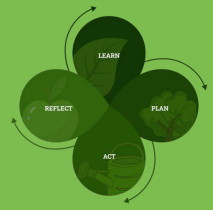




Fort McMurray Composite High school
CONTINUOUS IMPROVEMENT CYCLE
Doing What's Best for Kids



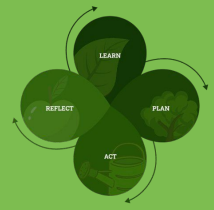
Fort McMurray Composite High School
Principal: Craig Upper
Vice Principal: Cavell Dumaresque
Spring 2024



Fort McMurray Composite High School

CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



As we near the conclusion of another enriching academic year at Fort McMurray Composite High School (FMCHS), I am delighted to reflect on the exceptional journey we have undertaken together. As the oldest high school in Fort McMurray, FMCHS has a proud tradition of academic excellence, cultural diversity, and inclusive community spirit.

Currently boasting a diverse student body of 520 learners, FMCHS anticipates a further increase in enrollment for the 2024-25 school year, with an anticipated 540 students ready to join our vibrant community. Our school is truly a melting pot of cultures, with students representing over 30 countries from around the globe, fostering an environment of cross-cultural understanding and mutual respect.

At FMCHS, we are committed to providing a comprehensive education that caters to the diverse needs and interests of all our students. Our full catalogue of academic courses and specialized programming ensures that every learner has the opportunity to thrive and succeed. From specialized programming for neurodiverse students to tailored English as an Additional Language (EAL) courses supporting 34% of our student population, we are dedicated to meeting the unique needs of every individual.

Moreover, our highly motivated staff members are the driving force behind our school's success. Committed to their professional growth and the well-being of our students, our educators actively utilize Professional Learning Fridays (PLF) time to further develop their skills in assessment, diversity, equity, and inclusion. Together, we are fostering a supportive and inclusive school community that prioritizes student mental health and well-being.

This academic year has seen the introduction of innovative new programs aimed at enhancing student engagement and promoting holistic development. Our newly introduced EAL Math program provides targeted support to students mastering mathematical concepts while building English language proficiency. Additionally, the launch of a high school esports course has provided students with an exciting platform to explore their interests and develop essential teamwork and digital literacy skills.

Furthermore, we have worked tirelessly to reinvigorate our extracurricular activities in an effort to return to pre-COVID participation rates. Recognizing the importance of student engagement beyond the classroom, we have expanded and diversified our extracurricular offerings, providing students with a wide range of opportunities to explore their interests, develop new skills, and forge lasting friendships.

As we celebrate these achievements and look forward to the future, I extend my deepest gratitude to our entire school community for their unwavering support and dedication. Together, we will continue to uphold the legacy of excellence and inclusivity that defines FMCHS, empowering every student to reach their fullest potential and make a positive impact on the world.

Principal

Craig Upper

Fort McMurray Composite High School

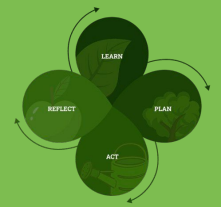




Fort McMurray Composite High School

CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



FMPSD 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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

Our School Survey data shows a slight improvement in all three areas of measurement.

There is a slight increase in the Diploma ACCEPTABLE standard as well as parent, teachers and students who feel there is Access to Supports and Services from the previous year.

The 5 year high school completion for our EAL students increased and remains very high while the 4 year completion rate remains high.

AREAS FOR GROWTH

1. **Diversity, Equity and Inclusion:** A school culture where diversity is celebrated and nurtured, where teachers have the resources needed to engage in conversations about DEI and an understanding of restorative practises within the classroom.
2. **Literacy and Comprehension:** Via MIPI, STAR, PAT and DIP data results we can determine that improved Literacy, Comprehension, Math and Science skills will continue to be a goal. Students will receive literacy supports in class as well will receive resource room access. Also an emphasis on assessment practice will be prioritised.
3. **Mental Health:** Composite is a school that provides mental health supports through our full time mental health counsellor, Access to family counselling through district referrals, and staff professional development to bring an understanding of Diversity, Equity and Inclusion into the classroom.

LOCAL CONTEXT

Fort McMurray Composite High School is the sole downtown high school with a very diverse population with students from all over the world. 34% of our population of students are English Language Learners, an increase 6% this year. Many of these learners are being exposed to the English language for the first time when they arrived in our community. Our EAL continues to expand as Fort McMurray continues to see growth in the influx of new Canadians. Composite also hosts special education programs for the district which includes Jr Skills, Jr VIP, Sr VIP and Life Skills. 11% of our population are in these programs which includes students who are coded in the 40s or 50s. The need for these programs has increased for the upcoming school year and we are looking to possibly expand if acquisition of staff permits. The staff at Composite High School continues to commit to professional learning for Diversity, Equity and Inclusion.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS
 - o Each PLF will continue towards a school wide approach to embedding literacy in the class as a whole school approach and continued application of the CRM model. We will also make a focus on Mental health/ Anxiety learning to assist both students and staff.
 - o There will be continuous focus on Diversity, Equity and Inclusion and Restorative Practices as a focus for 2024-2025 through professional development for staff to bring to the classroom for student learning.
2. MATERIAL RESOURCES
 - o Exam Bank, Quest A+, IXL
 - o Considering school-wide AI resources for staff
 - o Literacy and Numeracy Manipulatives
3. HUMAN RESOURCES
 - o Additional LAC Support and Additional Program Teachers
 - o Additional EAL Support

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

- Improvement in student achievement in both Diploma exams and Provincial achievement tests moving us nearer to the provincial average.
- Literacy diagnostic results demonstrating majority of students moving towards grade level.
- Decrease of students with self-reported levels of anxiety that mirror or are less than the Canadian Average.
- Decrease in students and staff who experience discrimination based on race, religion, colour, gender or sexual identity.

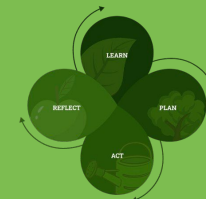




FORT MCMURRAY COMPOSITE HIGH SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority #1 and 4 Literacy - Increased literacy levels, reading comprehensions, numeracy for Junior and Senior High. Fort McMurray Composite High School utilizes the Collaborative Response Model, Literacy assessments and interventions for students to address gaps in literacy and numeracy as our results remain low.

DESIRED OUTCOME: Student achievement will improve as a result of effective and targeted literacy/numeracy interventions for reading comprehension, math literacy and overall academic success.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>-STAR data collected in the fall indicate that 76% of Junior High students scored below grade level.</p> <p>-MIPI data indicates: Grade 7 - 42% were below grade level Grade 8 - 74% were below grade level Grade 9 - 81% were below grade level.</p> <p>-January DIP results indicate: Math - 46% average w/50% failure rate Chemistry - 38% average w/ 80% failure rate Physics - 33% average w/90% failure rate</p> <p>- 34% of the school's population are English Language Learners.</p>	<p>There is a significant need for continued ELL support.</p> <p>Students require clear guidance and comprehensive resources to comprehend PAT and DIP exams effectively.</p> <p>Intense English Language learning is required for a significant population of our school.</p> <p>Grade 7 reading comprehension in STAR are significantly below grade level.</p> <p>Grade 7 math skills are significantly below grade level.</p>	<p>Assessment practices that reflect PATs and DIPs</p> <p>Understanding the pivotal role teachers play in instilling the significance of PATs and DIPs.</p> <p>Literacy across the curriculum is vital as it empowers students to comprehend, analyze, and effectively communicate ideas across various subjects, thus fostering critical thinking and academic success.</p> <p>Lack of foundational literacy and numeracy teaching skills. (Elementary)</p>	<p>All teachers will actively use CRM and PLF groups to develop foundational literacy pedagogy and improve literacy instruction in the classroom.</p> <p>Added LDC Math 15 and Content Literacy 15/25 to support EAL learners</p> <p>Targeted literacy interventions will be continued and expanded through early literacy intervention.</p> <p>Assessment practises PD to ensure student preparation for PATs and DIPs.</p> <p>All EAL students will be assessed to determine literacy level and needed interventions.</p>	<p>Improved PAT and DIP results.</p> <p>Teachers will implement a variety of assessment strategies including the following areas: formative summative, and performance based</p> <p>ELA teachers comfort level with foundational literacy pedagogy will be improved.</p> <p>The staff has a solid repertoire of literacy strategies to enhance classroom instruction, numeracy, and reading comprehension strategies.</p>	<p>There will be evidence of literacy instruction being embedded in all classes. Students in all classes are moving towards grade level in literacy, reading comprehension, and numeracy.</p> <p>DIP, PATs, and student data in math/science will show improvement</p> <p>Every student has a clear understanding of their reading level and required needs.</p> <p>Student self-advocacy for use of approved accommodations</p>



FORT MCMURRAY COMPOSITE HIGH SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 2: Safe and Caring. Student Mental Health / Anxiety will continue to be an area of needed improvement and will be addressed through a full-time mental health counselor as well as PLF learning that directly deals with teenagers' brain development and mental health.

