

**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

**Chaparral School**

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## 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 One: *Through assessment and task design, academic achievement in literacy will improve.***

**Outcome One: *Student literacy skills related to writing will improve.***

#### Celebrations

- In reading, we saw an improvement from 132 students achieving at a level 1 or 2 on the January report card to 96 students on the June report card.
- In writing, we saw an improvement from 161 students achieving at a level 1 or 2 on the January report card to 117 students on the June report card.
- In math, we saw an improvement from 105 students achieving at a level 1 or 2 on the January report card to 97 students on the June report card.

#### Areas for Growth

- Building student confidence in their perception of personal writing competency.
- Focus on conventions and structures of writing to demonstrate clarity in student work.
- Creating more space for mathematical concepts despite the focus on literacy.

#### Next Steps

- Explicit teaching of new concepts from the new curriculum that students have had minimal exposure to with the change.
- Providing opportunities for students to write informally and formally as they hone their writing skills.
- Professional Learning Communities with continued focus on writing and the connection to reading.

## Our Data Story:

Our Data Story demonstrates growth in literacy, specifically in writing, as it was our focus for the 2024-25 school year. We see particularly strong gains in Grades One, Four and Six in the indicators for the writing stem “writes to explore and understand.” The following data is what informs this Data Story.

We primarily used Report Card Data, the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

### Report Card Data (January 2025)

LITERACY							
Reading							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	5.3%	37.3%	29.3%	24.0%	0%	2.7%	1.3%
Grade Two	8.9%	16.7%	27.8%	40.0%	0%	5.6%	1.1%
Grade Three	5.4%	23.0%	33.8%	28.4%	0%	2.7%	6.8%
Grade Four	2.7%	21.9%	43.8%	27.4%	0%	1.4%	2.7%
Grade Five	0%	26.9%	37.3%	32.8%	1.5%	1.5%	0%
Grade Six	3.0%	27.3%	40.9%	18.2%	0%	3.0%	7.6%
Average	4.5%	25.2%	35.1%	29.0%	0.2%	2.9%	3.1%

  

Writing							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	4.0%	25.3%	52.0%	17.3%	0%	1.3%	0%
Grade Two	6.7%	27.8%	41.1%	17.8%	0%	4.4%	2.2%
Grade Three	6.8%	29.7%	33.8%	17.6%	0%	4.1%	8.1%
Grade Four	0%	38.4%	42.5%	11.0%	4.1%	1.4%	2.7%
Grade Five	0%	38.8%	53.7%	6.0%	1.5%	0%	0%
Grade Six	1.5%	39.4%	40.9%	12.1%	0%	1.5%	4.5%
Average	3.4%	32.8%	43.8%	13.9%	0.9%	2.2%	2.9%

<b>MATHEMATICS</b>							
<b>Stem: Understands number, patterns (and algebra)</b>	<b>Indicator 1</b>	<b>Indicator 2</b>	<b>Indicator 3</b>	<b>Indicator 4</b>	<b>ADP</b>	<b>EAL</b>	<b>IPP</b>
<b>Kindergarten</b>	2.8%	16.9%	63.4%	16.9%	0%	n/a	0%
<b>Grade One</b>	0%	22.7	36.0%	41.3%	0%	n/a	0%
<b>Grade Two</b>	0%	16.7%	36.7%	46.7%	0%	n/a	0%
<b>Grade Three</b>	5.5%	24.7%	26.0%	38.4%	0%	n/a	5.5%
<b>Grade Four</b>	0%	11.0%	58.9%	28.8%	0%	n/a	1.4%
<b>Grade Five</b>	1.5%	19.4%	61.2%	14.9%	1.5%	n/a	1.5%
<b>Grade Six</b>	0%	22.7%	54.5%	21.2%	0%	n/a	1.5%
<b>Average</b>	1.4%	19.0%	47.4%	30.7%	0.2%	n/a	1.4%

