



Assurance Model for Fort McMurray Christian School
Principal Geoffrey Bishop
Fall 2023



Fort McMurray Christian School

SCHOOL ASSURANCE

Doing What's Best for Kids



Fort McMurray Christian School (FMCS) now embarks on its 30th year as a leader in Christian Education and an alternative program within the Fort McMurray Public School Division. We are excited to unveil an educational plan that symbolises the collective wisdom of our dedicated staff, engaged families, the School Council, and the FMCS Society. These pivotal consultations unfolded within staff meetings, Professional Learning Fridays, vision dinners, and School Council meetings. Our mission, resolute and inspiring, remains our guiding light:

- To provide students with an education firmly anchored in Scripture, where the Christian perspective seamlessly intertwines with all dimensions of their academic journey.
- To recognize the Lordship of Christ and cultivate a profound understanding of each student's personal relationship with God, as well as their connections with fellow students and the world at large.
- To offer an educational experience that empowers children to achieve their fullest potential in the realms of academics, spirituality, emotions, social interactions, and physical well-being.
- To nurture students in the development of a character that mirrors the attributes of Christ.
- To equip our students to become devoted and capable contributors to their community.

As we stand in the present, our enrollment comprises 280 students, encompassing the Early Childhood Development Program (ECDP) through Grade 9. Among these, 235 are in the elementary grades, while 45 attend junior high. Our school community has 36 English Language Learner (ELL) students, 32 students of First Nations, Métis, and Inuit (FNMI) heritage, 12 students with severe needs, and 67 young learners engaged in our ECDP/KG programming. Our faculty is composed of:

14 Alberta Teachers' Association (ATA) members, including the Principal.

6 Educational Assistants, dedicated to student growth and support.

1 full-time Head Secretary and 1 Office Support/Librarian.

1 part-time Christian Curriculum Coordinator, financially supported by the Fort McMurray Christian School Society.

Furthermore, we collaborate with our neighbouring institution, Timberlea Public School, sharing 1 Physical Education Teacher, 1 Learning Assistance Coordinator, and 1 School Counsellor.

Last year there was a campaign to bolster the Junior High, retaining grade six students, and attracting new families. We diligently fostered alliances with churches in Fort McMurray, with a shared vision of growing the school and representing the multitude of children from over 15 churches that enter our hallways. The enduring momentum of these initiatives has culminated in a surge in enrollment at over 20%. We look forward to an even more promising future, anticipating further growth in both Elementary and Junior High enrollment moving forward.

FMCS is celebrated for its academic excellence, a testament to the exceptional proficiency of our teaching staff. Our commendable performance in both Grade 6 and 9 Provincial Achievement Tests speaks to our unwavering commitment to academic rigour. Moreover, we are continuously broadening our elective offerings, which now include the Peak Volleyball Academy, Foods, Art, Worship Arts, Photography, LEadership in Action, Outdoor Education, Robotics, and the Space Academy. The class sizes we maintain facilitate flexible scheduling of junior high core and elective courses, while also enabling us to embark on local field trips and, most excitingly, provincial and national field trips slated for the 2023-2024 school year. With great enthusiasm, we look forward to the promising chapters that the future holds.

Sincerely,
Mr. Geoffrey Bishop
Principal





Fort McMurray Christian School SCHOOL ASSURANCE PLAN

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

ASSURANCE CYCLE

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

CURRENT STATE

STRENGTHS

89% of our students have a strong sense of belonging to the school (Canadian norm is 79%).
 94% of students in our elementary school have a positive sense of well-being, happiness and ability to flourish.
 In all PAT scores across tested grades 6 and 9, FMCS surpassed provincial averages in both acceptable standards and standards of excellence.

AREAS FOR GROWTH

All students demonstrate an improvement in being numerate individuals.
 Improvement in reading comprehension with an increase in proficient and confident readers who apply critical thinking skills to understand and analyze texts.

