

Mountain Park School

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Calgary Board
of Education

School Improvement Results Reporting | For the 2024-25 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Goal: Student achievement in literacy and sense of well-being will improve.

Outcome One: Student achievement in reading comprehension will improve.

Outcome Two: Students will experience a greater sense of belonging through intentional opportunities for social-emotional development, cultivating inclusion and connection.

Celebrations

- Student self-perception of literacy strengthened according to the spring CBE Survey:
 - 93.15% of students report that they understand what they read; a 7.15% increase from last year.
 - 81.95% of students feel their reading and writing skills will help them achieve future goals; a 9.95% increase, indicating stronger literacy confidence.
- According to internal school comprehension data (CORE Maze), beginning-of-the-year results show an 8% increase in the number of current grade 8 students comprehending at or above grade level compared to their performance as Grade 7 students.
- Students' sense of seeing their culture reflected in the school increased by 12 percentage points based on the CBE Student Survey from Spring 2024 to Spring 2025.

Areas for Growth

- Strengthen reading comprehension for students performing below grade level, with attention to understanding increasingly complex texts.
- Expand students' engagement with culturally relevant and motivating reading materials to foster connection and curiosity.
- According to the Assurance Survey (Spring, 2025), 52.17% of students feel that their peers care about each other. This suggests a need to strengthen positive peer relationships and continue our collective approach to fostering a more inclusive and supportive school culture.

Next Steps

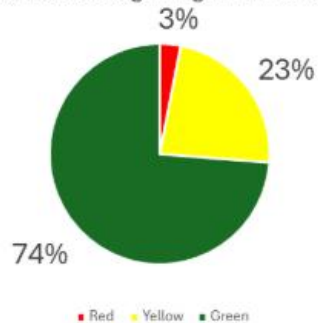
- Strengthen students' reading comprehension by focusing instruction on vocabulary development, cross-curricular connections, and strategies that support access to increasingly complex texts.
- Expanding the breadth and depth of access to culturally relevant and motivating reading materials.

- Continue to build intentional Social-Emotional Learning (SEL) through targeted homeroom activities and cross-grade initiatives, leveraging the Student Wellness Action Team (SWAT) to strengthen peer connections and foster a greater sense of belonging.

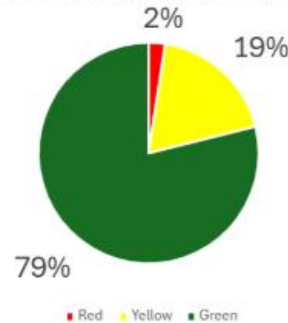
Our Data Story:

Mountain Park School's 2025–2026 School Development Plan continues to focus on strengthening the relationship between academic and well-being outcomes for our students as we aim to improve students' reading comprehension and sense of belonging. Anchored in the CBE Literacy Framework, the work emphasizes that “diverse literacy opportunities and teaching expertise increase equity for each learner by enabling individuals to reach their full potential, achieve a better quality of life, and contribute to their communities.” Through this lens, literacy instruction is not only viewed as a pathway to academic achievement but also as a means of fostering identity, voice, and connection within a diverse school community.

Whole School: Beginning of Year CORE Vocab



Whole School :End of Year CORE Vocab

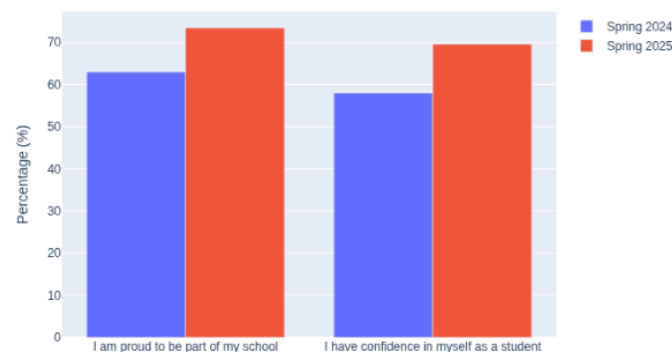


Through professional conversations and collaboration across all disciplinary teams, learning tasks were designed to support literacy development with a strong focus on vocabulary building. As noted in *Doing Disciplinary Literacy* by Rachael Gabriel, a book study that the Mountain Park School Learning Leader team began engaging with, “Disciplinary instruction is instruction that highlights and explicitly teaches students how to create and use texts that are specialized for a given purpose or audience.” As

