	14.3	92.9	14.3	n/a	n/a		
	Authority	100.0	75.0	64.6	11.7	70.4	23.0	76.0	23.4	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
Social Studies 9	School	n/a	n/a	70.0	0.0	85.7	28.6	100.0	42.9	n/a	n/a		
	Authority	100.0	62.5	59.1	14.8	67.4	26.6	68.3	17.4	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	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. "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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

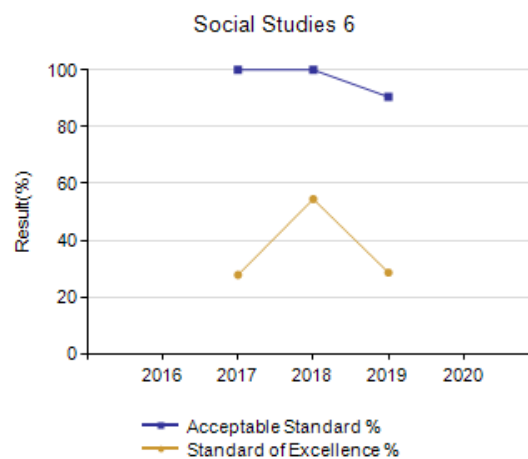
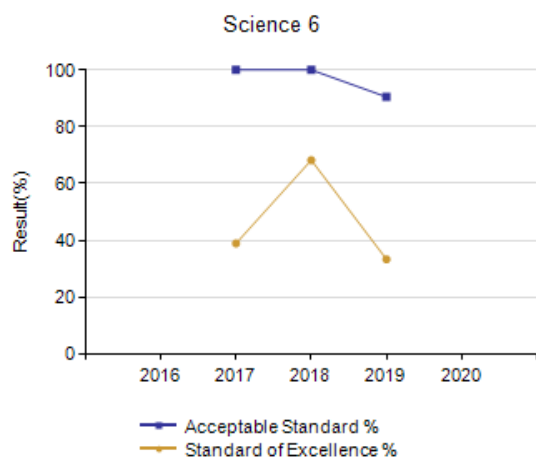
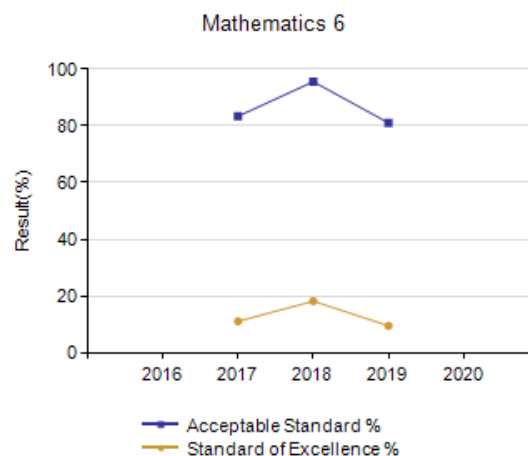
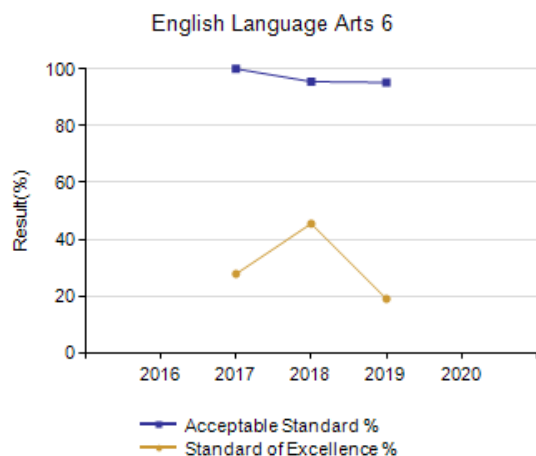
Graph of Overall Provincial Achievement Test Results



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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

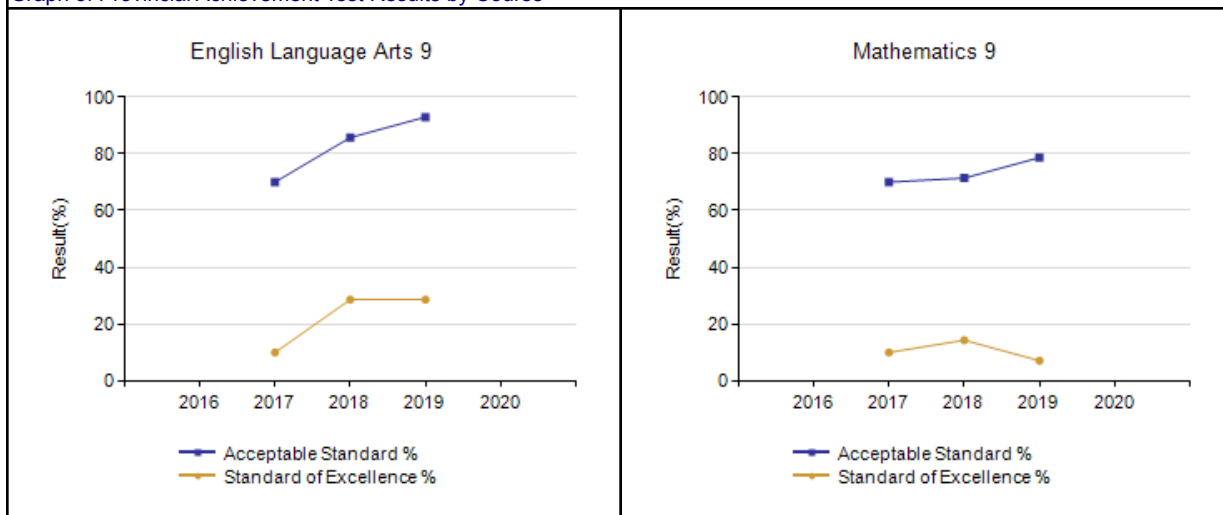
Graph of Provincial Achievement Test Results by Course



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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

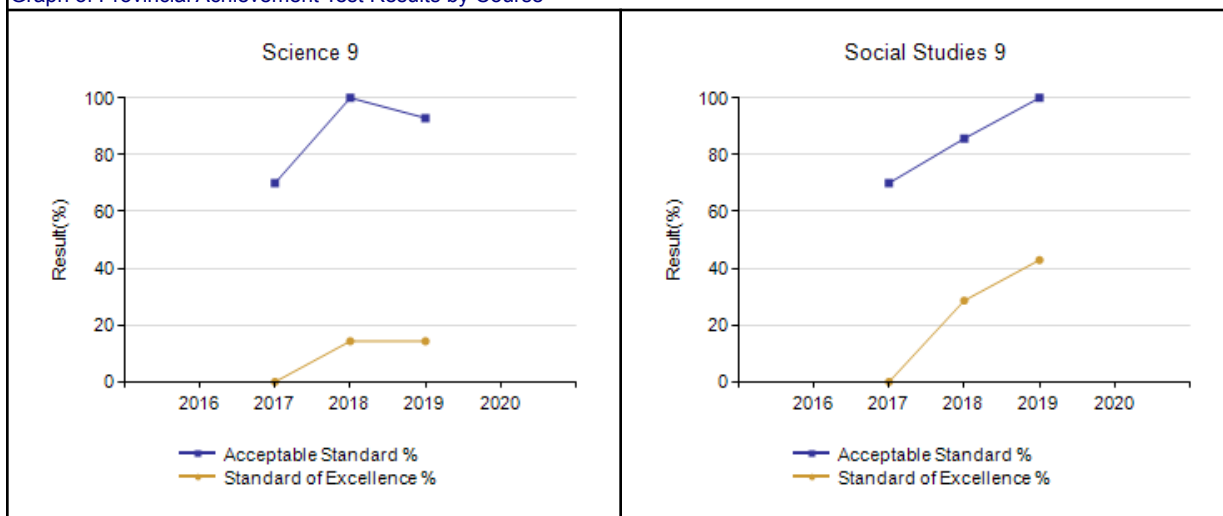
Graph of Provincial Achievement Test Results by Course



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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

# PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Fort McMurray Christian School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	96.9	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	30.8	n/a	n/a	51,977	18.2
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	86.6	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	12.9	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	96.8	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	46.8	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	20	96.8	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	20	37.0	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	82.9	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	22.4	n/a	n/a	46,591	14.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	73.3	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	10.5	n/a	n/a	46,129	17.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	87.6	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	9.5	n/a	n/a	46,581	24.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	85.2	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	23.8	n/a	n/a	46,607	20.8

## 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

## Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
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
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
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
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

## Notes:

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



Grade	Beginning of Year (Aug.-Sept.)	1st Interval Assessment (Oct. - Nov. )	2nd Interval Assessment (Feb.-Mar.)	End of Year (May-June)
K	Phonological/Phonemic Awareness, Phonics and Familiar Sight Words			
1	Above A	Above D	Above G	Above J
	A	C-D	F-G	I-J
	Below A	B	E	H
		Below B	Below E	Below H
2	Above J	Above K	Above L	Above M
	I-J	J-K	L	M
	H	I	K	L
	Below H	Below I	Below K	Below L
3	Above M	Above O	Above P	Above Q
	M	N-O	O-P	P-Q
	L	M	N	O
	Below L	Below M	Below N	Below O
4	Above Q	Above Q	Above R	Above S
	P-Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
5	Above S	Above T	Above U	Above V
	S	S-T	T-U	U-V
	R	R	S	T
	Below R	Below R	Below S	Below T
6	Above V	Above V	Above W	Above X
	U-V	V	V-W	W-X
	T	U	U	V
	Below T	Below U	Below U	Below V
7	Above X	Above Y	Z+	Z+
	W-X	X-Y	Y-Z	Z
	V	W	X	Y
	Below V	Below W	Below X	Below Y
8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY
Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

The instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, and has adjusted based on FMPSD requirements.

