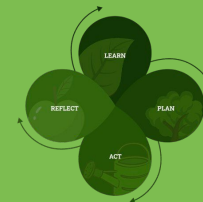


Alberta Education Results Report
Dave McNeilly Public School
Principal D. Parsons and Vice Principal D. Rizzuto
Fall 2024



Dave McNeilly Public School CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



Welcome to Dave McNeilly Public School in Parsons Creek, Fort McMurray. We foster a culture of empathy and respect, creating a welcoming atmosphere for students and families. We recognize each student's unique strengths and create an environment that supports growth and development. Our staff is committed to professional development and collaborative teaching. With support from the division office, School Council, Fundraising Society, and staff, we offer an enriching learning environment.

This year, Dave McNeilly is home to 421 students, supported by 17 teachers, 1 counselor, 17 educational assistants, 2 administrative assistants, 1 librarian, 1 learning assistant teacher, a vice principal, and a principal.

As a Leader in Me school, leadership principles are woven into daily routines, with students participating in weekly leadership groups, school assemblies, and events centered around the Seven Habits. Our APPLE school designation reinforces healthy habits, promoting physical activity and healthy choices, with our APPLE School lead organizing events that inspire movement and outdoor exploration.

The Collaborative Response Model (CRM) supports our literacy goals and remains central to our Professional Learning Fridays, where we focus on enhancing our school-wide writing program. We proudly offer the PACE Academy and continue optional courses to broaden student experiences.

For our 2024/25 Assurance Plan, we reviewed school data and partnered with our School Council to set goals.

Warmest regards,

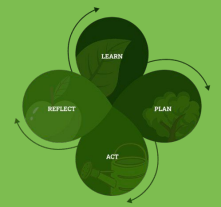
David Parsons
Principal



Dave McNeilly Public 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

- Scored very high in Safe and Caring Schools, Program of Studies, Education Quality, Work Preparation, Citizenship, Parental Involvement and School Improvement in Assurance Survey.
- Decrease in anxiety and increase in feeling safe attending school in Our School Survey.

AREAS FOR GROWTH

- Literacy - reading and writing
- Numeracy - foundational Math skills

LOCAL CONTEXT

We pride ourselves on close relationships with our students and families. Getting to know each student helps us meet their needs in a unique and personalized way. Our staff are committed to continuous improvement and takes a collaborative approach to planning and instruction.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

- Empowering Writers workshops
- Shifting the Balance book study
- Math Progressions
- PLF time dedicated to reading, writing and numeracy, time exploring the resources we currently have.

2. MATERIAL RESOURCES

- UFLI
- Shifting the Balance books
- EPIC, Reading Eggs
- Complete novel studies

3. HUMAN RESOURCES

- Division Literacy and Numeracy Coordinators
- Division Literacy and Numeracy Interventions
- EA Support

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

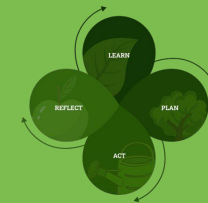
- Fewer students identified at risk in reading and writing.
- Improved Math fluency for all students.



Dave McNeilly Public School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



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

DESIRED OUTCOME: Improvement in reading fluency, accuracy and comprehension, resulting in fewer students at risk.

