


**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

**Sundance School**

200 Sunmills Dr. SE, Calgary, AB T2X 2N9 t | 403-777-8690 f | 587-933-9902 e | [sundance@cbe.ab.ca](mailto:sundance@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 achievement in Numeracy will improve

Outcome One: Student's number sense and ability to express themselves mathematically in French will improve.

### Celebrations

- More students than the previous year indicated they found what they learned in math was interesting to them (62% to 69%).
- Student perception data shows an overall increase by 15% of students who feel included at school (59% to 74%).
- There is a small (3%) increase in students who have confidence in themselves according to the CBE student survey.
- Results from the Alberta Assurance Survey indicate that Sundance has maintained overall Excellence in the areas of Welcoming, Caring, Respectful and Safe Learning Environments, as well as Active Citizenship.

### Areas for Growth

- Improve student conceptual understanding of number increasing excellence and achievement in the understanding of number, patterns and algebra.
- Increase student confidence and willingness to engage and persevere in problem solving and reasoning in the target language in mathematics.
- Targeted support for excellence in achievement for students identified requiring additional support.
- Increased student input to ensure students identify with cultural responsive teaching.

### Next Steps

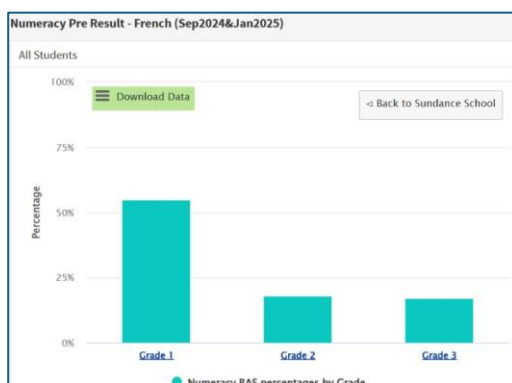
- Use structured French Number Talks in math to build student confidence and deepen understanding.
- Track student progress to ensure those requiring extra numeracy supports receive timely help and feedback.
- Provide more explicit French language instruction across all subjects to strengthen expression in reasoning and confidence in learning.
- Gather student input to increase cultural representation and belonging in our school through responsive teaching and culturally diverse resources.

## Our Data Story:

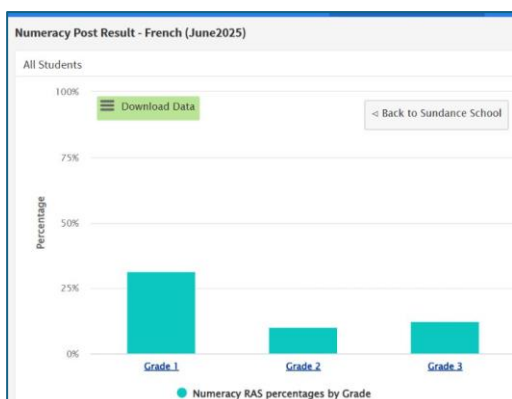
Sundance School's 2024-2025 School Development Plan centered on student achievement in Numeracy and an overall improvement in student's number sense and ability to express themselves mathematically in French.

Report card data showed stability in student achievement in mathematics. The percentage of students receiving a one or two in the strand "Understands number patterns and algebra" remained steady, moving only slightly from 11.92% in June 2024 to 12.67% in June 2025. This consistency indicated that overall results are maintained.

Provincial numeracy screeners demonstrated a positive reduction in the number of students identified as "requiring support" from pre-testing in September to post-testing in June. However, data also revealed that by June, a notable proportion of students in Grades 1, 2, and 3 continue to require extra support, despite intentional teaching and targeted interventions.



Students requiring support Sept. 2024 and Jan. 2025



Improvement in amount students still requiring support after targeted interventions June 2025

In June 2025, report card results showed that over 30% of students received an indicator of 1 or 2 in “Develops number and applies strategies for computation and estimation” on the report card, while only 25% achieved excellence, indicator of 4. Increasing the proportion of students performing at an excellent level remains an area for growth.

Perception data from both the CBE Student Survey and the Alberta Assurance Survey showed variations in how students viewed mathematics. There is room to strengthen students’ perseverance, curiosity, and connection to mathematical learning.

Alberta Assurance Survey	2024	2025
The mathematics I am learning at school is interesting to me.	62%	68%

One area of concern is the decline from 82% to 66% in the number of students who say they asked questions or shared ideas in math class. This suggests a further need to support students in expressing their reasoning, particularly in French, to enhance collaboration and deepen conceptual understanding.

CBE Student Survey	2024	2025
I share my ideas and ask questions in mathematics class.	82%	66%

Data related to student well-being highlights areas that continue to affect academic success. Students’ sense of connection to their learning remains a focus for improvement. Encouragingly, student confidence increased by three percentage points, rising from 64% to 67%, potentially reflecting positive impacts of recent work in numeracy. A steady 77% of students indicated they could access help for non-academic problems, a consistent yet still improvable result.

The CBE Student Survey revealed that the percentage of students who felt their culture was reflected at school decreased from 68% to 60%. This underscores the need for continued integration of culturally responsive practices within task design and daily learning experiences.

Demographic data for Grades 3 to 6 showed that 10.12% of students identify as English as an Additional Language learners, 2% self-identify as Indigenous, and 17.8% have identified Special Education requirements. The school continues to emphasize respect, diversity, and safety by fostering an inclusive learning environment where all students can thrive.

A notable success is the increase in students reporting that they feel included at school rising from 58.82% to an average of 74% across two major surveys. This upward trend demonstrates that intentional work toward inclusion, belonging, and respect is having a positive impact on the school community.

## 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	Sundance 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	83.1	78.3	83.9	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	87.2	82.8	86.1	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	89.1	85.5	90.6	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.2	89.2	91.3	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	77.7	73.9	78.4	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	87.1	89.2	84.9	80.0	79.5	79.1	Very High	Maintained	Excellent