



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

Marion Carson 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: *Students' skills in oral language development will improve.*

Outcome One: Students' vocabulary skills in English and Mandarin will improve (literacy, numeracy, and well-being)

Celebrations

- Students self-assessed their confidence in speaking in Mandarin and in English. This data shows there was an increase in students who felt confident speaking in English and in Mandarin to share their understanding.
- Teachers reported an improved effectiveness in their classroom instruction on oral language development.
- In literacy, report card stems in Chinese Language Arts (Understands and Responds to Oral Language) and English Language Arts and Literature (Makes meaning and connections through oral language) demonstrates that students' oral language development skills have improved in both English and Chinese.
- Student numeracy improved according to a decrease in the number of students requiring additional support in Numeracy diagnostic government assessment in grades 1 and 2.
- Student consistency with targeted vocabulary and strategies with well-being (self-regulation and social emotional awareness) have increased over the last year.
- On the Alberta Education Assurance Measures, there was an increase in the percentage of parents' positive perception around Education Quality (satisfaction level of 94.6%), Welcome, Caring, Respectful and Safe Learning Environments (satisfaction level of 93.1%), Student Learning Engagement (satisfaction level of 88.8%), Access to Supports and Services (satisfaction level of 82.3%) and Citizenship (91.7%).

Areas for Growth

- Improving students' ability to use learned vocabulary in Math to orally share their understanding of a math problem.
- Support students identified as requiring additional support from the government assessments to reach grade level success in literacy and numeracy.
- Using oral language vocabulary to share understanding when solving a math problem
- Building and using oral language vocabulary to share understanding in literacy
- Continued focus on well-being to build students' positive sense of belonging and increase positive relationships.

Next Steps

- *6-week assessment cycles focusing on oral language development through vocabulary instruction across disciplines*
- *Provide targeted intervention for students identified as requiring additional support in literacy, math, and well-being through school learning team meetings and collaborative response*
- *Track and share evidence of common vocabulary that supports positive relationships and problem solving through student surveys and teacher tracking tools*

Our Data Story – A Walk Through

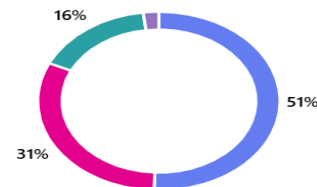
Holistic

- We had students self-assess their confidence in speaking in Mandarin and in English during class time by answering a question in a student survey conducted in November 2024 and again in May 2025. We noted the following:
 - In May, there was a 4.6 percentage point increase in students who felt confident speaking English to share their understanding
 -

November 2024

4. I feel confident when speaking English to share my understanding.

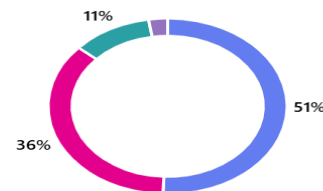
All the time	194
Most of the time	120
Some of the time	61
Never	8



May 2025

4. I feel confident when speaking English to share my understanding.

All the time	197
Most of the time	140
Some of the time	42
Never	10

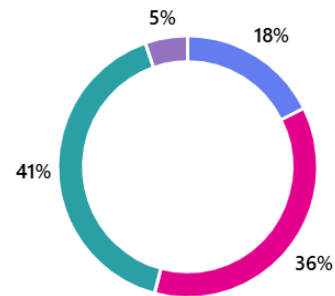


- In May, there was a 5.8 percentage point increase in Mandarin Bilingual program students who felt confident speaking Mandarin to share their understanding

November 2024

5. I feel confident when speaking Mandarin to share my understanding.

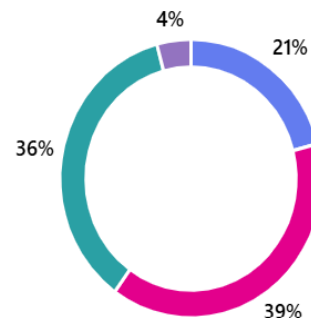
● All of the time	30
● Most of the time	62
● Some of the time	69
● Never	9