LOCAL CONTEXT

280 students across grades ECDP-9, 14 ATA, 9 CUPE, 1 Counsellor
 13% of students are ELL, 11% of students are FNMI, 4% of students have severe needs

STRATEGIES FOR MOVING FORWARD

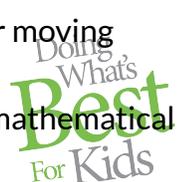
1. PROFESSIONAL LEARNING
 - o Each PLF will encompass Literacy groups who will work towards embedding literacy strategies in all subject matter.
 - o PLFs will also focus on building understanding in Indigenous Ways of Knowing (incorporating throughout the curriculum), Diversity, Equity, and Inclusion sessions, as well as a significant focus on Christian Education (Teaching for Transformation - Tft).
2. MATERIAL RESOURCES
 - o Purchasing/Acquisition of books/resources for our Teacher Resource Room and classrooms for Tft, FNMI, Literacy, Numeracy, and DEI. Many of these are given to us through our Division Office.
 - o Purchasing/Acquisition of materials to build our Tft and electives programs in both JH and Elementary schools.
3. HUMAN RESOURCES
 - o We have a budget to focus on ELL needs for our students (0.23), FNMI for our students (0.12) and are able to increase our JH staff so we have 2 x (1.0) teachers.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

To see literacy results in reading comprehension indicate that vast majority of students are at or moving towards grade level.

To see students increase their numeracy skills in problem solving and overall understanding of mathematical outcomes as indicated by new numeracy and government assessments.





Fort McMurray Christian School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 1 - Promote Growth and Success for all Students

DESIRED OUTCOME: Literacy -
To improve the reading and/or comprehension skills for all students.

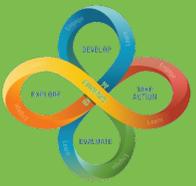
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>% Of Students at Risk</p> <p>SLA Screener (June 2023):</p> <p>Grade 1 - 32%</p> <p>CC3 At Risk Results (Fall 2023)</p> <p>Grade 2 - 29%</p> <p>Grade 3 - 11%</p> <p>DIBELS ORF (Fall 2023):</p> <p>Grade 4 - 14%</p> <p>Grade 5 - 17%</p> <p>Grade 6 - 0%</p> <p>Star (Fall 2023)</p> <p>Grade 7 - 25%</p> <p>Grade 8 - 16%</p> <p>Grade 9 - 27%</p> <p>Grade 6 ELA PAT AS: 95.2% SoE: 28.6%</p> <p>Grade 9 ELA PAT AS: 100%</p>	<p>Both the SLA Dashboard and F&P data demonstrates deficit in three areas around reading:</p> <p>Fluency Accuracy Comprehension</p> <p>Out of these three, fluency is the weakest.</p>	<p>Teachers require enhanced understanding and practice in teaching phonics to increase student fluency which in turn leads to better accuracy and overall comprehension. This will be vital a they also need to balance the implementation of new curriculum with the current reading needs in the classroom.</p> <p>Teachers face challenges with behaviour, ELL, and learning differences across large class sizes, particularly in Division 1 which at times leads to time constraints for formative reading assessments.</p>	<p><u>Professional Development:</u></p> <p>Access Division Literacy Coordinator for Professional Learning support.</p> <p>Professional development in the science of reading to identify the underlying causes of reading difficulties to build effective interventions across all grade levels.</p> <p>Implement training via PD on how to administer and interpret reading assessments, as well as how to use data to differentiate instruction and monitor student progress effectively.</p> <p><u>School Promotion of Reading:</u></p> <p>School-wide reading challenges</p> <p>Invite local authors to help inspire students to read.</p> <p>Extracurricular book clubs</p>	<p>Throughout the school year, we will have Division Literacy Coordinator visit at least twice.</p> <p>At least three PLF sessions dedicated to the Science of Reading throughout the year and collaborate/discuss how this is improving reading engagement and skills.</p> <p>We will have at least four PLF sessions around the interpretation of data and strategies for interventions and collaborate/discuss how this is improving reading engagement and skills.</p> <p>Improvement in literacy noted on report cards between September and June (Approaching to Meeting).</p>	<p>To see an improvement in reading comprehension with an increase in proficient and confident readers who apply critical thinking skills to understand and analyze texts. Students will be able to comprehend the main ideas and details of a text, make inferences, draw conclusions, and evaluate the author's purpose and tone.</p>



Fort McMurray Christian School

DESIRED OUTCOME PLANNING

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FMPSD PRIORITY AREA: Priority 1 - Promote Growth and Success for all Students

DESIRED OUTCOME: Numeracy -
To implement school wide strategies that effectively improve numeracy skills for all students.

