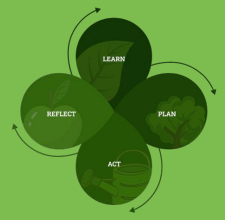


Alberta Education Results Report
Fort McMurray Composite High School
Principal: Craig Upper
Vice Principal: Cavell Dumaresque
Fall 2024



Fort McMurray Composite High school CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



Dear Stakeholders,

Fort McMurray Composite High School is renowned for its vibrant cultural diversity and commitment to fostering an inclusive environment where every student feels valued. Its strong emphasis on academic excellence empowers students from all backgrounds to reach their full potential and prepare for future success.

With enrollment rising to 560 students—20 more than anticipated—Fort McMurray Composite High School continues to thrive as a hub of diversity and growth. Our student body represents over 30 countries, contributing to a richly multicultural community that underscores the importance of our commitment to Diversity, Equity, and Inclusion.

To support our growing enrollment, Fort McMurray Composite High School has expanded its team, with an increase in both ATA (Alberta Teachers' Association) and CUPE (Canadian Union of Public Employees) staff. Our commitment to academic excellence is strengthened through collaborative efforts in Professional Learning Fridays (PLF), where staff work together to align with and advance our school's goals, ensuring that every student receives the highest quality education and support.

Interest in extracurricular activities at Fort McMurray Composite High School has seen significant growth, particularly in athletics, leadership initiatives, and student council involvement. This enthusiastic participation not only enriches students' school experience but also plays a vital role in fostering a healthy, dynamic school culture where students feel connected, engaged, and empowered to make a positive impact in their community.

Fort McMurray Composite High School's dedication to academic excellence, cultural diversity, and community engagement continues to shape a supportive and thriving environment for both students and staff. With growing enrollment, an expanded team, and active involvement in extracurricular programs, we are proud to offer a holistic educational experience that prepares students to succeed in a diverse and ever-changing world. Through our collective commitment to inclusivity, collaboration, and leadership, we are building a resilient, vibrant school community that values every individual's contribution.

Principal

Craig Upper

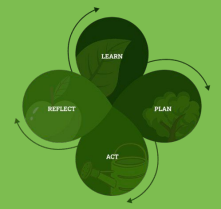




Fort McMurray Composite High School

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 Math Intervention/Programming Instrument, Standardized Test for the Assessment of Reading, Provincial Achievement Test and Diploma Exam 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. 37% 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. 13% of our population are in these programs. The need for these programs has increased and we have added another class in Life Skills and Jr VIP. 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 have a continued 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 Artificial Intelligence 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 then 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 - Promote Growth and Success for All Students

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. 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. A targeted aim of having less than 50% of all Junior High students below grade level in literacy and numeracy.

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 68% of Junior High students scored below grade level.</p> <p>-MIPI data indicates: Grade 7 - 43% were below grade level Grade 8 - 52% were below grade level Grade 9 - 62% were below grade level.</p> <p>-2024 DIP results indicate: Math - 46% average w/50% failure rate Chemistry - 38% average w/80% failure rate Physics - 33% average w/90% failure rate Bio - 51% average w/43% failure rate ELA /SST- 52% average w/46% failure rate</p> <p>-37% 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/Numeracy across the curriculum are 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. (Jr High)</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 Provincial Achievement Tests(June) and Diploma results (January and June). Growth in acceptable standard and standard of excellence.</p> <p>Updated STAR/MIPI results will show improvement in literacy and math skills</p> <p>Teachers will implement a variety of assessment strategies including the following areas: formative summative, and performance based</p> <p>Staff 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.</p> <p>Students in all classes are moving towards grade level in literacy, reading comprehension, and numeracy.</p> <p>Diploma Exams, Provincial Achievement Tests, and student data in math/science will show improvement.</p> <p>Target aim to have less than 50% of all Junior High students below grade level in math and literacy.</p> <p>Every student has a clear understanding of their reading level and required needs as shown in assessment data through individualized meetings with teachers surrounding progress.</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: Maintain Safe & Caring Learning Environments and Supports for all

DESIRED OUTCOME: A continued reduction of 6% 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 continue to focus on Tier 1 and 2 CRM interventions through collaborative meetings</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 strategies 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>PLF time effectively supporting staff to assist students with dysregulation and make connections for mental health supports.</p> <p>CRM/PLF presentations that empowers educators to foster diversity, equity, and inclusion (DEI) within classrooms, creating a more inclusive and supportive learning environment.</p> <p>Seamless integration between school-based mental health services and external support networks ensures effortless transitions for students seeking continuous care and support.</p>



SCHOOL NAME
DESIRED OUTCOME PLANNING
Doing What's Best for Kids



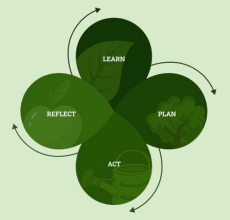
FMPSD PRIORITY AREA: Priority # 2: Priority 2: Maintain Safe & Caring Learning Environments and Supports for all

DESIRED OUTCOME: Fostering an inclusive environment will enhance the overall experience of all students and increase their sense of belonging by 5%. 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 have 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 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 - experience of bullying - mental health problems. <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 and 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 a survey 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 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> <p>Multicultural Club hosting monthly celebrations surrounding cultural awareness and appreciation.</p>



Fort McMurray Composite High School
Assurance Measure Results Summary
Doing What's Best for Kids



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



560 STUDENTS

- 37% English Language Learners
- 15% First Nations, Métis, Inuit
- 10% Severe Disabilities



XX STAFF

- 34-ATA Employees
- 34-CUPE Employees



PARENTS

69% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

141- Students 25-Teachers 25-Parents

STAKEHOLDER FEEDBACK

79% of stakeholders are satisfied with the overall quality of basic education.
 76% of stakeholders agree that the learning environments are welcoming, caring, respectful and safe.
 78% of stakeholders agree that students have access to the appropriate supports and services at school.

PROGRAM PRIORITIES

- ✓ Priority #1: Promote Growth and Success for All Students
- ✓ Priority #2: Maintain Safe & Caring Learning Environments and Supports for all
- ✓ Priority #3: Fostering an inclusive environment will enhance the overall experience of all students

IMPROVEMENT AREAS

- ⬆ Improvement #1: STAR & MIPI data showing improvements in students meeting grade level.
- ⬆ Improvement #2: Levels of anxiety, and a sense of belonging decreasing among students.
- ⬆ Improvement #3: Students and staff feel that they have someone to go to for support in discussing difficult topics concerning inclusion.

2022-2023 SCHOOL REPORT CARD

Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2023-2024 School Result - 83.1%
 2022-2023 School Result - 72.7%
 2023-2024 Provincial Result - 83.7%

ACCESS TO SUPPORT AND SERVICES

2023-2024 School Result - 78.2%
 2022-2023 School Result - 76.9%
 2023-2024 Provincial Result - 70.9%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2023-2024 School Result - 75.7%
 2022-2023 School Result - 74.5%
 2023-2024 Provincial Result - 84.0%

EDUCATION QUALITY

2023-2024 School Result - 79.4%
 2022-2023 School Result - 71.1%
 2023-2024 Provincial Result - 87.6%

CITIZENSHIP

2023-2024 School Result - 69.2%
 2022-2023 School Result - 64.8%
 2023-2024 Provincial Result - 79.4%

PARENTAL INVOLVEMENT

2023-2024 School Result - 69.0%
 2022-2023 School Result - 60.7%
 2023-2024 Provincial Result - 79.5%

PAT EXCELLENCE

2023-2024 School Result - 1.9%
 2022-2023 School Result - 2.4%
 2023-2024 Provincial Result - 15.5%

DIP EXCELLENCE

2023-2024 School Result - 1.8%
 2022-2023 School Result - 3.8%
 2023-2024 Provincial Result 21.9%

3 YEAR HIGH SCHOOL COMPLETION

2023-2024 School Result - 67.5%
 2022-2023 School Result - 63.3%
 2023-2024 Provincial Result - 80.4%

PAT ACCEPTABLE

2023-2024 School Result - 24.4%
 2022-2023 School Result - 34.3%
 2023-2024 Provincial Result - 76.6%

DIP ACCEPTABLE

2023-2024 School Result - 52.7%
 2022-2023 School Result - 53.2%
 2023-2024 Provincial Result - 80.9%

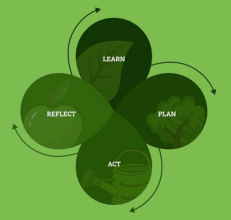
5 YEAR HIGH SCHOOL COMPLETION

2023-2024 School Result - 96.8
 2022-2023 School Result - 90.1%
 2023-2024 Provincial Result - 88.1%



FORT MCMURRAY COMPOSITE HIGH SCHOOL NARRATIVE OF THE RESULTS

Doing What's Best for Kids



What data did we look at?

