



Edgemont School

55 Edgevalley Circle, Calgary, AB T3A 4X1 t| 403-777-6340 e| edgemont@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

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

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

Goal One: Intellectual Engagement – Students will develop persistence and confidence in addressing complex issues and academic challenges.

Outcome One: Student engagement in mathematics will result in improved achievement in math reasoning.

Celebrations

- Strong division 2 results: 95% of Grade 4 and 5 students met proficiency.
- Effective intervention: significant within year recovery among identified at-risk students.
- Increased confidence: over 90% of students report strong mathematical self-efficacy.
- Growing engagement: enjoyment of math rose from 68% to 80% among students surveyed.

Areas for Growth

- Early numeracy foundations: Higher baseline at-risk in Grade 1-2 indicates a need for deeper focus on number sense and fluency.
- Transition between Grade 1 and Grade 2: the jump and expectations from Grade 1 to Grade 2 continues to challenge students. Teachers will work together to ensure instruction is more connected across Grades, so students build the necessary foundations before concepts are introduced.
- Student engagement: Confidence is strong, but enjoyment and persistence must improve, especially among early learners.
- Alignment of perceptions: Student engagement lags behind teacher and parent views; amplifying student voice is key.

Next Steps

- Focus will remain on strengthening foundational numeracy in early grades through targeted small-group instruction and formative assessment cycles.
- Professional learning will emphasize connecting conceptual understanding with procedural fluency so students can reason flexibly and explain their mathematical thinking.
- Consistent language and models across grades will help bridge learning between Grades 1 and 2, reducing conceptual gaps.

- Teachers will design learning tasks that explicitly develop mathematical reasoning - inviting students to make conjectures, justify solutions, and compare strategies. These experiences will promote curiosity, creativity and engagement, supporting students to approach challenging problems with confidence and persistence while fostering mathematical engagement.

Outcome Two: Students will deepen their understanding of Indigenous perspectives through land-based learning.

Celebrations

- Teachers continue to demonstrate consistent growth in their practice, particularly with land-based pedagogies and braiding Indigenous and Western perspectives.
- Students connected self-regulation (well-being) with experiences on the land, with 77% of students rating land experiences as helping them to feel regulated (1 or 2 on the 5-Point Scale).
- Students reporting opportunities of learning about Indigenous ways of being, belonging, doing and knowing increased by 5.46%.
- Students recognizing their responsibility to develop respect between Indigenous peoples and other Canadians increased by 5.0%.

Areas for Improvement

- The Gathering Space initiative was disrupted, meaning artifacts and documentation of student and staff learning were not fully realized.
- Building continuity between Elder and Knowledge Keeper visits: incorporate post-visit reflection opportunities so learning is sustained and deepened.

Next Steps

- Implement a consistent ongoing process for formative data collection in classrooms and land-based learning initiatives.
- Re-establish the Gathering Space initiative to create a visual record of professional and student learning.
- Incorporate digital collections of teacher and student reflections and learning artifacts.
- Continue to braid Indigenous and Western knowledge further in classroom practice (Two-Eyed Seeing).

Goal 2: Student Self-Regulation will improve.

Outcome: Staff will continue to recognize the signs of dysregulation and trauma responses in students and shift our focus to applying appropriate, trauma-sensitive support strategies. This support will enhance student engagement through increased intellectual, social and emotional wellness.

Celebrations

- Strong sense of safety and belonging: over 75% of students feel safe, welcomed, and cared for at school.
- Growth and emotional regulation: noticeable gains in students' ability to consciously manage emotions and behaviours, particularly in Grade 4.
- Positive well-being indicators: 94% of girls and 96% of boys report positive hedonic well-being.
- Anxiety levels for grade 4 students remain well below national norms.

Areas for Growth

- Sustained attention and task focus: Students require continued support to maintain focus during transitions or less engaging tasks.
- Attendance and engagement: Ongoing absenteeism limits opportunities for developing consistent regulation and persistence. We will build parent understanding of the importance of consistent attendance through a targeted communication and engagement campaign that highlights how every day of learning matters.
- Consistent trauma-sensitive practice: We will continue professional learning to ensure all staff use shared language and strategies to support student regulation.
- Peer empathy and care: Only 57% of students feel that peers care for one another; daily practices should reinforce empathy, kindness, and community responsibility.

Next Steps

- Our focus will remain on building self-regulation as a foundation for engagement and well-being, while intentionally expanding this work to include caring for others. Teachers will model and teach regulation strategies through daily practice. Professional

learning will continue to strengthen staff understanding of trauma-sensitive supports and consistent regulation language across grades.