DESIRED OUTCOME: A continued a reduction in self-reported levels of anxiety of students, and furthermore, a reduction of students who require more intense supports.

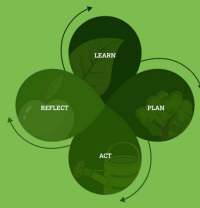
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Levels of students exhibiting Anxiety: OurSchool: - 32% of students stated that they are experiencing high levels of Anxiety. (Down 6% from March 2023)</p> <p>33% of students reported not having positive relationships within school which is below the canadian norm of 25%</p> <p>56% of students do not have a high sense of belonging in the School. (Down from 60% in March 2023)</p> <p>45% say they do not have a feeling of happiness. (Down from 53% in March 2023)</p> <p>50% of students say they are unable to self regulate.</p>	<p>Classroom-based regulation strategies need to be implemented within the classroom.</p> <p>There is a decreased concentration and focus, difficulty retaining information, impaired problem-solving skills, reluctance to participate in class activities, and a diminished ability to effectively express ideas or engage in collaborative learning experiences.</p> <p>Improvement in areas of well-being and anxiety is evident, however still below Canadian norms.</p>	<p>Direct and interactive instruction needs to take place surrounding regulation, conflict resolution, appropriate use of social media, diversity, and inclusion.</p> <p>Appropriate social connections to support School Culture and support safe and caring environments for learning to improve.</p> <p>There is a need to cultivate inclusive classroom environments so there is a recognition of diverse perspectives and experiences.</p>	<p>Targeted Jr High options for high needs/at risk students through outdoor education implemented through school counseling department.</p> <p>Drop-In counsellor time at welcome centre for new students along with QR codes for counselling services throughout the school.</p> <p>Options for Mindfulness, Social-Emotional Learning, Outdoor Ed, and Sport Performance.</p> <p>Student Mentorship programming for Jr High students.</p> <p>Staff will engage in 1 hour of PLF time to focus on identifying and supporting students in managing anxiety and classroom-based regulation strategies (from the Division Mental Health Menu).</p> <p>Staff trained in Regulated Classroom and will provide strategies to staff during PLF time.</p> <p>A continued enforcement of a schoolwide phone policy to keep them out of the classroom.</p>	<p>All staff will know where to get help for students exhibiting higher levels of anxiety.</p> <p>Staff will be able to recognize the effects of Anxiety as presented through student behaviour.</p> <p>Staff will have knowledge of and be able to use at least one Regulated Classroom strategie to support student regulation.</p> <p>Temperature checks on progress - Sem 1 survey will give an indication of levels of anxiety within the student body for a progress measure. A reduction in self-reported anxiety levels will be evident.</p> <p>Data showing popularity of Safe and Caring option courses.</p>	<p>Co-regulation strategies will be embedded into all classes and staff will be equipped to better identify anxiety in students.</p> <p>Continued Student reporting of lower prevalence of negative social-emotional outcomes</p> <p>CRM and PLF effectively supporting staff to assist students with dysregulation and make connections for mental health supports.</p> <p>Seamless transitions for students who require additional mental health support outside of the school.</p>

Replace with
School Logo

SCHOOL NAME

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority # 2: Diversity, Equity and Inclusion: FMCHS has a very diverse population which includes different cultures, religion, races, sexuality and gender. However a student and staff survey have indicated that many experience discrimination and feel that the population as a whole would benefit from DEI learning.

DESIRED OUTCOME: Fostering an inclusive environment will enhance the overall experience of all students within classrooms and school. An inclusive DEI environment, in particular, will help students thrive, which will lead to lifelong success.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>50% of students in this school had no awareness of their own culture.</p> <p>33% of students in this school had no awareness of other cultures.</p> <p>19% of students and 15% of staff felt they do not have someone to go to for support in discussing difficult topics concerning inclusion.</p> <p>23% of students and 10% of staff feel they do not receive the the support they need after reporting racism and hate.</p>	<p>Children and young people who are treated unfairly or discriminated against are more likely to have:</p> <ul style="list-style-type: none"> - negative attitudes to school -lower levels of motivation and academic achievement -a higher risk of dropping out of formal education <p>experience of bullying mental health problems.</p> <p>Superintendent's advisory council have indicated they feel there have been inconsistent learning and consequences with regards to responses to discrimination and microaggression.</p>	<p>There is an indication of a lack of knowledge and understanding of microaggression and other elements of racism and discrimination.</p> <p>There is a need for staff to have resources and effective strategies to engage in conversations about DEI.</p> <p>Need to continue formalized DEI training when new staff are hired.</p>	<p>To celebrate diversity, and cultivate harmony and respect for all peoples, educators must nurture equality and inclusion within the classroom through cultural learning embedded in curriculum.</p> <p>Continuation of celebration and festivities to foster appreciation of the diverse cultures in our school.</p> <p>EAL open house with community ad partnering agencies to foster welcoming atmosphere.</p> <p>Expansion of students who are in programs to be included in school activities, i.e. Phys-ed and field trips.</p> <p>Continued participation in Indigenous games.</p> <p>Continued instruction in unbiased and restorative practices training.</p> <p>Housing division DEI Coordinator at FMCHS provides greatly opportunity for daily engagement and collaboration.</p>	<p>Conduct surveys to gauge the climate and culture related to DEI. Assess perceptions of inclusivity, fairness, and belonging among students and staff to gauge the effectiveness of DEI efforts.</p> <p>Monitor representation in key roles, committees, and projects throughout the school and district to ensure equitable opportunities and visibility for underrepresented groups.</p> <p>The percentage of staff and students who have stated they have experienced racism, hate speech, or other discrimination from colleagues will decrease as shown by administering the survey.</p> <p>DEI will be a cultural practice within our school supported through admin, employees, policies, and culture.</p>	<p>Teacher and Staff Satisfaction: Schools that prioritize DEI attract and retain diverse educators and staff who feel valued and respected, leading to a more motivated and effective workforce.</p> <p>Enhanced Social and Emotional Well-Being: Inclusive schools prioritize social and emotional well-being, leading to improved mental health outcomes and a sense of belonging among students, which can positively influence overall academic success.</p> <p>Cultural Competence: Students /staff develop cultural competence and empathy by interacting with peers from diverse backgrounds, preparing them to thrive in multicultural societies and global workplaces.</p>

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1845 Fort McMurray Composite High School

Assurance Domain	Measure	Fort McMurray Comp High 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	72.7	82.5	82.5	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	64.8	69.6	74.9	80.3	81.4	82.3	Very Low	Declined	Concern
	3-year High School Completion	63.3	87.9	80.6	80.7	83.2	82.3	Very Low	Declined Significantly	Concern
	5-year High School Completion	91.0	93.9	85.6	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	34.3	43.4	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.4	5.6	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	53.2	47.4	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	3.8	3.2	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	71.1	78.4	80.4	88.1	89.0	89.7	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.5	79.5	79.5	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	76.9	71.5	71.5	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	60.7	65.3	69.4	79.1	78.8	80.3	Very Low	Maintained	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1845 Fort McMurray Composite High School

Measure	Fort McMurray Comp High 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
Diploma Exam Participation Rate (4+ Exams)	7.9	n/a	40.5	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	1.0	0.5	3.4	2.5	2.3	2.5	Very High	Improved	Excellent
In-Service Jurisdiction Needs	71.4	88.0	75.6	82.2	83.7	84.3	Very Low	Maintained	Concern
Lifelong Learning	73.9	76.7	72.2	80.4	81.0	78.8	Intermediate	Maintained	Acceptable
Program of Studies	71.6	70.0	68.8	82.9	82.9	82.6	Low	Maintained	Issue
Program of Studies - At Risk Students	79.2	74.0	79.5	81.2	81.9	83.4	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	66.2	53.6	53.0	71.9	70.2	68.3	Intermediate	Improved	Good
Safe and Caring	79.7	82.5	84.8	87.5	88.8	89.1	Low	Declined	Issue
Satisfaction with Program Access	69.3	67.4	70.3	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	57.7	65.4	70.3	75.2	74.2	77.9	Very Low	Declined Significantly	Concern
Transition Rate (6 yr)	49.3	58.1	50.0	59.7	60.3	60.2	Low	Maintained	Issue
Work Preparation	66.2	73.1	72.2	83.1	84.9	84.5	Very Low	Maintained	Concern

Notes:

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2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