- Alberta School Assurance Measures
- Our School Survey
- Counseling referrals numbers
- Math Intervention/Programming Instrument (MIPI)
- Standardized Test for the Assessment of Reading (STAR)
- EAL Benchmarks and overall AEAM summary
- Diversity, Equity and Inclusion Survey
- PATs and DIP results
- FNMI AEAM Summary

What did we learn about our students / staff strengths and needs?

STRENGTHS

- Both STAR and MIPI Spring results showed a significant improvement over Fall results
- The percentage of teachers, parents and students who agree that students are engaged in their learning at school improved by 10% to 83%
- The 5 year high school completion rate continues to improve by 6% to 97%
- Percentage of teachers, parents and students satisfied with the overall quality of basic education has improved by 8% to 79%
- Safe and Caring

AREAS FOR GROWTH

- PAT/DIP results continue to be low
- Gap between school awarded and exam marks.
- Literacy and Math diagnostic continue to show a high percentage below grade level despite improvements as shown above
- The percentage of students who feel they are engaged in their learning remains at 71%

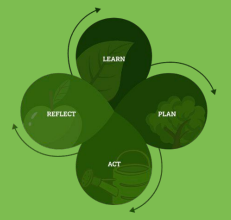
What did we do during 2023-2024 (last year's PLF plan)?

- Collaborative Response Model implemented as a method to engage staff in whole student understanding and improvement
- Diversity, Equity and Inclusive training, i.e. Restorative Justice
- English Acquisition learners benchmarking training to assist staff with assessing and scaffolding for English Acquisition learners.
- Mental health learning time (Approx. 1 Hour per PLF) to provide staff more tools for dealing with students struggling with mental health.
- Ever Active Schools Inclusive PE section
- 100% for 100% (ATA Workshop)
- Unconscious Bias training (mental health incorporated)
- Student Anxiety exam stress training by staff
- Phone Safety presentation to bring back to classrooms.



FORT MCMURRAY COMPOSITE HIGH SCHOOL NARRATIVE OF THE RESULTS

Doing What's Best for Kids



Provincial expectation for schools to look at:

ENGLISH AS AN ADDITIONAL LANGUAGE

- Increase of 3% of English Acquisition Learners from beginning of 2023 to beginning of 2024 school year.
- Addition of a locally Developed Courses in Math 15 and Content Literacy 15/25 to support English Acquisition Learners
- All English Acquisition Learners will be assessed to determine literacy level and identified areas for Interventions.

FIRST NATIONS, MÉTIS, INUIT

- 15% of student body identify as First Nations, Metis or Inuit
- Participation in junior and senior high land based learning.
- Addition of Jr Outdoor learning class.
- Offering of Paul Martin Program

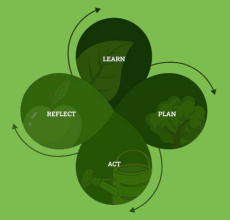
What do we need to work at - the goals of our 2024-2025 education plan?

- Literacy/numeracy interventions, mostly through tier 1 and 2 of the Collaborative Response Model for students to reach grade level
- Looking for reduction in self-reported levels of anxiety of students, and furthermore, a reduction of students who require more intense supports through safe use of social media instruction, exam preparedness workshops, and anonymous reporting of personal issues through barcodes.
- Seeking to improve the overall experience and sense of belonging for all students, through celebrations of diverse cultures, English Acquisition Learner open house and Multicultural day
- Assessment practices in literacy and numeracy to develop foundational skills to close learning gaps by understanding assessment OF and FOR learning.



FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



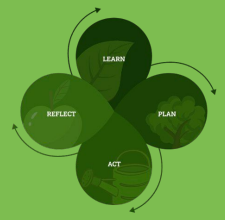
Supporting Data Specific to School Desired Outcomes/Goals

1. Fall 2024 AEAM Data
2. STAR/MIPI/ ELK Island Data
3. Spring Diversity, Equity and Inclusion Data
4. Our School Survey
5. Diploma and Provincial Achievement results



FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



Government

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

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	83.1	72.7	77.6	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	69.2	64.8	67.2	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	67.5	63.3	74.7	80.4	80.7	82.4	Low	Maintained	Issue
	5-year High School Completion	96.8	91.0	88.6	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	24.4	34.3	34.3	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	1.9	2.4	2.4	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	52.7	53.2	53.2	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	1.8	3.8	3.8	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	79.4	71.1	74.8	87.6	88.1	88.6	Very Low	Improved	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.7	74.5	77.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.2	76.9	74.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	69.0	60.7	63.0	79.5	79.1	78.9	Very Low	Maintained	Concern



Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1845 Fort McMurray Composite High School

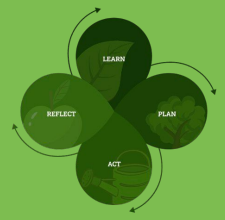
Measure	Fort McMurray Comp High School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	27.7	7.9	n/a	52.7	3.5	n/a	Very Low	n/a	n/a
Drop Out Rate	2.1	1.0	1.4	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	70.4	71.4	79.7	81.1	82.2	83.0	Very Low	Maintained	Concern
Lifelong Learning	78.9	73.9	75.3	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	72.1	71.6	70.8	82.8	82.9	82.9	Low	Maintained	Issue
Program of Studies - At Risk Students	79.6	79.2	76.6	80.6	81.2	81.5	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	64.7	66.2	57.1	70.7	71.9	70.0	Intermediate	Maintained	Acceptable
Safe and Caring	80.4	79.7	81.1	87.1	87.5	88.1	Low	Maintained	Issue
Satisfaction with Program Access	74.7	69.3	68.4	71.9	72.9	72.7	Intermediate	Improved	Good
School Improvement	72.7	57.7	61.5	75.8	75.2	74.7	Intermediate	Improved Significantly	Good
Transition Rate (6 yr)	52.7	49.3	49.7	60.1	59.7	60.0	Intermediate	Maintained	Acceptable
Work Preparation	72.3	66.2	69.6	82.8	83.1	84.0	Low	Maintained	Issue





FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

Authority: 3260 The Fort McMurray School Division (EAL)

Assurance Domain	Measure	The Fort McMurray School Divis (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	87.0	85.5	89.9	72.0	72.8	76.7	High	Maintained	Good
	5-year High School Completion	100.0	100.0	98.1	88.1	88.7	87.2	Very High	Maintained	Excellent
	PAT6: Acceptable	61.2	67.3	67.3	64.6	65.4	65.4	Low	Declined	Issue
	PAT6: Excellence	17.2	12.7	12.7	16.5	15.7	15.7	Intermediate	Improved	Good
	PAT9: Acceptable	33.0	66.6	66.6	52.7	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	8.2	20.2	20.2	10.1	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	49.5	56.3	56.3	66.3	67.1	67.1	Very Low	Maintained	Concern
	Diploma: Excellence	4.7	13.5	13.5	14.0	13.8	13.8	Very Low	Declined	Concern
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