# Overall Summary

Spring 2021

School: 1864 Fort McMurray Christian School (FNMI)

Assurance Domain	Measure	Fort McMurray Christian School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	62.0	55.9	55.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.1	65.0	63.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.1	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.2	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
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## FNMI Literacy Growth 20-21

Literacy levels and growth is measured using the Fountas and Pinnell Benchmarking System. *The Fountas & Pinnell Benchmark Assessment Systems determines student's independent and instructional reading levels; teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. Below is a chart identifying grade level instructional expectations.*

NA - Not Applicable to this grade

Student	Grade	Fall	Spring (May 2021)
A	1	AA	C
B	1	AA	B
C	1	A	D
D	2	E	J
E	3	Q	T
F	4	n	P
G	5	T	V
H	5	U	Z
I	5	O	T
J	7	Z	Z+
K	ECDP	NA	NA
L	ECDP	NA	NA

# Overall Summary

Spring 2021

School: 1864 Fort McMurray Christian School (ESL)

Assurance Domain	Measure	Fort McMurray Christian School (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.7	74.1	75.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.9	85.0	84.9	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	73.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	16.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Notes:

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

### ELL Literacy Growth

Literacy levels and growth is measured using the Fountas and Pinnell Benchmarking System. *The Fountas & Pinnell Benchmark Assessment Systems determines student's independent and instructional reading levels; teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.* **Below is a chart identifying grade level instructional expectations.**

NA - Not Applicable to this grade

UA - Unable to Assess

Student	Grade	Fall 2020	Spring 2021
1	1	AA	D
2	1	I	I
3	1	D	F
4	1	F	F
5	2	J	N
6	2	G	L
7	2	J	N
8	2	H	UA
9	2	N	O
10	3	N	P
11	3	H	O
12	3	N	P
13	3	Q	Q
14	3	I	L
15	3	Q	T
16	3	A	C
17	4	R	S
18	4	NA	S
19	4	Q	R
20	4	O	Q
21	5	W	Z
22	5	Q	S
23	5	S	U
24	5	Q	T
25	5	O	Q
26	5	T	S

27	5	U	Z
28	5	U	Z
29	5	W	Z
30	6	U	Z
31	6	V	UA
32	6	U	UA
33	6	Z	Z
34	6	Z	Z
35	6	U	X
36	6	L	M
37	6	Z	Z
38	6	W	Z
39	7	Z	Z+
40	7	Z	Z
41	7	Z	Z
42	7	Y	X
43	8	Z	Z
44	8	Z	Z
45	8	Z	Z
46	8	Z	X
47	9	Z	Z
48	9	Z	Z
49	K	NA	NA
50	ECDP	NA	NA
51	ECDP	NA	NA
52	ECDP	NA	NA
53	ECDP	NA	NA
54	ECDP	NA	NA
55	ECDP	NA	NA
56	ECDP	NA	NA
57	ECDP	NA	NA
58	ECDP	NA	NA

**MIPI Results by Grade (Spring 2021) - Overall Summary**

<b>Grade 2, 20-21</b>	
<b>Areas of strength &gt;80%</b>	<b>Areas of Need &lt;60%</b>
Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> <li>• 1s forward between any two given numbers</li> <li>• 1s backward from 20 to 0</li> <li>• 2s forward from 0 to 20</li> <li>• 5s and 10s forward from 0 to 100.</li> </ul>	Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.
Represent and describe numbers to 20, concretely, pictorially and symbolically.	
Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots.	
Demonstrate an understanding of repeating patterns (two to four elements) by: <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating patterns using manipulatives, diagrams, sound and actions.</li> </ul>	
Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).	
Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.	
Replicate composite 2-D shapes and 3-D objects.	
Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> <li>• identifying attributes that can be compared</li> <li>• ordering objects</li> <li>• making statements of comparison</li> <li>• filling, covering or matching.</li> </ul>	
Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> <li>• identifying attributes that can be compared</li> <li>• ordering objects</li> <li>• making statements of comparison</li> <li>• filling, covering or matching.</li> </ul>	
Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.	
Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> <li>• 1s forward between any two given numbers</li> <li>• 1s backward from 20 to 0</li> <li>• 2s forward from 0 to 20</li> <li>• 5s and 10s forward from 0 to 100.</li> </ul>	
Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> <li>• 1s forward between any two given numbers</li> </ul>	

<ul style="list-style-type: none"> <li>• 1s backward from 20 to 0</li> <li>• 2s forward from 0 to 20</li> <li>• 5s and 10s forward from 0 to 100.</li> </ul>	
<p>Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:</p> <ul style="list-style-type: none"> <li>• using familiar mathematical language to describe additive and subtractive actions</li> <li>• creating and solving problems in context that involve addition and subtraction</li> <li>• modelling addition and subtraction</li> </ul>	
<p>Identify the number, up to 20, that is:</p> <ul style="list-style-type: none"> <li>• one more</li> <li>• two more</li> <li>• one less</li> <li>• two less than a given number.</li> </ul>	

Grade 3, 20-21	
Areas of strength >80%	Areas of Need <60%
Sort a set of objects, using two attributes, and explain the sorting rule.	Demonstrate if a number (up to 100) is even or odd.
Construct and interpret concrete graphs and pictographs to solve problems.	<p>Demonstrate an understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• extending</li> <li>• comparing</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions.</p>
<p>Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <ul style="list-style-type: none"> <li>• Using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• Creating and solving problems that involve addition and subtraction</li> <li>• Using the commutative property of addition (the order in which numbers are added does not affect the sum)</li> <li>• Using the associative property of addition (grouping a set of numbers in different ways does not affect the sum)</li> <li>• Explaining that the order in which numbers are subtracted may affect the difference.</li> </ul>	Relate the number of days to a week and the number of months to a year in a problem-solving context.



	<p>Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <ul style="list-style-type: none"> <li>• Using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• Creating and solving problems that involve addition and subtraction</li> <li>• Using the commutative property of addition (the order in which numbers are added does not affect the sum)</li> <li>• Using the associative property of addition (grouping a set of numbers in different ways does not affect the sum)</li> <li>• Explaining that the order in which numbers are subtracted may affect the difference.</li> </ul>
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Grade 4, 20-21	
Areas of strength >80%	Areas of Need <60%
<p>Demonstrate an understanding of fractions by:</p> <ul style="list-style-type: none"> <li>• explaining that a fraction represents a part of a whole</li> <li>• describing situations in which fractions are used</li> <li>• comparing fractions of the same whole that have like denominators.</li> </ul>	<p>Demonstrate an understanding of decreasing patterns by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• extending</li> <li>• comparing</li> <li>• creating</li> </ul> <p>numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions.</p>
Solve one-step addition and subtraction equations involving a symbol to represent an unknown number.	Sort objects or numbers, using one or more than one attribute.
Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years).	Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years).
Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context.	Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context.
Construct, label and interpret bar graphs to solve problems.	<p>Demonstrate an understanding of measuring mass (g, kg) by:</p> <ul style="list-style-type: none"> <li>• selecting and justifying referents for the units g and kg</li> <li>• modelling and describing the relationship between the units g and kg</li> <li>• estimating mass, using referents</li> <li>• measuring and recording mass.</li> </ul>
Represent and describe numbers to 1000, concretely, pictorially and symbolically.	<p>Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• creating and solving problems in context that involve</li> </ul>

	addition and subtraction of numbers.
<p>Demonstrate an understanding of multiplication to 5 × 5 by:</p> <ul style="list-style-type: none"> <li>• representing and explaining multiplication using equal grouping and arrays</li> <li>• creating and solving problems in context that involve multiplication</li> <li>• modelling multiplication using concrete and visual representations, and recording the process symbolically</li> <li>• relating multiplication to repeated addition</li> <li>• relating multiplication to division.</li> </ul>	
<p>Demonstrate an understanding of decreasing patterns by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• extending</li> <li>• comparing</li> <li>• creating</li> </ul> <p>numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions.</p>	

