



Fort McMurray Composite High School

"FMCHS is a learning community of diverse learners striving toward personal excellence. We promote responsible citizenship and educate for life long learning."

Assurance Framework School Growth Plan Fall Results 2021-2022

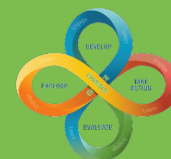
Fort McMurray Composite High School (FMCHS) is Fort McMurray's oldest active high school and the only 7-12 school on Fort McMurray's south side and cities downtown core. Composite houses a population of 425 students equally distributed evenly between grades 7-12 and currently has 21 ATA and 20 Support Staff, a .6 librarian, and a full time social worker.

FMCHS offer a full catalogue of academic and options classes as well as housing multiple specialized division programs. For the 2021 School year we were happy to reintroduce Fabrication Studies, Mechanics, as well as Sport Performance and are excited to expand our Partnership with Keyano for the 2022-23 school year to add Early Childhood Studies and are exploring the addition of Esports.

In October 2020, the school completed a \$38 Million, 8 year renovation that provided us with a completely modern school with open spaces, natural light, technology, as well as revamped trades, arts, and CTS facilities. The celebration was short lived as our school was largely impacted by the 2020 flood, which caused us to completely rebuild our first floor. Thanks to the efforts and hard work of Staff and FMPSD O&M, when the students and staff returned in Fall 2020, the school was back to its pre-flood state.

FMCHS has a long history in our community and has undergone considerable changes in a relatively short time frame. As recently as the early 2000's, Composite was a large high school with just under 1000 students in grades 9-12 with a strong focus on academics as well as CTS and trades. Composite has a long standing reputation as the Fort McMurray's trades high school and still boasts world class trades facilities for Mechanics, Welding, Construction, Cosmetology, Technology, and Culinary Arts. The Composite has expanded to be a comprehensive community school that services students of many diverse needs and backgrounds. Historically, the school also carries an inner-city school reputation, which is actually inaccurate and a misunderstood perception in the greater community.

Fort McMurray Composite High School still perseveres and offers high quality education to all students in a welcoming and family environment. Our mission is to provide a strong emphasis on citizenship, personal excellence and a thirst for life long learning. We are committed to live by this philosophy and continue to always carry 'Miner Pride' in our quest for individual and school improvement.



OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE (EVIDENCE)

STRENGTHS

- Continual improvement as a safe and caring from 82.3% (2019) - 89.3% (2021)
- Continual increase to the overall quality of education 77.9% (2019) - 87.3% (2021)
- Continual increase in overall school improvement 57.9 (2019) - 81.7% (2021)

AREAS FOR GROWTH

- Increase in student literacy results and reading comprehension.
- Overall parental involvement.

LOCAL CONTEXT

- 425 Students across grades 7-12.
- 21 ATA and 20 Cupe Support Staff.
- 24.5% of population coded 40 or 50.
- 25.7% of population ESL.
- The school houses multiple division Special Education programs.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS
 - o Each PLF will encompass Literacy groups who will work towards embedding literacy in all curricular areas as well Literacy Focused CRM meeting to determine students academic levels and students requiring interventions. PLF time throughout the Cycle will also focus on school culture and increasing parental involvement and mental health supports.
2. PHYSICAL RESOURCES
 - o Purchased Books for staff book studies on Leadership, CRM, and Literacy.
 - o Purchase of 15 chromebooks and headsets for library for literacy assessment and intervention.
 - o Resources for the life skills program.)
3. HUMAN RESOURCES
 - o Maintaining Key staff and the addition of .5 learning coach to assist with literacy and continuation of the ESL Staffing.
4. BUDGET:
 - Spending to restart the fabrication shop.
 - Spending to replace the Studio Equipment lost in Flood.
 - Spending to Purchase Literacy materials and WeCollab Software.

INDICATORS OF SUCCESS

SHORT TERM

- Expanded literacy strategies being implemented across all classes.
- Increased academic scores in student classes.
- Effective a productive CRM meetings.
- Parent Involvement in Parent Council.

