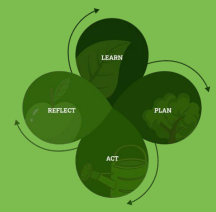


**Alberta Education Results Report
for Fort McMurray Christian School
Principal - Geoffrey Bishop
Vice Principal - Johnathan MacIntosh
Fall 2024**



Fort McMurray Christian School CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



We are excited to mark our 31st year as an interdenominational Christian alternative program within the Fort McMurray Public School Division. The 2024-25 Education Plan reflects the collaborative efforts of our staff, students, families, School Council, and FMCS Society. Through staff meetings, classroom conversations, Professional Learning Fridays, vision dinners, and Council meetings, this plan embodies the shared vision of our community.

Our school stands as a beacon of God's grace in the community, and we strive to reflect that grace through our interactions, service, and outreach. This commitment is brought to life through this year's theme, "*Fearfully and Wonderfully Made*." Each day, students are reminded that they are uniquely created in God's image, with inherent beauty and purpose.

Students from Grades 5 to 9 have embraced this spirit of service through their involvement in a junior high missions trip to San Francisco and *ServeYMM*, a city-wide initiative that encourages acts of kindness and community engagement. Beyond this, our students are actively supporting causes like the Centre of Hope, the Legacy Water Foundation, and the local Food Bank, along with other service projects that foster compassion and connection.

We are blessed with a diverse student body, growing by 9.4% year-over-year to 309 students, spanning from ECDP to Grade 9. This includes 251 elementary students and 58 in junior high. Our vibrant community represents over 35 countries and ethnicities, with 41 English Language Learners, 36 Indigenous students (FNMI), and 53 enrolled in ECDP/Kindergarten programs. Together, we celebrate the richness that every family brings to our school, weaving a beautiful tapestry of culture and faith.

Our dedicated staff includes: **15 teachers (ATA)**, **8 Educational Assistants**, **1 Full-time Head Secretary**, **1 Office Support/Librarian**, **1 Part-time Christian Curriculum Coordinator** (funded by FMCS Society) and **1 Physical Education Teacher**, **1 Learning Assistance Coordinator**, and **1 School Counsellor** shared with Timberlea Public School, along with **4 Custodians**.

As we share our building with Timberlea Public School, we are planning strategically to accommodate our growth and evolving needs. FMCS continues to be recognized for both academic excellence and character development, as reflected in our outstanding Provincial Achievement Test results for Grades 6 and 9. These achievements are a direct result of the expertise and dedication of our staff.

To further enrich our students' experiences, we are expanding our elective offerings, which now include: **Peak Volleyball Academy**, **Leadership in Action**, **Foods and Culinary Arts**, **Visual and Worship Arts**, **Outdoor Education**, **Life Skills Development**, **Robotics** and **international missions opportunities**.

At FMCS, we nurture the whole child, embracing a close-knit, family-oriented environment built on the partnership between **school, home, and church**. Every subject and activity reflects our belief that God's story is woven into all aspects of learning and life.

As we celebrate three decades of ministry and growth, we are filled with gratitude for the journey so far and excited for the opportunities that lie ahead. Thank you for being part of the FMCS family—together, we are building a future where faith and learning flourish hand in hand.

Mr. Geoffrey Bishop
Principal

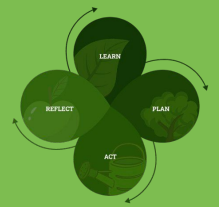
Doing
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Best
For Kids



Fort McMurray Christian 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

- Christian Education in a caring environment
- Strong PAT Scores (Grades 6 & 9)
- We are an inclusive school environment where there are no conditions to access a Christian Education.
- Strong family connection / involvement (Society, School Council, Volunteers)
- Increase in Student Leadership Capacity (Homegroups, Student Council, Leadership in Action, ServeYMM, Missions Trips)

AREAS FOR GROWTH

- Overall reading comprehension schoolwide can improve through available resources
- Prioritise fostering a positive school environment for everyone involved (Self-Regulation, Positive Relationships and Overall Mental Health)
- Increase the recognition and celebration of our diversity

