



# School Results Report

2023-2024 School Year

Mattie McCullough Elementary School



# **The Year in Review**

## **Fast Facts:**

Mattie McCullough Elementary School  
26 Lawford Ave, Red Deer, AB T4R 3L6  
403-343-8958  
403-314-9437  
<https://www.rdpsd.ab.ca/mattiemccullough>

Principal: Deanne Good  
Vice-Principal: Kati Ramsden

### Student Profile:

- Kindergarten: 36
- Grade 1: 70
- Grade 2: 57
- Grade 3: 67
- Grade 4: 68
- Grade 5: 90
- Total Student Population: 388
- EAL Students: 74
- First Nations; Métis; Inuit Students: 17

### Staff Profile:

- Teachers: 24 total (21.55 Full Time Equivalent)
- Classified Staff: 14 (9.75 FTE)
- Facility Services Staff: 2
- Total Staff: 42

## **New Directions:**

We continue to implement a new curriculum at all our elementary schools. This year we have classes piloting the new Social Studies curriculum. We are also working to increase our knowledge and foundation of learning around reconciliation and celebration of Indigenous culture. The district is implementing a new anti-bullying program called WITS so that all students regardless of their school will have the same language. We will continue to highlight the Mattie Values and immerse students in a culture where they are supported and feel they belong.

As a staff we will begin work on the Collaborative Response Model. This model allows staff to celebrate student success and support students where they are at.

## **Opportunities and Challenges:**

We are looking forward to planning numerous opportunities for students to be involved at the school. We have already hosted a running club, a rugby festival and started a choir. We also plan to continue the spirit club, patrols, assemblies, and basketball. These activities allow students to feel connected and successful.

## **A Year of Success:**

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

# Alberta Education Assurance Measures: Overall Summary

## Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 1063 Mattie McCullough Elementary School

Assurance Domain	Measure	Mattie McCullough Elem. Sch.			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	<a href="#">Student Learning Engagement</a>	86.4	84.9	87.0	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	84.4	82.4	84.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.1	93.6	94.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.0	88.5	89.6	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	79.0	79.3	84.5	79.9	80.6	81.1	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	80.6	64.1	68.3	79.5	79.1	78.9	High	Improved	Good

### Division Goal

## Literacy and Numeracy

*Literacy refers to the ability of students to effectively and confidently work with words and numbers.*

### Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

### Alberta Education Performance Measures

#### Alberta Education approved screening assessments used at each grade level:

- Grade 1: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 2: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 3: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments

#### Total number of students assessed at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: 55
- Grade 2: 72
- Grade 3: 61

#### Total number of students identified as being at risk at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: 7 (Literacy) 24 (Numeracy)
- Grade 2: 8 (Literacy) 15 (Numeracy)
- Grade 3: 7 (Literacy) 11 (Numeracy)

#### Total number of students identified as being at risk at the end of the 2023-2024 school year, at each grade level:

- Grade 1: 9 (Literacy) 19 (Numeracy)
- Grade 2: 9 (Literacy) 9 (Numeracy)
- Grade 3: 11 (Literacy) 10 (Numeracy)

## Division Performance Measures

- Percentage of Grade 1 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
55	46	83.64

- Percentage of Grade 2 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
72	64	88.89

- Percentage of Grade 3 students who were reading/literate within one year of grade level.–**

Number of Students	Students reading within one year of Grade Level	Percentage
62	57	91.94

- Percentage of Grade 4 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
86	77	89.53

- Percentage of Grade 5 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
71	62	87.32

- Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to read and write what is expected in school.	N/A	100	90.91	84.81	91.30
Overall percentage of students who feel they are able to read and write what is expected of them in school.	N/A	N/A	91.89	89.6	90.30
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	100	100	96.88	91.67

- Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	N/A	100	100	87.34	91.30
Overall percentage of students who feel they are able to understand and work with numbers in school.	N/A	N/A	89.19	92	88.81
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	100	100	93.75	91.67

## Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- Results have stayed consistently high at Mattie McCullough showcasing the amazing staff, students and parents. The supports that have been utilized in the past will continue to be a focus.

**Analysis:**

- Parent’s perception of their child’s reading and writing is back in line with previous years so the plan to communicate literacy and numeracy rates to parents was effective.
- We have had a decline in the last few years in teachers feeling that appropriate programming is being provided to all students. We will work together as a team to increase teacher efficacy.
- With the implementation of a new curriculum over the past few years there have been a number of changes. This has increased learning for both staff and students.
- Classrooms can have many complexities and behaviours. We will continue to look at resources and allocate funding to support all students.

**Action:**

- Our Learning Assistance Team will continue to provide literacy intervention to students that are not at grade level. We will use Leveled Literacy Intervention, Literacy place and Read Naturally Live resources to support these students.
- Teachers will use embedded collaboration time to make sure they are supporting all students. They will work on strategies, look at resources and look at cross graded reading groups.
- Our grade one team will purchase decodable books for an at home reading program.
- During staff professional development days staff will do work on high leverage strategies and how we can support all students.