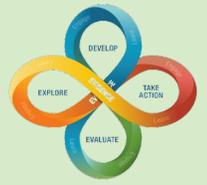
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Alberta Education Numeracy Screener (% of students at risk - Fall 2023)</p> <p>Grade 1 - 39% (June 2023)</p> <p>Grade 2 - 15%</p> <p>Grade 3 - 18%</p> <p>Elk Island Math Assessment - % At Risk):</p> <p>Grade 4 - 24%</p> <p>Grade 5 - 22%</p> <p>Grade 6 - 14%</p> <p>MIPI (% of students at 60% or lower):</p> <p>Grade 7 - 41%</p> <p>Grade 8 - 50%</p> <p>Grade 9 - 55%</p> <p>Grade 6 PAT AS: 85.7% SoE: 28.6%</p> <p>Grade 9 PAT AS: 90% SoE: 0%</p>	<p>SLA Dashboard tells you specifically identifies the problems comparing numbers, writing numbers, and ordering of numbers in grades 1-3.</p> <p>Grade 4 - Fractions</p> <p>Grade 5 - Prime Factors and Percentages</p> <p>Grade 6 - Decimals and Ratios</p> <p>In grades 7-9 through the MIPI assessments we have students with deficits in each assessed strand and to the greatest degree in: subtraction, problem solving, and Geometry.</p>	<p>Teachers require further understanding on how to teach new curriculum outcomes related to subtraction, problem solving and Geometry to students who represent vast learning differences and abilities.</p>	<p>Implementation of new division wide assessment for grades 1-6</p> <p>Implementation of new division numeracy framework grades 1-6</p> <p>Commitment and implementation of teaching numeracy via visuals, manipulatives and hands-on activities, to a greater degree</p> <p>PLF collaborative time: - focused on how to implement effective teaching strategies for the new curriculum - Div 1-3 collaboration focused on the collective enhancement of teaching numeracy</p> <p>School Wide Initiative of Math Olympics.</p>	<p>Improved scores via the new division assessments.</p> <p>Improvement in numeracy noted on report cards between September and June (Approaching to Meeting).</p>	<p>All students demonstrate an improvement in being numerate individuals.</p> <p>We would like to see students use mathematical reasoning to solve problems and make connections between different mathematical concepts at all grade levels.</p>



Fort McMurray Christian School

Assurance Measure Results Summary

Doing What's Best for Kids



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



233 STUDENTS

- 16% English Language Learners
- 22% Early Childhood Learners
- 7% First Nations, Métis, Inuit
- 3% Severe Disabilities



22 STAFF

- 12 ATA Employees
- 9 CUPE Employees
- 1 Out of Scope Counsellor



PARENTS

81% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

86 Students 10 Teachers 33 Parents

STAKEHOLDER FEEDBACK

- 95% of stakeholders find our school to be a welcoming, caring, safe, and respectful environment.
- 90% of stakeholders are satisfied that students model the characteristics of active citizenship.
- 91% of stakeholders are satisfied with the overall quality of basic education.

PROGRAM PRIORITIES

- ✓ Improve literacy outcomes by increasing student engagement via local authors coming to visit classrooms.
- ✓ Improve literacy outcomes through school wide reading challenges.
- ✓ Improve numeracy outcomes through a commitment and implementation of teaching numeracy via visuals, manipulatives and hands-on activities, to a greater degree

IMPROVEMENT AREAS

- ⬆ Increase PAT scores within the category of Excellence.
- ⬆ Increase access to appropriate supports and services at school.

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

2022-2023 School Result - 87%
2021-2022 School Result - 87%
2022-2023 Provincial Result - 84%

ACCESS TO SUPPORT AND SERVICES

2022-2023 School Result - 81%
2021-2022 School Result - 81%
2022-2023 Provincial Result - 81%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2022-2023 School Result - 94%
2021-2022 School Result - 90%
2022-2023 Provincial Result - 84%

EDUCATION QUALITY

2022-2023 School Result - 91%
2021-2022 School Result - 90%
2022-2023 Provincial Result - 88%

CITIZENSHIP

2022-2023 School Result - 90%
2021-2022 School Result - 90%
2022-2023 Provincial Result - 80%

PARENTAL INVOLVEMENT

2022-2023 School Result - 89%
2021-2022 School Result - 89%
2022-2023 Provincial Result - 81%

PAT EXCELLENCE

2022-2023 School Result - 16%
2021-2022 School Result - 13%
2022-2023 Provincial Result - 16%

DIP EXCELLENCE

2022-2023 School Result - N/A
2021-2022 School Result - N/A
2022-2023 Provincial Result - N/A

