

**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. E.P. Scarlett High 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: Student academic achievement will improve through the implementation of fair, transparent, and equitable assessment practices.

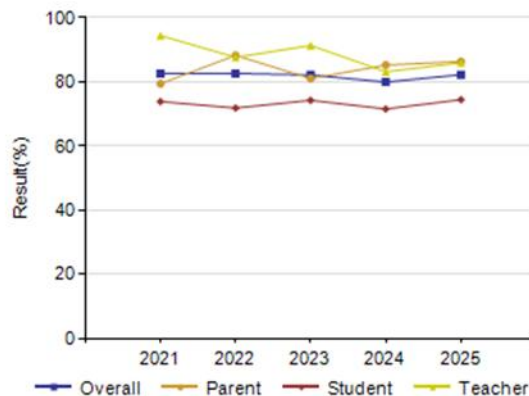
Outcome One: The implementation of Outcomes-Based Assessment practices across disciplines to support fair, transparent, and equitable assessment practices and improve literacy achievement.

Celebrations

- *High School Completion rates at Scarlett have improved and been maintained, demonstrating excellence.*
- *Diploma results in all subjects are very high both for the acceptable standard and for excellence.*
- *Results for all our learners in literacy, as assessed by in class assessment and in diploma exams, such as in English Language Arts, is excellent for regular learners; for EAL and Indigenous learners, results have been very high overall.*

Areas for Growth

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



- *Students in English 30-2 and Social 30-2 are beginning to see a downward trend in terms of success at meeting acceptable standard and excellence.*

Next Steps

- *Though student engagement has improved as we have parents reporting on their students' engagement; teachers continue to tell us that students are less engaged. We need to determine why teachers' perspective data report this way.*
- *Tracking of students taking English 30-2 and Social 30-2 in grades 10 and 11 to determine literacy needs.*
- *Tracking of all Indigenous learners in our Student Learning Teams.*
- *Tracking how the addition of a second resource teacher assists us in ensuring all students experience success.*
- *New Peer Tutoring programming is being implemented at Dr. E.P. Scarlett High School that all students can access.*
- *Using Assignment stem/outcome analysis in each subject matter to determine next steps in teaching.*
- *Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria.*
- *Teachers use various assessment types and common assessments to ensure fairness and accuracy in reporting achievement results.*
- *Provide timely, consistent, and constructive feedback to help students understand their assessment results, map progress, and address areas of improvement.*

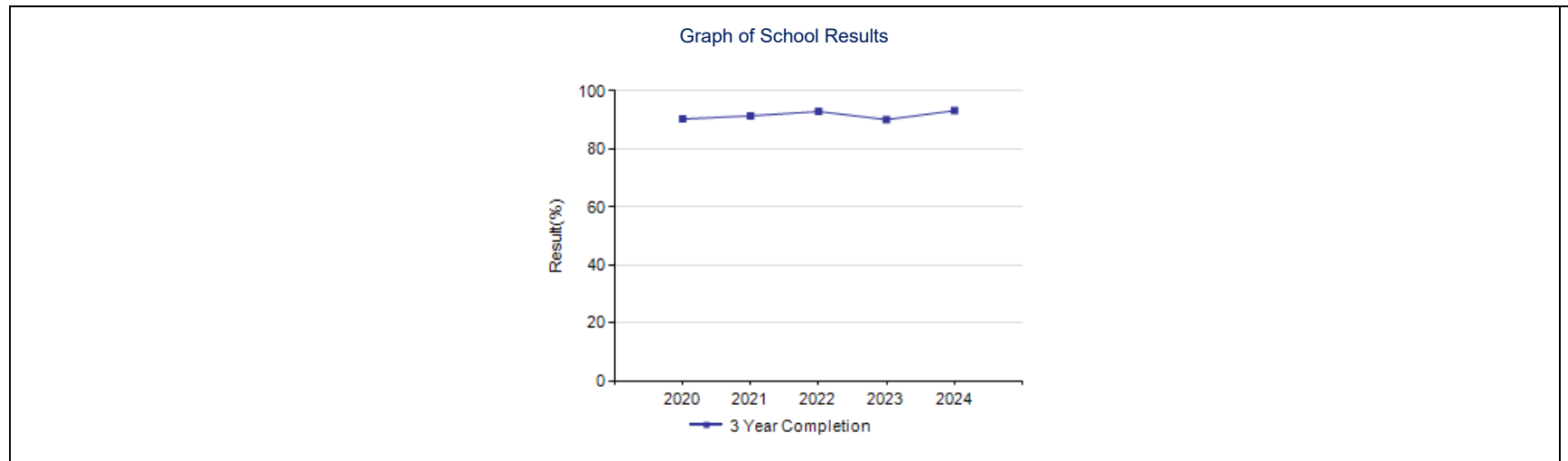
Our Data Story:

Alberta Education Assurance Measures:

The 3-Year High School Completion is high for the school as a whole as we have seen improvement to graduation rates. The students' Diploma Exam performance in meeting both the Acceptable Standard and the Standard of Excellence with achievement being high and overall excellent results for students at Dr. E.P. Scarlett High School.