B.4 Safe and Caring

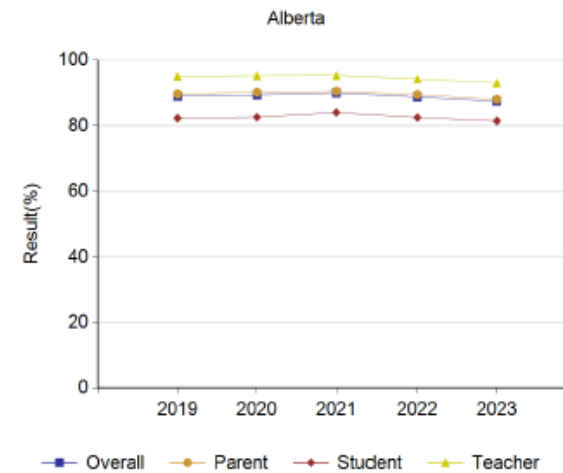
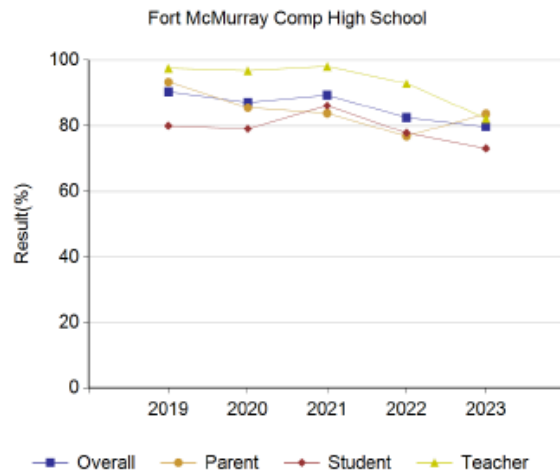
Measure History

School: 1845 Fort McMurray Composite High School

Province: Alberta

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.

	Fort McMurray Comp High School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	301	90.3	149	87.1	156	89.3	164	82.5	158	79.7	Low	Declined	Issue	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	9	93.3	11	85.5	14	83.8	21	76.8	11	83.6	High	Maintained	Good	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	276	80.0	119	79.1	121	86.1	126	77.8	129	73.1	Low	Maintained	Issue	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	16	97.5	19	96.8	21	98.1	17	92.9	18	82.2	Very Low	Declined	Concern	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



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.

E.2 School Improvement

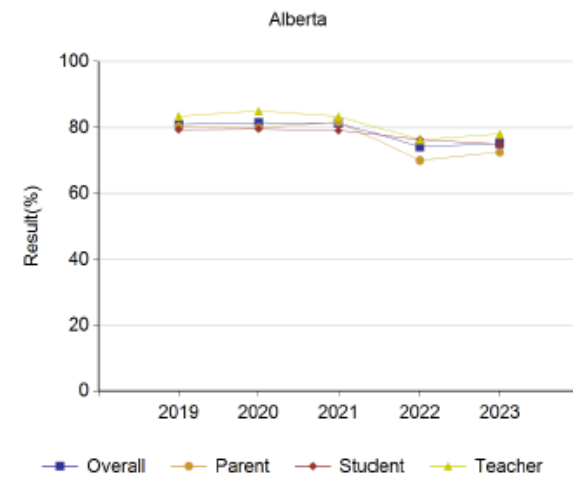
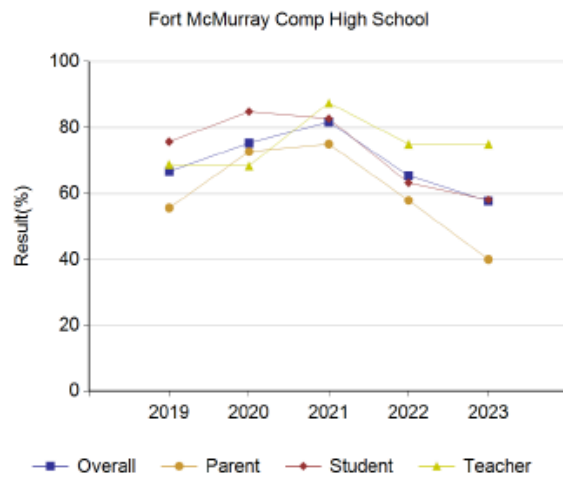
Measure History

School: 1845 Fort McMurray Composite High School

Province: Alberta

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.

	Fort McMurray Comp High School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	301	66.7	149	75.3	148	81.7	159	65.4	154	57.7	Very Low	Declined Significantly	Concern	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	9	55.6	11	72.7	12	75.0	19	57.9	10	40.0	Very Low	Declined	Concern	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	276	75.7	119	84.8	120	82.7	124	63.2	128	58.1	Very Low	Declined Significantly	Concern	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	16	68.8	19	68.4	16	87.5	16	75.0	16	75.0	Intermediate	Maintained	Acceptable	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0



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.

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1845 Fort McMurray Composite High School (EAL)

Assurance Domain	Measure	Fort McMurray Comp High School (EAL)			Alberta (EAL)			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	62.5	92.9	85.1	72.8	78.5	77.1	Very Low	Declined	Concern
	5-year High School Completion	100.0	91.0	91.9	88.7	86.1	86.0	Very High	Maintained	Excellent
	PAT: Acceptable	42.2	38.3	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	3.1	3.3	n/a	12.2	13.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	47.2	42.9	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
	Diploma: Excellence	1.9	0.0	n/a	13.8	10.8	n/a	Very Low	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 (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

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

Student Growth and Achievement

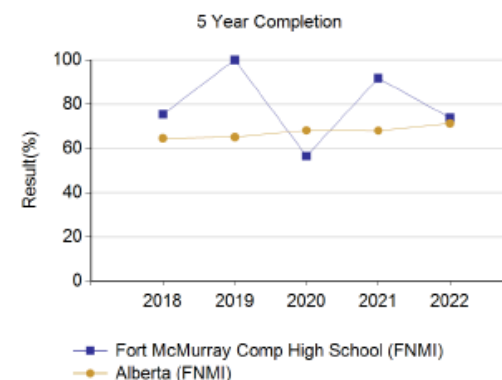
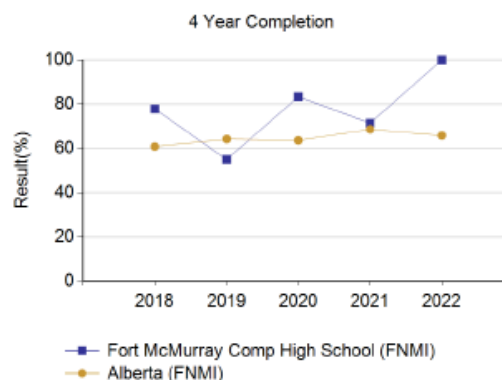
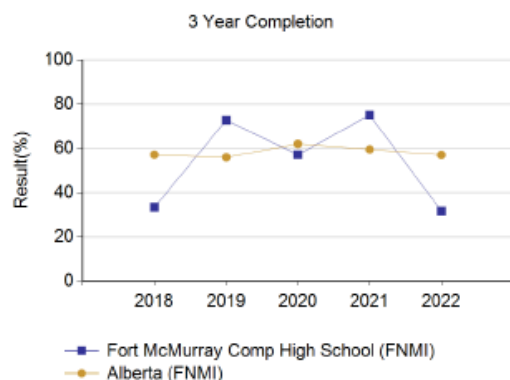


High School Completion Rates - Measure History

School: 1845 Fort McMurray Composite High School (FNMI)

Province: Alberta (FNMI)

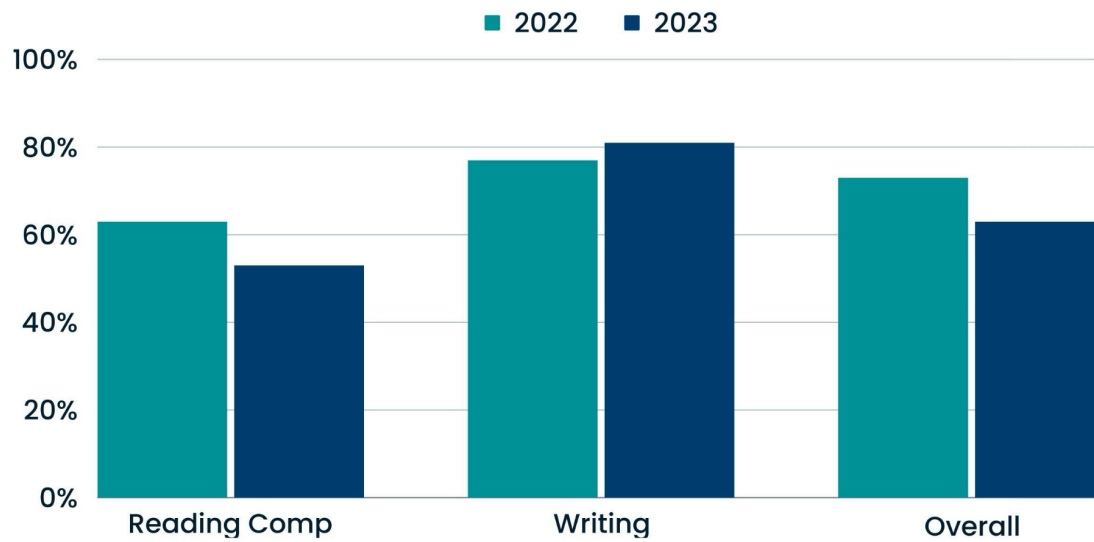
	Fort McMurray Comp High School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	7	33.3	11	72.7	7	57.1	8	75.0	10	31.6	Very Low	Declined	Concern	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	9	77.8	6	54.9	12	83.3	7	71.4	7	100.0	Very High	Improved	Excellent	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	7	75.4	7	100.0	6	56.5	12	91.7	7	73.8	Low	Maintained	Issue	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3



