

**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

**École Chinook Park School**

1312 75 Ave SW, Calgary, AB T2V 0S6 t | 403-777-8480 e | chinookpark@cbe.ab.ca

## 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.

## Goal: Student achievement in numeracy will improve

Outcome One: Through the intentional design of the learning environment, students will improve in numeracy and well-being.

Outcome Two: Students will build their confidence in applying French and EAL mathematical vocabulary

### Celebrations

- Alberta Education numeracy assessment data shows a positive trend, with a 1.3% decrease in students at risk in the regular program and a 2.2% decrease in French Immersion between 2023–24 and 2024–25. Students are sharing being more engaged in Mathematical discourse through perception surveys.
- Student perception data shows increased confidence and participation in mathematics, with 76% of students agreeing they share ideas and ask questions in math class (up from 71%).
- Wellness data shows strong results in both School Connectedness and Belonging (83.87%) and Resilience and Mental Health (80.27%), both above CBE averages.
- Evidence on perception surveys that the ongoing use of Chinook Park Values and visible student evidence has strengthened school culture, creating a greater sense of belonging and pride.

### Areas for Growth

- Continuing to strengthen student achievement in numeracy by increasing the number of students demonstrating proficiency (Indicators 3 and 4) and reducing the proportion of students achieving at level 1. Improving student conceptual understanding of number including number as a value, number as a place, and number as a measurement to support numeracy across disciplines.
- Enhancing teacher–student connections to support well-being by increasing opportunities for regular check-ins and encouraging open conversations about emotions and mental health.
- Increasing representation and inclusivity by ensuring that students see their cultures, languages, and identities reflected and celebrated within classrooms and the broader school community.

### Next Steps

- Explore and implement school-wide practices that increase teacher–student check-ins and open dialogue about emotional well-being.
- Continue to refine math intervention and task design, targeting support for students working at LP3 and above, and using assessment data to plan responsive instruction that supports movement into higher levels of achievement.

## Our Data Story:

As we reflect on our Year One School Development Plan, we begin by refreshing our thinking and revisiting our key goal: to improve student achievement in numeracy. Our work centered on intentionally designing tasks and learning environments that supported growth in numeracy, well-being, and confidence in using French and EAL mathematical vocabulary. In reviewing our outcome measures, including report card data, Provincial Achievement Tests, perception surveys and Early Year Assessments, we consider what success looked like, which metrics mattered most, and how these results will inform our next steps.

Throughout the 2024-25 year, teachers collaborated in teams to design rich and engaging mathematical tasks that supported students in developing deeper conceptual understanding. Teams also worked together to examine student assessments, engaging in regular calibration to ensure consistency in expectations and evidence of learning across classrooms. These calibration discussions allowed teachers to better identify next steps in instruction and to plan targeted intervention supports for students requiring additional help. As part of this collaborative process, each team created and implemented two common math lessons, which served as opportunities to refine instructional approaches and share effective strategies school-wide.

### Learning Excellence - Numeracy

Looking at our report card data, we see minimal change from year to year in Number Sense, except for an increase in the percentage of students receiving a level 1. A similar pattern is observed in Geometry, though with a small increase in students achieving level 4. Overall, our results remain closely aligned with CBE averages. The rise in level 1 results warrants a deeper look.

Report Card Data - Number Sense		CBE	
Chinook Park			
2023-24	2024-25	2023-24	2024-25
Indicator 1	6.52	8.19	5.6
Indicator 2	17.88	22.67	21.46
Indicator 3	39.85	36.38	37.43
Indicator 4	30.17	29.52	30.39
			6.17
			21.88
			37.04
			30.47

Report Card Data - Geometry		CBE	
Chinook Park			
2023-24	2024-25	2023-24	2024-25
Indicator 1	6.16	8.38	3.56
Indicator 2	19.96	19.05	21.47
Indicator 3	42.54	41.71	40.73
Indicator 4	24.81	27.43	29.21
			4.01
			21.93
			40.21
			29.58

In 2023–24, 2.61% of Chinook Park students received an ELL indicator under Number Sense and 3.54% under Geometry, compared to CBE averages of 0.95% and 1.52% respectively. This indicator is used for students who are learning English as an additional language and are not yet ready to be assessed on the regular scale. Our higher proportion of students in this category may help explain the increase in level 1 results. Once these students lose their LP1 or LP2 coding, they are assessed like all other students, and an initial observation suggests that they may initially perform at level 1 as they continue to develop language proficiency in mathematics.