MOVING TO - DESIRED STATE

- To see an improvement in Student achievement (Both PAT and DIP results) towards to provincial average.
- To see literably results indicate that majority of students are moving towards grade level.
- An full parent council consisting of at least 6 active members.



GROWTH AREA: Literacy – Fort McMurray Composite High School continues to support students in their literacy development. Reading at grade level continues to be an area of growth, specifically with reading comprehension rates.

ACTION FOR IMPROVEMENT: Literacy - If time and resources were made available for staff to collaborate in foundational literacy approaches and if there are appropriate supports to build the collective knowledge to improve fluency, reading comprehension and instructional practices, we would expect to see an increase in literacy rates in various contexts.

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><i>Current State</i></p> <p>Currently we are in a situation where a significant portion of our student population are below grade level in regards to literacy (reading, comprehension, and writing skills).</p> <p>Students are in need of intervention in order to increase these skills in order to increase academic future academic success</p>	<p>-PAT and Diploma results.</p> <p>-Teacher / Staff feedback.</p> <p>- Literably Benchmarks</p> <p>-ELL Benchmarks and Assessments</p> <p>-Fountas and Pinnell</p> <p>-Currently working with District Literacy coordinator to find and build a collection of targeted</p>	<p>The amount of students scoring below the level of acceptance on the PAT and Diploma, as well as a level of the literably results indicates the more interventions are needed for literacy.</p> <p>Teacher/Staff assessment and observation corroborate the need for more intensive literacy interventions with more opportunities for professional development and collaboration.</p>	<p>Staff in the school have indicated that a more focused approach on literacy is needed.</p> <p>Relationship between literacy and greater academic success is needed.</p>	<p>-Implement literacy strategies that are cross-curricular.</p> <p>- Implementation of a literacy framework across all grade levels and programs.</p> <p>- Implementation of CRM process to increase collaboration, communication, and collaborate in building and sharing teacher best practices.</p> <p>- Access Division Literacy coordinator support (data collection, analysis and programming).</p>	<p>- All teachers will implement literacy focused elements into the classroom and across disciplines.</p> <p>-All teachers will implement the Collaborative Response Model pyramid of intervention and collaborate within the CRM meetings.</p> <p>-Assessment data and ELL benchmarks will show success or areas for growth.</p> <p>-Interaction during PLF, CRM, and weekly</p>	<p>-Literacy supports are built into each class and all students are moving towards grade level literacy in reading, comprehension, and writing.</p> <p>-CRM is fully incorporated into the school with each staff member utilizing the weekly meetings to employ literacy techniques.</p> <p>-A complete understanding of where each student's literacy needs lay and</p>



in all grades and classes.	assessments for identifying very specific areas of literacy development			<ul style="list-style-type: none"> - Connecting ELL students with MCA and school based ELL programs. - Creating literacy option classes for Jr. high students requiring more academic support. - Implementing a Sr. High Learning Support classroom for literacy specific support. -Building a staff resource library and shared drive for data, meeting notes, Continuum of Supports and digital resources. 	meetings will demonstrate teacher/staff adoption of the literacy framework.	how to best assist them with the full implementation of the literacy framework.
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GROWTH AREA: Parental Involvement and Community Engagement: The FMPSD has multiple bodies that support parent involvement, such as School Councils, Networks committees and other such bodies. At Fort McMurray Composite High School, we have had a fluctuation of parental involvement over the past several years and even though families are satisfied with the safe and caring environment, the public perception of the school's strengths continues to be an area of growth.

ACTION FOR IMPROVEMENT: Parental Involvement and Community Engagement: If opportunities to build relationships with parents are encouraged and if the positive stories and school celebrations were actively highlighted through social media and community connections, we would expect to enhance parent-school relationships and an increase in parental involvement.