- Learning experiences will intentionally promote empathy, cooperation and social reasoning, helping students recognize how self-awareness and caring for others foster an environment that promotes self-regulation across an inclusive learning environment.
- Continued attention to attendance will support students' stability and persistence, necessary to approach both academic and social challenges with confidence and resilience.

Our Data Story

Mathematics Data Analysis

Perception Data

CBE Student Survey: Student confidence in mathematics remains consistently high, with over 90% of students identifying and applying problem-solving strategies effectively. The most notable growth occurred in student enjoyment, which increased by 12% percentage points, suggesting improved engagement and a more positive attitude towards learning math.

Indicator	2023-2024	2024-2025	change
Students can identify critical information in math problems	91%	93.4%	+ 2.4%
Students can use mental math strategies effectively	90%	90%	-
students enjoy learning math	68%	80.4%	+ 12.4%

The OurSCHOOL survey reflected similar trends, with 80% of Grade 4 and 5 students identifying math as something they enjoy about school.

Alberta Education Assurance survey data (below) shows a gap between teacher and student perceptions of Engagement. While teachers and parents perceive strong engagement, student responses point to a continued need to enhance ownership, motivation, and enjoyment in learning mathematics.

	Teachers	Parents (Gr. 4)	Students (Gr. 4)	Overall
Students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.	86.5%	68.4%	-	77.5%
Engagement and learning in their school.	100%	87.7%	68.5%	82.9%

Achievement Data

In 2023-2024, 90.84% of K to 5 students achieved at levels 3 or 4, compared to 85.07% in 2024-2025. The Grade 2 cohort was a notable outlier; when removed, overall proficiency aligns more closely with last year's results (89.2%). The previous Grade 2 cohort showed similar achievement but rebounded in Grade 3, suggesting that targeted support leads to recovery.

Teacher Reflections highlight conceptual jumps between Grade 1 and Grade 2 curriculum as a contributing factor, emphasizing the need for stronger scaffolding of foundational numeracy. Division 2 results remain strong with 95% of students achieving proficiency.

Groups / Year	Percentage at levels 1-2	percentage at levels 3-4
2023-2024 (Overall)	9.7%	90.8%
2024-2025 (Overall)	14.9%	85.1%
2024-2025 (Excluding Gr 2 Data)	10.8%	89.2%

Provincial Numeracy Assessments - Grade 1-3

Within-year improvement in numeracy achievement

	2023-2024			2024-2025		
	Baseline RAS*	improved	Adjusted RAS*	Baseline RAS*	improved	Adjusted RAS*
1	9.5%	0%	9.5%	14.7%	52.94%	6.92%
2	16.36%	41.2%	9.6%	16.7%	30.77%	11.56%

3	9.57%	22.2%	7.46%	7.55%	5.88%	7.11%
Overall	13.24	25%	9.93%	12.59	30%	8.81

*Requires Additional Support (RAS)

Within-year data suggest that targeted intervention reduces the number of students at risk. We are encouraged that early identification and responsive instruction continue to support students in closing foundational gaps.

Well-Being Data Analysis

Student perception data related to Learning about Indigenous ways of being, belonging, doing and knowing as well as students recognizing their responsibility to develop respect between Indigenous peoples and other Canadians, increased by more than 5% from 2023-2024 to 2024-2025.

Unfortunately, more detailed measures that were included in the 2023-2024 survey and intended for our 2024-2025 SDP – such as learning about the contributions of Indigenous peoples, understanding Indigenous perspectives, using learning materials created by Indigenous peoples, and learning on the land and through story – were not collected in 2024-2025. In 2023-2024, teachers reflected on the discrepancy between the broader and more specific measures. Although we do not have follow-up data on these more granular measures for 2024-2025, teacher reflection data and broader student perception data suggest ongoing progress in this area. Ongoing classroom practice and staff professional development have continued to deepen understanding and integration of indigenous perspectives into teaching and learning.

	2023-2024	2024-2025	Difference
At my school, I learn about Indigenous ways of being, belonging, doing & knowing.	93.58%	99.04%	+5.46%
At my school, I get to learn from Indigenous Elders and Knowledge Keepers.	97.3%	96.3%	-1.0%

I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians	87.75%	92.78%	+5.03%
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School-Based Formative Measures

We weren't able to realize the promise of our Gathering Space initiative to collect artifacts of our professional learning journey and our journey with students over the year because of a flood in December and the relocation of the grade 3 team to available spaces, including the gathering space. However, teachers collected reflection artifacts throughout the year, representing their deepening understanding and connection to the land and their understanding of Land-as-Teacher. Teacher self-assessment using the Indigenous Education Rubric showed consistent growth over the 4 samplings (twice in 2023-2024), which were plotted along a 4-point continuum. Teachers reflected on their confidence engaging with land-based pedagogies, especially Land-as-Teacher and braiding Indigenous and Western knowledge systems (Two-Eyed Seeing). Overwhelmingly, teachers expressed gratitude for professional development and community opportunities that supported them to develop confidence in this area. New initiatives such as Circle Friday reinforced learning on the land and fostered belonging. In School-based student data collected in the spring, 76% of students agreed that Circle Fridays make them feel connected to their school community. Students also demonstrated a meaningful connection between self-regulation (our well-being goal) and their experiences on the land. 77% of students rated being on the land as a 1 or a 2 on the 5-Point scale, the most positive measures.

