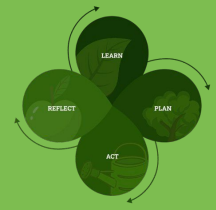


**Alberta Education Results Report  
for Westview School  
Fall 2024**

**Principal Waleed Najmeddine  
Vice Principal James Sedgwick**



Welcome to Westview Public School!

We serve the educational needs of 363 students and their families from pre-Kindergarten to grade 6. Our staff is comprised of 16 ATA and 19 CUPE dedicated members who help nurture our diverse student population. Approximately 8% of students are learning English as an additional language, 23% are early childhood learners, 12% are First Nations, Métis, Inuit, and 7% have severe learning disabilities. Westview Public School continues to host YMCA before and after school care programming.

We feature a well established Leader in Me program through which we aim to sustain a culture of student leadership. Greeters, lunch monitors, and library helpers are a few examples of how students are taking ownership of school programming. Monthly awards assemblies are also student driven with a team of writers, tech support and presenters. Assemblies regularly have high parent attendance. Our Student Lighthouse team meets frequently to plan events and share their ideas for school improvement with the principal.

Westview School Council is active and supportive with high parent participation. Westview School Parent Association is active in many fundraising initiatives to help ensure that academic and extra curricular resources are available for staff and students. Westview Public School has maintained strong partnerships with the Wood Buffalo Food Bank, Centre of Hope, Salvation Army and other service agencies over the years, as well as collaboration with our neighbours and colleagues at Westwood Community High School.

We strive to shape our educational programming to meet the unique needs of students through individualised program plans, learning and behaviour support plans, supporting English language learners, speech pathology, occupational therapy. Counselling interventions range from whole class to targeted small student groups and individuals. Professional Learning Friday activities include regular Collaborative Team meetings, and a focus on understanding and application of restorative practices, Regulated Classroom strategies and Circle of Security.

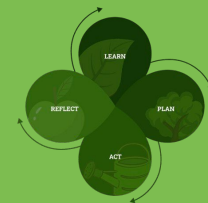
With some new staff members this year comes a fresh outlook for the future, and new energy and commitment towards revitalising extracurricular activities and programs.

Waleed Najmeddine  
Principal



# WESTVIEW SCHOOL 2024-25 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

Learning environments are welcoming, caring, respectful and safe. Our data shows high parental involvement in decisions about their child's education as well as high parent and teacher satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. Our School surveys show a 3% decrease in anxiety, a 4% increase in feeling safe, and a 6% increase in sense of belonging at school since April 2024.

### AREAS FOR GROWTH

**Literacy:** Continued focus is needed to support students in letter sounds, word recognition, and reading comprehension.

**Mental Health:** Student interest and motivation has decreased by 9% and self regulation has decreased by 5% since April 2024, so these are areas where continued focus is required.

## LOCAL CONTEXT

Westview school has a very supportive parent community and dedicated ATA and CUPE staff. A well-established Leader in Me program and culture of student leadership exists where students take ownership of school programming through leadership. They lead monthly awards assemblies, and participate in our Student Lighthouse team which meets frequently to plan events and is encouraged to share their ideas for school improvement. The Collaborative Response Model shapes our intervention strategies and is embedded in professional learning activities, along with efforts to establish a culture of restorative practices and self-regulation. We continue to grow as educators towards the inclusion of all students by incorporating indigenous themed learning activities.

## STRATEGIES FOR MOVING FORWARD

### 1. PROFESSIONAL LEARNING

- Westview School Professional Learning plan 2024-25 goals focus on student literacy growth and mental health through physical and emotional regulation, and establishing a culture of restorative practices in and outside the classroom.

### 2. MATERIAL RESOURCES

- Parent fundraising activities help enhance many classroom enrichment opportunities and will allow for use of educational software, hands on learning, and literacy resources, including decodable books and home reading libraries.

### 3. HUMAN RESOURCES

- Staff trained in Nonviolent Crisis Intervention (NVC), Indigenous foundational knowledge, Regulated Classroom, University of Florida Literacy Institute (UFLI), restorative practices and Braille.

## INDICATORS OF SUCCESS

### MOVING TO DESIRED OUTCOME

1. Tracking literacy data to measure growth, identify learning gaps and apply universal and targeted literacy interventions.
2. Implementation of restorative practices and Regulated Classroom strategies to nurture student emotional regulation and to support the mental health of staff, students and families.



