


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

Huntington Hills School

820 64th Ave NW, Calgary, AB T2K 0M5 t | 403-777-6650 f | 587-933-9833 e | huntingtonhills@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 One: To continually increase the number of students achieving excellence in reading comprehension.

Outcome One: Through targeted instruction, student achievement in reading comprehension will improve.

Celebrations

- Collaborative Response data shows that the overwhelming majority of students who were part of targeted small group supported learning sprints experienced growth in reading.
- Decision Tree assessment data shows growth in Words Their Way and Oral Reading Fluency data sets from beginning of the year to the end of the year.
- Positive changes were noted by parents in the Alberta Assurance Survey where the percentage of parents acknowledging that students have access to the appropriate supports rose from 79% in 2024 to 86% in 2025. This mirrors a similar trend from parents satisfied with the overall quality of basic education where the percentage of parents agreeing rose from 85% in 2024 to 87% in 2025. Both trends have steadily increased over the last four years.
- Report card marks assessing student ability to read to explore and understand show that students are keeping up with the increasing grade level expectations as the year progresses. 15.4% of our students received an indicator of 3 or 4 in January 2025 and these scores remained the same in June at 15.3%.
- Our Indigenous students' data shows that 9.5% achieved a 3 or a 4 in reads to explore and understand in January and increased their scores by 2.4% to 11.9% in the June report card.

Areas for Growth

- Continue to make small group targeted instruction a classroom routine at all grade levels.
- Provide specific targeted intervention for students at all grade levels in literacy, mathematics and Wellness
- Supporting the personalization of learning for all students

Next Steps

- Implementing first learning sprint for math on November 21.
- Targeted small group instruction to begin following week and runs through to December 19.

- Learning sprint for literacy will begin in January and will continue to rotate through 4 to 6 week literacy and math sprints until end of May.
- Assessment data will drive targeted instruction.
- Formal following of students and data through Collaborative Response Meetings.

Our Data Story:

1. Mindset

- Our goal was to continually increase the number of students achieving excellence in reading comprehension.
- Our expected outcome was to improve reading comprehension through targeted instruction.
 - We expected to see continual increases to reading comprehension in school-based data, report cards and Provincial Achievement Tests

2. Pull the Data Together:

Data Source	Beginning/Baseline Data	Ending Data	Percentage Change
Report Card- Reads to Explore and Understand	15.4% achieving a 3 or 4 in January	15.3% achieving a 3 or 4 in June	0.1% decrease
Special Ed			
Report Cards- Reads to Explore and Understand	7.3% earning a 4	12.7% earning a 4	5.4% Increase
Provincial Achievement Tests in Reading	49% of Community Students scored Acceptable standard	69.2% of our Learning and Literacy students scored Acceptable	20.2% difference

- The data shows that the intensive targeted reading instruction supported a higher rate of growth in reading comprehension.
 - Our focus for this work was the implementation of routine, specific, small group support for students in reading, word work and math. This universal intervention allowed students to know where they were at and what their next steps in learning were.
 - Data indicated the need to develop personalized, ability level tasks as a priority in improving academic and mental health in students.
 - Diagnostic assessments (CC3, WTW, DIBELS ORF, Core Vocabulary, LeNs, and Numeracy), were administered three times last year, plus our staff created continuums of support were used to inform our teacher practice and the personalization of student learning.

3. Key Insights:

LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant decrease in the percentage of students in the at-risk and cusp categories in most grades.

- In addition to student data, parents have also reported that they are feeling more confident that supports are available at the school level and that their students are more engaged in learning.
- Parent agreement with the Assurance survey's question asking about perceptions 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 is at 95%. This is correlated to student perception on the same question coming in also at 95%, a rating of "Very High."

4. Engage Student, Staff and Community Voice:

- The Alberta Assurance Survey noted that 95%, of parents and students felt safe at school. This contrasts sharply with teacher's perceptions that students are safe at school, are caring for and are learning respect for others. Only 85% of teachers feel that this is true, leading to a "very low" rating. This data set would suggest that our staff are being challenged by the increasing complexity and physicality of our student population, but that students and parents feel we are responding well.
- On the Our School survey, students were asked about their experience in seeing themselves and others practicing the characteristics of the 7 Sacred Teachings. 52% of respondents identified as a seedling or root, which are the beginning stages of understanding and applying the traits their classroom studied.

