



High Park School
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High Park School

2023-2024 Results Report



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High Park School 2023-2024 Results Report

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Principal's Message

[High Park School's Development Plan](#) is an integral component of our school accountability and assurance. This plan is an extension of the [Parkland School Division Education Plan](#), which sets out educational priorities and assurance elements within the domains of education, while outlining the Division's Vision, Mission, Values, Ultimate Goal and Priorities. A strong plan implements strategies to maintain or improve student learning and achievement - while monitoring and adjusting as needed - and to help the school and division in making evidence-based decisions.



Through thoughtful discussions, stakeholder feedback and staff collaboration, in 2023-2024 High Park maintained its focus on expanding success in literacy and promoting success and well-being. The 2023-2024 school year saw staff continue to grow our Career and Technology Foundations programming for our Junior High students, engage more students in school activities through developmental athletic teams and opportunities, as well as maintain a focus on strong academics. Indigenous ways of knowing and understanding are woven into daily learning but also through regular elder visits. An updated cell phone policy has increased student engagement in learning and peer connections in our building while clear expectations for assignment completion and opportunities for support are holding our students to a high standard. A focus on raising awareness of student absences and the importance of being present for learning has started to improve student attendance.

Using student data to reflect on the successes and challenges of the 2023-2024 school year, will allow our staff to refine skills and strategies to support student learning. The robust selection of assessments and screens put forward by Alberta Education and Parkland School Division has increased our literacy and numeracy data and will allow us to better enhance instruction. Our Kindergarten to Grade Three students accessed new curriculum in Math, English Language Art (ELA), and Physical Education and Wellness for a second year and our Grade Four to Six students experienced new Math and ELA for the first time. As a school we continue to use baseline screeners in literacy and numeracy at all grade levels to inform classroom teaching and intervention approaches.

This report will reflect on success and areas of growth specific to success in literacy and numeracy and student well-being through data collection, while also taking into account contextual factors. Data is included from Provincial Achievement Tests, school based assessments in reading, writing, and numeracy along with the results from the Alberta Education Assurance Measures Results.



Nicole Marcinkevics - High Park Principal

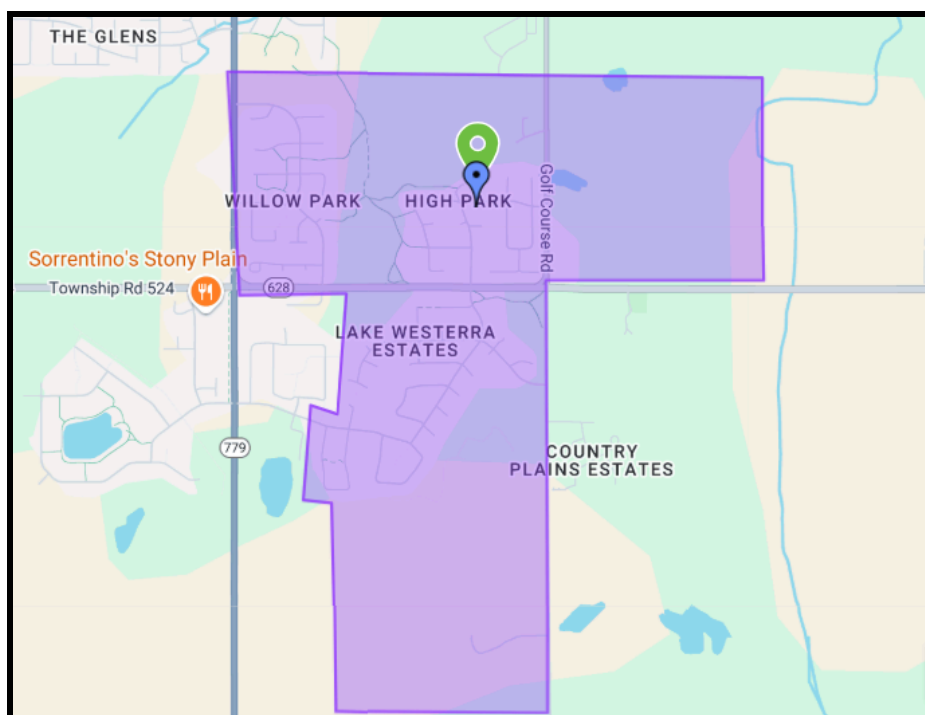


Our School

High Park School is an Early Education to Grade 9 community school situated in the neighbourhood of High Park. We serve approximately 500 students from within the neighbourhood, as well as the communities of Westerra, Willow Park, and surrounding rural properties. Our school's gorgeous green space setting provides ample opportunity to connect with nature and one another in a relaxing community setting.

High Park's population is prosperous and has strong family support. Our School Council is engaged and involved in all aspects of the school. We are proud of all of the opportunities we offer students. With a strong sense of community and high expectations for all, we are ready to rise to any challenge.

High Park is one of 23 schools within Parkland School Division and one of 6 serving the Town of Stony Plain. While each school strives to meet the unique culture of the community it serves, all Parkland Schools work towards achieving the same mission and vision for success



School Council Summary

The school year began with a welcome back to school evening where school council members welcomed parents and introduced them to School Council. We encouraged parents to come to meetings and learn about School Council. Our first meeting in September was a regular meeting to highlight the roles and what is normally discussed and decided upon. We held our AGM in October. Our Chair held her position but we had a new Vice Chair and Secretary. The new board members, along with the additional parental involvement, made for a very informative and representative student council this year. Our meetings remained virtual this year and they averaged 7 members to every meeting.

This school year we focused quite a bit on school community. Promoting it and fostering it. Most of our initiatives could be traced back to this. School Council helped the Parents Association and administration find volunteers for various school activities. Board members and members at large helped to promote hot lunch and with fundraising for PAL.



Our second focus of the school year was the crosswalk at the front entrance to the school. It crosses the parking lot entrance for drop off and pick up. Traffic can come from east or west to enter the parking lot and often cars park right to the edge of the sidewalk. This makes visibility of children, parents, and cars difficult at that crosswalk. Officials from the town of Stony Plain came to observe the crosswalk during peak times. As a result of this, long term solutions are being discussed. Additional signs were placed around the crosswalk but infrastructure changes to the parking lot and crosswalk couldn't be made this school year. The role of PM crosswalk attendant was covered with consistency by parents for the remainder of the school year.

School Council members are excited to continue next year, with many hoping to retain their current positions when elections happen. We look forward to fostering the positive relationship between High Park and families.

Catrin Thomson - High Park School Council Chair

Data Sources

- 2024 Alberta Education Assurance Measure Results Report (AEAM)
- 2024 Grade 6 Provincial Achievement Results (PAT)
- 2024 Grade 9 Provincial Achievement Results (PAT)
- 2023/2024 Elk Island Numeracy Screen - Grade 5 and 6
- 2023/2024 MIPI Numeracy Screen - Grade 7-9
- 2023/2024 Reading Comprehension Assessment Tool (RCAT) - Grade 7-9
- 2023/2024 Fountas & Pinnell Reading Assessment (F&P) - Grade 5 and 6
- 2023/2024 Words their Way Spelling Assessment (WTW) - Grade 5-9

Parkland School Division Development Plan and High Park's Objectives



PARKLAND SCHOOL DIVISION: 2023-2026

DOMAINS IN EDUCATION: TEACHING AND LEADING

TEACHING AND LEADING refers to teachers and leaders analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that teachers and leaders demonstrate the standards of professional practice, promote literacy and numeracy, collaborate effectively, model wellness and engage all students in Indigenous ways of knowing.

Our Preferred Future

- | | |
|------------------|--|
| OUTCOME 3 | Stakeholders will have trust and confidence that:
PSD Staff Build Systems and Structures that Promote Success and Well-Being:
PSD Staff demonstrate a commitment to a comprehensive and integrated approach to success and wellness. |
| OUTCOME 4 | Stakeholders will have trust and confidence that:
PSD Staff Expand Success in Literacy and Numeracy:
School leaders, teachers and school support staff design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy. |
| OUTCOME 5 | Stakeholders will have trust and confidence that:
PSD Staff Expand, Develop, and Apply Indigenous Foundational Knowledge:
Staff demonstrate an understanding of Indigenous perspectives resources are allocated to support Indigenous students' success and well-being. |



High Park's 2023-2024 Development Plan Objectives



OUTCOME 3	Stakeholders will have trust and confidence that: PSD Staff Build Systems and Structures that Promote Success and Well-Being: PSD Staff demonstrate a commitment to a comprehensive and integrated approach to success and wellness.
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- High Park staff will refine and review existing structures to promote consistent standards of success and support for student well-being



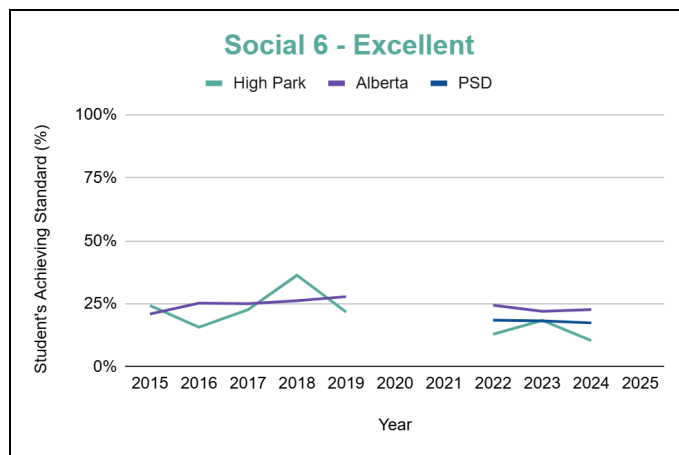
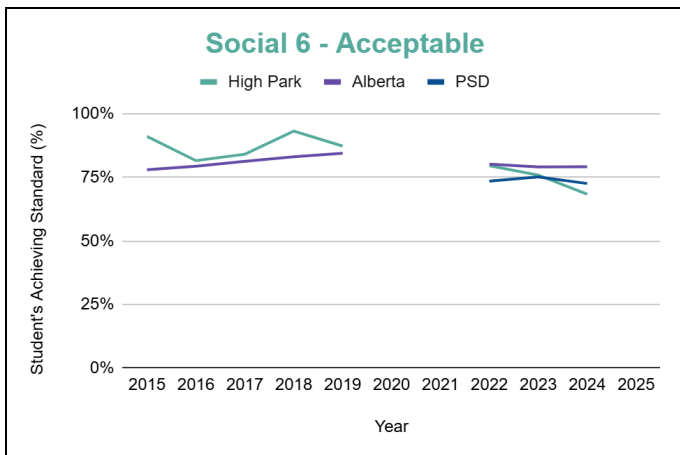
OUTCOME 4	Stakeholders will have trust and confidence that: PSD Staff Expand Success in Literacy and Numeracy: School leaders, teachers and school support staff design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy.
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- High Park staff will have the skills confidence and proper tools to deliver high quality instruction in literacy and numeracy



