

ANNUAL EDUCATION RESULTS REPORT 2022-2023

Dave McNeilly Public School
Principal D. Parsons and Vice Principal D. Rizzuto
Fall 2023



Dave McNeilly Public School



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Principal: David Parsons

Vice-Principal: Diane Rizzuto

Dave McNeilly Public School is located in Fort McMurray in Parsons Creek. At our school, we emphasize kindness in all our actions and foster strong connections with both students and their families. By understanding each student individually, we can cater to their unique needs with a personalized approach. Our staff is dedicated to constant growth and embraces collaboration in planning and instruction. Through the support of the division office, school community, school council and Dave McNeilly staff we are well-equipped to offer an exceptional educational experience. Currently, Dave McNeilly School has 437 students enrolled, an increase from 407 students the previous year. The staff at Dave McNeilly consists of 18 teachers, 1 counselor, 18 educational assistants, 2 administrative assistants, a librarian, a learning assistant teacher, a vice principal and a principal.

We take pride in being a Leader in Me school, with this philosophy playing a crucial role in shaping our school culture and serving as the foundation for our future. Student leadership groups meet weekly, and students learn about and review the Seven Habits throughout the year. Leadership learning is woven into everyday class routines as well as school assemblies to special events.

As an APPLE school, we encourage daily physical activity and healthy lifestyle choices. Our dedicated staff and students run a successful breakfast program, and snack bins are provided in each classroom. Supported by our nutrition grant and School Fundraising Society, these initiatives ensure our students are well-nourished and prepared for learning. Our Apple School lead organizes school-wide events and challenges from Apple School Fun days to outdoor learning opportunities.

We use the Collaborative Response Model (CRM) in our School-Based PLF time to support our goal of enhancing students' reading levels and will implement a school wide writing program to further enhance our students literacy skills in 2023-2024. We plan to continue CRM during Professional Learning Fridays in 2023-2024. We proudly offer the Program for Academic Challenge and Enrichment (PACE Academy) and anticipate the return of optional courses in the Fall. The PACE program is highly regarded by both parents and students.

To prepare our Assurance Plan, we analyzed focussed school data including data from the Alberta Education Assurance Survey Results (General results and EAL). Staff members examined the data and used relevant sections to set goals for 2023-2024. In developing our School Assurance Plan, consultations were held with our School Council and staff, while students completed surveys for the Assurance Model and Our School Survey.

Sincerely,

David Parsons

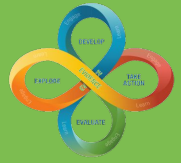
David Parsons
Principal



DAVE MCNEILLY PUBLIC SCHOOL

SCHOOL RESULTS REPORT

Doing What's Best for Kids



FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

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

CURRENT STATE

STRENGTHS

- Scored very high in Safe and Caring Schools, Program of Studies, Education Quality, Work Preparation, Citizenship, Parental Involvement and School Improvement in Assurance Survey
- Dedicated Literacy

AREAS FOR GROWTH

- Need consistent data in Numeracy to inform instruction by division
- 30% of our students are reading below grade level

LOCAL CONTEXT

Dave McNeilly Public School, named after retired educator Dave McNeilly, opened in September 2017. At Dave McNeilly we strive to do all things with kindness. 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. We have an extremely dedicated School Council and Fundraising Society who support our students and staff in ensuring we have every tool necessary to provide an outstanding educational experience.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
 - Time dedicated to enhance staff capacity in teaching writing and teaching number skills
2. MATERIAL RESOURCES
 - Mathology, Mathletics
 - EPIC, Prodigy, Lexia, Reading Eggs
 - Seesaw, Google Classroom
3. HUMAN RESOURCES
 - LAC Interventions
 - Div 1 & 2 Intervention Groups
 - PACE
 - District Coordinators
 - EA Support

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

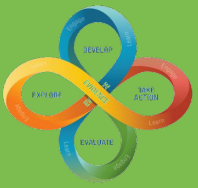
- Use of uniform assessment data and ongoing feedback take place in CRMs.
- Staff will be able to show growth in areas identified while analyzing the data collected.
- 70% of our students are reading at grade level of above.