Westview Public School  
**DESIRED OUTCOME PLANNING**  
 Doing What's Best for Kids



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

**DESIRED OUTCOME: Literacy** - Staff will engage during PLF time to share evidence of screening, progress monitoring and tiered instruction targeting specific needs of students. Evidence will be used to guide instructional practices and future professional learning focus. Targeted interventions will be provided to reduce the percentage of students at risk in literacy skill growth.

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>32% of students in grades 2-3 at risk (CC3).</p> <p>46% of students in grades 4-6 are at risk in accuracy, fluency and comprehension (DIBELS Sept. 2024). This is an 11% increase from March 2024.</p>	<p>A large number of students in all grades are at risk in literacy skills. Div 1 students require supports/blends, and in word recognition. Div 2 students require support in accuracy, fluency, and comprehension.</p>	<p>Need for a more consistent, tiered support system in place for Div 2 and more opportunities to collaborate.</p>	<p>Literacy centers focused on phonological skill building, small group lessons, Decodable book libraries in each classroom.</p> <p>Implementation of Tier 1 and 2 UFLI strategies in Div 1 and targeted strategies in Div 2.</p> <p>Professional Learning activities for UFLI and other research based literacy instruction focused on foundational elements of reading.</p> <p>Use of ReadingEggs and Seesaw for Div 1 and explore use of GetEpic software for Div 2.</p> <p>Home reading folders for Div 1. Home reading logs for Div 2. Decodable reading passages sent home for Div 1. Continue to host Family Literacy Nights to build stakeholder engagement.</p> <p>Update pyramids of intervention to guide Collaborative Team Meeting discussions around Tier 1 and 2 supports.</p> <p>Literacy data will be collected in Fall 2024, Winter and Spring 2025.</p> <p>Targeted supports for Div 1 and 2 provided by teachers with extra prep time</p>	<p>School wide data collection spreadsheet will track individual student growth and identify those requiring additional supports.</p> <p>Literacy data will be collected 3 times per year. LENS and CC3 for screening and progress monitoring for grades K-3 and DIBELS monthly for grades 2-6. Data will be used to inform teaching, identify students in need of additional supports and specific areas of support required.</p>	<p>10% decrease in percentage of students at risk in literacy areas.</p> <p>Literacy intervention resource for Div 2 is identified and in use by Winter 2025.</p> <p>Pre-Kindergarten to gr. 3 instruction in building foundational literacy skills and phonological awareness.</p>





Westview Public School  
**DESIRED OUTCOME PLANNING**  
*Doing What's Best for Kids*

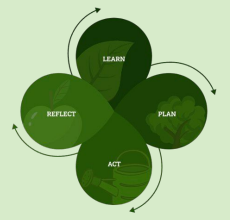


**FMPSD PRIORITY AREA: Priority Area # 2: Maintain Safe and Caring Learning Environments and Supports**

**DESIRED OUTCOME: Understanding of Mental Health** - Implementation of restorative practices and Regulated Classroom strategies in classrooms will strengthen connections and communication, and increase awareness of the impact on families and community caused by issues and events outside of the school's control. This will build educator capacity to better serve our students and their families and reduce the need for Mental Health supports.



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><b>OurSCHOOL</b> Elementary Surveys (Gr. 4-6):</p> <p>Oct. 2024</p> <p>58% of students are interested and motivated</p> <p>66% of students have positive self regulation.</p>	<p>Student lack of interest and motivation, and struggles to emotionally self regulate leads to more frequent negative behaviours, and conflicts among students.</p>	<p>Inconsistent staff application of restorative practices and self-regulation strategies may be leading to a perception among students that problems are being ignored and/or not managed effectively.</p>	<p>Continued professional learning and routine application of Regulated Classroom and restorative practices in classroom learning activities.</p> <p>Lessons on purposeful technology use as well as impacts of social media and cellphone use.</p> <p>Provide information to support parents in their learning.</p> <p>Circle of Security training through PLF's</p> <p>Establishment of Loose Parts program for exploration through play.</p> <p>Implementation of WITS program strategies to curb bullying-type behaviours.</p> <p>Community partnerships with service agencies to support staff and students. (e.g. SOS, The HUB, BBBS, Triple P Parenting, Counselling, Family Therapist, Play Therapist, Child and Family Services, WITS (RCMP/CMHA)</p> <p>Extracurricular school activities for students and families.</p>	<p><b>OurSCHOOL</b> Elementary survey results for Nov. 2024 and April 2025.</p> <p>Improved attendance</p> <p>Decrease in office referrals. Total of 105 in Log Entries for 2023-24.</p>	<p>Regular teacher use of co-regulation strategies in the classroom.</p> <p>Improved mental well being for staff and students.</p> <p>Survey data shows that staff and students report less stress/anxiety.</p>



## OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



**361 STUDENTS**

8% English Language Learners  
23% Early Childhood Learners  
12% First Nations, Métis, Inuit  
7% Severe Disabilities



**34 STAFF**

16 ATA Employees  
18 CUPE Employees



**PARENTS**

**68%** of parents are satisfied in their involvement in decisions about their student's education

### RESPONDENTS

74 Students    10 Teachers    21 Parents

### STAKEHOLDER FEEDBACK

- 83% of teachers, parents and students feel learning environments are welcoming, caring, respectful and safe
- 80% of teachers and parents satisfied with parental involvement in decisions about their child's education
- 73% of teachers and parents satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning

### PROGRAM PRIORITIES

- ✓ Priority #1 - Literacy
- ✓ Priority #2 - Mental Health

### IMPROVEMENT AREAS

- ⬆ Literacy
  - Div 1 letter/sound recognition
  - Div 2 fluency/comprehension
- ⬆ Mental Health
  - Student/Staff emotional and physical regulation

## 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 - 81%  
2022-2023 School Result - 79%  
2023-2024 Provincial Result - 84%

### CITIZENSHIP

2023-2024 School Result - 78%  
2022-2023 School Result - 90%  
2023-2024 Provincial Result - 79%

### EDUCATION QUALITY

2023-2024 School Result - 88%  
2022-2023 School Result - 90%  
2023-2024 Provincial Result - 88%

### PARENTAL INVOLVEMENT

2023-2024 School Result - 80%  
2022-2023 School Result - 84%  
2023-2024 Provincial Result - 80%

### PAT EXCELLENCE

2023-2024 School Result - 3%  
2022-2023 School Result - 7%  
2023-2024 Provincial Result - 20%

### ACCESS TO SUPPORT AND SERVICES

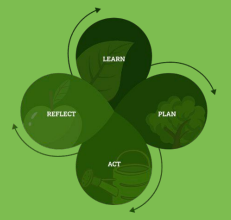
2023-2024 School Result - 79%  
2022-2023 School Result - 83%  
2023-2024 Provincial Result - 80%

### PAT ACCEPTABLE

2023-2024 School Result - 38%  
2022-2023 School Result - 70%  
2023-2024 Provincial Result - 69%

### WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2023-2024 School Result - 83%  
2022-2023 School Result - 90%  
2023-2024 Provincial Result - 84%



## What data did we look at?

Students, parents and teachers are satisfied with the overall quality of basic education at our school. A review of recent data, however, reveals significant challenges remain in the academic growth of many students.

Data was drawn from a range of sources. Alberta Education Assurance survey data (May 2024), Alberta Education (Fall 2024) CC3 and LeNS literacy assessments, Alberta Education numeracy screening assessments (Gr. 2&3 - Fall 2024), and Fall 2024 Elk Island Catholic Schools assessment for grades 4-6.

June 2024 PAT summary data was released in October 2024. The overall results are as follows:

PAT Acceptable → Westview 38% Province 69%

PAT Excellence → Westview 3% Province 20%

Fall 2024 Literacy (At Risk)

Gr. 1 → 10% (LeNS)

Gr. 2 → 33% (CC3)

Gr. 3 → 32% (CC3)

Gr. 4-6 Accuracy - 26%

Fluency - 37%

Comprehension - 47% (DIBELS)

Fall 2024 Numeracy (At Risk)

Gr. 1 - 22%

Gr. 2 - 36%

Gr. 3 - 33% at risk

Gr. 4 - 26%

Gr. 5 - 22%

Gr. 6 - 40% at risk

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

### STRENGTHS

Learning environments are welcoming, caring, respectful and safe. Our data shows high parental involvement in decisions about their child's education as well as high parent and teacher satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. OurSchool surveys show a 3% decrease in anxiety, a 4% increase in feeling safe, and a 6% increase in sense of belonging at school since April 2024.