Grade 5, 20-21	
Areas of strength >80%	Areas of Need <60%
Represent and describe whole numbers to 10 000, pictorially and symbolically.	<p>Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for dividing with and without concrete materials</li> <li>• estimating quotients</li> <li>• relating division to multiplication.</li> </ul>
Compare and order numbers to 10 000.	Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
<p>Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting</li> <li>• estimating sums and differences</li> <li>• solving problems involving addition and subtraction.</li> </ul>	Represent and describe whole numbers to 10 000, pictorially and symbolically.
<p>Demonstrate an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations to:</p> <ul style="list-style-type: none"> <li>• name and record fractions for the parts of a whole or a set</li> <li>• compare and order fractions</li> <li>• model and explain that for different wholes, two identical fractions may not represent the same quantity</li> <li>• provide examples of where fractions are used.</li> </ul>	<p>Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting</li> <li>• estimating sums and differences</li> <li>• solving problems involving addition and subtraction.</li> </ul>

<p>Demonstrate an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations to:</p> <ul style="list-style-type: none"> <li>• name and record fractions for the parts of a whole or a set</li> <li>• compare and order fractions</li> <li>• model and explain that for different wholes, two identical fractions may not represent the same quantity</li> <li>• provide examples of where fractions are used.</li> </ul>	<p>Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for multiplication with and without concrete materials</li> <li>• using arrays to represent multiplication</li> <li>• connecting concrete representations to symbolic representations</li> <li>• estimating products</li> <li>• applying the distributive property.</li> </ul>
Describe and construct right rectangular and right triangular prisms.	Represent and describe decimals (tenths and hundredths), concretely, pictorially and symbolically.
Demonstrate an understanding of congruency, concretely and pictorially.	
Describe and apply mental mathematics strategies to determine basic multiplication facts to $9 \times 9$ and related division facts.	
Represent, describe and extend patterns and relationships, using charts and tables, to solve problems.	

Grade 6, 20-21	
Areas of strength >80%	Areas of Need <60%
Represent and describe whole numbers to 1 000 000	<p>Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to:</p> <ul style="list-style-type: none"> <li>• create sets of equivalent fractions</li> <li>• compare fractions with like and unlike denominators.</li> </ul>
Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically.	Relate decimals to fractions and fractions to decimals (to thousandths).
<p>Demonstrate an understanding of volume by:</p> <ul style="list-style-type: none"> <li>• selecting and justifying referents for cm<sup>3</sup> or m<sup>3</sup> units</li> <li>• estimating volume, using referents for cm<sup>3</sup> or m<sup>3</sup></li> <li>• measuring and recording volume (cm<sup>3</sup> or m<sup>3</sup>)</li> <li>• constructing right rectangular prisms for a given volume.</li> </ul>	Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations.
Construct and interpret double bar graphs to draw conclusions.	<p>Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are:</p> <ul style="list-style-type: none"> <li>• parallel</li> <li>• intersecting</li> <li>• perpendicular</li> <li>• vertical</li> <li>• horizontal.</li> </ul>
Apply mental mathematics strategies and number properties in order to understand and recall basic multiplication facts (multiplication tables) to 81	Apply mental mathematics strategies and number properties in order to understand and recall basic multiplication facts (multiplication tables) to 81 and related division facts.

and related division facts.	
	Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems.
	Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically.
	Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths).
	Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations.

Grade 7, 20-21	
Areas of strength >80%	Areas of Need <60%
Demonstrate an understanding of factors and multiples by: <ul style="list-style-type: none"> <li>determining multiples and factors of numbers less than 100</li> <li>identifying prime and composite numbers</li> <li>solving problems using multiples and factors.</li> </ul>	Demonstrate an understanding of place value, including numbers that are: <ul style="list-style-type: none"> <li>greater than one million</li> <li>less than one thousandth.</li> </ul>
Demonstrate an understanding of integers, concretely, pictorially and symbolically.	Demonstrate an understanding of factors and multiples by: <ul style="list-style-type: none"> <li>determining multiples and factors of numbers less than 100</li> <li>identifying prime and composite numbers</li> <li>solving problems using multiples and factors.</li> </ul>
Explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers).	Relate improper fractions to mixed numbers and mixed numbers to improper fractions.
Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors).	Develop and apply a formula for determining the: <ul style="list-style-type: none"> <li>perimeter of polygons</li> <li>area of rectangles</li> <li>volume of right rectangular prisms.</li> </ul>
Express a given problem as an equation in which a letter variable is used to represent an unknown number.	Demonstrate that the sum of interior angles is: <ul style="list-style-type: none"> <li>180° in a triangle</li> <li>360° in a quadrilateral.</li> </ul>
	Identify and plot points in the first quadrant of a Cartesian plane, using whole number ordered pairs.

## Grade 8, 20-21

Areas of strength >80%	Areas of Need <60%
Demonstrate an understanding of the relationship between positive terminating decimals and positive fractions and between positive repeating decimals and positive fractions.	Solve problems involving percentages from 1% to 100%.
Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially and symbolically.	Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially and symbolically (limited to positive sums and differences).
Compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using: <ul style="list-style-type: none"> <li>• benchmarks</li> <li>• place value</li> <li>• equivalent fractions and/or decimals.</li> </ul>	Demonstrate an understanding of circles by: <ul style="list-style-type: none"> <li>• describing the relationships among radius, diameter and circumference</li> <li>• relating circumference to pi</li> <li>• determining the sum of the central angles</li> <li>• constructing circles with a given radius or diameter</li> <li>• solving problems involving the radii, diameters and circumferences of circles.</li> </ul>
Evaluate an expression, given the value of the variable(s).	Demonstrate an understanding of central tendency and range by: <ul style="list-style-type: none"> <li>• determining the measures of central tendency (mean, median, mode) and range</li> <li>• determining the most appropriate measures of central tendency to report findings.</li> </ul>
Model and solve, concretely, pictorially and symbolically, problems that can be represented by linear equations of the form: <ul style="list-style-type: none"> <li>• <math>ax + b = c</math></li> <li>• <math>ax = b</math></li> <li>• <math>x/a = b</math>, <math>a \neq 0</math></li> </ul> where a, b and c are whole numbers.	
Express probabilities as ratios, fractions and percents.	
Demonstrate an understanding of circles by: <ul style="list-style-type: none"> <li>• describing the relationships among radius, diameter and circumference</li> <li>• relating circumference to pi</li> <li>• determining the sum of the central angles</li> <li>• constructing circles with a given radius or diameter</li> <li>• solving problems involving the radii, diameters and circumferences of circles.</li> </ul>	
Express probabilities as ratios, fractions and percents.	

Grade 9, 20-21	
Areas of strength >80%	Areas of Need <60%
Demonstrate an understanding of ratio and rate.	Determine the surface area of: <ul style="list-style-type: none"> <li>• right rectangular prisms</li> <li>• right triangular prisms</li> <li>• right cylinders</li> </ul> to solve problems.
Demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially and symbolically.	Demonstrate an understanding of percentages greater than or equal to 0%, including greater than 100%.
Model and solve problems concretely, pictorially and symbolically, using linear equations of the form: <ul style="list-style-type: none"> <li>• <math>ax = b</math></li> <li>• <math>x/a = b</math>, <math>a \neq 0</math></li> <li>• <math>ax + b = c</math></li> <li>• <math>x/a + b = c</math>, <math>a \neq 0</math></li> <li>• <math>a(x + b) = c</math></li> </ul> where a, b and c are integers.	Develop and apply the Pythagorean theorem to solve problems.
Draw and interpret top, front and side views of 3-D objects composed of right rectangular prisms.	Develop and apply formulas for determining the volume of right rectangular prisms, right triangular prisms and right cylinders.
Solve problems involving the probability of independent events.	
Demonstrate an understanding of perfect squares and square roots, concretely, pictorially and symbolically (limited to whole numbers).	
Solve problems that involve rates, ratios and proportional reasoning.	

# Fort McMurray Christian School

## Accountability Pillar Summary and Previous Data/Trends 2021

The following charts summarize the results of the Accountability Pillar for 2021 for Fort McMurray Christian School based on surveys completed by students, parents and staff in February 2021.

Comparisons are made to our results last year, with a summary result at the bottom of each chart comparing our overall results to the province as a whole on each measure.

\*Due to COVID 19, PAT data for 2021 is not available.

Key	
Red number = decline in results compared to 2020	#
Red number + Red background = decline of more than 10% compared to 2020	#
Blue number - increase in results compared to 2020	#
Blue number + Blue Background = increase of more than 10% compared to 2020 (Blue Background may also indicate 100%)	#
No results available for this measure.	N/A
<b>COMPARISON TO ALBERTA PROVINCIAL RESULTS (2019 Only)</b> Comments in lower box indicate a comparison to Alberta Provincial results.	

