

**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

**Crescent Heights High School**

1019 1 Street NW, Calgary, AB. T2M 2S2 t | (403) 276-5521 f | (403) 777-7349 e | crescentheights@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:**

Student academic achievement and sense of inclusion will improve through the implementation of fair, transparent and equitable assessment practices.

**Outcome One:** Thoughtful implementation of task design to support Outcomes Based Assessment practices across all disciplines.

**Outcome Two:** Improve language acquisition for all language-learners through improved task design and continued implementation of Outcomes Based Assessment practices.

**Celebrations**

- Students are demonstrating improved mastery of core concepts as shown by an increase in the Excellence category on Diploma examinations
- Graduation rate, along with Diploma Acceptable and Excellence results for Indigenous students, has shown significant improvement
- Student citizenship results on the Assurance Measures Survey have increased
- Welcoming, Caring, Respectful and Safe Learning Environments have shown steady growth over the past three years
- All Grade 10 available OBA courses are implementing Outcomes-Based Assessment and the Proficiency Scale

**Areas for Growth**

- Increase student learning engagement across all grades
- Address the decline in overall graduation rate through targeted interventions and support
- Improve awareness to increase students' access to support and services
- Strengthen parental involvement through more active engagement and collaboration with School and Parent Councils.
- Expand the implementation of Outcomes Based Assessments and the Proficiency Scale to some grade 11 courses.

## Next Steps

- Provide students with opportunities for student agency through goal setting to increase learning engagement
- Enhance current structures to identify students who would benefit from additional academic support and provide opportunities for success through tutorials, credit recovery and flexible learning pathways for high school completion
- Increase communication frequency and methods to ensure students are aware of and can access support and services.
- Continue the implementation of Outcomes Based Assessment practices to strengthen students' understanding of success criteria and self-assessments.
- Enhance parental involvement through regular communication, shared planning, and joint initiatives with School and Parent Councils to foster shared responsibility for student success

## Our Data Story:

<b>School Student Demographics</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Grade 10s</b>	521	526
<b>Grade 11s</b>	532	532
<b>Grade 12s</b>	547	562
<b>EAL Students</b>	449	418
<b>Indigenous Students</b>	61	74
<b>Special Education Students</b>	348	385

Enrolment at Crescent Heights High School remains strong and stable. Grade 10 enrolment increased slightly from 521 to 526 students, Grade 11 held steady at 532, and Grade 12 rose from 547 to 562 students. These trends reflect Crescent Heights High School's continued status as a school of choice among students and a growing community.

In terms of diversity and student needs, our English as an Additional Language (EAL) population decreased from 449 to 418 students, suggesting a gradual decline that may reflect students reaching higher English proficiency levels or demographic shifts in incoming cohorts. Conversely, the number of Indigenous students rose from 61 to 74, highlighting the importance of continued focus on culturally responsive programming and community partnerships to support our diverse students at Crescent Heights High School.

Our Special Education population increased from 348 to 385 students, representing a notable rise, illustrating the growing need for inclusive supports, differentiated instruction, and targeted interventions to meet a broad range of learning needs of our students in our Bridges, The Class and Paced Learning Programs.

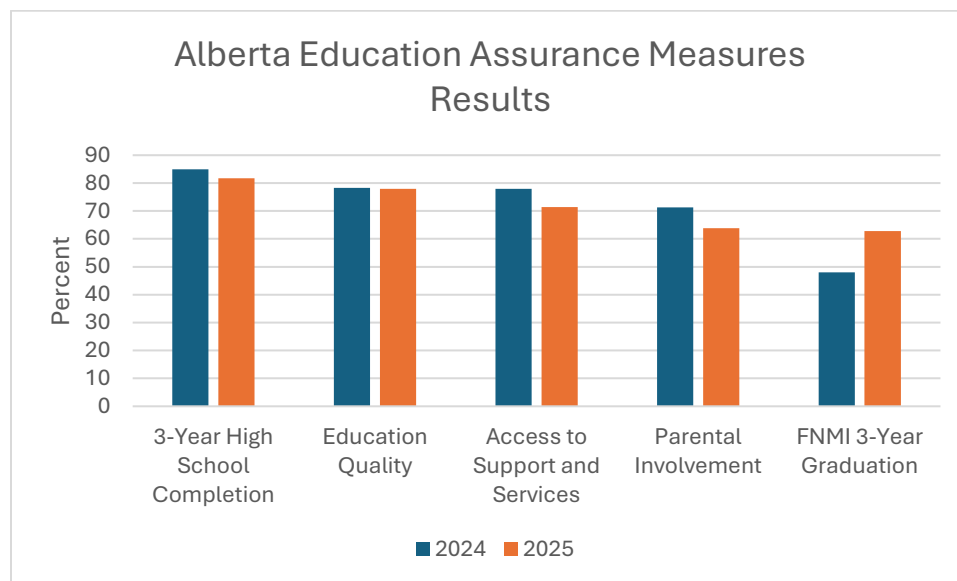
In addition, Crescent Heights High School provides a broad array of specialized learning environments designed to meet the diverse academic and personal needs of all students, such programs include Advance Placement, Literacy in English Academic Development, and Spanish Bilingual.