3 YEAR HIGH SCHOOL COMPLETION

2022-2023 School Result - N/A
2021-2022 School Result - N/A
2022-2023 Provincial Result - N/A

PAT ACCEPTABLE

2022-2023 School Result - 84%
2021-2022 School Result - 83%
2022-2023 Provincial Result - 63%

DIP ACCEPTABLE

2022-2023 School Result - N/A
2021-2022 School Result - N/A
2022-2023 Provincial Result - N/A

5 YEAR HIGH SCHOOL COMPLETION

2022-2023 School Result - N/A
2021-2022 School Result - N/A
2022-2023 Provincial Result - N/A

Fort McMurray Christian School

NARRATIVE OF THE RESULTS

Doing What's Best for Kids



What data did we look at?

- Alberta Education Assurance Measure FMCS Results Fall 2023
- Alberta Education Funding Event System
- MIPI Math Fall 2023 Data
- Elk Island Math Assessment Data Fall 2023
- Student Learning Assessment Screeners (Literacy/Numeracy) Fall 2023
- LENS / CC3 Reading Assessments Fall 2023
- DIBELS Oral Reading Fluency Fall 2023
- Star Reading Assessment Data Fall 2023
- CHEQ Survey (Kindergarten)

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

- Strengths:
 - A strong sense of community amongst staff, students, and families.
 - PAT Acceptable Standard scores are high in Grades 6 and 9.
 - Numeracy skills are high in division two - an improvement from last year.
 - Literacy skills have improved across all divisions.
 - Students are happy with their overall education at FMCS.
- Weaknesses
 - A feeling that there are not enough resources/supports to help students with learning challenges.
 - Reading comprehension needs improvement across all levels.
 - PAT Standard of Excellence scores in Grade 9.

What did we do during 2022-2023 (last year's PLF plan)?

- Participated in Division Collaborative Groups.
- Literacy and Numeracy Focus - support from Division Office Literacy and Numeracy Coordinators.
- Apple School resources and activities.
- Teaching for Transformation Collaboration and Implementation.
- Introduction of Diversity, Equity, and Inclusion focuses.
- Incorporating Indigenous Ways of Knowing into Tft/Christian Education.

Fort McMurray Christian School
NARRATIVE OF THE RESULTS
Doing What's Best for Kids



- 'Your Story' - Having Pastors and Ministry Leaders come share their stories, encouragement, and prayers with staff.
- Collaborative Time and Sharing of Resources from GETCA, PCCE Conference, Division Collaboration, etc.

Provincial expectation for schools to look at:

- English as an Additional Language
 - CC3, LENS Assessment, DIBELS and Maze, and Star Benchmarking Data will be a focus for improving reading and writing skills. With our EAL population increasing this will be a main focus.
 - Students will be supported by literacy inventions supported by the school LAC, Literacy/Numeracy support staff and division literacy coordinator.
- First Nation, Métis, Inuit Students
 - Ongoing school wide focus to Applying Foundational Knowledge about First Nations, Metis and Inuit within Christian Education and Teaching for Transformation. The school has started sessions with Tammy Johnson of ERLC to be part of this journey.
 - Professional Development Activities and Resource reviews continue for staff as part of PLFs.
 - We have a staff member with dedicated FTE to actively work on gathering resources and organizing students for FNMI/Land Based Education opportunities.

What do we need to work at - the goals of our 2023-2024 education plan?

- Priority #1 - Literacy: To improve the reading and/or comprehension skills for all students. Professional development in the science of reading to identify the underlying causes of reading difficulties to build effective interventions across all grade levels.
- Priority #2 - Numeracy: To implement school wide strategies that effectively improve numeracy skills for all students. Commitment and implementation of teaching numeracy via visuals, manipulatives and hands-on activities, to a greater degree. PLF collaborative time: focused on how to implement effective teaching strategies for the new curriculum with division 1-3 collaboration focused on the collective enhancement of teaching numeracy.



FMCS Supporting Data Fall 2023

1.) 95% Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

School: 1864 Fort McMurray Christian 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 Christian 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	145	88.2	141	94.3	136	90.5	144	92.7	129	95.3	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	23	87.8	31	98.1	25	92.8	31	97.3	33	98.8	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	107	83.4	98	86.6	97	81.6	100	83.8	86	89.1	Very High	Maintained	Excellent	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	15	93.3	12	98.3	14	97.1	13	96.9	10	98.0	Very High	Maintained	Excellent	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

2.) 90% of stakeholders are satisfied that students model the characteristics of active citizenship.