### AREAS FOR GROWTH

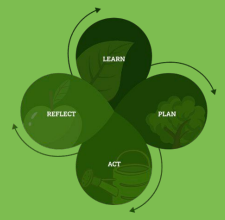
**Literacy:** Div 1 literacy results have improved significantly since April 2024, however, 32% remain at risk in word recognition and phonics (CC3). Overall, Div 2 literacy results in accuracy, fluency and comprehension (DIBELS) have not improved since April 2024.

**Mental Health:** Student interest and motivation has decreased by 9%, and self regulation has decreased by 5% since April 2024, so these areas will require continued focus.

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

Westview School staff participated in a variety of learning activities throughout the 2023-24 school year on Professional Learning Fridays. Staff participated in division wide collaborative groups, Teacher Institute Day, and a professional development day. During school-based PLF's, staff maintained a regular focus on Leader in Me development and planning, engaged in a study of restorative practices. Staff members trained in Regulated Classroom strategies modelled techniques for colleagues to use in the classroom. We also had many opportunities throughout the year to engage in literacy and numeracy planning activities.

Staff also spent time completing required HourZero and Public Works safety training modules and reviewed data from AEA and other sources with the goal of developing our school's 2024-25 education plan.



## Provincial expectation for schools to look at:

### **English as an Additional Language (EAL)**

No EAL data for PAT's is available for June 2024. Fall 2024 CC3 literacy assessment data for grades 2&3 shows that 8 out of the 11 students identified as EAL are at risk. DIBELS data for grades 4-6 shows that 6 out of 11 EAL students are at risk.

### **First Nations, Metis, Inuit (FNMI)**

FNMI data available for June 2024 PAT's shows that 17% of FNMI students reached the acceptable standard. None of the students reached the standard of excellence. Fall 2024 CC3 literacy assessment data for gr. 2&3 shows that 6 out of 12 students identified as FNMI are at risk. DIBELS data for grades 4-6 shows that 10 out of 20 FNMI students are at risk.

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

Based on the most recent data available, we will continue on the path we have laid out in our education plan of spring 2024:

- Improvement in literacy skills
- Improvement overall in student and staff mental health

### Literacy

To support Division 1 and 2 student literacy growth we have a Gr. 4 teacher providing targeted support during extra prep time in their teaching schedule. We also have also formed a literacy leadership team to develop a consistent, cross-grade approach to literacy instruction. UFLI strategies will be implemented using Tier 1 and 2 strategies, and also in Div 2 as targeted interventions. Professional Learning activities for UFLI and other research based literacy instruction focused on foundational elements of reading will continue as well so that all teachers are using the program appropriately.

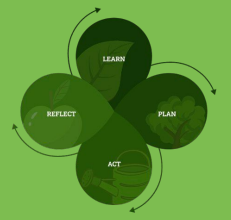
Home reading folders will be started for Div 1 to encourage parents to reinforce classroom learning activities. Home reading logs will be started for Div 2 to encourage parents as well. Decodable reading passages will be sent home weekly for Div 1, and we will continue to host Family Literacy Nights to build home engagement. Targeted supports are in place provided by teachers with extra prep time in their schedules to support individual and groups of students in Div 1 and 2.

### Mental Health

We will continue to implement OurSchool surveys in October of 2024 and again in April 2025 to track student mental health. Students, staff and parents will be engaged in discussion of the results in an attempt to identify problem areas and to develop new strategies to better address them. Daily Physical Activities, regulated classroom strategies, restorative practices, Circle of Security, and Loose Parts activities will be implemented to help students and staff to manage anxiety and stress.

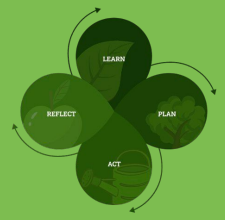
We have begun implementing restorative practices in the classroom through the use of sharing circles. We will also provide counselling for individual students along with targeted programs for specific student groups. We continue to hold Collaborative Team Meetings to monitor the progress and growth of all students. A wide range of extracurricular activities, clubs, and special events are being provided where students, staff and parents can gather in an informal way.