DAVE MCNEILLY PUBLIC SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 1 - Reading / Writing

DESIRED OUTCOME: To empower students to achieve both reading and writing proficiency and progressively develop their skills as they move through each grade level.

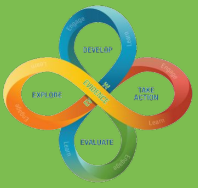
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Reading: Grade 2:</p> <ul style="list-style-type: none"> LeNS: 23.5% students at risk CC3: 29.4% students at risk <p>Grade 3:</p> <ul style="list-style-type: none"> CC3: 23.5% students at risk <p>Writing:</p> <p>Writing in all grade levels is below grade level expectations for many students.</p>	<p>Reading:</p> <p>Division 1:</p> <p>Reading Fluency</p> <p>Division 2:</p> <p>Decoding and reading fluency which is impacting comprehension.</p> <p>Writing:</p> <p>Structure and form, including paragraphing, conventions, grammar, spelling and vocabulary.</p>	<p>Common understanding of writing expectations.</p> <p>Common approach to teaching writing. Will be using Empowering Writers program for all grades</p> <p>Consistent application of common rubric at each grade level.</p>	<p>Early Learning: More hands on literacy play based items; listening center. Having older buddies/parents to help with literacy activities.</p> <p>Consistent use of UFLI with Division One Classes.</p> <p>Division 1: School wide system of peer tutoring; Buddy reading/DEAR time will be used as a tutoring time, building skills of both students the one receiving the tutoring and the one doing the tutoring. School based PLF groups Decodable books.</p> <p>Division 2: Catch Up Your Code; Teacher check-ins with students about what they are reading in DEAR. Setting reading goals.</p> <ul style="list-style-type: none"> Literacy Night Literacy Day every month (rather than a week long literacy week) Schoolwide monthly reading goals Educate parents on the importance of reading <p>Empowering writers PD and program for all grades</p>	<p>Early Learning: Increase in letter recognition, letter-sound knowledge, high frequency words knowledge.</p> <p>Division 1: Decrease in percentage of students at risk in CC3 and LeNS Data Comprehension: Can they answer the questions.</p> <p>Division 2: Increased motivation to read. Improved decoding of unfamiliar words. Improved comprehension scores.</p>	<p>Reading:</p> <p>Decrease in percentage of students at risk on the LeNS and the CC3.</p> <p>Increase in fluency and reading comprehension .</p> <p>Writing:</p> <p>More students will reach acceptable standard when using a common writing rubric.</p>



DAVE MCNEILLY PUBLIC SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 2 Numeracy

DESIRED OUTCOME: To enable students to achieve numeracy proficiency and systematically build their skills through each grade level, leading to increased numeracy competencies.

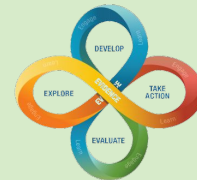
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Grade 2 AB Numeracy Assess</p> <ul style="list-style-type: none">15.6% at risk <p>Grade 3 AB Numeracy Assess</p> <ul style="list-style-type: none">15.6% at risk <p>Grade 4: EICS</p> <ul style="list-style-type: none">29.4% at risk <p>Grade 5: EICS</p> <ul style="list-style-type: none">29.7% at risk <p>Grade 6: EICS</p> <ul style="list-style-type: none">10.1% at risk	<p>Student learning gaps vary from classes and divisions:</p> <p>Number Sense: place value, number relationships</p> <p>Basic Operations: addition, subtraction, multiplication, and division</p> <p>Problem-solving: Applying math to real-world situations and multi-step problems</p>	<p>Not having a consistent and whole school assessment tool to analyze data and skills slows progress monitoring and informed instruction, impacting numeracy outcomes.</p>	<p>Professional Development and Collaboration :</p> <ul style="list-style-type: none">targeted training for teachers to enhance their mathematical knowledge and teaching techniques, while promoting the sharing of best practices and resources. <p>Use a whole school assessment for numeracy data collection.</p> <p>Use data to drive instruction by training teachers to use assessment tools, analyze data, and identify learning gaps to adjust teaching methods and provide tailored support for students' numeracy needs.</p> <p>Promote technology integration to personalize learning experiences, engage students, and reinforce numeracy concepts.</p> <p>Teachers will determine initial data points to identify areas requiring improvement and monitor progress over time.</p> <p>Using the gathered data, in collaboration colleagues, staff will adjust their teaching approaches and develop tailored plans to address diverse learning needs within their class and division improving numeracy outcomes.</p>	<p>Increase in student understanding of number sense, basic operations and application of numeracy skills multi-step problems.</p>	<p>Decrease in percentage of students at risk</p>