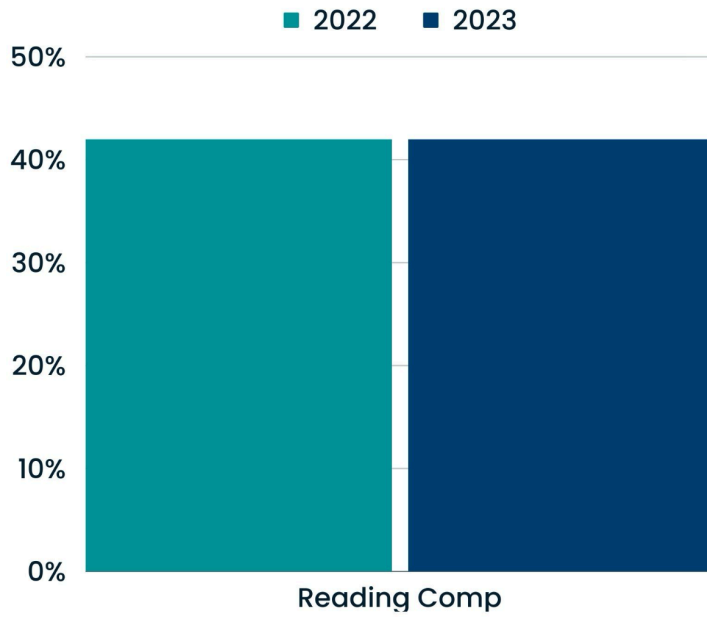
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 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.

GRADE 9 ELA PAT RESULTS



GRADE 9 SS PAT RESULTS



January 2024 Diploma Results
Composite High School

Table 2
Chemistry 30
Percentage Distribution of A, B, C, and F,
Averages, and Standard Deviations of Scores

Scores	School-Awarded Mark		Diploma Examination Mark		Blended Mark	
	Prov.	School	Prov.	School	Prov.	School
A (80 - 100%)	56.6	20.0	34.1	0.0	45.6	5.0
B (65 - 79%)	27.1	55.0	27.6	5.0	31.8	15.0
C (50 - 64%)	13.8	20.0	21.1	15.0	19.1	75.0
F (0 - 49%)	2.6	5.0	17.2	80.0	3.6	5.0
Average Percent Score	78.7	69.1	68.6	38.2	75.8	59.9
Standard Deviation	13.8	10.7	18.5	13.0	14.5	10.1

Please refer to "Guidelines for Interpreting the Diploma Examination Detailed Reports" for suggestions about how to use this report.

Table 2
Mathematics 30-1
Percentage Distribution of A, B, C, and F,
Averages, and Standard Deviations of Scores

Scores	School-Awarded Mark		Diploma Examination Mark		Blended Mark	
	Prov.	Group	Prov.	Group	Prov.	Group
A (80 - 100%)	55.2	50.0	36.4	0.0	45.1	25.0
B (65 - 79%)	27.2	50.0	21.1	25.0	29.7	50.0
C (50 - 64%)	14.4	0.0	19.6	0.0	20.1	25.0
F (0 - 49%)	3.2	0.0	22.8	75.0	5.1	0.0
Average Percent Score	78.3	80.8	67.6	46.3	75.2	70.5
Standard Deviation	14.7	7.9	21.6	14.7	15.7	9.4

Please refer to "Guidelines for Interpreting the Diploma Examination Detailed Reports" for suggestions about how to use this report.

Mathematics 30-1
Percentage Distribution of A, B, C, and F,
Averages, and Standard Deviations of Scores

Scores	School-Awarded Mark		Diploma Examination Mark		Blended Mark	
	Prov.	Group	Prov.	Group	Prov.	Group
A (80 - 100%)	55.2	50.0	36.4	50.0	45.1	50.0
B (65 - 79%)	27.2	50.0	21.1	0.0	29.7	50.0
C (50 - 64%)	14.4	0.0	19.6	50.0	20.1	0.0
F (0 - 49%)	3.2	0.0	22.8	0.0	5.1	0.0
Average Percent Score	78.3	89.0	67.6	73.0	75.2	84.5
Standard Deviation	14.7	15.6	21.6	31.1	15.7	20.5

Please refer to "Guidelines for Interpreting the Diploma Examination Detailed Reports" for suggestions about how to use this report.

Table 2
Mathematics 30-1
Percentage Distribution of A, B, C, and F,
Averages, and Standard Deviations of Scores

Scores	School-Awarded Mark		Diploma Examination Mark		Blended Mark	
	Prov.	School	Prov.	School	Prov.	School
A (80 - 100%)	55.2	50.0	36.4	16.7	45.1	33.3
B (65 - 79%)	27.2	50.0	21.1	16.7	29.7	50.0
C (50 - 64%)	14.4	0.0	19.6	16.7	20.1	16.7
F (0 - 49%)	3.2	0.0	22.8	50.0	5.1	0.0
Average Percent Score	78.3	83.5	67.6	55.2	75.2	75.2
Standard Deviation	14.7	10.2	21.6	22.7	15.7	13.8

Please refer to "Guidelines for Interpreting the Diploma Examination Detailed Reports" for suggestions about how to use this report.

Table 2
Physics 30
Percentage Distribution of A, B, C, and F,
Averages, and Standard Deviations of Scores

Scores	School-Awarded Mark		Diploma Examination Mark		Blended Mark	
	Prov.	School	Prov.	School	Prov.	School
A (80 - 100%)	60.3	18.2	48.4	0.0	53.7	0.0
B (65 - 79%)	26.1	63.6	22.4	0.0	27.9	36.4
C (50 - 64%)	11.5	18.2	17.2	9.1	15.8	63.6
F (0 - 49%)	2.1	0.0	12.0	90.9	2.6	0.0
Average Percent Score	80.1	73.3	74.1	33.1	78.4	61.2
Standard Deviation	13.4	7.6	18.7	10.4	14.1	6.6

Please refer to "Guidelines for Interpreting the Diploma Examination Detailed Reports" for suggestions about how to use this report.

Table 2
Social Studies 30-1
Percentage Distribution of A, B, C, and F,
Averages, and Standard Deviations of Scores

Scores	School-Awarded Mark		Diploma Examination Mark		Blended Mark	
	Prov.	School	Prov.	School	Prov.	School
A (80 - 100%)	48.9	32.1	18.4	3.6	33.9	10.7
B (65 - 79%)	37.8	64.3	37.1	10.7	45.0	50.0
C (50 - 64%)	12.3	3.6	29.7	39.3	19.8	39.3
F (0 - 49%)	1.0	0.0	14.8	46.4	1.3	0.0
Average Percent Score	77.3	75.4	65.8	51.9	73.9	68.5
Standard Deviation	11.1	7.1	14.6	14.1	11.2	8.5

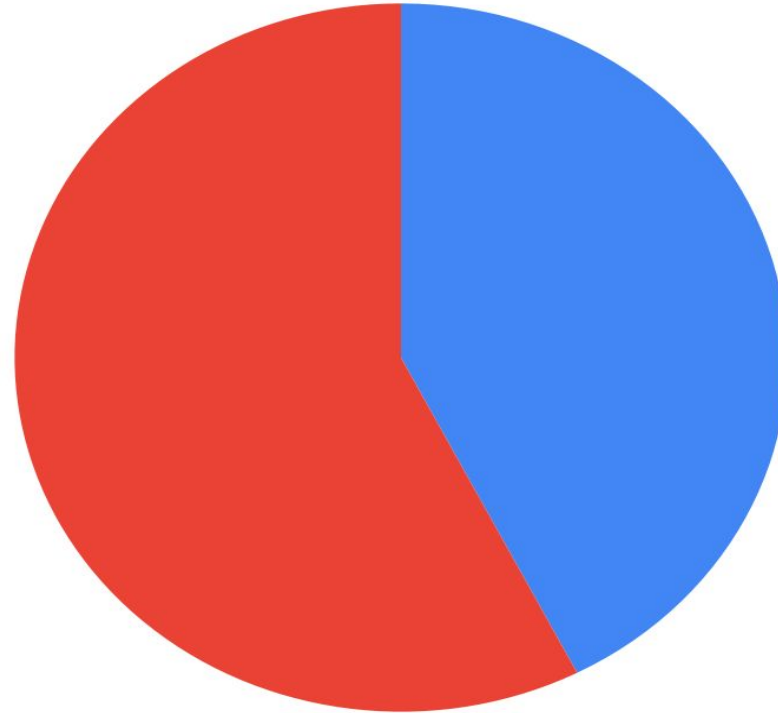
Please refer to "Guidelines for Interpreting the Diploma Examination Detailed Reports" for suggestions about how to use this report.