Crescent Heights High School continues to strengthen inclusive practices and enhance support to meet the evolving needs of our diverse learners. With stable enrolment and increasing complexity of student needs, our focus will be on deepening differentiated instruction, high impact teaching and learning strategies, and universal design for learning – all under the umbrella of Outcomes Based Assessment.

EAL supports will continue to focus on language development and successful integration across subjects. Ongoing growth in our Indigenous student population underscores the need to deepen community partnerships and embed Indigenous perspectives within the curriculum, school culture and student supports..

We will also maintain and enhance programs that make Crescent Heights a school of choice and ensuring all students have access to meaningful and rigorous learning opportunities.

## Learning Excellence

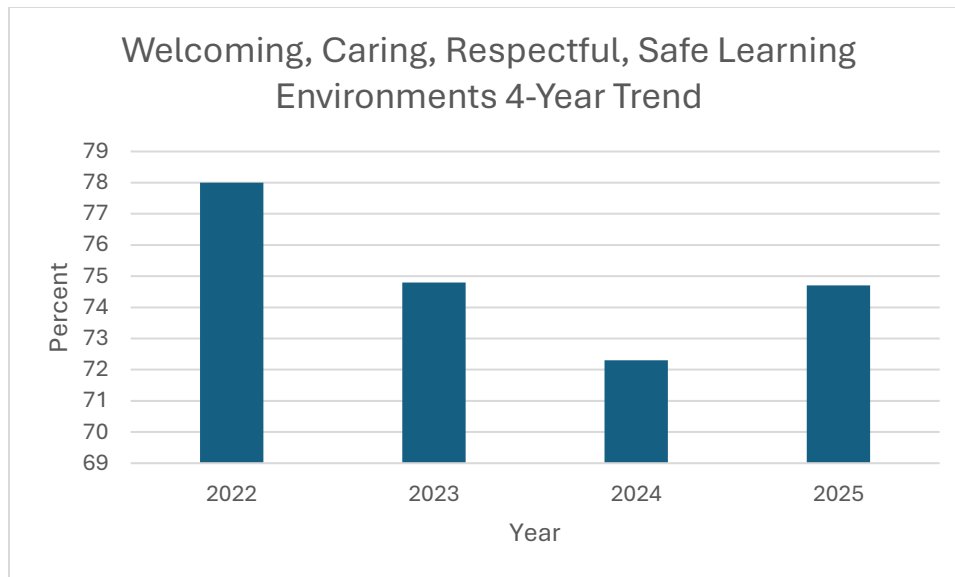


The Assurance Measures Report indicates both areas of improvement and areas requiring focused attention. The 3-Year High School Completion Rate decreased by 3.3 percentage points, moving from 85.0% in 2024 to 81.7% in 2025. Education Quality remained relatively stable, showing only a slight decline of 0.3 percentage points. However, Access to Supports and Services and Parental Involvement experienced more notable decreases of 6.5 and 7.5 percentage points, respectively, suggesting a need to enhance communication, accessibility, and engagement strategies.

A significant positive trend is seen in the First Nations, Métis, and Inuit (FNMI/Indigenous) 3-Year Graduation Rate, which increased by 14.8 percentage points—from 48.0% in 2024 to 62.8% in 2025—reflecting successful targeted supports and improved student outcomes within this population.

In summary, while the school continues to demonstrate strength in key academic measures, the data highlights the importance of re-engaging families, improving awareness of student supports (e.g., Indigenous Students Success Learning Leader), and sustaining momentum in Indigenous student success.

