Fort McMurray Public Schools

Dave McNeilly Public School
CONTINUOUS IMPROVEMENT CYCLE
Doing What's Best for Kids

LEARN
REFLECT
PLAN
ACT

Education Plan for Dave McNeilly Public School
Principal D. Parsons and Vice Principal D. Rizzuto
Spring 2024

Doing
What's
Best
For Kids
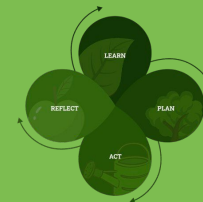
Dave McNeilly Public School is located in Fort McMurray in Parsons Creek. At Dave McNeilly, creating a strong sense of community where students, staff, and families feel connected and heard is at the center of all we do. Our staff works collaboratively to ensure best programming for our students.

Currently there are 430 students enrolled, an increase from 407 students in the previous year. Our current school enrollment (ECDP - grade 6) includes 34 First Nations, Métis, Inuit students; 65 English as Additional Language learners; 63 students with an Inclusive Education Code. Our Early Childhood enrollment is 97 students, which includes 31 Severe Codes and 11 Mild/Moderate Codes. The staff at Dave McNeilly consists of 16 classroom teachers, 1 counselor, 1 Learning Assistant Coordinator, 17 Educational Assistants, 2 Administrative Assistants, a .5 Library Assistant, a Vice Principal and Principal.

As a Leader in Me School, the philosophy of empowerment and leadership is foundational in all we do. All students engage with their Leadership Binder, where academic and personal growth are documented and shared with parents throughout the year. Student leadership groups meet bi-weekly where strong connections are fostered between students and staff of all grades, creating a strong sense of community within the school.

At Dave McNeilly, we foster an environment where diversity is celebrated throughout the year. We have a strong commitment to Indigenous Teaching and Land Based Learning. These teachings are embedded throughout the year, and highlighted at school assemblies. Working collaboratively during Professional Learning Fridays supports learning and growth for our staff, empowering them to deliver a quality education to our students.

To prepare our Education Plan, we analyzed school data, data from the Alberta Education Assurance Survey and Our School Survey. Through engagement with parents, staff, and students, we believe that strong foundational skills in literacy and numeracy are of paramount concern, and we have developed our goals based on collaborative conversations.

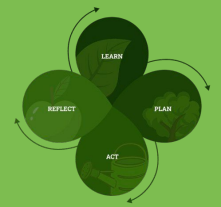Principal,

David Parsons

David Parsons

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

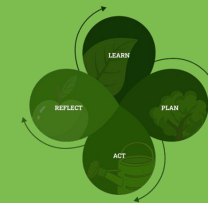## INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

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

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.
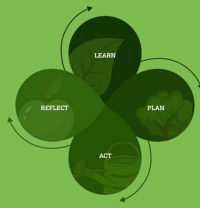
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
Early Learning --43% of students have an Inclusive Education Code Grade 1 -28% At risk based on most recent LeNS Assessment Grade 2 (November) -29.4% At Risk on CC3 -23.5% At Risk on LeNS Grade 3 -22% At risk based on mid-year Dibels Assessment Grade 4 - 20.7% At risk in comprehension based on mid-year Dibels Assessment Grade 5 -30% At risk in comprehension based on mid-year Dibels Assessment Grade 6 -29.4% At risk in comprehension based on mid-year Dibels Assessment	Language Development/ Letter recognition Letter and Sound Recognition Sound Recognition and Regular Words Fluency & Comprehension Comprehension	Learning how to use the Dibels Assessment and its data to identify and address gaps. Learning to effectively use the new resources.	Jolly Phonics, Sound Tubs Focus on Oral Language development, working in collaboration with SLP. Division One UFLI - Universal reading strategy - Continuous sharing of best practices during PLF for successful implementation of UFL. - Secret Stories Division Two Shifting the Balance - Book Study and implementation of new strategies throughout the year. - Focus on morphology of words to increase vocabulary. All - 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	Early Learning -Students oral language and letter recognition will continue to improve. Grades 1 & 2 -Decrease in percentage of students at risk in CC3 and LeNS Data. Grade 3 -Decrease in percentage of students at risk on Dibels Assessment. Division 2 -Decrease in students at risk in comprehension. Increased motivation to read.	Early Learning -Improvement of oral language development and letter recognition Grade 1 & 2 -Increase in accuracy and fluency when reading. Grade 3 -Increase in fluency and comprehension Division 2 -Increase in students not at risk in reading comprehension.