### Report Card Data (June 2025)

<b>LITERACY</b>							
<b>Reading</b>							
<b>Stem: Reads to explore and understand</b>	<b>Indicator 1</b>	<b>Indicator 2</b>	<b>Indicator 3</b>	<b>Indicator 4</b>	<b>ADP</b>	<b>EAL</b>	<b>IPP</b>
<b>Kindergarten</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Grade One</b>	3.9%	25.0%	19.7%	46.1%	0%	0%	0%
<b>Grade Two</b>	2.2%	7.7%	31.9%	52.7%	1.1%	1.1%	3.3%
<b>Grade Three</b>	2.7%	12.2%	33.8%	43.2%	0%	1.4%	6.8%
<b>Grade Four</b>	3.9%	21.1%	42.1%	28.9%	0%	1.3%	2.6%
<b>Grade Five</b>	0%	19.7%	37.9%	39.4%	1.5%	1.5%	0%
<b>Grade Six</b>	1.5%	31.3%	37.3%	20.9%	0%	3.0%	6.0%
<b>Average</b>	2.4%	18.8%	33.6%	39.3%	0.40%	1.6%	3.8%

<b>Writing</b>							
<b>Stem: Writes to express information and ideas</b>							
<b>Stem: Writes to express information and ideas</b>	<b>Indicator 1</b>	<b>Indicator 2</b>	<b>Indicator 3</b>	<b>Indicator 4</b>	<b>ADP</b>	<b>EAL</b>	<b>IPP</b>
<b>Kindergarten</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Grade One</b>	2.6%	10.5%	44.7%	38.2%	0%	1.3%	2.6%
<b>Grade Two</b>	2.2%	20.9%	38.5%	29.7%	1.1%	3.3%	4.4%
<b>Grade Three</b>	4.1%	27.0%	41.9%	18.9%	0%	0%	8.1%
<b>Grade Four</b>	3.9%	23.7%	44.7%	21.1%	2.6%	1.3%	2.6%
<b>Grade Five</b>	0%	30.3%	57.6%	9.1%	1.5%	0%	1.5%
<b>Grade Six</b>	1.5%	32.3%	46.2%	12.3%	0%	1.5%	6.2%
<b>Average</b>	2.5%	23.7%	45.1%	22.3%	0.9%	1.3%	4.2%

MATHEMATICS							
Stem: Understands number, patterns (and algebra)	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	2.9%	4.3%	48.6%	44.3%	n/a	n/a	0%
Grade One	0%	17.1%	27.6%	55.3%	n/a	n/a	0%
Grade Two	1.1%	12.1%	28.6%	56.0%	1.1%	n/a	1.1%
Grade Three	6.8%	8.1%	48.6%	31.1%	0%	n/a	5.4%
Grade Four	3.9%	22.4%	40.8%	30.3%	1.3%	n/a	1.3%
Grade Five	3.0%	22.7%	51.5%	16.7%	1.5%	n/a	4.5%
Grade Six	1.6%	28.1%	48.6%	25.0%	0%	n/a	1.6%
<b>Average</b>	2.7%	16.1%	40.6%	38.1%	0.6%	n/a	1.9%

### Report Card Data Change in Indicators

\* It is a positive result to see a decline (-) in indicators of 1 & 2, ADP, EAL & IPP.

\* A positive (+) change indicates student growth.

LITERACY							
Reading							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	-1.4%	-12.3%	-9.6%	+22.1%	0%	-2.7%	-1.3%
Grade Two	-6.7%	-9.0%	+4.1%	+12.7%	+1.1%	-4.5%	+2.2%
Grade Three	-2.7%	-4.5%	0%	+14.8%	0%	-1.3%	0%
Grade Four	+1.2%	-0.8%	-1.7%	+1.5%	0%	-0.1%	-0.1%
Grade Five	0%	-7.2%	+0.6%	+6.6%	0%	0%	0%
Grade Six	-1.5%	+4.1%	-3.6%	+2.7%	0%	0%	-1.6%
<b>Average</b>	-2.1%	-6.4%	-1.5	+10.3%	+0.2%	-1.3%	+0.7%

Writing							
Stem: Writes to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	-1.4%	-14.8%	-7.3%	+20.9%	0%	0%	+2.6%
Grade Two	-4.5%	-6.9%	-2.6%	+11.9%	+1.1%	-1.1%	+2.2%
Grade Three	-2.7%	-2.6%	+8.1%	+1.3%	0%	-4.1%	0%
Grade Four	+3.9%	-14.7%	+2.2%	+10.1%	-1.5%	-0.1%	-0.1%
Grade Five	0%	-8.5%	-+3.9%	+3.1%	0%	0%	+1.5%
Grade Six	0%	-7.1%	+5.3%	+0.2%	0%	0%	+1.7%
<b>Average</b>	-0.9%	-9.1%	+1.3%	+8.4%	0%	-0.9%	+1.3%

