

**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

**Wildwood 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: 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:

- *Students requiring additional supports in the LeNS and PAST have decreased (40-33%, 36-34%) from September 2024 to September 2025*
- *Students reported engagement in all categories for math as measured by the CBE Student Survey (ranging from 1.77 to 11.73% increase)*
- *Students reported increased agreement in overall Resiliency and Mental Health (5.39% increase)*

Areas for Growth:

- *Building students' rapid automatized naming of the alphabet and high frequency words (increase from 22 to 28% students requiring additional supports)*
- *Improving student basic number sense (increase from 19 to 26% students requiring additional supports)*
- *Increase student awareness and use of regulation strategies (decrease from 80.7 to 72.96% overall agreement)*

Next Steps:

- *Targeted explicit daily instruction of identifying letter sounds, pictures, multi-sensory centers, labeling, auditory training and disciplinary vocabulary*
- *Targeted explicit daily instruction of manipulatives, visual models, number lines, teaching, labeling and vocabulary*
- *Systematic teaching of PATHs lessons – identification of emotions and appropriate choice of regulation strategies*

## Our Data Story:

### Learning Excellence

Students at Wildwood School have maintained or improved results in most learning areas. As stated above, we will continue targeted instruction with cohorts of students specific to letter and word recognition. Also stated above, we will continue to focus on building student number sense and comprehension.

Fall 2025: Provincial Universal Screeners Results: Overall			
Literacy		Numeracy	
Not Requiring Additional Supports	Requiring Additional Supports	Not Requiring Additional Supports	Requiring Additional Supports
69%	31%	78%	22%

Provincial Universal Screeners Results	Students requiring additional supports September 2024	Students requiring additional supports September 2025
Letter Name Sound - LeNS Overall	40%	33%
Phonological Awareness Screening Test – PAST	36%	34%
Rapid Automatized Naming (RAN)	22%	28%
Numeracy – Grade 1 - 3	19%	26%

There are small shifts in report card data, most consistently improving. The only statistically significant shift noted is in students achieving a 4 in the stem 'understands and applies concepts related to number and patterns', decreasing from 33% to 28.65%. We will build opportunities across mathematical areas to practice application of number sense.

Report Card Stem	Achievement Indicator											
Reads to explore and understand	1		2		3		4		EAL		IPP	
	Jun-24	Jun-25	Jun-24	June 2025	Jun-24	Jun-25	Jun-24	Jun-25	Jun-24	Jun-25	June 2024	Jun-25
Overall	2.90%	1.65%	17.60%	18.60%	31.60%	32.60%	25.80%	26.24%	18.90%	15.08%	3.10%	4.75%

Report Card Stem	Achievement Indicator											
Understands and applies concepts related to number and patterns (G1-2); and algebra (G3-6)	1		2		3		4		EAL		IPP	
	Jun-24	Jun-25	Jun-24	June 2025	Jun-24	Jun-25	Jun-24	Jun-25	Jun-24	Jun-25	June 2024	Jun-25
<b>Overall</b>	3.60%	2.96%	25.50%	25.32%	33.00%	34.38%	33.00%	28.65%	4.20%	2.77%	0.70%	4.25%

Important context for all Wildwood student data is the high level of transition rates. Over the course of the 2024-25 school year, 96 students joined our school and 55 moved out within the year (these numbers are correcting for natural transitions of kindergarten and end of year). That is an addition of 41 students. There is the additional year to year change of students – for the 2024/25 school year it was approximately 65 students (not including kindergarten). Transitions of this nature significantly impact class composition, instructional pacing and integrity.

Another contextual consideration is the individual learners in classrooms. Factors such as learning complexities, English as an Additional Language, refugee status and socio-economic considerations significantly impact instructional decision-making. However, known and consistent students can be planned for through differentiation and pacing.

Given the contextual considerations of Wildwood School, the academic achievement and perceptive data of students is remarkable.

## Well-Being

The summary of well-being data is taken from results from the CBE Student Survey, AEAM Survey and the Our School Survey.

Well-Being data for students at Wildwood School shows strong Connection, Resilience and Mental Health and Regulation. Wildwood School results are consistently higher than Area 7 and the Calgary Board of Education in all areas.

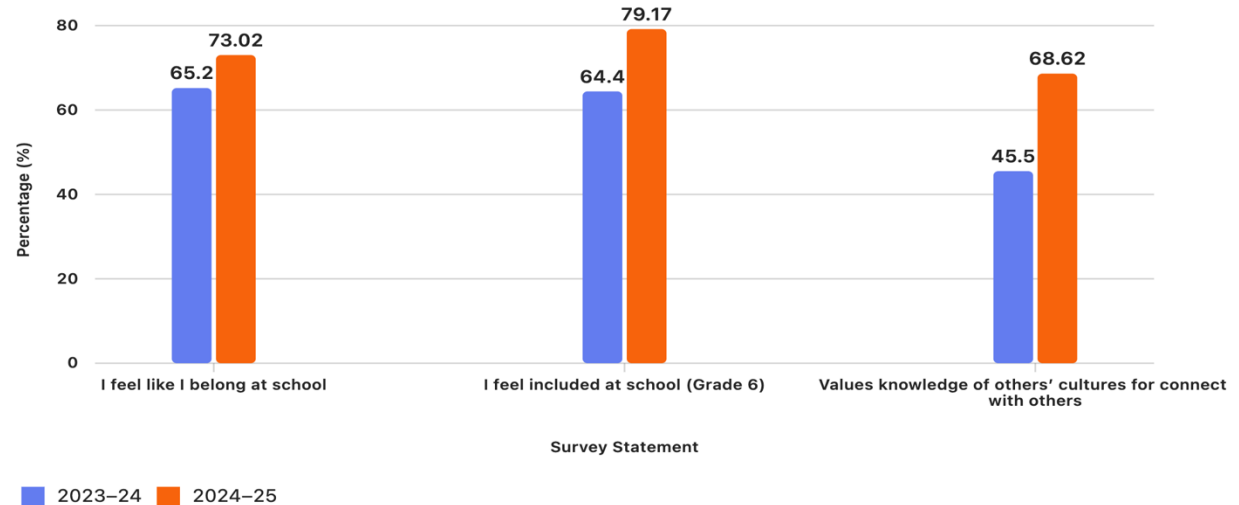
Regulation	
Data Set	Overall Agreement
Wildwood School	<b>72.96%</b>
Area 7	70.79%
CBE	67.41%