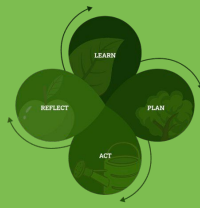
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Early Learning --32% of students have an Inclusive Education Code</p> <p>Grade 1 (September) -42% At risk</p> <p>Grade 2 (September) -12.3% At Risk on CC3 -23.1% At Risk on LeNS</p> <p>Grade 3 (September) -17.6% At Risk on CC3</p> <p>Grade 4 (September) - 20% At risk in comprehension based on Dibels Assessment</p> <p>Grade 5 (September) -23.2% At risk in comprehension based on Dibels Assessment</p> <p>Grade 6 (September) -31.3% At risk in comprehension based on Dibels Assessment</p>	<p>Language Development/ Letter recognition</p> <p>Letter and Sound Recognition</p> <p>Sound Recognition and Regular Words</p> <p>Fluency & Comprehension</p> <p>Comprehension</p>	<p>Learning how to use the Dibels Assessment and its data to identify and address gaps.</p> <p>Learning to effectively use the new resources.</p>	<p>Jolly Phonics, Sound Tubs Focus on Oral Language development, working in collaboration with SLP.</p> <p>Division One UFLI</p> <ul style="list-style-type: none"> • Universal reading strategy • Continuous sharing of best practices during PLF for successful implementation of UFL. • Secret Stories <p>Division Two Shifting the Balance</p> <ul style="list-style-type: none"> • Book Study and implementation of new strategies throughout the year. • Focus on morphology of words to increase vocabulary. <p>All</p> <ul style="list-style-type: none"> • Small Group Intervention • Drop Everything and Read (DEAR) - reading practice for students while teacher works with individual students. • Leadership Role - Book Buddies Older students read with younger students • Using Dibels at all grade levels • Work with Literacy Coordinator • Home Reading & Goal Setting • Literacy Night/Birthday Book/Bi-monthly school wide literacy activity. • CRM - identify gaps and share best practices 	<p>Early Learning -Students oral language and letter recognition will continue to improve.</p> <p>Grades 1 & 2 -Decrease in percentage of students at risk in CC3 and LeNS Data.</p> <p>Grade 3 -Decrease in percentage of students at risk on Dibels Assessment.</p> <p>Division 2 -Decrease in students at risk in comprehension. Increased motivation to read.</p>	<p>Early Learning -Improvement of oral language development and letter recognition</p> <p>Grade 1 & 2 -Increase in accuracy and fluency when reading.</p> <p>Grade 3 -Increase in fluency and comprehension</p> <p>Division 2 -Increase in students not at risk in reading comprehension.</p>



Dave McNeilly Public School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



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

DESIRED OUTCOME: Increase the number of students meeting and exceeding acceptable standards of writing outcomes.

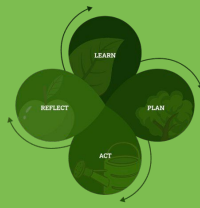
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Early Learning -32% of students have an Inclusive Education Code</p> <p>Division One -4.8% At Risk -23.6% Approaching Acceptable Standard for Writing Outcomes</p> <p>Division Two -6.9% At Risk -38 % Approaching Acceptable Standard for Writing Outcomes</p>	<p>Language Development Fine Motor Development</p> <p>There are some gaps in all areas of writing, conventions, vocabulary, phonics text form and structure.</p>	<p>Fine motor development and oral language development.</p> <p>Learning new curriculum.</p> <p>Consistent application of common rubric.</p>	<p>HandWriting Without Tears Working collaboratively with Speech Language Therapist, Occupational Therapist and Physical Therapist to develop language and motor skills</p> <p>Empowering Writers Writing Program</p> <ul style="list-style-type: none"> Professional Development for Staff through workshops offered throughout the year. <p>Shifting The Balance Book Study</p> <ul style="list-style-type: none"> Focus on morphology of words to expand vocabulary and spelling. <p>Classroom Based Strategies</p> <ul style="list-style-type: none"> Cross- curricular writing - Nature Journaling Peer Editing UFLI Sentence Dictation Various Writing Prompts <p>Collaboration during PLFs</p> <ul style="list-style-type: none"> Using common rubrics, exemplars and assessments at each grade level. Continuation and refinement of rubric and exemplars created to align with new curriculum. Create a writing continuum. 	<p>Early Learning -Students fine motor development will improve, enabling more efficient writing</p> <p>Division One/Two -Decrease in percentage of students at risk and approaching acceptable standards in writing outcomes. Increase in students meeting and exceeding the acceptable standard.</p>	<p>Early Learning -Improvement in fine motor and oral language skills.</p> <p>Division One/Two -Increase in students meeting and exceeding the acceptable standard.</p>



Dave McNeilly Public School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



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

DESIRED OUTCOME: Students will increase their Math facts fluency.

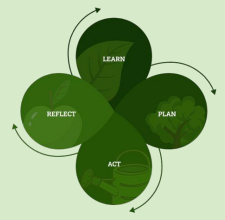
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>AB Numeracy Assessment (September 2024)</p> <p>Grade 1: 21% At Risk</p> <p>Grade 2: 9% At Risk</p> <p>Grade 3: 33% At Risk</p> <p>EICS Numeracy Assessment (September 2024)</p> <p>Grade 4: 33% At Risk</p> <p>Grade 5: 25% at risk</p> <p>Grade 6: 19% at risk</p> <p>Anecdotal comments from teachers indicate math fluency is an area of growth.</p>	<p>Basic Operations: addition, subtraction, multiplication, and division</p>	<p>Understanding and implementation of new curriculum.</p>	<p>Work with Numeracy Coordinator through Math Progressions.</p> <p>Spiral review - practicing skills throughout the year.</p> <p>Small Group Instruction</p> <p>Math Stations</p> <p>Birthday Surprise -deck of cards and games</p> <p>Bi-monthly school wide Math activity</p> <p>Numeracy Family Night</p> <p>Math Olympics</p> <ul style="list-style-type: none"> - Pre-test/practice/post-test - Students track to see their progress - Inform parents so they can practice at home. <p>Promote technology integration to personalize learning experiences, engage students, and reinforce numeracy concepts.</p>	<p>Increase in Math facts fluency.</p> <p>Improvement in multiple step problems.</p>	<p>Decrease in percentage of students at risk</p>