Dave McNeilly

Assurance Measure Results Summary

Doing What's Best for Kids



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



436 STUDENTS

16% English Language Learners
26% Early Childhood Learners
8% First Nations, Métis, Inuit
10% Severe Disabilities



39 STAFF

21 ATA Employees
18 CUPE Employees



PARENTS

88.7% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

49 Students 16 Teachers 12 Parents

PROGRAM PRIORITIES

- ✓ Improvement in numeracy results
- ✓ Improvement in literacy results

STAKEHOLDER FEEDBACK

96.8% of stakeholders are satisfied with the overall quality of basic education

88.3 % of parents are satisfied that students model the characteristics of active citizenship

IMPROVEMENT AREAS

- ⬆ Increase student engagement in their learning at school
- ⬆ Increase parent satisfaction with the overall quality of basic education
- ⬆ Increase agreement that students believe their learning environments are welcoming, caring, respectful and safe

2022-2023 SCHOOL REPORT CARD

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

STUDENT LEARNING AND ENGAGEMENT

2022-2023 School Result - 88.6%
2021-2022 School Result - 84.4%
2022-2023 Provincial Result - 84.4%

CITIZENSHIP

2022-2023 School Result - 87.2%
2021-2022 School Result - 89.6%
2022-2023 Provincial Result - 80.3%

EDUCATION QUALITY

2022-2023 School Result - 96.8%
2021-2022 School Result - 90.9%
2022-2023 Provincial Result - 88.1%

PARENTAL INVOLVEMENT

2022-2023 School Result - 88.7%
2021-2022 School Result - 89.9%
2022-2023 Provincial Result - 79.1 %

PAT EXCELLENCE

2022-2023 School Result - 3.1%
2021-2022 School Result - 3.8%
2022-2023 Provincial Result - 16.0%

ACCESS TO SUPPORT AND SERVICES

2022-2023 School Result - 91.1%
2021-2022 School Result - 87.6%
2022-2023 Provincial Result - 80.6 %

PAT ACCEPTABLE

2022-2023 School Result - 71.9%
2021-2022 School Result - 46.2%
2022-2023 Provincial Result - 63.3%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2022-2023 School Result - 90.7%
2021-2022 School Result - 90.4 %
2022-2023 Provincial Result - 84.7%



DAVE MCNEILLY PUBLIC SCHOOL

NARRATIVE OF THE RESULTS

Doing What's Best for Kids



What data did we look at?

- ECIS, CC3, LENS assessments & ELL Benchmarks
- Alberta Education Assurance Measure Results
- Our School Survey

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

Analyzing this data, we gained important insights into student performance and risk factors in literacy at the grade 2 and grade 3 level. In the CC3 Overall Performance, 29.4% of the total students are categorized as 'At-Risk'. This notable proportion highlights the need for targeted interventions to support these students. Further, 70.6% of the total fall into the 'Not At-Risk' category.

Looking at the LeNS Overall Performance of grade 2 students, 23.5% of students are At-Risk. This indicates that these students would benefit from timely targeted instructional strategies. Conversely, 76.5% are Not At-Risk and have a much higher average score, pointing to a general understanding of performance in this group.