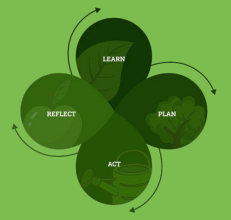


Required Alberta Education Assurance Measures - Overall Summary Fall 2024

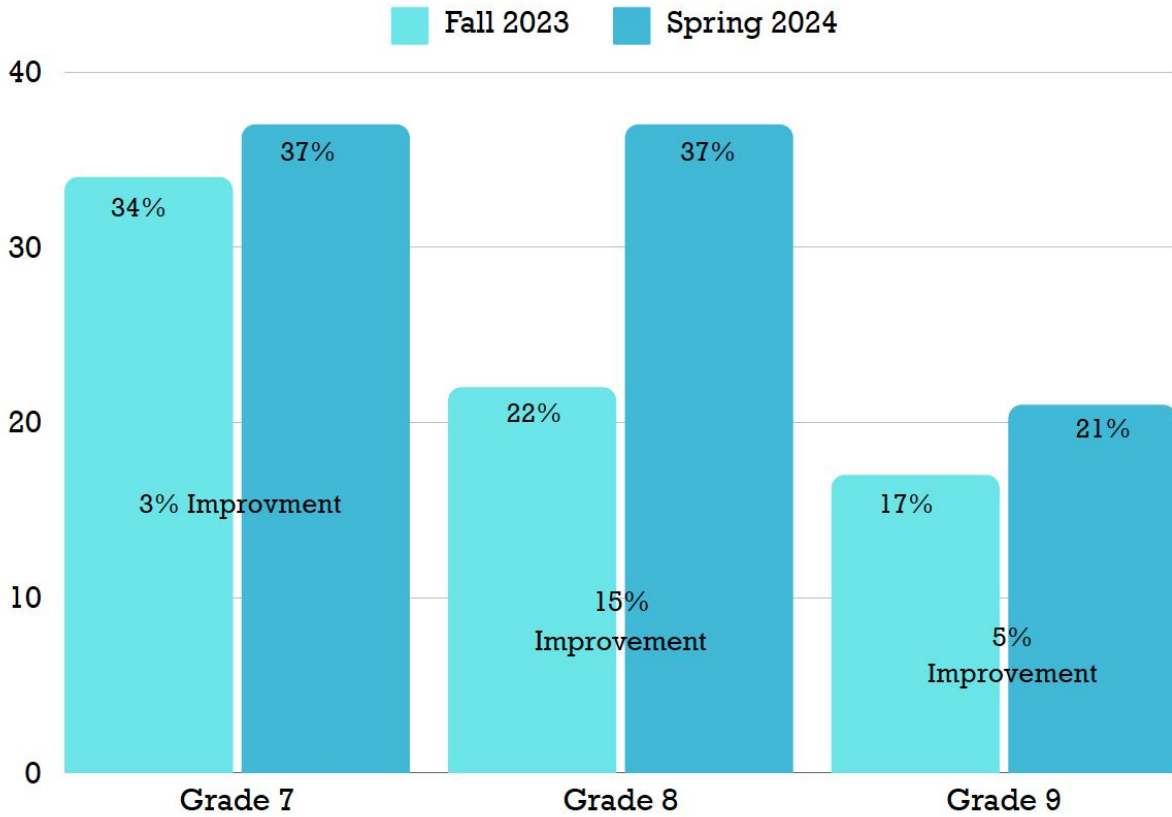
School: 1845 Fort McMurray Composite High School (FNMI)

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	78.5	31.6	54.6	58.6	57.0	59.5	Intermediate	Improved	Good
	5-year High School Completion	100.0	73.8	74.0	69.4	71.3	69.1	Very High	Improved	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	48.7	45.3	45.3	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	7.3	6.5	6.5	n/a	n/a	n/a
	PAT9: Acceptable	16.1	46.4	46.4	41.4	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	0.0	0.0	0.0	6.1	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	60.0	78.6	78.6	76.9	74.8	74.8	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	7.1	7.1	11.8	11.3	11.3	Very Low	Maintained	Concern
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