Dave McNeilly Public School

Assurance Measure Results Summary

Doing What's Best for Kids



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



421 STUDENTS

20% English Language Learners
25% Early Childhood Learners
6.3% First Nations, Métis, Inuit
15% Severe Disabilities



44 STAFF

21 ATA Employees
23 CUPE Employees



PARENTS

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

RESPONDENTS

35 Students 16 Teachers 6 Parents

STAKEHOLDER FEEDBACK

90% of stakeholders are satisfied with WCRSL
83.5% of stakeholders are satisfied with Citizenship
89.1% of stakeholders are satisfied with Education Quality

PROGRAM PRIORITIES

- ✓ Priority #1 Reading
- ✓ Priority #2 Writing
- ✓ Priority #3 Math Fluency

IMPROVEMENT AREAS

- ⬆ Improvement #1 PAT AS / SoE Results
- ⬆ Improvement #2 Parental Involvement
- ⬆ Improvement #3 Student Learning Engage.

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 - 83.8%
2022-2023 School Result - 88.6%
2023-2024 Provincial Result - 83.7%

CITIZENSHIP

2023-2024 School Result - 83.5%
2022-2023 School Result - 87.2%
2023-2024 Provincial Result - 79.4%

EDUCATION QUALITY

2023-2024 School Result - 89.1%
2022-2023 School Result - 296.8%
2023-2024 Provincial Result - 87.6%

PARENTAL INVOLVEMENT

2023-2024 School Result - 81.0%
2022-2023 School Result - 88.7%
2023-2024 Provincial Result - 79.5%

PAT EXCELLENCE

2023-2024 School Result - 5.7%
2022-2023 School Result - 3.1%
2023-2024 Provincial Result - 19.8%

ACCESS TO SUPPORT AND SERVICES

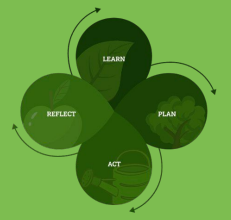
2023-2024 School Result - 80.7%
2022-2023 School Result - 91.1%
2023-2024 Provincial Result - 79.9%

PAT ACCEPTABLE

2023-2024 School Result - 52.8%
2022-2023 School Result - 71.9%
2023-2024 Provincial Result - 68.5%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2023-2024 School Result - 90.0%
2022-2023 School Result - 90.7%
2023-2024 Provincial Result - 84.0%



What data did we look at?

- Alberta Education Assurance Measures Results for Dave McNeilly Public School, Fall 2024
- Dave McNeilly Public School Our School Survey, October 2024
- Literacy & Numeracy Data
- Alberta Education Numeracy Assessment, September 2024
- CC3/LeNS Literacy Assessment, September 2024
- Elk Island Numeracy Assessment, September 2024
- DIBELS Literacy Assessment, September 2024

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

STRENGTHS

- Dave McNeilly Public School scored higher than the province in the areas of Citizenship, Education Quality, Parental Involvement and Welcoming, Caring, Respectful and Safe Learning Environments
- 89.1% of stakeholders are satisfied with the overall quality of basic education at Dave McNeilly Public School
- 90% of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe.
- Our Fall OurSCHOOL survey data indicates 93% of students in this school value school outcomes.
- 12.3 % 2024-2025 grade 2 students are at-risk in literacy based on Fall literacy screeners than in 2023-2024
- 9% 2024-2025 grade 2 students are at-risk in numeracy based on Fall literacy screeners than in 2023-2024

AREAS FOR GROWTH

- 23.6% of division one students are approaching acceptable standard for writing outcomes
- 38% of division two students are approaching acceptable standard for writing outcomes
- 52.8% of our grade 6 students who wrote the Social Studies Provincial Achievement Test (PAT) scored the acceptable standard.
- 5.7% of our grade 6 students who wrote the Social Studies Provincial Achievement Test (PAT) scored standard of excellence
- 19.3% of stakeholders indicated that programs for children at risk are not easy to access in a timely manner