Table 2
Social Studies 30-2
Percentage Distribution of A, B, C, and F,
Averages, and Standard Deviations of Scores

Scores	School-Awarded Mark		Diploma Examination Mark		Blended Mark	
	Prov.	School	Prov.	School	Prov.	School
A (80 - 100%)	23.3	16.7	13.3	0.0	16.2	4.2
B (65 - 79%)	41.5	54.2	31.9	8.3	41.1	45.8
C (50 - 64%)	31.6	29.2	32.9	58.3	38.5	50.0
F (0 - 49%)	3.6	0.0	21.9	33.3	4.2	0.0
Average Percent Score	69.2	71.3	62.0	49.4	67.1	64.9
Standard Deviation	12.6	8.9	15.4	14.3	12.1	9.2

Please refer to "Guidelines for Interpreting the Diploma Examination Detailed Reports" for suggestions about how to use this report.

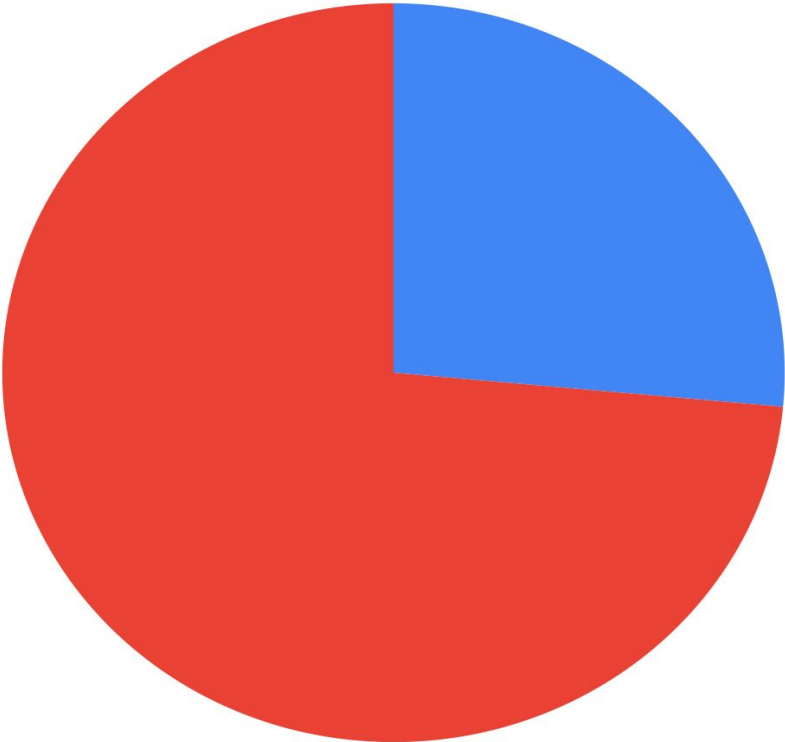
Graph 1. Percentage of Grade 7 students meeting Grade 6 level curricular expectations on MIPI assessment at Composite High School (Fall 2023)



* Based on 73 students writing assessment
* 60% was benchmark for being at/below grade level

● Percentage of students at grade level (58%) ● Percentage of students below grade level (42%)

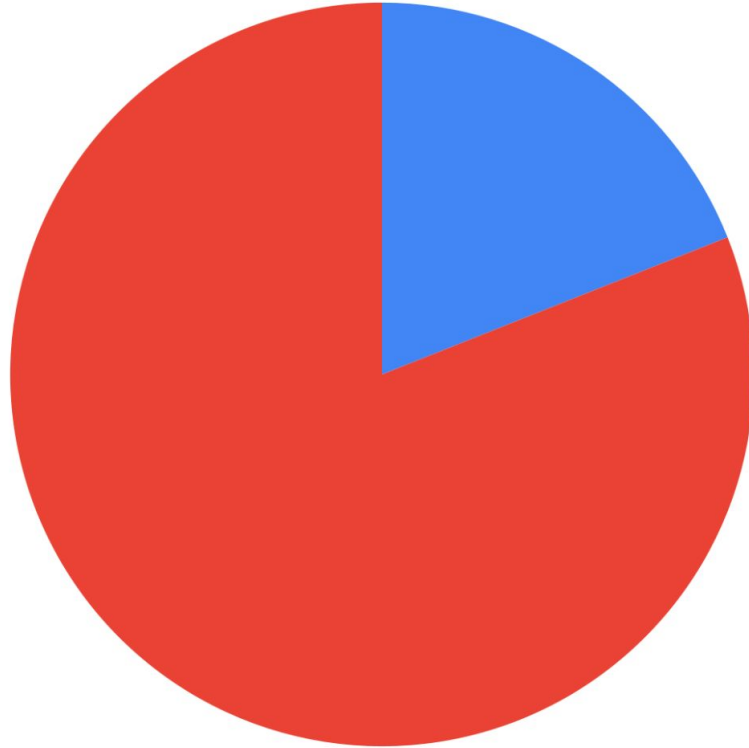
Graph 2. Percentage of Grade 8 students meeting Grade 7 level curricular expectations on MIPI assessment at Composite High School (Fall 2023)



* Based on 68 students writing assessment
* 60% was benchmark for being at/below grade level

● Percentage of students at grade level (26%) ● Percentage of students below grade level (74%)

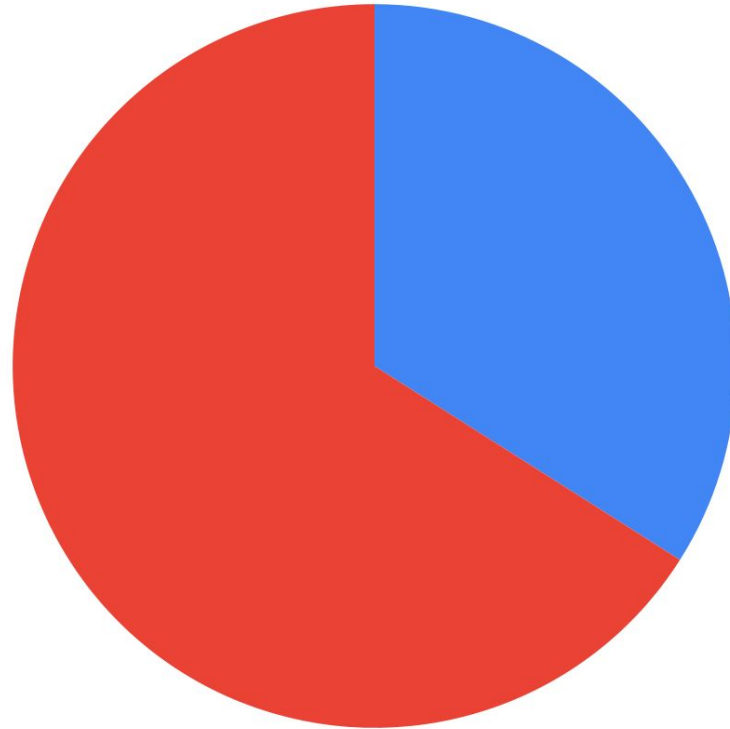
Percentage of Grade 9 students meeting Grade 8 level curricular expectations on MIPI assessment at Composite High School (Fall 2023)



* Based on 79 students writing assessment
* 60% was benchmark for being at/below grade level

