

Crescent Heights High School

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**Calgary Board
of Education**

School Improvement Results Reporting | 2023-24

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

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Crescent Heights High School Goals

- Increasing conceptual understanding for critical thinking through visual literacy
- Implementation of credit recovery in math and science courses required for a high school diploma
- Improving the sense of belonging, connectedness, and feeling of safety in our school community

Our School Focused on Improving

- students' conceptual understanding for critical thinking through visual literacy
- implementation of credit recovery in math and science courses required for a high school diploma
- the sense of belonging, connectedness, and feeling of safety in our school community

Literacy

During the 2023-2024 school year, our literacy goal focused on developing students' visual literacy skills. Teachers worked closely with students, providing opportunities to evaluate visual media. This focus was chosen based on data showing that students need additional support in critical analysis and extending ideas. We also aimed to select a goal that would accommodate the diverse learning profiles at our school, including EAL students, those in specialized settings, and Knowledge and Employability courses.

One of the most significant data points informing this goal revealed that 15.4% of Social Studies 30-2 students and 4.4% of 30-1 students received a grade of 'limited' or lower in communication, with an average of 9.9% across all 30-level students. This is critical because all students, regardless of their academic stream, need to pass Social Studies at the 30 level to graduate.

Numeracy

Our 2023/2024 numeracy focus was credit recovery in math and science through the implementation of Outcomes-Based Assessment, with a particular focus at the grade 10 and 11 math and science high school diploma requirement courses. Using information gathered through Outcomes Based Assessment, we looked to improve upon our completion rate in High School Diploma courses in math and science.

Well-Being

For well-being for 2023/24, we focused on ensuring students and staff felt safe, included, and represented in the Crescent Heights High School Community. We utilized perception data from OurSCHOOL surveys, CBE Student Surveys, Alberta Education Assurance Measures, and smaller-scope school-based student and staff surveys.

What We Measured and Heard

Literacy

In literacy we measured growth by tracking outcomes analytics and report card data. We also gathered anecdotal data as teachers provide students with activities and assessments that focus on analyzing and critically evaluating visual media. This allowed teachers to work with students on this outcome throughout the semester and give them feedback and formative assessment opportunities to demonstrate their understanding of visual literacy.

For example, our semester two data show that, in the social studies outcome "Comprehend, interpret, and express information and ideas clearly and purposefully," 49% of students in 30-2 received a mark in the 60s (DV2), compared to 48.6% of students in 30-1, who received a mark in the 90s (EX) for the same outcome.

Overall, the data shows us that our students across courses such as Social Studies, ELA, and EAL can comprehend and make meaning of visual literacy at a developing and proficient range. Anecdotally, teachers shared that students can often describe visual literacy and make connections from one concept to another, but they find it challenging to use visual literacy to make meaning (analyze) or to use it as supporting evidence. In further conversation with teachers, it was suggested that students may struggle with higher-order thinking as it requires them to move beyond observation and into abstract thinking, which they may not have practiced enough. Students are often more accustomed to basic, literal interpretations of images (e.g., identifying objects or characters) rather than analyzing or interpreting deeper meanings, symbols, or themes in visuals.

With our English learners, it was clear that understanding the context in which a visual was created—such as its historical, cultural, or social influences—is essential for higher-level interpretation. However, students often struggle with this due to language barriers or gaps in background knowledge. When they are unfamiliar with the context of the visual, it limits their ability to make connections or fully grasp its deeper meanings. Teachers made teaching how to understand and identify historical indicators as a part of the teaching and scaffolding.

EAL Level 4:

Using English, students will listen, speak, read, and write to analyze, respond to, and extend ideas and experiences. [25%]

40s	50s	60s	70s	80s	90s
9.3%	11.2%	23.4%	18.7%	26.2%	5.6%

This shows a distribution of student performance, with the highest concentration of students scoring in the **80s (26.2%)** and **60s (23.4%)** ranges, indicating that most students are performing at a developing and exemplary level. Fewer students are performing at the extremes (BG1 and EX2).

Social Studies 30-2

Communication [15%]

40s	50s	60s	70s	80s	90s
4.7%	11.9%	25.5%	25.3%	20.0%	4.5%

Communication represents 15% of the assessment in Social Studies 30-2. Communication could involve how well students articulate their understanding of historical, political, or societal concepts through various mediums (written, spoken, or visual forms).

- **High-performing group:** A respectable portion of students (24.5%) are in the 80s and 90s range, suggesting a significant number are excelling in communication.
- **Challenges at the lower end:** A smaller group (16.6%) are struggling, scoring in the 40s and 50s, which could indicate a need for targeted support or strategies to improve communication.

