

**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

McKenzie Towne 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 achievement and well-being will improve.

Outcome One: Reading achievement will improve.

Outcome Two: Mathematics achievement will improve.

Celebrations

- According to the results on the Numeracy assessment, 1.2% of students were no longer in need of support in June 2025.
- According to the results on the LeNS assessment, 8.1% of students were no longer in need of support in June 2025.
- Students' sense of belonging has essentially remained the same and reflects a high level of connectedness (84.13%)

Areas for Growth

- Students who are EAL, have learning needs and were new to our school were not as successful on their numeracy and literacy assessments.
- All students need improvement in the number sense section of the report card

Next Steps

- Consistent use of Reading Decision Tree for assessment purposes.
- Daily math practice in every classroom
- Work with new system rubrics to ensure assessment is well-aligned between all teachers
- Work on calibration within teams and within the school

Data Story

LITERACY: We primarily used the LeNS and CC3 assessments to measure growth in the areas of literacy. In addition, we examined report card data. We noted the following:

LeNS: 236 students were administered the LeNS pre-assessment. After this pre-assessment 22% of those students were considered in need of support. These students were re-assessed in June. The number of students in need of support decreased to 13.9% indicating an 8.1% decrease of students who were considered in need of support in grades 1-2. One can conclude from this data that the interventions put in place by our 2024-2025 SDP were effective.

CC3: 209 students were administered the CC3 pre-assessment. 15% of students were identified as needing support in at least one area of the CC3 (regular, irregular and non-words). 268 students were re-assessed in June. The number of students in need of support increased to 36%, indicating a 21% increase in students who were considered at risk. When removing the grade 1 students from this data, 18.6% of students needed support which is an increase of 3.6%. When reviewing this increase of students needing support we suspect this increase is due to:

-59 grade 1 students were now included in this data,

-students who remained in need of support are either EAL or have identified learning challenges. One can conclude from this data that the interventions put in place by our 2024-2025 SDP were effective, although students with greater complexity required additional targeted intervention to achieve success.

-provincial standards of which students needed support changed between September and June, therefore students who were not considered in need of support in September may not have met the June standards

Report Card Data: We also looked at the report card reading stem and compared 2023-2024 data to 2024-2025:

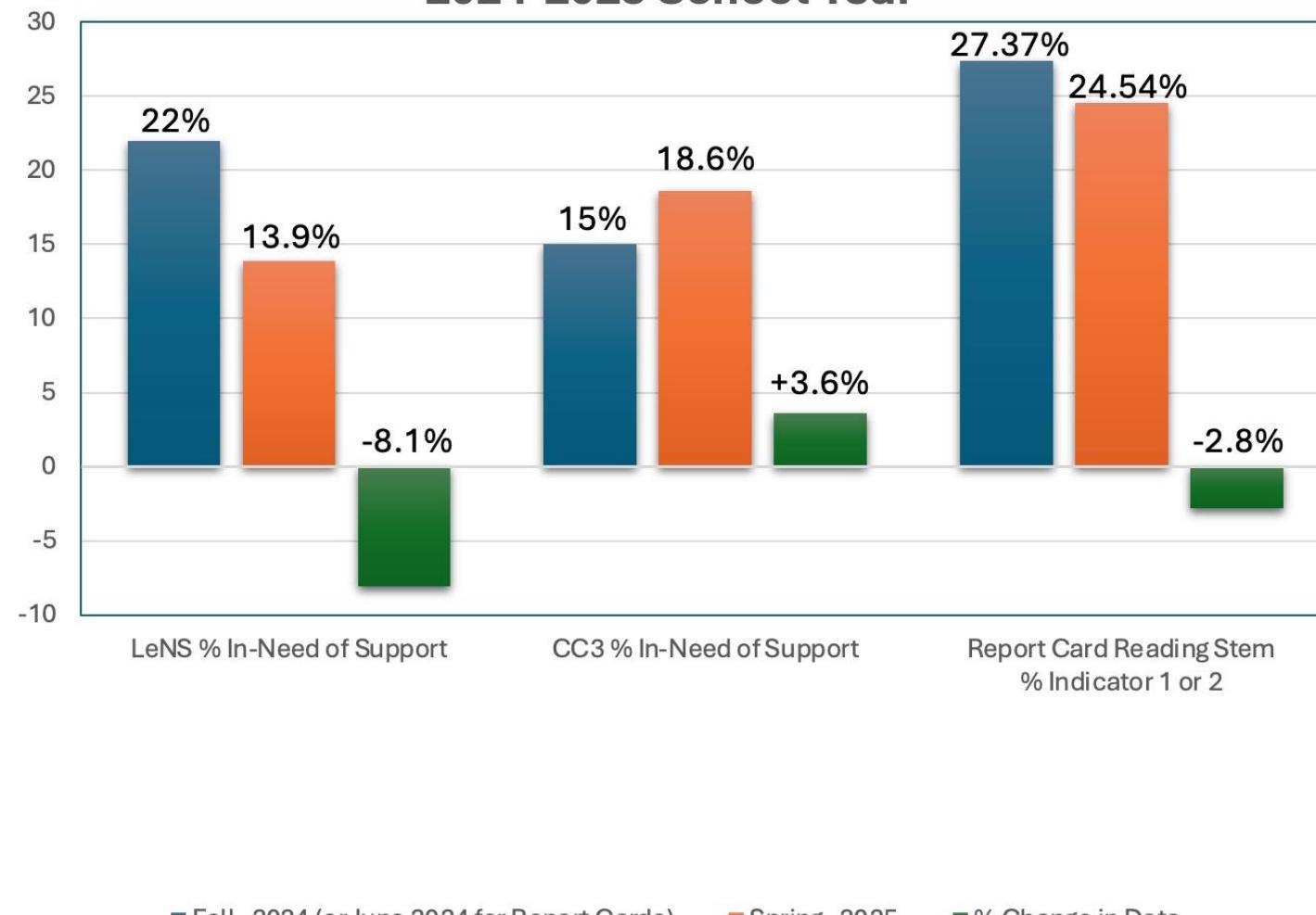
Reading Report Card – % of students with an indicator of 1 or 2 (Whole School)

June 2024: 27.37% of students had an indicator of 1 or 2 on the reading stem

June 2025: 24.54% of students had an indicator of 1 or 2 on the reading stem

This is an improvement of 2.83% which indicates an overall decrease in the number of students with 1 or 2. From this we conclude that the measures and strategies listed in our SDP were successful.

McKenzie Towne School Literacy Assessment Data 2024-2025 School Year



MATHEMATICS: Our most consistent data were gathered using the provincial numeracy assessment. In addition, we examined the report card data using the strand referring to number.

Provincial Numeracy Assessment: 327 students wrote the provincial numeracy pre-assessment. 20.8% of those students were identified as needing support in numeracy. These students were retested in June. The number of students in need of support decreased to 19.6% indicating a 1.2% decrease of students needing support in grades 1-3 in Numeracy. These results indicate that the strategies listed in the SDP were successful.

Report Card Data: We also looked at the report card number strand:

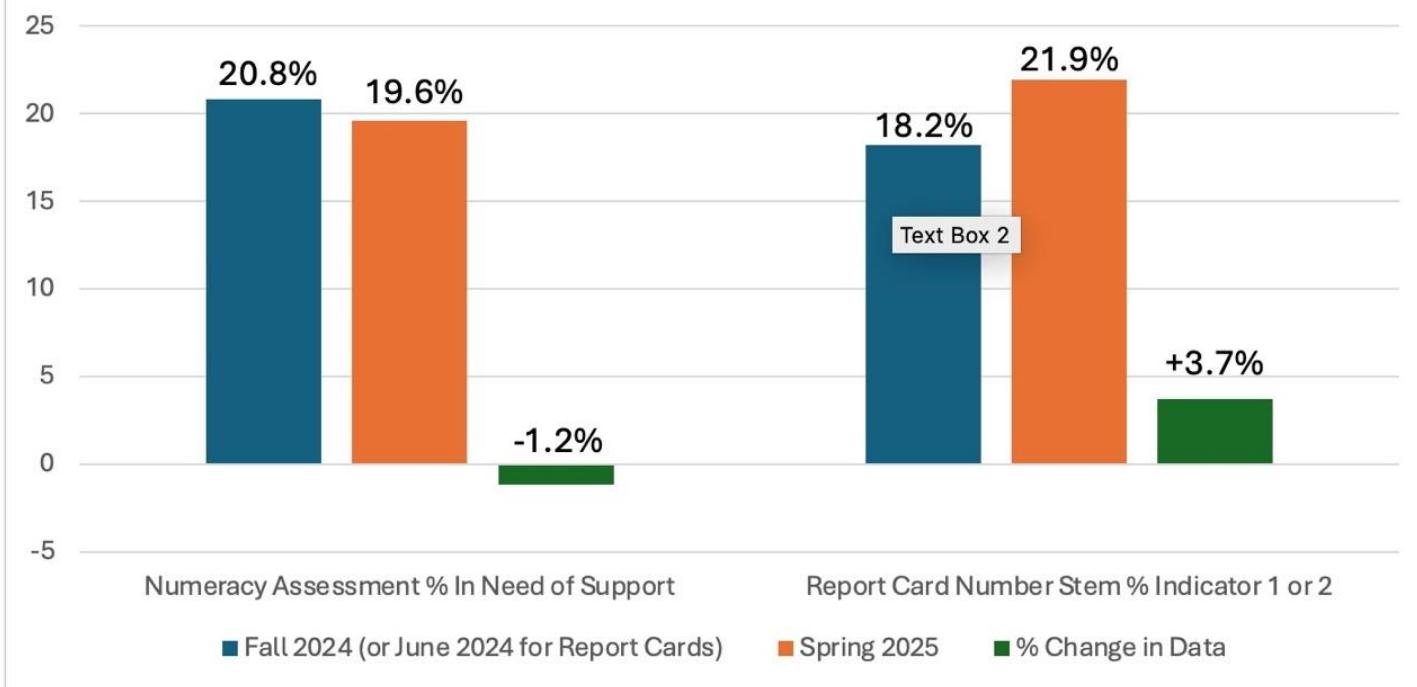
Number Report Card- % of students with an indicator of 1 or 2 (Whole School):

- June 2024: 18.2% of students had an indicator of 1 or 2 on the number stem
- June 2025: 21.92% of students had an indicator of 1 or 2 on the number stem

This is an increase of 3.72% which indicates an overall increase in the number of students with 1 or 2. When reviewing this increase of students needing support we suspect this increase is due to:

- several new students who were not at our school in September students who remained in need of support are either EAL or have identified learning challenges. One can conclude from this data that the interventions put in place by our 2024-2025 SDP were effective, although students with greater complexity required additional targeted intervention to achieve success.