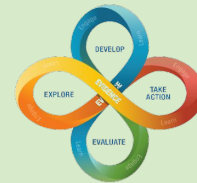
Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement	Short term success indicators (October)	Moving To... (June)
<i>Current State</i>				<i>How?</i>	<i>Evidence of Improvement</i>	<i>Desired State "Audacious" 1-year goal</i>
<p>Since COVID physical distancing has limited in person events, it has impacted the engagement of parent involvement. There is currently one parent who is a member of the School Council Advisory Board.</p> <p>There is an unfounded misrepresentation of FMPSD in the community.</p>	<p>lack of participation in the PAC.</p> <p>lack of community involvement in the school.</p> <p>anecdotal reviews from the community.</p> <p>AERR result and participation rate</p>	<p>All elements of school culture and community within the school (Students and Staff) indicate that we are a positive environment where kids and staff feel safe and respected.</p> <p>We just need that perception to be felt out of the school community.</p>	<p>FMCHS staff and students feel safe in the school and have a positive relationship with the school.</p> <p>The recent events (Fire, Flood, Covid, Economy,) have increased anxiety in the school community.</p> <p>The perception in the community does not reflect the reality of the school.</p>	<p>-Ensuring regular communication to parents, inviting engagement (Newsletters, emails, social media).</p> <p>-Invite parents for school Community Engagement events (Film Nights, etc..)</p> <p>- Increased Social Media (weekly updates from all staff)</p> <p>- Tell the story of Composite Success.</p>	<p>- At least one community engagement activity (virtual if necessary).</p> <p>- To build parent participation to have at least 5 parents in actively engaged at the School Council Meetings.</p> <p>- Increased participation by parents on the AERR.</p>	<p>An increased community perception in what the "real" composite is. For example, to see others sharing positive stories about Composite High School, contributing to an organic positive perception</p> <p>Becoming a true community school, that brings robust community together (Quarterly hosting family events such as Multicultural Events, and other such various activities).</p>



Fort McMurray Composite High School

Assurance Measure Results Summary

Doing What's Best for Kids



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



426 STUDENTS

- 26.5% ESL (113)
- 15.2% (65) First Nations, Métis, Inuit
- 24.4% (104) Severe Disabilities



41 STAFF

- 21 ATA
- 20 CUPE



PARENTS

75.4% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

121 Students 21 Staff 14 Parents

STAKEHOLDER FEEDBACK

- 87.1% of stakeholders responded that FMCHS continues to provide a safe and caring school environment.
- 87.3% of stakeholders are satisfied with the overall quality of education.
- 80.3% of stakeholders feel that FMCHS is effective in developing citizenship.

IMPROVEMENT AREAS

- ⬆ Improve the 3 Year High School Completion rate.
- ⬆ Increase Parental Involvement (School Culture)
- ⬆ Continue to decrease the Dropout Rate.

PROGRAM PRIORITIES

- ✓ Increase Literacy achievement through targeted interventions.
- ✓ Grow school culture and parent involvement through relationship building.
- ✓ Improve the Mental Health of students and staff through MH awareness interventions and school culture development.

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 - 92.6%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 88.3%

CITIZENSHIP

2020-2021 School Result - 80.3%
2019-2020 School Result - 80.3%
2020-2021 Provincial Result - 88.3%

3 YEAR HIGH SCHOOL COMPLETION

2019-2020 School Result - 72.9%
2018-2019 School Result - 81%
2019-2020 Provincial Result - 83.3%

5 YEAR HIGH SCHOOL COMPLETION

2019-2020 School Result - 82.9%
2018-2019 School Result - 82.2%
2019-2020 Provincial Result - 86.2%

EDUCATION QUALITY

2020-2021 School Result - 87.3%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 89.6%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2020-2021 School Result - 86.8%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 87.8%

PARENTAL INVOLVEMENT

2020-2021 School Result - 74.8%
2019-2020 School Result - 73.4%
2020-2021 Provincial Result - 79.5%

Fort McMurray Composite High School Narrative of Results:

What data did we look at:

In developing our 2021-2022 School Plan, our school team explored the culture of our school, students' academic results, Literably benchmarks, AERR results, as well as the OurSchool survey results. From these sources we were able to determine that a substantial percentage of our student population were reading below grade level. The impacts of the economic downturn, fire, flood, and ongoing pandemic were having a negative effect on the school culture and mental health of our staff, students and families. It is important to note that 45% of our school community was impacted by the 2020 Flood. Parental involvement is not measured on this past AERR but we have seen a significant decline in parents engagement over the past 2-3 years.

What did we learn about our student and staff needs?