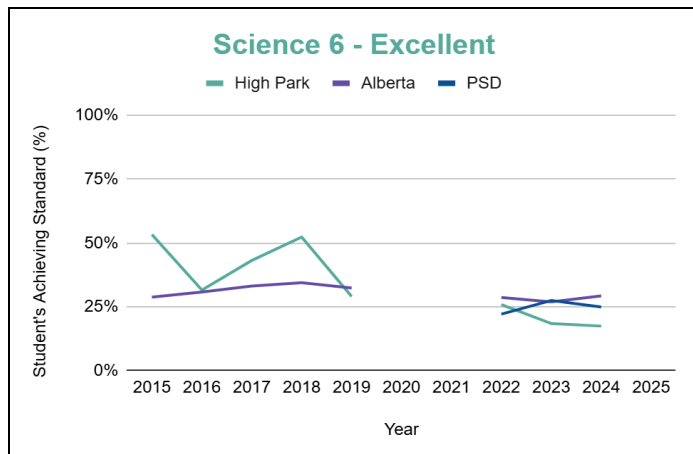
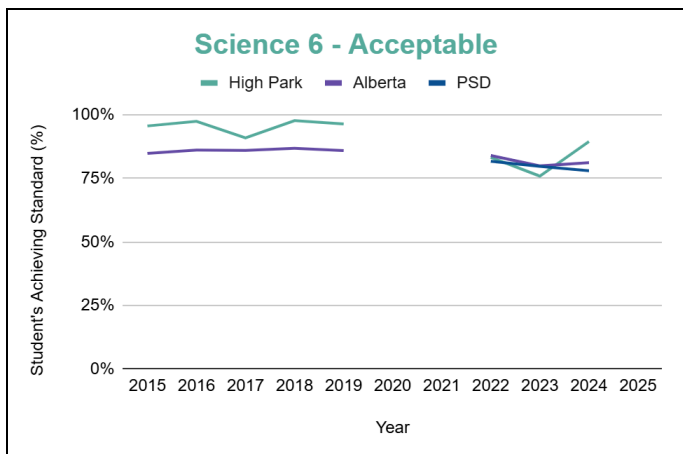
Data and Results - Expanding Success in Literacy and Numeracy

Grade 6 Provincial Achievement Test Results



Social Studies Grade 6 June 2024			
	High Park	Parkland	Province
Meets Acceptable	68.4%	72.6%	79.2%
Standard of Excellence	10.5%	17.5%	22.8%
Below Acceptable	31.6%	27.4%	20.8%

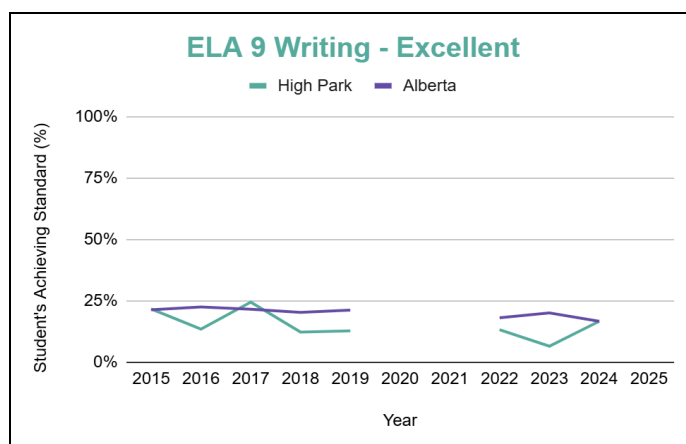
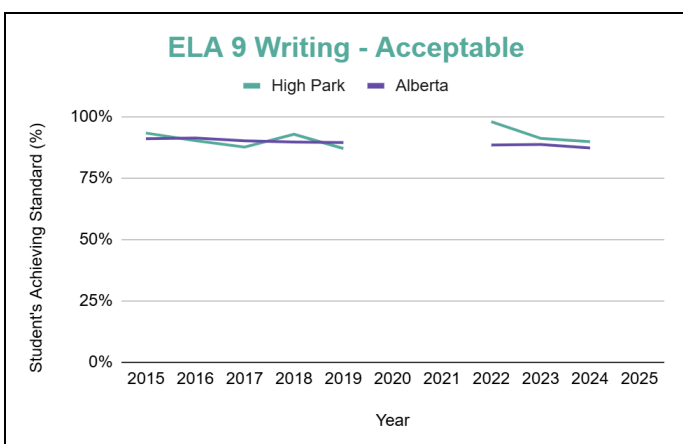
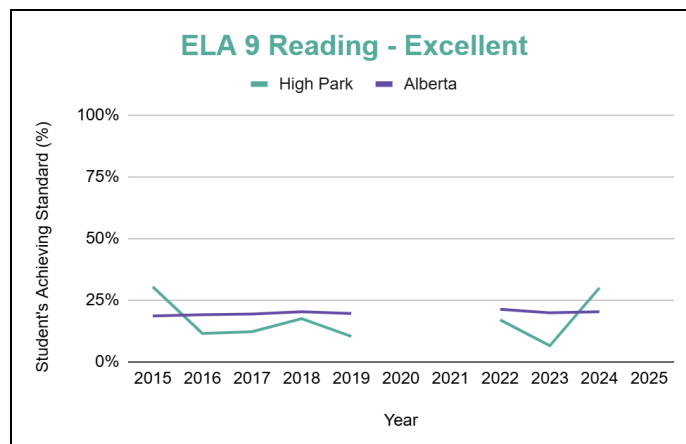
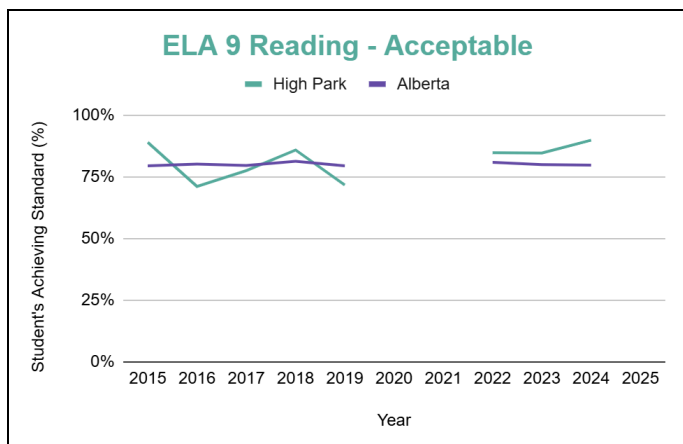
Areas for Growth:
High Park students scored below Parkland and the province at the acceptable standard, standard of excellence, and our percentage of students scoring below acceptable is higher than the province.



Science Grade 6 June 2024			
	High Park	Parkland	Province
Meets Acceptable	89.5%	78.0%	81.2%
Standard of Excellence	17.5%	25.0%	29.3%
Below Acceptable	10.5%	22.0%	18.8%
<p>Areas of Celebration: <i>High Park students scored higher than the province at the acceptable standard and our percentage of students scoring below acceptable is lower than the province.</i></p> <p>Areas for Growth: <i>High Park students scored below the province at the standard of excellence.</i></p>			



Grade 9 Provincial Achievement Test Results

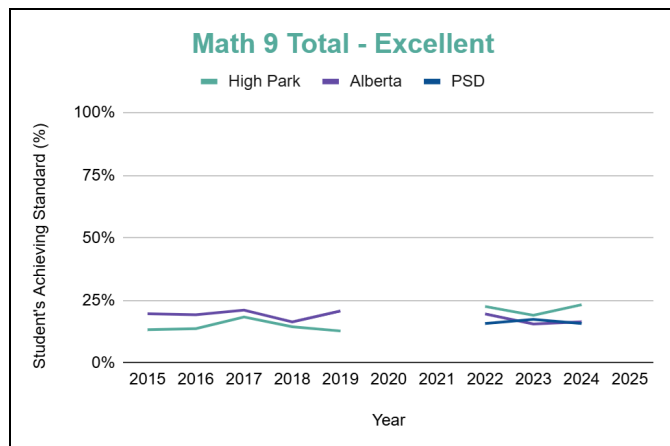
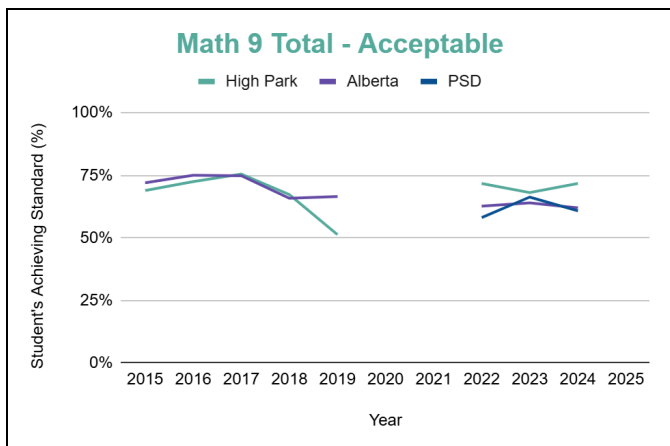


English Language Arts Grade 9 June 2024

	High Park	Parkland	Province
Meets Acceptable	91.7%	83.5%	84.2%
Standard of Excellence	15.0%	11.8%	14.5%
Below Acceptable	8.3%	16.5%	15.8%