May 2025

5. I feel confident when speaking Mandarin to share my understanding.

● All of the time	35
● Most of the time	65
● Some of the time	60
● Never	7

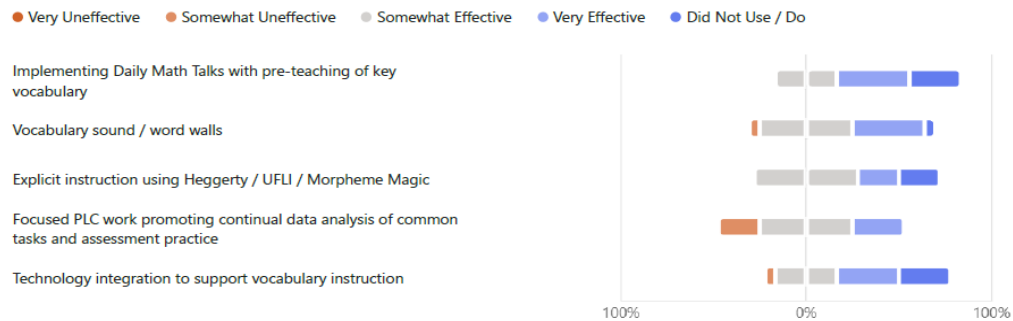


- Teachers reported in the May 2025 Teacher survey an improved effectiveness in their classroom instruction from the Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity and Inclusion Actions of the School Development Plan

4. Please rank the effectiveness of the following Well-Being Actions focussed on within our 2024-2025 School Development Plan and your classroom instruction this year.



3. Please rank the effectiveness of the following Learning Excellence Actions focussed on within our 2024-2025 School Development Plan and your classroom instruction this year.



5. Please rank the effectiveness of the following Truth & Reconciliation, Diversity and Inclusion Actions focused on within our 2024-2025 School Development Plan and your classroom instruction this year.

● Very Uneffective ● Somewhat Uneffective ● Somewhat Effective ● Very Effective ● Did Not Use / Do

Incorporating the wisdom within our Indigenous Education Holistic Lifelong Learning Framework into our school commitme...

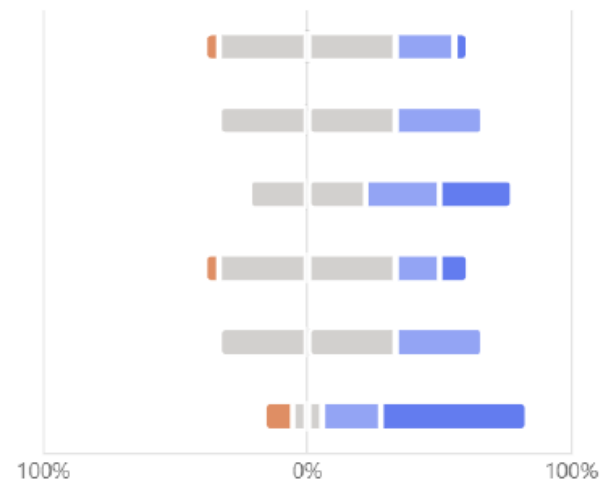
Read and reflect on our professional learning from our guiding novel Wayi! Wah!

Building vocabulary to create and share personalized student connections to the Acknowledgement of the Land

Daily use of mindfulness programming "MindUp, Brainwise, BABSBR, Mindful Activity Cards

