


**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

**Valley View 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.

2024-25 SDP GOAL ONE: Student foundational skills in literacy and mathematics will improve.

Outcome one: Students will improve in phonological awareness and decoding skills.

Outcome two: Student procedural fluency will improve through a focus on number sense.

#### Celebrations

The data indicates strong positive trends, particularly in the early grades and for segmented student groups:

- Kindergarten Improvement: Kindergarten students showed significant improvement in both literacy and numeracy report card indicators.
- Grades 1-2 Gains (Numeracy): Students in Grades 1 and 2 showed positive shifts in understanding and applying number concepts.
- Equity Success: English as Additional Language Learners are outperforming the general cohort in mathematics achievement at Grades 3–6.
- Increased achievement: "At-risk" students in Grade 1 saw a decrease in risk level for reading.

#### Areas for Growth

- Intervention: numeracy and literacy in Grades 2 and 3 show increased at-risk levels, requiring sustained, targeted support.
- Conceptual Understanding in Math: Students can recall facts and compute, but a deeper conceptual understanding of relationships and concepts is area of specific attention in Grades 3–6 (minimal change from June 2024 to June 2025).
- Pushing Proficiency: The percentage of students receiving a report card Indicator 4 decreased in both literacy and numeracy for grades 3-6 from June 2024 to June 2025, indicating a need to challenge students.
- Literacy Depth: There is a need to focus on improving student achievement from Indicator 3 to Indicator 4 in the report card section "Reads to Explore and Understand" for Grades 1 to 5.

#### Next Steps

- Strengthen Literacy Beyond Decoding: Bridge phonological awareness and decoding skills into vocabulary development and fluency development.
- Deepen Conceptual Understanding in Connection with Procedural Fluency in Math:
  - Emphasize multiple representations, reasoning, and justification through problem solving.

2024-25 SDP GOAL TWO: Students will implement a solution-focused problem-solving approach, increasing their sense of safety and belonging.

Outcome one: Students will develop an understanding of self-awareness and learn skills to self-regulate.

#### Celebrations

- There was a 35.7 percentage point increase in the number of students in grades 4-6 who identified a self-regulation strategy to use when they are feeling stressed.
- The school has seen positive outcomes in students' self-awareness and ability to support well-being, especially in kindergarten, with a 26 percentage point increase receiving 4's on the report card for "Demonstrates skills to support the well-being of self and others."
- There was a 14.8 percentage point increase in the number of students in Grades 1 to 6 who achieved a proficient rating (Indicator 3) in "Demonstrates skills to support the well-being of self and others."

#### Areas for Growth

Survey data points to a decline in perceptions of safety and peer relationships, alongside challenges in self-regulation:

- Peer Relationships: There is a 6.0 percentage point decline in students' perception of how well their peers treat them
  - Student perception of feeling safe decreased by 4.0 percentage points.
  - Overall staff and student perceptions of safety and peer relationships declined in the Alberta Education Assurance Measure (AEAM) survey.
- Students are aware of self-regulation strategies and will be working towards implementation