McKenzie Towne School Numeracy Assessment Data 2024-2025 School Year



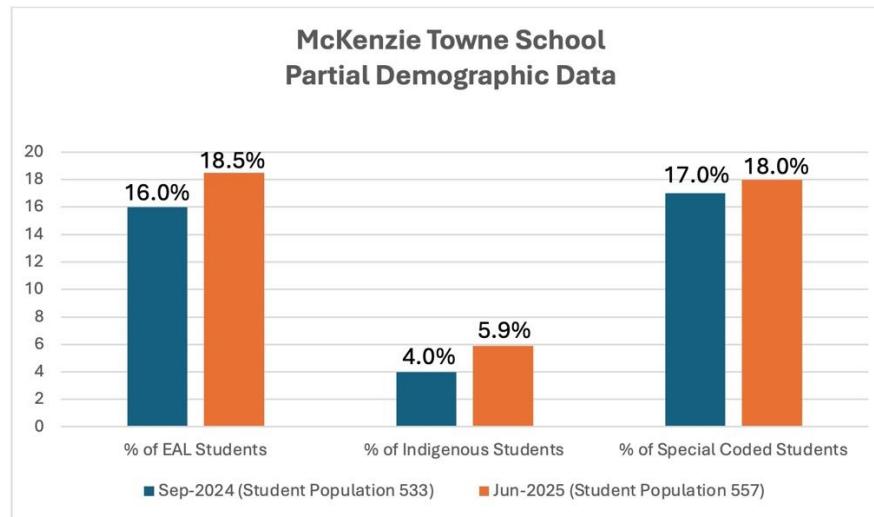
WELL-BEING DATA

The Assurance Survey and the Our School Survey are conducted with grade 4 students in order to uncover how students are feeling at and about school. In spring 2025, 89.3% of respondents on the Assurance Survey indicated that they felt welcomed, cared for, respected and safe in their learning environments. This means that a very high percentage of our students feel safe at school. This data indicates that the measures put in place in our 2024-2025 SDP were successful in maintaining our student's well-being and sense of belonging. In addition, the Assurance survey indicated that satisfaction with the quality of education our students are receiving is 91%. This figure has been consistently high at McKenzie Towne School.

In October 2024, the responses to the Our School Survey indicated that 85% of our students who responded indicated they felt safe at school. This survey was administered again in the spring of 2025 and 84% of those same students reported they felt safe at school.

TRUTH & RECONCILIATION, DIVERSITY AND INCLUSION

Our school has a diverse population. In September 2024 16% of our students being coded as EAL. 4% of our students self-identifying as First Nations, Métis or Inuit. 17% of our students were coded as special education. By June 2025, these demographics had changed to 18.5% of our students being coded as EAL. 5.9% of our students self-identifying as First Nations, Métis or Inuit. 18% of our students were coded as special education.



Our 2024 Truth and Reconciliation goal was to create and share learning tasks in order to teach our students about Indigenous Peoples' in Canadian History. We also plan to embed talking circles to our regular practices for a variety of purposes such as well-being, problem solving and reflections. Our 2025 Truth and Reconciliation goal is as follows: McKenzie Towne School will utilize Indigenous knowledges, languages, and teaching methods in classrooms (with a focus on applying learning that includes inviting Indigenous community members to share knowledge with students). Utilizing the Medicine Wheel, we are committed to engaging in the following areas: **Heart - To Belong:** We pledge to identify places across curriculum where Indigenous ways of being, belonging, doing and knowing can be woven in and then design rich learning tasks associated with those areas.

Body - To Do: We commit to work with and learn from Indigenous Elders, Knowledge Keepers (such as Hal Eagletail), artists etc., to learn about and engage in Indigenous arts, singing, dancing and cultural practices in culturally relevant and meaningful ways. Our school has decided to make a commitment to purposeful and regular land-based learning outdoors. In addition, we will infuse Medicine Wheel teachings, the [Indigenous Education Holistic Lifelong Learning Framework](#) and the [Indigenous Education Holistic Lifelong Learning Framework Companion Guide for Schools](#) in more meaningful and in-depth ways across the curriculum.

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

Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 1463 McKenzie Towne School

Assurance Domain	Measure	McKenzie Towne 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	81.6	83.3	86.1	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	84.2	88.9	86.8	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	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT8: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT8: 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	90.1	92.5	93.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	93.5	91.7	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	74.8	76.5	76.2	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	73.5	76.4	74.8	80.0	79.5	79.1	Low	Maintained	Issue

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 (de niveau), French Language Arts (de niveau), 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 fire 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.