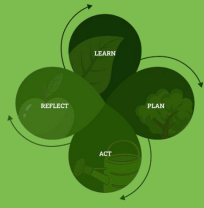| FMPSD PRIORITY AREA: *Priority 1:* Promote Growth and Success for All Students |
| --- |
| DESIRED OUTCOME: Increase the number of students meeting and exceeding acceptable standards of writing outcomes. |

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
Early Learning -43% of students have an Inclusive Education Code Division One -4.8% At Risk -23.6% Approaching Acceptable Standard for Writing Outcomes Division Two -6.9% At Risk -38 % Approaching Acceptable Standard for Writing Outcomes	Language Development Fine Motor Development There are some gaps in all areas of writing, conventions, vocabulary, phonics text form and structure.	Fine motor development and oral language development. Learning new curriculum. Consistent application of common rubric.	HandWriting Without Tears Working collaboratively with Speech Language Therapist, Occupational Therapist and Physical Therapist to develop language and motor skills Empowering Writers Writing Program • Professional Development for Staff through workshops offered throughout the year. Shifting The Balance Book Study • Focus on morphology of words to expand vocabulary and spelling. Classroom Based Strategies • Cross- curricular writing - Nature Journaling • Peer Editing • UFLI Sentence Dictation • Various Writing Prompts Collaboration during PLFs • 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.	Early Learning -Students fine motor development will improve, enabling more efficient writing 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.	Early Learning -Improvement in fine motor and oral language skills. Division One/Two -Increase in students meeting and exceeding the acceptable standard.

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
AB Numeracy Assessment Grade 1: 21% At Risk (January 2024) Grade 2: 15.7% At Risk (Fall 2023) Grade 3: 15.7% At Risk (Fall 2023) EICS Numeracy Assessment (Fall 2023) Grade 4: 29.4% At Risk Grade 5: 29.7% at risk Grade 6: 10.1% at risk Anecdotal comments from teachers indicate math fluency is an area of growth.	Basic Operations: addition, subtraction, multiplication, and division	Understanding and implementation of new curriculum.	Work with Numeracy Coordinator through Math Progressions. Spiral review - practicing skills throughout the year. Small Group Instruction Math Stations Birthday Surprise -deck of cards and games Bi-monthly school wide Math activity Numeracy Family Night Math Olympics - Pre-test/practice/post-test - Students track to see their progress - Inform parents so they can practice at home. Promote technology integration to personalize learning experiences, engage students, and reinforce numeracy concepts.	Increase in Math facts fluency. Improvement in multiple step problems.	Decrease in percentage of students at risk

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

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	88.6	84.4	84.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	87.2	89.6	89.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	71.9	46.2	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	3.1	3.8	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.8	90.9	94.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	90.4	90.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	91.1	87.6	87.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	88.7	89.9	92.8	79.1	78.8	80.3	Very High	Maintained	Excellent

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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

7. 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.

8. 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.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

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	72.8	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	90.9	100.0	n/a	57.9	59.7	n/a	Very High	n/a	n/a
	PAT: Excellence	9.1	12.5	n/a	12.2	13.7	n/a	Very Low	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

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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

7. 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.

8. 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.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

School: 2074 Dave McNeilly Public School (FNMI)

Assurance Domain	Measure	Dave McNeilly Public 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	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	n/a	*	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	5.5	5.9	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	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

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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

7. 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.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Student Growth and Achievement (Grades K-9)