After extrapolating the data, we could determine that much of our student population, specifically in the Jr. High, reading comprehension measures continue to below grade level. We learned that we needed to implement a reliable and consistent literacy assessment that could provide accurate reading level benchmarks. Staff need support from the Literacy Coordinator to implement Literably in a meaningful way. Staff have already started to implement literacy interventions for the 2020-21 school year. We have planned a more formalized approach for the 2021-22 school year that includes structured professional learning for staff surrounding the Collaborative Response Model, Literacy interventions and Mental Health. We will continue to support moving forward in the following ways:

- Using Literably as an assessment for all Jr. High Students to gain a baseline of current reading levels. We will continue to work with the Literacy Coordinator and CRM coach to implement targeted literacy interventions.
- We scheduled Jr. High Literacy as a mandatory option focus for grade 7-9
- Literacy focus for CRM meetings with addition of We Collab.
- In addition to PLF time, teachers meet bi-weekly CRM meetings
- Book study for staff "Why do I have to read this" by Chris Tovani? This book focuses on how to engage reluctant readers.
- Establishing a PLF literacy group for collaboration focused on embedding literacy interventions into all classes and courses.
- Creation of an Academic intervention Jr High option.
- Re-introduction of the Peer Tutoring program.

It is clear to see that parental involvement, school culture, and student/staff mental health continues to be an area of focus moving forward. The residual impacts of the economic turndown, the aftermath of the wildfire, the downtown flood, and the on-going pandemic is still ongoing. It was determined that in the 2020-21 and subsequent 2021-22 school year that a

focus on getting parents involved and support for our school population's mental health would be a priority. This included:

- Completed Student on survey on school identity and what Comp means to them
- Used that data to create school culture working groups during PLFs.
- Campaign to engage more parent involvement in the School Council (we have grown from 1 to 7 active members to date).
- Miner Pride Student Recognition Program and Active Student Council.
- Creation of the "Miner Card" for staff appreciation.
- Mental health focus for PLF groups.
- PLF work groups on School Culture.
- Formulation of a Monthly Principal's Advisory Committee for student engagement.

What did we do during 2020-2021 (PLF Structure):

Our focus during our professional learning Fridays was to build connections within the school community and collaborate with literacy interventions, school culture enhancement, and mental health awareness for staff and students. Mental Health professional learning included mindfulness training by Samantha Leblanc (Social Worker), using physical activity in the classroom and awareness of Mental Health trends and needs within the local context.

We took a deeper dive into how to use the Collaborative Response Model for tiered classroom based interventions. 100% of staff were active in the CRM collaboration and saw the positive value of its implementation. They also provided feedback that they want to have more direct learning surrounding literacy interventions embedded into this structure. We identified that we would pilot the WeCollab software recommended by Jigsaw Learning. We have a thirst to continue to work with Jigsaw Learning to guide our CRM implementation for optimum professional growth.

Provincial expectation:

English Language Learners:

The provincial results for English Language Learners at Composite High School indicate that students who are ELL, are scoring below the provincial average on PATs and Diploma exams. There are 113 ELL identified students out of a total 426 enrollment, identifying that 26.5% of our school population is learning English as a second language. A highlight of the provincial data is identified with a zero drop out of our ELL students and a 91.7% transition to postsecondary secondary, which is above the provincial average.

Local Context: ELL students at Composite are currently participating in a half day English Language Learning sheltered program with Mrs. Perry to work on reading comprehension, verbal communication, and writing skills in preparation for full reintegration into mainstream programming. Students also receive additional tutoring, supported by the Multicultural Association's ELAA Program via virtual tutoring. Literacy support is the foundation of English

Language development. Use of adaptive technology (Google Read and Write) will be a tool that we will implement for further Language development.

First Nations, Metis, and Inuit:

The provincial data for First Nations, Metis and Inuit students at Composite High School indicates that our students are scoring below the provincial average on provincial PATs and Diploma exams. There are 65 students identified as First Nations, Metis, and Inuit at Composite High School, which is 15.3% of the school demographic. The provincial dropout rate for FNMI students is zero for this past school year, compared with 2.6% as a provincial average. The 3 year high school completion rate improved significantly to 73% in comparison with 68.1% in the province and 33% of the previous year. Rutherford Scholarship eligibility for FNMI students has increased to 50.0% from 37.6% of the 3 year average. The provincial rate was significantly lower at 39.1% in June of 2021.

