

**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

**Dr. J.K. Mulloy 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: Learning Excellence in Mathematics and English Language Arts and Literature (ELAL) will improve.

Outcome One: Student success in Mathematics will improve through equitable Mathematics practices

### Celebrations

- Strong, Consistent Achievement: DJKM students **exceed CBE** in both mathematics stems % achieving Good or Excellent
- **Early Numeracy instruction and intervention:** Only **8.3%** of K–3 students required additional numeracy supports, compared with **16.7% CBE-wide**. Students showing growth from “Requiring Reassessment” to “Not Requiring Additional Supports” rose **from 10.7% (2023–24) to 47% (2024–25)** — a major improvement.
- Math Engagement Rebounding: Student self-reported engagement rose **from 47.4% (2024) to 53.7% (2025)**. Interest in math grew **from 46% to 62.3%** — a **16.3 % increase** in one year.

### Areas for Growth

- **Extending Proficiency to Excellence:** Designing rich tasks and assessment that allow for proficiency and excellence
- **Cultural & Real-World Relevance:** Embed culturally responsive and authentic mathematical problem contexts
- **Regulation & Resilience:** Embed self-regulation routines and reflection in math tasks

### Next Steps

- **Deepen understanding of equity and differentiation in math:**  
Design learning tasks in mathematics that include multiple access points, equitable assessment and enrichment pathways.
- **Increase Cultural Responsiveness:**  
Use real-life contexts and examples reflecting student identities and communities within learning tasks and assessment.
- **Challenge & Engagement:** Balance joy in learning with productive struggle in mathematical tasks to build in opportunities for learning excellence as well as regulation and resilience strategies

## Our Data Story:

With growing diversity of learners, our goal this past year was to deepen equitable mathematics practices across classrooms, ensuring every student could see themselves as capable mathematicians.

In Year 1, our focus was on equitable teaching practices and task design. In Year 2, we will be building upon the work of differentiation, cultural responsiveness, challenge and engagement within task design and assessment. Outlined below is the data that guides our next steps:

### Early Years Provincial Numeracy Assessment – Trends and Reflection

Results from the Early Years Provincial Numeracy Assessment demonstrate that following the final Post-Test, only 8.33% of Dr. J.K. Mulloy (DJKM) students were identified as Requiring Additional Supports (RAS) compared to 16.73% across the Calgary Board of Education (CBE).

Results from the Grade 1–3 Numeracy Assessment show significant improvement in student progress from Pre- to Post-Test between the 2023–24 and 2024–25 school years. In 2023–24, only 10.7% of students initially identified as Requiring Reassessment demonstrated sufficient growth to be scored as Not Requiring Additional Supports (NRAS) on the Post-Test. By 2024–25, this number increased dramatically to 47%, indicating a strong positive shift in early numeracy development and intervention impact.

Overall, this data highlights effective early numeracy practices at Dr. J.K. Mulloy School, and targeted supports implemented last year are making a measurable difference in student learning outcomes.

### Mathematics Report Card Achievement (June 2025)

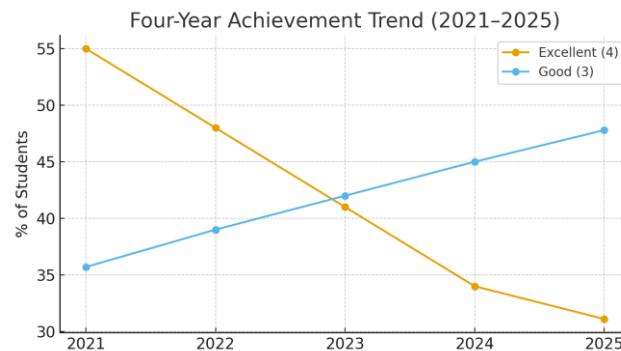
Report Card Stem	% of Students achieving 3–4 (Good & Excellent)	CBE	% of Students achieving 1 (Not Yet)	CBE
Concepts, Patterns & Algebra	<b>79.6%</b>	67.6%	<b>2.5%</b>	6.2%
Applies Mathematical Processes	<b>77.8%</b>	69.8%	<b>2.1%</b>	4.0%

June 2025 report card data shows that DJKM students outperform CBE averages in mathematics overall.