ELA 30-2

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively [35%]

40s	50s	60s	70s	80s	90s
4.4%	12.6%	31.0%	30.5%	13.7%	4.4%

- **40s - 4.4%:** A small percentage (4.4%) of students are facing significant challenges with comprehension and response skills in relation to visual literacy.
- **50s - 12.6%:** 12.6% of students are slightly below the expected level of basic performance, indicating they may need additional support.
- **60s - 31.0%:** The largest group (31.0%) falls in the 60s range, meaning they have developing comprehension and response skills but may not fully meet proficient expectations.
- **70s - 30.5%:** A significant portion (30.5%) are performing at a proficient level, showing solid understanding and response skills.
- **80s - 13.7%:** A smaller group (13.7%) are demonstrating exemplary comprehension and the ability to respond effectively and creatively.

90s - 4.4%: Another 4.4% of students excel with exemplary comprehension and response abilities

Numeracy

For numeracy, we measured the growth and improvement in math and science high school diploma requirement courses, by tracking our Semester 1 and Semester 2 Mark Analysis list and using report card data in PowerSchool Course Analytics.

We chose to focus on this as our 2022-2023 report card data showed that 80.69% of students achieved a 50% or higher in their math classes and 85.96% of students achieved a 50% or higher in their science classes.

Additionally, our 2023/2024 Term 1 Mark Analysis showed that the percentage of students passing the following courses was: Math 10C: 81%, Math 10-3: 87%, Math 20-1: 91.5%, Math 20-2: 72%, Math 20-3: 71%, Science 10: 81%, Science 14: 88%, Science 24: 78%, Science 20: 62.5%.

Our Semester 1 data shows that 87.84% of students taking math and science high school diploma requirement courses, successfully completed the course with specific data showing that 87.7% of those students were successful in math and 88.1% were successful in science.

Math (Semester 1)

Course	Success Rate %
Math 10C	89.6
Math 10T (Yearlong)	69.8
Math 10-3	96.6
Math 20-1	88.4
Math 20-2	88.9
Math 20-3	92.7

- Semester 1 Math Success rate: 87.7%

Science (Semester 1)

Course	Success Rate %
Science 10	65.3
Science 14	95.2
Science 20	93.8
Science 24	98.1

- Semester 1 Science Success rate: 88.1%

Our Semester 2 data shows that 90.8% of students taking math and science high school diploma requirement courses, successfully completed the course with the specific data showing that 87.78% of those students were successful in math and 94.6% were successful in science.

Math (Semester 2)

Course	Success Rate %
Math 10C	90.2
Math 10T (Yearlong)	Added into 10C
Math 10-3	83
Math 20-1	91.2
Math 20-2	91.7
Math 20-3	82.8

Science (Semester 2)

Course	Success Rate %
Science 10	94.3
Science 14	98.6
Science 20	100
Science 24	85.5

- Semester 2 Math Success rate: 87.78%

- Semester 2 Science Success rate: 94.6%

From the 2022/2023 school year, our math success rate increased by 7.05% and our science success rate increased by 5.39%.

Well-Being

Our well-being data measures included sense of safety and diversity and inclusion measures pulled from multiple sources, including Alberta Education Assurance Surveys, CBE Student Surveys, and OurSCHOOL Survey results.

Sense of Safety (Alberta Education Assurance Survey Measures)

Group	21/22	22/23	23/24
Overall	80.8%	77.6%	75.4%
Students	78.7%	72.9%	69.7%
Teachers	83.5%	77.4%	78.7%

Diversity/Inclusion Measures (PowerSchool Data)

Oct '22	Aug '23	Dec '23	Jun '24
72.93%	70.53%	70.53%	72.16%

Teachers' feeling of safety improved, with 77.4% of teachers feeling safe to 78.7%

In our data results, we saw our student perception of diversity and inclusion rise from 70.53% to 72.16%, which was higher than both the Area 3 results (68.67%) and the overall CBE results (68.73%).