Local Context: We are continuing to build cultural and historical awareness of First Nations, Metis and Inuit students at Composite High School. Our students are currently working with our FNMI liaison, Mrs McDougall to build relationships and cultural support for FNMI students through Cree Studies, First Nations Studies, Paul Martin Entrepreneurship Program, utilization of the FNMI Resource Centre in the library and the introduction of land based learning for Indigenous and non-Indigenous students. Staff are expanding their First Nations, Metis and Inuit learning through the *4 Seasons of Reconciliation* course provided through First Nations University of Canada, which provides knowledge and resources for classroom integration for all students.

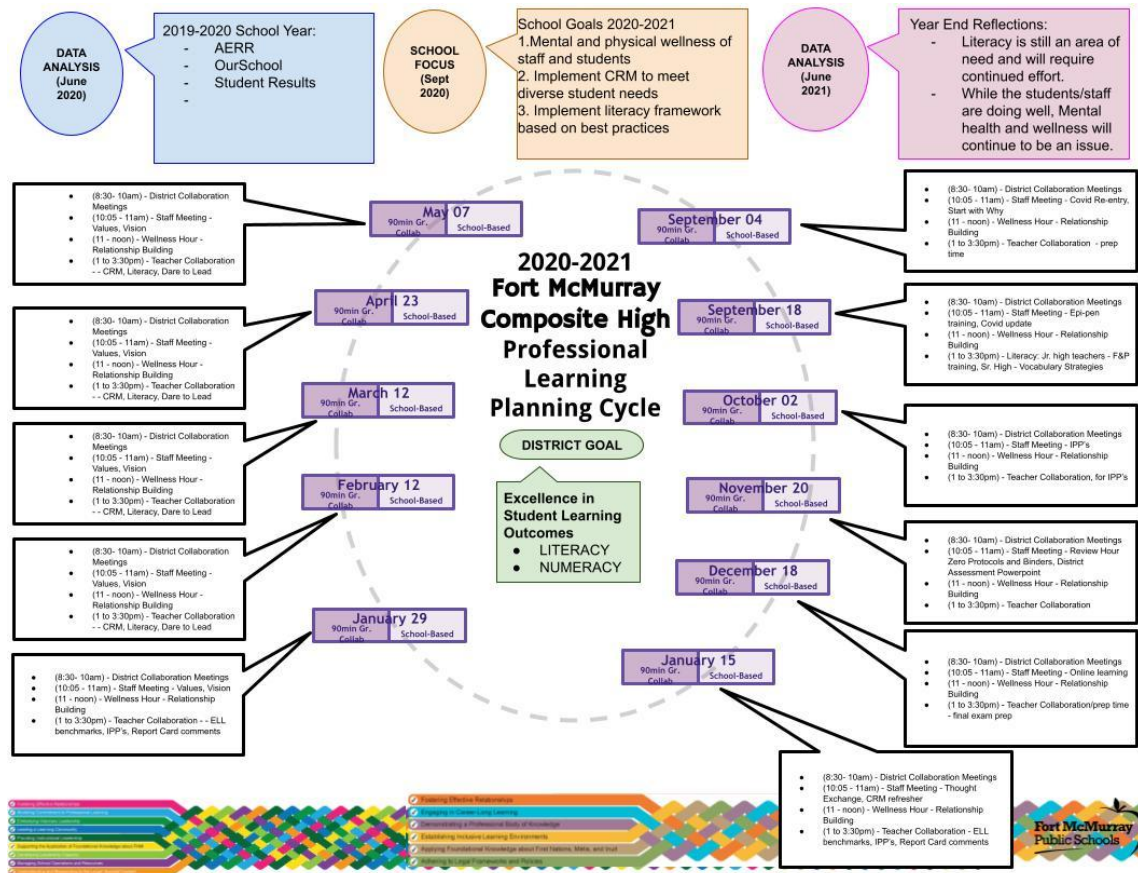
Our Goals for the 2021-2022 school year:

For the upcoming school year, we will continue to work on our goal to improve literacy rates for students, specifically supporting our students to improve their reading and comprehension levels. This will be accomplished by extracting baseline data of literacy rates through Literably, focusing specific PLF groups that integrate literacy into all areas of academics and improve the professional learning for staff. We will monitor and evaluate the success of the added Health and Literacy class and Academic Support option and how they contribute to the literacy improvement of students.