**Division Goal****Equity**

***Equity is fairness for all students through:  
excellence in instruction, support for students, and a reduction of barriers..***

**Outcomes**

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

**Alberta Education Performance Measures**

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.9	93.9	92.6	89.5	91.6

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	82.4	89.1	83.2	82.9	76.4

**Division Performance Measures**

● **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	N/A	33.33	100	93	95.65
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	N/A	N/A	100	94	96.27
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	N/A	100	96.97	100	95.83

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	N/A	83.33	100	87.34	86.96
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	N/A	N/A	91.89	91.46	89.55
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	N/A	90	100	100	91.67

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	N/A	83.33	100	87.34	85.51
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	N/A	N/A	86.49	92.07	95.52
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	N/A	100	100	100	91.67

### Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- Results have remained consistently high. A decrease is seen in the number of people who feel there is access to support in the schools. This could be due to the change in services model. Speech services are now only available for severe cases at the school.

**Analysis:**

- Teachers have seen an increase in behaviour and are struggling to support and deal with the challenges.
- Teachers have extremely high expectations and want all kids to achieve at grade level and when they don't they are feeling inadequate.
- We will work to improve action/follow up with student behaviours.

**Action:**

- We will implement the use of the Collaborative Response Model to support all students.
- We will make sure to have clear communication to parents about funding and support available to students.

- We will implement the district WITS program to provide students with the same language around bullying.
- We will modify our Learning Team to provide targeted interventions to students requiring a high degree of support.
- We will continue to use the Student Support Room to make sure all students have the skills and strategies to feel successful and supported at school.
- Our Family School Liaison Counsellor will connect with families and students to put equitable support in place.
- We will use the nutrition grant to make sure that all students are receiving nutritious food during the school day. As well as to support families who require extra food support.
- We will have school wide learning on the RDPDS values as well as the Mattie values. A different value will be highlighted each month with the overall idea of growth mindset being front and center. These values will permeate our assemblies and monthly draws. There will be communication with parents in the Round Up on the values.

## Division Goal

### ***Student Success And Completion***

*Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..*

## Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

## Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.9	89.7	86.2	82.4	84.4

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	92.9	87.9	97.6	80.5	64.3

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.6	90.7	92.7	84.3	90.3

## Division Performance Measures



- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	<b>4</b>
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**This number is an estimate as we do not calculate achievement levels in percentages. The number identified relates to students not achieving grade level objectives. It also does not relate to every objective.**

- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	N/A	83.33	100	93	97.1
Overall percentage of students who feel they will be prepared for the next grade level.	N/A	N/A	89.19	90.24	86.57
Overall percentage of teachers who feel the students will be prepared for the next grade level.	N/A	80	93.94	84.38	91.67

- **Survey result scores for perceived high school graduation by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.	N/A	33.33	100	97	95.65
Overall percentage of students who feel they will complete high school.	N/A	N/A	94.59	97.56	96.27
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	N/A	100	96.97	90.63	100

- **Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)			
	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	50	100	93.67	97.1
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	N/A	97.3	92.07	93.28
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	90	100	100	100

## Anecdotal Results, Analysis and Action

**Anecdotal Results:**

- Our results have remained consistent over the last 2 years in most of the categories. They have shown a slight increase in many cases. However, there has been a drop in the number of parents that feel students are being taught behaviours that will help them be successful when they finish school.

**Analysis:**

- We have had a dramatic decrease in parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. We will work towards communicating with parents all that students are learning to help them be successful.

**Action:**

- We will highlight the values in our monthly assemblies and through our weekly Mustang Round Up communication to parents.
- We will utilize alternative learning environments such as the therapy room and student support room to help all students find success.
- We will use our open house and student led conferences to showcase all the learning that occurs at Mattie.
- We will do the philanthropy project as a way to bring the community into our school.



## Division Goal

# *Success for First Nations, Métis and Inuit students*

## Outcome

- FNMI Students are engaged in learning.

## Anecdotal Results, Analysis and Action

- Teachers are aware of the FNMI component of the Teacher Quality Standard (TQS) and have goals within their Professional Growth Plans which focus on this standard.
- We continue to have an FNMI lead teacher who attends Network Circle meetings and brings back professional development activities which we undertake on staff learning days.
- Our staff will be participating in “Indigenous Moments” monthly during our professional development days. These learning experiences will be celebrations of Indigenous culture. They will then take these learnings and share them with students.
- Our goal this year is for staff and students to focus on reconciliation as well as celebrate Indigenous culture.
- We will continue to work with our FNMI coordinators downtown to enhance the learning experience for our students.

## Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Mattie McCullough Elementary School**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **October 24, 2024** meeting of the School Council.
- The School Results Report is posted on the school website at:  
<https://www.rdpsd.ab.ca/mattiemccullough/page/915/about-us>



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