



Hugh A. Bennett School

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School Improvement Results Reporting | For the 2024-25 School Year

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

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 literacy will improve

Outcome One: Students language comprehension will improve (listening and reading comprehension)

Celebrations:

- The number of students achieving grade level expectations (2, 3, or 4 indicators on the report card) has increased by 5 percentage points (January- June), and by 4 percentage points (June to June)
- Based on the Alberta Education Assurance Survey, the number of students who agreed with the statement “Students respect each other” increased by 19 percentage points.
- From January 2025 to June 2025 there was a decrease of 15 percentage points for students achieving LP1 in Reading on the EAL Benchmarks.
- Students demonstrated increased literacy skills based on the Early Years Assessments, as evidenced by
 - 71% of students who required additional support on the LeNS on the pre-assessments no longer required additional support on the post-assessment.
 - 75% of students who required additional support on the CC3 pre-assessment no longer required support on the post-assessment.

Areas for Growth

- Improving students understanding of Tier 2 and Tier 3 vocabulary when reading and listening.
- Improving students’ ability to decode words and recognize sight words to support overall reading comprehension.
- Improve student attendance to increase opportunities to engage in whole group and targeted literacy times.

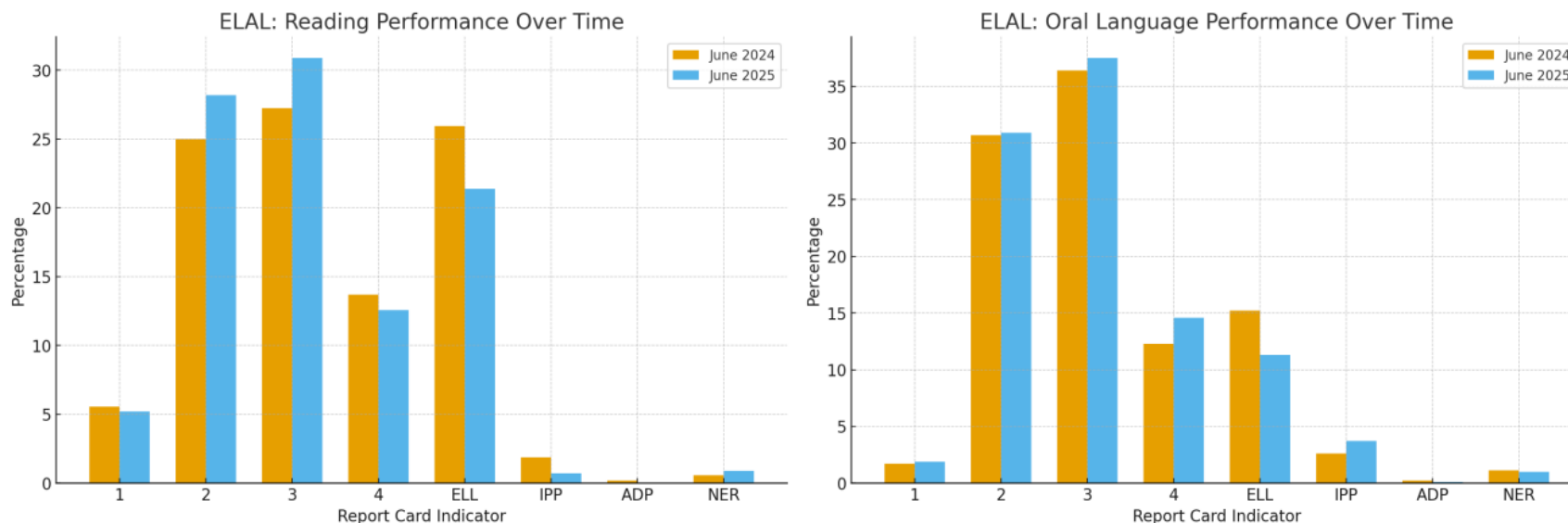
Next Steps

- Targeted literacy intervention cycles, with the support of the Intervention Lead Teacher
- Purposeful, targeted instruction of Tier 2 and Tier 3 vocabulary
- Increase interest holder awareness regarding consistent attendance and the impact of student success

Our Data Story:

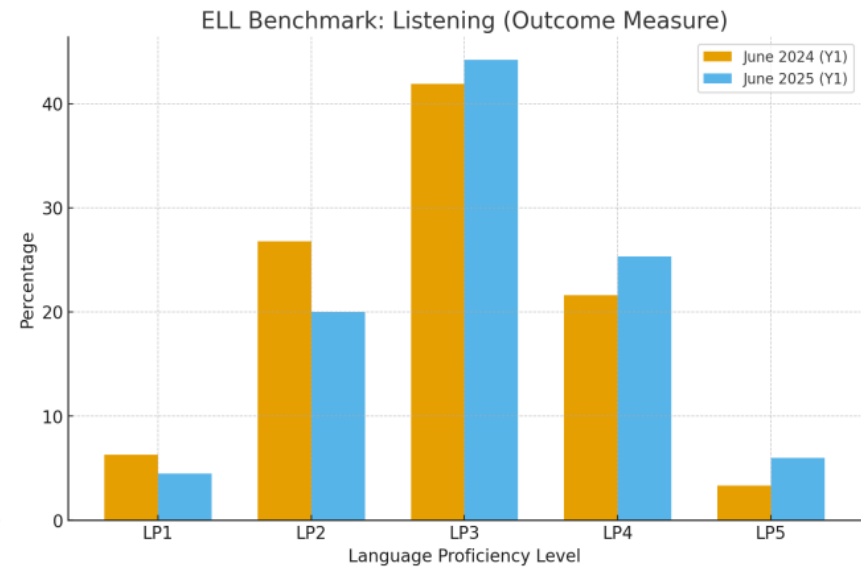
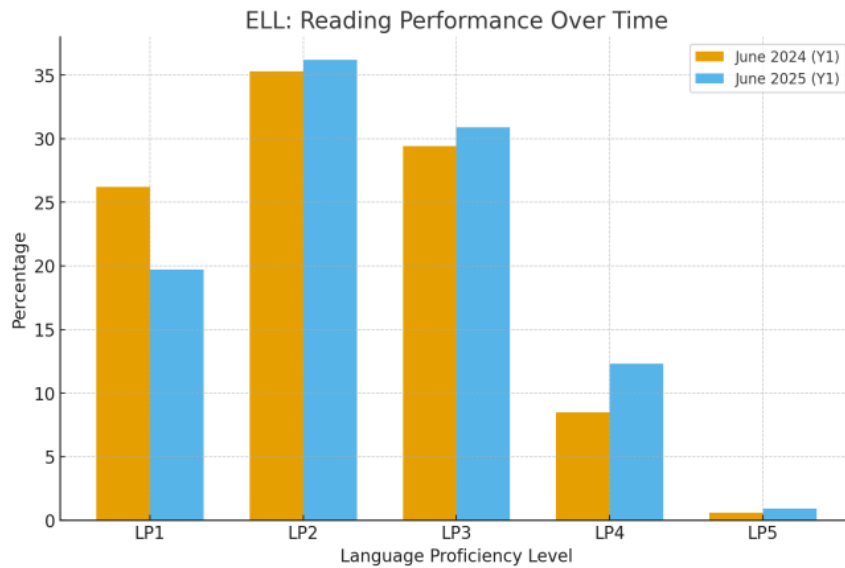
The following charts summarize Hugh A. Bennett's outcome measures from the 2024-2025 school year.

English Language Arts Outcome Measures:



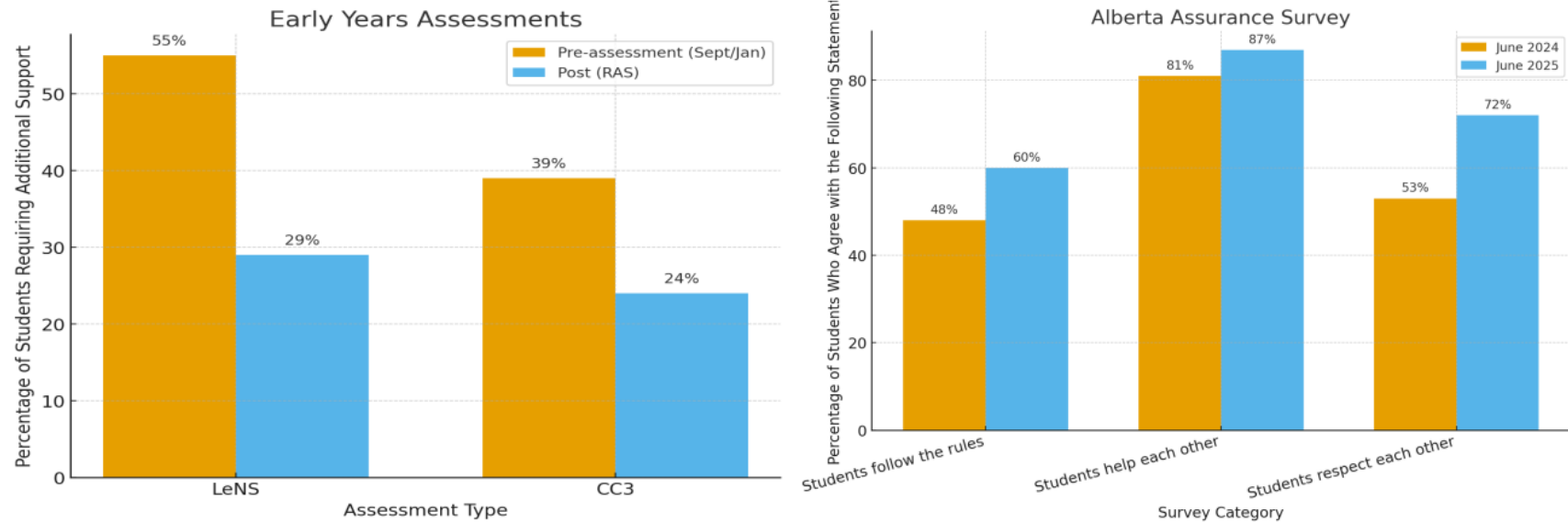
In English Language Arts, we focused on Reading and Oral Language performance, as both connect to our goal of language comprehension. The data shows the number of students receiving 2's and 3's increased, while the number of students receiving ELL as an indicator has decreased. This tells us once students move from ELL as an indicator (LP1 or LP2 level), they are able to meet grade level expectations.