Considering Wildwood’s high transition rates, a significant celebration is the exceptionally high overall agreement in the CBE Student Survey, all categories of the ‘Heart - To Belong’. 100% of students reported their teacher wanting them to be successful at school, and 99.13% of students reporting that they teacher(s) care about them.

Category – Overall	23-24	24-25
School Connectedness and Belong	83.60%	83.85%
Resilience and Mental Health	79.10%	84.49%
Regulation	80.70%	72.96%

An area of continued focus for all grades is Regulation. While Wildwood School agreement response was still higher than Area 7 and CBE, there was a 7% decrease from the previous year. Specifically, students reported a (relatively) low agreement with having regulation strategies. We will continue to explicitly teach strategies, ensuring multi-modal are visuals available for all classes.

An area of strength continues to be our student’s sense of belonging, which has shown increases. Students indicate that they feel belonging, that they are included and value knowledge of other’s cultures.



Perception data related to literacy and math continue to demonstrate maintenance or growth in all areas. In literacy, of significant note is 20% increase in student’s opportunity to read interesting books and receiving feedback from others to improve their writing. In math, an 11% increase was reported in students sharing ideas and asking questions.

Question	2023-24 (%)	2024-25 (%)	Improvement (%)
I feel a connection to the texts	73.6	79.31	5.71
I am a good (competent) writer	83.8	88.03	4.23
I have the opportunity to read interesting books	49.1	69.11	20.01
I have the opportunity to receive feedback from others to improve my writing	23.8	44.72	20.92
I have the opportunity to learn from different people in different spaces to improve my reading and writing skills	37.1	41.46	4.36

The results were from CBE Student Survey (Spring 2025), AEA Survey (Spring 2025) and OurSCHOOL (Fall 2024)

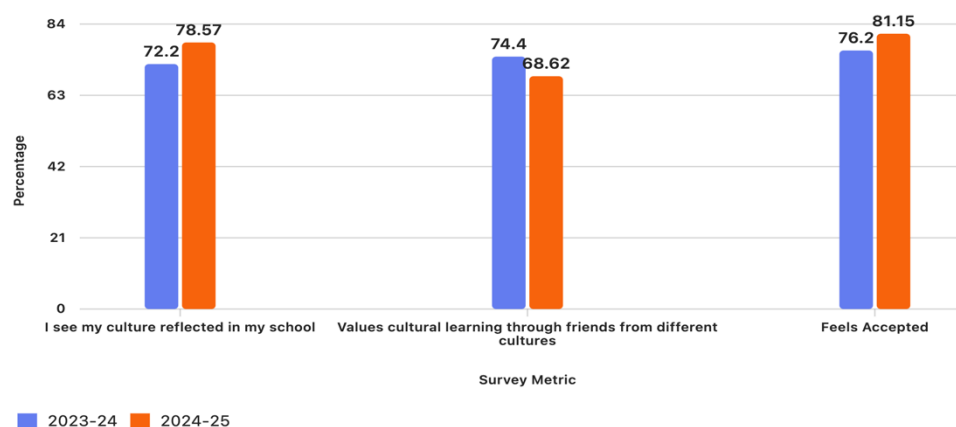
Question	2023-24 (%)	2024-25 (%)	Improvement (%)
I share my ideas and ask questions in mathematics class	76.2	87.93	11.73
I know what to do next to improve in mathematics.	85.7	86.55	0.85
I enjoy working on challenging problems in Mathematics	68.5	72.03	3.53
I think deeply and slowly when solving mathematics problems	78.9	80.67	1.77

The results were from CBE Student Survey (Spring 2025), AEA Survey (Spring 2025) and OurSCHOOL (Fall 2024)

## Truth & Reconciliation, Diversity & Inclusion

### Diversity & Inclusion – Results taken from CBE Student Survey and Our School Survey

Our demographic data continues to represent a highly diverse population, Over 45% of our students identified as English as an Additional Language learners and of that cohort, 19% identified as LP1. That is triple the percentage at the Area and CBE. Approximately 5% of students self-identify as Indigenous, this is twice that of Area 7 and on par with the CBE. 19% of our students are identified as Special Education. This again, is higher than Area 7 and system averages. We host two special education programs; Enhanced Education Supports and Paced Learning Program. We honour and celebrate diversity in our intentional approach to create a safe, caring and welcoming learning environment. This is ongoing and daily work.



# 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

**Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary**

Assurance Domain	Measure	Wildwood 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	82.1	88.1	87.2	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	85.1	89.1	88.0	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
	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	90.1	94.2	92.8	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	92.2	91.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	74.8	83.3	81.8	80.1	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	91.2	81.0	78.9	80.0	79.5	79.1	Very High	Improved	Excellent

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