Front loaded vocabulary instruction

Self-Identified Indigenous student formalized and informal check-ins



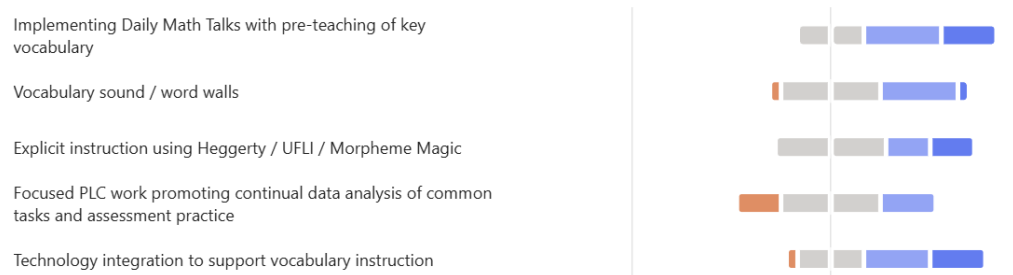
Literacy

- As we continue to introduce parts of the new curriculum, we set up ways to measure how well students are doing in both the new and previous parts of the curriculum. We tracked student progress using assessments created by the grade team, which matched the curriculum outcomes. These assessments were analyzed in professional learning community meetings with data from these discussions used to support next steps of instruction
- Teachers looked closely at student work to improve learning for everyone. We set key data entry points once per month to monitor progress and track vocabulary instruction.
- We used a year-long plan to help students improve their speaking skills, starting from basic sounds to more advanced storytelling. UFLI and Heggerty instruction guided this practice.

- In Collaborative Response meetings, we reviewed and revised the tiered interventions given to students to improve learning. Some noted interventions included visual schedules, scaffolded learning, sensory bins, encouraging a variety of individual and group work, supporting leadership activities, and various other universal, targeted, and individualized supports.
- We looked at how students did in Chinese and English Language Arts, comparing their progress from January to June.
 - In English, the students improved on their ability to "Make meaning and connections through oral language." by 6.7 percentage points.
- Teachers reported in the May 2025 Teacher survey an increased effectiveness in their classroom instruction from the learning excellence actions focusing on Literacy

3. Please rank the effectiveness of the following Learning Excellence Actions focussed on within our 2024-2025 School Development Plan and your classroom instruction this year.

● Very Uneffective
 ● Somewhat Uneffective
 ● Somewhat Effective
 ● Very Effective
 ● Did Not Use / Do



January 2025 (64.0% of students received a 3 or 4 indicator)

		Term	S1							Totals
		Indicator	1	2	3	4	ELL	IPP	NER	
Course	Stem									
English Language Arts and Literature 1	Makes meaning and connections through oral language			13	41	13	14	4		85
English Language Arts and Literature 2	Makes meaning and connections through oral language			11	39	24	6			80
English Language Arts and Literature 3	Makes meaning and connections through oral language			29	55	12	7	1		104
English Language Arts and Literature 4	Makes meaning and connections through oral language			11	43	17	6			77
English Language Arts and Literature 5	Makes meaning and connections through oral language			6	18	9	9	1		43
English Language Arts and Literature 6	Makes meaning and connections through oral language			12	20	4	5	3	1	45
English Language Arts and Literature K	Makes meaning and connections through oral language		2	37	30		3	2		74
Totals			2	119	246	79	50	11	1	508

June 2025 (70.7% of students received a 3 or 4 indicator)

		Term	Y1							Totals
		Indicator	1	2	3	4	ELL	IPP	NER	
Course	Stem		1	2	3	4	ELL	IPP	NER	
English Language Arts and Literature 1	Makes meaning and connections through oral language			9	46	17	10	4	2	88
English Language Arts and Literature 2	Makes meaning and connections through oral language									
English Language Arts and Literature 2	Makes meaning and connections through oral language		1	7	38	24	7		2	79
English Language Arts and Literature 3	Makes meaning and connections through oral language									
English Language Arts and Literature 3	Makes meaning and connections through oral language			30	53	18	5	1	2	109
English Language Arts and Literature 4	Makes meaning and connections through oral language									
English Language Arts and Literature 4	Makes meaning and connections through oral language			9	43	18	5			75
English Language Arts and Literature 5	Makes meaning and connections through oral language									
English Language Arts and Literature 5	Makes meaning and connections through oral language			4	16	15	5			40
English Language Arts and Literature 6	Makes meaning and connections through oral language									
English Language Arts and Literature 6	Makes meaning and connections through oral language			11	20	6	3	2	1	43
English Language Arts and Literature K	Makes meaning and connections through oral language									
English Language Arts and Literature K	Makes meaning and connections through oral language			22	41	2	3	3		71
Totals			1	92	257	100	38	10	7	505

- In Chinese Language Arts, students improved on their ability to "Understand and respond to oral language." by 9.9 percentage points.

