

**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

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:

Students will develop proficiency in academic language necessary to effectively communicate for a variety of language functions found in classroom discourse, tests, and assessments.

Outcome One:

Students will demonstrate improvement in their ability to use academic language to effectively communicate for a variety of language functions, such as explaining, justifying, persuading, arguing, analyzing, evaluating, synthesizing, inferring, predicting

Celebrations

- *47.3% of students achieve an indicator of 3 or 4 on writing stems in ELA*
 - *This increases to 57.2% when extrapolating just grade 9 student data.*
- *50.2% of students achieve an indicator of 3 or 4 on reading stems in ELA*
 - *This increases to 59.9% when extrapolating just grade 9 student data.*

Areas for Growth

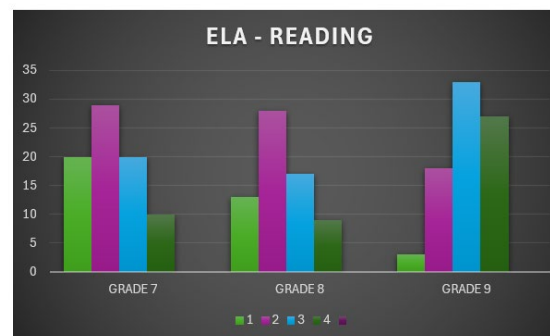
- *Students are still developing confidence and consistency in using academic language across subjects and learning tasks.*
- *Learners benefit from additional support in expressing clear reasoning when engaging with complex ideas or assessment prompts.*
- *Many students are continuing to build their skills in organizing and communicating their thinking in both written and verbal formats*

Next Steps

- *Strengthen students' confidence and consistency in using academic vocabulary across subjects and learning tasks.*
- *Increase opportunities for students to practice expressing complex ideas through clear explanations, justifications, and analyses.*
- *Enhance students' ability to interpret and respond to different types of assessment prompts using precise, discipline-specific language.*
- *Support students in developing stronger communication skills when evaluating information, making predictions, or explaining reasoning.*
- *Expand students' capacity to convey understanding in written and verbal forms, especially when engaging with multiple points of view or synthesizing information.*

Our Data Story:

	GRADE 7	GRADE 8	GRADE 9
3	20	17	33
4	10	9	27
3 OR 4	30%	26%	60%



Data Chart Overview

The data chart included in this SIRR draws on multiple sources of evidence to illustrate student achievement trends and monitor progress toward our school goal. The primary source of data is the set of **CBE report card indicators** from English Language Arts, as these indicators provide a consistent measure of student performance in their literacy. Report card data reflects teacher professional judgment based on a broad collection of student work over the year, including formative and summative assessments, online tasks, discipline-specific activities, with all demonstrations of learning aligned to the Alberta Program of Studies.

The chart aggregates the distribution of achievement across the four CBE performance levels (1, 2, 3, and 4) for the indicators selected to align with our SDP goal of improving student proficiency with academic language. By examining the percentage of students achieving at each level, we are able to identify patterns of strength, areas requiring targeted support, and shifts over time that may signal progress or challenges.

In addition to the four numbered indicators, the data chart also includes an “**Other**” category. This category captures students whose achievement cannot be meaningfully assessed for that reporting period. Within this category, we use several codes, but the most common is **NER**, which indicates for “**No Evaluation Recorded**”

Role of Report Card Indicators in Monitoring SDP Progress

Because our SDP goal focuses on **academic language**, the indicators selected for monitoring provide a reliable way to examine skill growth over time.

These indicators allow us to track:

- Students' ability to apply academic vocabulary in meaningful contexts
- Their proficiency with structuring explanations, justifications, and analyses
- Their growth in reading comprehension, interpretation of prompts, and synthesis of ideas
- Their communication of understanding across written, oral, and multimodal formats

- Reads to explore, construct and extend understanding
- Manages and evaluates information and ideas
- Represents ideas and creates understanding through a variety of media.

The ELA results presented in this School Improvement Results Report are drawn from three key report card stems: **Reads to explore, construct and extend understanding**, **Manages and evaluates information and ideas**, and **Represents ideas and creates understanding through a variety of media**. These stems offer a comprehensive view of how students engage with text, process information, and communicate their learning across multiple formats. Because they reflect foundational literacy and academic-language skills, they provide valuable insight into the overall effectiveness of instruction and student growth over the reporting period.

The stem **Reads to explore, construct and extend understanding** captures how well students interpret and interact with increasingly complex texts. Performance in this area reflects students' ability to use vocabulary, make meaning from text structures, and demonstrate comprehension through explanation and analysis. Growth in this indicator suggests that students are strengthening their ability to use language to construct and extend understanding.

The stem **Manages and evaluates information and ideas** measures students' skill in gathering, organizing, interpreting, and assessing information from diverse sources. This includes comparing ideas, evaluating perspectives, summarizing content, and justifying conclusions. Because these skills rely heavily on clear, precise language, results in this stem help show how effectively students can work with information and express their thinking.

The stem **Represents ideas and creates understanding through a variety of media** reflects students' ability to communicate meaning across written, oral, visual, and multimodal formats. Strong results indicate that students can organize ideas, select appropriate language, and use discipline-specific vocabulary to convey understanding in ways that fit the task, purpose, and audience.

Taken together, these three stems provide a meaningful and well-rounded picture of student literacy development. They help illustrate the extent to which students can comprehend information, think critically, and communicate their ideas using the language demands of the curriculum. By examining trends across these indicators, the report highlights areas of strength, identifies ongoing challenges, and informs future instructional focus.

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



Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 1064 CBe-learn

Assurance Domain	Measure	CBe-learn			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	82.3	86.1	85.5	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	78.7	86.4	85.9	79.8	79.4	80.4	High	Dedined	Acceptable
	3-year High School Completion	49.6	52.3	45.2	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	69.7	65.9	55.3	87.1	88.1	87.9	Very Low	Improved	Issue
	PAT9: Acceptable	27.7	20.1	20.6	62.5	62.5	62.6	Very Low	Improved	Issue
	PAT9: Excellence	4.8	4.0	4.5	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	78.0	77.2	75.5	82.0	81.5	80.9	Low	Improved	Acceptable
	Diploma: Excellence	19.6	18.5	17.6	23.0	22.6	21.9	High	Improved	Good
Teaching & Leading	Education Quality	87.3	88.8	86.9	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.1	88.5	88.5	84.4	84.0	84.9	Low	Dedined Significantly	Concern
	Access to Supports and Services	78.6	86.1	83.5	80.1	79.9	80.7	Intermediate	Dedined	Issue
Governance	Parental Involvement	78.9	77.9	75.5	80.0	79.5	79.1	High	Maintained	Good