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

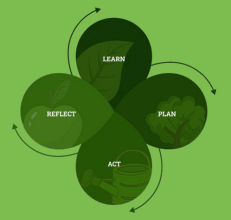
- Collaborative Response Model to focus targeted strategies for literacy
- Physical Literacy
- Collaboration within school Division Groups, with a focus on literacy and numeracy



Dave McNeilly Public School

NARRATIVE OF THE RESULTS

Doing What's Best for Kids



Provincial expectation for schools to look at:

ENGLISH AS AN ADDITIONAL LANGUAGE

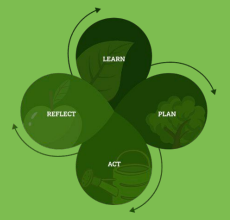
- Our student body includes 10 foreign-born students and 60 Canadian-born students learning English as an additional language and represents 20 plus different nationalities.
- Students are supported by universal and targeted literacy inventions. The CC3, Lens, and Alberta Education's EAL Benchmarks support identifier for each individual student, areas of focus for improving reading and writing skills.
-

FIRST NATIONS, MÉTIS, INUIT

- We have 26 students who self-identified as First Nations, Metis and Inuit at our school.
- First Nations, Métis, Inuit students will continue to have access to school-based and division-based First Nation, Métis, Inuit resources
- All Dave McNeilly students continue to be engaged with the Sacred Teachings and participate in important First Nations, Métis, Inuit Days such as Orange Shirt Day, Rock Your Mocs Day, Secret Path Week, National Indigenous People's Day, and many more.
- Our "Gathering Place" in our learning commons continues to effectively provide a space for inclusive conversations, restorative practice and a place of belonging.
- Further growth supporting Reconciliation by including First Nations, Metis, and Inuit perspectives and experiences in classroom instruction and events.

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

- To empower students to achieve both reading and writing proficiency and progressively develop their skills through each grade level, we aim to implement comprehensive, structured literacy interventions that emphasize creativity, critical thinking, and effective communication. By incorporating diverse and engaging learning activities, we will foster a supportive environment that encourages students to express themselves confidently and coherently in various written formats while also enhancing their reading comprehension. Our collaborative approach will involve teachers, staff, and parents in tracking students' progress in reading and writing and providing targeted support as needed.
- To enable students to achieve numeracy proficiency and systematically build their skills through each grade level, leading to increased numeracy competencies. To realize this objective, we plan to implement comprehensive, well-structured numeracy interventions that emphasize problem-solving, reasoning, and real-world applications. By incorporating diverse and engaging learning activities, we aim to create a supportive environment that encourages students to explore mathematical concepts with confidence and curiosity. Our collaborative approach will involve teachers, staff, and parents in monitoring students' progress and providing targeted support as needed.



Supporting Data Specific to School Desired Outcomes/Goals

1. Required Alberta Education Assurance Measures - Overall Summary, Fall 2024
2. Supplemental Alberta Education Assurance Measures - Overall Summary, Fall 2024
3. Required Alberta Education Assurance Measure Results - EAL Overall Summary, Fall 2024
4. Literacy Data, Fall 2024
5. Numeracy Data, Fall 2024
6. Our School Survey Data, October 2024

Note: AB ED FNMI Data all reports N/A

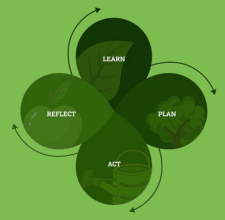
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Dave McNeilly Public School

SUPPORTING DATA

Doing What's Best for Kids



Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2074 Dave McNeilly Public School

Assurance Domain	Measure	Dave McNeilly Public 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	83.8	88.6	86.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.5	87.2	88.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	52.8	71.9	71.9	68.5	66.2	66.2	Very Low	Declined	Concern
	PAT6: Excellence	5.7	3.1	3.1	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	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
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
	Education Quality	89.1	96.8	93.9	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WC-RSLE)	90.0	90.7	90.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.7	91.1	89.4	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	81.0	88.7	89.3	79.5	79.1	78.9	High	Maintained	Good

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 2074 Dave McNeilly Public School