LOCAL CONTEXT

FMCS is an interdenominational Christian alternative school within the FMPSD. We have at least 15 churches represented as well as approximately 35 countries and ethnicities within our current population of 309. We have grown 9.4% year over year which brings both opportunities and challenges for programming space. We currently have 41 ELL students and 36 students who are FNMI within our ECDP-Grade 9 school.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
 - Dedicated time at each of the 2024/2025 PLF's focusing on social & emotional learning and literacy.
 - Partnerships with division staff and coordinators, the PCCE, and our school Society.
2. MATERIAL RESOURCES
 - Providing appropriate spaces in the building for literacy/classroom pullouts, enhanced music/multipurpose room, and prayer wall.
3. HUMAN RESOURCES
 - The use of FMPSD Literacy, Numeracy, and Education Technology Coordinators
 - The Christian Education Coordinator
 - Community leaders and pastors from city churches to present and share to staff and students.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

All students will see growth in their reading comprehension levels while working toward meeting grade level expectations.

Students will report a decrease in anxiety and depression and feeling more welcome and cared for at school.





Fort McMurray Christian School
DESIRED OUTCOME PLANNING
 Doing What's Best for Kids



FMPSD PRIORITY AREA: Promote Growth and Success for All Students - Literacy

DESIRED OUTCOME: To have every student increase their reading skills towards the goal that every student's reading is not at risk.

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>Our most recent set of literacy data is showing the following percentages at risk:</p> <p>LeNS: Grade 1 - 34%</p> <p>CC3: Grade 2 - 26% Grade 3 - 36%</p> <p>Comprehension Maze: Grade 4 - 32% Grade 5 - 43% Grade 6 - 14%</p> <p>STAR: Grade 7 - 8% Grade 8 - 14% Grade 9 - 11%</p> <p>This area is of concern, which is why there's ongoing emphasis on school-based literacy programming.</p>	<p>Div 1 - Phonics</p> <p>Div 2 - Morphology & Comprehension</p> <p>Div 3 - Comprehension/Fluency/Vocabulary</p>	<p>Continued learning for teachers in areas of UFLI as well as the introduction of new programs in Shifting the Balance and Bug Club Morphology.</p> <p>Having the opportunity to do more small group pullouts and students working in centers.</p> <p>Tiered support via CRM</p> <p>Professional Learning and collaboration for new curriculum</p>	<p>Div 1 - Teaching via the Science of Reading (UFLI)</p> <p>Div 2 - Teaching via the Science of Reading (Shifting the Balance) and Morphology (Bug Club Morphology) resources</p> <p>Div 3 - Fluency practice; explicit teaching of comprehension strategies and vocabulary</p> <p>Rejoice in Reading Month</p> <p>The welcoming of local authors to share their love of reading and writing</p>	<p>A spreadsheet for school-wide data collection will monitor individual student progress and identify those who need extra support - these supports and ideas for supports will be addressed in CRM during PLFs.</p> <p>Insights gathered from teachers, educational assistants, and students will be valuable in assessing the progress made in literacy improvement.</p>	<p>Enhancing students' literacy skills will serve to bolster all learning.</p> <p>We desire to see the following at-risk average decrease to the following:</p> <p>Grade 1 - LeNS (25%)</p> <p>Grade 2-3 - CC3 (20%)</p> <p>Grade 4-6 - DIBELS (10%)</p> <p>Grade 7-9 - Star (15%)</p>



Fort McMurray Christian School
DESIRED OUTCOME PLANNING
Doing What's Best for Kids



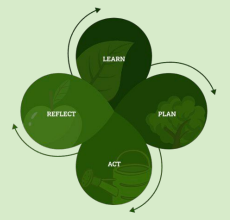
FMPSD PRIORITY AREA: Maintain Safe and Caring Learning Environments and Supports - Social Emotional Learning

DESIRED OUTCOME: Increase Student Mental Health, Self-Regulation and Positive Relationships via Creating a More Safe, Caring, and Welcoming Environment.