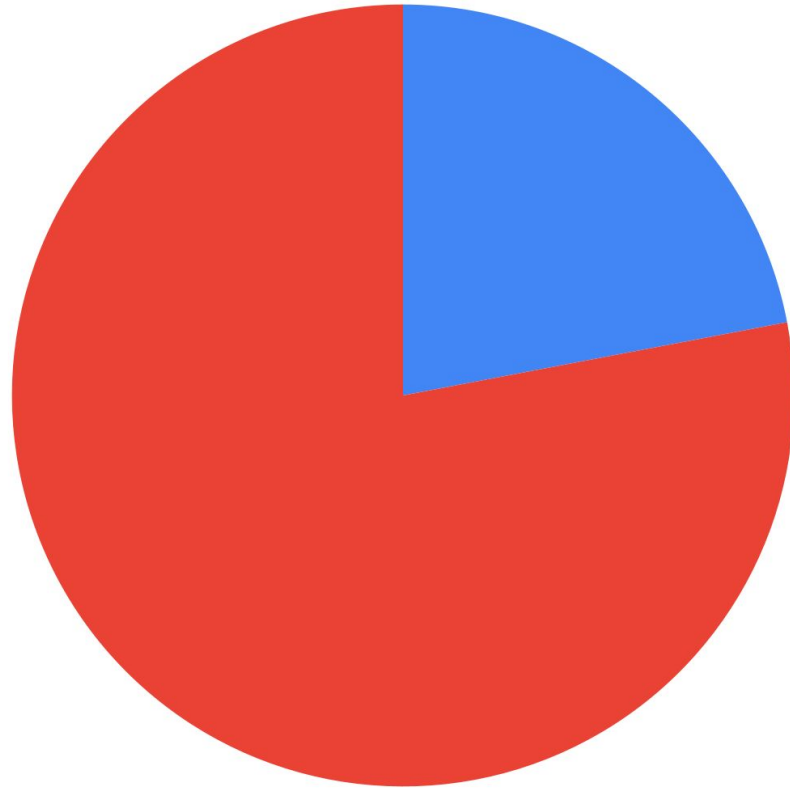
● Percentage of students at grade level (19%) ● Percentage of students below grade level (81%)

Grade 7 Student Achievement on STAR Reading Assessment at Composite High School (Fall 2023)



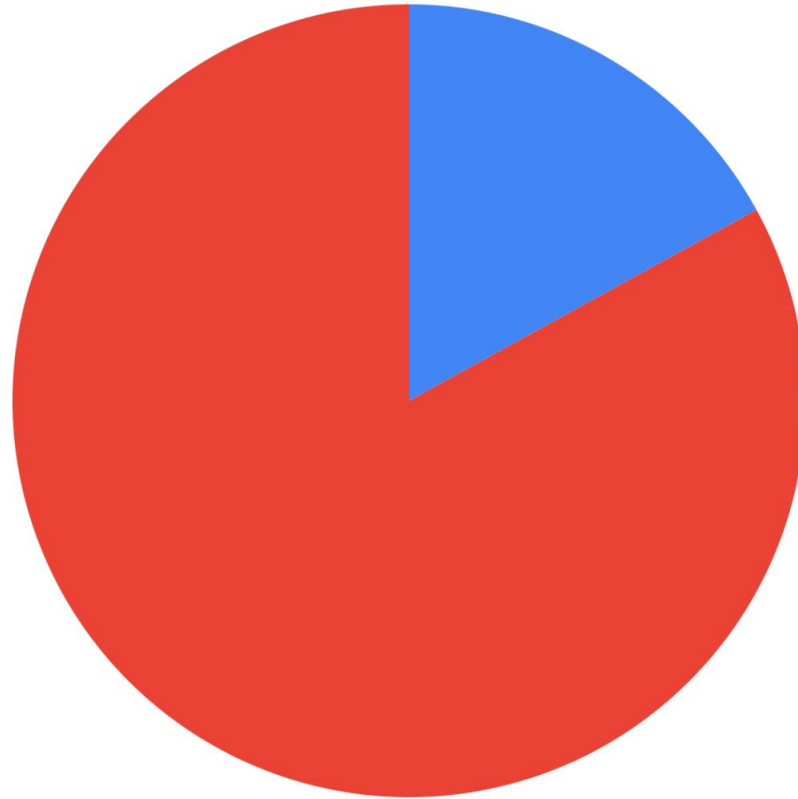
● Percentage of Students At/Above Grade Level 34% ● Percentage of Students Below Grade Level 66%

Grade 8 Student Achievement on STAR Reading Assessment at Composite High School (Fall 2023)



● Percentage of Students At/Above Grade Level 22% ● Percentage of Students Below Grade Level 78%

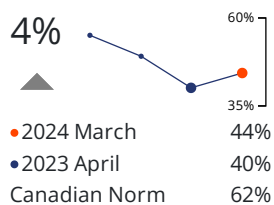
Grade 9 Student Achievement on STAR Reading Assessment at Composite High School (Fall 2023)



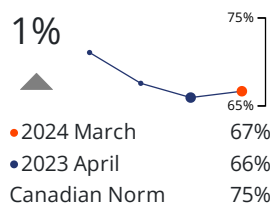
● Percentage of Students At/Above Grade Level 17% ● Percentage of Students Below Grade Level 83%

Social-Emotional Outcomes

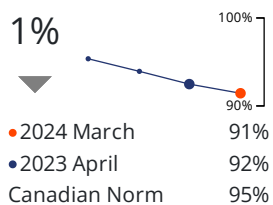
Sense of Belonging



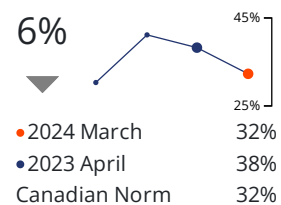
Positive Relationships



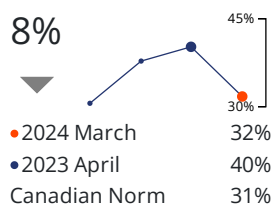
Positive Behaviour at School



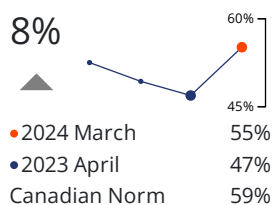
Anxiety



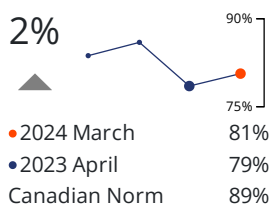
Depression



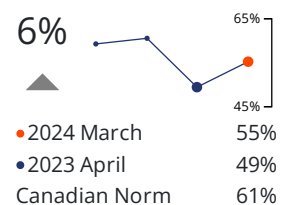
Orientation to Well-Being Eudaimonia



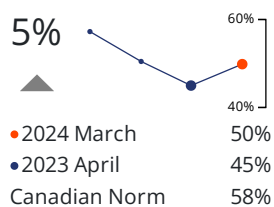
Orientation to Well-Being Hedonia



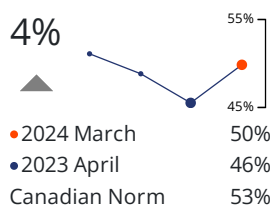
Goal Orientation



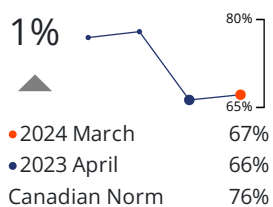
Self-Regulation



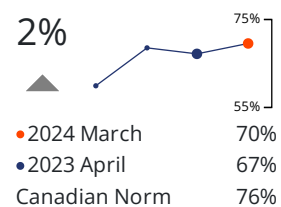
Cultural Awareness - Own



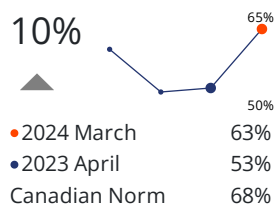
Cultural Awareness - Others



General Health

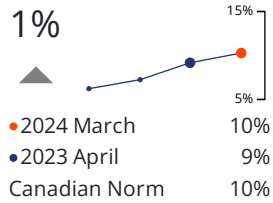


Life Satisfaction

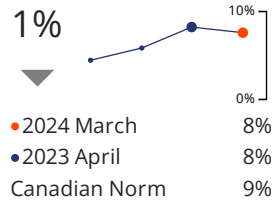


Physical Health Outcomes

Tobacco Use Basic

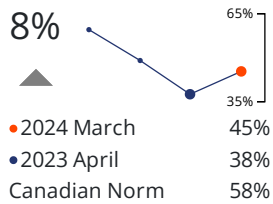


Marijuana Basic

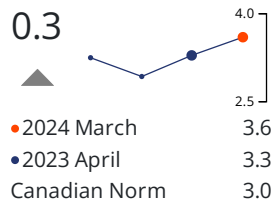


DRIVERS of Student Outcomes

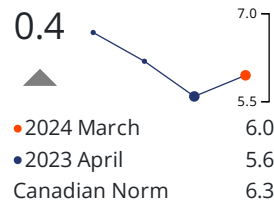
Feel Safe attending School



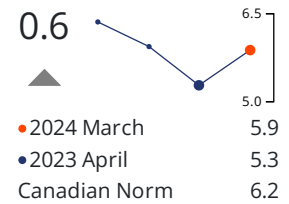
Advocacy at School



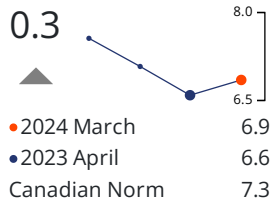
Positive Teacher-Student Relations



Positive Learning Climate



Expectations for Success





Report on Student Outcomes and School Climate
OurSCHOOL Secondary School Survey (9635)