## Supporting Data Specific to School Desired Outcomes/Goals

1. Alberta Education Assurance data - Overall Summary Fall 2024
2. Alberta Education Assurance data - EAL Summary
3. Alberta Education Assurance data - FNMI Summary
4. Literacy assessment data (LENS, CC3, DIBELS) - Spring vs Fall 2024
5. OurSchool student survey trend data - October 2024
6. Attendance Data Fall 2023 vs Fall 2024



### Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1848 Westview School

Assurance Domain	Measure	Westview School			Alberta			Measure Evaluation		
		Current	Prev Yr	Prev 3 Yr	Current	Prev Yr	Prev 3 Yr	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.6	79.4	80.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	78.0	90.2	88.3	79.4	80.3	80.9	High	Declined Significantly	Issue
	PAT6: Acceptable	37.5	68.9	68.9	68.5	66.2	66.2	Very Low	Declined Significantly	Concern
	PAT6: Excellence	3.1	6.7	6.7	19.8	18.0	18.0	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	87.5	90.1	91.6	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.7	90.0	89.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	79.4	82.7	82.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.0	84.4	81.8	79.5	79.1	78.9	High	Maintained	Good

### Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1848 Westview School (EAL)

Assurance Domain	Measure	Westview 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
	PAT6: Acceptable	*	*	n/a	64.6	65.4	65.4	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	16.5	15.7	15.7	*	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:

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

### Required Alberta Education Assurance Measures - Overall Summary

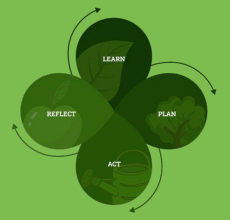
Fall 2024

School: 1848 Westview School (FNMI)

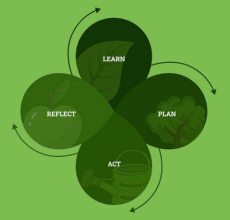
Assurance Domain	Measure	Westview School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	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
	PAT6: Acceptable	16.7	*	n/a	48.7	45.3	45.3	Very Low	n/a	n/a
	PAT6: Excellence	0.0	*	n/a	7.3	6.5	6.5	Very Low	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:

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



Westview School Literacy Data - April 2024						
<b>Div 1</b>						
Grade	LENS - At Risk		CC3- At Risk			
1	n/a	n/a	n/a	n/a		
2	21/43	49%	26/43	60%		
3	31/43	72%	16/43	37%		
<b>Overall</b>	<b>52/86</b>	<b>61%</b>	<b>42/86</b>	<b>49%</b>		
<b>Div 2</b>						
Grade	Accuracy		Fluency		Comprehension	
4	9/46	20%	11/46	24%	17/46	37%
5	2/38	5%	17/38	45%	14/38	37%
6	7/33	21%	14/33	42%	12/33	36%
<b>Overall</b>	<b>18/117</b>	<b>15%</b>	<b>42/117</b>	<b>36%</b>	<b>43/117</b>	<b>37%</b>
<b>Westview School Literacy Data - October 2024</b>						
<b>Div 1</b>						
Grade	LENS - At Risk		CC3- At Risk			
1	5/51	10%	n/a	n/a		
2	n/a	n/a	18/55	33%		
3	n/a	n/a	13/41	32%		
<b>Overall</b>	<b>5/51</b>	<b>10%</b>	<b>31/96</b>	<b>32%</b>		
<b>Div 2</b>						
Grade	Accuracy		Fluency		Comprehension	
4	10/40	25%	9/40	23%	16/40	40%
5	17/47	36%	22/47	47%	27/47	57%
6	6/40	15%	16/40	40%	17/40	43%
<b>Overall</b>	<b>33/127</b>	<b>26%</b>	<b>47/127</b>	<b>37%</b>	<b>60/127</b>	<b>47%</b>



**Supporting Data Specific to School Desired Outcomes/Goals**

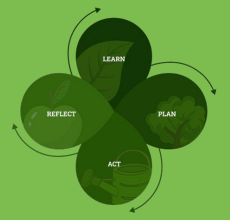
OurSchool student survey data - October 2024