This data emphasizes the importance of differentiated instruction. The percentage of At-Risk students in both CC3 and LeNS assessments identify a group of learners who would benefit from additional interventions, such as small group instruction and targeted strategies. The marked difference in average scores between the At-Risk and Not At-Risk groups in the LeNS data underscores the importance to target the learning gap. Consistent monitoring and differentiated instruction will continue for students, particularly those at risk, to enhance their academic skills.

What did we do during 2022-2023 (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
 - Students will be supported by universal and targeted literacy interventions. The CC3, Lens, and Alberta Education's ELL Benchmarks, will be a focus for improving reading and writing skills.
- First Nation, Métis, Inuit Students
 - Continued development of understanding foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students, staff and school community. 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 2023-2024 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.

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

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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

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Student Growth and Achievement (Grades K-9)



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)

		Dave McNeilly Public School (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
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)



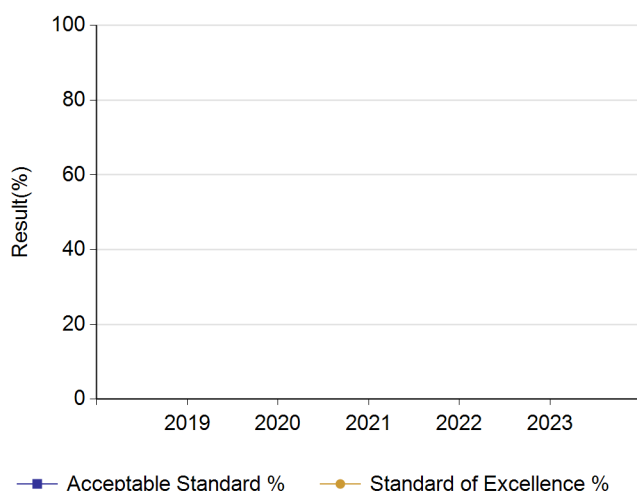
PAT Results By Number Enrolled Measure History

School: 2074 Dave McNeilly Public School (FNMI)

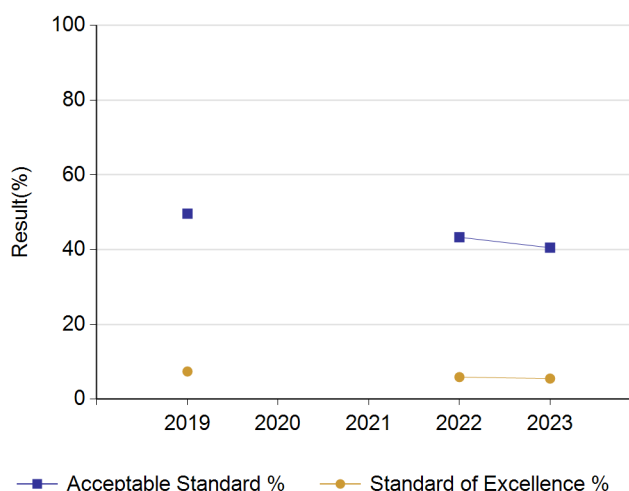
Province: Alberta (FNMI)

	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)



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.
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	Name of Alberta Education-provided or approved literacy screener assessment(s) used	The total number of students assessed at the beginning of the school year at each grade level	Total number of students identified as being at risk at the beginning of the school year at each grade level	Total number of students identified as being at risk at the end of the school year at each grade level
Literacy				
Grade 1	LeNS	January 2024	January 2024	NA - Spring 2024
Grade 2	LeNS	51	12	NA - Spring 2024
Grade 2	CC3	51	15	NA - Spring 2024
Grade 3	CC3	51	12	NA - Spring 2024
Numeracy				
Grade 1	AB Numeracy Assess	NA	NA	NA - Spring 2024
Grade 2	AB Numeracy Assess	51	8	NA - Spring 2024
Grade 3	AB Numeracy Assess	51	8	NA - Spring 2024
Grade 4	EICS Num Assess	51	15	NA - Spring 2024
Grade 5	EICS Num Assess	47	14	NA - Spring 2024
Grade 6	EICS Num Assess	59	6	NA - Spring 2024