Response Rates 2021 - Fort McMurray Christian School		
	Number of responses	Response rate
Student	96	100%

Parent	24	
Teacher	14	100%



## Accountability Pillar Overall Summary- 2021

Assurance Domain	Measure	Fort McMurray Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	89.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	91.5	91.6	87.0	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	92.4	n/a	n/a	73.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	31.7	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	88.9	93.3	90.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	80.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	88.7	94.4	82.4	79.5	81.8	81.4	n/a	n/a	n/a

## Accountability Pillar Overall Summary- 2020

Measure Category	Measure	Fort McMurray Christian School			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	94.3	88.2	90.7	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	81.8	82.1	80.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.3	87.0	90.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	*	n/a	2.7	2.6	2.7	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	96.4	80.4	84.4	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	91.6	83.7	87.7	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	94.4	78.3	80.7	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	90.2	75.3	77.3	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

## Accountability Pillar Overall Summary- 2019

Measure Category	Measure	Fort McMurray Christian School			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	88.2	90.5	92.0	89.0	89.0	89.3	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	82.1	74.1	80.9	82.2	81.8	81.3	Very High	Maintained	Excellent
	Education Quality	87.0	90.3	92.1	90.2	90.0	90.1	Intermediate	Declined	Issue
	Drop Out Rate	*	*	n/a	2.6	2.3	2.3	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	94.8	86.6	85.8	73.6	73.4	73.3	Very High	Improved	Excellent
	PAT: Excellence	40.5	18.8	18.5	19.9	19.5	19.2	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	80.4	92.9	88.5	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	83.7	85.8	88.3	82.9	83.0	83.5	Very High	Declined	Good
Parental Involvement	Parental Involvement	78.3	74.4	86.0	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	75.3	78.5	82.1	81.0	80.3	81.0	Intermediate	Declined	Issue

## Accountability Pillar Overall Summary- 2018

Measure Category	Measure	Fort McMurray Christian School			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	90.5	93.4	93.8	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	74.1	83.9	85.5	81.8	81.9	81.7	Intermediate	Declined	Issue
	Education Quality	90.3	94.3	93.8	90.0	90.1	89.9	Very High	Declined	Good
	Drop Out Rate	*	*	n/a	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	86.6	85.8	n/a	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	18.8	18.5	n/a	19.5	19.2	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	92.9	80.0	89.7	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	85.8	93.8	90.8	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	74.4	89.3	93.2	81.2	81.2	81.0	Low	Declined Significantly	Concern
Continuous Improvement	School Improvement	78.5	78.2	88.2	80.3	81.4	80.7	High	Declined Significantly	Issue

## Student Growth and Achievement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school

		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher All
Literacy skills learned at school are useful *Student (4-6)- Do you like learning Language Arts?	2021	63	97	93	100	100
Numeracy skills learned at school are useful *Student (4-6) - Do you like learning math?	2021	69	94	93	100	100
Science learned at school is useful	2021	---	91	---	---	---
Social studies learned at school is useful	2021	---	85	---	---	---
Language arts learned at school is interesting	2021	---	71	---	---	---
Mathematics learned at school is interesting	2021	---	74	---	---	---
Science learned at school is interesting	2021	---	91	---	---	---
Social Studies learned at school is interesting	2021	---	82	---	---	---
Children are learning what they need to know	2021	---	---	86	91	100

## Student Growth and Achievement

### COMPARISON TO ALBERTA PROVINCIAL RESULTS (2021 Only)

**Overall - CS 89.7 AB 85.6**

**Student: CS-75.9 AB-71.8**

**Parent: CS- 93.3 AB-89.0**

**Teacher: CS-100 AB-96.0**

## Learning Supports

### Welcoming, Caring, Respectful and Safe

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher All
Students at school care about each other	2021	69	91	93	91	100
Students at school respect each other	2021	69	88	79	91	86
Students treat each other well at school	2021	69	82	86	91	100
Teachers care about your child	2021	74	80	100	100	100
Children are safe at school	2021	82	86	86	82	100
Children are safe on their way to and from school	2021	85	94	100	100	100
Children are treated fairly by adults at school	2021	77	85	86	100	100
School is a welcoming place for children	2021	79	85	100	100	100
At school, do you feel like you belong	2021	69	75	---	---	---

**Learning Supports**  
**Welcoming, Caring, Respectful and Safe**

**COMPARISON TO ALBERTA PROVINCIAL RESULTS (2021 Only)**

**Overall - CS 90.2 AB 87.8**

**Student: CS-80.1 AB-79.8**

**Parent: CS- 92.5 AB-88.2**

**Teacher: CS-98.0 AB-95.3**

**Learning Supports**  
**Access to Supports and Services**

**The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.**

		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher All
There are appropriate supports and services available to help children with their learning	2021	---	---	77	100	57
Teachers are available to help children when they need it	2021	79	94	93	100	86
You can get the support you need from the school to help your child be successful in their learning	2012	---	---	77	100	64
Your child can easily access programs and services (at school) to help with school work	2021	81	91	71	91	100
Your child can get help (at school) with problems that are not related to school work	2021	70	82	64	82	64

**Learning Supports**  
**Access to Supports and Services**

**COMPARISON TO ALBERTA PROVINCIAL RESULTS (2021 Only)**

**Overall - CS 80.6 AB 82.6**

**Student: CS-83.0 AB-80.2**

**Parent: CS- 84.4 AB-78.9**

**Teacher: CS-74.3 AB-88.7**

## Safe and Caring Schools

**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.**

		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher All
Teachers care about your child/Your teachers care about you	2016	74	91	100	100	100
	2017	96	78	86	100	100
	2018	82	76	100	100	100
	2019	78	86	75	100	100
	<b>2020</b>	<b>92</b>	<b>84</b>	<b>94</b>	<b>100</b>	<b>100</b>
	<b>2021</b>	<b>74</b>	<b>80</b>	<b>100</b>	<b>100</b>	<b>100</b>
Your child is safe at school/You are safe at school	2016	85	96	100	100	*
	2017	98	88	100	100	75
	2018	95	92	100	100	87
	2019	79	91	92	100	100
	<b>2020</b>	<b>86</b>	<b>88</b>	<b>100</b>	<b>100</b>	<b>100</b>
	<b>2021</b>	<b>82</b>	<b>86</b>	<b>86</b>	<b>82</b>	<b>100</b>
Your child is treated fairly by adults at school/You are treated fairly by adults at school	2016	72	88	100	100	*
	2017	93	72	100	100	93
	2018	80	84	100	100	88
	<b>2019</b>	78	84	83	82	100
	<b>2020</b>	<b>91</b>	<b>72</b>	<b>100</b>	<b>100</b>	<b>100</b>
	<b>2021</b>	<b>77</b>	<b>85</b>	<b>86</b>	<b>100</b>	<b>100</b>
Your child is safe on the way to and from school/You are safe on the way to and from school	2016	83	92	100	100	*
	2017	91	97	100	100	86
	2018	89	92	100	100	100
	2019	84	95	100	91	93

	<b>2020</b>	<b>91</b>	<b>97</b>	<b>100</b>	<b>100</b>	<b>100</b>
	<b>2021</b>	<b>85</b>	<b>94</b>	<b>100</b>	<b>100</b>	<b>86</b>
Students treat each other well at your child's school/Students treat each other well at school	2016	70	83	100	100	*
	2017	91	84	90	100	100
	2018	64	89	80	100	100
	2019	70	89	67	91	100
	<b>2020</b>	<b>80</b>	<b>84</b>	<b>94</b>	<b>93</b>	<b>100</b>
	<b>2021</b>	<b>69</b>	<b>82</b>	<b>86</b>	<b>91</b>	<b>100</b>

Safe and Caring Schools								
COMPARISON TO ALBERTA PROVINCIAL RESULTS								
	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
<b>2021</b>	<b>90.5</b>	<b>90</b>	<b>81.6</b>	<b>84.0</b>	<b>92.8</b>	<b>90.5</b>	<b>97.1</b>	<b>95.4</b>
<b>2020</b>	94.3	89.4	86.6	82.6	98.1	90.2	98.3	95.3

Student Learning Opportunities						
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.						
		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher
How satisfied are you with the variety of subjects available to your child?	2016	--	50	88	100	100
	2017	--	63	95	92	86
	2018	--	78	90	79	93
	2019	--	75	92	90	93

	<b>2020</b>	--	<b>80</b>	<b>93</b>	<b>71</b>	<b>100</b>
	<b>2021</b>	--	<b>67</b>	<b>78</b>	<b>91</b>	<b>100</b>
Satisfaction with opportunities to learn another language.	2016	--	29	79	90	93
	2017	--	42	100	73	93
	2018	--	50	70	25	75
	2019	--	98	92	89	93
	<b>2020</b>	--	<b>94</b>	<b>94</b>	<b>69</b>	<b>92</b>
	<b>2021</b>	--	<b>39</b>	<b>62</b>	<b>73</b>	<b>67</b>
Satisfaction with opportunities to learn art.	2016	--	100	100	90	100
	2017	--	91	100	100	100
	2018	--	84	60	64	75
	2019	--	89	100	100	100
	<b>2020</b>	--	<b>38</b>	<b>88</b>	<b>46</b>	<b>67</b>
	<b>2021</b>	--	<b>30</b>	<b>79</b>	<b>36</b>	<b>86</b>
Satisfaction with opportunities to learn computers.	2016	--	71	88	100	93
	2017	--	84	95	100	93
	2018	--	79	80	86	88
	2019	--	55	75	91	80
	<b>2020</b>	--	<b>72</b>	<b>82</b>	<b>79</b>	<b>83</b>
	<b>2021</b>	--	<b>82</b>	<b>92</b>	<b>91</b>	<b>92</b>
Satisfaction with opportunities to learn drama.	2016	--	71	73	67	87
	2017	--	50	70	73	50
	2018	--	75	30	46	56
	2019	--	45	8	50	53
	<b>2020</b>	--	<b>66</b>	<b>63</b>	<b>54</b>	<b>67</b>
	<b>2021</b>	--	<b>17</b>	<b>50</b>	<b>75</b>	<b>73</b>
	2016	--	83	100	100	93