#### Next Steps

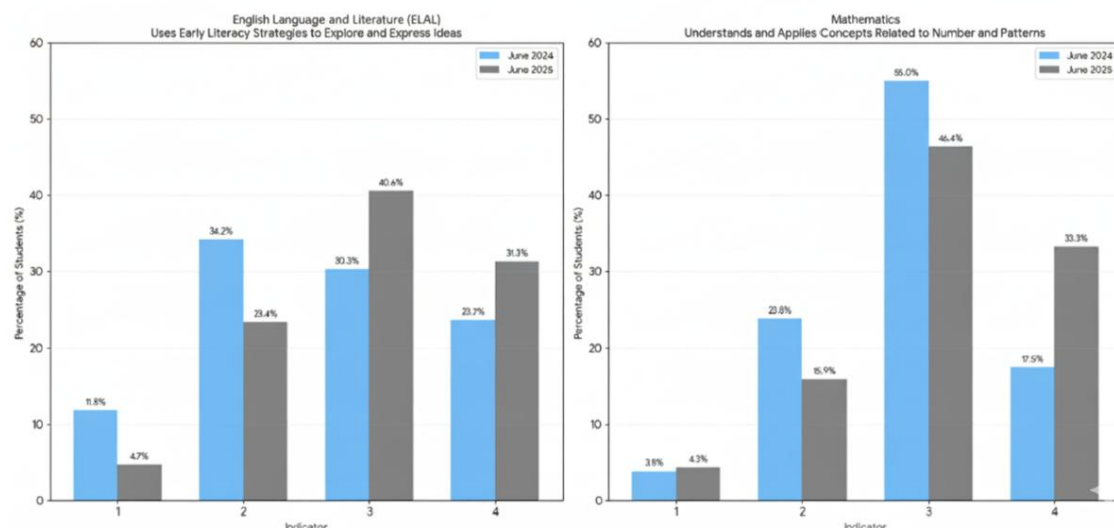
- Strengthening Relationships and Safety:
  - Continue targeted SEL Programs that focus specifically on relationship building, including empathy, self-awareness, communication, and constructive conflict management.
- Enhance Emotional Regulation:
  - Maintain consistent routines for regulation and dedicated SEL curriculum time.
- Elevate Student Voice and Feedback: Strengthen Regular Forums for Student Voice to discuss concerns, share ideas, and offer feedback on their school experience.

## Our Data Story:

Valley View School's 2024-2025 School Development Plan focused on enhancing foundational skills in literacy and mathematics while nurturing a strong sense of safety and belonging among students. Key literacy skills involve decoding text, and the mathematics emphasis is on building procedural fluency in number sense, achieved through explicit instruction, regular math routines, and effective mathematical representations. Through professional learning conversations and data analysis, we've identified a need for additional support in students' literacy and numeracy development. To address this, we partnered with the Calgary Regional Consortium to develop language-rich environments using culturally relevant texts. This initiative involves direct teaching in phonological awareness and phonics. Furthermore, teachers have worked to expand their own knowledge and skills to better support learners' understanding of mathematics, focusing on fostering students' voices and perseverance.

Beyond academic success, Valley View School also centered on developing students' self-awareness and self-regulation. We incorporated regular talking circles and brain-based learning strategies to promote this self-awareness. Our approach has included modelling persistence, reflection, and emotion identification, crucial skills for students as they adapt their reading and mathematics strategies. By the end of the year, we observed measurable growth in reading skills among division one and division two learners.

(Figure. 1)



Kindergarten English Language Arts & Mathematic Success: (Figure. 1)

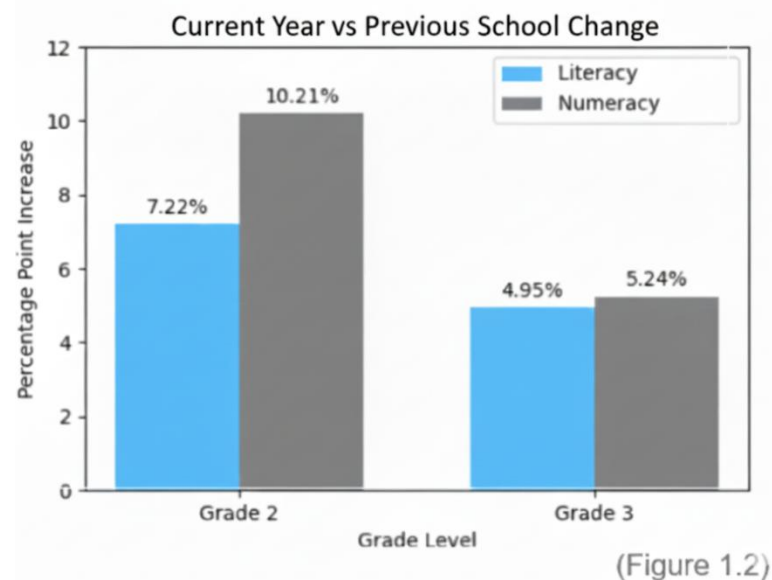
Kindergarten students showed remarkable growth, evidenced by a 17.9 percentage-point increase in students achieving report card indicators (3s and 4s) for the stem "Uses Early Literacy Strategies to Explore and Express." Additionally, there was a 15.8 percentage-point increase in the number of students achieving indicator 4 on the report card for the stem "Understands and applies concepts related to Number and Patterns". June 2025 report card data indicates 95% of the overall student population are achieving kindergarten expectations, with 79% achieving report card indicator of 3 or 4.