January 2025 (83.5% of students received a 3 or 4 indicator)

			Term	S1					Totals
			Indicator	1	2	3	4	IPP	
Course	SubjectArea	Stem							
Chinese Language Arts 1	Second Languages	Understands and responds to oral language			3	26	21	2	52
Chinese Language Arts 2	Second Languages	Understands and responds to oral language			1	17	31		49
Chinese Language Arts 3	Second Languages	Understands and responds to oral language		1	9	21	18		49
Chinese Language Arts 4	Second Languages	Understands and responds to oral language				6	38		44
Chinese Language Arts K	Second Languages	Understands and responds to oral language		1	23	24			48
Totals				2	36	94	108	2	242

June 2025 (93.4% of students received a 3 or 4 indicator)

			Term	Y1					Totals
			Indicator	1	2	3	4	IPP	
Course	SubjectArea	Stem							
Chinese Language Arts 1	Second Languages	Understands and responds to oral language			2	26	21	3	52
Chinese Language Arts 2	Second Languages	Understands and responds to oral language			1	14	34		49
Chinese Language Arts 3	Second Languages	Understands and responds to oral language		1	6	23	20		50
Chinese Language Arts 4	Second Languages	Understands and responds to oral language				7	37		44
Chinese Language Arts K	Second Languages	Understands and responds to oral language			3	44			47
Totals				1	12	114	112	3	242

Math

- We established a baseline using an assessment administered in January 2025 assessed again in May 2025. Grades 1 to 4 used the provincial Numeracy Assessment; Grade 5 used a fraction assessment and Grade 6 used a numeracy assessment, based on Math Up and grade team designed assessments.

This table outlines the changes in the percentage points for each grade based on the assessments between January 2025 and May 2025.

Grade	Assessment Type	Change in Percentage Points of Students Not Identified at Risk
Grade 1	Provincial Numeracy Assessment	+2.5
Grade 2	Provincial Numeracy Assessment	+9.1
Grade 3	Provincial Numeracy Assessment	0

Grade	Assessment Type	Change in Percentage Points of Students' Assessment Averages
Grade 4	Provincial Numeracy Assessment	+13.6
Grade 5	Fraction Assessment	+5.3
Grade 6	Numeracy Assessment	+3

- Teachers used daily math talks to develop number sense, focussing on students sharing their understanding through oral language. We looked at achievement on the mathematics report card indicator related to number and patterns, comparing January to June 2025 achievement. Students showed an improvement of 5.0 percentage points on indicators 3 and 4 for the stem “Understands and applies concepts related to number and patterns” when comparing January 2025 to June 2025 achievement.

January 2025 (72.6% of students received a 3 or 4 indicator)

			Term	S1							Totals
			Indicator	1	2	3	4	ELL	IPP	NER	
Course	SubjectArea	Stem									
Mathematics 1	Mathematics	Understands and applies concepts related to number and patterns		3	13	45	20	3	1		85
Mathematics 2	Mathematics	Understands and applies concepts related to number and patterns		2	11	42	24	1			80
Mathematics 3	Mathematics	Understands and applies concepts related to number, patterns and algebra		5	30	56	12				103
Mathematics 4	Mathematics	Understands and applies concepts related to number, patterns and algebra			8	41	27	1			77
Mathematics 5	Mathematics	Understands and applies concepts related to number, patterns and algebra		2	9	12	16	3	1		43
Mathematics 6	Mathematics	Understands and applies concepts related to number, patterns and algebra			6	16	16	1	5	1	45
Mathematics K	Mathematics	Understands and applies concepts related to number and patterns		2	30	42					74
Totals				14	107	254	115	9	7	1	507