# SUPPORTING DATA

Doing What's Best for Kids



## Students Absent Daily Percentage Sept. - Nov. 2023

Date	Total	Present	Absent	% Absent
9/5/2023	312	291.5	20.5	6.6%
9/6/2023	312	288.5	23.5	7.5%
9/7/2023	312	291.5	20.5	6.6%
9/8/2023	313	272.5	40.5	12.9%
9/11/2023	314	282	32	10.2%
9/12/2023	314	286.5	27.5	8.8%
9/13/2023	314	285	29	9.2%
9/14/2023	314	277.5	36.5	11.6%
9/18/2023	314	267.5	46.5	14.8%
9/19/2023	314	283	31	9.9%
9/20/2023	314	278	36	11.5%
9/21/2023	314	283	31	9.9%
9/22/2023	314	290.5	23.5	7.5%
9/25/2023	315	279	36	11.4%
9/26/2023	315	289.5	25.5	8.1%
9/27/2023	316	290.5	25.5	8.1%
9/28/2023	316	283.5	32.5	10.3%
10/2/2023	316	285.5	30.5	9.7%
10/3/2023	316	282.5	33.5	10.6%
10/4/2023	316	288	28	8.9%
10/5/2023	318	289.5	28.5	9.0%
10/10/2023	317	280.5	36.5	11.5%
10/11/2023	317	285.5	31.5	9.9%
10/12/2023	317	280	37	11.7%
10/13/2023	317	268	49	15.5%
10/16/2023	317	288.5	28.5	9.0%
10/17/2023	317	287.5	29.5	9.3%
10/18/2023	317	288	29	9.1%
10/19/2023	317	287	30	9.5%
10/23/2023	317	286	31	9.8%
10/24/2023	317	282.5	34.5	10.9%
10/25/2023	317	270.5	46.5	14.7%
10/26/2023	317	285.5	31.5	9.9%
10/30/2023	317	293	24	7.6%
10/31/2023	317	295	22	6.9%
11/1/2023	317	266.5	50.5	15.9%
11/2/2023	317	289	28	8.8%
11/6/2023	319	280	39	12.2%
11/7/2023	319	294	25	7.8%
11/8/2023	320	293	27	8.4%
11/9/2023	320	287	33	10.3%
<b>Average</b>	<b>315.9</b>	<b>284.1</b>	<b>31.7</b>	<b>10.0%</b>

## Students Absent Daily Percentage Sept. - Nov. 2024

Date	Total	Present	Absent	% Absent
9/3/2024	358	356	2	0.6%
9/4/2024	358	350.5	7.5	2.1%
9/5/2024	358	348.5	9.5	2.7%
9/6/2024	358	342.5	15.5	4.3%
9/9/2024	359	335.5	23.5	6.5%
9/10/2024	359	341	18	5.0%
9/11/2024	359	342	17	4.7%
9/12/2024	359	327	32	8.9%
9/13/2024	359	314.5	44.5	12.4%
9/16/2024	360	317.5	42.5	11.8%
9/17/2024	360	308	52	14.4%
9/18/2024	360	327.5	32.5	9.0%
9/19/2024	360	321.5	38.5	10.7%
9/23/2024	360	321.5	38.5	10.7%
9/24/2024	360	326	34	9.4%
9/25/2024	360	328	32	8.9%
9/26/2024	360	327	33	9.2%
9/27/2024	361	312.5	48.5	13.4%
10/1/2024	361	328	33	9.1%
10/2/2024	361	331	30	8.3%
10/3/2024	361	319	42	11.6%
10/4/2024	361	316	45	12.5%
10/7/2024	361	329.5	31.5	8.7%
10/8/2024	361	336.5	24.5	6.8%
10/9/2024	361	332	29	8.0%
10/10/2024	361	316.5	44.5	12.3%
10/15/2024	361	329.5	31.5	8.7%
10/16/2024	361	331.5	29.5	8.2%
10/17/2024	361	330.5	30.5	8.4%
10/18/2024	361	318	43	11.9%
10/21/2024	361	308.5	52.5	14.5%
10/22/2024	361	328	33	9.1%
10/23/2024	361	327.5	33.5	9.3%
10/24/2024	361	331.5	29.5	8.2%
10/28/2024	361	300	61	16.9%
10/29/2024	361	314.5	46.5	12.9%
10/30/2024	361	336	25	6.9%
10/31/2024	361	338.5	22.5	6.2%
11/4/2024	361	327.5	33.5	9.3%
11/5/2024	361	330.5	30.5	8.4%
11/6/2024	361	337.5	23.5	6.5%
11/7/2024	361	326.5	34.5	9.6%
11/12/2024	361	359	46	12.8%
<b>Average</b>	<b>360.3</b>	<b>328.6</b>	<b>31.6</b>	<b>9.1%</b>