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Literacy : We had to examine various data points, as visual literacy is taught and implemented across several courses and different streams, including English as an Additional Language, Social Studies, and English Language Arts. Below, is some of the most important data we found (semester 2): EAL - students generally achieving moderate success in English activities related to visual literacy. Social - This data helps us understand the general communication ability of students in our Social Studies 30-2 students are communicating effectively in relation to visual literacy but there is a group that may need additional attention to raise their skills to higher levels. ELA Strength in the 60s-70s range: A majority of students (61.5%) are	Literacy - Students across different levels (streams) are engaging in visual literacy tasks appropriate to their abilities. For instance, a student in an EAL 2 class worked on material that aligned with their language proficiency - The vast majority of our students sit in the 70s and 80s range indicating that they have a developing and proficient range. Numeracy - Students across math and science high school diploma requirement courses are explicitly supported with credit recovery in collaboration with the implementation of outcomes-based assessment. - In comparison with our previous data from the 2022/2023 report card data, we saw a 7.05% increase in students achieving 50% or higher in math high school diploma requirement courses. - In comparison with our previous data from the 2022/2023 report card data, we saw a 5.39% increase in	Literacy EAL - The vast majority of the students are performing at a developing and proficient level but there are not many students at the EX1 or EX2 level. Social Challenges at the lower end: A smaller group (16.6%) are struggling, scoring in the 40s and 50s, which could indicate a need for targeted support or strategies to improve communication. ELA - This data suggests that while most students are performing at a developing level, there's room to support students in both the basic range (to bring them up to passing) and in the developing range (to push them toward exemplary). The focus could be on enhancing critical and creative responses to literature and multimedia for those in the 60s and 70s range and providing targeted interventions for those scoring in the 40s and 50s.

scoring in the 60s and 70s range (DV1 and 2), indicating that they are generally competent in comprehending and responding to literature and multimedia, but may not consistently reach advanced/exemplary levels of critical or creative engagement in relation to visual literacy. • Lower performers (40s-50s): A smaller group (17% in total) is struggling, potentially needing more tailored support to improve their comprehension skills and ability to express their understanding in various forms in relation to visual literacy. Numeracy • Our Semester 1 data shows that 87.84% of students taking math and science high school diploma requirement courses, successfully completed the course with specific data showing that 87.7% of those students were successful in math and 88.1% were successful in science. • Our Semester 2 data shows that 90.8% of students taking math and science high school diploma requirement courses, successfully completed the course with the	students achieving 50% or higher in science high school diploma requirement courses. • Both of our math and science Learning Leaders are teaching at the grade 10 level, so they were able to lead and support the implementation of outcomes-based assessment in their respective departments. • 69.8% of students were successful in our year-long math 10C course by the end of Semester 1. With the implementation of credit recovery in this course, 90.2% of students successfully completed the course. This was supported through providing students and families the option to have their student stream to math 10-3 rather than complete the option for credit recovery. Well-Being • The overall rate of decline for sense of safety was lower than past years • Teacher's sense of safety improved • Our diversity and inclusion measures improved over the 2023/24 school year versus a decline in the 2022/23 school year • The overall anecdotal feeling of safety for both teachers and administration was increased by the end of the school year	Numeracy Math 10C (Year-long) • By the end of semester 1, 30.2% of students taking our year-long Math 10C course, were not yet at a 50%. This suggest that it may be beneficial to implement early interventions like diagnostic assessments to identify gaps, followed by targeted support through scaffolded instruction and differentiated lessons to accommodate diverse learning styles. Math 10-3, 20-3 • By the end of Semester 2, 17% of students taking math 10-3 and 20-3 did not successfully complete the course. This suggests that there may be a combination of factors at play, including issues with engagement, understanding foundational concepts, or ineffective instructional strategies. Science • By the end of Semester 1, 34.7% of students taking Science 10 did not successfully complete the course. This suggests that it may be beneficial to implement early interventions like diagnostic assessments to identify gaps, followed by targeted support
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specific data showing that 87.78% of those students were successful in math and 94.6% were successful in science. - From the 2022/2023 school year, our math success rate increased by 7.05% and our science success rate increased by 5.39%. Well-Being - The downward trend of feelings of safety for students, staff, and parents was consistent across the CBe and Alberta. - The rate of decline was significant for our students over the previous two years, but we managed to slow that rate significantly through our focused work on improving students' and teachers' senses of well-being and safety within the school.		through scaffolded instruction and differentiated lessons to accommodate diverse learning styles. Well-Being With a continual decline in overall feelings of safety, this indicates a need to increase our work on improving the sense of safety felt at Crescent Heights, most notably with our students. The ideal outcome would be an improving sense of safety in our student body rather than a slowed rate of decline.
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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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	Crescent Heights High 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	77.7	79.7	78.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	67.7	67.7	70.0	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	85.0	86.6	87.8	80.4	80.7	82.4	High	Declined	Acceptable
	5-year High School Completion	92.8	95.4	92.0	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	83.1	83.1	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	24.0	24.0	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	78.3	82.8	82.2	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.3	74.8	76.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	77.9	77.3	77.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	71.3	69.2	69.3	79.5	79.1	78.9	Low	Maintained	Issue