School: 1864 Fort McMurray Christian School
Province: Alberta

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

	Fort McMurray Christian 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	145	83.7	141	91.6	136	91.5	144	89.7	129	90.3	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	23	80.0	31	98.7	25	90.3	31	95.4	33	93.3	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	107	75.0	98	84.5	97	84.3	100	80.0	86	77.6	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	15	96.0	12	91.5	14	100.0	13	93.8	10	100.0	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

6.) EAL Assurance Framework Results for Fort McMurray Christian School

School: 1864 Fort McMurray Christian School (EAL)

Assurance Domain	Measure	Fort McMurray Christian 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	n/a	n/a	n/a	72.8	78.5	77.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
	PAT: Acceptable	92.9	90.5	n/a	57.9	59.7	n/a	Very High	n/a	n/a
	PAT: Excellence	21.4	33.3	n/a	12.2	13.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	13.8	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (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

7.) Literacy Data At Risk Percentages

Grade	Test Administered	% of Students at Risk	Areas for Improvement
1	Alberta Education Literacy Screener - Letter Name-Sound (LeNS)	32%	Sound Accuracy
2	Alberta Education Literacy Screener - Castles and Coltheart 3 (CC3)	29%	Regular Words
3	Alberta Education Literacy Screener - Castles and Coltheart 3 (CC3)	11%	Regular Words, Irregular Words
4	DIBELS Oral Reading Fluency	14%	% of students who were timed for 1 minute who scored 90 words or less.
5	DIBELS Oral Reading Fluency	17%	% of students who were timed for 1 minute who scored 90 words or less.
6	DIBELS Oral Reading Fluency	0%	% of students who were timed for 1 minute who scored 90 words or less.
7	Star	25%	Reading Comprehension
8	Star	16%	Reading Comprehension
9	Star	27%	Reading Comprehension

8.) Numeracy Data At Risk Percentage

Grade	Test Administered	% of Students at Risk	Areas for Improvement
1	Alberta Education Numeracy Screener	39%	Addition, Next Numbers, Writing Numbers
2	Alberta Education Numeracy Screener	15%	Ordering of Numbers, Comparing Numbers
3	Alberta Education Numeracy Screener	18%	Number Facts - Addition and Subtraction
4	Elk Island Math Assessment	24%	Fractions, Three digit subtraction
5	Elk Island Math Assessment	22%	Decimals, Prime Factors
6	Elk Island Math Assessment	14%	Decimals, Fractions
7	MIPI	41%	Number Sense and Problem Solving
8	MIPI	50%	Number Sense and Problem Solving
9	MIPI	55%	Number Sense and Problem Solving

9.) Provincial Achievement Test Results - FortMcMurray Christian School

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1864 Fort McMurray Christian School

Course		Measure		Fort McMurray Christian School						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	21	95.2	n/a	n/a	52,106	78.2	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	21	28.6	n/a	n/a	52,106	18.4	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a		
Mathematics 6	Acceptable Standard	High	n/a	n/a	21	85.7	n/a	n/a	52,551	65.4	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	21	28.6	n/a	n/a	52,551	15.9	n/a	n/a		
Science 6	Acceptable Standard	*	*	*	21	*	n/a	n/a	54,859	66.7	n/a	n/a		
	Standard of Excellence	*	*	*	21	*	n/a	n/a	54,859	21.8	n/a	n/a		
Social Studies 6	Acceptable Standard	High	n/a	n/a	21	81.0	n/a	n/a	57,655	66.2	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	21	28.6	n/a	n/a	57,655	18.0	n/a	n/a		
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	10	100.0	n/a	n/a	56,255	71.4	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	10	20.0	n/a	n/a	56,255	13.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a		
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	10	90.0	n/a	n/a	55,447	54.4	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	10	0.0	n/a	n/a	55,447	13.5	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a		
Science 9	Acceptable Standard	Very High	n/a	n/a	10	90.0	n/a	n/a	56,311	66.3	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	10	10.0	n/a	n/a	56,311	20.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a		
Social Studies 9	Acceptable Standard	Low	n/a	n/a	10	60.0	n/a	n/a	56,309	58.4	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	10	10.0	n/a	n/a	56,309	15.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a		