MATHEMATICS							
Stem: Understands number, patterns (and algebra)	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	+0.1%	-12.6%	-14.8%	+27.4%	n/a	n/a	n/a
Grade One	0%	-5.6%	-8.4%	+14.0%	n/a	n/a	0%
Grade Two	+1.1%	-4.6%	-8.1%	+9.3%	1.1%	n/a	+1.1%
Grade Three	+1.3%	-16.6%	+22.6%	-7.3%	0%	n/a	-0.1%
Grade Four	+3.9%	+11.4%	-18.1%	+1.5%	+1.3%	n/a	-0.1%
Grade Five	+1.5%	+3.3%	-9.7%	+1.8%	0%	n/a	+3.0%
Grade Six	+1.6%	-5.4%	-5.9%	+3.8%	0%	n/a	+0.1%
<b>Average</b>	+1.3%	-2.9%	-6.8%	+7.4%	+0.4%	n/a	+0.5%

In reading, we saw an improvement from 132 students achieving at a level 1 or 2 on the January report card to 96 students on the June report card.

In writing, we saw an improvement from 161 students achieving at a level 1 or 2 on the January report card to 117 students on the June report card.

In math, we saw an improvement from 105 students achieving at a level 1 or 2 on the January report card to 97 students on the June report card.

Writing has shown to be the area that had the most consistent growth. It continues to be an area of focus as teacher perception (when asked) is that this is a direct result of the targeted work in this area. It is important to continue with this goal as to not lose momentum. Reading is also showing growth and the correlation of the impact of reading and writing on each other is evident. We are monitoring Math to see if the minimal improvement in this area is a direct result of the focus being in literacy versus math.

#### LeNS – Changes in at-risk population

Grade	At Risk Students - November	At Risk Students - June
Grade 1	9 students	1 student
Grade 2	0 students	0 students

### CC3 – Changes in at risk-population

	<b>Overall</b> (pre)	<b>Overall</b> (post)
<b>Grade 1</b> (Jan & June)	5 students	2 students
<b>Grade 2</b> (Nov & June)	7 students	11 students
<b>Grade 3</b> (Nov & June)	8 students	8 students

### Numeracy – Changes in at-risk population

	<b>Total Weighted Score</b> (pre)	<b>Total Weighted Score</b> (post)
<b>Grade 1</b>	6 students	7 students
<b>Grade 2</b>	8 students	7 students
<b>Grade 3</b>	13 students	13 students

The standardized assessments showed the most progress in Grade One Literacy. With the exception of the Grade 2 CC3, where we saw a slight increase, the pre and post assessments stayed relatively static with a +/- 1 student variance in a couple of areas. We saw an overall increase in all areas of student perception data from the CBE Student Survey (Grades 4-6) regarding how students feel about their learning in the areas of reading and mathematics. Interestingly, writing showed a slight decline. It is unclear as to why students feel less competent in writing than in reading and math, especially as it was our focus. Further work in this area should help students to grow their confidence as writers. Data from our Kindergarten-Grade 3 students is not available in the same way. The data from our Grade 4-6 students about their perceptions of their learning in these areas is below.

## Goal Two: *Student well-being will improve*

### Outcome One: *Students' strategies around regulation and persevering during school activities will improve.*

#### Celebrations

- An increase of 1.28% on the Student Survey in the area of Regulation
- This is an increase of 13.69 percentage points from 2 years ago.
- Teacher perception indicates that they feel they have more skills to deal with regulation in the classroom with a direct result being that fewer students needed external to classroom regulation strategies.
- The ourSchool Survey showed an overall increase in student perception of their ability to self-regulate in Grades Five and Six. Grade 4 remained unchanged.
- The AAES demonstrates that we are achieving at satisfactory levels in all areas and demonstrates improvement in our lowest areas.

#### Areas for Growth

- The increased improvement in this area, although positive is still our area of greatest concern. There is plenty of room for growth.
- There are indications that students need support with understanding their self-monitoring of screen time and self-care.
- Continue work on parental engagement to increase parental perception of their involvement in school matters.