■ High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	487	90.3	508	91.4	454	92.9	524	90.1	554	93.2	Very High	Improved	Excellent	8,752	82.4	9,009	83.0	9,157	81.1	9,377	80.4	9,626	81.6	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	562	89.4	487	92.6	505	93.6	453	94.7	523	92.1	Very High	Maintained	Excellent	8,377	84.0	8,750	86.5	9,008	87.1	9,160	85.8	9,371	85.6	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	504	91.1	562	91.4	486	93.5	504	94.2	452	95.6	Very High	Improved	Excellent	8,503	86.0	8,381	86.6	8,746	88.6	9,011	89.0	9,159	88.0	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

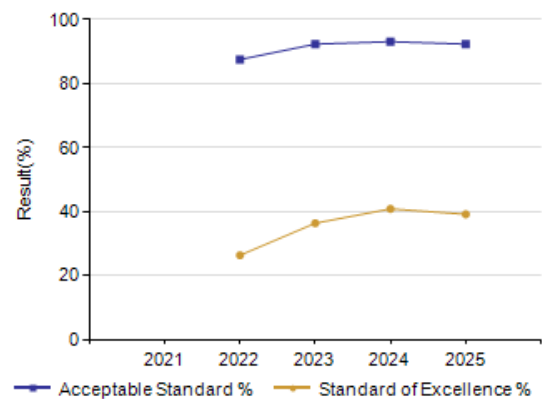


■ Diploma Examination Results – By Students Writing Measure History

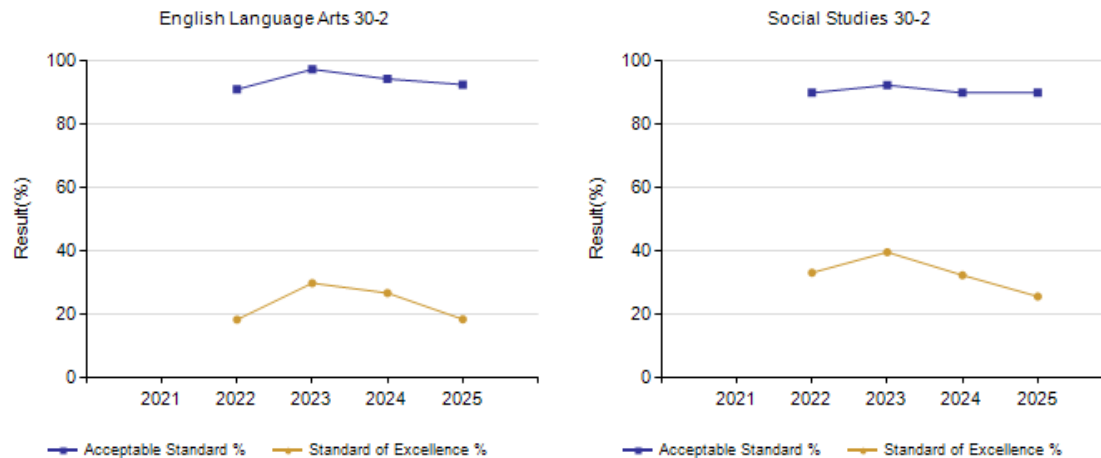
Diploma Exam Results By Students Writing Measure History													
	Dr. E. P. Scarlett High School					Measure Evaluation			Alberta				
	2021	2022	2023	2024	2025	Achievement	Improvement	Overall	2021	2022	2023	2024	2025
N	n/a	456	568	648	622	n/a	n/a	n/a	n/a	58,444	67,294	72,444	78,236
Acceptable Standard %	n/a	87.5	92.3	93.1	92.3	Very High	Maintained	Excellent	n/a	75.2	80.3	81.5	82.0
Standard of Excellence %	n/a	26.3	36.3	40.8	39.1	Very High	Maintained	Excellent	n/a	18.2	21.2	22.6	23.0

■

Graph of Diploma Examination Results – Overall



We have excellent results overall though students taking English 30-2 and Social 30-2 we saw a downward trend that we need to determine the reasons for.