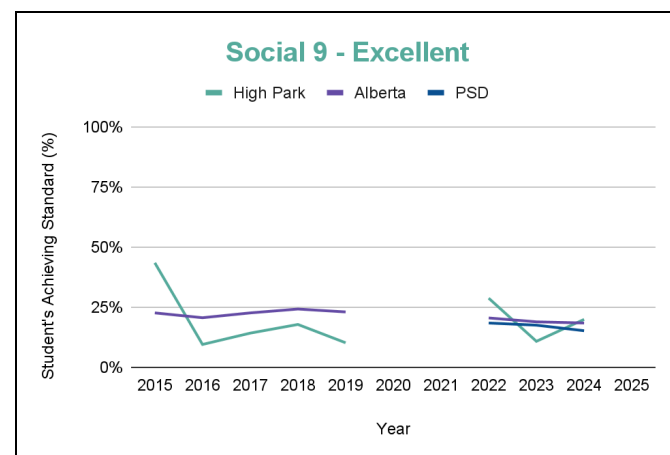
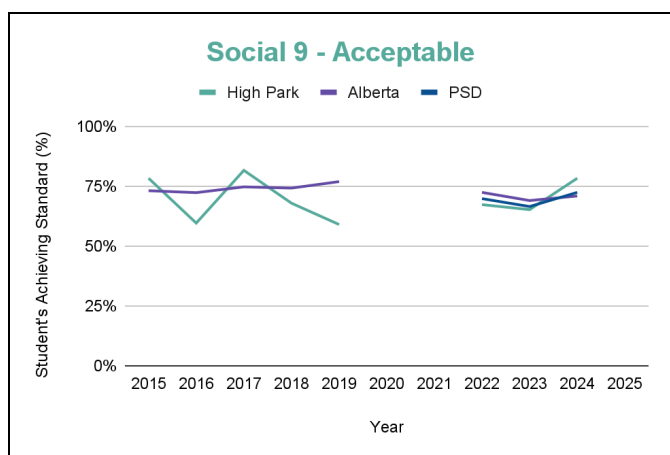
Areas of Celebration:

In our overall Language Arts mark, combined reading and writing, High Park students scored higher than the province at the acceptable standard, standard of excellence, and our percentage of students scoring below acceptable is lower than the province. Our results at the acceptable standard have consistently been above the province and Parkland in recent years and we surprised the province this year in the percentage of students achieving at the standard of excellence. Our students experience a substantial advantage in reading but our writing results at the acceptable standard still outperform the province.



Mathematics Grade 9 June 2024			
	High Park	Parkland	Province
Meets Acceptable	78.3%	72.4%	70.9%
Standard of Excellence	20%	15.3%	18.5%
Below Acceptable	21.7%	27.6%	29.1%

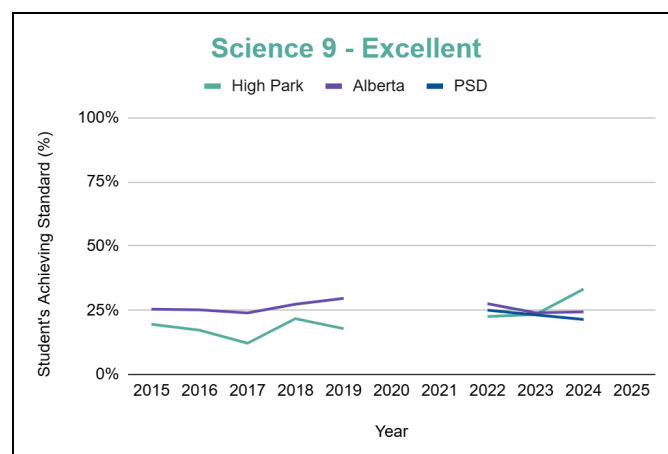
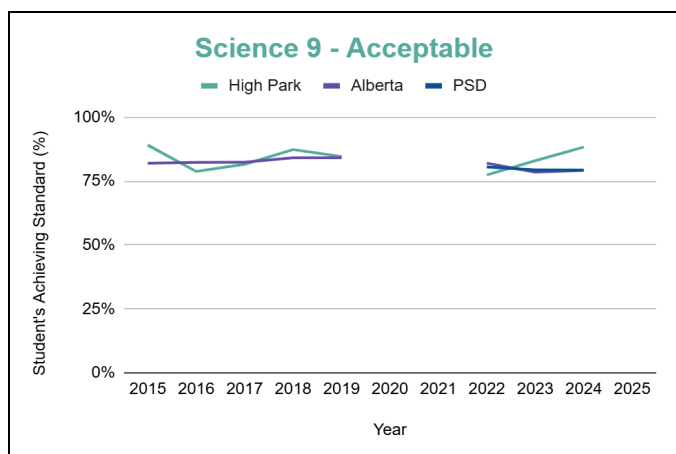
Areas of Celebration:
 High Park students scored higher than the province at the acceptable standard, standard of excellence, and our percentage of students scoring below acceptable is lower than the province.





Social Studies Grade 9 June 2024			
	High Park	Parkland	Province
Meets Acceptable	78.3%	72.4%	70.9%
Standard of Excellence	20.0%	15.3%	18.5%
Below Acceptable	21.7%	27.6%	29.1%

Areas of Celebration:
 High Park students scored higher than the province at the acceptable standard, standard of excellence, and our percentage of students scoring below acceptable is lower than the province.



Science Grade 9 June 2024			
	High Park	Parkland	Province
Meets Acceptable	88.3%	79.3%	79.2%
Standard of Excellence	33.3%	21.5%	24.4%
Below Acceptable	11.7%	20.7%	20.6%

Areas of Celebration:
 High Park students scored higher than the province at the acceptable standard and standard of excellence and our percentage of students scoring below acceptable is lower than the province.



Provincial Achievement Test Results - Students Who Self-identify as FNMI

Results by Number Writing		High Park	Parkland	Province
Science 6	Number Writing	9	72	2 960
	Acceptable Standard %	88.9%	72.2%	66.8%
	Standard of Excellence %	11.1%	9.7%	15.9%
Social Studies 6	Number Writing	9	79	3 647
	Acceptable Standard %	55.6%	55.7%	60.9%
	Standard of Excellence %	0%	2.5%	8.6%
English Language Arts 9	Number Writing	6	74	3 144
	Acceptable Standard %	100%	74.3%	70.3%
	Standard of Excellence %	0%	6.8%	6.6%
Mathematics 9	Number Writing	6	73	3 208
	Acceptable Standard %	83.3%	47.9%	39%
	Standard of Excellence %	0%	8.2%	6.5%
Science 9	Number Writing	6	75	3 300
	Acceptable Standard %	100%	66.7%	62.5%
	Standard of Excellence %	33.3%	12%	11.6%
Social Studies 9	Number Writing	8	74	3 331
	Acceptable Standard %	83.3%	63.5%	52.7%
	Standard of Excellence %	0%	5.4%	8.5%

Areas of Celebration:

On our Grade 6 Science PAT, our students who identify as FNMI performed on par with the average of students across High Park and significantly above the province at the acceptable standard and in Science on par with High Park at the standard of excellence. On all Grade 9 PATs, all of our FNMI students achieved above the average High Park students and significantly above the province at the acceptable standard. Additionally, our FNMI students outperformed the average High Park student at the standard of excellence. Typically, our performance was also above the average of FNMI students across Parkland.

Areas for Growth:

On our Grade 6 Social Studies, our FNMI students achieved below High Park and the province. In Grade 6, similar to all High Park students, we need to improve our results at the standard of excellence. In Grade 9, we need to grow our FNMI student achievement at the standard of excellence.



Provincial Achievement Test Results - English as an Additional Language

No data is available as only one student from High Park wrote PATs.

Key Takeaways from Provincial Achievement Test Results

The 2023-2024 Grade 6 achievement tests were only offered in Social Studies and Science. **While our Grade 6 Social Studies scores were below both the province at the acceptable standard and standard for excellence, we did outperform both the province and Parkland at the acceptable standard on the Science PAT.** When considering our Grade 6 PAT results over time, prior to 2020, our achievement at the acceptable standard was always above the province. While there was room for improvement at the standard of excellence, our results were solid overall. **Since PATs have returned in 2022, our Grade 6 students have been achieving below the provincial average almost exclusively across all subjects.** This decline in results is also noted as an issue in the Alberta Education Assurance Measures Results. When considering the Parkland literacy and numeracy assessments that will be shared in the next section of this report, **the data across Grade 4, 5, and 6 supports challenges in student achievement, particularly in reading and numeracy.** As all of the PATs require strong reading skills, struggles with reading can impact performance on all PATs. **A variety of factors have contributed to inconsistent staffing over the past few years, ultimately hindering the cohesion of a consistent collaborative team.** Our teachers have acknowledged the need for building a strong collaborative Division 2 team. High Park's administration team are working alongside our teachers to build strong structures and frameworks for teacher professional learning and our Parkland literacy and numeracy facilitators are supporting our work with well researched practices and resources.

Our Grade 9 PAT results were truly outstanding. Not only was High Park above Parkland at both the acceptable standard and standard of excellence on all subjects, we were also above the province. Our Grade 9 teachers shared that this cohort of students entered Grade 9 with a strong skill set and continuously strived to improve. High Park's performance has been strong at the Grade 9 level for a number of years but in 2023-2024, students performed exceptionally well. When considering the Parkland literacy and numeracy assessments, that will be shared in the next section of this report, **the data supports our strong performance not only in Grade 9 but at the Junior High level.** We have a very strong collaborative team of teachers that consistently strive to push their practice and increase student achievement. As consistent growth and progress can be seen across our Junior High data, success in Grade 9 can be attributed to the professional learning and strong classroom practice throughout Grade 7, 8 and 9. **Moving forward, our teachers are striving to maintain strong performance at the acceptable standard and increase the number of students achieving at the standard of excellence.**