We will also continue to strive toward greater Parental Involvement and nurturing the school culture. We have already started to see greater parent engagement, with the largest cohort on the Parent Council that we have seen in many years. We will also continue to focus on building a positive school culture and increase awareness for stakeholder mental health. This is being accomplished with a PLF focus on Mental Health learning and school culture development. We will continue to actively recruit and communicate with the parent community, formulate a Principal's Advisory Council (student engagement) and follow through with weekly social media engagements to highlight the positive aspects of the Fort McMurray Composite High School.

Appendix:

PLF Plan 2020-21



Accountability Pillar Overall Summary 3-Year Plan - May 2020 School: 1845 Fort McMurray Composite High School (ESL)



Measure Category	Measure	Fort McMurray Comp High 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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	4.5	0.0	1.9	2.2	2.3	2.3	Intermediate	n/a	n/a
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	80.3	55.6	70.3	73.3	74.4	74.3	High	Maintained	Good
	PAT: Acceptable	6.7	42.6	33.0	70.2	69.4	69.1	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	PAT: Excellence	0.0	5.9	4.6	16.4	15.5	15.2	Very Low	Maintained	Concern
	Diploma: Acceptable	70.7	51.0	55.3	72.5	73.8	73.2	Very Low	Improved	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	8.0	5.9	6.8	15.3	16.6	16.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	35.7	44.4	42.1	51.0	54.3	54.3	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Rutherford Scholarship Eligibility Rate	57.7	42.1	53.7	55.6	55.5	55.3	Intermediate	n/a	n/a
	Transition Rate (6 yr)	73.3	63.4	67.3	65.7	64.6	64.0	Very High	Maintained	Excellent
Parental Involvement	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1845 Fort McMurray Composite High School (ESL)



Measure	Fort McMurray Comp High 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
Diploma Exam Participation Rate (4+ Exams)	n/a	35.9	40.0	n/a	51.0	53.6	n/a	n/a	n/a
Drop Out Rate	0.0	4.5	3.4	2.6	2.2	2.2	Very High	Improved	Excellent
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	40.9	57.7	55.5	58.3	55.6	55.8	Very Low	Maintained	Concern
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	91.7	73.3	68.8	65.4	65.8	64.4	Very High	Improved	Excellent
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Accountability Pillar Overall Summary

3-Year Plan - May 2020

School: 1845 Fort McMurray Composite High School (FNMI)



Measure Category	Measure	Fort McMurray Comp High 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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.0	0.0	1.4	5.5	5.4	5.3	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	72.7	33.3	45.7	55.8	56.6	54.5	Intermediate	Improved	Good
	PAT: Acceptable	18.2	40.6	40.6	54.0	51.7	51.9	Very Low	Declined	Concern
	PAT: Excellence	0.0	0.0	0.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	66.7	*	74.1	77.2	77.1	76.7	Very Low	Maintained	Concern
	Diploma: Excellence	6.7	*	7.4	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	36.4	16.7	8.3	24.4	24.6	23.6	Low	Improved	Acceptable
	Rutherford Scholarship Eligibility Rate	50.0	*	37.6	39.1	37.1	35.7	Low	n/a	n/a
	Transition Rate (6 yr)	42.3	24.0	31.9	35.0	34.2	33.0	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1845 Fort McMurray Composite High School (FNMI)



Assurance Domain	Measure	Fort McMurray Comp High 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	57.1	72.7	58.4	62.0	55.9	55.6	Very Low	Maintained	Concern
	5-year High School Completion	56.5	100.0	82.5	68.1	65.0	63.4	Very Low	Declined	Concern
	PAT: Acceptable	n/a	n/a	29.4	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.0	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	66.7	n/a	n/a	77.1	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	6.7	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