- For “Understands and applies concepts related to number, patterns, and algebra”, 79.6% of DJKM students achieved a 3 or 4, above the CBE’s 67.6%, with only 2.5% at level 1 (CBE 6.2%).
- In the second math stem “Applies Mathematical Processes”, 77.8% achieved a 3 or 4 (CBE 69.8%).
- Very few students are at the lowest level (2.1% vs 4.0%)
- However, the proportion of students achieving the highest level (4) is slightly lower than CBE averages (25.4% vs 29.6%)

## Mathematics Report Card Achievement Four-Year Trend (2021–2025)

- % of students at **Excellent (4)** dropped from 55% → 31.1%
- % of students at **Good (3)** increased 35.7% → 47.8%
- Meanwhile, the number of students demonstrating **(2) Basic** or **(1) Emerging** achievement as well as the ELL and IPP indicators rose modestly. This reflects a widening range of learner profiles.
- Considerations: the Alberta curriculum in mathematics changed for K-3 in September 2022 and Grade 4 in 2023. This may factor into student achievement results.
- Implication: Many students achieve proficiency, but opportunities for extension and enrichment are needed.



## Summary of Math Equity Themes in Student Advisory Council

Based on data gathered from students, key themes that impacted learning emerged. These include:

- **Inclusive play-based learning**
- **Visible learning tools**
- **Growth Mindset and resilience**
- **Cultural and real-life relevance**
- **Collaborative Learning Assurance Survey Data**

## Alberta Assurance Survey

Alberta Education Assurance Survey results indicate a positive upward trend in student engagement with mathematics. Agreement with the statement *"The mathematics I am learning at school is interesting to me"* increased from 46% in Spring 2024 to 54.3% in Spring 2025. An internal

student survey conducted in June 2025 with the same cohort showed further improvement to 62.3%, representing a total growth of 16.3 percentage points over the past year.

While this demonstrates meaningful progress, Dr. J.K. Mulloy School remains below both the Area 2 average (69.6%) and the CBE overall agreement (68.13%). This suggests continued opportunity to deepen student engagement and enjoyment in mathematics learning experiences.

Results also show that teacher and parent perceptions of student engagement have declined slightly from 2021 to 2025, while student self-reported engagement remains consistently lower, though it increased modestly in 2025 (53.7%) after a dip in 2024. Most adults perceive their child's schoolwork as interesting, but fewer students feel challenged, suggesting opportunities to enhance meaningful, engaging, and appropriately challenging learning experiences that better align student motivation with adult perceptions.

#### **2024–2025 OurSCHOOL Survey**

DJKM students report strong belonging, inclusion, and acceptance, with nearly 80% feeling connected and supported, surpassing CBE averages. While students demonstrate perseverance and resilience, areas such as emotional regulation and stress management remain opportunities for growth, highlighting the need to strengthen daily practices and school-wide strategies that foster self-regulation, growth mindset, and overall well-being.



## 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	Dr. J. K. Mulloy 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	<a href="#">Student Learning Engagement</a>	78.5	80.1	82.1	83.9	83.7	84.4	Very Low	Maintained	Concern
	<a href="#">Citizenship</a>	73.6	83.8	83.5	79.8	79.4	80.4	Intermediate	Declined Significantly	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.1	94.3	92.8	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	82.2	86.3	86.7	84.4	84.0	84.9	Low	Declined	Issue
	<a href="#">Access to Supports and Services</a>	74.7	77.1	81.3	80.1	79.9	80.7	Low	Declined	Issue
Governance	<a href="#">Parental Involvement</a>	71.4	86.9	85.2	80.0	79.5	79.1	Low	Declined	Issue