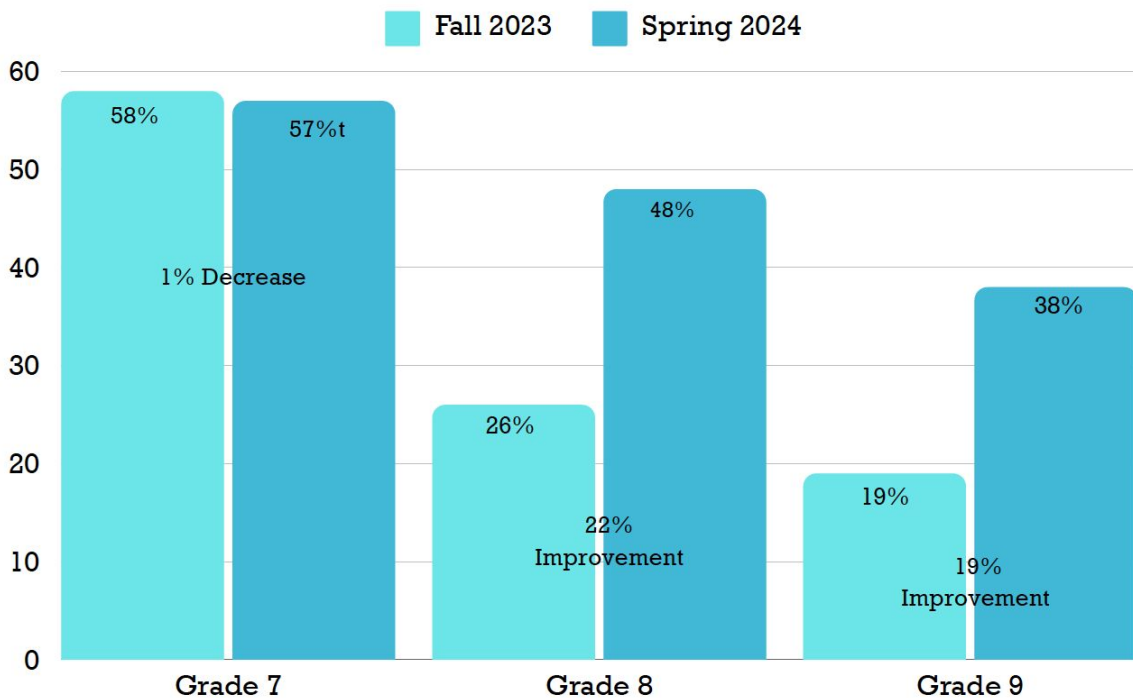


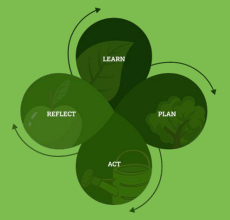


Percentage of Students Reaching Benchmarks on STAR Reader Assessment

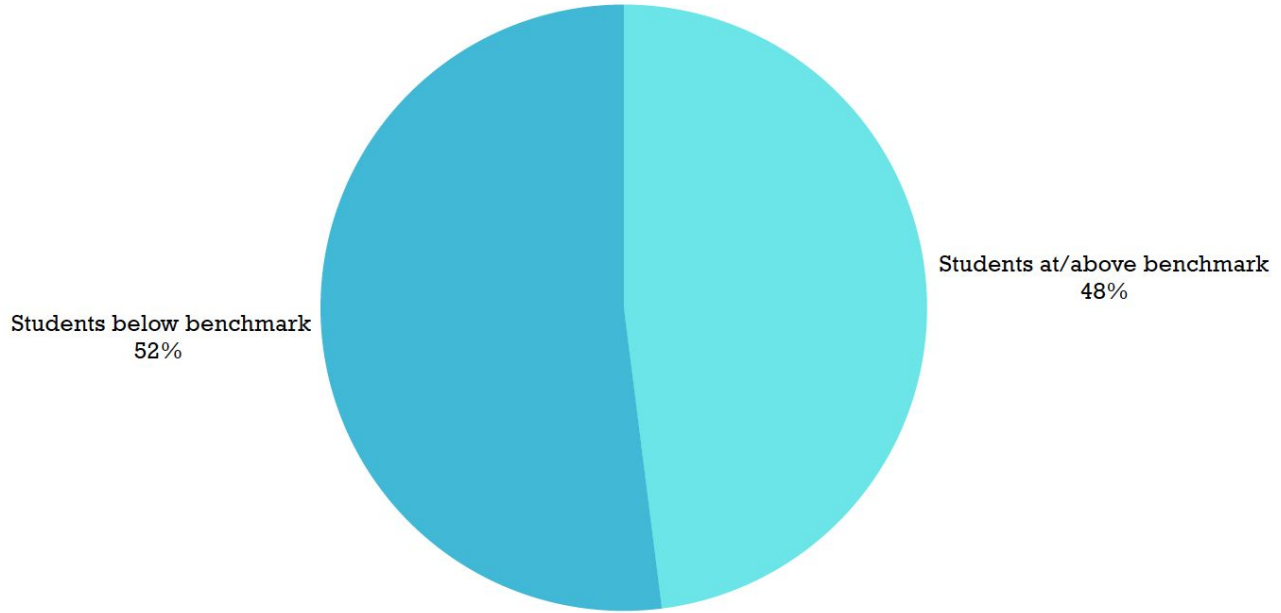


Percentage of Students At/Above Standards in Math Intervention Programming Instrument



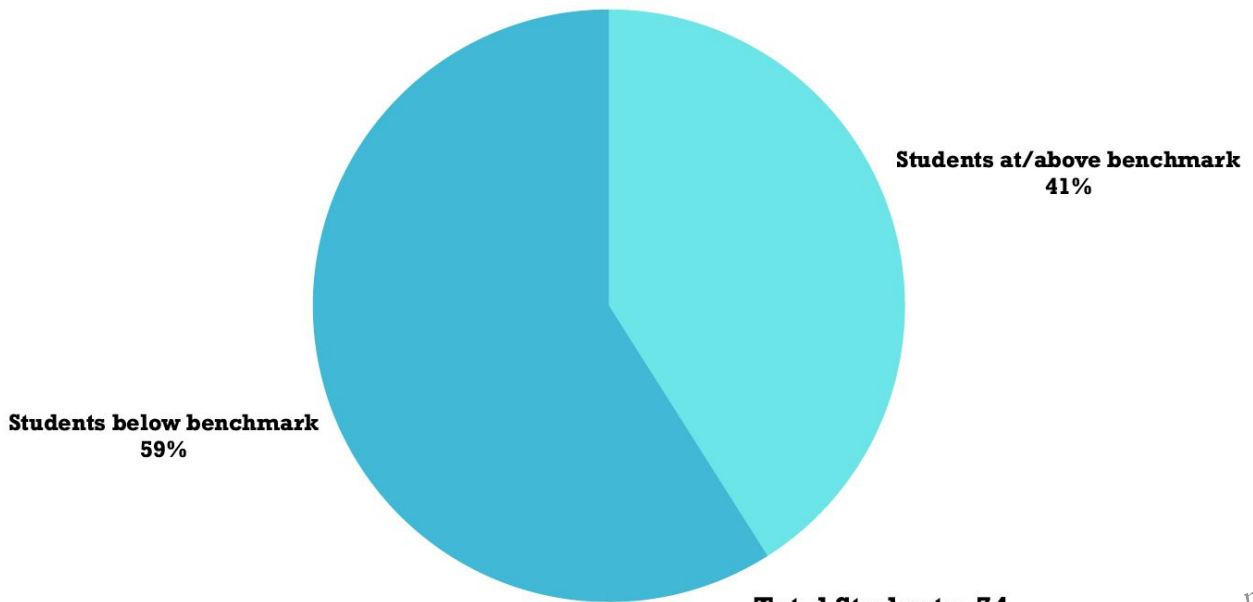


Grade 7 Student Achievement on STAR Reading Assessment at Composite High School Fall 2024



Total Students: 67

Grade 8 Student Achievement on STAR Reading Assessment at Composite High School Fall 2024

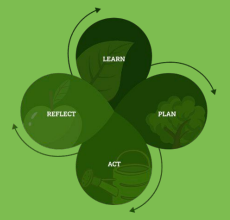


Total Students: 74

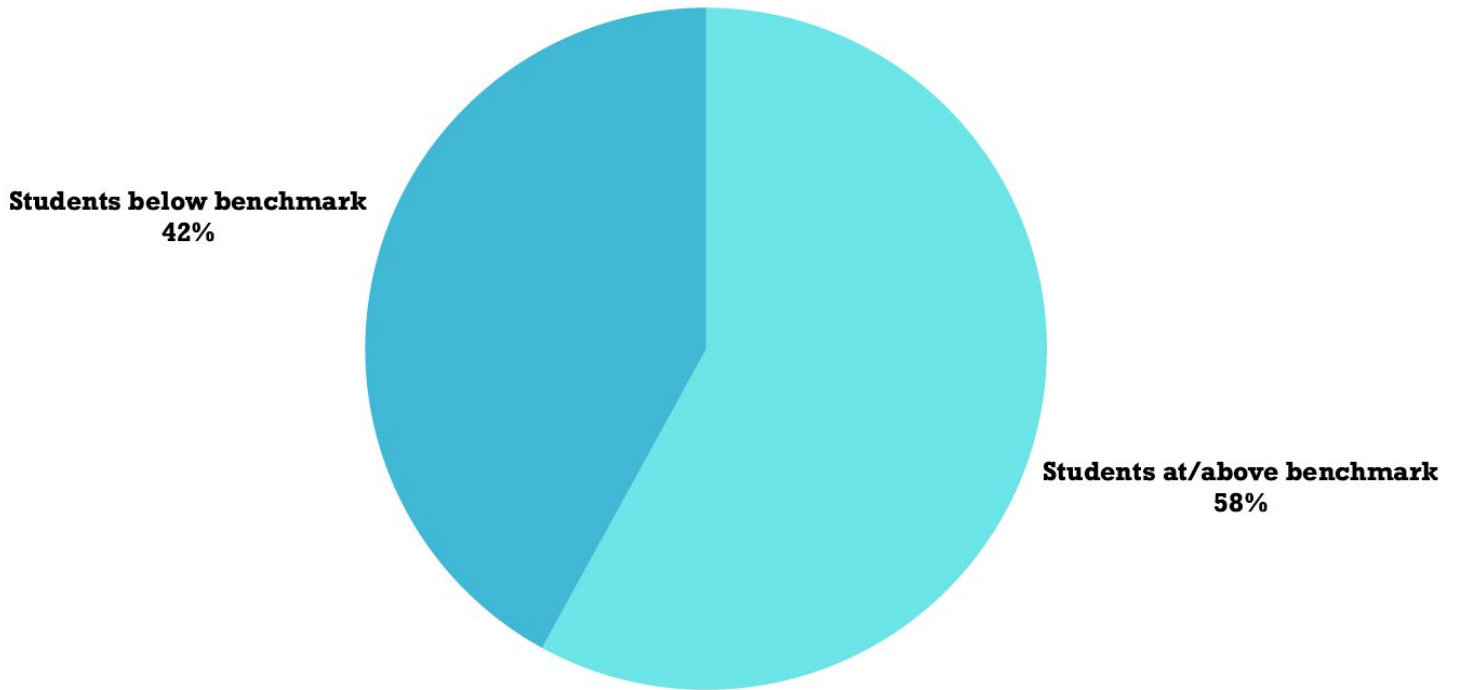


FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



Grade 9 Student Achievement on STAR Reading Assessment at Composite High School Fall 2024