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>Our School Survey has indicated that there has been a decrease in the positive well being of our students.</p> <p>Our School Survey has indicated higher levels of anxiety and depression that are at or higher than the Canadian norm.</p> <p>We have had 200+ incidents of students being distracted or misusing screens, cell phones, social media, etc. (Spring 2024). With the new cell phone policy this misuse is reducing but education of both students and parents is needed.</p> <p>11.5% of Counsellor visits have been related to bullying/cyberbullying (Spring 2024)</p>	<p>We have seen a number of incidents regarding cell phones and misuse of technology that we want to address with the assistance of stakeholders.</p> <p>Students not having the framework and support to use technology appropriately is taking away from student learning and causing issues and anxiety amongst peers.</p>	<p>Staff Addressing concerns from students in the same way regardless of which staff member the student seeks out.</p> <p>Support through CRM.</p> <p>Education of issues related to mental health supports and how it is impacted by poor technology use.</p>	<p>Positive Behavioral Interventions and Supports (PBIS) learning during PLFs and staff meetings</p> <p>LetGrow - Real-world ways to get students back to having adventures, solving problems, and blossoming.</p> <p>Student Diversity Celebration & Acknowledgement</p> <p>TFT - The Good Samaritan Model (Christian Character)</p> <p>Collaboration with AHS (Webinars and Resources)</p> <p>Consistent Expectations and Language when Addressing Student Concerns</p>	<p>Behaviour is a measure that demonstrates better mental health and relationships</p> <p>Number of incidents around misuse of technology reduces by 25%</p> <p>Visits to the counsellor for bullying and cyberbullying will decrease by 25%</p> <p>CRM Meetings</p> <p>Insights gathered from teachers, educational assistants, and students will be valuable in assessing the progress made in mental health and self regulation.</p>	<p>All students will have access to tangible tools and strategies that improve their mental health, self-regulation and tech use.</p> <p>All students will have a sense that their relationships are flourishing and healthy.</p> <p>All students will sense that they are in a welcoming and caring environment that fosters learning.</p>



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



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



309 STUDENTS

- 13% English Language Learners
- 17% Early Childhood Learners
- 12% First Nations, Métis, Inuit
- 4% Severe Disabilities



30 STAFF

- 15 ATA Employees
- 14 CUPE Employees



PARENTS

86% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

103 Students 14 Teachers 30 Parents

PROGRAM PRIORITIES

- ✓ Utilize Let Grow to improve student resilience and confidence.
- ✓ Improve literacy outcomes through tiered support and Rejoice in Reading
- ✓ Increase authenticity of Christian Education through Biblical Integration

STAKEHOLDER FEEDBACK

- 85%** of stakeholders who are satisfied that students model the characteristics of active citizenship.
- 89%** of stakeholders who are satisfied with the overall quality of basic education.
- 90%** of stakeholders who agree that their learning environments are welcoming, caring, respectful and safe.

IMPROVEMENT AREAS

- ⬆ **69%** of stakeholders who agree that students have access to the appropriate supports and services at school.
- ⬆ **83%** of stakeholders who agree that students are engaged in their learning at school.

2023-2024 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%
- 2022-2023 School Result - 87%
- 2023-2024 Provincial Result - 83%

CITIZENSHIP

- 2023-2024 School Result - 85%
- 2022-2023 School Result - 90%
- 2023-2024 Provincial Result - 79%

EDUCATION QUALITY

- 2023-2024 School Result - 89%
- 2022-2023 School Result - 91%
- 2023-2024 Provincial Result - 88%

PARENTAL INVOLVEMENT

- 2023-2024 School Result - 89%
- 2022-2023 School Result - 89%
- 2023-2024 Provincial Result - 80%

PAT EXCELLENCE

- 2023-2024 School Result - 16%
- 2022-2023 School Result - 29%
- 2023-2024 Provincial Result - 20%

ACCESS TO SUPPORT AND SERVICES

- 2023-2024 School Result - 69%
- 2022-2023 School Result - 82%
- 2023-2024 Provincial Result - 80%

PAT ACCEPTABLE

- 2023-2024 School Result - 92%
- 2022-2023 School Result - 81%
- 2023-2024 Provincial Result - 68%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

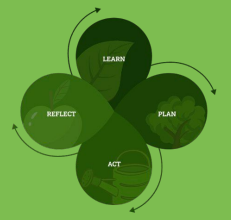
- 2023-2024 School Result - 90%
- 2022-2023 School Result - 94%
- 2023-2024 Provincial Result - 84%



Fort McMurray Public School Division

NARRATIVE OF THE RESULTS

Doing What's Best for Kids



What data did we look at?

- Our School Survey Data
- Alberta Education Assurance Measure Results
- School Council Input
- School Society Input
- Fall 2024 Grade 1-9 Literacy Data (PAST, RAN, LeNS, DIBELS, STAR)
- Fall 2024 Grade 1-9 Numeracy Data (Alberta Education Screening Assessment, Elk Island Math Assessment, MIPI)
- Teacher Data for Tracking Cell Phone Misuse
- Counsellor Data for Tracking Visits Around Bullying/Cyberbullying

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

STRENGTHS

- FMCS provides a welcoming and caring space for its students.
- Students and families are overwhelmingly satisfied with the education that is offered.
- Students feel a real purpose in their lives.
- The school staff emphasizes academic skills and hold high expectations for all students to succeed.