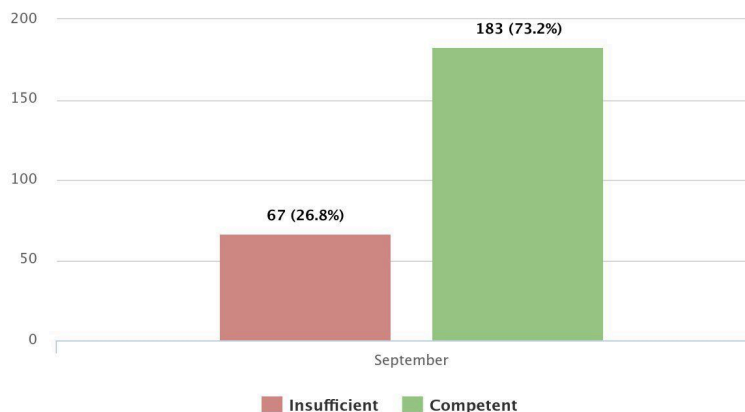


Literacy Results and Assessment Data

Grade 1 - 6 Reading Results

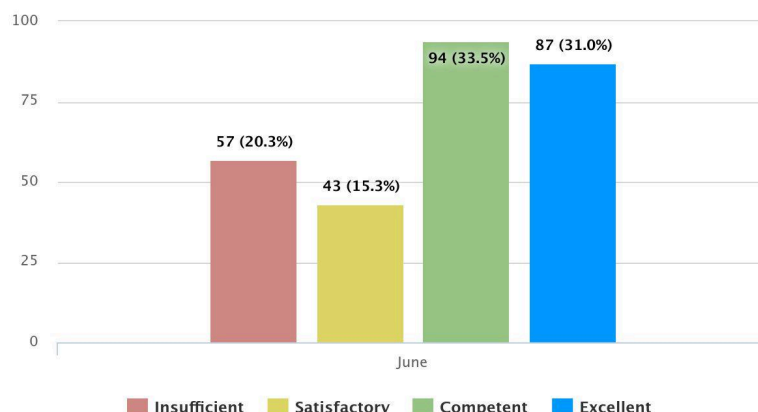
Fountas & Pinnell (English) Results – September

School Year: 2023–2024, School: High Park School



Fountas & Pinnell (English) Results – June

School Year: 2023–2024, School: High Park School



Grade 1 - 6 Reading - Fountas and Pinnell

Reading Levels September 2023:

- 26.8% Below Grade Level
- 73.2% At or Above Grade Level

Reading Levels June 2024:

- 20.3% Below Grade Level
- 79.7% At or Above Grade Level

Increase 6.5% of sufficient readers

Grade Level Literacy Breakdown - Fountas and Pinnell

Grade 1:

- In **November 2023**, 96.7% of Grade 1 students were reading at or above grade level.
- By **June 2024**, 90.3%, indicating a **6.4% decline** with two additional students not meeting the increased expectations for reading at grade level

Grade 2:

- In **September 2023**, 60% of Grade 2 students were reading at or above grade level.
- By **June 2024**, this percentage increased to 75.6%, indicating a **15.6% improvement** in students meeting the increased expectations for reading at grade level

Grade 3:

- In **September 2023**, 90.9% of Grade 3 students were reading at or above grade level.
- By **June 2024**, this percentage increased to 100%, indicating a **10% improvement** in students meeting the increased expectations for reading at grade level

Grade 4:

- In **September 2023**, 82% of Grade 4 students were reading at or above grade level.
- By **June 2024**, this percentage increased to 86.5%, indicating a **4.5% improvement** in students meeting the increased expectations for reading at grade level



Grade 5:

- In **September 2023**, 84.4% of Grade 5 students were reading at or above grade level.
- By **June 2024**, this percentage decreased to 70.2%, indicating a **14.2% decline** with seven additional students not meeting the increased expectations for reading at grade level

Grade 6:

- In **September 2023**, 73% of Grade 6 students were reading at or above grade level.
- By **June 2024**, this percentage increased to 74.6%, indicating a **1.6% improvement** in students meeting the increased expectations for reading at grade level

Reflections on Grade 1 - 3 Reading

In our **Early Years programming**, we are seeing **significant growth** in reading over the course of the year in Grades 2 and 3. Although Grade 1 saw a slight decline this past year, it is important to keep in mind that some of the biggest leaps in literacy occur over the course of Grade 1 as many students come in able to recognize some letters and sounds and leave the year reading fluently. In Grade 1, the expectations for grade level achievement increase significantly from September to June and it is important to note that of the three students that were below grade level at the end of the year, all three experienced progress in their reading and one student was not present for the fall benchmark and likely would have fallen into the below grade level group.

Additionally, when looking at Grade 1 student performance across Parkland School Division, Parkland saw a **decrease** in students achieving at grade level over the course of the year with 76.1% of students reading at grade level in November decreasing to 67.6%. **High Park's 6.4% decline is less than the average decline of 8.5% that Grade 1 students across Parkland experienced.** It is also important to note that **High Park's Grade 1 students are performing significantly above the average Grade 1 students across the division** as 90.3% of Grade 1 students at High Park achieved grade level reading in June compared to 67.6% of Grade 1 students across the division.

When considering additional Alberta Education Early Years literacy screens for our Grade 1 and 2 students, with the LeNs (Letter Name-Sound) Assessment, 8 students for the first benchmark were identified as requiring additional supports but only 3 in June, **a decrease of 5 students at risk.** With the CC3 word reading test, 7 students were identified as requiring additional supports for the first benchmark but only 3 in June, **a decrease of 4 students at risk.**

Taken together, this data shows that **High Park School has strong programming in place for Early Years literacy** and that strategies from our Development Plan, such as small group literacy instruction, a common scope and sequence for phonetic knowledge, and access to well-researched resources continue to help our teachers maintain effective teaching and learning. Additionally, any students below grade level are monitored for further supports with Individualized Education Plans (IEPs) and considered for further intervention.



Reflections on Grade 4 - 6 Reading

The Fountas and Pinnell data for reading in Division Two reveals that the significant growth rates seen in the Early Years (15.6% in Grade 2 and 10% in Grade 3), plateau and even drop in Grade 5. Our strong reading achievement declines to be closer to the average performance of students across Parkland where fewer students are achieving grade level.

Fountas and Pinnell Results - Students Reading at Grade Level in June 2024

	<i>High Park</i>	<i>Average Across Parkland</i>
Grade 4	86.5%	71.5%
Grade 5	70.2%	68%
Grade 6	74.6%	71.7%

When considering our Words Their Way Results, a tool that assess spelling patterns and decoding (word reading) skills, a similar pattern of concern emerges where our results are closer to the average performance of students across Parkland and lower in Grade 5. Comparing student performance from September to June, **Grade 4 saw a 3.9% decline**, **Grade 5 saw a 4.1% increase**, and **Grade 6 saw a 4% increase** in students achieving at grade level.

Words Their Way Results - Students at Grade Level in June 2024

	<i>High Park</i>	<i>Average Across Parkland</i>
Grade 4	76.4%	57.9%
Grade 5	42.1%	54.4%
Grade 6	51.6%	45.3%

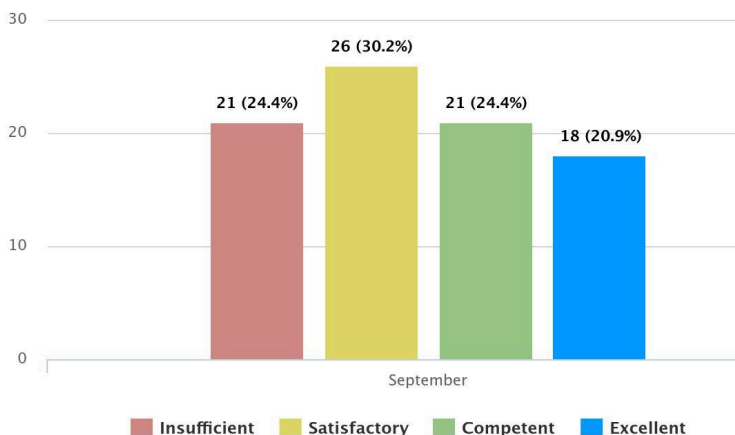
Taken together, the data for our Grade 4 - 6 students shows that although our overall performance in terms of students achieving grade level in reading by the end of Grade 6 (74.6%) is **2.9% above the average of students across Parkland School Division**, the exceptional performance High Parks students experience in the Early Years drastically diminishes. The **overall decrease in achievement in Division 2 signals significant concern** and highlights the need for further investigation in order to determine why the strategies from our Development Plan that work so effectively for our Early Years and Junior High Teachers, are not having the same impact on teaching and learning for students in Grade 4-6.



Grade 7 - 9 Reading Results

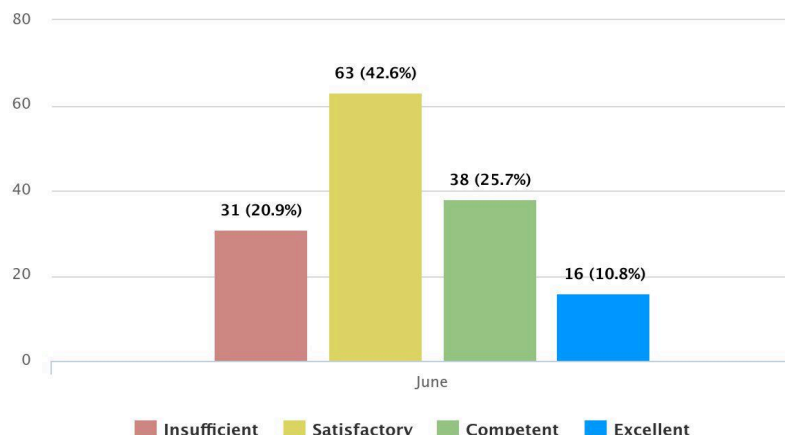
RCAT Results – September

School Year: 2023–2024, School: High Park School



RCAT Results – June

School Year: 2023–2024, School: High Park School



Grade 7 - 9 Reading - RCAT

Reading Levels September 2023:

- 24.4% Below Grade Level
- 75.6% At or Above Grade Level

Reading Levels June 2024:

- 20.9% Below Grade Level
- 79.1% At or Above Grade Level

Increase 3.5% of sufficient readers

Grade Level Literacy Breakdown - RCAT

Grade 7:

- In **November 2023**, 75.5% of Grade 7 students were reading at or above grade level.
- By **June 2024**, 77.1%, indicating a **1.6% increase** in students meeting the increased expectations for reading at grade level

Grade 8:

- In **November 2023**, 71.7% of Grade 8 students were reading at or above grade level.
- By **June 2024**, this percentage increased to 91.3%, indicating a **19.6% improvement** in students meeting the increased expectations for reading at grade level

Grade 9:

- In **November 2023**, 85.5% of Grade 9 students were reading at or above grade level.
- By **June 2024**, this percentage decreased to 70.4%, indicating a **15.1% decline** in students meeting the increased expectations for reading at grade level



Reflections on Grade 7 - 9 Reading

The RCAT data for reading in Junior High reveals **various degrees of growth with an unexpected drop in Grade 9**. June results for the RCAT assessment are not inline with our strong PAT performance and should be considered an **anomaly for Grade 9**. The classroom teacher was away the day the RCAT was completed and the teacher raised concerns around the administration of the assessment and questions about the validity and reliability of the data. This important contextual information likely contributes to the significant drop that occurred. High Park again demonstrates **strong performance in Junior High** as we **outperform the division ranging from 8.4% to 22.1%** when it comes to students reading at grade level.