June 2025 (77.6% of students received a 3 or 4 indicator)

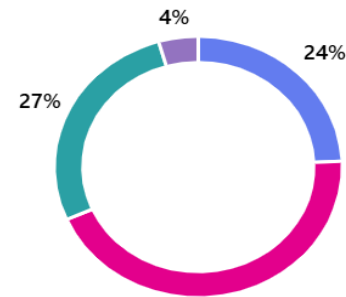
			Term	Y1							Totals
			Indicator	1	2	3	4	ELL	IPP	NER	
Course	SubjectArea	Stem									
Mathematics 1	Mathematics	Understands and applies concepts related to number and patterns		4	10	52	18	2		1	87
Mathematics 2	Mathematics	Understands and applies concepts related to number and patterns		2	9	34	31	1		2	79
Mathematics 3	Mathematics	Understands and applies concepts related to number, patterns and algebra		3	30	51	20		1	2	107
Mathematics 4	Mathematics	Understands and applies concepts related to number, patterns and algebra		2	7	28	37	1			75
Mathematics 5	Mathematics	Understands and applies concepts related to number, patterns and algebra		1	7	11	19	2			40
Mathematics 6	Mathematics	Understands and applies concepts related to number, patterns and algebra			8	11	18	1	4	1	43
Mathematics K	Mathematics	Understands and applies concepts related to number and patterns			9	58	3	1			71
Totals				12	80	245	146	8	5	6	502

- We had students self-assess their understanding in using pre-taught oral language in Mandarin or English to support problem solving during class time by answering the question “When I am solving a math problem, I have the oral vocabulary that I need to share my understanding.” in the student survey conducted in November 2024 and again in May 2025. 68.4% of students responded “All of the Time” or “Most of the Time” which was a 1.3 percentage point increase over the November 2024 student response results.

November 2024

8. When I am solving a math problem I have the vocabulary that I need to share my understanding.

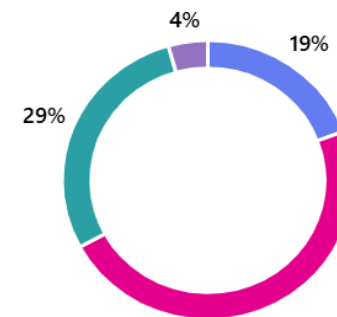
● All the Time	93
● Most of Time	169
● Some of the Time	104
● Never	17



May 2025

8. When I am solving a math problem I have the words that I need to share my understanding.

● All the Time	75
● Most of Time	186
● Some of the Time	111
● Never	17



- Teachers reported in the May 2025 Teacher survey an improved effectiveness in their classroom vocabulary instruction from the learning excellence actions focusing on Math.

2. Please rate the following...

Stayed the Same
Somewhat Improved
Greatly Improved

This year, my **in-class focus on** vocabulary instruction / language development in **numeracy** has...

This year, my **confidence in** vocabulary instruction / language development in **numeracy** has...