Alberta Government

PAT Results Course Summary - By Number Writing

School: 2074 Dave McNeilly Public School
Province: Alberta

		Dave McNeilly Public School		Alberta	
		2023	2020 - 2022 Avg	2023	2020 - 2022 Avg
English Language Arts 6	Number Writing	32	n/a	43,892	n/a
	Acceptable Standard %	93.8	n/a	90.4	n/a
	Standard of Excellence %	6.3	n/a	21.9	n/a
French Language Arts 6 année	Number Writing	n/a	n/a	2,923	n/a
	Acceptable Standard %	n/a	n/a	83.1	n/a
	Standard of Excellence %	n/a	n/a	13.3	n/a
Français 6 année	Number Writing	n/a	n/a	507	n/a
	Acceptable Standard %	n/a	n/a	89.9	n/a
	Standard of Excellence %	n/a	n/a	22.1	n/a
Mathematics 6	Number Writing	32	n/a	44,458	n/a
	Acceptable Standard %	65.6	n/a	77.4	n/a
	Standard of Excellence %	15.6	n/a	18.8	n/a
Science 6	Number Writing	32	n/a	46,184	n/a
	Acceptable Standard %	68.8	n/a	79.3	n/a
	Standard of Excellence %	3.1	n/a	25.9	n/a
Social Studies 6	Number Writing	32	n/a	48,742	n/a
	Acceptable Standard %	71.9	n/a	78.3	n/a
	Standard of Excellence %	3.1	n/a	21.3	n/a
English Language Arts 9	Number Writing	n/a	n/a	47,191	n/a
	Acceptable Standard %	n/a	n/a	85.1	n/a
	Standard of Excellence %	n/a	n/a	15.9	n/a
K&E English Language Arts 9	Number Writing	n/a	n/a	883	n/a
	Acceptable Standard %	n/a	n/a	71.2	n/a
	Standard of Excellence %	n/a	n/a	8.0	n/a
French Language Arts 9 année	Number Writing	n/a	n/a	3,027	n/a
	Acceptable Standard %	n/a	n/a	80.8	n/a
	Standard of Excellence %	n/a	n/a	11.5	n/a
Français 9 année	Number Writing	n/a	n/a	541	n/a
	Acceptable Standard %	n/a	n/a	86.7	n/a
	Standard of Excellence %	n/a	n/a	23.7	n/a
Mathematics 9	Number Writing	n/a	n/a	46,587	n/a
	Acceptable Standard %	n/a	n/a	64.7	n/a
	Standard of Excellence %	n/a	n/a	16.0	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. Participation in the Provincial Achievement Tests 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.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
5. 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.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 2074 Dave McNeilly Public School (EAL)

Course	Measure	Achievement	Improvement	Overall	2023 N	2023 %	Prev 3 Year Average N	Prev 3 Year Average %	2023 N	2023 %	Prev 3 Year Average N	Prev 3 Year Average %
					Dave McNeilly Public School (EAL)				Alberta (EAL)			
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	11	100.0	n/a	n/a	9,044	73.9	n/a	n/a
	Standard of Excellence	High	n/a	n/a	11	18.2	n/a	n/a	9,044	13.9	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	188	75.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	13.8	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	n/a	n/a	11	100.0	n/a	n/a	9,076	64.9	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	11	45.5	n/a	n/a	9,076	15.2	n/a	n/a
Science 6	Acceptable Standard	Intermediate	n/a	n/a	11	81.8	n/a	n/a	9,728	64.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	11	9.1	n/a	n/a	9,728	17.2	n/a	n/a
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	11	90.9	n/a	n/a	10,098	65.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	11	9.1	n/a	n/a	10,098	15.7	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,969	62.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,969	6.6	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	149	34.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	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	194	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,930	50.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,930	12.0	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	39.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	5.6	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,975	59.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,975	15.0	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,983	50.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,983	11.0	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	137	39.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	1.5	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

3. Participation in the Provincial Achievement Tests 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.

4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

6. 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.

Student Growth and Achievement (Grades K-9)

Alberta
Government

PAT Results By Number Enrolled Measure History

School: 2074 Dave McNeilly Public School (FNMI)
Province: Alberta (FNMI)

	Dave McNeilly Public School (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	n/a	n/a	n/a	2	n/a	n/a	n/a	n/a	7,791	n/a	n/a	8,584	9,049
Acceptable Standard %	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	7.4	n/a	n/a	5.9	5.5