Satisfaction with opportunities to learn health.	2017	--	84	100	92	100
	2018	--	79	100	86	100
	2019	--	82	83	91	93
	2020	--	97	94	100	100
	2021	--	94	100	100	100
Satisfaction with opportunities to learn music.	2016	--	83	81	100	80
	2017	--	74	83	83	86
	2018	--	45	30	38	75
	2019	--	59	100	100	100
	2020	--	71	82	62	92
	2021	--	53	79	80	100
Satisfaction with opportunities to learn Physical Education.	2016	--	92	88	100	87
	2017	--	97	100	100	86
	2018	--	95	90	100	93
	2019	--	93	92	90	93
	2020	--	100	100	100	100
	2021	--	83	93	73	79

<b>Student Learning Opportunities</b> <b><u>Broad program of studies including fine arts, career, technology, and health and physical education</u></b>								
<b><u>COMPARISON TO ALBERTA PROVINCIAL RESULTS</u></b>								
	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
<b>2021</b>	75.6	81.9	60.1	74.9	78.9	81.7	87.7	89.2
<b>2020</b>	81.8	82.4	77.1	77.8	80.9	80.1	87.5	89.3



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Student Learning Opportunities						
Percentage of teachers, parents and students satisfied with the <u>overall quality of basic education</u>						
		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher
Your child understands what he/she is expected to learn at school	2016	--	92	81	90	93
	2017	--	84	100	100	100
	2018	--	84	80	93	94
	2019	--	89	58	82	93
	2020	--	88	100	93	92
	2021	--	88	93	91	100
Your child finds school work challenging	2016	--	79	75	90	87
	2017	--	88	78	83	100
	2018	--	79	90	79	93
	2019	--	86	83	90	100
	2020	--	78	76	86	100
	2021	--	74	36	73	93
Your child finds school work interesting	2016	--	67	88	90	93
	2017	--	75	100	82	93
	2018	--	61	90	64	94
	2019	--	80	58	73	93
	2020	--	78	94	79	92
	2021	--	76	86	64	93
Your child is learning what he/she needs to	2016	--	100	93	100	100
	2017	--	97	100	100	93

<p>know</p> <p>*7-9 students: I am learning core subjects that are useful to me</p>	2018	--	95	90	93	100
	2019	--	86	75	73	100
	<b>2020</b>	--	<b>91</b>	<b>100</b>	<b>100</b>	<b>100</b>
	<b>2021</b>	--	<b>88</b>	<b>86</b>	<b>91</b>	<b>100</b>
<p>Satisfaction with the quality of education your child is receiving at school</p>	2016	--	96	94	100	93
	2017	--	91	100	100	93
	2018	--	97	80	93	100
	2019	--	89	83	82	100
	<b>2020</b>	--	<b>94</b>	<b>100</b>	<b>93</b>	<b>100</b>
	<b>2021</b>	--	<b>94</b>	<b>93</b>	<b>100</b>	<b>100</b>
<p>Satisfaction with the quality of teaching your child is receiving at school</p>	2016	--	96	94	100	100
	2017	--	84	95	100	93
	2018	--	84	90	93	94
	2019	--	91	75	91	93
	<b>2020</b>	--	<b>88</b>	<b>100</b>	<b>100</b>	<b>100</b>
	<b>2021</b>	--	<b>94</b>	<b>100</b>	<b>100</b>	<b>100</b>
<p>Teachers in your school are good or very good</p>	2016	89	--	--	--	--
	2017	100	--	--	--	--
	2018	89	--	--	--	--
	2019	89	--	--	--	--
	<b>2020</b>	<b>92</b>	--	--	--	--
	<b>2021</b>	<b>88</b>	--	--	--	--
<p>Your school is good or very good</p>	2016	89	--	--	--	--
	2017	100	--	--	--	--
	2018	89	--	--	--	--
	2019	89	--	--	--	--
	<b>2020</b>	<b>92</b>	--	--	--	--

	2021	81	--	--	--	--
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## Student Learning Opportunities

Overall quality of basic education

### COMPARISON TO ALBERTA PROVINCIAL RESULTS

	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
2021	88.9	89.6	85.1	86.3	84.0	86.7	97.6	95.7
2020	93.3	90.3	89.2	87.8	93.5	86.7	97.2	96.4

## Student Learning Opportunities

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely

		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher
Teachers at your school are available to help students	2016	---	---	81	100	87
	2017	---	---	82	100	71
	2018	86	74	70	77	56
	2019	84	89	64	80	93
	2020	91	97	100	86	67
	2021	79	94	93	100	57
Students can get help at school with problems that are not related to school work	2016	---	---	88	90	93
	2017	---	---	86	92	71
	2018	64	76	40	46	88
	2019	79	84	75	73	100
	2020	82	84	88	79	75
	2021	70	82	71	91	86

Students can access programs and services at school to get help with school work	2016	---	---	80	90	93
	2017	---	---	71	83	86
	2018	80	79	44	75	88
	2019	79	86	73	100	93
	2020	79	88	87	71	100
	2021	81	91	64	82	100

**Student Learning Opportunities**  
Programs for children at risk are easy to access and timely

**COMPARISON TO ALBERTA PROVINCIAL RESULTS**

	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
<b>2021</b>	82.1	82.7	83.0	80.2	82.4	76.7	81.0	91.2
<b>2020</b>	84.3	84.9	86.7	82.2	85.7	78.1	80.6	94.4

**Preparation for Lifelong Learning, World of Work, Citizenship**

**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**

		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher
Your child/students at your school are taught attitudes and behaviours to be successful at work when he/she leaves school	2016	---	---	88	100	93
	2017	---	---	67	90	86
	2018	---	---	78	92	100
	2019	---	---	50	73	100
	2020	---	---	100	85	100
	2021	--	--	92	90	93

**Preparation for Lifelong Learning, World of Work, Citizenship**  
Successful at work when they finish school

**COMPARISON TO ALBERTA PROVINCIAL RESULTS**

	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
<b>2021</b>	92.1	85.7	--	--	91.3	77.8	92.9	93.7
<b>2020</b>	96.4	84.1	--	--	92.9	76.0	100	92.2

**Preparation for Lifelong Learning, World of Work, Citizenship**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship

		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher
Students at your school follow the rules	2016	46	79	93	100	86
	2017	96	68	91	100	93
	2018	64	63	70	86	81
	2019	58	75	50	100	93
	<b>2020</b>	<b>73</b>	<b>84</b>	<b>94</b>	<b>100</b>	<b>83</b>
	<b>2021</b>	<b>65</b>	<b>85</b>	<b>86</b>	<b>82</b>	<b>100</b>
Students help each other	2016	68	88	88	90	87
	2017	96	87	95	100	100
	2018	75	84	100	100	88
	2019	67	77	58	100	93
	<b>2020</b>	<b>86</b>	<b>88</b>	<b>94</b>	<b>100</b>	<b>100</b>
	<b>2021</b>	<b>84</b>	<b>97</b>	<b>93</b>	<b>90</b>	<b>100</b>

Students respect each other	2016	64	63	100	100	79
	2017	96	75	95	100	100
	2018	63	72	100	100	81
	2019	51	80	50	100	93
	<b>2020</b>	<b>67</b>	<b>84</b>	<b>100</b>	<b>100</b>	<b>83</b>
	<b>2021</b>	<b>69</b>	<b>88</b>	<b>79</b>	<b>91</b>	<b>100</b>
Students are encouraged to be involved in activities that help the community	2016	---	88	94	100	93
	2017	---	81	82	82	100
	2018	---	82	70	100	100
	2019	---	91	83	91	100
	<b>2020</b>	---	<b>97</b>	<b>100</b>	<b>100</b>	<b>100</b>
	<b>2021</b>	--	<b>91</b>	<b>93</b>	<b>91</b>	<b>100</b>
Students are encouraged to try his/her best	2016	94	96	88	100	87
	2017	98	94	100	100	100
	2018	93	84	100	100	94
	2019	94	91	92	82	100
	<b>2020</b>	<b>92</b>	<b>94</b>	<b>100</b>	<b>100</b>	<b>92</b>
	<b>2021</b>	<b>90</b>	<b>97</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Preparation for Lifelong Learning, World of Work, Citizenship**  
**Characteristics of active citizenship**