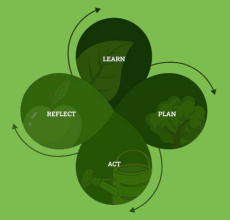


Total Students: 76

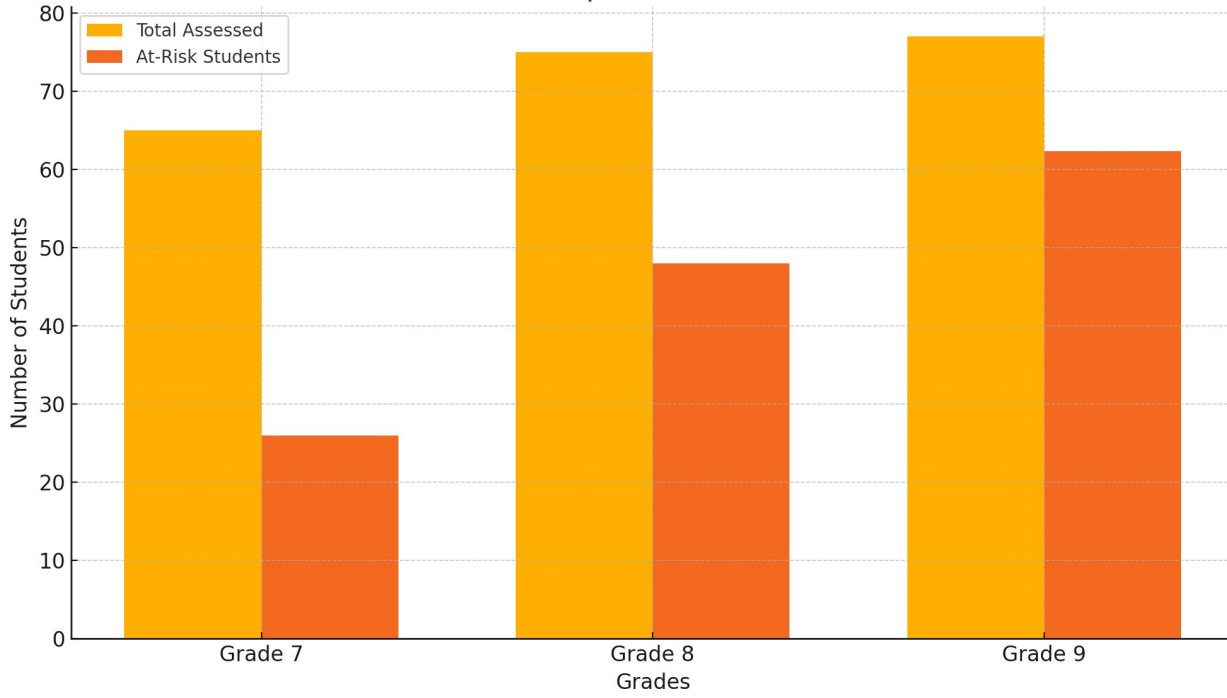


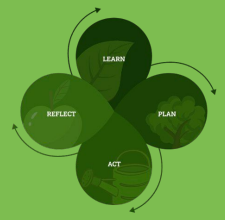
FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



Elk Island/MIPI September 2024 Assessment

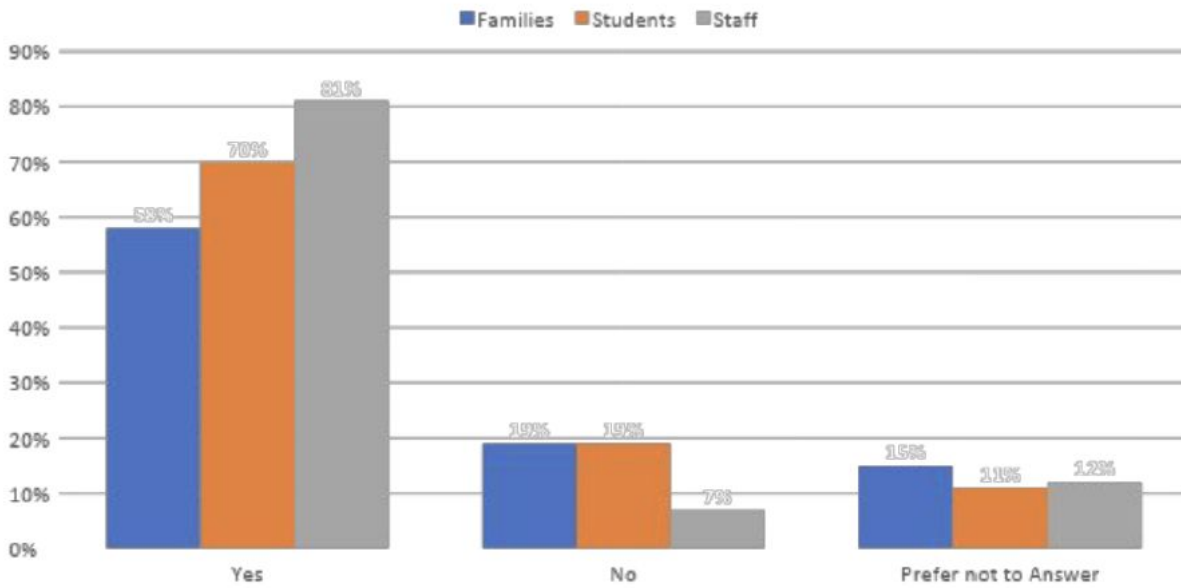




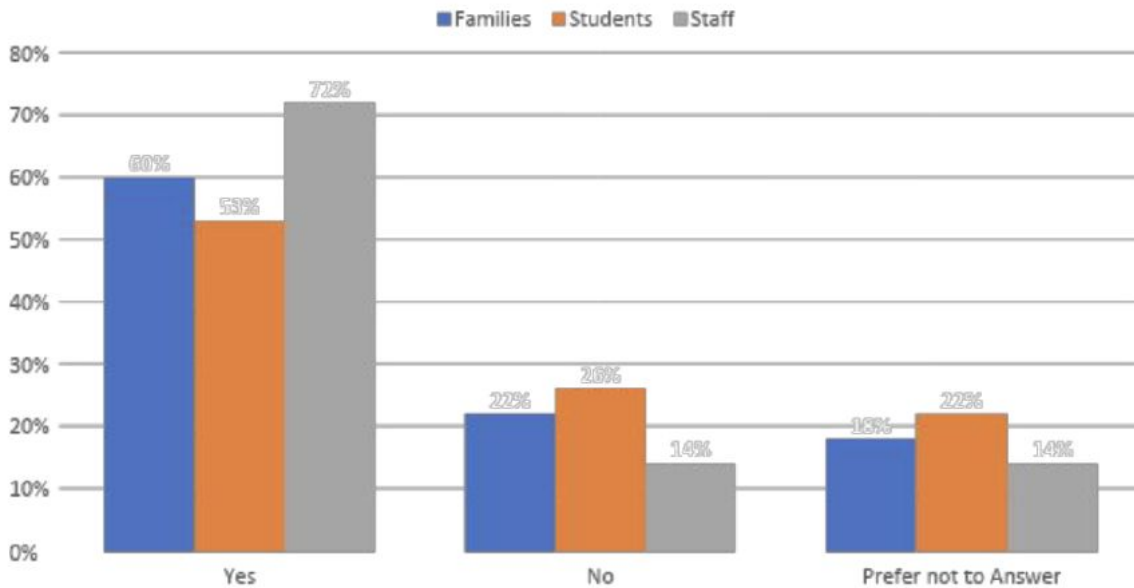
Maintaining Safe & Caring Learning Environments & Supports Staff, Family, and Student Input