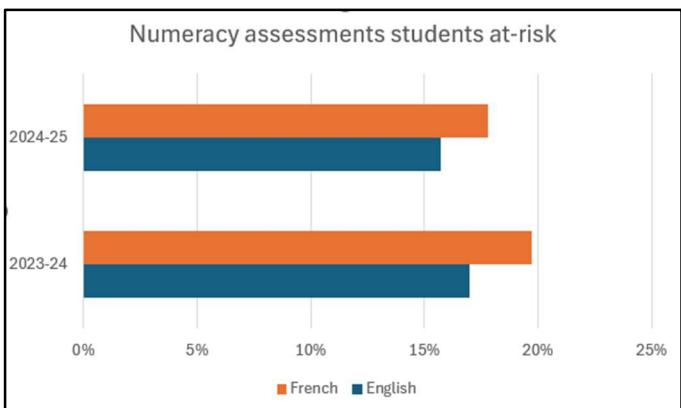
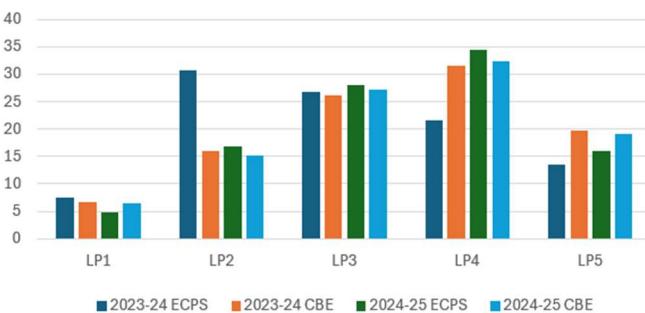
This aligns with our school's high proportion of EAL learners, particularly at the early stages of language acquisition. As students transition from LP2 to LP3, they begin to be assessed on the regular scale, which can initially result in lower achievement levels until language proficiency and academic vocabulary further develop. The proportion of students in this transition stage remains higher than the CBE average, which may help explain the increase in level 1 results.

The next set of data shows a clearer positive trend toward improvement in numeracy. Results from our numeracy screeners, administered at the beginning and end of the school year, demonstrate the impact of targeted supports. Students are first assessed in the fall to identify areas of need, receive focused intervention throughout the year, and are reassessed in the spring. Between 2023–24 and 2024–25, the percentage of students identified as “at risk” decreased by 1.3% in the regular program and by 2.2% in French Immersion. These results suggest that the intentional planning and responsive instruction taking place across classrooms are leading to measurable growth in foundational numeracy skills.

This small growth is also reflected in students' perceptions of their math learning. Survey data indicates increased confidence and participation in mathematics. The percentage of students who agreed with the statement *“I share my ideas and ask questions in Math class”* rose from 71% in June 2024 to 76% in May 2025, suggesting a more inclusive and discourse-rich classroom environment. Meanwhile, the percentage of students who agreed with *“I enjoy working on*

Students with ELL on Report Cards				
	Chinook Park		CBE	
	2023-24	2024-25	2023-24	2024-25
<b>Number Sense</b>	2.61	0.95	1.45	1.18
<b>Geometry</b>	3.54	1.52	1.8	1.5