AREAS FOR GROWTH

- Literacy around comprehension needs improvement.
- Numeracy trends indicate that there specific strands that could be addressed.
- Anxiety in students still presents itself as a problem.
- Student ability to self-regulate is down.

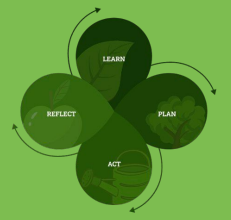
What did we do during 2023-2024 (last year's PLF plan)?

- Teaching for Transformation (Christian Education)
- Artificial Intelligence in the Classroom
- UFLI and Morphology
- Strategies and Manipulatives in Numeracy
- Indigenous Ways of Knowing
- Restorative Practices/Unconscious Bias
- Self Care/Wellness Training



Fort McMurray Christian School NARRATIVE OF THE RESULTS

Doing What's Best for Kids



Provincial expectation for schools to look at:

ENGLISH AS AN ADDITIONAL LANGUAGE

- There are 41 EAL students at FMCS. Presently, there are 13 EAL-Funded Foreign born (code 301) students and 28 EAL-Funded Canadian born (code 303) students.
- All students have been assessed and benchmarked to ensure proper supports and funding are in place. This is in line with the Alberta K-12 English as an Additional Language Proficiency Benchmarks which serve as a tool for assessing language proficiency across listening, speaking, reading, and writing.
- Teachers are encouraged to integrate students' home languages and cultural backgrounds as valuable resources in the learning process.

FIRST NATIONS, MÉTIS, INUIT

- There are 36 students who have self-identified as First Nations, Métis, or Inuit.
- We have an FNMI Liaison who works to support whole school infusion of Indigenous ways of knowing and organizing learning activities such as ATC, Hoop Dancing, Art, Hand Games, and more.
- Teachers are guided to incorporate accurate and relevant FNMI perspectives and content across all subjects relevant to our faith-based community.

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

Creating a More Safe, Caring, and Welcoming Environment. - To improve overall mental health, positive relationships, and self-regulation

- Utilise Positive Behavioral Interventions and Supports (PBIS) learning during PLFs and staff meetings.
- Continue to implement the LetGrow program- Real-world ways to get students back to having adventures, solving problems, and blossoming.
- Student Diversity Celebration & Acknowledgement.
- Highlight TfT within our community- The Good Samaritan Model (Christian Character).
- Collaboration with AHS (Webinars and Resources) and our school counsellor.
- Use consistent Expectations and Language when Addressing Student Concerns.

To have every student increase their reading skills towards the goal that every student's reading is not at risk

- Div 1 - Teaching via the Science of Reading (UFLI) from division coordinator
- Div 2 - Teaching via the Science of Reading (Shifting the Balance) and Morphology (Bug Club Morphology) resources.
- Div 3 - Fluency practice; explicit teaching of comprehension strategies and vocabulary
- Rejoice in Reading Month to promote reading with a faith based theme across the school community.
- The welcoming of local authors to share their love of reading and writing
- Rejoice in Reading and the welcoming of local authors and speakers is to instill joy and excitement for reading in our kids.

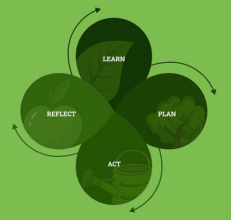




Fort McMurray Christian School

SUPPORTING DATA

Doing What's Best for Kids



Supporting Data Specific to School Desired Outcomes/Goals

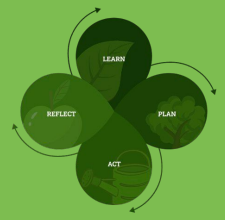
1. Alberta Education Assurance Measures - Overall Summary
2. Alberta Education Assurance Measures - Overall Summary (EAL)
3. Alberta Education Assurance Measures - Overall Summary (FNMI)
4. PAT Results Course By Course Summary By Enrolled With Measure Evaluation
5. Fall 2024 Literacy Data by Grade
6. Fall 2024 Numeracy Data by Grade
7. Alberta Education Assurance Measures - Safe and Caring School
8. Our School Survey Elementary - Students with Moderate to High Levels of Anxiety
9. Our School Survey Junior High - Students with Moderate to High Levels of Anxiety