Dave McNeilly Public School (FNMI)
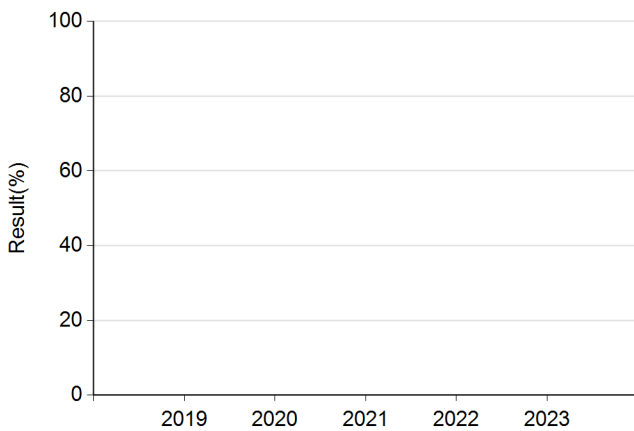
Alberta (FNMI)
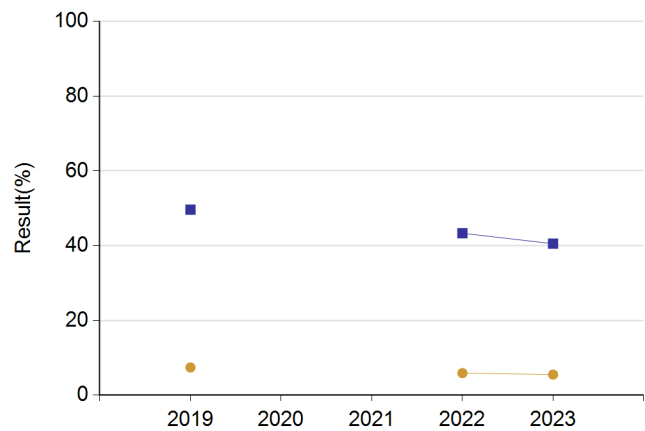
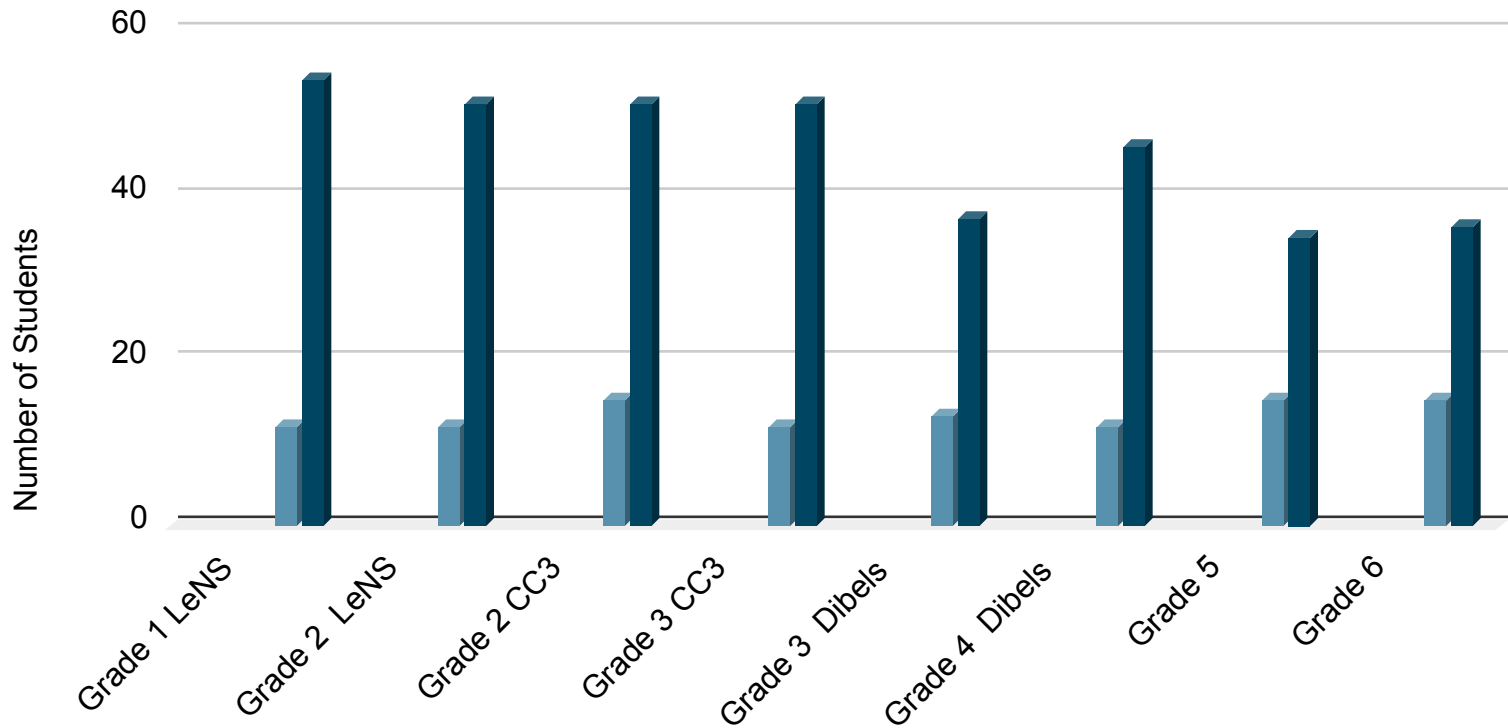■ Acceptable Standard %   ● Standard of Excellence %