a result, students have been making connections through cross-curricular vocabulary. Whole-school vocabulary data demonstrates measurable growth in student understanding of core vocabulary. The percentage of students at or above grade level (green) increased from **74% at the beginning of the year to 79% by year's end**, as measured by the CORE Vocab screening test. This upward trend indicates that targeted instruction in vocabulary and cross-curricular emphasis on word learning supported students' ability to access and comprehend increasingly complex texts. These results align with the school's focus on building disciplinary literacy as a foundation for improved reading comprehension and a stronger sense of academic confidence and school belonging. In addition, student self-perception of literacy showed significant gains. According to the CBE Student Survey, Spring 2025, 93% of students reported that they understood what they read, a 7% increase from last year.

Mountain Park School's commitment to Truth and Reconciliation guided the development of a school-wide approach to Social Emotional Learning (SEL), recognizing that well-being and belonging are foundational to academic success. Grounded in the belief that "Healthy students are more likely to reach their academic and personal potential" (CBE Student Well-Being Framework), the school prioritized creating inclusive learning environments that nurture connection for all learners. This focus is reflected in recent survey data from the CBE Student Survey and OurSCHOOL Survey. The percentage of students who reported being proud to be part of their school increased from 63% in Spring 2024 to 73% in Spring 2025, and those who expressed confidence in themselves as learners rose from 58% to 70% over the same period. Students' feelings that school is a place where learning and extra-curricular activities are safe and accessible to all students and that their teachers want them to be successful remain high year over year (85%-88%). According to the CBE Student Survey results, we saw marked increases in students identifying that the things they are learning are meaningful (from 54% in 2024 to 70% in 2025).

Student Survey Results Comparison



Grade 9 PAT Standard of Excellence



Insights and Next Steps: Student reading engagement and self-perception continue to show growth, with 93% of students reporting they understand what they read and 82% feeling confident that their literacy skills will support future goals. Report card data also shows an increase in students achieving "Excellent" indicators across grades. Despite these gains, Grade 9 reading comprehension scores on the PAT decreased from 13% to 10% at the Standard of Excellence, indicating a need for continued targeted support for students to excel beyond the acceptable standard.

Moving forward, instruction will focus on strengthening comprehension through vocabulary development, cross-curricular connections, and strategies that help students access more complex texts. Efforts will also prioritize engaging and culturally relevant reading experiences to support motivation and continued growth. The Student Wellness Action Team (SWAT) identified growth through their data analysis and participation at the Well-being Symposium in January 2025. Students reporting that they see their culture reflected in our school increased from 43% in 2024 to 55% in 2025. While this 12% increase represents meaningful progress, it also indicates that continued focus is needed. Taken together, these gains highlight the positive impact of intentional SEL practices and school-wide activities designed to foster belonging and self-assurance, signalling an improvement in key protective factors for our students.

Required Alberta Education Assurance Measures (AEAM) Overall Summary



Fall 2025

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

| Assurance Domain | Measure | Mountain Park 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 | 81.0 | 79.8 | 81.6 | 83.9 | 83.7 | 84.4 | Low | Maintained | Issue |
| | Citizenship | 72.6 | 62.4 | 66.0 | 79.8 | 79.4 | 80.4 | Intermediate | Improved | Good |
| | 3-year High School Completion | n/a | n/a | n/a | 81.4 | 80.4 | 81.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 87.1 | 88.1 | 87.9 | n/a | n/a | n/a |
| | PAT9: Acceptable | 60.9 | 63.9 | 60.9 | 62.5 | 62.5 | 62.6 | Very Low | Maintained | Concern |
| | PAT9: Excellence | 10.6 | 11.8 | 12.5 | 15.6 | 15.4 | 15.5 | Low | Maintained | Issue |
| | Diploma: Acceptable | n/a | n/a | n/a | 82.0 | 81.5 | 80.9 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 23.0 | 22.6 | 21.9 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 84.8 | 78.7 | 81.0 | 87.7 | 87.6 | 88.2 | Intermediate | Maintained | Acceptable |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 80.0 | 69.6 | 72.9 | 84.4 | 84.0 | 84.9 | Very Low | Improved | Issue |
| | Access to Supports and Services | 79.3 | 76.6 | 73.1 | 80.1 | 79.9 | 80.7 | Intermediate | Improved | Good |
| Governance | Parental Involvement | 74.8 | 76.2 | 74.5 | 80.0 | 79.5 | 79.1 | Intermediate | Maintained | Acceptable |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.