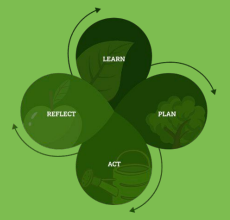


PEOPLE TO GO TO FOR SUPPORT



SUPPORTED IN DISCUSSING DIFFICULT TOPICS

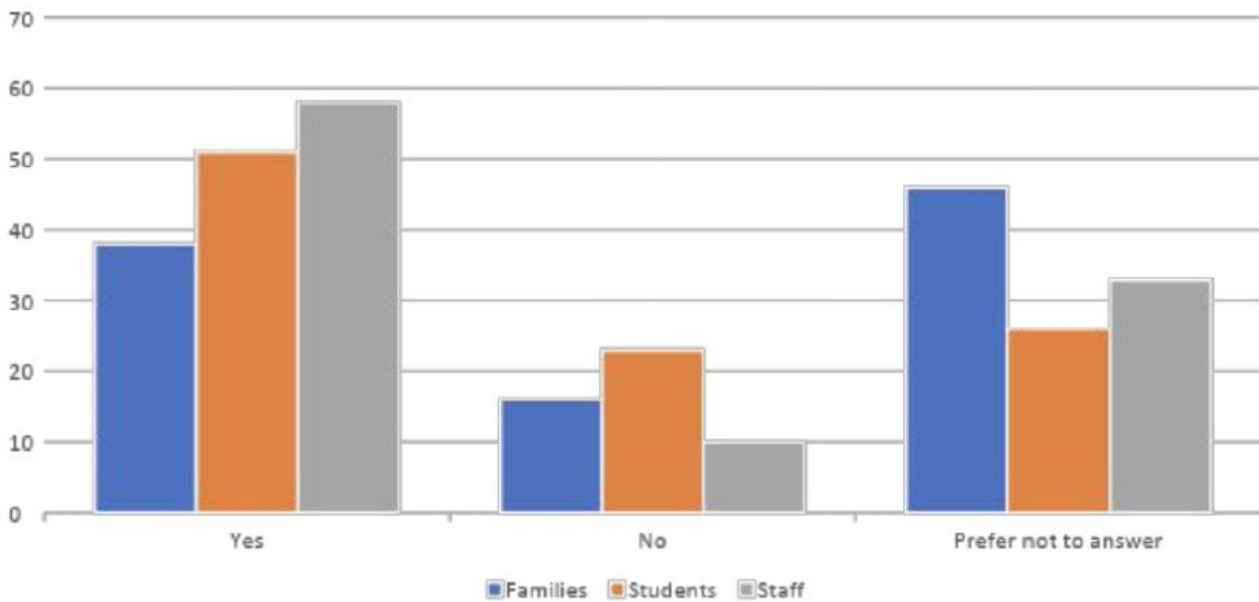




Maintaining Safe & Caring Learning Environments & Supports Staff, Family, and Student Input



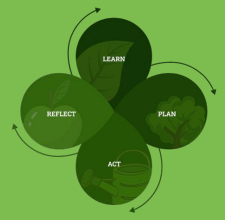
DO YOU RECEIVE THE HELP YOU NEED?





FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



OUR SCHOOL SURVEY REPORT

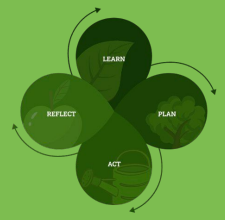
Social-Emotional Outcomes





FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



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

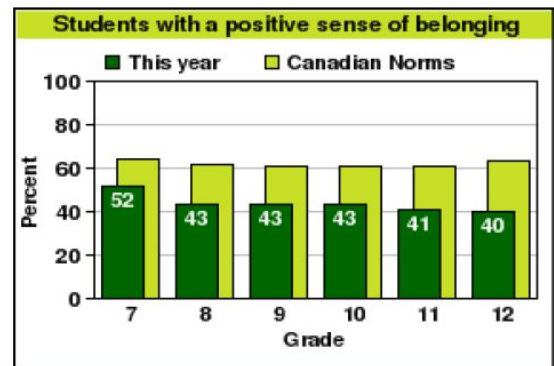
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

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.

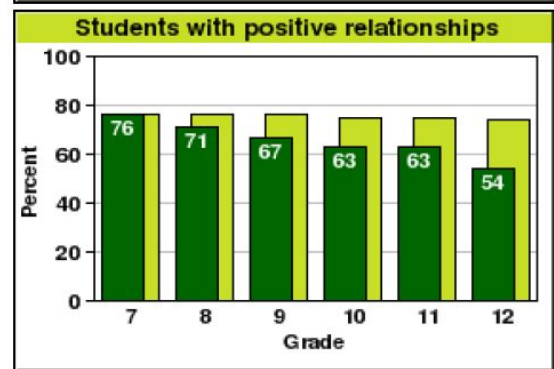
- 44% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%.
- 41% of the girls and 51% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 57% and for boys is 67%.



Students with positive relationships

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

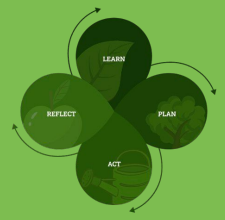
- In this school, 67% of students had positive relationships; the Canadian norm for these grades is 75%.
- 70% of the girls and 65% of the boys in this school had positive relationships. The Canadian norm for girls is 77% and for boys is 74%.





FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



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

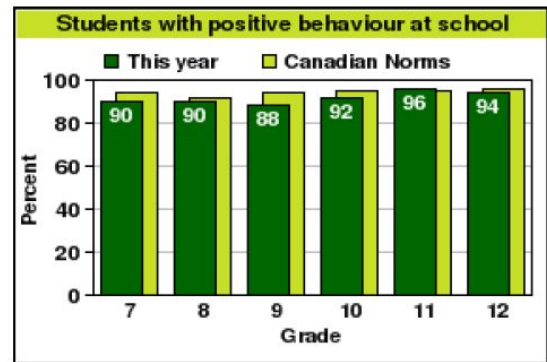
OurSCHOOL Fort McMurray Composite High School Highlights

Social-Emotional Outcomes

Students with positive behaviour at school

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

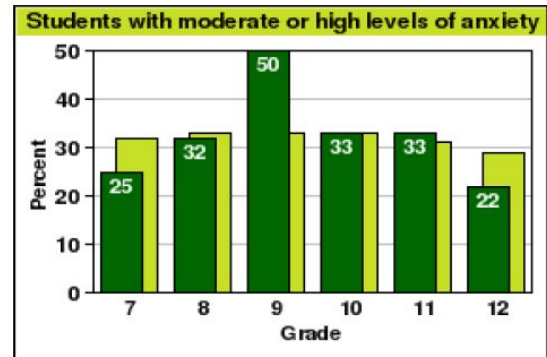
- In this school, 91% of students had positive behaviour; the Canadian norm for these grades is 95%.
- 95% of the girls and 92% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 97% and for boys is 92%.



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.