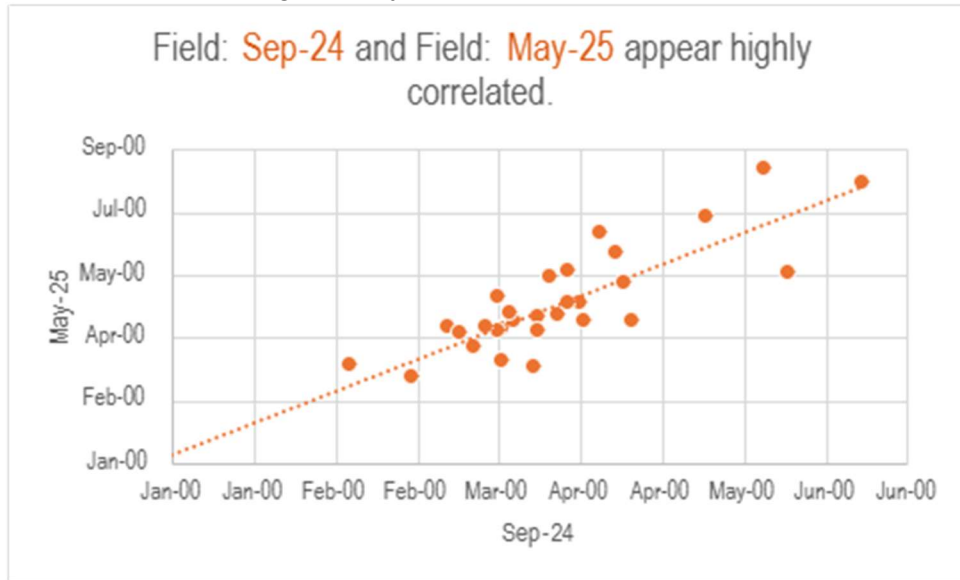
5. Data Informed Decision Making:

Our data shows that the use of assessments to pinpoint where students are academically and what their next learning steps are is an effective way to create small direct instruction groupings that support the identified next steps.

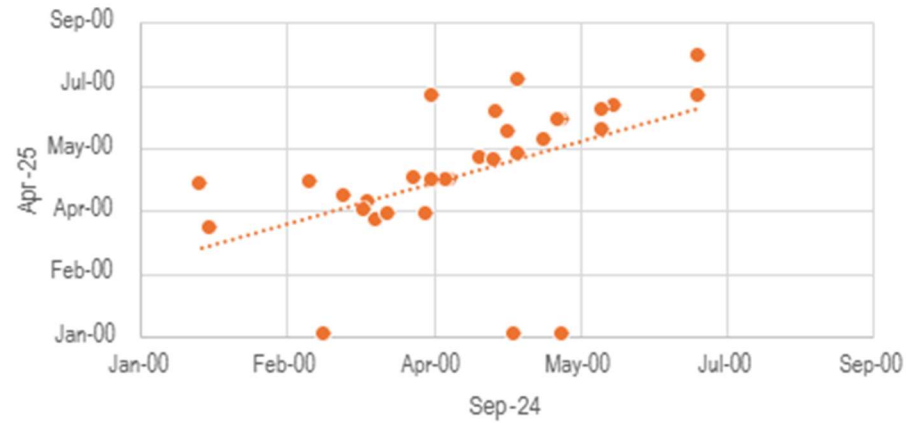
- Formalizing our processes in scheduled collaborative response meetings throughout the year, helps staff see the importance of making this strategy a routine part of their work.

6. Literacy Data- Oral Reading Fluency Over Time:

Grade 4 Oral Reading Fluency over time:

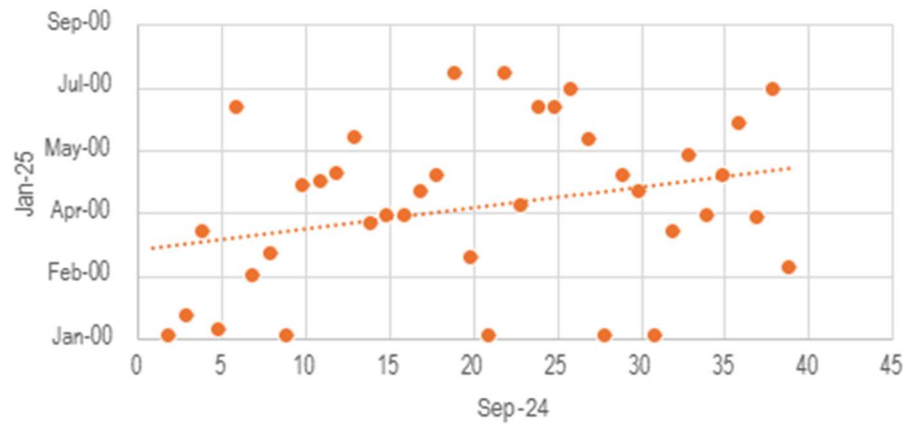


Field: Sep-24 and Field: Apr-25 appear highly correlated.



Grade 5 Oral Reading Fluency over time:

Field: Sep-24 and Field: Jan-25 appear highly correlated.



Grade 6 Oral Reading Fluency over time:

The charts above show a steady progression of reading comprehension over the time noted on the chart. Each orange dot shows a student's data point as the months progress, and the dotted line averages growth over the time indicated.

7. Drive Adjustments for Year Two:

- Baseline evidence shows that the SDP strategy is effective in moving student reading skills forward. We need to build on our experiences from last year to ensure continued student success.

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	Huntington Hills 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	85.9	84.7	80.9	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	82.0	81.2	79.9	79.8	79.4	80.4	Very High	Maintained	Excellent
	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	45.7	48.5	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	2.9	6.3	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	90.4	88.9	87.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.5	83.5	85.1	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	82.2	76.0	74.6	80.1	79.9	80.7	Intermediate	Improved	Good
Governance	Parental Involvement	77.2	80.6	73.8	80.0	79.5	79.1	Intermediate	Maintained	Acceptable