Well-Being (Self-regulation) analysis

Student perception data across the CBE Survey, Alberta Education Assurance Survey (AEA), and OurSCHOOL Survey reflect overall positive well-being, with most students reporting a strong sense of belonging and feeling safe at school. Students' confidence in emotional control and relationship skills continues to grow, though students' perceptions of peer care and sustained engagement remain areas for development. Together, the data suggest that while students feel supported by adults and connected to the school community, further focus is needed on self-regulation - helping students manage emotions, persist through challenges, and demonstrate empathy and care for others.

Measure	2023-2024	2024-2025	Source
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Students indicate they feel they belong at school	71%	75%	AEA Survey
Students affirming a welcoming and respectful learning environment	90.5%	76%	AEA Survey
Students who feel safe and cared for at school	76%	76%	AEA Survey
Students reporting positive relationships	82%	82%	OurSCHOOL
Students reporting a sense of belonging	81%	78%	OurSCHOOL
Students who feel peers care for one another	63%	57%	AEA Survey
Students engaged in learning	64%	67%	AEA Survey

Belonging and safety remain strong overall, with over 3/4 of students reporting they feel welcomed and cared for at school. However, peer relationships continue to be an area for growth - only 57% of students feel that most peers care for each other. This is similar to a decrease of 14% year over year in students who affirm a welcoming and respectful learning environment (AEA Survey). Engagement increased modestly from 64% to 67% suggesting a gradual improvement in school-wide connection and learning readiness.

Self-regulation and Emotional Control

Measure	2023-2024	2024 - 2025	Source
Students able to control their temper	66%	69%	OurSCHOOL
Students able to remain calm when things don't go their way	62%	56%	OurSCHOOL
Students able to consciously control emotions and behavior	76%	74%	OurSCHOOL
Students able to stay focused during less engaging tasks	69%	73%	OurSCHOOL
Students able to remain focused during transitions	63%	67%	OurSCHOOL

Student self-regulation skills show gradual improvement, particularly in emotional awareness and control. The 2024 to 2025 data indicate stronger self-monitoring in both grade 4 and grade 5, with 77% and 70% respectively, able to consciously manage emotions and behaviour. However, sustaining focus - especially during transitions or low-interest tasks - remains an area needing explicit teaching and guided practice.

Attendance and Engagement

Measure	2023-2024	2024-2025	change
Students with over 10% absences	33.43%	27.95%	-5.48%
Students with over 20% absences	9.34%	5.53%	-3.81
Students reporting staying at home when not ill - CBE Survey	27.68%	27.52%	-0.16%

Attendance remains closely linked to engagement and self-regulation. While moderate absenteeism (10%+) has increased, chronic absenteeism (20%) has decreased. Informal teacher observations (as reported during class reviews and Collaborative Response) indicate that students who attend regularly are more likely to persist with academic challenges - suggesting that improving attendance continues to be key to strengthening self-regulation and engagement. A number of students are missing significant instructional time due to avoidable absences. These patterns negatively impact all school development efforts through decreased student achievement, engagement, and sense of connection to the school community and contribute to a welcoming, respectful environment.

School-Based Measures

School-based student voice surveys, developed through PLC work, reinforce that students have a strong understanding of self-regulation strategies and language. 93% of students reported that they know what the five-point scale is and how to use it. 64% value the scale for helping them to understand themselves, while 58% found it useful for communicating what they need to others. Just over half (54%) said that it helps them to understand other people's reactions. This data suggests that while students are increasingly able to apply regulation tools, continued emphasis is needed on using these strategies to build empathy and perspective-taking. Both will strengthen self-regulation in our learning community.

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	Edgemont 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	82.9	81.8	84.5	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	79.9	80.2	83.9	79.8	79.4	80.4	High	Maintained	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	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	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	88.7	89.0	89.6	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.5	86.2	89.0	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	76.1	71.9	75.8	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	81.7	81.1	82.4	80.0	79.5	79.1	High	Maintained	Good