#### Next Steps

- Continue with developing our collective capacity for supporting regulation for students
- Continue with SEL competencies using universal strategies to intentionally integrate SEL competencies schoolwide.
- Continue to develop critical thinking skill for students to engage in problem solving processes

## Our Data Story:

Our Data Story demonstrates growth in well-being, specifically in regulation and self-regulation, as it was our focus for the 2024-25 school year.

The following data is what informs this Data Story.

We primarily used the CBE Student Survey, the ourSchool Survey (Well-being) and the Alberta Education Assurance Measures Results.

<b>CBE Student Survey</b>	
<b>I understand what I read.</b>	
<b>Annual Results</b>	<b>Overall Percentage of Agreement</b>
<b>May 2023</b>	96.77%
<b>May 2024</b>	92.79%
<b>April 2025</b>	97.03%

<b>CBE Student Survey</b>	
<b>I am a good competent writer</b>	
<b>Annual Results</b>	<b>Overall Percentage of Agreement</b>
<b>May 2023</b>	80.87%
<b>May 2024</b>	78.3%
<b>April 2025</b>	73.91%

<b>CBE Student Survey</b>	
<b>I am confident that I can learn Mathematics</b>	
<b>Annual Results</b>	<b>Overall Percentage of Agreement</b>
<b>May 2023</b>	90.08%
<b>May 2024</b>	85.05%
<b>April 2025</b>	91.00%

<b>CBE Student Survey</b>	
<b>Regulation</b>	
<b>Annual Results</b>	<b>Overall Percentage of Agreement</b>
<b>May 2023</b>	63.26%
<b>May 2024</b>	75.67%
<b>Spring 2025</b>	76.95%

<b>ourSchool Survey</b>				
<b>Category</b>	<b>Grades</b>	<b>Overall Agreement October 2022</b>	<b>Overall Agreement October 2023</b>	<b>Overall Agreement October 2024</b>
<b>Self-Regulation</b>	4	n/a	72%	72%
	5	n/a	72%	81%
	6	59%	58%	63%

The CBE Student Survey demonstrated to us that regulation is the area of most concern for our students. Although there has been improvement in this area, it is the area determined to have the most need. More specifically, students indicated that 62.64% are able to be respectful when they don't agree with the rules. This is an improvement of 5 percentage points. Still 46.67% feel that they are not being careful of the amount of screen time they participate in. This has remained very similar to last year. The ourSchool survey demonstrated an increase in the number of students feeling that they can self-regulate for Grades 5 & 6. Grade 4 remained static. This was the first opportunity to compare the results for Grades 4 & 5, as last year's results were the baseline for the work in these grades.

On the Alberta Education Assurance Measures, we have maintained or improved our progress in all of the measured areas. The previous decline in the area of Citizenship has maintained its standing and is considered to be a Very High achievement. This directly correlates to the student perspective on this survey. This survey is comprised of student, staff and parent opinions from our Grade 4 cohort of students. In the area of Citizenship, staff and parents both rated the school as Very High, and students have shown a marked improvement over their perspectives from last year. There is still work to be done to return to 2022 results; however, the increase demonstrates growth. The question of whether students follow the rules had the largest impact on this growth as it changed positively 20 percentage points. This speaks to the value in the work we engage in, in these areas. We will continue to grow and build regulation and resiliency skills with our students. There has been a marked improvement in the area of parents'

involvement in the school however there are still many less you feel that they are involved in the decisions being made at the school level. 47% of parents felt they were involved. This is low; however, it is an increase over last year. Attendance at School Council meetings is aligned with the results. We have seen more parents attend school council regularly, yet it is still only a sample of our school community. We will continue focusing on inviting parents for their feedback.

# 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

### Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 1331 Chaparral School

Assurance Domain	Measure	Chaparral 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	<a href="#">Student Learning Engagement</a>	88.6	84.2	82.1	83.9	83.7	84.4	Very High	Improved	Excellent
	<a href="#">Citizenship</a>	85.2	76.7	81.9	79.8	79.4	80.4	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	79.8	79.9	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	15.5	17.7	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	93.5	90.0	87.8	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSEL)</a>	90.0	85.4	87.1	84.4	84.0	84.9	High	Maintained	Good
	<a href="#">Access to Supports and Services</a>	79.9	68.0	69.9	80.1	79.9	80.7	Intermediate	Improved	Good
Governance	<a href="#">Parental Involvement</a>	85.8	72.1	77.3	80.0	79.5	79.1	Very High	Maintained	Excellent