OurSCHOOL Fort McMurray Composite High School Highlights

Your version of the **OurSCHOOL** student survey measures 29 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 331 students in this school that participated in the survey between March 7, 2024 and March 22, 2024. The number of students by grade level is:

- grade 7: 74
- grade 8: 52
- grade 9: 56
- grade10: 60
- grade11: 42
- grade12: 47

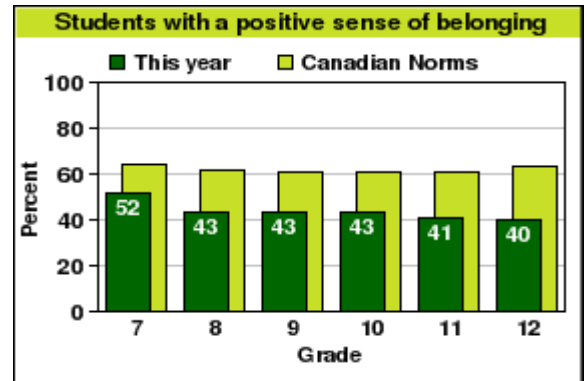
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

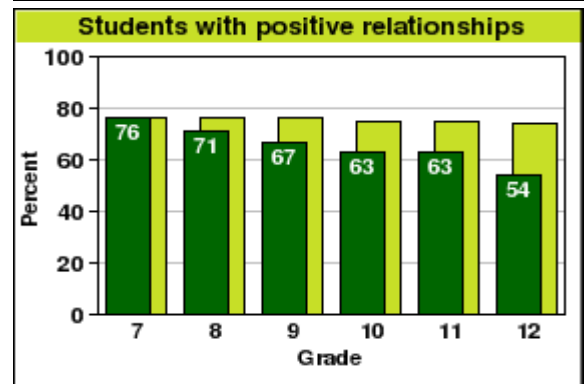
- 44% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%.
- 41% of the girls and 51% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 57% and for boys is 67%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 67% of students had positive relationships; the Canadian norm for these grades is 75%.
- 70% of the girls and 65% of the boys in this school had positive relationships. The Canadian norm for girls is 77% and for boys is 74%.



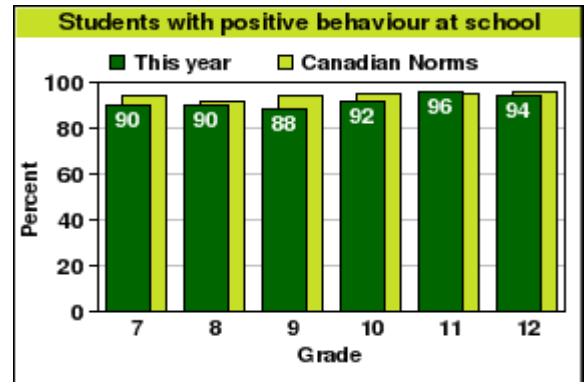


Social-Emotional Outcomes

Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

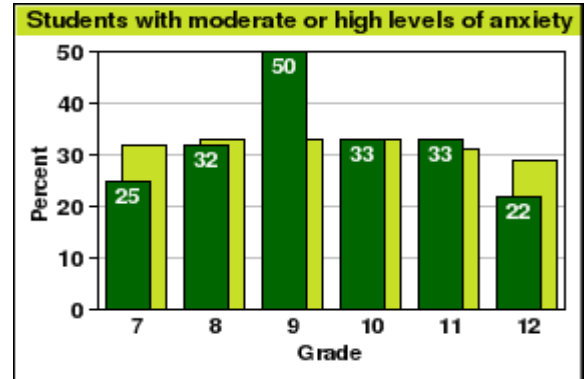
- In this school, 91% of students had positive behaviour; the Canadian norm for these grades is 95%.
- 95% of the girls and 92% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 97% and for boys is 92%.



Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

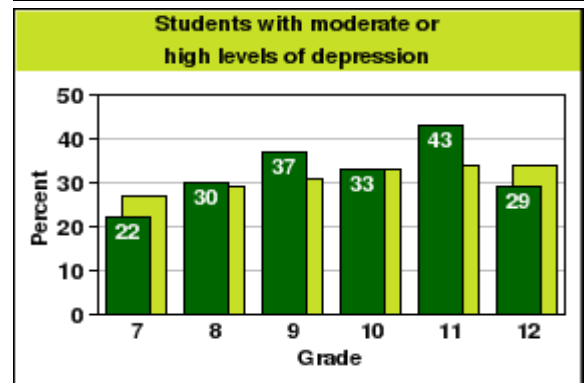
- 32% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 32%.
- 47% of the girls and 20% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 45% and for boys is 18%.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

- 32% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 31%.
- 47% of the girls and 20% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 43% and for boys is 19%.



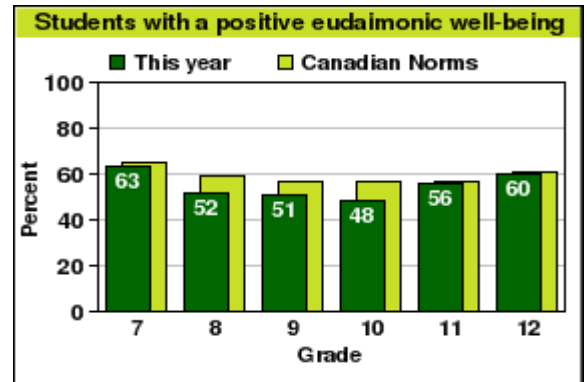


Social-Emotional Outcomes

Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life.

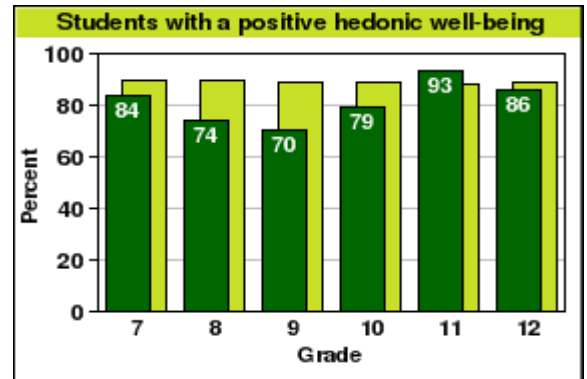
- 55% of students in this school had positive eudaimonia; the Canadian norm for these grades is 59%.
- 53% of the girls and 59% of the boys in this school had positive eudaimonia. The Canadian norm for girls is 56% and for boys is 62%.



Students with a positive hedonic well-being

Students with positive hedonia pursue activities that are fun and interesting to them.

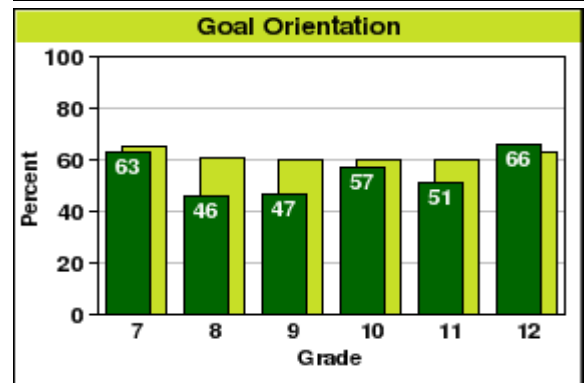
- 81% of students in this school had positive hedonia; the Canadian norm for these grades is 89%.
- 80% of the girls and 82% of the boys in this school had positive hedonia. The Canadian norm for girls is 89% and for boys is 89%.



Goal Orientation

Students who set relevant, attainable goals and exert deliberate and persistent effort to achieve them.

- 55% of students in this school had a positive goal orientation; the Canadian norm for these grades is 61%.
- 53% of the girls and 60% of the boys in this school had a positive goal orientation. The Canadian norm for girls is 59% and for boys is 64%.



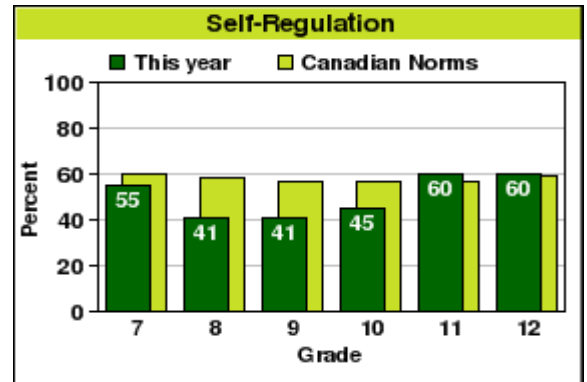


Social-Emotional Outcomes

Self-Regulation

Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.