#### Exceptional Progress in Grade 1 Numeracy:

There was a decrease of students at risk by 17.4 percentage points for grade 1 on the Provincial Numeracy Assessment, which dropped from 45.3% to 27.9%. Grades 1 and 2 combined, there was a 5.3 percentage-point increase in the number of students achieving indicators 3 and 4 on the report card for the stem "Understands and Applies Concepts Related to Number and Patterns." The two data sources in Figure 1.1 align consistently, demonstrating a positive trend of improvement for students in grade 1.

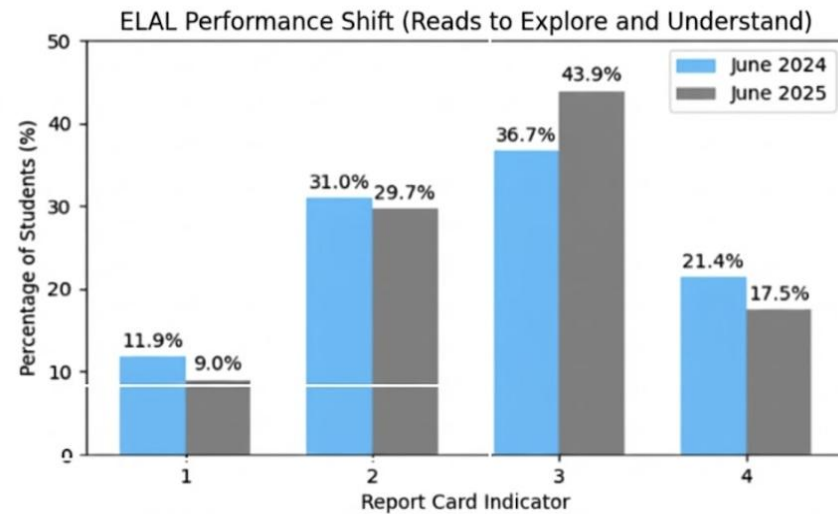
#### Insights in Grades 2-6:

The early gains in these grades were not maintained. Specifically, the at-risk rate for numeracy rose by 10.2 percentage points in Grade 2 and by 5.2 percentage points in Grade 3, coinciding with an increase in curriculum complexity. Figure 1.2 illustrates that the data confirm an increase in at-risk status for Grade 2 and Grade 3 students in both numeracy and literacy from January 2024 to January 2025. Furthermore, students in grades 3-6 can recall facts and compute, but a deeper conceptual understanding of relationships and concepts is area of specific attention.



### Overall Movement to Proficiency:

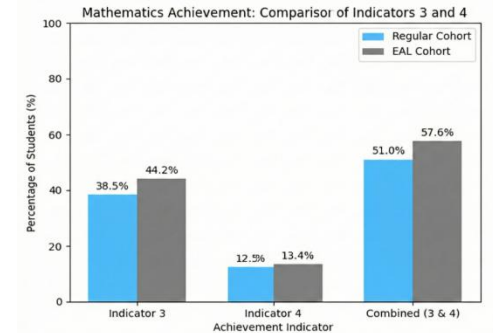
Figure 1.3 shows that across grades 1-6, there was an 8.2 percentage-point increase in students achieving Indicator 3 on the report card for "Reads to Explore and Understand," indicating a positive trend towards proficiency.