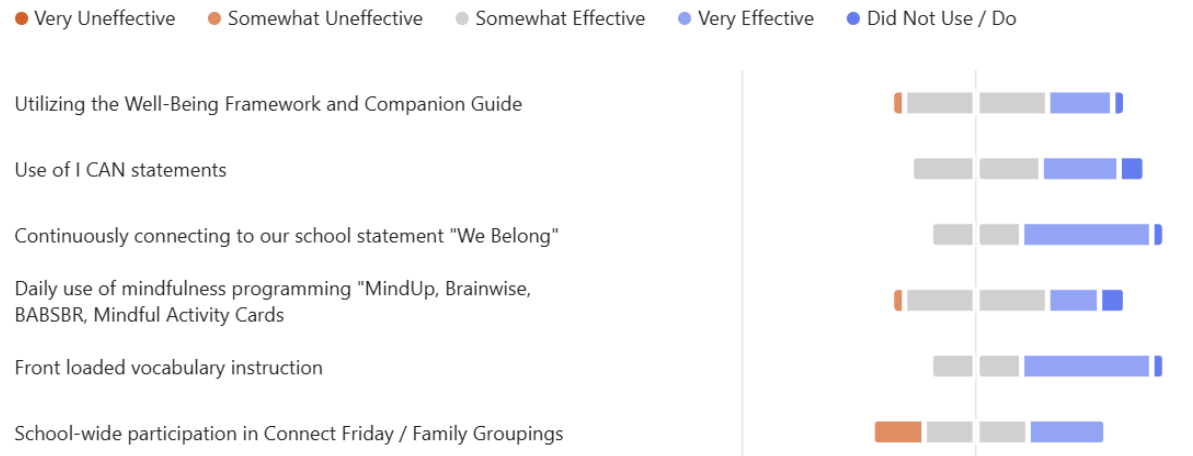
Well-Being

- Students used common vocabulary from class instruction to express their understanding during daily well-being activities. In the school created survey completed by students in Kindergarten to grade 6, we tracked the percentage of positive respondents in “Students with positive relationships”, “Students with positive self-regulation” and “Students with a positive sense of belonging”, and "When I am upset or anxious, I have strategies that I can use to make myself feel better” comparing November 2024 results to the May 2025. Students showed improvement in their sense of positive relationships, positive self-regulation, and strategies to help oneself feel better when anxious or upset. Students declined in their perception of having a positive sense of belonging.

	Grade Level	Baseline (November 2024)	End Measure (May 2025)	Change (Percentage P0ints)
Students with Positive Relationships	K-6	74.9%	75.6%	+0.7
Students with Positive Self-Regulation	K-6	75.7%	79.7%	+4.0
When Upset / Anxious, I Have Strategies	K-6	61.9%	66.3%	+4.4
Students with Positive Sense of Belonging	K-6	78.3%	76.3	-2.0

- We continued to track the implementation and use of the MindUP program lessons and strategies and Brainwise's "Wise Ways."
- There was intentional monthly focus on using specific MindUP and Brainwise vocabulary and lessons in each class and grade. As a result, students have demonstrated improvements in several areas, including empathy, focus, and stamina. They are becoming more familiar with mindfulness practices and target school-wide vocabulary. This consistent and common targeted vocabulary demonstrates a progression in the early grades from direct vocabulary instruction to more contextual and/or subject-specific usage.
- Teachers reported in the May 2025 Teacher survey an improved effectiveness in their instruction from the well-being actions.

4. Please rank the effectiveness of the following Well-Being Actions focussed on within our 2024-2025 School Development Plan and your classroom instruction this year.



On the Alberta Education Assurance Measures, there was an increase in the percentage of parents' positive perception around *Education Quality* (satisfaction level of 94.6%), *Welcome, Caring, Respectful and Safe Learning Environments* (satisfaction level of 93.1%), *Student Learning Engagement* (satisfaction level of 88.8%), *Access to Supports and Services* (satisfaction level of 82.3%) and *Citizenship* (91.7%), while we maintained our current levels in the areas of *Parental Involvement* (satisfaction level of 84.1%).

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

Assurance Domain	Measure	Marion Carson 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	88.8	82.4	82.8	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	91.7	80.5	82.3	79.8	79.4	80.4	Very High	Improved Significantly	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
	Education Quality	94.6	85.0	89.2	87.7	87.6	88.2			
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	85.3	87.2	84.4	84.0	84.9			
	Access to Supports and Services	82.3	72.0	74.6	80.1	79.9	80.7	Intermediate	Improved	Good
Governance	Parental Involvement	84.1	82.8	79.4	80.0	79.5	79.1	Very High	Maintained	Excellent