■ Acceptable Standard %   ● Standard of Excellence %

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

6. 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.
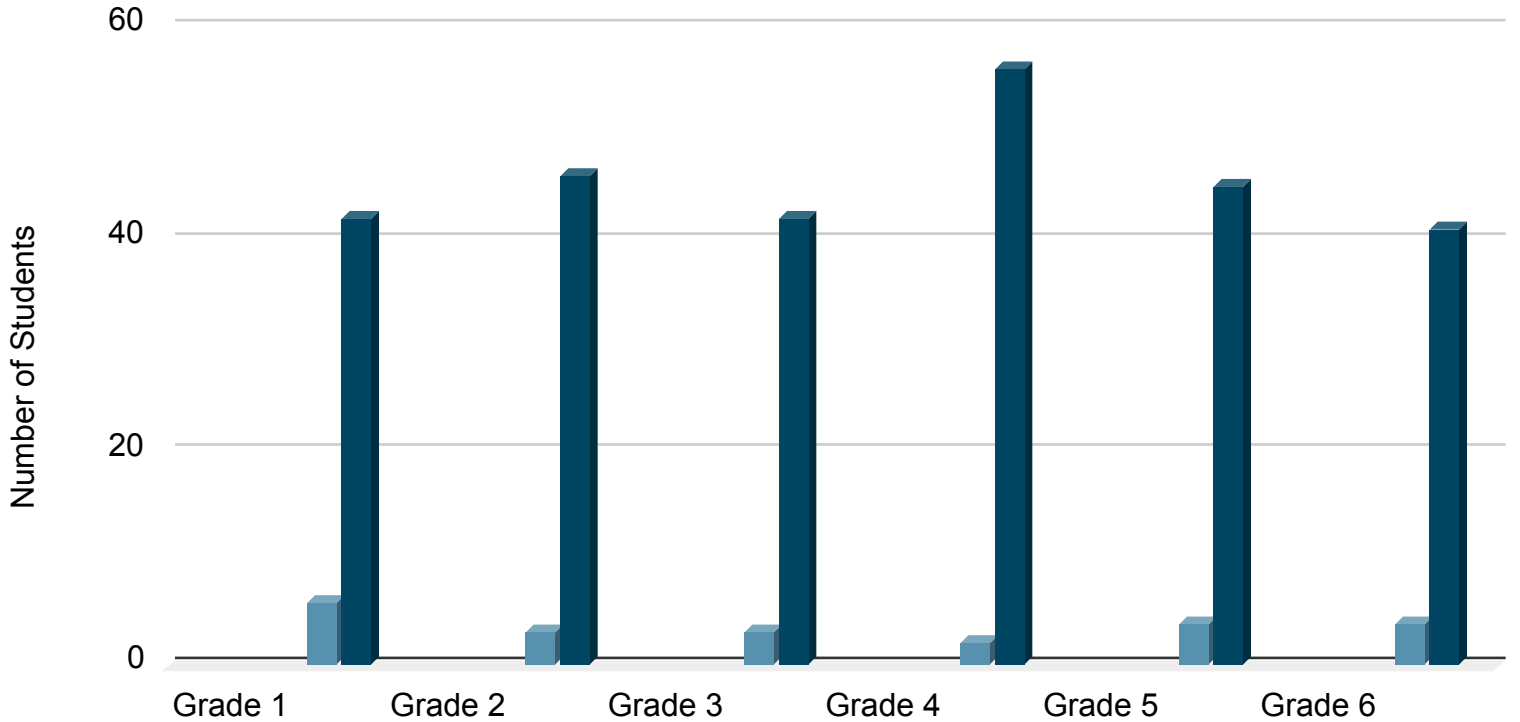
Reading Data

At Risk   Not At Risk

Writing Data

Numeracy Data