(Figure 1.3)

### English as an Additional Language (EAL) Student Success in Grades 3-6 Mathematics:

Figure 1.4 highlights the overall achievement of English EAL students, who have a combined success rate of 57.6% in receiving Indicators 3 and 4 on the report card stem, "Understands and Applies Concepts Related to Number, Patterns, and Algebra." This success rate surpasses the average of their overall peer group.

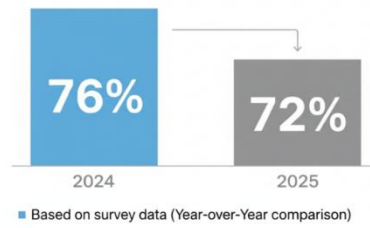


(Figure 1.4)

## Insights and Next Steps:

### Do you feel safe at school?

(Grades 4–6)



The CBE Student Survey data indicated a significant 35.7 percentage-point increase in Grades 4-6 students identifying calming and self-regulation strategies. However, there is still a need to increase students' self-awareness of their emotions. Increasing this self-awareness helps them recognize feelings and triggers that require specific calming strategies, enabling better decision-making about when and how to use them.

Data from the Alberta Education Assurance Survey highlighted changing perceptions of decreased student safety in schools. Additionally, student engagement and the design of meaningful tasks continue to be critical areas for improvement.

The results suggest that while explicit instruction contributes to skill development, students need more opportunities to apply these foundational skills. Moving forward, Valley View School will focus on strengthening the connection between explicit teaching of decoding and numeracy skills. As students face more complex learning objectives, developing self-regulation and engagement will be crucial for fostering perseverance. By combining explicit skill instruction with opportunities for choice, curiosity, and engagement, teachers will help students become fluent readers and mathematicians while also cultivating self-regulation strategies.

## Required Alberta Education Assurance Measures (AEAM) Overall Summary) 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 and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 9330 Valley View School

| Assurance Domain               | Measure  | Valley View 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>  | 81.8               | 74.6             | 79.2                | 83.9           | 83.7             | 84.4                | Low                | Maintained  | Issue   |
|                                | <a href="#">Citizenship</a>  | 68.8               | 65.7             | 67.4                | 79.8           | 79.4             | 80.4                | Low                | Maintained  | Issue   |
|                                | <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="#">PAT9: Acceptable</a>   | n/a                | n/a              | n/a                 | 62.5           | 62.5             | 62.6                | n/a                | n/a         | n/a     |
|                                | <a href="#">PAT9: Excellence</a>   | n/a                | n/a              | n/a                 | 15.6           | 15.4             | 15.5                | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Acceptable</a>  | n/a                | n/a              | n/a                 | 82.0           | 81.5             | 80.9                | n/a                | n/a         | n/a     |
|                                | <a href="#">Diploma: Excellence</a>  | n/a                | n/a              | n/a                 | 23.0           | 22.6             | 21.9                | n/a                | n/a         | n/a     |
| Teaching & Leading             | <a href="#">Education Quality</a>  | 82.9               | 84.7             | 85.5                | 87.7           | 87.6             | 88.2                | Low                | Maintained  | Issue   |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)</a> | 69.9               | 73.0             | 72.6                | 84.4           | 84.0             | 84.9                | Very Low           | Maintained  | Concern |
|                                | <a href="#">Access to Supports and Services</a>  | 69.9               | 66.4             | 65.2                | 80.1           | 79.9             | 80.7                | Very Low           | Maintained  | Concern |
| Governance                     | <a href="#">Parental Involvement</a>   | 68.5               | 67.7             | 71.7                | 80.0           | 79.5             | 79.1                | Very Low           | Maintained  | Concern |

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.

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