Fort McMurray Christian School

SUPPORTING DATA

Doing What's Best for Kids



Supporting Data Specific to School Desired Outcomes/Goals

1. Alberta Education Assurance Measures - Overall Summary

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1864 Fort McMurray Christian School

Assurance Domain	Measure	Fort McMurray Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.6	86.7	86.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.3	90.3	90.0	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	92.0	81.0	81.0	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	16.0	28.6	28.6	19.8	18.0	18.0	Intermediate	Declined	Issue
	PAT9: Acceptable	45.5	85.0	85.0	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	13.6	10.0	10.0	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.8	91.1	90.6	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.6	94.1	92.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	69.0	81.5	81.4	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	88.6	88.8	89.0	79.5	79.1	78.9	Very High	Maintained	Excellent

2. Alberta Education Assurance Measures - Overall Summary (EAL)

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1864 Fort McMurray Christian School (EAL)

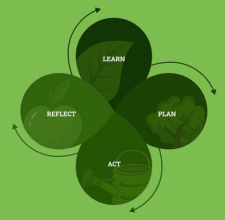
Assurance Domain	Measure	Fort McMurray Christian School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	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	72.0	72.8	76.7	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PAT6: Acceptable	*	83.3	83.3	64.6	65.4	65.4	*	*	*
	PAT6: Excellence	*	16.7	16.7	16.5	15.7	15.7	*	*	*
	PAT9: Acceptable	*	*	n/a	52.7	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.1	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	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



Fort McMurray Christian School

SUPPORTING DATA

Doing What's Best for Kids



Supporting Data Specific to School Desired Outcomes/Goals

3. Alberta Education Assurance Measures - Overall Summary (FNMI)

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1864 Fort McMurray Christian School (FNMI)

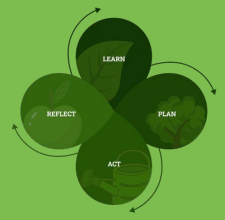
Assurance Domain	Measure	Fort McMurray Christian School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	58.6	57.0	59.5	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	PAT6: Acceptable	*	*	n/a	48.7	45.3	45.3	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	7.3	6.5	6.5	*	n/a	n/a
	PAT9: Acceptable	*	*	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	*	*	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	76.9	74.8	74.8	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.8	11.3	11.3	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



Fort McMurray Christian School

SUPPORTING DATA

Doing What's Best for Kids



Supporting Data Specific to School Desired Outcomes/Goals

4. PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Student Growth and Achievement (Grades K-9)

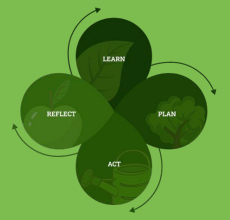
PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1864 Fort McMurray Christian School



Course		Measure		Fort McMurray Christian School						Alberta				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4	
Science 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	n/a	53,806	68.8	54,859	66.7	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	n/a	53,806	24.8	54,859	21.8	
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	25	92.0	21	81.0	n/a	60,804	68.5	57,655	66.2	
	Standard of Excellence	Intermediate	Declined	Issue	25	16.0	21	28.6	n/a	60,804	19.8	57,655	18.0	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	11	*	10	100.0	n/a	59,096	69.5	58,255	71.4	
	Standard of Excellence	n/a	n/a	n/a	11	*	10	20.0	n/a	59,096	11.8	58,255	13.4	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3	
Mathematics 9	Acceptable Standard	Low	Declined	Issue	11	54.5	10	90.0	n/a	58,577	52.7	55,447	54.4	
	Standard of Excellence	Very High	Improved	Excellent	11	27.3	10	0.0	n/a	58,577	14.0	55,447	13.5	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3	
Science 9	Acceptable Standard	Intermediate	Declined	Issue	11	63.6	10	90.0	n/a	59,072	67.6	58,311	66.3	
	Standard of Excellence	Very High	Maintained	Excellent	11	18.2	10	10.0	n/a	59,072	20.8	58,311	20.1	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9	
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	11	63.6	10	60.0	n/a	59,125	60.5	58,309	58.4	
	Standard of Excellence	Very Low	Maintained	Concern	11	9.1	10	10.0	n/a	59,125	15.8	58,309	15.9	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6	