RCAT Results - Students Reading at Grade Level in June 2024

	<i>High Park</i>	<i>Average Across Parkland</i>
Grade 7	77.1%	68%
Grade 8	91.3%	69.2%
Grade 9	70.4%	62%

When considering our Words Their Way Results, a tool that assess spelling patterns and decoding (word reading) skills, a similar pattern of out performing students across Parkland emerges except for a sharp decline in students achieving grade level in Grade 8. This data point also seems out of place given that 91.3% of students were noted above as reading at grade level. In conversation with the teacher, a significant focus on comprehension strategies drastically increased reading performance while it was also noted that this group was not as strong in writing, particularly in spelling. Comparing student performance from September to June, **Grade 7 saw a 47.8% increase, Grade 8 saw a 8.3% decline, and Grade 9 saw a 31.3% increase** in students achieving at grade level.

Words Their Way Results - Students at Grade Level in June 2024

	<i>High Park</i>	<i>Average Across Parkland</i>
Grade 7	61.1%	47.2%
Grade 8	20%	31.4%
Grade 9	56.3%	42.3%

Taken together, the data for our Grade 7-9 students shows that our overall performance in terms of students achieving grade level in reading by the end of Grade 9 (70.4%) is **8.4% above the average of students across Parkland School Division**. The strong performance High Parks students experience in the Early Years returns in Junior High. Coupled with our outstanding PAT results at the Grade 9 level, the strategies



implemented from the 2023-2024 Development Plan were highly effective for maintaining high quality teaching and learning for students in Grade 7-9.

Key Takeaways for Expanding Success in Literacy - Reading

When considering the PAT results, reading assessments, and Provincial screens, overall, **High Park is continuing to sustain strong performance in terms of students achieving at grade level in reading.** When looking across grade level divisions, **our performance is inconsistent.** High Park's students experience outstanding growth and achievement in reading in Grade 1-3, we see a **decline in our Grade 4-6 performance**, and then we again see strong growth and achievement in reading with our Grade 7-9 students. This pattern is also reflected over a number of years on our Grade 6 PAT performance.

The strategies from our 2023-2024 Development Plan, such as small group instruction, a common scope and sequence, collaboration, and access to well-researched resources, appear to be more effectively implemented by our Early Years and our Junior High team. Further exploration around challenges and opportunities is needed in order to support growth and achievement in literacy within Grades 3-6.

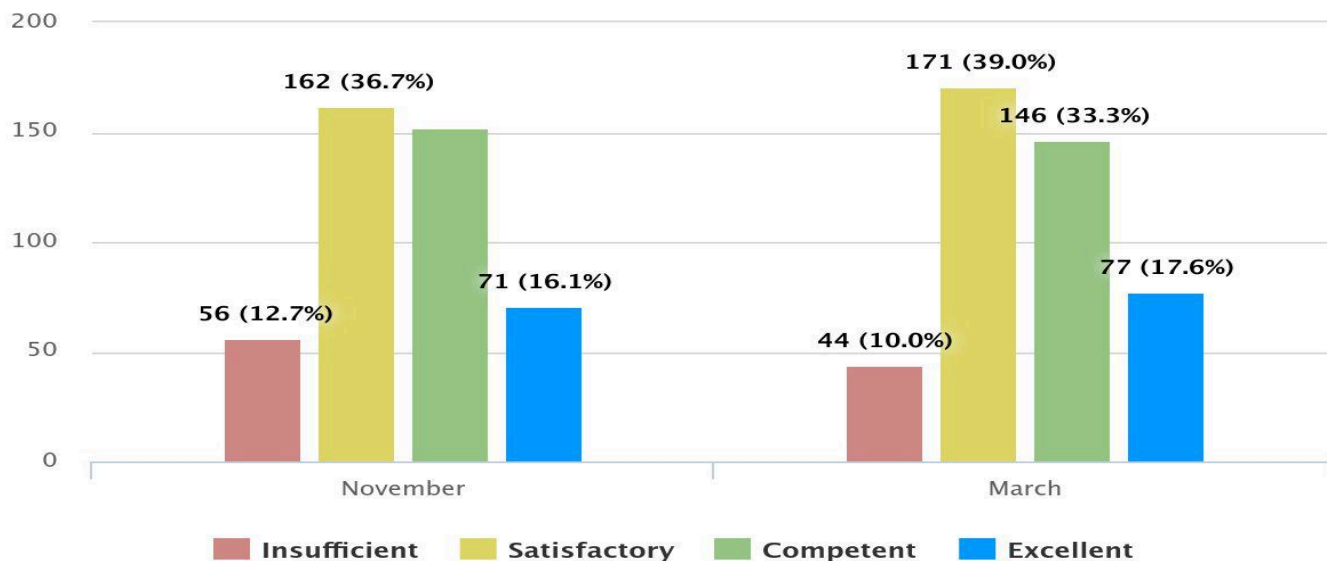
It is also important to note that our **Early Years and Junior High teaching teams have largely been consistent** over the past few years. These teams are **highly collaborative** and when a new teacher shifts into those grade levels, they immediately feel the full support of their new team. There have been **significant changes in our Grade 4-6 team over the last several years** with teachers expanding their families and administration working to respond to fluctuating enrollment numbers post boundary review. Split classes were needed in a variety of different grades over the past few years with several teaching assignments changing year to year. Team members have shared that **constant changes in the team, sometimes mid-year, have led to more isolated practice** as opposed to a collaborative approach across the Grade Level Division. When considering next steps and strategies for improvement, a framework for collaboration, intentional work with curriculum sequencing, and individualized supports based on teacher need will be critical elements of our plan.



Grade 1 - 9 Writing Results

Writing Assessment (English) Results – All Periods

School Year: 2023–2024, School: High Park School



Grade 1 - 9 Writing

Writing at Grade Level November 2023:

- 12.7% Below Grade Level
- 87.3% At or Above Grade Level

Writing at Grade Level March 2024:

- 10% Below Grade Level
- 90% At or Above Grade Level

Increase 2.7% of sufficient writers

Grade Level Literacy Breakdown

Grade 1:

- In **November 2023**, 75.9% of Grade 1 students were reading at or above grade level.
- By **March 2024**, 86.7%, indicating a **10.8% improvement** in students writing at grade level

Grade 2:

- In **November 2023**, 88.6% of Grade 2 students were reading at or above grade level.
- By **March 2024**, 82.2%, indicating a **6.4% decrease** in students writing at grade level

Grade 3:

- In **November 2023**, 97.1% of Grade 3 students were reading at or above grade level.
- By **March 2024**, 97.1%, indicating a **0% improvement** in students writing at grade level however there was an **11% increase** in students writing at the **standard of excellence**

Grade 4:

- In **November 2023**, 92.2% of Grade 2 students were reading at or above grade level.
- By **March 2024**, 98%, indicating a **5.8% improvement** in students writing at grade level



Grade 5:

- In **November 2023**, 87% of Grade 5 students were reading at or above grade level.
- By **March 2024**, 87.5%, indicating a **0.5% improvement** in students writing at grade level

Grade 6:

- In **November 2023**, 92.1% of Grade 6 students were reading at or above grade level.
- By **March 2024**, 93.7%, indicating a **1.6% improvement** in students writing at grade level however there was an **14.3% increase** in students writing at the **standard of excellence**

Grade 7:

- In **November 2023**, 81.8% of Grade 7 students were reading at or above grade level.
- By **March 2024**, 88.9%, indicating a **7.1% improvement** in students writing at grade level

Grade 8:

- In **November 2023**, 81.1% of Grade 8 students were reading at or above grade level.
- By **March 2024**, 84%, indicating a **2.9% improvement** in students writing at grade level

Grade 9:

- In **November 2023**, 87.9% of Grade 9 students were reading at or above grade level.
- By **March 2024**, 90.3%, indicating a **2.4% improvement** in students writing at grade level

Reflections on Grade 1 - 3 Writing

Writing data for Grade 1-3 reveals an inconsistent pattern of performance. We see significant growth in Grade 1, followed by a decrease in achievement in Grade 2, and March performance identical to fall in Grade 3. Similar to reading, it is important to note that expectations for writing increase throughout the year so improvement above 0% can be interpreted to mean that some students grew more than a grade level in this time. It is important to note that writing was more challenging for our Grade 2 group and likely contributed to the drop that occurred. In Grade 3 we did see a significant increase in students achieving grade level at the standard of excellence supporting the conclusion of strong skill development. High Park again demonstrates **strong performance in the Early Years** as we **outperform the division ranging from 6.6% to 13.8%** when it comes to students writing at grade level.

Writing Results - Students Writing at Grade Level in March 2024

	<i>High Park</i>	<i>Average Across Parkland</i>
Grade 1	86.7%	72.9%
Grade 2	82.2%	75.6%
Grade 3	97.1%	79.3%



Reflections on Grade 4 - 6 Writing

Writing data for Grade 4-6 reveals steady improvement across Division 2. Unlike the decline in achievement our Division 2 students experience with reading, their performance in writing appears to show consistent improvement. High Park again demonstrates **strong performance in the Grade 4-6** as we **outperform the division ranging from 7% to 22.4%** when it comes to students writing at grade level.

Writing Results - Students Writing at Grade Level in March 2024

	<i>High Park</i>	<i>Average Across Parkland</i>
Grade 4	98%	75.6%
Grade 5	87.5%	80.5%
Grade 6	93.7%	83.4%

Reflections on Grade 7 - 9 Writing

Writing data for Grade 7-9 reveals **steady improvement across Junior High**. Of interest to High Park at the Junior High Level is striving for the standard of excellence. The additional data in the chart below, reveals that there continues to be room for improvement in this area. **Our performance on the Divisional Writing Assessment continues to be in line with our strong PAT results** but unfortunately the data breakdown will only allow us to compare our overall English Language Arts PAT score, with reading and writing together, to Parkland School Division's, which shows our performance as higher at both the acceptable standard and standard of excellence. Our area for growth is revealed when the PAT results are separated by reading and writing in grade 9. **Our PAT performance on reading is significantly stronger than our performance on writing**. This also holds true when looking at the divisional data from our internal screens.