English as an additional language Indicators at Chinook Park and in the CBE



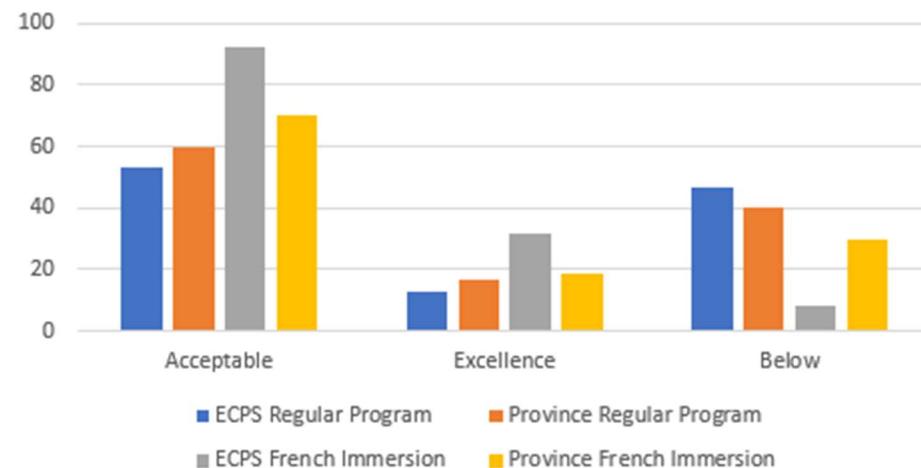
*challenging math problems*" remained steady (62% in June 2024 to 61% in May 2025), highlighting an area for continued focus as we work to further strengthen students' persistence and enjoyment in mathematical problem-solving.

CBE Students Survey
I share my ideas and ask questions in Math Class
I enjoy working on challenging math problems

	Jun-24	May-25
	71%	76%
	62%	61%

Finally, on our Mathematics Provincial Achievement Tests, results show a strong contrast between our French Immersion and Regular Program data. French Immersion students performed exceptionally well, with 92% achieving Acceptable compared to 69.8% provincially, and 32% achieving Excellence, well above the provincial 18.4%. Only 8% of students in this program scored Below, significantly lower than the provincial 30%. In the Regular Program, results were notably lower, with 53% Acceptable versus 59.6% provincially, and 12.5% at Excellence, slightly under the provincial 16.9%. The proportion of students performing Below is at 46.9%, compared to 40.4% provincially. This may reflect the higher number of EAL students in the Regular Program and aligns with the literacy-based challenges that can affect numeracy performance. These data points help guide our planning as we continue to support growth across both programs.

Mathematics Provincial Achievement Tests



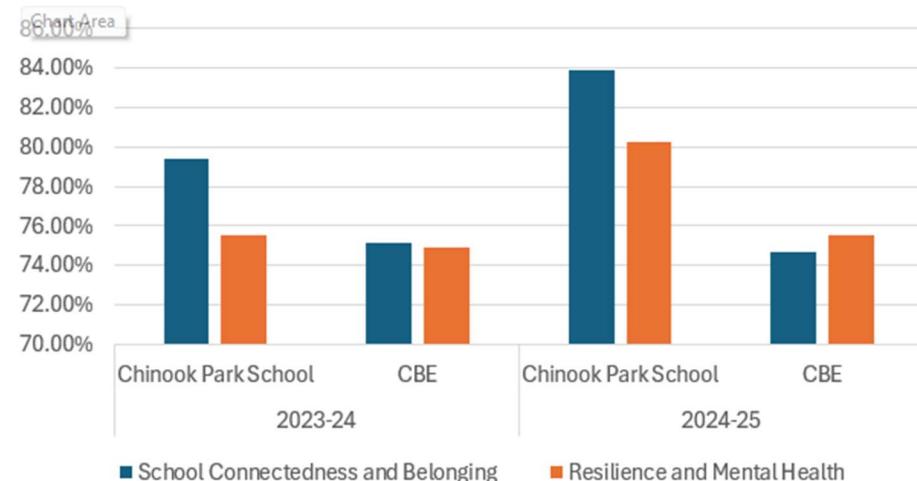
## Well-Being

In the area of wellness, our work has focused on building a strong and inclusive school culture through the consistent use of common language and shared values. By embedding the Chinook Park Values into daily routines and classroom practices, and by making student evidence and contributions visible throughout the school, we continue to foster a sense of belonging and pride in our community. To monitor wellness, we draw on three key data sources that capture the perceptions of students, parents, and staff: the Alberta Education Assurance Survey, the CBE Student Survey, and the OurSchool Survey. While these tools group questions into various categories, they collectively provide an overview of perceptions related to School Connectedness and Belonging as well as Resilience and Mental Health, both at the school and system levels.