5. Fall 2024 Literacy Data by Grade

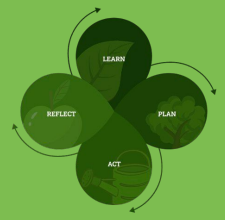
Grade	Assessment Name	Fall 2024		
		Total Assessed	Total At Risk	Percentage At Risk
K	LeNS	-	-	-
1	LeNS	41	14	34.1%
2	CC3	38	10	26.3%
3	CC3	33	12	36.4%
4	Comprehension Maze	31	10	32.3%
5	Comprehension Maze	28	12	42.9%
6	Comprehension Maze	22	3	13.6%
7	STAR Comprehension	26	2	7.7%
8	STAR Comprehension	22	3	13.6%
9	STAR Comprehension	9	1	11.0%

6. Fall 2024 Numeracy Data by Grade

September 2024					
Total Assessed	Grade 1 At-Risk	Total Assessed	Grade 2 At-Risk	Total Assessed	Grade 3 At-Risk
41	24.0%	38	18.0%	33	33.0%

September 2024 - Elk Island Math Assessment					
Total Grade 4 Students	Grade 4 At-Risk Percentage	Total Grade 5 Students	Grade 5 At-Risk Percentage	Total Grade 6 Students	Grade 6 At-Risk Percentage
31	26%	28	43%	24	21%

September 2024 - Elk Island/MIPI					
Total Grade 7 Assessed	Grade 7 At-Risk	Total Grade 8 Assessed	Grade 8 At-Risk	Total Grade 9 Assessed	Grade 9 At-Risk
26	27%	22	13%	10	70%



7. Fall 2024 Safe and Caring School

B.4 Safe and Caring

Measure History

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.



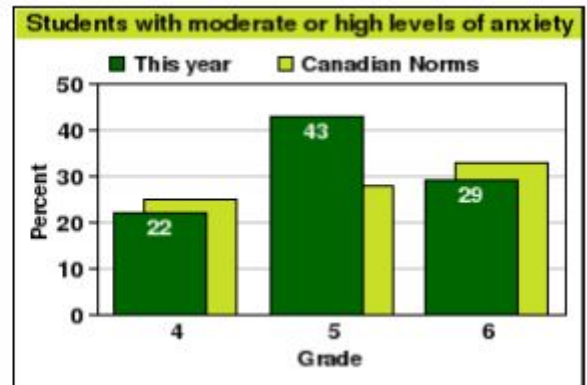
	Fort McMurray Christian School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	141	94.3	136	90.5	144	92.7	129	95.3	148	91.4	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	31	98.1	25	92.8	31	97.3	33	98.8	30	94.6	Very High	Maintained	Excellent	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	98	86.6	97	81.6	100	83.8	86	89.1	104	83.9	Very High	Maintained	Excellent	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	12	98.3	14	97.1	13	96.9	10	98.0	14	95.7	High	Maintained	Good	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

8. Our School Survey Elementary - Students with Moderate to High Levels of Anxiety

Students with moderate or high levels of anxiety

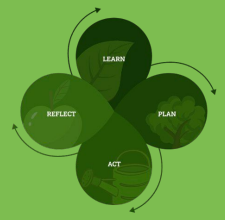
Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 31% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 29%.
- 40% of the girls and 16% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 21%.



Trend since Spring 2024



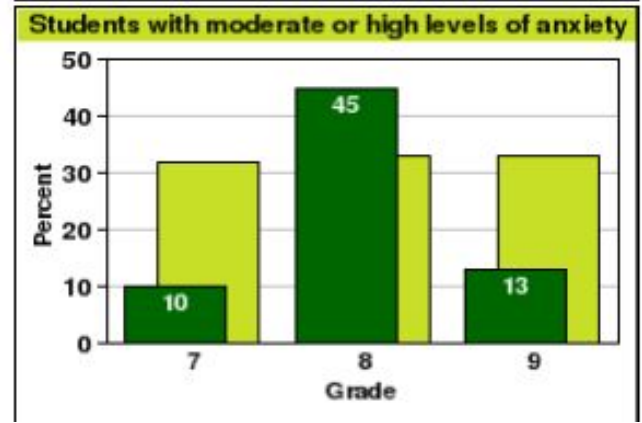


9. Our School Survey Junior High - Students with Moderate to High Levels of Anxiety

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.

- 25% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 33%.
- 38% of the girls and 15% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 47% and for boys is 19%.



Trend since Spring 2024