**COMPARISON TO ALBERTA PROVINCIAL RESULTS**

	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
<b>2021</b>	<b>91.5</b>	<b>83.2</b>	<b>84.3</b>	<b>74.1</b>	<b>90.3</b>	<b>81.4</b>	<b>100</b>	<b>94.1</b>
<b>2020</b>	91.6	83.3	84.5	73.8	98.7	82.4	96.0	93.6

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Preparation for Lifelong Learning, World of Work, Citizenship						
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning						
		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher
<b>High School Students</b> demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime	2016	---	---	18	67	17
	2017	---	---	25	60	31
	2018	---	---	14	58	43
	2019	---	---	0	56	60
	<b>2020</b>	---	---	<b>75</b>	<b>73</b>	<b>42</b>
	<b>2021</b>	--	--	*	<b>100</b>	*
Students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime	2016	---	---	86	100	93
	2017	---	---	77	91	100
	2018	---	---	67	92	93
	2019	---	---	50	73	100
	<b>2020</b>	---	---	<b>93</b>	<b>85</b>	<b>100</b>
	<b>2021</b>	--	--	<b>77</b>	<b>91</b>	<b>93</b>

Preparation for Lifelong Learning, World of Work, Citizenship Lifelong Learning								
<u>COMPARISON TO ALBERTA PROVINCIAL RESULTS</u>								
	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
<b>2021</b>	<b>90.4</b>	<b>82.1</b>	--	--	<b>86.1</b>	<b>75.3</b>	<b>94.7</b>	<b>88.9</b>

<b>2020</b>	76.6	72.6	--	--	44.2	54.6	70.8	80.6
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## Parental Involvement

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

		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher
To what extent are you involved in decisions about your child's education	2016	---	---	88	100	93
	2017	---	---	86	92	86
	2018	---	---	60	86	67
	2019	---	---	75	82	87
	<b>2020</b>	---	---	<b>100</b>	<b>86</b>	<b>92</b>
	<b>2021</b>	--	--	<b>79</b>	<b>82</b>	<b>100</b>
To what extent are you involved in decisions at your child's school	2016	---	---	94	100	100
	2017	---	---	100	100	93
	2018	---	---	50	50	94
	2019	---	---	67	73	93
	<b>2020</b>	---	---	<b>88</b>	<b>86</b>	<b>100</b>
	<b>2021</b>	--	--	<b>77</b>	<b>91</b>	<b>100</b>
Satisfaction with your input into decisions at your child's school	2016	---	---	88	100	93
	2017	---	---	100	83	79
	2018	---	---	80	57	75
	2019	---	---	58	82	80
	<b>2020</b>	---	---	<b>88</b>	<b>86</b>	<b>100</b>
	<b>2021</b>	--	--	<b>64</b>	<b>91</b>	<b>93</b>



Satisfaction with the opportunity to be involved in decisions about your child's education	2016	---	---	94	90	93
	2017	---	---	82	92	86
	2018	---	---	80	79	75
	2019	---	---	67	73	73
	2020	---	---	100	93	92
	2021	--	--	86	91	93
Satisfaction with the opportunity to be involved in decisions at your child's school	2016	---	---	94	100	93
	2017	---	---	100	92	86
	2018	---	---	90	79	67
	2019	---	---	58	82	87
	2020	---	---	100	93	92
	2021	--	--	77	82	93

Parental Involvement								
Parental Involvement in decisions about their child's education								
<u>COMPARISON TO ALBERTA PROVINCIAL RESULTS</u>								
	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
2021	88.7	79.5	--	--	81.7	72.2	95.7	86.8
2020	94.4	81.8	--	--	92.2	73.9	96.7	89.6

Continuous Improvement						
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.						
		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher

Has the quality of education that your child experienced (at your school) improved, stayed the same or declined in the past three years? (Percentage that indicated it improved or stayed the same)	2016	---	---	71	100	100
	2017	---	---	83	75	64
	2018	---	---	78	86	71
	2019	---	---	58	82	80
	2020	---	---	100	100	92
	2021	--	--	92	73	79
Are you proud of your school?	2016	83	96	---	---	---
	2017	98	84	---	---	---
	2018	84	84	---	---	---
	2019	78	82	---	---	---
	2020	91	75	---	---	---
	2021	84	78	--	--	--
I would recommend my school to a friend	2016	---	83	---	---	---
	2017	---	81	---	---	---
	2018	---	74	---	---	---
	2019	---	68	---	---	---
	2020	---	59	---	---	---
	2021	--	73	--	--	--

Continuous Improvement Improved or stayed the same?								
<u>COMPARISON TO ALBERTA PROVINCIAL RESULTS</u>								
	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
2021	80.5	81.4	79.6	79.1	83.3	81.7	78.6	83.4
2020	90.2	81.5	79.0	79.6	100	80	91.7	85.0

## Satisfaction with Program Access

**Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community**

		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher
Satisfaction that your child can access the following services in a timely manner at school when needed: Academic Counselling (Grades 7 & 10)	2016	---	n/a	11	89	82
	2017	---	n/a	43	64	38
	2018	---	61	14	36	60
	2019	---	52	0	55	80
	2020	---	50	n/a	58	58
	2021	--	80	n/a	64	77
Career Counselling (Grades 7 & 10)	2016	---	n/a	11	56	40
	2017	---	n/a	23	45	23
	2018	---	47	17	29	43
	2019	---	40	0	36	67
	2020	---	53	n/a	64	25
	2021	--	70	n/a	55	*
School Library Services	2016	---	---	47	50	8
	2017	---	---	33	50	14
	2018	---	---	22	31	14
	2019	---	---	18	55	20
	2020	---	---	65	33	67
	2021	--	--	64	55	46
Services (beyond regular instruction) that help students to read and write	2016	---	---	75	78	83
	2017	---	---	47	75	43

	2018	---	---	22	69	60
	2019	---	---	58	73	93
	<b>2020</b>	---	---	<b>81</b>	<b>62</b>	<b>83</b>
	<b>2021</b>	--	--	<b>44</b>	<b>67</b>	<b>79</b>
Student assessment services for students with learning disabilities	2016	---	---	---	---	69
	2017	---	---	---	---	50
	2018	---	---	---	---	67
	2019	---	---	---	---	57
	<b>2020</b>	---	---	---	---	<b>42</b>
	<b>2021</b>	--	--	--	--	<b>64</b>
Supports for students with special needs	2016	---	---	---	---	87
	2017	---	---	---	---	43
	2018	---	---	---	---	43
	2019	---	---	---	---	80
	<b>2020</b>	---	---	---	---	<b>75</b>
	<b>2021</b>	--	--	--	--	<b>79</b>
Satisfaction with the special support your child has received at school	2016	---	---	*	*	---
	2017	---	---	*	*	---
	2018	---	---	n/a	n/a	---
	2019	---	---	*	*	---
	<b>2020</b>	---	---	<b>100</b>	<b>100</b>	---
	<b>2021</b>	--	--	*	*	--
At school can you get help with reading and writing	2016	n/a	n/a	---	---	---
	2017	n/a	n/a	---	---	---
	2018	85	82	---	---	---
	2019	75	91	---	---	---
	<b>2020</b>	<b>88</b>	<b>94</b>	---	---	---

	<b>2021</b>	<b>82</b>	<b>97</b>	--	--	--
At school can you get the help you need with using the school library	2016	n/a	n/a	---	---	---
	2017	n/a	n/a	---	---	---
	2018	65	45	---	---	---
	2019	52	17	---	---	---
	<b>2020</b>	<b>77</b>	<b>28</b>	---	---	---
	<b>2021</b>	<b>35</b>	<b>54</b>	--	--	--

### Satisfaction with Program Access

#### COMPARISON TO ALBERTA PROVINCIAL RESULTS

	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
<b>2021</b>	65.3	71.8	68.2	71.9	59.4	65.7	68.5	77.8
<b>2020</b>	64.7	75.2	69.3	79.0	66.3	68.4	58.3	78.1

### In-service

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

		Student 4-6	Student 7-9	Parent 4-6	Parent 7-9	Teacher
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Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2016	---	---	---	---	100
	2017	---	---	---	---	71
	2018	---	---	---	---	87
	2019	---	---	---	---	87
	<b>2020</b>	---	---	---	---	<b>92</b>
	<b>2021</b>	--	--	--	--	<b>93</b>
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Effectively addresses your professional development needs	2016	---	---	---	---	100
	2017	---	---	---	---	64
	2018	---	---	---	---	87
	2019	---	---	---	---	87
	<b>2020</b>	---	---	---	---	<b>92</b>
	<b>2021</b>	--	--	--	--	<b>93</b>
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Significantly contributed to your ongoing professional development	2016	---	---	---	---	100
	2017	---	---	---	---	71
	2018	---	---	---	---	93
	2019	---	---	---	---	80
	<b>2020</b>	---	---	---	---	<b>92</b>
	<b>2021</b>	--	--	--	--	<b>86</b>