Goal Two: Students' experience of feeling safe, welcome, and secure at school will increase.

Outcome One: Students' sense of belonging will improve.

Outcome Two: Students will feel less anxious about school.

Over the last three years our student survey results suggest a continued need to improve well-being of students and their feelings of safety in school, particularly in the OurSCHOOL survey and the Alberta Education Assurance Measure Results Report. Mental health and academic success are intricately linked, and in our school the two appear to have been decoupled, requiring a response. We engaged students in opportunities to improve their sense of belonging. Students have more ownership through the Principal's Advisory Council; they have more opportunities for Athletics (in and out of teams), and a growing number of clubs.

Student needs were better met more capably through an enhancement of our School Learning Team processes that have had teachers more directly engaged identifying and recommending students in need as an extension of our regular Collaborative Response Team Meetings. Furthermore, we continued our improvements to the Grade 9 to Grade 10 transitions by targeting students needing more support.

Celebrations

- *We have seen a 4% increase to improving students feeling safe in school and coming to and from school as reported in the “Our School Survey”. We had 64% in 2024 while in 2023 we had 59%. The Canadian norm is 59%. In 2022 we had 60% feeling safe.*
- *We have seen a 6% decrease in reducing student anxiety. We had 35% reporting anxiety in 2023 to 28% reporting student anxiety in 2024 with the Canadian norm being 31% as reported by students in the “Our School Survey”. In 2022 40% of students reporting high levels of anxiety.*
- *Student’s sense of belonging has improved by 3% as reported in the “Our School Survey”. We had 70% reporting a positive sense of belonging at Scarlett while 67% reported this the year before. The Canadian norm is 62%. In 2022, we had 67% who had a positive sense of belonging at Scarlett.*

Areas for Growth

- *We need to be sure that we maintain these improvements. We want to see continuous improvement over time to all our survey data and address needs as they emerge with strong connections to Student Services and school programming.*

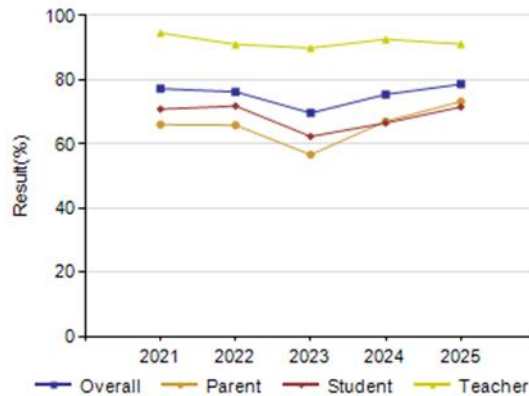
Next Steps

- *Tracking how additional classes, such as the second Mechanics classroom, and new options, like Photography and Mandarin Language and Culture, have improved a sense of belonging at school.*
- *We plan to add a new way for students to share their viewpoints on school culture and how the school is managed by bringing together the leaders of all our student clubs and athletic teams into a “Student Senate” that will allow the administration to speak directly to students about issues that matter to them.*
- *Provide students with opportunities for continued learning and reassessment to motivate student learning and lessen anxiety about “moment in time” performance.*
- *Provide accommodations to students, such as additional time, that help students to meet learning goals and to alleviate anxiety about results.*
- *Use diagnostic and formative assessments to support students in understanding learning.*
- *Teachers design tasks and assessments and engage resources that are culturally inclusive and provide multiple points of entry or accessibility to all learners.*

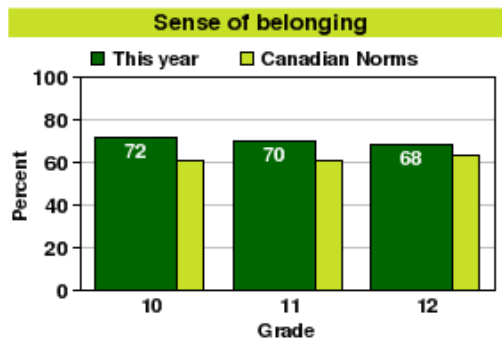
Our Data Story:

Over the last few years, we have seen continuous improvement in improved citizenship, student sense of belonging, reduced anxiety and student safety as reflected in surveying our students and parents.