English Language Learning Outcome Measures:



For our students learning English as an Additional Language, we focused on Reading and Listening development. We can see the number of students working at an LP1 level has decreased in both reading and listening. The data also shows students are reaching

higher LP levels in listening before they reach the same levels in reading.



Our Early Years evaluation results show a decrease in the number of students requiring additional support between the pre- and post-assessments. The data gathered from the pre-assessment guided targeted literacy interventions, which had a positive impact on students' literacy development and overall early learning success.

With the Alberta Assurance Survey, we saw a significant increase in the number of students who agreed with the statement “*Students respect each other.*” This was an identified area of focus at our school during the 2024–2025 school year, and the improvement reflects the positive impact of our ongoing efforts to build a respectful and supportive school culture. Additionally, the percentage of students who agreed with the statement “*Students follow the rules*” also showed a notable increase, indicating stronger alignment with our shared expectations for behavior and community values.

While the charts above provide quantitative information on Hugh A. Bennett School's outcome measures for the 2024–2025 school year, there is much more to understand about our school community.

Hugh A. Bennett School is a large Kindergarten to Grade 4 school located in the community of Saddleridge. We also have two Enhanced Educational Support (EES) classes for students with complex learning needs. Our inclusive education program supports a number of students who also require individualized programming.

It is important to note many of our students are multilingual. Seventy-one percent of students are identified as learning English as an Additional Language (EAL). This figure does not include Kindergarten students; however, based on current enrollment, approximately 83% of Kindergarten students are also learning English as an additional language.

Among students identified as EAL, 46% are working at the LP1 or LP2 level. This indicates nearly half of our EAL students are in the early stages of English language acquisition. As such, their developing language skills may impact their ability to engage with the curriculum at the same level as their peers who are not learning English as an additional language. Digging deeper into the data, we know only 4% of students coded as EAL are getting a 1 indicator (not yet meeting grade level expectations) in English Language Arts of the report card. This tells us once students are no longer at LP1 and LP2, most are successfully meeting grade level expectation in English Language Arts. When looking deeper into the profiles of students learning English as an Additional Language, we see there are approximately 27 different languages spoken by students at Hugh A. Bennett, with the predominant languages being Punjabi and Urdu. Additionally, approximately 40% of our students were born outside of Canada. This diversity enhances our learning environment and strengthens our commitment to creating an inclusive and supportive school for all learners.

Another important factor to consider is attendance. Sixty percent of our students have more than 10% absenteeism, and 30% have more than 20% absenteeism. This includes students on extended absences as well as those facing challenges that make regular attendance difficult. Given 10% absenteeism equates to roughly one month of missed school, and 20% equates to about two months, it is reasonable to expect missed learning opportunities impact overall student achievement.

Despite higher-than-average absenteeism rates students at Hugh A. Bennett School report high levels of connectedness and belonging. Ninety-five percent of students say they feel safe at school, and ninety percent report feeling welcome. Eighty-five percent say they feel a sense of belonging, while seventy percent agree that students care about one another. Additionally, the school has seen significant growth in the number of students who agree students respect each other, and students follow the rules.

Based on the data, our next steps will be to continue focusing on reading and listening comprehension. While progress has been made in these areas, they remain an important focus, as strong comprehension skills support not only students' literacy development but also learning across all curricular areas. Another area of focus will be on improving student attendance, with a focus on students who have a pattern of frequent absenteeism. Some families, particularly those new to Canada, are adapting to winter weather and

transportation logistics, which can affect consistent attendance. We will work in partnership with families to ensure they feel supported and confident in getting their children to school safely and consistently. By supporting regular student attendance, we have the potential to support both their literacy skills, as well as their sense of belonging.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 2056 Hugh A. Bennett School

Assurance Domain	Measure	High A. Bennett 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	89.3	85.3	87.9	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	84.8	75.5	83.9	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.3	87.4	90.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.5	83.0	87.8	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	81.5	75.9	80.2	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	76.8	66.0	73.5	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