In-service Professional development and in-servicing								
<u>COMPARISON TO ALBERTA PROVINCIAL RESULTS</u>								
	Overall		Student		Parent		Teacher	
	CS	AB	CS	AB	CS	AB	CS	AB
<b>2021</b>	<b>90.5</b>	<b>84.9</b>	--	--	--	--	<b>90.5</b>	<b>84.9</b>
<b>2020</b>	91.7	85.0	--	--	--	--	91.7	85.0

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PAT Results - Overall						
*2020 - no PAT due to COVID 19						
*FMCS/Province		Overall FMCS	Overall Province	Grade 6	Grade 9	#
Acceptable Standard	2015	85.0	72.9	---	---	15
	2016	80.0	73.6	---	---	8
	2017	86.6	73.4	---	---	28
	2018	94.8	73.6	---	---	29
	2019	90.0	73.8	---	---	35
	2020	n/a	n/a	---	---	n/a
	2021	n/a				
Standard of Excellence	2015	18.3	18.8	---	---	15
	2016	30.0	19.4	---	---	8
	2017	18.8	19.5	---	---	28
	2018	40.5	19.9	---	---	29
	2019	22.9	20.6	---	---	35
	2020	n/a	n/a	---	---	n/a
	2021	n/a				

PAT Results - Grade 6 & 9						
*Based on students enrolled						
*2020 - no PAT due to COVID 19						
		Gr. 6	Gr. 6 Alberta		Gr. 9	Gr. 9 Alberta

English Language Arts - Acceptable Standard	2015	88.9	82.8		83.3	75.6
	2016	*	82.9		*	77.0
	2017	100	82.5		70.0	76.8
	2018	95.5	83.5		85.7	76.1
	2019	95.2	83.2		92.9	75.1
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	
English Language Arts - Standard of Excellence	2015	22.2	19.5		0.0	14.4
	2016	*	20.4		*	15.2
	2017	27.8	18.9		10.0	14.9
	2018	45.5	17.9		28.6	14.7
	2019	19.0	17.8		28.6	14.7
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	
English Language Arts - Below Acceptable Standard	2015	0.0	7.9		16.7	12.9
	2016	*	7.7		*	11.8
	2017	0.0	7.7		30.0	12.0
	2018	0.0	7.1		14.3	12.8
	2019	4.8	7.3		7.1	13.3
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	

PAT Results - Grade 6 & 9						
*Based on students enrolled						
*2020 - no PAT due to COVID 19						
		Gr. 6	Gr. 6 Alberta		Gr. 9	Gr. 9 Alberta
Math - Acceptable Standard	2015	88.9	73.2		66.7	65.3



	2016	*	*		*	67.8
	2017	83.3	69.4		70.0	67.2
	2018	95.5	72.5		71.4	59.2
	2019	81.0	72.5		78.6	60.0
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	
Math - Standard of Excellence	2015	22.2	14.1		0.0	17.9
	2016	*	*		*	17.5
	2017	11.1	12.6		10.0	19.0
	2018	18.2	14.0		14.3	15.0
	2019	9.5	15.0		7.1	19.0
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	
Math - Below Acceptable Standard	2015	0.0	17.5		33.3	24.1
	2016	*	*		*	21.7
	2017	16.7	21.1		30.0	21.8
	2018	4.5	18.1		28.6	29.5
	2019	19.0	18.3		21.4	29.0
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	

<b>PAT Results - Grade 6 &amp; 9</b> *Based on students enrolled						
*2020 - no PAT due to COVID 19						
		Gr. 6	Gr. 6 Alberta		Gr. 9	Gr. 9 Alberta

Science - Acceptable Standard	2015	100.0	76.3		83.3	74.1
	2016	*	*		*	74.2
	2017	100.0	76.9		70.0	74.0
	2018	100.0	78.8		100.0	75.7
	2019	90.5	77.6		92.9	75.2
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	
Science - Standard of Excellence	2015	44.4	25.3		0.0	22.8
	2016	*	*		*	22.4
	2017	38.9	29.0		0.0	21.4
	2018	68.2	30.5		14.3	24.4
	2019	33.3	28.6		14.3	26.4
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	
Science - Below Acceptable Standard	2015	0.0	14.0		16.7	15.8
	2016	*	*		*	15.6
	2017	0.0	12.8		30.0	15.4
	2018	0.0	12.1		0.0	14.0
	2019	9.5	13.1		7.1	13.8
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	

PAT Results - Grade 6 & 9						
*Based on students enrolled						
*2020 - no PAT due to COVID 19						
		Gr. 6	Gr. 6 Alberta		Gr. 9	Gr. 9 Alberta

Social Studies - Acceptable Standard	2015	88.9	69.8		66.7	65.1
	2016	*	71.4		*	64.7
	2017	100.0	72.9		70.0	67.0
	2018	100.0	75.1		85.7	66.7
	2019	90.5	76.2		100.0	68.7
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	
Social Studies - Standard of Excellence	2015	33.3	18.1		0.0	19.8
	2016	*	22.0		*	18.0
	2017	27.8	21.7		0.0	20.2
	2018	54.5	23.2		28.6	21.5
	2019	28.6	24.4		42.9	20.6
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	
Social Studies - Below Acceptable Standard	2015	11.1	20.1		33.3	23.5
	2016	*	18.8		*	24.4
	2017	0.0	17.1		30.0	22.4
	2018	0.0	15.6		14.3	22.8
	2019	9.5	14.4		0.0	20.5
	<b>2020</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>	<b>n/a</b>
	<b>2021</b>	<b>n/a</b>			<b>n/a</b>	

**Fort McMurray Christian School - Data Review, October 2021**  
**Staff Analysis and Feedback**

Overall Feedback	
<ul style="list-style-type: none"> <li>• Parent participation/completion of the survey continues to be low</li> <li>• Fort McMurray Christian School has done well as compared to provincial results</li> </ul>	

- Overall, results are lower than in previous years for FMCS and the Province
- Student and parent surveys to drill down further into the results

### Student Growth and Achievement

<i>Results</i>	<i>Observations/So What/Now What?</i>
<ul style="list-style-type: none"> <li>• Results from grades 4-6 were quite low</li> <li>• Overall, results are better than province</li> <li>• Parent and teacher results are higher than student results</li> </ul>	<ul style="list-style-type: none"> <li>• Online learning most likely impacted results, particularly if students had difficulties</li> <li>• Students did not consistently engage in help when it was provided</li> </ul>

### Learning Supports: Welcoming, Caring, Respectful and Safe

<i>Results</i>	<i>Observations/So What/Now What?</i>
<ul style="list-style-type: none"> <li>• Grades 4-6 results for caring, respecting and treating each other well were below 70%. The same results for feeling like they belong at school.</li> <li>• 20% (JH) - 26% (Div II) of students not feel like teachers care about them? It's also a drop from last year.</li> <li>• Why do 25% (JH) - 31% (Div II) of students not feel like they belong?</li> <li>• Overall, parent and teacher results are higher than student results</li> </ul>	<ul style="list-style-type: none"> <li>• Do the results reflect one or more grades in 4-6?</li> <li>• The results may represent those students who are struggling? If so, should we be looking at these students closer using the CRM?</li> <li>• Are we rewarding those students that perform better compared to those that do not?</li> <li>• What could we do to provide opportunities where students can express their sense and level of belonging. This may help us gain a better understanding of the responses</li> </ul>

### Learning Supports: Access to Supports & Services

<i>Results</i>	<i>Observations/So What/Now What?</i>
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<ul style="list-style-type: none"> <li>• The percentage of teacher responses 57 and 64 indicate they need more supports and services for students</li> <li>• 64% of teachers feel that students cannot get help with problems that are not related to school. (Ellen)</li> <li>• Overall, teacher responses 74.3 were lower than parent, students and the province</li> </ul>	<ul style="list-style-type: none"> <li>• Access to learning supports and services can be frustrating when you are trying to get help, testing, etc for students that need it and it doesn't happen in a timely manner. Even more so when students go to another school and/or school division and appear to get help/testing right away.</li> <li>• How do we improve services or increase our understanding of the Division's stance on testing (age, severity, etc)?</li> </ul>
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Safe and Caring Schools	
<i>Results</i>	<i>Observations/So What/Now What?</i>
<ul style="list-style-type: none"> <li>• Overall results are lower than previous year 94.3 - 90.5 but higher than province, 90</li> <li>• Overall parents and teachers responded higher than students in all categories</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Student safety may be linked to COVID concerns and following new protocols/routines</li> <li>• Bus issues may be connected to safety for students</li> </ul> <p>How do we get to the root of the issues? How do we deal with bus issues effectively?</p>