Student Writing Results in March 2024

	<i>High Park</i>		<i>Average Across Parkland</i>	
	<i>Grade Level</i>	<i>Excellence</i>	<i>Grade Level</i>	<i>Excellence</i>
Grade 7	88.9%	16.7%	88.6%	18.7%
Grade 8	84%	22%	86.4%	17.7%
Grade 9	90.3%	21%	86.9%	18.3%



Key Takeaways for Expanding Success in Literacy - Writing

When considering the PAT results and the Divisional writing assessment data, **High Park is continuing to sustain strong performance in terms of students achieving at grade level in writing.** According to the trends, it appears **High Park loses the advantage our Early Years students experience** as our results remain strong moving through Grades 4-6 up to Junior High but the gap between High Park students and students across Parkland shows that other students catch up to High Park in writing by the end of Grade 9.

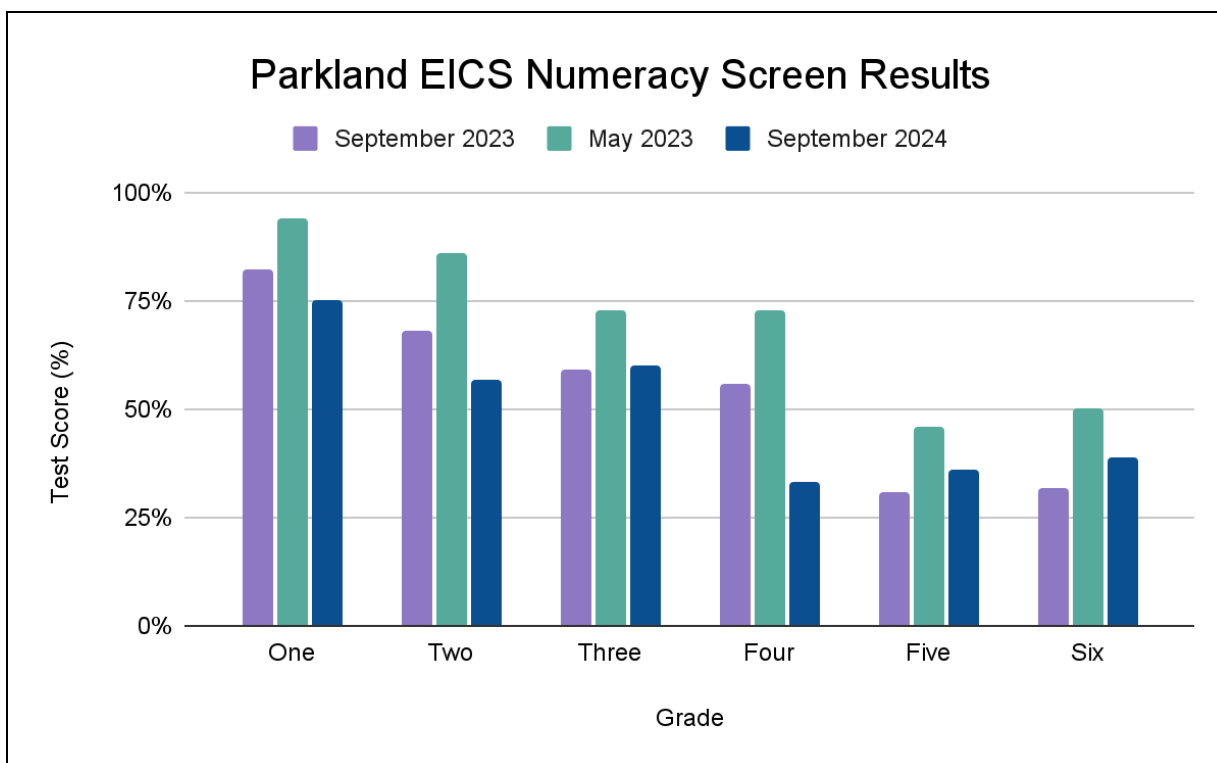
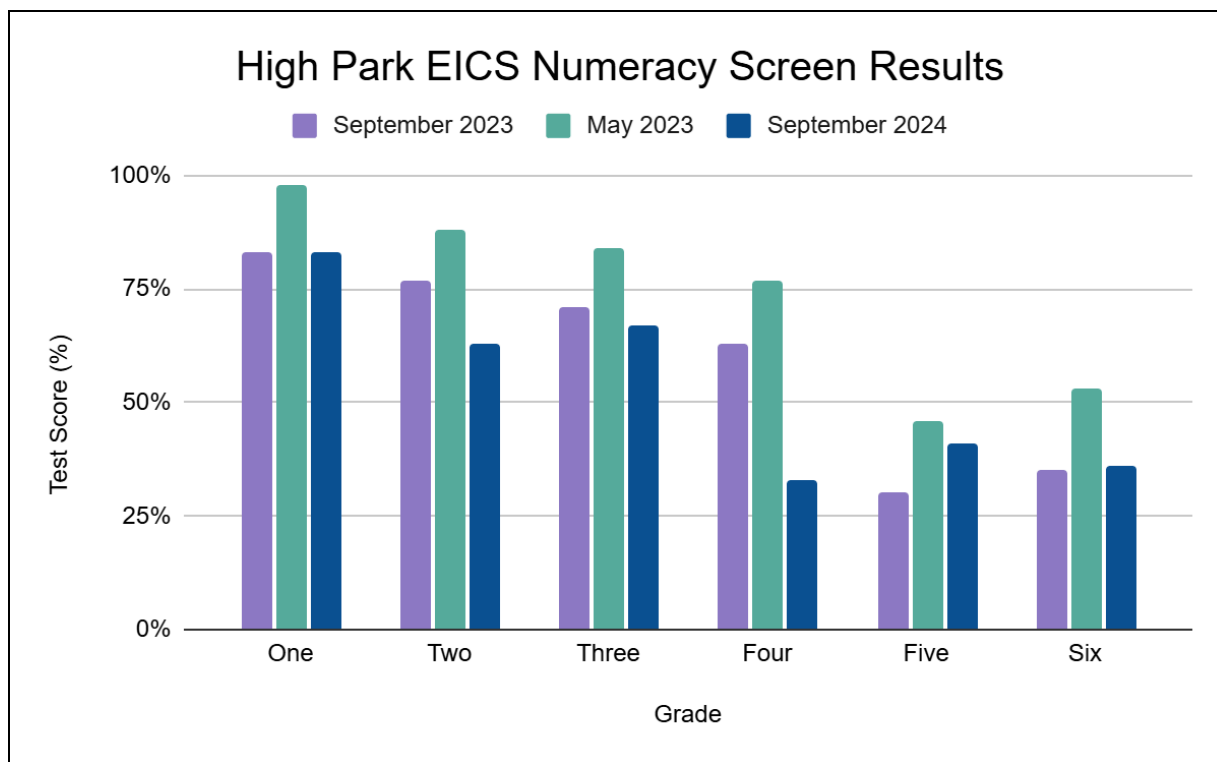
It is important to connect back to the Words Their Way data as performance at the Grade 8 level hinted that writing results might not be as strong. The Divisional Writing Assessment scores confirm that our students are indeed finding more difficulty with writing and are performing below other students in Parkland School Division. It was noted by the Grade 8 Humanities teacher that the classes particularly struggled with the spelling component of writing, which explains why the Words Their Way scores are so low.

The strategies from our 2023-2024 Development Plan, such as small group instruction, a common scope and sequence, collaboration, and access to well-researched resources, appear to be effective in all three grade level divisions. There is however **room for growth in writing with our Grade 4-9 students** in order for High Park to realize the achievement we are striving for at the Standard of Excellence. Intentional collaboration and professional learning around writing will support growth in this area.



Numeracy Results and Assessment Data

Grade 1 - 6 Numeracy Results





Grade 1 - 6 Numeracy - EICS Screen

Growth Between September 2023 and September 2024:

- Over the 2023-2024 school year, our **Elementary students improved gaps in their numeracy skills by 14%** on the previous grade's curriculum
- When considering cohort results from September 2023 to September 2024, our **Elementary students grew by -6%** so **did not quite achieve a year's worth of growth** in a year's worth of time

Reduction of 28% of students requiring attention building numeracy skills

Grade	Sept. 2023 to May 2024	Sept. 2023 to Sept. 2024	Key Takeaways
Grade 1	15% Growth	0% = Year's worth of growth in a year's time achieved	<ul style="list-style-type: none"> • Grade 1 students improved their numeracy skills taught in Kindergarten by 15% • In September 2023, students mastered 83% of Kindergarten skills and in September 2024, students mastered 83% of Grade 1 Skills. Grade 1 students demonstrated a year's worth of growth in a year's time
Grade 2	11% Growth	-14% = Year's worth of growth in a year's time Not Achieved	<ul style="list-style-type: none"> • Grade 2 students improved their numeracy skills taught in Grade 1 by 11% • In September 2023, students mastered 77% of Grade 1 skills and in September 2024, students mastered 63% of Grade 2 Skills. Grade 2 students did not demonstrate a year's worth of growth in a year's time
Grade 3	13% Growth	-4% = Year's worth of growth in a year's time Not Achieved	<ul style="list-style-type: none"> • Grade 3 students improved their numeracy skills taught in Grade 2 by 13% • In September 2023, students mastered 71% of Grade 2 skills and in September 2024, students mastered 67% of Grade 3 Skills. Grade 3 students did not demonstrate a year's worth of growth in a year's time
Grade 4	14% Growth	-30% = Year's worth of growth in a year's time Not Achieved	<ul style="list-style-type: none"> • Grade 4 students improved their numeracy skills taught in Grade 3 by 14% • In September 2023, students mastered 63% of Grade 3 skills and in September 2024, students mastered 33% of Grade 4 Skills. Grade 4 students did not demonstrate a year's worth of growth in a year's time
Grade 5	16% Growth	+11% = More than a Year's worth of growth in a year's time achieved	<ul style="list-style-type: none"> • Grade 5 students improved their numeracy skills taught in Grade 4 by 16% • In September 2023, students mastered 30% of Grade 4 skills and in September 2024, students mastered 41% of Grade 5 Skills. Grade 5 students demonstrated more than a year's worth of growth in a year's time
Grade 6	18% Growth	+1% = More than a Year's worth of growth in a year's time achieved	<ul style="list-style-type: none"> • Grade 5 students improved their numeracy skills taught in Grade 4 by 18% • In September 2023, students mastered 35% of Grade 5 skills and in September 2024, students mastered 36% of Grade 6 Skills. Grade 6 students demonstrated more than a year's worth of growth in a year's time



Reflections on Grade 1 - 6 Numeracy

The EICS numeracy screen is administered across Parkland, along with several other school divisions, to assess numeracy skills that were learned at the previous grade level, ex. Grade 4 scores reflect gaps in learning with Grade 3 curriculum. Although this assessment does not give a measure of students' understanding with grade level curriculum, it does highlight gaps in student learning and the ability of teachers to close those gaps while teaching new curriculum.