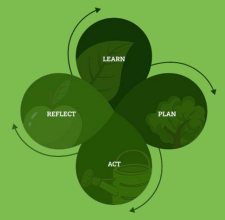
Measure	Dave McNeilly Public School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	93.8	100.0	91.7	81.1	82.2	83.0	Very High	Maintained	Excellent
Lifelong Learning	91.7	88.5	86.1	79.9	80.4	80.7	Very High	Maintained	Excellent
Program of Studies	87.5	93.0	88.8	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	80.1	91.5	88.4	80.6	81.2	81.5	Low	Declined	Issue
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	94.3	92.5	92.3	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	69.5	77.8	77.2	71.9	72.9	72.7	Low	Declined	Issue
School Improvement	75.2	90.2	83.9	75.8	75.2	74.7	Intermediate	Declined	Issue
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	100.0	94.4	94.1	82.8	83.1	84.0	Very High	Maintained	Excellent



Dave McNeilly Public School

SUPPORTING DATA

Doing What's Best for Kids



Required Alberta Education Assurance Measures - Overall Summary

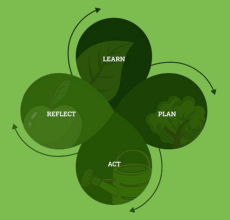
Fall 2024

School: 2074 Dave McNeilly Public School (EAL)

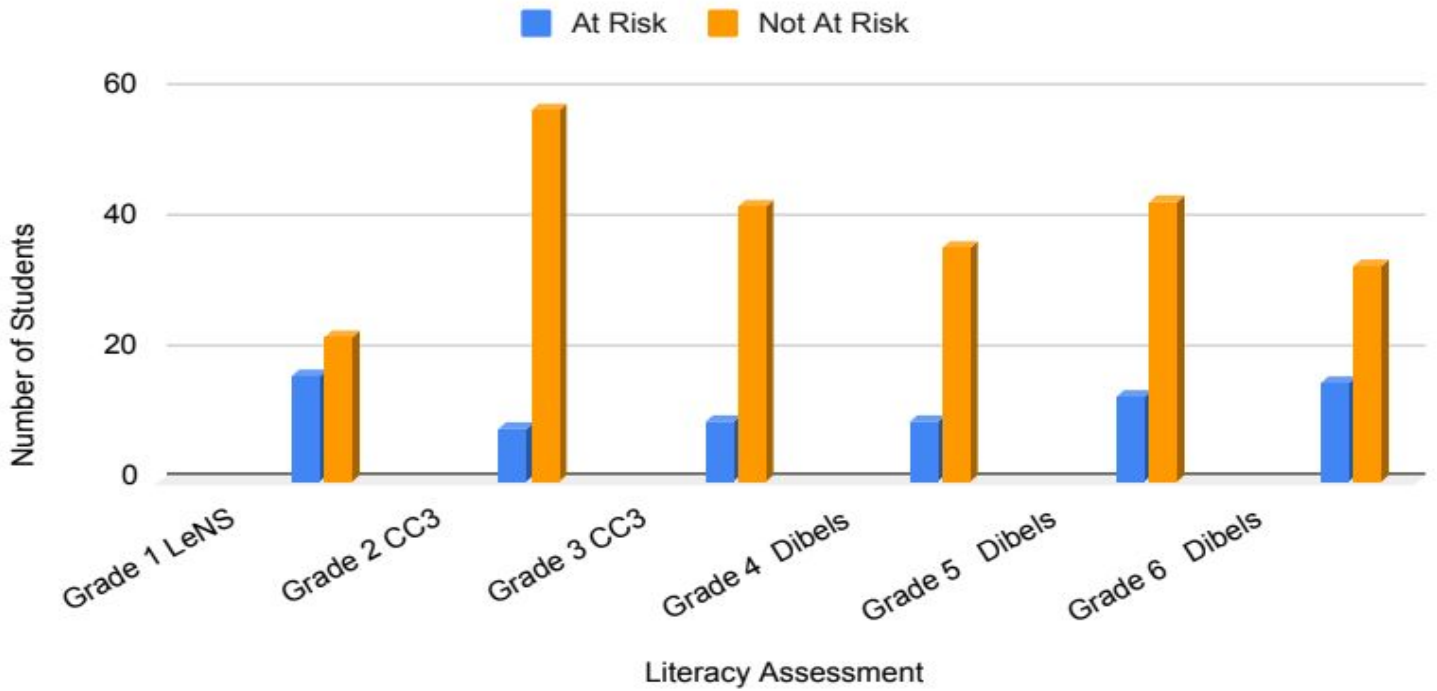
Assurance Domain	Measure	Dave McNeilly Public School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	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	50.0	90.9	90.9	64.6	65.4	65.4	Very Low	Declined Significantly	Concern
	PAT6: Excellence	16.7	9.1	9.1	16.5	15.7	15.7	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	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