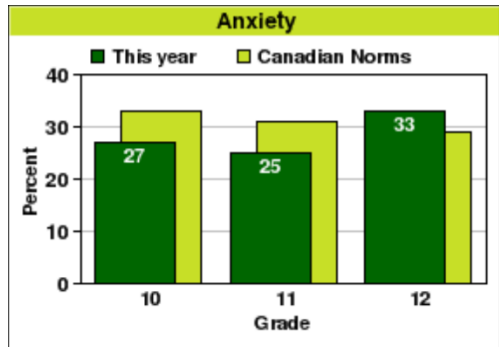
- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship has improved significantly.



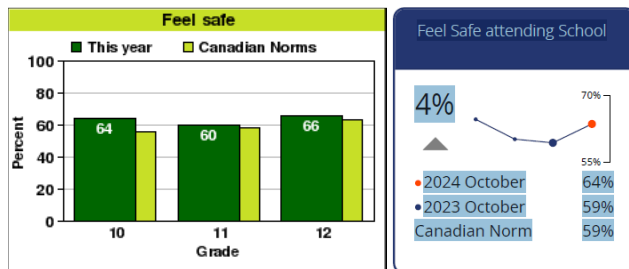
- Students who feel accepted and valued by their peers and by others at their school. We have 70% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%. While 69% of the girls and 76% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 57% and for boys is 66%.



- Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations:
 - 28% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 31%.
 - 38% of the girls and 17% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 44% and for boys is 18%.



- Students who feel safe at school as well as going to and from school:
 - 64% of students felt safe attending the school; the Canadian norm for these grades is 59%.
 - 62% of the girls and 68% of the boys felt safe attending the school. The Canadian norm for girls is 56% and for boys is 62%.

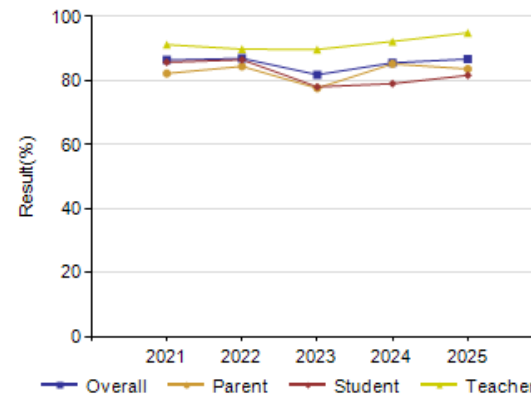


Safe and Caring – Measure Details

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.

	School													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	552	86.47	589	86.50	615	81.85	653	85.50	667	86.30	High	Maintained	Good	34,649	88.47	36,967	87.77	39,431	85.50	40,274	84.88	40,372	85.12	230,987	90.00	249,835	88.88	257,278	87.55	265,150	87.10	269,159	87.33
Parent	117	82.27	744	84.47	776	85.85	852	85.54	836	83.66	High	Maintained	Good	5,258	88.33	4,910	88.22	5,656	86.44	4,952	85.55	4,151	85.55	30,969	90.55	31,707	89.55	31,879	88.11	33,225	88.00	34,446	87.99
Student	405	85.77	477	86.53	380	78.47	790	85.24	816	81.66	High	Maintained	Good	24,265	83.22	26,900	82.11	28,291	79.88	29,321	78.81	29,862	79.12	169,813	84.00	187,165	82.55	193,049	81.55	199,865	80.44	201,157	80.66
Teacher	30	91.2	36	89.44	44	89.52	52	92.2	75	94.9	High	Maintained	Good	5,126	93.7	5,157	92.7	5,484	90.4	6,001	90.1	6,358	90.9	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

Graph of School Results



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	Dr. E. P. Scarlett High 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	82.2	79.9	81.6	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	78.6	75.4	73.7	79.8	79.4	80.4	High	Improved Significantly	Good
	3-year High School Completion	93.2	90.1	91.5	81.4	80.4	81.4	Very High	Improved	Excellent
	5-year High School Completion	95.6	94.2	93.0	87.1	88.1	87.9	Very High	Improved	Excellent
	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	92.3	93.1	92.7	82.0	81.5	80.9	Very High	Maintained	Excellent
	Diploma: Excellence	39.1	40.8	38.5	23.0	22.6	21.9	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	86.1	85.3	84.7	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.4	82.5	81.8	84.4	84.0	84.9	Intermediate	Improved	Good
	Access to Supports and Services	83.3	82.4	81.6	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	78.3	77.3	75.4	80.0	79.5	79.1	Intermediate	Maintained	Acceptable