When considering our Early Years students in Grade 1-3, **High Park students tend to not only score higher on the screen but also make greater gains when it comes to learning lagging skills.** Similar to reading, **High Park students sustain an advantage over the average student within Parkland when it comes to building strong numeracy skills.** In Grade 1, 3 and 6, students grow around the expected rate, while our Grade 5 student's saw more than a year's worth of growth in a year's time. However, our Grade 2 and 4 students did not achieve a year's worth of growth, with significant challenges appearing in Grade 4.

In continuation, **High Park Grade 4-6 students scored significantly lower than our Early Years students, roughly aligning with the average performance of students across Parkland.** The distinct academic advantage High Park students experience in their Early Years declines in Division 2. It is important to note that the new math curriculum was implemented in Division 1 two years ago and last year in Division 2. The curriculum has significantly higher expectations for students and these Division 2 students in particular, did not have much exposure to the increased challenges in Division 1.

In order to navigate the challenges our Grade 4-6 students are facing in numeracy, we have introduced numeracy intervention and are supporting teachers in building structures into their classrooms for targeting lagging numeracy skills.

While Learning Loss data is available for High Park's Early Year's students, only a small number of students met the criteria that the data does not effectively capture the full picture of numeracy at High Park.



Grade 7 - 9 Numeracy Results

Grade 7 - 9 Numeracy - MIPI

Students Requiring Attention with Numeracy Skills September 2023:

- 56% Requiring Attention
- 44% NOT Requiring Attention

Students Requiring Attention with Numeracy Skills June 2024:

- 27.9% Requiring Attention
- 72% NOT Requiring Attention

Reduction of 28% of students requiring attention building numeracy skills

Grade Level Numeracy Breakdown

Grade 7:

- In **September 2023**, 57% of Grade 7 students required attention building numeracy skills
- By **June 2024**, 35.2%, indicating a **22% improvement**

Grade 8:

- In **September 2023**, 54% of Grade 8 students required attention building numeracy skills
- By **June 2024**, 20%, indicating a **34% improvement**

Grade 9:

- In **September 2023**, 55% of Grade 9 students required attention building numeracy skills
- By **June 2024**, 28%, indicating a **27% improvement**

Reflections on Grade 7 - 9 Numeracy

Similar to the Elk Island Assessment, the MIPI also assesses numeracy skills that were learned at the previous grade level, ex. Grade 8 scores reflect gaps in learning with Grade 7 curriculum. Although this assessment does not give a measure of students' understanding with grade level curriculum, it does highlight gaps in student learning and the ability of teachers to close those gaps while teaching new curriculum. **The percentage of High Park Junior High students requiring attention to build numeracy skills decreased by 28% or 46 students.** During the 2022-2023 school year High Park also experienced a decrease in students requiring attention (25%), which reveals a **consistent pattern of effective targeted teaching to fill gaps in student learning.** In comparison to Parkland's results, where 66.6% of Junior High students required attention September and 48.4% in May, **High Park students have significantly stronger numeracy skills than the average Parkland student and show more growth.** Pairing this data alongside our strong math results on the June PAT, High Park

Key Takeaways for Expanding Success in Numeracy

Similar to reading, when considering next steps and strategies for improvement, a framework for collaboration, intentional work with curriculum sequencing, and individualized supports based on teacher need will be critical elements of our plan for our Division 2 teachers. Additionally, we will be introducing targeted support to build fact fluency with our Grade 4-6 learners.



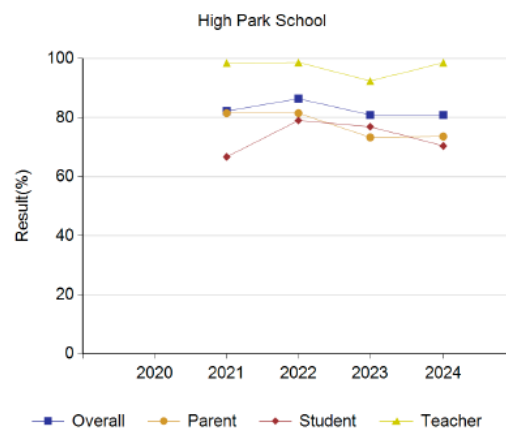
Data and Results - Promoting Success and Wellbeing

Alberta Education Assurance Measures Survey Results Fall 2024

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

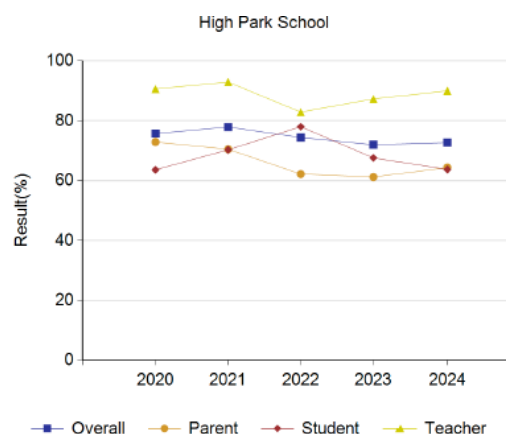
High Park	PSD	Province
80.9%	80.6%	83.7%



Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship

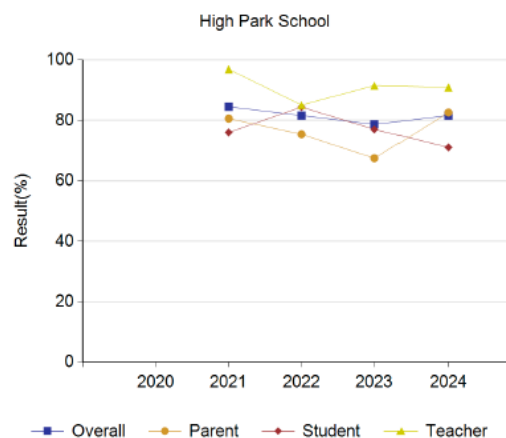
High Park	PSD	Province
72.7%	70.1%	79.4%



Welcoming, Caring, Respectful, & Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

High Park	PSD	Province
81.6%	77.5%	84.0%

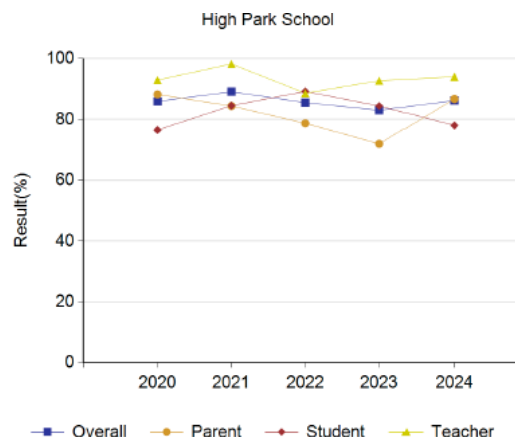




Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

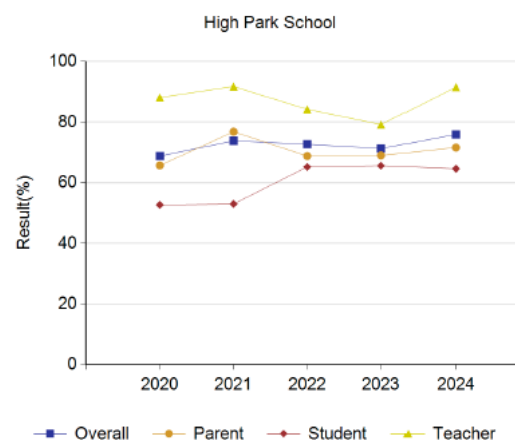
High Park	PSD	Province
86.2%	81.6%	87.1 %



Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

High Park	PSD	Province
75.9%	79.4%	82.8 %



Reflections on Promoting Success and Wellbeing

In terms of Student Learning and Engagement, High Park’s Assurance Measure survey results came in **slightly above Parkland’s average but a bit below the Provincial average**. When reviewing parent responses, High Park’s Grade 4-6 parents felt strongly that the literacy and numeracy skills their children were learning in school were useful and while High Park’s Grade 7-9 parents felt strongly that the literacy skills their children are learning are useful, they felt strongly the numeracy skills were not. High Park’s scores were substantially lower to the average response from parents across Parkland. Also of interest was that only 61% of High Park parents felt their children are learning what they need to know compared to 70% of parents across Parkland. When considering student responses, our Grade 4-6 students enjoyed Language Arts and Math notably more than students across Parkland. Our Junior High students seem to vary on their responses to questions around if core subjects are useful or interesting to them. Engaging with our parents to find out more about the reasoning behind their responses could help us more effectively communicate content and relevance. As fall 2024 was the first year Course Outlines were sent home, it will be interesting to revisit this measure in 2025.



In terms of citizenship, survey results showed High Park as coming in **slightly above Parkland's average but below the Provincial average**. While parents across our school agree that students are encouraged to try their best, around half of our parents feel that students follow the rules. This is inline with Parkland's survey results but significantly below the province. In terms of students respecting each other, parents of Elementary students believe this to be true more than Junior High, which is true at both the Division and Provincial levels. Again, it would be interesting to explore perspectives behind the responses and perhaps work with School Council to better understand the challenges.

When considering Welcoming, Caring, Respectful, and Safe Learning Environments, **High Park is maintaining** on this measure according to our three year rolling average while both the province and Parkland are experiencing a decline. **We fall above Parkland but below the provincial average on this measure**. When reviewing the survey responses, it is clear that most parents agree or strongly agree that students are safe and cared for by the school adults. However, parents are less confident that students care about each other and treat each other well, particularly at the Junior High level. There continues to be room for growth when it comes to supporting our students in developing into kind and caring contributing members of our community.