Notes:

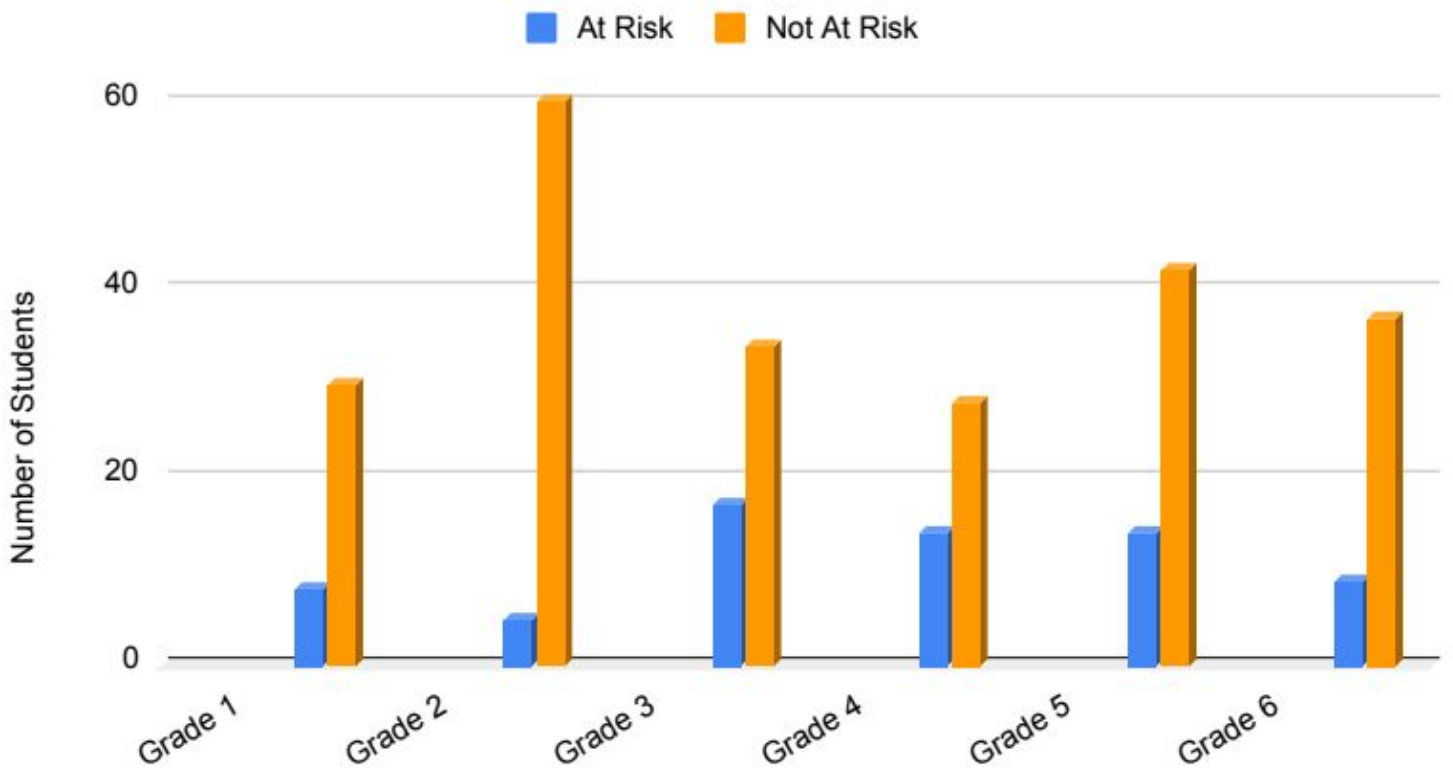
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



Literacy Data Fall 2024



Numeracy Data Fall 2024

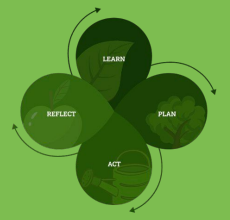




Dave McNeilly Public School

SUPPORTING DATA

Doing What's Best for Kids



Social-Emotional Outcomes



DRIVERS of Student Outcomes