Looking at this data, we see encouraging trends. In School Connectedness and Belonging, Chinook Park increased from 79.42% in 2023–24 to 83.87% in 2024–25, remaining well above the CBE average of 74.65%. Similarly, Resilience and Mental Health increased from 75.54% to 80.27%, again surpassing the system average. These positive shifts suggest that our intentional focus on relationships, shared values, and inclusive practices is contributing to a stronger sense of connection and well-being among students.

Although it is evident that wellness and belonging remain areas of strength at Chinook Park, survey data also points to specific topics that can be further strengthened in comparison to others. Two questions stand out where 63.81% of students agreed with the statement “I talk to my caregivers, friends and/or teachers about how I feel,” and 61.39% agreed with “My teachers check in with me about my well-being.” Moving ahead, it would be important to leverage our Chinook Park Values to specifically target these areas.

Well-Being Perception Measures



Well-Being Perception Measures 2024-25	
I talk to my caregivers, friends and/or teachers about how I feel	63.81%
My teachers check-in with me about my well-being	61.39%

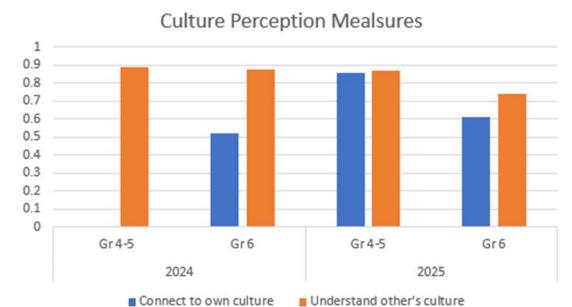
## Truth and Reconciliation and Inclusive Education

The data from Chinook Park School Alberta Education Assurance Survey, the CBE Student Survey, and the OurSchool Survey highlights both progress and continuing opportunities in cultural inclusivity and representation. On the 2024-2025 OurSchool Survey, students in Grades 4 - 5 and 6 demonstrated strong understanding of other cultures, but significantly fewer felt strongly connected to their own culture, particularly Grade 6 students. This suggests that while the school fostered empathy and global awareness, not all students saw their own identities reflected and celebrated. By 2025, there was notable improvement. Grade 4 - 5 students reported nearly equal levels of connection to their own culture and understanding of others, indicating a more balanced sense of cultural belonging and appreciation. Grade 6 students also improved, though their connection to their own culture remained lower than their understanding of others.

These findings align with broader perception data:

- Diversity and Inclusion responses had a slight increase, reflecting modest but positive change across the school and district.
- Students consistently reported learning from Indigenous Elders and Knowledge Keepers, showing a sustained commitment to embedding Indigenous perspectives in education.

The rising balance between students' connection to their own culture and understanding of others (particularly in Grades 4-5) demonstrates that efforts to celebrate diverse identities are making a tangible impact. The ongoing inclusion of Indigenous knowledge reinforces that cultural representation is being intentionally integrated into classroom experiences. However, the lower self-connection scores suggest that not all learners feel their cultures or identities are fully represented. This gap underscores the importance of expanding inclusive practices, such as showcasing diverse cultural contributions, inviting family and community voices, and reflecting varied identities in curriculum and celebrations.



# 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	Chinook 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	80.2	80.6	79.7	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	77.0	77.5	77.2	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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
	PAT6: Acceptable	n/a	60.3	60.9	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	4.8	5.3	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.8	89.5	87.9	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.2	88.3	86.5	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	66.1	69.4	66.7	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	73.9	84.0	75.3	80.0	79.5	79.1	Low	Maintained	Issue