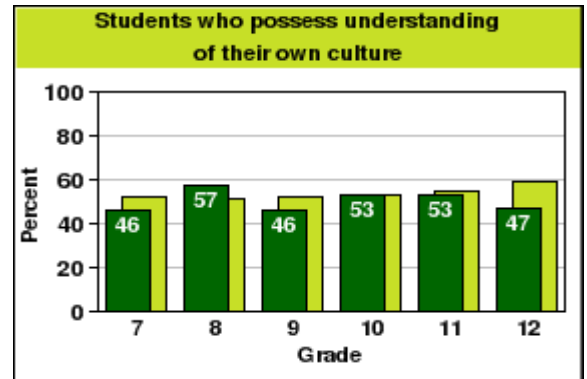
- 50% of students in this school had positive self-regulation; the Canadian norm for these grades is 58%.
- 48% of the girls and 55% of the boys in this school had positive self-regulation. The Canadian norm for girls is 53% and for boys is 63%.



Students who possess understanding of their own culture

Students who have an understanding of the beliefs, values, attitudes and behaviours of their own culture.

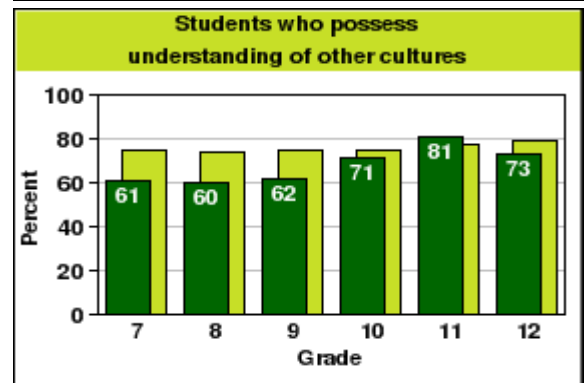
- 50% of students in this school had awareness of their own culture; the Canadian norm for these grades is 53%.
- 57% of the girls and 47% of the boys in this school had awareness of their own culture. The Canadian norm for girls is 56% and for boys is 51%.



Students who possess understanding of other cultures

Students who have an understanding of the beliefs, values, attitudes and behaviours of those from other cultures.

- 67% of students in this school had awareness of other cultures; the Canadian norm for these grades is 76%.
- 76% of the girls and 63% of the boys in this school had awareness of other cultures. The Canadian norm for girls is 81% and for boys is 70%.



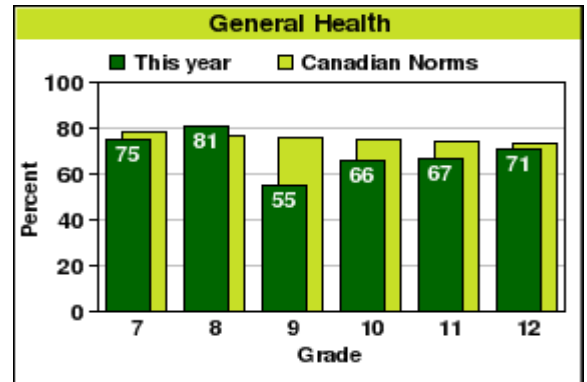


Social-Emotional Outcomes

General Health

Students who consider their own general health to be good to excellent.

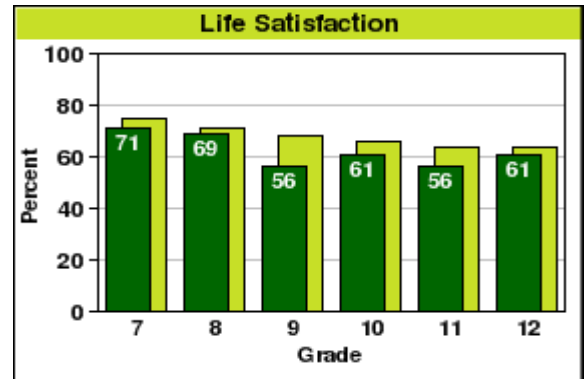
- 70% of students in this school reported having positive general health; the Canadian norm for these grades is 76%.
- 66% of the girls and 74% of the boys in this school reported having positive general health. The Canadian norm for girls is 72% and for boys is 79%.



Life Satisfaction

Students who are satisfied with the overall quality of their lives.

- 63% of students in this school had positive life satisfaction; the Canadian norm for these grades is 68%.
- 53% of the girls and 74% of the boys in this school had positive life satisfaction. The Canadian norm for girls is 62% and for boys is 74%.

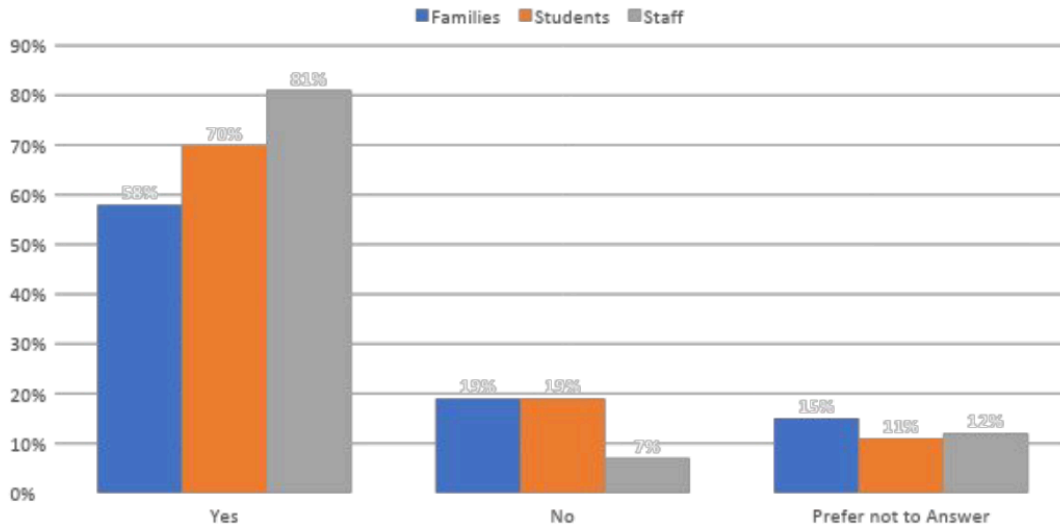


Maintaining Safe & Caring Learning Environments & Supports

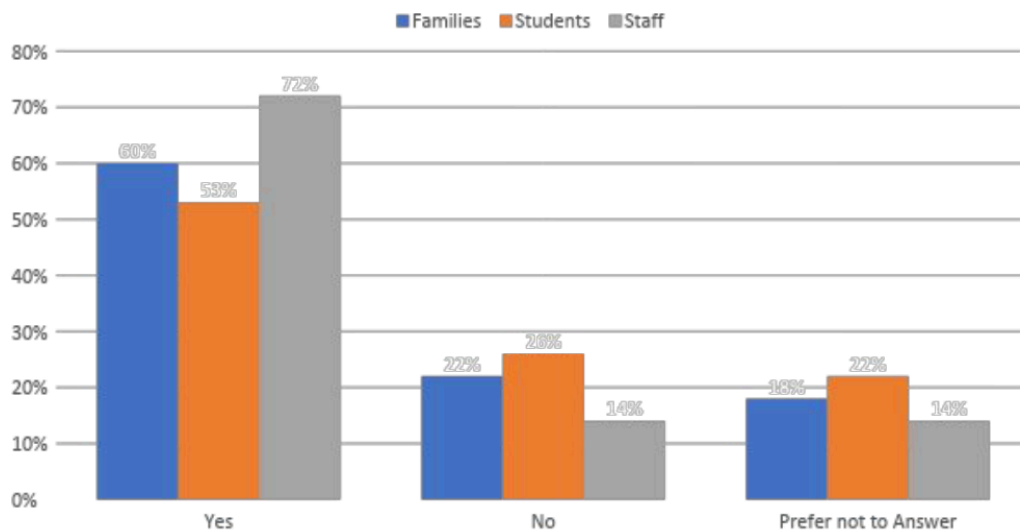
Staff, Family, and Student Input



PEOPLE TO GO TO FOR SUPPORT



SUPPORTED IN DISCUSSING DIFFICULT TOPICS



Maintaining Safe & Caring Learning Environments & Supports Staff, Family, and Student Input



DO YOU RECEIVE THE HELP YOU NEED?