Student Learning Opportunities - Program of Studies	
<i>Results</i>	<i>Observations/So What/Now What?</i>
<ul style="list-style-type: none"> <li>• Overall results are significantly lower than province 75.6 - 81.9 and well below previous years results 81.8 - 75.6</li> <li>• JH students are not satisfied with choice for learning opportunities, specifically languages.</li> <li>• JH students (67%) are not strongly satisfied with the variety of subjects.</li> <li>• JH drop in "Satisfaction in opportunities to learn Physical Education"</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a variety of subjects and options if difficult in a smaller school</li> <li>• JH program enrollment is low and unable to support staffing needs for additional subjects and options</li> <li>• The need to have three grades combined (7, 8, 9) in PE mostly likely resulted in lower satisfaction. It is challenging and overwhelming for students</li> </ul>

	<ul style="list-style-type: none"> <li>• Some students don't choose options like languages when provided.</li> <li>• The retirement of an outstanding art teacher 2 years ago continues to impact student satisfaction</li> <li>• When asked/surveyed, students do not indicate an interest in drama. Therefore, it has not been offered</li> <li>• Did students understand the questions?</li> <li>• As a small junior high, we choose to do a few things well, rather than do a bunch of different things poorly. Quality over Quantity. We need to invest more time "bragging" about what we do well.</li> <li>• PE results may be related to a lack of "sports" in gym class, which kids really enjoy rather than only a focus on skills. Including more opportunities for sports may help.</li> <li>• 21-22 options include different choices that in the previous year including foods and Space Academy</li> <li>• Students and parents need to more informed about PE being about the ABCD outcomes and not focused on sports</li> </ul>
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Student Learning Opportunities - Overall Quality of Basic Education	
<i>Results</i>	<i>Observations/So What/Now What?</i>
<ul style="list-style-type: none"> <li>• Teacher results are above previous year's results: 97.6 - 97.2</li> <li>• Results are lower than the previous year including overall, student and parent</li> <li>• Results indicate students don't feel challenged</li> <li>• JH students commented that they feel the curriculum is boring and they are not interested in it</li> <li>• JH - 91 and Elem 86; "I am learning core subjects that are useful to me." is concerning.</li> </ul>	<ul style="list-style-type: none"> <li>• Do students understand what the questions are asking?</li> <li>• Do students know that we are scaffolding activities to meet students where they are at?</li> <li>• Overall, we need to differentiate more, not just for students who are struggling, but for those that need a meaningful challenge</li> <li>• In our instruction, more real-world connections need to be made with the subject area</li> </ul>

<ul style="list-style-type: none"> <li>• In grades 4 - 6, there's a drop in how good students perceive their teachers and school.</li> <li>• Overall, our results are on par with the province.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the impact of COVID and online learning - may explain the drop in how students perceive their teachers and school</li> </ul>
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Students at Risk Have Access to Programs	
Results	Observations/So What/Now What?
<ul style="list-style-type: none"> <li>• Student percentages in all three markers are below previous years - access to support from teachers is easy and timely</li> <li>• Overall, Student and Parent results are below previous years for both FMCS and Province</li> <li>• Overall, teacher percentage is slightly above previous years: 80.6 - 81.0</li> <li>• Why do gr 4 - 6 students feel there isn't the support from teachers? Especially compared to last year? Teachers, in particular, feel like they are not available (57%) which is a continued drop over the past 2 years</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient classroom support and teachers cannot get around to every student. Over the past years, it seems like more and more students are requiring one-on-one help and at the same time, the province is reducing supports. Over the past 5 years, my classroom subjects had <math>\frac{1}{4}</math> - <math>\frac{1}{3}</math> of students who needed significant differentiation and one-on-one.</li> <li>• Behavioural issues as a result of students (coded and uncoded) whose needs are not being met contribute to the results and the ability to support students.</li> </ul>

Preparation for Life Long Learning - Successful at Work When They Finish School	
Results	Observations/So What/Now What?
<ul style="list-style-type: none"> <li>• Overall results are slightly below previous year while the province's results are slightly higher</li> <li>• While lower, results are above 91 and are significantly above the province in overall and parent percentages. Only teacher results 92.9 are below the province 93.7</li> <li>• While a decrease from the previous year, teachers and parents in grades 4-6 responded above 92%</li> </ul>	<ul style="list-style-type: none"> <li>• We need to celebrate that students, parents and teachers feel that students are encouraged to do their best</li> <li>• Online learning may have given parents a glimpse of the attitudes and behaviours being taught by teachers/school</li> <li>• Teacher results declined possibly due to online learning and not being able to interact and 'teach' as they would have in person with students</li> </ul>

<ul style="list-style-type: none"> <li>Parents in grades 7-9 increased from 85 in the previous year to 90</li> </ul>	
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Preparation for Lifelong Learning - Active Citizenship	
<i>Results</i>	<i>Observations/So What/Now What?</i>
<ul style="list-style-type: none"> <li>Teachers responded 100% for all questions</li> <li>Overall, student and parent percentages were lower than the previous year for FMCS and the Province</li> <li>Teacher responses were higher than the previous year for FMCS and the Province</li> <li>FMCS responses were higher than the province for all groups</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers think students follow rules, respect and help each other and the community.</li> <li>Thinking back on the year It just seems like there is a high level of disrespect with about 20% of a class. Does this have more to do with home than the school?</li> <li>Our Christian Curriculum and focus on Teaching for Transformation seems to be working well and we should continue</li> <li>Online learning may have given parents a glimpse of the attitudes and behaviours being taught by teachers/school</li> </ul>

Preparation for Lifelong Learning - Lifelong Learning	
<i>Results</i>	<i>Observations/So What/Now What?</i>
<ul style="list-style-type: none"> <li>Overall, parent and teacher percentages were significantly higher than the previous years</li> <li>Grade 10s have been very positive about how well our school got them ready for High School</li> </ul>	<ul style="list-style-type: none"> <li>We need to celebrate this with our community</li> <li>Online learning may have given parents a glimpse of the attitudes and behaviours being taught by teachers/school</li> </ul>

Parental Involvement	
<i>Results</i>	<i>Observations/So What/Now What?</i>
<ul style="list-style-type: none"> <li>Teacher percentage, while slightly below the previous year, is significantly higher than the province 95.7 - 86.8</li> </ul>	<ul style="list-style-type: none"> <li>COVID safety protocols significantly impacted these results with parents not</li> </ul>



<ul style="list-style-type: none"> <li>Overall and parent percentages are significantly below the previous year's results</li> <li>Across the board, there's a drop with parents of children in gr 4 - 6, both in involvement and satisfaction</li> <li>We did very well as compared to the Province</li> </ul>	<p>permitted to volunteer, participate in the building as in previous years</p> <ul style="list-style-type: none"> <li>Continue to put out opportunities for parents to become involved while aligning with COVID safety protocols</li> </ul>
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Continuous Improvement	
<i>Results</i>	<i>Observations/So What/Now What?</i>
<ul style="list-style-type: none"> <li>Decline in overall, parent and teacher percentages</li> <li>Student percentages increased slightly 79.0 - 79.6</li> <li>Provincial results declined in overall, student and teacher percentages</li> <li>Students are proud of FMCS (75 to 78 percent from previous year) and would recommend it to a friend (59 to 73 percent from previous year). However, it is a bit disheartening that 27% still wouldn't</li> </ul>	<ul style="list-style-type: none"> <li>COVID and the shifts from online to inperson learning throughout the year had an impact</li> <li>As we become more proficient and experts with at-home learning, this will improve.</li> <li>27% would not recommend FMCS to a friend, it's a tough one to figure out. It may be worthwhile to interview/survey students about this</li> </ul>

Program Access	
<i>Results</i>	<i>Observations/So What/Now What?</i>
<ul style="list-style-type: none"> <li>Satisfaction access to academic counselling increased significantly with students and teachers</li> <li>Access to library services decreased significantly with teachers, 67 - 46 and with students in grades 4-6, 77 - 35</li> <li>Overall, results were lower for all groups provincially</li> </ul>	<ul style="list-style-type: none"> <li>FMCS was building/rebuilding their library, limiting access for all</li> <li>21-22, we will work to put all teacher resources and materials in a central location for easier access</li> <li>21-22, all classes have weekly library times with our librarian</li> </ul>

Professional Development (In-Service)
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<b><i>Results</i></b>	<b><i>Observations/So What/Now What?</i></b>
<ul style="list-style-type: none"> <li>• Results were slightly below the previous years for FMCS and the province</li> <li>• FMCS results were below for only one question, the contribution to ongoing professional development and slightly above for PD opportunities being focused on jurisdiction priorities and addressing professional development needs</li> </ul>	<ul style="list-style-type: none"> <li>• Division priorities are given a strong focus, particularly FNMI and LGBTQ+</li> <li>• Resources (human and content), webinars and virtual sessions have been offered. However, staff have limited time to digest and implement the new learning and it can be overwhelming.</li> <li>• Our inboxes are often flooded with opportunities for PD without a filter of grade, interest level, targeted learning, etc. PD opportunities need to be more prioritized and not left to busy and often overwhelmed staff to sift through and inquire about the specifics</li> <li>• No time to apply what I've learned</li> </ul>