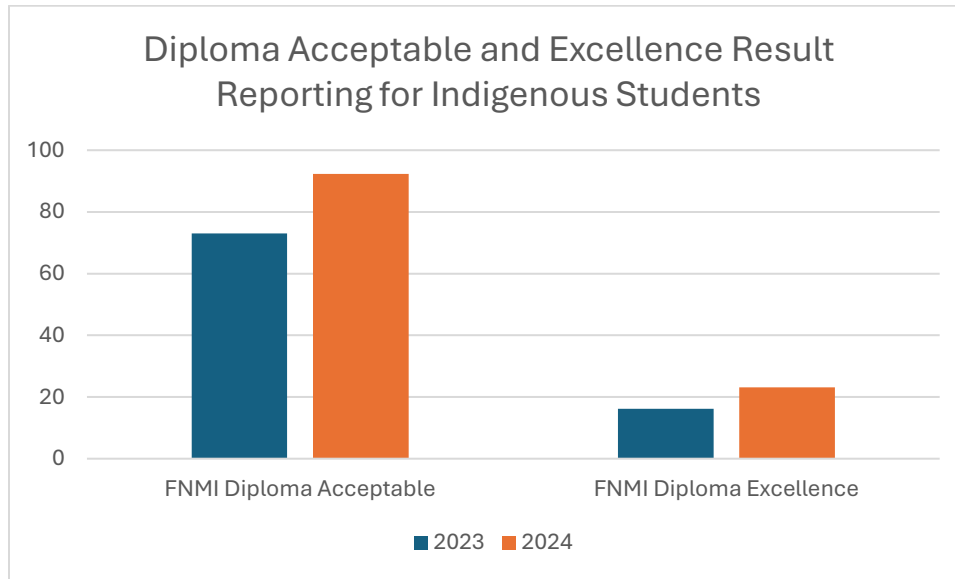
## Well-Being



The data for the Welcoming, Caring, Respectful, and Safe Learning Environment measure indicates a period of fluctuation followed by positive recovery. Results declined from 78.0% in 2022 to 72.3% in 2024, but rebounded to 74.7% in 2025, reflecting an improvement of 2.4 percentage points from the previous year.

This upward trend suggests that recent initiatives—such as the implementation of Homerooms providing students with an additional trusted adult for support, the promotion of inclusivity through school-based clubs and athletics, and the reinforcement of student well-being through the Student Wellness Action Team (SWAT) and the Chief Superintendent Student Advisory Council (CSSAC)—are contributing positively to school culture. Sustaining this progress will require continued focus on nurturing a safe, caring, and respectful learning environment for all students.

## Truth & Reconciliation, Diversity, and Inclusion



Indigenous student achievement data shows substantial improvement across Diploma exam performance levels. The Diploma Acceptable rate increased from 73.0% in 2023 to 92.3% in 2024, a significant gain of 19.3 percentage points. Similarly, the Diploma Excellence rate rose from 16.2% to 23.1%, reflecting a 6.9 percentage point increase.

These notable gains reflect the effectiveness of Outcomes Based Assessment practices for teaching and learning, alongside culturally responsive instruction and strengthened academic supports. Sustaining this positive trajectory will require continued emphasis on flexible but targeted teaching approaches and the ongoing development of culturally affirming learning environments.

# Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 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.

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	<a href="#">Student Learning Engagement</a>	74.2	77.7	78.3	83.9	83.7	84.4	Very Low	Declined	Concern
	<a href="#">Citizenship</a>	68.8	67.7	69.2	79.8	79.4	80.4	Low	Maintained	Issue
	<a href="#">3-year High School Completion</a>	81.7	85.0	86.5	81.4	80.4	81.4	Intermediate	Declined Significantly	Issue
	<a href="#">5-year High School Completion</a>	92.0	92.8	92.7	87.1	88.1	87.9	Very High	Maintained	Excellent
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	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	82.2	82.7	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	24.6	24.3	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	78.0	78.3	80.9	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	74.7	72.3	75.0	84.4	84.0	84.9	Very Low	Maintained	Concern
	<a href="#">Access to Supports and Services</a>	71.4	77.9	77.9	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	<a href="#">Parental Involvement</a>	63.8	71.3	70.0	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 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 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 and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.