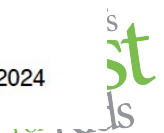
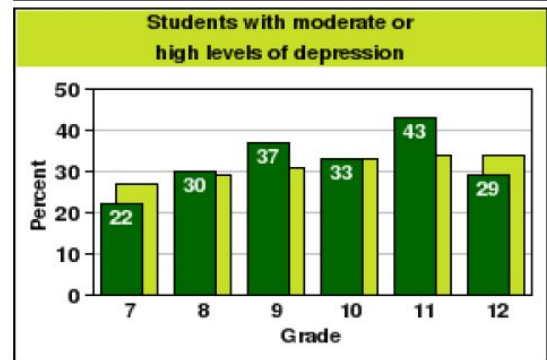
- 32% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 32%.
- 47% of the girls and 20% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 45% and for boys is 18%.



Students with moderate or high levels of depression

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

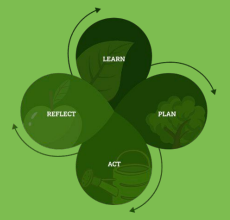
- 32% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 31%.
- 47% of the girls and 20% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 43% and for boys is 19%.





FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



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

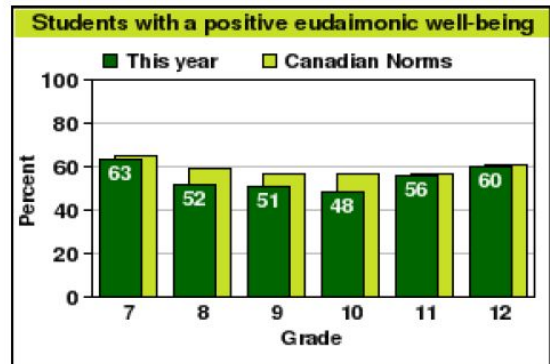
OurSCHOOL Fort McMurray Composite High School Highlights

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.

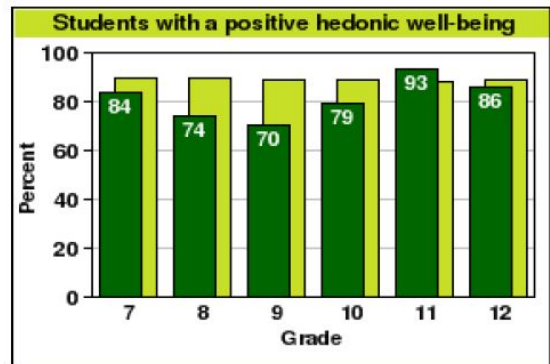
- 55% of students in this school had positive eudaimonia; the Canadian norm for these grades is 59%.
- 53% of the girls and 59% of the boys in this school had positive eudaimonia. The Canadian norm for girls is 56% and for boys is 62%.



Students with a positive hedonic well-being

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

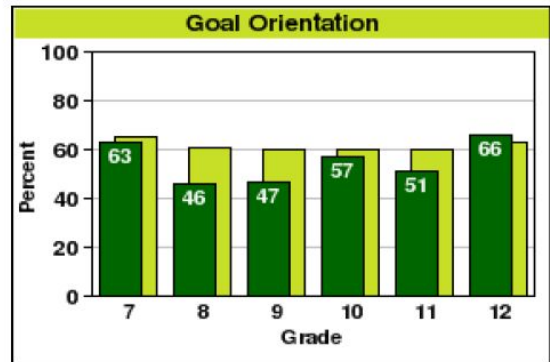
- 81% of students in this school had positive hedonia; the Canadian norm for these grades is 89%.
- 80% of the girls and 82% of the boys in this school had positive hedonia. The Canadian norm for girls is 89% and for boys is 89%.



Goal Orientation

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

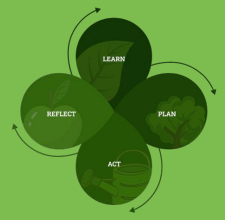
- 55% of students in this school had a positive goal orientation; the Canadian norm for these grades is 61%.
- 53% of the girls and 60% of the boys in this school had a positive goal orientation. The Canadian norm for girls is 59% and for boys is 64%.





FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



Report on Student Outcomes and School Climate

OurSCHOOL Secondary School Survey (9635)

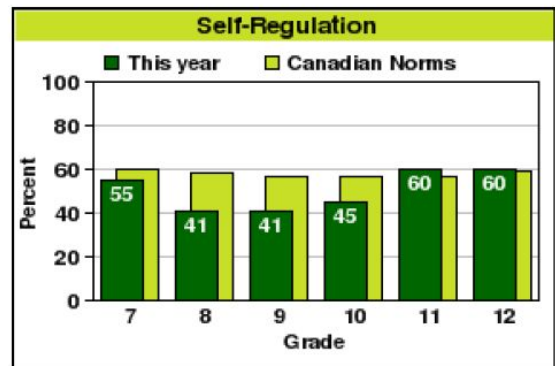
OurSCHOOL Fort McMurray Composite High School Highlights

Social-Emotional Outcomes

Self-Regulation

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

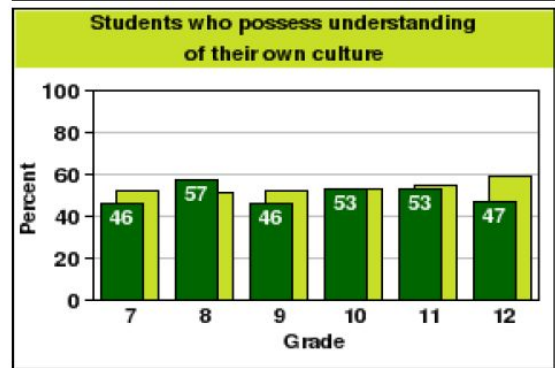
- 50% of students in this school had positive self-regulation; the Canadian norm for these grades is 58%.
- 48% of the girls and 55% of the boys in this school had positive self-regulation. The Canadian norm for girls is 53% and for boys is 63%.



Students who possess understanding of their own culture

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

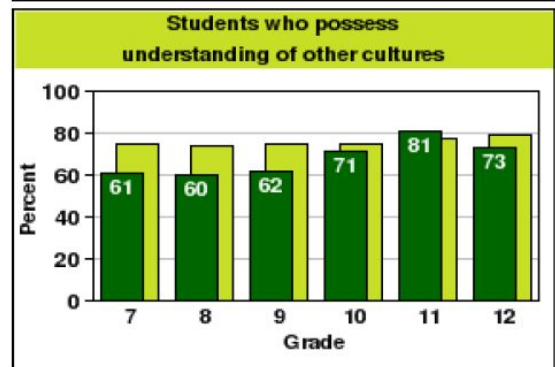
- 50% of students in this school had awareness of their own culture; the Canadian norm for these grades is 53%.
- 57% of the girls and 47% of the boys in this school had awareness of their own culture. The Canadian norm for girls is 56% and for boys is 51%.



Students who possess understanding of other cultures

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

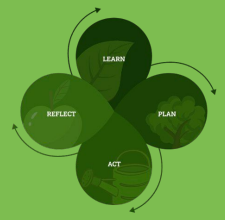
- 67% of students in this school had awareness of other cultures; the Canadian norm for these grades is 76%.
- 76% of the girls and 63% of the boys in this school had awareness of other cultures. The Canadian norm for girls is 81% and for boys is 70%.





FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



Report on Student Outcomes and School Climate

OurSCHOOL Secondary School Survey (9635)

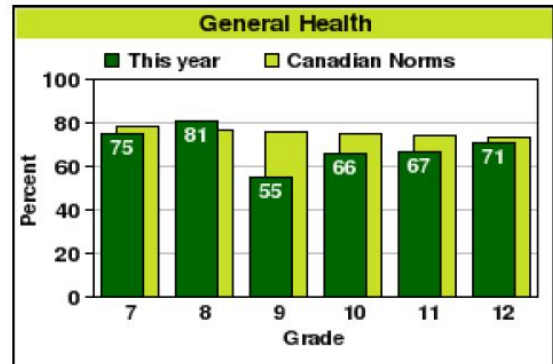
OurSCHOOL Fort McMurray Composite High School Highlights

Social-Emotional Outcomes

General Health

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

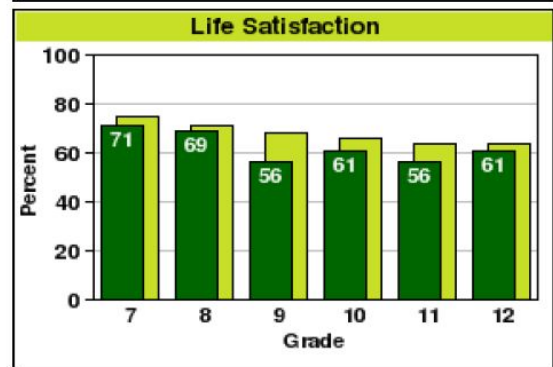
- 70% of students in this school reported having positive general health; the Canadian norm for these grades is 76%.
- 66% of the girls and 74% of the boys in this school reported having positive general health. The Canadian norm for girls is 72% and for boys is 79%.



Life Satisfaction

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

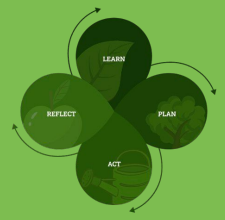
- 63% of students in this school had positive life satisfaction; the Canadian norm for these grades is 68%.
- 53% of the girls and 74% of the boys in this school had positive life satisfaction. The Canadian norm for girls is 62% and for boys is 74%.





FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



January/June 2024 Diploma Results Composite High School

Table 2
Biology 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%)	51.6	14.3	33.3	0.0	43.0	7.1
B (65 - 79%)	29.3	42.9	29.1	14.3	31.7	28.6
C (50 - 64%)	16.3	42.9	19.5	42.9	22.0	64.3
F (0 - 49%)	2.9	0.0	18.1	42.9	3.4	0.0
Average Percent Score	77.5	66.3	68.5	50.9	74.9	61.9
Standard Deviation	14.1	10.0	17.8	10.9	14.4	9.3

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

Table 2
Mathematics 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%)	30.1	23.1	15.1	0.0	21.3	0.0
B (65 - 79%)	36.2	30.8	25.7	15.4	36.4	30.8
C (50 - 64%)	27.4	38.5	29.9	30.8	33.7	46.2
F (0 - 49%)	6.3	7.7	29.4	53.8	8.6	23.1
Average Percent Score	70.1	64.8	59.8	45.5	67.2	59.0
Standard Deviation	14.4	15.4	17.8	15.1	14.2	14.1

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

Table 2
English Language Arts 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%)	40.4	34.6	11.0	0.0	25.5	11.5
B (65 - 79%)	40.7	42.3	37.0	23.1	47.7	46.2
C (50 - 64%)	17.1	19.2	36.0	30.8	24.8	38.5
F (0 - 49%)	1.8	3.8	16.0	46.2	2.1	3.8
Average Percent Score	74.7	72.2	63.1	51.9	71.4	66.2
Standard Deviation	12.0	14.1	13.5	14.3	11.3	11.5

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



FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

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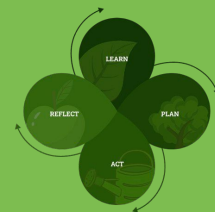


Table 2
English Language Arts 30-2
Percentage Distribution of A, B, C, and F,
Averages, and Standard Deviations of Scores

Scores	School-Awarded Mark		Diploma Examination Mark		Blended Mark	
	Prov.	School	Prov.	School	Prov.	School
A (80 - 100%)	17.6	4.2	12.2	4.2	11.9	4.2
B (65 - 79%)	43.1	50.0	40.0	25.0	45.8	41.7
C (50 - 64%)	35.0	41.7	33.4	50.0	38.6	50.0
F (0 - 49%)	4.3	4.2	14.4	20.8	3.7	4.2
Average Percent Score	67.3	64.4	64.0	56.7	66.5	62.3
Standard Deviation	12.1	9.3	13.7	15.1	10.8	9.3

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.

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.



FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

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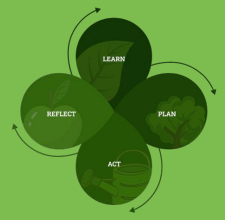


Table 2
Mathematics 30-1
Percentage Distribution of A, B, C, and F,
Averages, and Standard Deviations of Scores

Scores	School-Awarded Mark		Diploma Examination Mark		Blended Mark	
	Prov.	Group	Prov.	Group	Prov.	Group
A (80 - 100%)	55.2	50.0	36.4	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
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

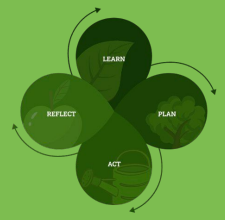
Scores	School-Awarded Mark		Diploma Examination Mark		Blended Mark	
	Prov.	School	Prov.	School	Prov.	School
A (80 - 100%)	48.9	32.1	18.4	3.6	33.9	10.7
B (65 - 79%)	37.8	64.3	37.1	10.7	45.0	50.0
C (50 - 64%)	12.3	3.6	29.7	39.3	19.8	39.3
F (0 - 49%)	1.0	0.0	14.8	46.4	1.3	0.0
Average Percent Score	77.3	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.



FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

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Grade 9 Science PAT

Table 2.1
Standards Demonstrated by All Students ^a

	School		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	73	80.2	46888	84.5
Acceptable Standard ^b	37	40.7	37044	66.8
Standard of Excellence	3	3.3	11615	20.9
Below Acceptable Standard	36	39.6	9844	17.7
Students for Whom Test Results are Not Available: ^c	18	19.8	8579	15.5
Students Absent	5	5.5	5620	10.1
Students Excused	13	14.3	2950	5.3
Students Who Wrote, Results Withheld	0	0.0	9	0.0
Total Enrollment Reported by Schools, June 2024	91	100.0	55467	100.0

^a Includes all students registered in Grade 9 and ungraded students in year 9 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

Grade 9 Math PAT

Table 2.1
Standards Demonstrated by All Students ^a

	School		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	72	79.1	46343	84.2
Acceptable Standard ^b	21	23.1	28291	51.4
Standard of Excellence	2	2.2	7524	13.7
Below Acceptable Standard	51	56.0	18052	32.8
Students for Whom Test Results are Not Available: ^c	19	20.9	8691	15.8
Students Absent	6	6.6	5685	10.3
Students Excused	13	14.3	2978	5.4
Students Who Wrote, Results Withheld	0	0.0	28	0.1
Total Enrollment Reported by Schools, June 2024	91	100.0	55034	100.0

^a Includes all students registered in Grade 9 and ungraded students in year 9 of schooling.

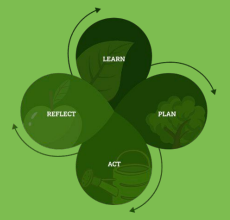
^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.



FORT MCMURRAY COMPOSITE HIGH SCHOOL SUPPORTING DATA

Doing What's Best for Kids



Grade 9 SST PAT

Table 2.1
Standards Demonstrated by All Students^a

	School		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	70	76.1	46736	84.5
Acceptable Standard ^b	31	33.7	33184	60.0
Standard of Excellence	2	2.2	8769	15.9
Below Acceptable Standard	39	42.4	13552	24.5
Students for Whom Test Results are Not Available: ^c	22	23.9	8565	15.5
Students Absent	22	23.9	5595	10.1
Students Excused	0	0.0	2968	5.4
Students Who Wrote, Results Withheld	0	0.0	2	0.0
Total Enrollment Reported by Schools, June 2024	92	100.0	55301	100.0

^a Includes all students registered in Grade 9 and ungraded students in year 9 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.