The Safe and Caring survey questions are similar to the category above but focus more around the learning to treat each other fairly, with care, and respect. **We are very close to the province on this measure and a bit further above Parkland**. It can be inferred that parents believe High Park staff are actively teaching skills and working with students to help them learn about respecting and caring for others.

The Program of Studies question is particularly interesting for High Park as we pride ourselves in offering a robust array of programming including fine arts, career, technology, and health and physical education (PE). In particular, we are very proud of the Career Technology and Foundation (CTF) courses we offer to our Junior High students. **Our performance is up on this measure compared to last year but we are still below the province and Parkland**. Parents believe that we have strong programming around health, PE, music and art, but see a gap when it comes to drama, second languages, and technology. We have just introduced drama this year and have focused on dedicating specialists to both PE and music so it will be interesting to see how our results shift next year. We are also curious as to whether our community is aware of all of the program opportunities we offer and would like to try showcasing them to make our programming more visible.

Key Takeaways for Promoting Success and Wellbeing

In terms of promoting Success and Wellbeing **High Park's survey results increased in all five of five areas above**, and in all except the Program of Studies, we out performed Parkland. There is room for growth in order for us to achieve at the same level as the Province but overall, High Park is maintaining consistent performance at an acceptable or good level and there are no significant issues to report. We are taking positive steps to increase Success and Wellbeing.

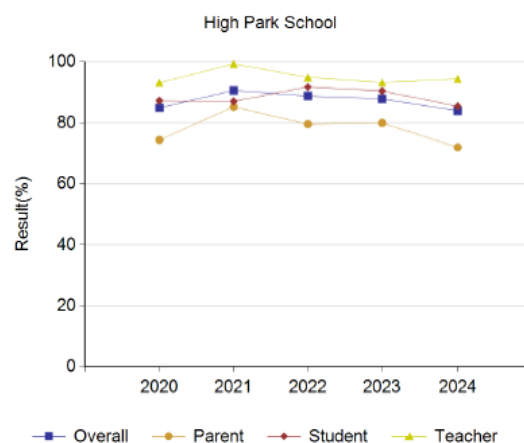


Additional Data and Results

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

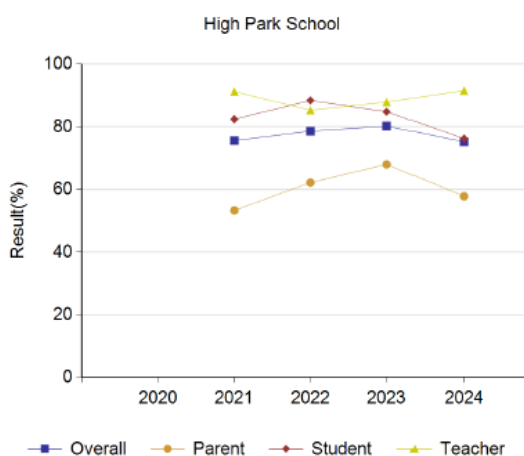
High Park	PSD	Province
83.9%	84.9%	87.6%



Access to Supports and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

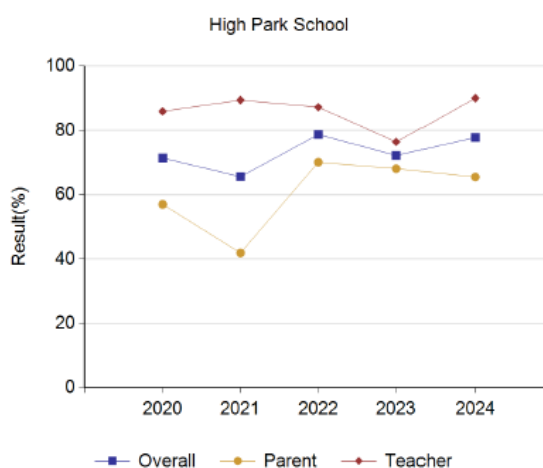
High Park	PSD	Province
75.2%	75.4%	79.9%



Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

High Park	PSD	Province
77.8%	73.2%	79.5%

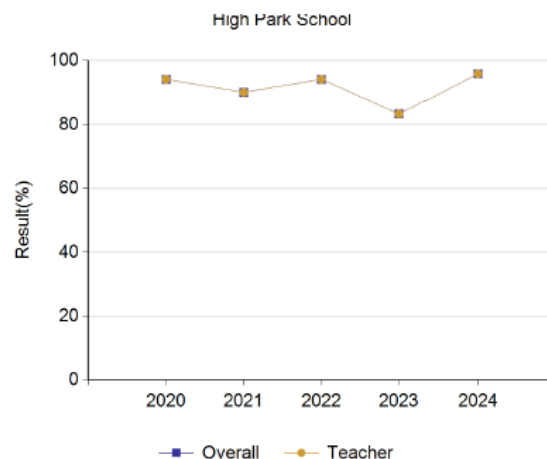




In-Service Jurisdiction Needs (Professional Learning)

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

High Park	PSD	Province
95.8%	85.6%	81.1%



Key Takeaways

In terms of **Education Quality**, the results from both our student and parent respondent groups **declined in 2024, however our three year rolling average sees High Park sustaining** on this measure alongside the province. **Access to Supports and Services saw a similar decline.** Again, our three year rolling average sees High Park sustaining on this measure alongside the province. It would be interesting to explore perspectives behind the responses and perhaps work with School Council to better understand the challenges. **Parental Involvement** at High Park has maintained in both the 2024 and three year rolling average and inline with the provincial average. When reflecting on **Professional Learning, High Park’s responses were strong** and continuing to grow when it comes to offering Professional Learning opportunities that are relevant and meaningful to teachers.

Our Learning and Next Steps

In 2023-2024, High Park focused on Expanding Success in Literacy and Numeracy as well as Promoting Success and Wellbeing. Our data from divisional screens reveals strong growth in reading and writing with our Grade 1-3 students. Our students are learning the fundamental skills they need to be successful. In Grade 4-6, our students are not making the same gains they did in the Early Years when it comes to reading. This will be an area of focus moving forward as students move from learning to read to reading to learn at this age and reading impacts learning and achievement in all subject areas. With writing, our Grade 3-6 students have demonstrated incremental growth. There is room for growth in Division 2 in order to see High Park students maintain the same advantage they experience across the Early Year. In Junior High, our students demonstrate exceptional achievement in reading and have built solid writing skills. Our internal screens and Provincial Achievement Tests (PATs) continue to stay strong over time across subjects.

High Park’s numeracy results follow a similar pattern to our reading achievement where we see strong performance across the Early Years, a decline in growth during Grade 4-6, and an increase in both achievement and growth with our Junior High students. Half of the grades in our Elementary classrooms are



achieving a year's worth of growth in a year's worth of time and further conversations with teachers are needed in order to identify where our gaps are, why they are occurring, and how to close them.

Consistent teaching teams, effective collaboration, targeted professional learning, and data informed practice have supported High Park's strong performance in both the Early Years and Junior High. With many changes in our Division 2 team over the past few years, we are focusing on building a strong collaborative community that has the tools and framework they need to thrive. While the school administration is supporting the implementation of a professional learning framework for collaborative team time, Divisional Facilitators are helping to move our work forward in Division 2 by supporting data informed practice alongside the sharing of well-researched resources. Literacy and numeracy intervention, to support students requiring a small boost to build their skills, will continue to be a strategy accessed for targeting learning gaps. Our Junior High teachers are working to further support achievement at the standard of excellence and will continue to focus on further developing student writing skills.

When considering High Park's objective of **Promoting Success and Wellbeing**, **survey results increased** on all measures including: Student Learning Engagement, Citizenship, Welcoming, Caring, Respectful, and Safe Schools, Program of Studies, and Safe and Caring. These results reveal that the intentional work to create clear expectations around student behaviour, academic and social emotional supports, as well as a robust offering of CTF and fine arts courses are creating a well rounded learning experience for all High Park students. In 2024-2025, we are looking forward to accessing the results of Guarding Minds staff survey and the SOS-Q student survey to inform our work on Promoting Success and Wellbeing. More effectively sharing out the amazing programming High Park has to offer and success to celebrate can better help us communicate our strengths to the community.



Appendix A - Data Sources and Definitions

- **2024 Alberta Education Assurance Measure Results Report (AEAM)**
 - The AEAM is a survey completed by Alberta Education that surveys teachers, parents, and staff from students in grades 4, 7, and 10. The AEAM combines provincial testing results, student outcome data and results from the Alberta Education Assurance (AEA) survey to evaluate success and identify areas for improvement at the school, school authority and provincial levels.
- **2023/2024 Fountas & Pinnell Reading Assessment (F&P) - Grade 1-6**
 - F&P is a screening tool that tests student reading fluency and comprehension at increasing levels of difficulty. A student will achieve a particular reading level based on their current level of reading fluency and comprehension, which would then categorize a student as reading at, above, or below grade level. This tool helps inform teacher instruction and can identify students for literacy intervention programming.
- **2023/2024 Reading Comprehension Assessment Tool (RCAT) - Grade 7-9**
 - The RCAT is a reading comprehension screening assessment that students complete throughout the year. This tool identifies a student's areas of strength and growth in their comprehension of reading content which helps inform school planning and teacher instruction.
- **2023/2024 Words their Way Spelling Assessment (WTW) - Grade 4-9**
 - WtW is a spelling inventory that can identify a student's spelling ability. When compared to norms, a student can be identified as spelling at, above, or below grade level. This tool helps inform teacher instruction.
- **2023/2024 PSD Common Writing Assessment - Grade 1-9**
 - The HLAT is a test that measures students' writing skills compared with the Alberta curriculum in English Language Arts. This screening tool informs teacher instruction in writing.
- **2023/2024 Elk Island Numeracy Screen - Grade 1 to 6**
 - The Elk Island is a Numeracy screening tool that students complete in the fall and spring. This screening tool identifies students strengths and weaknesses in many conceptual areas of numeracy. This tool helps inform teacher instruction and can help identify groups of students for intervention programming.
- **2023/2024 Math Intervention Programming Instrument (MIPI) - Grade 7-9**
 - The MIPI is a math screening tool that tests students' understanding of their previous years curriculum. A grade 8 MIPI tests students on grade 7 outcomes. This tool identifies students that require additional attention such as program modification and/or accommodations, remedial learning, or intervention. This tool uses a cut off of below 70% for students who require attention. This screen assists teachers in their instruction.